



SALTO-YOUTH

TRAINING SEMINAR

“HOW TO USE THE LOCAL ENVIRONMENT AS A PEDAGOGICAL TOOL

Curtea de Arges, Romania
21-29 July 2001

FINAL REPORT



SALTO-YOUTH-INJEP

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GROUP PICTURE

SALTO-YOUTH is shorthand for the Support for Advanced Learning & Training Opportunities for the YOUTH programme of the European Commission. In September 2000, four of these ***SALTO-YOUTH centres*** were created (within the YOUTH National Agencies of Flanders-Belgium, Germany, UK & France) to enhance the quality of the projects within the YOUTH programme, through the organisation of specialised training courses and the co ordination of the different training efforts within the YOUTH programme.

**INTERNATIONAL TRAINING SEMINAR
« HOW TO USE THE LOCAL ENVIRONMENT
AS A PEDAGOGICAL TOOL »**

Supported by the
“ Youth ” programme



This document has been written by Tamara CUPRIAN, Romanian journalist and all the trainers.

Lay out and design made by Bernard ABRIGNANI and Clément DUPUIS from SALTO-YOUTH-INJEP.

It is the result of the co operation of 5 National Agencies involved in this project:

France



Hungary



Norway

Statens ungdoms - og adopsjonskontor
SUAK



Romania

Italy



Agenzia Nazionale Italiana Gioventù

**From the island of Groix (F)
to Curtea de Arges (Ro) via Bogen (No)
A pilot project still in process**

Once upon a time there were 5 National Agencies: France, Norway, Hungary, Italy and Romania, who faced the same question and had the same aim:

“ How can we get young people who are taking part in exchanges organised under the Youth for Europe Programme to really get to know what the places they visit have to offer them and thus facilitate intercultural learning that is truly European”.

To answer to this question a 5 steps project was imagined; and it was decided to set up a working group, made up of agency representatives and trainers from associations, for the purpose of creating a training module; its aim was to use the techniques and methods developed to train future participants to help young people open their eyes and their minds; helping them to see people, things, countryside and the rules we live by from a different perspective.

1 - From the 19th to 26th September 1999, the first stage of a pilot project supported by the European Commission under action BII, took place on the Isle of Groix, opposite the town of Lorient which is in the Morbihan region of Brittany. The aim of this action, carried out in partnership with 4 other National Agencies, was to design a training module in techniques of ‘local environment’ discovery.



The representatives of the 5 partner countries opted to ‘stick’ as closely as possible to the everyday reality that they all live: to try out a training content aiming to prepare both future group leaders and future trainers of trainers.

2 – After this seminar, the Norwegian National Agency, proposed to organise the first experimentation; it took place north of the Arctic Circle; in Evenes kommune of Bogen in the Ofoten region which is 60kms west of Narvik; from the 28th April to the 6th of Mai 2000. Each National Agency sent 5 participants and one trainer who participated at the first step.

3 – The first step was at the end of summer; the second was at the end of **R**espon winter; so it was decided for the third one to organise it in the summer sibility time. And the winner was Curtea de Arges in Romania. From the 21st to . the 29th of July 2001. You have in your hands the result of this training seminar.



The next steps would be in Italy and Hungary; maybe in autumn and spring, just to achieve the aim to test the process of this training in the different seasons.

The process of this training is based on the fact that learning about a ‘local environment’ is an important element in intercultural learning; the ability to open eyes and ears, to reach out to others, to show empathy - these are essential aims not only for exchange leaders but for all human beings.

The challenge we take up all along this training is to put ourselves and the participants into a permanent mirror situation. The basic principle is simple: before you can transmit something to other people you need to have experienced it yourself; learning comes from doing; for that you have to have interaction between reality and activity and therefore a combination between individual work and teamwork.

Our approach is to go from the individual to the group and back to the individual; this document is the result of our work, but it does not aim to be exhaustive; it is only the first stage of an ongoing project working together in a spirit of **Solidarity, Tolerance, Autonomy** and shared



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OFFICIAL OPENING

(on behalf of Romanian National Agency, Sorin Mitulescu)

Aims of the N.A. / aims of the Youth Programme

- To have many youth exchanges and to improve the quality of these exchanges.
- To use the different places like tools for education, communication, understanding, creativity.

This training belongs to a process

It is the follow-up of other training in France and Norway and will be followed up by training in Italy, Hungary and again France

Advantage of the place Curtea de Arges

It is a very important place of Romania with a lot of things to discover. Is a challenge for any youth worker to try to understand this part of Romania and of Europe.

Chance to have a very good team of trainers

Bernard and his team have already much experience to work together and they have many interesting ideas. There is a chance for us to work with such a performant team.

Presentation of the team: everybody has to introduce himself...



Who: Bernard Abrignani

Where from: Verneuil-Sur-Seine, France

What does: Project officer of Action V. (Interagency Cooperation and Training) in the French National Agency, INJEP; and Coordinator of SALTO-YOUTH-INJEP.

During the training: Coordination of the training and of the final report and video.

Who: Diana Hajdu-Kis

Where from: Szolnok, Hungary

What does: Responsible of International Relations in the VE-GA Children and Youth Union, project manager of SIEN (Student International Exchange Network), delegated trainer of the Hungarian National Agency, Mobilitas.

During the training: Leader of a working group, referent to the Hungarian participants.

Who: Giulio `Mac` Maistrelli

Where from: Turin, Italy

What does: Full time trainer, consultant. Project manager in Vedogiovane (Cooperativa Sociale in Italy).

During the training: Leader of a working group, coordinating the WAT groups, referent to the Italian participants.

Who: Sorin Mitulescu

Where from: Bucharest, Rumania

What does: Project officer in charge of Action II in the Romanian National Agency, Eurotin.

During the training: In charge of logistic, referent to the Romanian participants.

Who: Eivind Nordeide

Where from: Fristad, Askvoll, Norway

What does: Responsible of economy and activities of the Haugeland Internasjonale Senter, delegated trainer of the Norwegian National Agency, Suak.

During the training: Leader of a working group, referent to the Norwegian participants.

Who: Yves Trouinard

Where from: Saint-Brieuc, France

What does: Coordinator for international projects in the Federation Regionale des Maisons des Jeunes et de la Culture, delegated trainer of the French National Agency, INJEP.

During the training: Leader of a working group, referent to the French participants.

Who: Tamara Cuprian

Where from: Galati, Romania

What does: Director of Communication Department to IKON Foundation, delegated raporteur of Romanian National Agency, Eurotin

During the training: Raporteur



By Sorin Mitulescu

Romania doesn't have a domestic system to prepare youth workers or youth exchange trainers. Enthusiastic people manage many youth exchanges with no any formal qualification in the field of youth work. Some of them have the chance to learn from their own practical experiences or if their partners are more experienced. Others have no people possibility to develop their skills.

Starting from this situation and taking into consideration the increasing popularity of youth exchanges, we are very open to any opportunity to train our volunteer youth workers and to motivate them for a rich educational message in the following youth exchanges or other youth activity.

Our desire is to produce during such period a group of skilled youth workers and finally a national body of trainers in the field of youth exchanges and youth non-formal education. We were very happy with the results of previous international training projects like tri multi, seminars and training for local environment pedagogy. Many Romanian participants have appreciated the results of these activities and encourage us to develop new international projects.

PRELIMINARY PROGRAMME

Saturday 21	Sunday 22	Monday 23	Tuesday 24	Wednesday 25	Thursday 26	Friday 27	Saturday 28
	<u>9.00</u> Presentation of the day Ice breaking Official opening Expectation and learning contract <u>11.00 Break (20 minutes)</u> Introduction to the programme Eu policy and training strategy	<u>9.00</u> Energiser Presentation of the day Discover Rally Battle of Elements	<u>9.00</u> Energiser Presentation of the day Research and preparation Working groups	<u>9.00</u> Research and preparation Working groups	<u>9.00</u> Restitution: SOCIOLOGY	<u>9.00</u> Evaluation of the restitutions and of preparation and research process	<u>9.00</u> Energiser Presentation of the day Preparation of the project market Project market <u>11.30 Break (20 minutes)</u> <u>12.00</u> FORUM Action 1,2 and 5
<u>18.00</u> Arrival Welcome Receiving the key Installation National group meeting Preparation of the organization stands	<u>15.00</u> We as European citizens ICL Games <u>17.00 Break (20 minutes)</u> ICL Games (Follow up) <u>18.00</u> WAT group Preparation of the intercultural evening in national group	<u>15.00</u> Theoretical input on environment Splitting in four thematic groups: CULTURE, NATURE, SOCIOLOGY, HISTORY <u>17.00 Break (20 minutes)</u> First meeting for the thematic working groups <u>18.30</u> WAT group	<u>15.00</u> Research and preparation Working groups <u>19.00</u> WAT group	<u>15.00</u> Restitution: NATURE <u>19.00</u> WAT group	<u>15.00</u> Restitution: HISTORY <u>19.00</u> WAT group	<u>15.00</u> Prep meetings for the writing time Writing time	<u>14.30</u> Final evaluation <u>17.00 Break (20 minutes)</u> Follow up Official closing time <u>18.30</u> Departure for the farewell party
<u>20.30</u> Ice breaking games Presentation of the Org. stands Practical info	<u>20.00</u> Intercultural evening and <u>buffet</u>	<u>20.15</u> Meeting with local resource people	Free evening	Disco	Restitution: ART / TRADITIONS	<u>20.30</u> WAT group <u>21.00</u> Presentation by the participants of their project and Org.	Farewell party in "Cabana Cumpana"

DEFINITIVE PROGRAMME

Saturday 21	Sunday 22	Monday 23	Tuesday 24	Wednesday 25	Thursday 26	Friday 27	Saturday 28
	<u>9.00</u> Presentation of the day Ice breaking Official opening Expectation and learning contract <u>11.00 Break (20 minutes)</u> Introduction to the programme Eu policy and training strategy	<u>9.00</u> Energiser Presentation of the day Discover Rally « Battle of Elements » (preparation, presentation, evaluation)	<u>9.00</u> Energiser Presentation of the day Research and preparation Working groups	<u>9.00</u> Research and preparation Working groups <u>10.00</u> Restitution + Evaluation : NATURE in Argues valley	<u>9.00</u> Restitution + Evaluation : SOCIOLOGY	<u>9.00</u> Evaluation of the preparation, the research process and the restitutions	<u>9.00</u> Energiser Presentation of the day Preparation of the project market Project market <u>11.30 Break (20 minutes)</u> <u>12.00</u> FORUM Action 1,2 and 5
<u>18.00</u> Arrival Welcome Receiving the key National group meeting Preparation of the organization stands	<u>15.00</u> We as European citizens ICL Games <u>17.00 Break (20 minutes)</u> ICL Games (Follow up) <u>18.30</u> WAT group Preparation of the intercultural evening in national group	<u>15.00</u> Theoretical input on environment Splitting in four thematic groups <u>17.00 Break (20 minutes)</u> First meeting for the thematic working groups <u>18.30</u> WAT group	<u>15.00</u> Research and preparation Working groups <u>19.00</u> WAT group	<u>15.00</u> Restitution + Evaluation : NATURE in Argues valley <u>18.00</u> WAT group	<u>15.00</u> Restitution+ Evaluation : HISTORY in the stone church from Corbi <u>19.00</u> WAT group	<u>15.00</u> Prep meetings for the writing time Writing time for the report	<u>14.30</u> Final evaluation <u>17.00 Break (20 minutes)</u> Follow up Official closing time <u>18.30</u> Departure for the farewell party
Installation	<u>20.30</u> Intercultural evening and <u>buffet</u>	<u>20.15</u> Meeting with local resource people	Free evening	Disco	Restitution: ART / TRADITIONS in Gheorghe Stefanescu House + forlorik band	<u>20.30</u> WAT group <u>21.00</u> Presentation by the participants of projects and org.	Farewell party in “Cabana Cumpana”

LEARNING CONTRACT AND EXPECTATION

A. LEARNING CONTRACT

These are the common rules that we want to follow:

- **Do**
 - Acknowledge your role in the learning adventure
 - Be willing to experiment with new learning strategies/methods
 - Work as a team, using people's strengths and helping them with their weakness.
 - Recognize that everyone learns differently and at different rates.
 - Be patient and let learning happen.
 - Be sure you came here to share your experience
 - Respect the team work:
 - Be on time at the sessions
 - Switch off your mobile during work time
 - Take care of the material that you can use (computers at school, pedagogical materials...)
- **Don't**
 - Be competitive about achievement
 - Panic and give up
 - Feel superior or inferior
 - Smoke in the plenary room

B. EXPECTATIONS: METHOD

Presentation of the learning contract. The participants are asked to react. (10 minutes)

The participants are asked to work on their expectation following the process below (40 mn)

We finalize the learning contract together with the participants (10 mn)

- **Expectation and fears**

The aim is to have an overview of all the participant's expectations and to see what can be the common expectations for the all group.

This work is divided in three parts (we could take more time to do it but we want a picture)

Participants reflect individually during 5 minutes on those two questions:

- What do you want to be this training? (Hopes)
- What don't you want to be this training? (Fears)

When the participants have finished, they join by group of six. The task is to see what they have in common (to stick post-it on a big paper). The task is to make a presentation to the others and prepare a report, using any materials you want (not more than 25 minutes)

The four groups present the result on a big sheet of paper in plenary

We compare if there are big differences, but there is no open discussion.

C. RESULTS: RESULTS

1. HOPES

- Sharing experiences and ideas – and hopefully benefiting from the others
- Learning new methods
- Getting to know new cultures
- Making contacts for future exchanges
- To learn and understand the local culture and history
- To be able to communicate and cooperate with people from different cultures
- To learn about ICL communication
- Learning by doing
- The concept of a good exchange
- The training will be cognitive, interesting, interactive, effective and useful for the future exchanges
- Have a good time together!!!

2. FEARS

- Too tired – passive
- No time to socialize
- Useless info
- Not to be pressured
- Misunderstand informal signals
- Too much theory/no practice
- Nothing will happen after this week
- No coffee before 8.00
- No time to see the places
- Learning all the names and remember our own
- Too many cameras

WE EUROPEANS

In the introduction to the session, one should talk about Europe, the reason why we are here, the European Dimension -intellectual and political-, and the three different levels in the Youth programme -EU member, EEC member and Pre.accession countries-.

A. PREPARATION OF THE GAME

1. AIM

The main aim for this session is to:

- Give input on the four different topics in the training (*history, nature, society & culture*):
 - By asking questions that give them new info about the countries.
 - By trigger an interest for asking more questions in the topic.
- Give them the feeling of belongness to Europe
- Working together in groups and make them realise common things in Europe.

2. METHOD

- **Active**

In the way of doing : we ask / they answer

- **Interactive**

Discuss together in small groups

3. TECHNIQUE

1. We start the game by giving the participants some perception games, here we will use the different brands of Nescafe adapted to different countries in Europe.
2. We then split the participants in groups by putting their names in nationality piles and pick 6 groups, mix nationality of the 24 people.
3. Another perception and geography quiz, the group will get some pictures of different places in Europe and they will try to work together on the groups to find the countries belonging to the pictures.
4. Quiz concerning the four topics (*history, nature, society & culture*). Questions taken from the differences in Europe. (See quiz).
5. The participants get some time to negotiate about the questions in the groups and have to give the answer when we play a piece of music (to end the thinking).

6. To end off the session, we play traditional music from the different countries involved and the participants have to guess what music belong to each country.
7. We end the session by presenting the “Perfect European” based on stereotypes.

There is room in this session to play, if you see an interesting theme coming up you will be able to use it longer and shorten down the number of questions in each topic, you are also able to do this if you are under time pressure.

The sub aims for the session is to give them some input on ICL methods which are:

- To admit (complexity and tolerate)
 - To be inclined (with contact and curiosity)
 - To know (yourself)
-
- **To reach this we use different methods and techniques**
 - Quiz
 - Small groups
 - Negotiation
 - Result of the quiz
 - Ask for history
 - Values

4. TOOLS

- Stereo player
- Music
- Flipcharts/markers
- Chairs (to make groups)
- Paper/pens
- Overhead

Check the electric system (overhead and stereo) before you start the session!!



B. WE EUROPEAN: THE QUIZ

1. SOCIOLOGY ISSUES

- **At the city or the countryside?**

(Percentage of the population, who lives in the countryside)

- *Countries where there are very few rural*

First Sweden 16,8

Belgium 2,9

- *Countries where there is a little rural*

France 25

Norway 26.4

- *Countries where there are no badly rural*

Hungary 34.5

Italy 33,3

- *Countries where there are many rural*

Portugal 63,5

Romania 43, 2

- **Which sport do you prefer on television?**

(Sport program more looked at by country)

- Football: France, Italy, Romania, Belgium, Hungary
- Ski: Austria, Norway
- Basket Ball: Greece
- Hockey: Finland
- Hand ball: Denmark
- Hippiism: The United Kingdom



- **Governments**

(% Of ministers which are women at the beginning of 2001)

- *Country where there are almost as many women as men*

Sweden (47%)

- *The countries where there is half minus women than men*

France (29%)

Belgium (20%)

- *The countries where there are much less women than men*

Romania (19%)

Italy (16%)

- *Those where there is little or not at all women*

Poland (0%)

- **Marriage or Free Union**

(% Of births out off marriage by country)

- *Countries where the marriage largely dominates ...*

Spain (11,7)

Italy (9)

Greece (3.7)

- *Those where it is in competition ...*

Slovakia (15,3)

Romania (23)

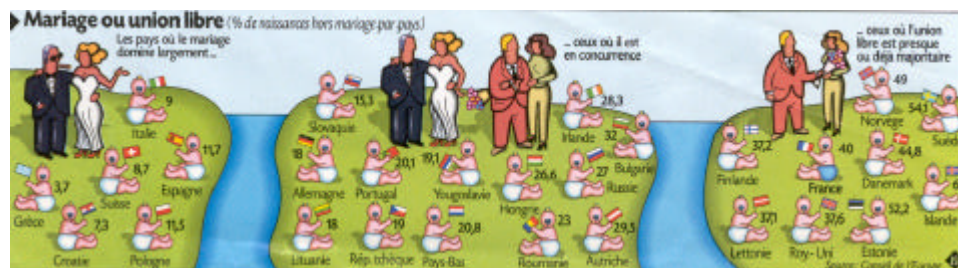
Hungary (26.6)

- *Those where the Free Union is almost or already majority ...*

France (40)

Norway (49)

Iceland (64)



- **Work and Women**

(% Of the 15 years old women and more who work)

- *Countries where many women work*

Iceland (67,9)

Estonia (61,7)

- *Countries where more half of the women work*

Norway (58,5)

Portugal (50,6)

- *Countries where less than half of the women work*

Hungary (48,4)

France (47,8)

- *Countries where few women work*

Italy (38,2)

Ireland (35,9)

Romania ???

- **First Child**

(According to the average age of the first childbirth)

- Austria (27,8)

- Belgian (28,5)

- France (29,1)

- Italy (29,6)

- Netherlands (30,1)

- **Have confidence?**

(% Of people which believes that one can make confidence with the majority of people)

- *Those which have confidence...*

Norway (61%)

- *Those which have less confidence...*

Ireland (47%)

Italy (35%)

Belgium (31%)

- *Those which are wary...*

Bulgaria (29%)

France (21%)

Romania (16%)

2. NATURE ISSUES

- **Nuclear energy**

(Percentage of the electric production which is of nuclear origin by country in 1998)

- *Countries where it provides more half of electricity*

Lithuania 77, France 76, Belgium 55

- *Those where it provides more than 1/4 of electricity*

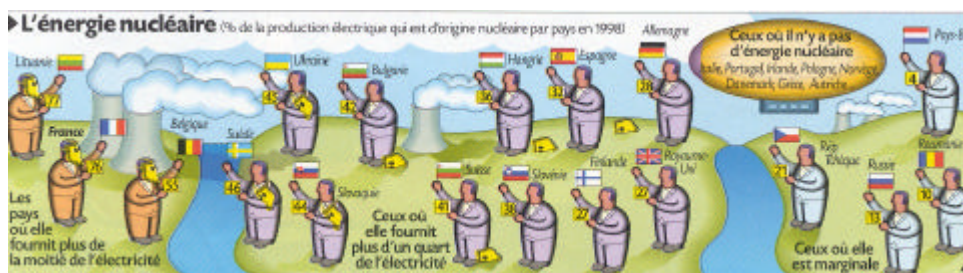
Switzerland 41, Slovenia 38, Hungary 36

- *Those where it is marginal*

Russia 13, Romania 10

- *Those where there is no nuclear energy*

Italy, Poland, Greece, Austria, Norway



- **Quality of Air**

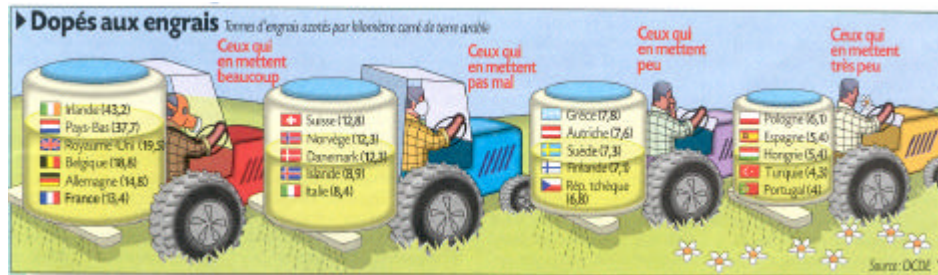
(0 is the word average, over is good, under is bad)

- Sweden 1.45
- Norway 1.02
- France 0.7
- Romania 0.18
- Italy -0.74
- Bulgaria -1.87

• Use of Fertiliser

(In tonne per square km)

- Ireland 43.2
- France 13.4
- Norway 12.3
- Italy 8.4
- Hungary 5.4
- Romania ??
- Portugal 4.0



• Water Resource

(In cubes per year per. capita)

- Island 605 049
- Norway 85 560
- France 3 047
- Italy 2 804
- Hungary 598 (last one)
- Romania ???



• Birds in Danger

(Prosent of species in danger in the country)

- Tcheq republic 66.1
- Italy 24.7
- Hungary 18.8
- France 14.3
- Norway 6.3



3. CULTURE AND TRADITION ISSUES

- **Temperance is in North!**

(Average consumption of liters of pure alcohol per people (+ 15 years) and per year)

- *Countries where one drinks much:*

Luxembourg (11,8)

France (11,1)

- *Countries where one drinks fairly*

Austria (9,8)

Belgium (9)

Italy (8,2)

- *Countries where one drinks little:*

The United Kingdom (7,6)

Iceland (3,7)

- **You eat meat?**

(Meat yearly consumption per capita, in kg)

- *Countries where one eats some much*

Austria (106)

France (98)

Belgium (90)

- *Countries where one eats some fairly:*

Ireland (88)

Italy (85)

- *Countries where one eats little of it:*

United Kingdom (73)

Turkey (19)

- **Eat vegetables!**

(Vegetable yearly consumption per capita in kg)

- *Countries where one eats much of it*

Greece (234)

Italy (150)

France (125)

- *Those where one eats some fairly*

Switzerland (88)

Hungary (80)

- *Countries where one eats little of it*

Austria (75)

Iceland (39)

- **Eat Fish!**

(Fish yearly consumption per capita in kg)

- Norway 50 kg

- France 26 kg

- Italy 22 kg

- Hungary 4 kg

- Romania ???

INTERCULTURAL GAMES AND EVENING

A. YOUR (IT'S TO SAY PARTICIPANTS) RECOMMENDATIONS FOR IC PREPARATION

- **The question.**

“How do you think is possible to prepare yourself (or the youngsters you work with) in order to facilitate the contact with groups from other countries?”

- **The underpinning issue.**

The importance of intercultural preparation in international youth projects.

- **Your answers.**

- Knowing (getting information) something about the historical and cultural background of the people that you are going to meet.
- Learning some foreign words.
- Fulfilling the need for better communication; being prepared to cope with language barriers; being aware of how much can be frustrating not being able to communicate.
- Beginning the experience with some concrete activity (something you do with your hands; Making games that can help young people to feel closer and to have a good relationship, maybe having fun together (name games, ice breakers, energisers...)).
- Use body language.
- Developing trust towards the people you'll be working with.
- Working at expectations (not to have too high ones means to avoid frustration).
- Getting information from people that already have been to the place (native people, other youngsters, etc...) on the culture inhabits and on the culture differences.
- Being aware and preparing to face stereotypes.
- Involving leaders/youth workers that already made the experience of being abroad (you can't talk about something you haven't experienced!).

B. THE ICL GAMES MODULE : THE BRIDGE OVER THE BIG RIVER

1. AIMS OF THE ACTIVITY

- Give the participants at least some bare ideas of what ICL means.
- Give the participants a concrete example of IC activity.
- Get the participants aware of the IC dynamics affecting the daily life (including this TC).
- Give the participants the idea they should foresee IC dimension in their projects.

2. PROVISIONAL STRUCTURE AND SCHEDULE

The module is made of three parts:

- | | |
|---|------------|
| - Introduction to the ICL module | 5' |
| - Simulation phase | 45' |
| ▪ Explaining the rules of the game and splitting up | 10' |
| ▪ Simulation phase | 20' |
| ▪ Test phase and first reactions (emotional feedback) | 15' |
| ▪ Break | 30' |
| - Evaluation & Theoretical Input | 40' |
| ▪ Split in two groups | 25' |
| ▪ Plenary final moment | 15' |

So, in total **1h30**

- **About the introduction to the module**

The explanation will be used mainly to two purposes:

- To link the module with the previous ones (we as a Europeans, EU policy, etc...).
- To explain why the team chose to use a simulation game.
- To make the role of ICL explicit during the seminar.

- **About the simulation**

The simulation is named "The Bridge". Through it will be possible to have a common simulated experience to speak about with the group and – moreover – it will be possible to develop during the evaluation phase the discussion about the real world, starting from the analogies with the simulation.

You can find a detailed description of the simulation in the attached document.

- **About the evaluation**

The aim of the evaluation is to rework the experience in order to get learning and therefore to introduce some elements of the theory about culture and the way you can handle the meeting between two cultures (assimilation, multiculturalilty, interculturality, etc...).

Immediately after the test of the bridges, the facilitators will make this question to the plenary. (10')

- How did you feel and why? What did you like the simulation?

After the break, the evaluation will proceed on a most analytical level, and during this phase the facilitators will provide some theoretical input. The questions the facilitators will use when they split participants into two groups of 12 people will be: (25')

- Do you think you reacted according to your personal background or not? Why? How is difficult to step out from your own "personal culture"?

→ *Take the picture of the "onion".*

- How did you react when you first met the migrants? Why? Do you think there were alternatives? Which is the best option according to you?

→ *Define different possible approaches (assimilation, fight, multicultural, cultural relativism, intercultural...).*

- Did this situation recall to you any situation you really lived in your life?

→ *This question helps the participants to step out from the simulation and refer the learning to the real world.*

- How do you think is possible to prepare yourself (or the youngsters you work with) in order to facilitate the contact with groups from other countries?

→ *The importance of IC preparation in International Youth Exchanges.*

The evaluation will finish with a plenary session in which the two groups will report the outcome of the last point: IC preparation for groups. (15').

3. THE BRIDGE OVER THE BIG RIVER

- **Description of the activity**

The simulation involves two groups of 6 people each. The facilitator explains that each of the "villages" has to build one half of a bridge over the big river separating the two communities, and those they have 20 weeks (20 minutes). The two villages will find further instructions in their own working rooms.

At this point the two groups are brought in their working rooms and they basically discover which material they have at their disposal and one document giving them some more information on the rules they have.

Each 5 minutes, and for 3 times, the facilitators will switch two people between the two groups. These people are the *migrants* and they have to follow special rules in order to simulate the linguistic difficulties in the interaction between different cultures.

The activity finishes with the assembly and test of the bridge (it has to be wide enough to cover the river and strong enough to support a glass of water).

- **Rules**

- The document the groups will find in their working rooms:

You're a village of 6 people living on one bank of the "big river" (50 cm wide).

(The specific rules for each of the villages have to be inserted here)

You agreed with the people of the village on the opposite side of the river to build a bridge. Each of the villages is in charge to build one half of the structure (thus covering a 25 cm gap!).

Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village.

For the moment you can't do anything else than begin to build your half of the bridge...

In 20 minutes you are supposed to have your half of the bridge ready, and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge has to be strong enough to support a glass of water placed in the centre of it.

- Specific rules for village A:

Your society is based on the trust towards the wisdom of your head. All and each of the decisions have to be finalised by your head.

- Specific rules for village B:

Your society is based on the agreement among the people. All of your choices have to be taken by unanimous decision by the inhabitants of your village.

- Rules to be told to the migrants by the facilitators when they pick them out:

Once in the new village, the migrants can't say anything or reacting to other people's sentences up to when a new migrant has joined the community. They can however express themselves by gestures and/or react to other people's gestures (not to their sentences!!).

When another migrant has come into the village, the previous one is supposed to have got enough language skill to begin to verbally communicate with the hosting community.



**The Bridge Over The Big River
Activity Sheet 'A'**

You're a village of 6 people living on one bank of the "big river" (50 cm wide).

Your society is based on the trust towards the wisdom of your head. All and each of the decisions have to be finalised by your head.

You agreed with the people of the village on the opposite side of the river to build a bridge. Each of the villages is in charge to build one half of the structure (thus covering a 25 cm gap!).

Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village.

For the moment you can't do anything else than begin to build your half of the bridge...

In 20 minutes you are supposed to have your half of the bridge ready, and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge has to be strong enough to support a glass of water placed in the centre of it.

**The Bridge Over The Big River
Activity Sheet 'B'**

You're a village of 6 people living on one bank of the "big river" (50 cm wide).

Your society is based on the agreement among the people. All of your choices have to be taken by unanimous decision by the inhabitants of your village.

You agreed with the people of the village on the opposite side of the river to build a bridge. Each of the villages is in charge to build one half of the structure (thus covering a 25 cm gap!).

Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village.

For the moment you can't do anything else than begin to build your half of the bridge...

In 20 minutes you are supposed to have your half of the bridge ready, and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge has to be strong enough to support a glass of water placed in the centre of it.

**The Bridge Over The Big River
Rules For The Migrants**

You have now become a migrant. You have moved from your mother village to the one on the opposite side of the river. The new village is now your new permanent community, however nothing is easy on this small planet...

Once in the new village – indeed – you won't be able to understand their language and thus you're not allowed to talk or to react to other people's sentences.

As anybody, you can however express yourself by gestures and/or react to other people's gestures (but remember: only their gestures, not to their sentences!!).

Your linguistic isolation will be over when one of the facilitators will tell you. At that point you'll be supposed to have learnt the hosting village language and you'll be allowed again to verbally communicate.

**The Bridge Over The Big River
Evaluation Questions**

Question One

Do you think you reacted according to your personal background or not?

Why?

How is difficult to step out from your own "personal culture"?

Question Two

How did you react when you first met the migrants?

Why?

Do you think there were alternatives?

Which is the best option according to you?

Question Three

Did this situation recall to you any situation you really lived in your life?

Question Four

How do you think is possible to prepare yourself (or the youngsters you work with) in order to facilitate the contact with groups from other countries?

C. THE INTERCULTURAL EVENING

1. AIM

To have the possibility to exchange some things of our country which we think make it especial, to show to the others some tastes, like a food or a drink, some folk customs, some atmosphere raised by dances or songs, to share the feeling of being French, Hungarian, Italian etc.

It is also a funny and not formal moment where trainers and trainees can be together more or less out of their role, simply just like people.

2. DESCRIPTION

- **Phase 1**

What did the participants bring? (Food, drink)

Does it need some preparation by the kitchen, or to be put in the fridge?

Data collected by the national leaders right after arrival and forwarded to the person in charge of logistic, in this case Sorin. (He has to arrange the things with the kitchen and with the fridge.)

- **Phase 2**

Preparation of the different foods and drinks and of the stands of the countries, regions with the prospects, postcards etc. they have brought.

Preparation of their “performance” (dances, songs, tales, little funny plays, folk customs) for the evening, about which they have to tell to the coordinator to establish their order.

- **Phase 3**

Introduction of the night by the coordinator, in this case Diana.

Presentation and “degustation” of the different food and beverage by the national groups one by one, accompanied with the buffet.

Performances.

Free evening!!!



BATTLE OF ELEMENTS “RESOURCE FILE”

A. AIM & METHOD

1. AIM

- To discover the place
- To experiment a tool
- Group dynamic
- To get to know each other

2. METHODE

The method is active in the way that they have to discover the place and they search to fill out the grid themselves.

To reach the aim, we use different Rally or city walk

Key words

Keep the mind open.
Think on how to use it afterwards

3. TOOLS

- Flipchart
- Markers
- Pen and paper
- The Behave grid
- Map of Curtea de Arges
- Pictures of the places that they should visit
- Plastic bag (for the items they pick)
- Imagination...

B. PROCESS DEVELOPMENT

Practical

The four-group search during 2 ½ hours
The groups have 20 minutes to finalise the grid
The presentation of the elements last for 25 minutes
The evaluation last for the last 15 minutes

We will make them discover the Place. We will use the technique of the rally. They will be split in-group of 4 (6 people in each group).

They will be given a map of the City. They will be given 4 pictures of different places of Curtea de Arges, they have 4 places that they have to visit and 4 they can choose. They are to search for elements interacting between nature and human. The task of the group is to bring back 4 elements (at least) that can be an object, a drawing or a report that they fell presents the place, and from each of the places they visited. This element is a symbol or description of the place they have been to.

When they come back, we will present the grid to the groups, and they will get 20 minutes to put the four elements in the BEHAVE grid. The trainer have to explain the BEHAVE grid when they give it to the groups and the trainers have to circulate in the groups to help them place things, this is a critical part of the game, as if they do not understand the meaning of the grid they will be lost in the game. That means that they will place the element where they think there is interacting between the four categories.

Then we start with one of the group presenting their elements and their idea of where to place it. When one group has presented the place, another group takes over and presents their place; one trainer will be in charge of placing the group's place on the grid on a flipchart. In the end the trainer sum up the point of the groups, the group who managed to place fill in most of the grid has won.



C. GRID OF INTERACTION BETWEEN HUMAN AND NATURE

See next page

Instructions to the BEHAVE grid

The grid works as priority grid, if you have been to the factory and you think there is an interaction between Human and Economy, and you mean that Human is the stronger of the two (because it would never be a factory without human even if you had economy.), then you will put it in the grid using the entrance by the row (human is first and then Economy).

BE Battle of Elements	H Human and history	A Art	V Vegetation	E Economy
Human and history				
Art				
Vegetation				
Economy				

D. DISCOVER RALLY: INSTRUCTIONS

You have been given a map of the City and 4 pictures of Curtea de Arges, of 4 places that you have to visit.

You are to search for elements interacting between: *human&history, art, nature, economy.*

The task of your group is to bring back 4 elements at least that can be an object, a drawing or a report that you feel presents the place, from each of the places they visited.

This element is a symbol or description of the place you have been to, the element you choose is not necessarily from the place but could be found along the road.

When you come back you will have to explain to the others where you find this element and why did you choose it.

You will have to put the elements you found in a grid (you will receive it when you arrive) and the group manage to fill most of the grid will win.

Your best tools are curiosity, imagination & philosophy.

Remember to take your break during the rally...

E. EVALUATION

The participants are asked to take a paper and put on it their feeling or something important they want to share with the other about the morning; they can write one or two words, or make a draw. They have one minute, when everyone is finished each of them show his/her paper and he/she can choose to say something or not.

The participants stand in the middle of the room and have to move towards one of the “ warm” or “cold” wall according to the assignment the trainer give:

- “ I understood the purpose of the exercise”
- “ I can use this exercise in youth exchange”
- “ Its a good way to make discover a place”
- “ The instructions of the exercise were clear”
- “Its a good way to meet the people of the place”
- “I like the exercise”
- “I like walking in the city”

We choose to use only a short evaluation due to time, we were looking for positive and negative feelings and if the group understood the meaning of the game.

The participants were in the middle of the room with the possibility to choose either left (positive) right (negative) to express their feelings.

• **Answers**

- I liked the exercise?

Ok, all of them were positive

- I understood the purpose of the exercise?

Not clear for all

- It is a good way to discover the place?

Ok, all positive

- It is a good way to meet local people?

Mixed feelings in the group, most negative.

- I will use this game in an exchange?

Everyone where positive.

• **Trainers comment**

- The answers to questions 2 and 5 are not coherent, so we conclude that they misunderstood the question.

- The groups presented only three elements, we did not score as we previous planned (a lot of research, energy and ideas came out from the group, concerning the elements)

- We had to explain that the aim of the game was more to present them and make them experiment a tool.

- We did not take the time to make the first step of the evaluation (the emotional part)

- We ask them only five questions, the first question was not clear for them, e.g. the statements have to be short and practical.

- We did not use the instructions for the grid; it would make them more confused since we did not have the time to explain well.

- After leader meeting we got some input on the game, that we should have made an exposition of the collected elements.

- Our adaptation of behave appears to be a good link from the theoretical part and the work groups

THEORETICAL INPUT ON ENVIRONMENT AND ACTIVITY CONCEPTION

A. INTRODUCTION

1. GOALS

The aims of this phase are:

- Have a common definition on *Mediu Local*.
- Give the participants a common basis on which to get into their work.
- Get the participants aware about the methodology they're experimenting in the TC.

2. STRATEGY (METHODS + TECHNIQUES)

- Working out and re-elaborating the experience of the morning ("Battle of Elements").
- Furnish the participants with some examples and tools for developing their task.
- Give them simple and clear handouts.

3. STRUCTURE AND SCHEDULE

The session will last for about **90 minutes**. Provisional schedule as follows:

1. Introduction to the afternoon (what are we here for?).	5'
2. Small groups on the definition of <i>Mediu Local</i>	15'
3. Debate for a common definition	10'
4. From the playground to the play (intro to the TAPE phase + Pedagogy)	10'
5. The TEST-TASTE phase	10'
6. The ANALYSE phase	10'
7. The PRODUCTION phase	10'
8. The EXPERIMENT-EVALUATE-EXCHANGE phase	10'
9. Closing time	5'

4. HANDOUTS

We foresaw to have a transparency with the develop of the module to project during the plenary (to be used not to loose the *fil rouge*) and some handouts to distribute to the participants.

The handouts have been intended to be as synthetic and clear as possible, in order to facilitate the work groups to use them during the following days. The coaches of the 4 groups can remind their groups about them, if they have the sensation they're getting lost.

B. STRUCTURE OF THE MODULE

**INTRO TO THE MODULE
(WHAT ARE WE HERE FOR?)**

**A COMMON DEFINITION
OF
MEDIU LOCAL**

T. A. P. E.

TEST & TASTE

ANALYSE

With Handouts
(example & tools)

PRODUCE

**EXPERIMENT
EVALUATE
EXCAHANGE**

Final Discussion & Closing Time

1. TASTE AND TEST

- **What's about**

The TEST and TASTE phase regards a first approach to the environment in which you have the chance to get acquainted and aware with the place you're in, and to realise which elements are connotative for it.

*In the Battle of Elements:
going around and picking up different objects, having a look around.*

- **Examples**

Some concrete examples of techniques for *tasting* the Mediu Local are:

- The environment rally.
- Treasure hunting.
- Guided tour.

- **A tool for you**

When you'll be investigating around, you can use the **3P technique** for *mind storming* around the sources of information you can use for getting the information you're looking for. "3P" stands for Papers, People, and Places: three categories in which you can divide the source of information for your investigation. For example:

Papers - *Collect written information*

Before arrival: Internet, library, guidebook, map, TV, video

On site: Tourist office, town hall, and post office.

People - *Make contact*

Before arrival: with the partner

On site: guide, local youth workers, barman, police officer, accommodation officers, postmen, shopkeepers, local people, local youth organizations, etc...

Places - *See and experience*

On site: sleeping, eating and working arrangements, climate, equipment to rent or use, cultural programme, special events, monuments, places to visit, facilities, sanitary condition, special rules or conditions (dangerous places or animals), local customs to respect, etc...

2. ANALYSE

- **What's about**

The ANALYSE phase concerns the act of organising in a logic way the information collected during the TEST/TASTE phase, and then to individuate the mutual links and interactions that bind the different pieces of information.

In the Battle of Elements: the BE.H.A.V.E phase.

- **Examples**

Some concrete examples of analysing the Mediu Local are:

Plenary discussion guided by an expert.

Illustrating the binds under the form of a network (poster, exhibition...)

Making games aimed to put in evidence the cause-effect binds, the cycles of energy and material, etc...

- **A Tool for you**

When you'll have "tasted" the Mediu Local of Curtea de Arges, you should proceed to organise the pieces of information you'll have collected. It's really up to you to choose which techniques to use, and moreover is important you choose a technique that makes sense for the theme you're exploring.

Try to individuate the fil rouge that can connect the information you passed through: maybe you can imagine to tell the story of the life of an inhabitant of Curtea for illustrating the recent history of this place, or to follow a drop of water along its cycle to get the chance to introduce the different natural environment of the region, etc...

There's no a single correct method to build up your "mental map" about your theme! Just remember that your "map" is the one you're going to use for planning your activity: be sure you won't get lost with it!!

3. *PRODUCE*

- **What's about**

The PRODUCING phase proposed along this Training Course is the phase in which you're supposed to set up your own activity concerning the *Mediu Local*.

- **Examples**

Activities are tools whose use may vary according to situation you're proposing them in and the aims you use them for. The range is quite wide:

- Scientific activities (like those based on collecting leaves, flowers, etc... and recognise them through taxonomic keys).
- Outdoor sports based on the contact with nature (climbing, sailing, kayaking, rafting, etc...).
- Ecological activities (planting trees, cleaning tracks, collecting garbage...).
- Big games and simulations.
- Rallies.

- **Tools**

As a track onto which to base the planning of your activity, once you'll have passed through the TEST/TASTE phase and the ANALYSE one, you can use the following list of questions:

1. *Which kind of participants am i proposing the activity to? which are their characteristics (competences, needs, expectations...)*

(To answer to these questions means to define the target group of the activity).

2. *What would I like to make the participants to reach? What would I like they get from the activity I'm going to invent for them?*

(To answer to these questions means to fix the aims of the activity).

3. *Which are the intermediate steps I think the participants should achieve in order to get closer and closer to the final point? Which are the concrete pieces of knowledge I want them to reach?*

(To answer to this question means to fix the concrete objectives of the activity).

4. *How do I imagine the role of the participants in my activity? Which kind of commitment I would like to get from them? What should be my role for them?*

(To answer to this question means to fix the methodology you use. NOTE: if you find difficult to answer this question is possibly because in youth working is quite a tradition to have an active approach to the participants and to propose them activities based on the "learning by doing" style. Just remember that you could be a teacher and you could imagine a school lesson, or you could be a businessman and imagine a business meeting, etc...)

5. *Which are the concrete actions that I want the participants to do? In which order do I want them to do?*

(To answer to this question means to fix the techniques you'll use throughout your activity)

4. EXPERIMENT-EVALUATE-EXCHANGE

- **What's about**

EXPERIMENTING the activity is the only way to check it out. But it is not the only step needed to EVALUATE it.

To EVALUATE an activity doesn't mean only to see if it worked as we imagined or not. Neither means to discover if the participants enjoyed it. To evaluate an activity means these things together and much more: it means to verify if the activity reached the aims we decided or not, it means to work with the participants in order to get a meaning out of the activity and build up a common and shared "sense" for it, etc...

Finally EXCHANGE is the transversal process to both of the previous phases. It's only through the exchange (of opinions, ideas, skills...) that the participants have the chance to learn from each other and enrich their competence, knowledge, and sensibility.

- **Examples**

Some example of evaluation activity:

- Plenary discussion.
- Daily evaluation groups.
- Questionnaires.
- Games involving physical expression (move towards a certain point of a room, interacting with participants expressing their opinions...).
- Etc...

- **Tools**

Some general recommendation to think about when you're planning your evaluation:

Emotions can't be pushed aside. Nobody can be "objective". Our feeling heavily influences all of our opinions. It can be a good idea to leave some time for the participants to express their sensations before to step into a more "rational" evaluation of the activity.

From the experience to the learning. A failure in an activity can be source for deep learning. As well a successful activity (in terms of emotional feedback of the participants) can get no learning for them. It is usually a good thing to take some time for explicitly discuss about the "sense" of the activity: you'll find yourself enriched and you'll have still a chance to get a positive outcome from a hard day!

Quantitative and qualitative. Quantitative evaluations (score from 1 to 5, give a percentage to...) bring data, which are easy to be handled afterwards. Contrarily is much harder to deal with qualitative evaluations (discussions, open questions...), but in this case you'll get really different information out of the group. A good idea can be to foresee evaluations that bring both the kind of data mentioned above.

C. ORGANISATION OF THE RESTITUTION

1. THE COMMON DEFINITION ON “*MEDIU LOCAL*”

The *Mediu Local* is first of all a geographical area which size depends by different things (geomorphologic conditions, age of the people living in it, etc...).

The extension of this area is nowadays enlarging also because of the ever-growing youth mobility.

Inside of this geographical area there are many components mutually interacting as if they were in a melting pot. For example: history, traditions, arts, dialects, sports, food, social life, culture, connections, infrastructures, etc...

The concept of *Mediu Local* can also help to define the concept of ‘insiders’ (people living in it) and ‘outsiders’ (people living outside it).



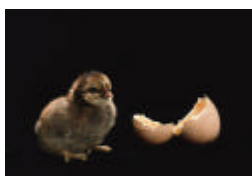
2. INVESTIGATION GROUPS' GUIDE

The instruction for this phase and the presentation of results is to:

K.I.S.S.
Keep It Specific and Simple

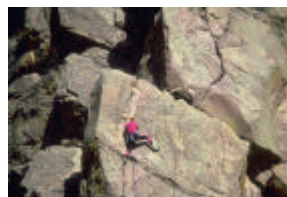
- **Best moment**

Take care at the best moment for experimentation (morning, after noon, evening, weather, etc.)



- **Best place**

Choose the best place to do your experimentation (the place has to be chosen and used as a pedagogical tool)



- **Timing**

Take care about the timing: duration of the presentation (you will have time to present just one part of all the things you have discovered: chose very carefully)



- **Evaluation**

At the end of your production, organize a short feed back; just to get the feeling of the participants.

Prepare a written document to distribute to the participants just after the feed back; in order to get more rational analysis of your production.

On Friday you will have to present the synthesis of these evaluations.



3. *TEMPLATE FOR THE WORKING GROUPS REPORT*

- **Topic of the group**
- **Who? – Members of the group**
- **Description of your preparation and research phase**
- **How did you **T**asted and **A**nalysed your discovering of the environment of curtea de arges?**
 - Your working method in the group
 - The different things you had discovered
 - The choices you made
 - Why you didn't choose the others possibilities you found?
- **Description of your **P**roduction:**
 - General aims of what you have presented to the other participants
 - Techniques
 - Methods
 - Tools
 - Objectives
 - Time table
 - Material...
- **The **E**valuation of your own working process:**
 - Member of an international team, conceptor, trainer, animator.
 - How to use it in a youth exchange?
 - The transferability of the techniques you used?
 - The evaluation of the others participants: feeling and proposals...

4. *THEMATIC GROUPS*

SOCIOLOGY

Facilitator : Diana

Participants

Anne, Luigi, Reynard, Eileen, Daniela and Szilvia

ART AND TRADITIONS

Facilitator : Yves

Participants

Luissela, Jacky, Carmen, Christian, Katrine and Andrea

HISTORY

Facilitator : Mac

Participants

Laurel, Viorica, John, Bjarte, Alex, Borbala

NATURE

Facilitator : Eivind

Participants

Aline, Ana-Maria, Jorunn, Klara, Paco, Eniko

D. THE FACILITATOR FOR THE WORKSHOP GROUP

- **Do**

- To encourage participants to adopt adventurous learning strategy,
- To be positive and encouraging about outcomes and see all outcomes as successes,
- To be sure the group can use all the resources,
- To remind the group they can't prepare the perfect workshop!
- To be careful to keep a good atmosphere within the group,
- To make sure the work of the group he coaches doesn't interfere with the others group works,
- To give help to the group for organizing the restitution and keep the time table,
- To be sure the participants refer to the "t.a.p.e" process, using the different possibilities for the restitution.

- **Not do**

- Not to be the "leader" of the group,
- Do not take part in the decision that the group has to take.



E. INFORMATION ABOUT PLACES AND PEOPLE TO SEE

History	Nature	Art Traditions	Sociology
Museum Local people High School Teacher (Alexander and Nico) Church (Olari, Catholic) Strategic Place Hill in the centre (park) Dracula St Nick	Dam-Changement Lake River Wild Beast Hills (highest in Romania) and mountain Valley	Museum Ethnologic Croma School Mask Man Elena Teodoreseu (048711762) St Nick Music Group Church of monastery Helena (Carpets)	High School Monastery Agro Tourism Teacher (Alexander and Nico) Museum Ethnologic Schools Factories

- **Time from the hostel**

Dam	1 hour 30 min both ways
Castle	1 hours walk from the road, both ways
Cumpana	3,5 hour from hotel both ways
Agro Farm	1 hour both ways
Mask Man	40 min both ways
Dracula Castle	2 hour both ways
Music Group (Aref)	2 hour both ways
City Centre	20 min walk
Phone	15 min walk
Cash machine	5 min

F. OBJECTIVES VISITED

- **Culture group(Yves)**

TUESDAY	WEDNESDAY
Historical Museum	Visit a typical Romanian house
Art and tradition museum	
Meeting with mayor of AREFU village	
Visit to the Gheorghe Stefanescu House	

- **Nature group (Eivind)**

TUESDAY	WEDNESDAY
Stan Valley	Nature restitution
Vidraru Dam	
Arges River	

- **Sociology group (Diana)**

TUESDAY	WEDNESDAY
House of culture	School "Vlaicu Voda"
Bar TI AMO	

- **History group**

TUESDAY	WEDNESDAY
Historical Museum	Stone church
Royal Church	
Dracula castle	
Vidraru dam	
Bradet Church	
Curative spring water	

G. MEETING WITH THE RESOURCE PEOPLE

(Meeting of 23.07, 20.30 - “Master manole hall”)

- **Languages**

Romanian with english translation

- **Duration**

2 hours (speaches and questions from the participants)

1. INTRODUCTION

The legendary county of Basarabi Royal Family and Manole Master is a beautiful and reach region in historical places, where hospitable people preserve their culture and tradition.

Manole Monastery situated in the first Capital of Romanian “Curtea de Arges” is linked to the mithological symbols of Romanian spirituality. The meeting with the resource people took place in Manole hall, situated near Curtea de Arges Monastery, in the building of Curtea de Arges Archbishopery.

2. OPENING SPEECH

(By sorin mitulescu, Romanian National Agency -Eurotin-)

« Welcome everybody to Manole Hall, in Curtea de Arges. I will introduce you the local personalities: Father Craioveanu, reprezentative of Curtea de Arges Monastery, Mr. Diaconu Deputy Mayor of Curtea de Arges county, Mr. Alexandru Ionescu, teacher of Romanian Literature to “Vlaicu Voda” High School and Mr. Nicu Lazar, Geography teacher to “Vlaicu Voda” High School and reprezentative of the local organization “Caltun”; Mrs. Popescu, English teacher who will be in charge with the translation. »



3. THE DIFFERENT PERSONNALITIES

- **Mr. Ninel Diaconu**

Deputy mayor

-44 years old

-Engineer and local businessman.

He will present general situation of the town, data about population and local community

« Welcome in our city and I want to send you a very friendly message from our town hall. Be welcome in our country, the first capital of Walachia, a capital of hospitability that you will enjoy as long as you will stay here in our county. Curtea de Arges is a historical town with very precious monuments and I wish you that you will have enough time to visit them. Curtea de Arges county has 35 million inhabitants – 52 % female population and 48 % male population. It is rather a very young town with about 8.000 younsters. The labour force is distributed as follows: from 35 million inhabitants – 10 million are working. The industry is diversified: in our town we have factories for cloths and manufactures with about 3.000 people working; we have furniture industry, wood industry about 1.200.000 people working, electronics and electrotechnics factories with about 2.000 people working, a porcelaine factory with about 1.500.000 people working, hydroenergetic factories with about 4.000 people working and other small factories.

We made all the effort for this town to be very clean. The town is situated in a very interesting area, in the center of Romania. The area has a very high touristic potential, but unfortunately it is not exploited enough. We wish you a plaisant stay here and take our friendly message to your countries and anytime you are welcome here. »

- **Mr Nicu Lazar**

Geography teacher to the local high school “Vlaicu Voda”

-50 years old

-President Association Caltun

He will talk about local natural environment

French speaker

“I will go on what the Deputy Mayor said, remaining you of an excellent geographical position, in the center of Romania. Welcome again in Romania to our district Arges, 150 km far from Bucharest. We are very close to 45 parallel which means a temperate climat. We are very close to the 25 meridian, which means half of Europe. So, Romania is a country of Central Europe at the same distance from Urali Mountains or Roca Cape in Portugal. So, it is an area with an exeptional natural potential, taking into account a few elements: a hilly relief with a subcarpathic area and Carpathian mountains, named by the French people the Alpes of Transilvania, because of the same characteristics of Alpes Mountains.

We are in a area with Subcarpathic hills, downstream ARGES, a river which was mentioned in many legends in our country. We are in a protected area, taking into account a few humidity and a few dry climate, it is not too hot and not too cold. It is the best climate to be inhabited, on the place where once a time there was an oak forest.

We are in the first fruit trees area in Romania, in the first zone for animal breeding and in an area with a very high touristic potential and people who wish you all the best.”

- **Mr. Alexandru Ionescu**

Romanian language teacher to the local high school “Vlaicu Voda”

-Collaborator to local newspaper

-50 years old

He will talk about local history under the frame of national history

French speaker

“The first thing that I want to emphasize is that in this area are traces about 2.000 year B.C. Our town “Curtea de Arges” is atested in 1330. It was the first capital of Walachia, but not for a very long time because the capital was moved to Câmpulung. Also, I want to tell you that one of the essential legend is linked to the Curtea de Arges Church.

There is an essential mith in Balcanic Penynsula – the mith of sacrifice. For the Romanian people this mith is linked to the building of Curtea de Arges Monastery, made by Manole Master. In the superior register of this room “Manole Hall” it is painted the legend of this monastery. The builder, Manole started to build the monastery, but he was surprised by the fact that what he had build during the day become ruins in the night. One night, he had a dream in which it was suggested to him that the walls will be alive, only if in this wall will be build a pure human being. Together with his 9 fellows, they decided that the first wife bringing them food will be build in the monastery’s wall. The destiny was that the first wife who brought them food was Anna – Manole’s wife.

Manole told her that he was going to play a joke with her. But the legend says that the joke become true and Ana was buided in the monastery’s wall. This way the building resisted. But, at the end, the legendary ruler “Negru Voda” left the craftsmen on the roof of the monastery in order not to be able to build again another building as beautiful as the Curtea de Arges Monastery.

As in the Greek mith of Icar, they made wood wings with which they tried to fly, but finally they died. The legend says that in the place where Manole falled down water sprang up from the ground, salt as the tears of Manole and his wife.

Another important cultural moment in this area is linked to Renaissance and Humanism period from Romania. The ruler who realy build this Monastery - Neagoe Basarab - was also a very important cultural man, scientist at that time. At the beginning of XVI century he wrote, in slavonic language, which was the culture language of ortodoxism, a very profound humanistic work

“The teachings of Neagoe Basarab to his son Teodosie”. The work was translated in the Greek language and become famous among the cultural people of that time. Coming back to our days, in 1883 in Curtea de Arges was born one of the most strange romanian writers, preceeding the absurd literature, known as Urmuz. The famous drama writer – Eugen Ionescu – declared that Urmuz is his spiritual father.

The cultural life of our town is supported by the important schools of our area, by the two radio stations, a TV station with a weekly programme and a daily newspaper “Arges Express” Mass-media from this region will reflect what wii happen in this training.”

• **Father Craioveanu**

Priest and Orthodox Church representative

-92 years old, for 35 years he was the bishop of Curtea de Arges Monastery.

He will talk about Romanian religious traditions in Curtea de Arges community

“I was named here in 1964 when the Archbishopery of Curtea de Arges passed through a very difficult period for the history of the Romanian Church. In 1948, the communist government being in power, after 1944 set up a new way of life by the Constitution from 1948. On the basis of this constitution where elaborated all the laws which had to govern Romanian state. It was a very special law which separated the Church by the Romanian state. The first consequence of this law was very tough for the Church, especially for this place in Curtea de Arges. – the Monastery and Archbishopery. These two very important institutions from the first capital of Valahia where put away for a very long time. In 1949 the Archbishopery was transferred to another town Râmnicu Vâlcea and all the goods where moved out. The holly things of this monastery were the bones of saint Filofteia, The holly bones where brought here in 1332 from Vidin, Bulgaria in Curtea de Arges monastery by one of the most important rulers of that time Mircea cel Batrin.

When the Archbishopery from Curtea de Arges came into being again we had as bishop Calinic and all the buildings from here where organized by the Archbishopery Iustinian, including the schools.”

4. QUESTIONS FROM THE PARTICIPANTS

- Could you tell us something about Dracula legend?
- Are the young people aware of the importance of this place?
- What are the main difficulties that the young people are facing in Curtea de Arges county?
- Are the young people aware of the importance of Curtea de Arges Church?
- How should I behave in an Orthodox Church?
- From where came the richness of Romanian Church?

NATURE GROUP: FINAL REPORT

“How to use the local environment within youth exchanges, especially the nature.”

- **Members of the group** : Klara Keresnyei from Hungary, Jorunn Torsvoll from Norway, Francesco “Paco” Amadei from Italy, Ana-Maria Haganu from Romania, Aline le Bars from France and Eniko Bata from Hungary.
- **Facilitator** : Eivind Nordeide, from Norway.



A. DESCRIPTION OF OUR PREPARATION AND RESEARCH PHASE

We have chosen as a working method to ask some experienced local people, where to go, what to see.

We visited the meteorological station in Curtea de Arges, to gather informations on the climate of the area. At the same day we visited four other places as well: the tourist area of “Dracula’s castle”, by the ruin of fortress of Vlad Tepes, a Dam and the water pool, the Stan valley, and at the end of the day, the river Arges’s valley.

We decided to find a place, which is representing some way the specificity of the landscape around Curtea de Arges, which is calm, large enough to work there with more then 30 people, and not visited by too much tourists.

So, at meteorological station, we were told that there is warm climate, with neither cold winters nor hot summers. Usually the sun shines on the sky 13 hours in the summer and 8 hours in the winter and other interesting stuff about temperatures. We had the opportunity to see a lot of equipments used in such a station. The second visited place was the Vidraru Dam, which had a lot of garbage on the coast and that, impressed us a little bitt when we have discussed about the aim of our restitution. After that we decided to stop and have our picnic at a special place called StanValley. High mountains, named Frunti Mountains covered with forest and a nice river, surrounded this place.

First we thought that this was our place for the restitution but after a brainstorming we just realised that it wasn't a good idea because everyone could reach that place –it was quite dangerous. Leaving behind that beauty ness we started our tour to find a proper place. For having another brainstorming we stopped at the tourist area of Poenari fortress, near the Arges Valley. We didn't have the opportunity to visit to the fortress but we discovered another place, not very nice at the beginning of the river because of garbage, which was there. That place was near the Arges River and we had just taken a walk till we discovered the proper place for the activities. Here we agreed that it should be the restitution of the Nature Group. We even discovered the Caltun River and Caltun is the name of an association from Curtea de Arges.



B. AIM

To show to the participant a global problem within a small area: the pollution of the environment and the garbage in the nature. We also wanted to offer a relaxing day in the nature, outside the city.

C. METHOD

The participant observation (garbage collecting), learning by doing (picture making), cooperatively (working in groups) and direct information (oral info about the place). We also played game to enforce the group feeling (bridge-building).

1. TECHNIQUES TO INVOLVE THE PEOPLE, AND ORIENTATE THEIR ATTENTION

We asked them to build a bridge together, to help them to get started and involved to the activity.

After the bridge-building, in order to achieve a deeper impression of the state of the surrounding environment, we asked the participants to go for 30 minutes long walk in the surrounding area, and collect some garbage and nature elements as well.

After their returning, we divided them into two groups, to make easier the following work.

We asked the groups to create two artistic pictures (size 60cmx100cm), using the elements they collected, representing their impression. We told them to use any of those elements they collected, any way they wanted.

By finishing the pictures we asked the participants to tell us about their picture. What they wanted to express, what kind of materials they used, and why, in order to express their feelings not only by artistic, but by oral way as well.

For relaxing and surprising them, we made a “picture” as well, made of watermelon.

Being finished the evaluating of the pictures, we organized a short talk between the participants about the globality of the pollution and the garbage thrown by people in the nature, this was supposed to be expressing feelings.

We prepared a questionnaire, and gave the participants at the end of activity.

2. TOOLS

We gave them oral information (about 10 minutes long) where they were.

Our objectives were

To let the participant get an insight to the place, as far as the time we had.

At the same time we wanted them to realize not only the beautifulness the nature, but the problem of garbage and pollution in the local environment as well.

D. TIMETABLE & ACTIVITY

- **15.00**

Busses left the hotel

- **16.00**

Arrival at natural meeting point:

- Count people
- Welcome and presentation

- **16.30**

Leave for the nature

Energiser

You (as a group) must cross the river. Make sure everyone comes over. You can use different techniques and materials.

Activity

This is what we chosen for you, as a typical Romanian landscape. We would like you to involve yourselves within this nature. We ask you to pick up some things you can find in this lovely and peaceful place, -natural things and garbage as well, - within 30 minutes.
(Please do not collect too many things!)

Dividing into smaller groups

By counting we divide group into 5 smaller groups, every group has one person from nature group to help them.

You have 15 minutes to make a picture using the materials you collected. Keep in mind; you must explain why you made those particular two pictures, by finishing the work.

After 15 minutes we ask the participants to walk together from picture to picture, and explain what they made and why.

We put the melons in a line one-meter far from each other's. We play the SNAKE game.

While you are eating melons, we are going to do a discussion about your nature feelings.

- **18:00**

Leave the place of restitution.

- **Materials**

They got plastic gloves and plastic bags to collect the garbage and the natural elements.

To make the picture, they had paper (60*100cm) and glue, and they were allowed to use the natural cool from picnic fireplaces to draw, if they wanted.

We needed some watermelon and paper as well for our picture.

E. EVALUATION

1. THE EVALUATION OF YOUR OWN WORKING PROCESS

How did we work as a member of an international team, how could we take the different roles in the different phases of the production?

We had members of different knowledge of the common language – the English. It was a bit regressing, but after some time it turned to be a positive agent of the working process, because we learned to be patient, to listen, to accept different point of views, and to listen to the other peoples needs.

We were quite creative, but we couldn't really take the role of trainers, that was the biggest problem, when we organized the activity. We didn't really take the role of the trainers, we didn't give enough information, knowledge (it was quite clear after analysing the evaluation forms), and we didn't behaved like "teachers". As animators, we leaned, that everyone should be visible as member of a group in every situation.

2. HOW DO YOU USE IN YOUTH EXCHANGES ?

It is important to use the T.A.P.E. step by step and it's important also to do all the steps properly and critic all. It will be especially important to teach your co-workers the method.

Using the T.A.P.E., we learned how to work in a team group. We understood that when we work together, it's important to function as a group and that each member is visible as individual, on the contrary some leaders may not seem important for the function of the group.

3. THE TRANSFERABILITY OF THE TECHNIQUES YOU USED?

We must adapt the techniques to new situations and it's important to improve the techniques. We can also use the techniques in our daily work. We couldn't agree about that the energizer, we chosen, the crossing the river, was appropriate in our presentation or not. The energizer itself was good, because it used the nature itself, and gave the feeling of beginning something. But we didn't have this aim, so according to T.A.P.E. it was not a well-planned energizer.

We did not explain why the participants should collect garbage. Therefore they did not understand the aim of the activity. If this method is to be used it will be important to explain the aim of the collecting. The picture making would also function much better if the aim were clear. Otherwise this technique is possible to transfer to other places, groups, and subjects. The presentation of the pictures helped participants to understand more of the aim of the activity.

The oral evaluation of the presentation turned to be a discussion, instead of a feedback on the emotions after the presentation. We missed the feedback of the participant's feelings, because we had a misunderstanding in the way to do it. The discussion turned out to be important. People understood more of the aim of the activity. The snake energizer was to show the end of our presentation. It would be funnier if people understood why they had to do this. The written evaluation was not a good one. We did not use enough time to prepare the questions. Some of the answers were good they gave us constructive input. Others only answered yes – no. The written evaluation confirmed some of our own critics. They helped to analyse our work. We also got input on how we could improve our presentation. This is very useful.

The evaluation process is important. What we learn from our mistakes is a guide to our future work. We clearly see that we did not use the T.A.P.E. properly. We think it would be useful to have a new course at a later time. Then we would be more certain in using T.A.P.E.



4. THE EVALUATION OF THE OTHER PARTICIPANTS: FEELING, REFLECTION AND PROPOSALS...

Evaluation, according to feeling, was done oral, a discussion with the whole group did not show us individual reaction to our presentation, but we managed to make the group who participated focus on pollution and express feeling. To have an evaluation according to feelings it's important so we can improve our work in the future and we can understand better what was good and what not and the internal evaluation of the member of the group is important for our experiences.

The evaluation form conformed that the participants didn't get the main aim of the activity.

It's important to exchange future activity with our participants of the this training course

Questionnaires about nature




- What was your first impression about this area?
- Do you enjoy this moment with together?
- Do you agree with us about our nature vision?
- Do you feel OK with this place we chose for creative game?
- What do you think how can you help to defend the nature-lovers?
- Will you be more careful in the future?



Nature group.




Evaluation

1. How did you experience the place?

My next honeymoon place 	Just like home..... 	Worse than my grammar teacher ... 
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2. Did you think it was a clear aim to the activity?

3. Would you use this activity in your work?

Even Saturday night at the disco!!! 	I'm thinking..... 	Not if you paid me to! 
--	--	---

4. Write three adjectives about the activity you have done.

5. Was it a well planned day?

6. How did you like the presentation of the nature group?

7. Other comments:

SOCIOLOGY GROUP: FINAL REPORT

- **Composition of the group**

Eileen, Daniella, Reynald, Szilvia, Luigi, Anne.

- **Facilitator** : Diana



A. DESCRIPTION OF OUR PREPARATION AND RESEARCH PHASE

Sociology is a wide field of many topics. So the first thing we had to do was to narrow it down. We discussed different things we could do, had a brainstorming. Then we decided to start with young people, because we found this issue more relevant for our work within the Youth program, but not to forget the other parts of the society. So we made some questions for the meeting with local people. We wanted to know about their daily life, their dreams and fears for the future and their expectation of being a part of the European Union.

After this brain storming, two of us made appointments with young people they met and a teacher (also as a parent). As we went all together to those appointments, we didn't found these people, but fortunately we met others.

The first people we met were Matai and Radu, two youngsters 15 and 16 years old, spending holidays at their relatives in Curtea de Arges. Then we met Emil, (11) a street child from a gipsy village near Curtea de Arges, Maria (21) and Michaela (22), Pusa and Flori, two grandmothers around 50, Michaela (6 years old) begging. We met all of them on the same place, in the main road of the city. We interviewed them about their daily life, their problems and expectations.

- **The informations from the people interviewed**

- Teenagers were a little bit lost; they have only two things to do in the summer, to go to the swimming pool or to hang around. They wished a youth centre to help them to develop activities. They did not even know what they would like to have in order to live a better life that is why they would like to have somebody dealing with them in a youth centre, to help them to discover what they want.

- Emil was begging to provide his daily food. His wish was to have enough money to buy shoes and clothes to be accepted in the school. He said to us that the teacher sent him away.
- The grandmothers told us that they still support their children, even they were working for ten years, and they were not in the situation to manage their life without the parents. Their expectation was to go abroad with their children to have a better life. They were sure that integration in the European Union means better life.
- Generally we had the impression that the people had not so much hope of a good life in this town.

We tried to make appointments with those people in order to make the groups to meet them again in their house, but they refused it in a nice way. So we had the feeling that it was too much for them.

After a break we had a discussion about the house of culture. Some of us (from Western Europe) wanted to go there to see what this place can offer to the youngsters. Some others (from Eastern Europe) were sure there was nothing interesting there and trusted what the young people said to us, that the place didn't offer anything to them.

After an intensive discussion we went there, discovered an almost empty house, old advertising for activities from last year, and two teenagers doing exercises on a stage transformed as a private fitness studio. Finally we met the director of this institution and he explained us a little bit more about what happened there. He agreed to make an appointment with some of us in the next days.

B. AIMS, OBJECTIVES & METHOD

1. AIMS

Our aim was to foster a better and more complex understanding within the participants and the young people of Curtea de Arges. We also wanted to try to "create" a common European identity among them.

2. OBJECTIVES

We wanted to share our experience with the other groups, to focus on the daily life of young people in Curtea de Arges, their fears/problems and hopes and dreams for the future. We also would have liked to focus on the European dimension: what are the feelings among young people towards their future integration to the European Union and what impact will this have on them. We also wanted interaction between the international participants and the youngsters of Curtea de Arges.

3. *METHOD*

We chose an interactive method for our restitution in order to make the participants to learn something about the life of the local youngsters by getting in contact with them and then to re-elaborate their experience focusing on the common and the different points, to be aware of both of their difference and similarity.

C. THE PRODUCTION

The first task was to do an interview with people they met. We had already made some appointments for the participants. If anything unexpected happened and/or the appointments didn't show up, and the participants were not able to find their own "subject", they had to adapt to the situation and find someone corresponding to their special task. They were also asked to speak to the people in the surrounding areas, because everyone in the group had to play a role in the theatre play.

We chose to ask the participants to do a role-play about what they experienced because it would help the participants to express their feelings concerning the experience. The different backgrounds of the members of each group would be an interesting interaction during the preparation of the role-play.

- **Flower power group**

The "flower power" group was asked to meet the Director of the House of Culture whose name is Marian We also wanted them to meet some boys from the fitness club that were in the same building.

- **The Spice Girls group**

The "Spice Girl" group was asked to meet Matei and Radu (aged 15-16 years old), two youngsters that we had met. If they met anyone else of the same age, they were asked to interview them as well.

- **The Napoleon group**

The "Napoleon" group was asked to meet Emil, a street child who lived in A small village nearby. We had also arranged to have a contact person Nearby, Cosmin, who sells newspapers in front of "Ti Amo" (newspaperstand).

Emil begged in the same area, so shopkeepers knew him. The participants Could therefore ask them for more information. If they cannot find Emil, they can talk to other street child but always with much precaution in order to avoid making them feel uncomfortable.

1. TOOLS

The participants were asked to present the information they had obtained during the interviews. They were asked not only to concentrate only on the differences they had discovered but try also to find the common points in their own life and the life of the “subjects” of their interview.

The form of the presentation had to be short (10 min. long) theatre-play. All the members of each group had to have a role in the play. Therefore they were asked to pay attention to the surroundings of the people they met.

There were some fixed roles in every group, which were the following:

- A youngster from a western country
- A youngster from an East-European country
- The people they had met

The drama had to represent not only the real situation that the participants discovered during the interviews, but also the general feelings interacting with people or issues they discussed.

2. TIME TABLE

- 09.00 – 09.05 Energizer
- 09.05 – 09.45 Presentation (background - instructions - role-play)
- 09.45 – 11.00 Interviews
- 11.00 – 12.00 Preparations for the role-play
- 12.00 – 12.05 Energizer
- 12.05 – 12.45 Role-play (3 groups)
- 12.45 – 13.00 Evaluation

3. INSTRUCTIONS

- **We want you to focus on the following topics**
 - Daily life (living conditions, school or work, leisure time ...)
 - Dreams/hopes and fears/problems
 - European dimension - the meaning of being European, expectations about European integration

I. Go to the following place

Flower power group (nature) – Casa de Cultura “ George Topîrceanu “ Curtea de Arges (house of culture).

The Spice Girls group (art & trad.) – Terasa “ Ti Amo” – in the main street, Curtea de Arges.

Napoleon group (history) – the opposite side of Terasa “Ti Amo” stay around the newspapers stand, on the street.

II. Make an interview with a few people.

We have made some appointments for you, which we are going to tell you now, but if anything happens and you do not find your “Subject” you have to adapt to the situation and find someone corresponding to your task. You have to speak with several people because everyone in the groups will have to play a role in the theatre play.

- **Flower power group**

You need to meet the Director of the House of Culture whose name is Marian (you can find him in his office. Go through the main entrance-door). We also want you to meet some boys from the fitness club that is in the same building (entrance on the left hand side)

- **The Spice Girls group**

We want you to meet Matei and Radu (apr. 15-16 years old), two youngsters that we have met, and if there is someone else of the same age, you can interview him or her as well.

- **The Napoleon group**

We want you to meet Emil, a street child who lives in a small village nearby and the

Contact person is Cosmin, who sells newspapers in front of “Ti Amo” (newspaper Stand).

Emil usually begs in this area, so shopkeepers in the area know him and you can ask them for more information if you are not able to find him at once. Or look for other street children, unfortunately there are a lot.

Role-play

Your task is to present us the information you have obtained during the interviews. Don't concentrate only at the differences you have discovered but try to find also the common points in your and their life.

The form of your presentation has to be a short (10 min. long) theatre-play. All the members of each group must have a role in the play. Therefore you must pay attention to the surroundings of the people you meet.

There are some fixed roles in every group, which are the following:

- A youngster from a western country
- A youngster from an eastern-European country
- The people you have met.

In order to facilitate the presentation of the drama you have the opportunity to use some make-up and whatever you think should be useful for a better understanding.

The drama must represent not only the real situation that you discovered during the interviews, but also which were your feelings interacting with people or issues you talked about with them.

Evaluation

• Questions for the emotional evaluation

- Did you manage easily to find the people and getting to speak to them?
- Do you feel well during the interview?
- And after the interview?
- Did you like to prepare the drama?
- Did you enjoy during the presentation of the drama?
- Do you love our group?

Answers: showing smiling/neutral/sad faces to express with them their feelings.

• Evaluation of the method

- Why do you think we asked you to go and make an interview?
- What's the point of using theatre for the restitution phase?
- Do you think that the method brings some new elements, which helps you to become more aware about your attitude as a foreigner meeting the local population and the reaction of the population meeting you (interacting)?
- Can we use the same method with youngsters as we have used with trainers (YOU!!!)? What do you think we should take care of?
- How would you like to improve this method?

D. EVALUATION OF THE WORKING PROCESS

1. THE EVALUATION OF YOUR OWN WORKING PROCESS

- **Member of an international team**

Even if in some moments there were some difficulties caused by the different levels of knowledge of the English language, in the end of each phase our group has been able to achieve the results we wanted to get to.

The presence in the group of persons with really different personalities and cultures has permitted to have a better richness to the end of the tasks.

Even if we have different personal backgrounds, we tried to use just the common points of view without forcing the others with the singular ideas.

- **Conceptor, trainer, animator**

After that each one of us has understood the right meaning of the working methods, the aims, the objectives and the evaluation, all together we have worked in the different positions of conceptors, animators and trainers.

We think that in order to work always in the right direction it has been really important to have the presence of a “general moderator” who told us if we were going or not directly to our aim.

- **Conceptor**

First we talked about the definition of sociology and then we chose a small subject to focus on. In order to make the participants to experience the same what we discovered regarding to this special aspect of the local environment we decided to make them interview some representatives of the life of the youngsters in Curtea de Arges. To re-elaborate, to analyse this information, these impressions we chose the drama-play as a logical consequence of the previous phase. As conceptors the group was quite unanimous regarding the “fil rouge” of our restitution.

- **Trainer**

We think we managed quite well as trainers, because the participants understood what we wanted from them. The communication during the restitution between the team could have been improved a little.

- **Animator**

In general it was good, but we could have dynamized more the participants at certain points during the restitution.

2. HOW TO USE IT IN A YOUTH EXCHANGE?

We think, that we can use this working method (TAPE) in youth exchange too, but we have to adapt to the context and to the group of youngsters. Actually, some of us used it already without knowledge of the theory. This theory seems us useful to structure our work in a better way.

If we use this method with youngsters, we should manage time otherwise: let more time for the research phase (T phase), give concrete questions for the research and to have a discussion after the restitution. This discussion could be useful to share the analyses and to avoid that the youngsters have only stereotypes in their minds after this exercise.

It 's important also to be sure that each youngster had understood the meaning of what they are going to do after each phase before going further. The leaders should help the youngsters also to prepare the drama-play, which this is not only a parody of what they have tasted.

We agree on the fact that we can use the two techniques of emotional and rational evaluation even if we think that there could be some modifications.

With reference to the emotional evaluation we think that the opportunity to use three faces (happy face, indifferent face, sad face) is really good because each youngster can express their opinion without language problems and also because it becomes really simple for the animators to count the results of the evaluation.

About the rational evaluation, we suppose that it should be better to realize a sort of questioner with two or three answers for each question.

It gives you the opportunity to have at the same time quantitative and qualitative data and as consequence of this, a more complete evaluation.

To the end of the questioner it could be useful to have a simple sentence like "other comments" to allow everybody to express freely.

3. THE TRANSFERABILITY OF THE TECHNIQUES YOU USED?

We think that it's possible to transfer the techniques we used during this training in future youth exchanges.

Otherwise, we agree on the fact that it's always important to have a facilitator from each country, which takes part to the initiative, overall if there are participants very young.

We think it is important by this technique to make a difference between a big city and a little town or place. Because in a big city it is impossible to have a general idea about this topic (sociology) in a short time, for the presence of many different realities.

4. THE EVALUATION OF THE OTHER PARTICIPANTS: FEELING, REFLECTION AND PROPOSALS...

The general feeling of the participants after this activity was rather positive than negative. The most difficult point seemed the preparation of the drama play. At least they all love us!

The majority of the participants have understood the aims of our technique. It seems useful for many of them. Some proposed to make a discussion after the play, to prepare more concrete questions, to let more time for the research, T phase and A phase.

THE HISTORY GROUP : FINAL REPORT

- **Members of the group:** John Arve Hveding, Bjarte Bjørnsen, Viorica Cretu, Laurel Bènard, Andrea Debreczeni, Alex Găvan.
- **Facilitator :** Giulio ‘Mac’ Maistrelli.



A. PREPARATION AND RESEARCH PHASE

At the first group meeting we had a brainstorming phase to decide what and how to do in our group project. We quickly decided that we had to go and see different places and historical monuments, churches and so in order to clarify the aim of the project.

1. TASTE AND TEST (T-PHASE)

For this phase we used the **3P technique:**

- **Papers**

We used leaflets; maps and other documents about the history of the area were used.

- **People**

During the trip we discussed with different people who knew something of the history of the places. We used Alexander as a resource person on this phase. He is a Romanian living in Curtea de Arges, and knows a lot of this region's history. He was able to give us a lot of background information that we could use in the next phases. He suggested some place that could be of the group's interest

- **Places**

During the taste and try phase we visited the historical museum of Curtea de Arges, The Royal Church, The Poenari Fortress and the Cave Church in the village of Corbi.



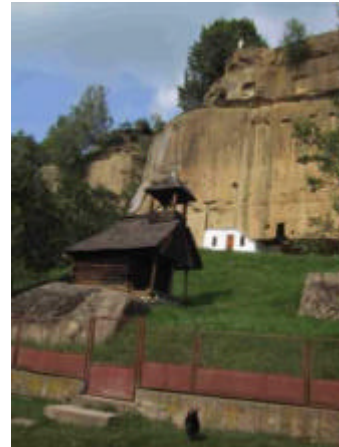
In the museum, we had an overview of the history of both Curtea de Arges and the hole of Romania. The visit was a starting point and an introduction for our work and helped us further in our search for places to visit.

At the Royal Church (XIV century) the church keeper made a thorough presentation of the fresco and the paintings story and place in time.

The Poienari Fortress, which probably was built before the XIV century, was of a great interest for our group because it was related to the legend of Drakula, which everyone in the group knew something about. Alex clarified the differences between the legends and real facts concerning Vlad Tepes (Romanian ruler known as Drakula) and historical events related to the fortress.

The last place we visited was the Cave Church in Corbi village. The church was carved in stone represents more than 2000 years of local history. We also discovered that the surroundings were of a great interest from a historical point of view because the village had elements of both past and present.

During the T-phase we tried to observe as many important subjects / objects as possible. We did not want to decide anything during this phase. We tasted and treed potentially places and objects that could be possible for the restitution phase.



2. ANALYZE (A-PHASE)

After visiting all the above-mentioned places we had a meeting in order to analyse the information collected during the T-phase. We tried to organize the information to be able to link and connect different places in a historical aspect.

We discussed the different places that we visited and tried to figure out if and how they could be used in a youth exchange. We narrowed the information down to two possible objects / places. The Poenari Fortress and the Cave Church at Corbi. We finally chose the Cave Church because it had an interesting time – aspect -the old Church representing the past and the Village representing the present. It also gave many possibilities to show and try different techniques and methods.

3. DESCRIPTION OF YOUR PRODUCTION

- **General aims**

Let the youth get to know some of the historical part of Curtea de Arges. History can also be fun. To experience different historical issues, working with different methods.

- **Techniques**

During this restitution we wanted to show 5 different methods. We divided the group into 4 groups with participants from different countries. These groups rotated between the different activities. The environment offered the possibility to cover 2500 years of history. The unity of the general method was in the fact that the 5 different techniques were interconnected, each technique was a self-standing one but also a support for the others. When you have different techniques there is hopefully at least one, which will generate good results. Each group was involved in each activity for twenty minutes.

- **Time traveler**

Objective :

Determine the dimension of time would have their ready to start the Method drama



participants to have a travelling so that they minds open and also be time journey.

- **Tool**

At the arrival of the participants, the animators came out from the cave church dresses like the Zamolxian priests from the ancient times covered by a mysterious atmosphere. Afterwards the priests greeted the people around and split them into groups under a form of an initiation ritual.

We took the participants for a trip back in time using a “time machine”.

- **Material**

The carvings in the rock which offered us the opportunity to use them as a ship to go back in time.

Guided tour of the cave church

Objective

To show continuity of the people who are living there and their unity with the surroundings environment. The cave church is an element, which shows this continuity being the link between the past and the present.

Method

Mixture between didactical style and drama.

Tool

The participants were given historical information about the church and surroundings. They had a trip during different periods of time starting from the prehistory when there was a pre Christian temple and finishing in our times when the church is still used in special celebrations like Easter, Christmas, weddings etc.

Material

The geographical location of the church, and the church with all its elements (cult objects, the frescoes...).

Prepare to battle!

Method

Activate the participants through role-play and games.

Tools

The participants were taken 2000 years back in time. The king's sendingman and his general were looking for people to take part in his army. All the participants had to take part in the games and the animators showed and explained the "historical" reasons behind the different games. The participant's role was to be selected to take part in the army. The games weren't any usual games, so they were new games for all, and thereby it didn't give some of the participant some advantage.

We had three different games. 1) Jumping backward 2) rowing game 3) Out of balance.

Objective

To learn about history through games and have fun in the group.

Material

You need one flat open space for all the participants. You need one stick to hold around with your fingers that will not break (50cm long) and one small (20 cm)

Visit the old lady's house

Method

Interview and documentary video

Tools

The entire participant visited one lady (around 80 years old) that was living in on typical old Romanian house. The participants looked inside her house and asked her some questions. Each group asked her some different questions from different times of her life. The interview of the lady was filmed for a documentary video that all of the participants would get at the end of the exchanges. At the house there was one animator that helped and supported the group.

Objective

Let the youth understand that old people knows lots of local history and how to make a documentary.

Materials

For these you need to find one old person that are willing to open her/his house for youth and that this person is motivated to talk to the youth. For the documentary you need one video camera.

Object hunting

Method

Search and analyse objects

Tools

The participants worked two and two. In pair they search for object in the backyard to the old lady. In the backyard there was a waterfall and lots of objects that the old lady had store. They were searching for object's from different historical times and see if there were some similarities to the objects/tools that we are using today and to the different participant's countries. The animators helped them in the search started the reflection about the objects.

Objective

We wanted that the youth realise that daily objects have a history and through these history we are in connection with our past.

Material

A place with lots of difference objects.

B. EVALUATION

1. EVALUATION OF THE WORKING PROCESS

Being a member of an international team means that we had to do our best to cooperate with the other members with getting over the linguistic difficulties. The members also have to be patient and tolerant, because of the cultural differences. It is necessary to be willing to experiment with new learning methods. At last, but not least the members have to trust the team. That is the way in which an international group can work effectively.

At the beginning it was difficult to work, because we did not know what to do exactly, only some ideas were mixed in our minds. After visiting the historical places in the near and choosing the place we wanted to use for our restitution, it became clear for us that we had to present the concept of the past in relation with the present and even the future. We discussed all the possibilities and we did not decide when somebody did not agree with the plan. Working in a conceptor team can be faster and more effectual, however it carries more responsibility.

In our working process we were more animators than trainers. The members of the team proposed different methods that could be used in learning about the history of Curtea de Arges. We didn't act like trainers during the working process, but we hopefully taught the participants some useful methods and techniques for future exchanges.

2. HOW TO USE IT IN A YOUTH EXCHANGE?

You can use all this methods together and take advantage on the fact that they interact. The different method creates diversity in the chosen style, which don't let time for the participants to get bored.

We've used all this methods trying to give a general idea of how the past and the are all present in this place. Someone said once "the one who does not remember history is bound to live through it again".

These methods can be used just they are like, or they can be combined with new methods.

Also they should be adapted to people's expectations and be flexible and opened to adjustments if the situation requires that.

Different methods give the people different approaches regarding the problem. Each of them consists of drops of information, which should not be interpreted separately but in the general context.

3. THE TRANSFERABILITY OF THE TECHNIQUES WE USED

The different techniques are not specific related to history. They may be used in other topics / thematic as well. For example can the "historical game" be adapted to other topics, like "Nature" or "Sociology" or completely different ones.

4. THE EVALUATION OF THE OTHERS: FEELINGS, REFLECTION AND PROPOSALS

• Emotional

Just after our restitution we ask for some emotional feedback from the 4 different activities. Each participant got 3 different paper: happy face (green), ok face (white) and sad face (red). All the participants from all groups are together and they were told to show one face for each activity.

The result was:

Activities	Happy	Ok	Unsatisfied
Cave Church	17	6	1
Historical games	21	4	0
Old Lady's house	20	6	0
Object hunting	13	9	2

The reason why we choose this emotional feedback at one was because emotions can effect if you won't to use these methods. If you have a happy feeling it is a bigger chance that you will use this methods later. In our opinion it was most good emotional feedback.

• Written evaluation

After the restitution we had made one evaluation form that all the participants had to fill in. In that evaluation we wanted to know if they understood the aim of our restitution, the international group dynamic, if they could use the method with among youth and in an exchanges.



The general the method could easy exchanges history but themes. the understood they felt that

international group. At each activity they talked about similarities and differences. The restitution was had some elements that were good for the interaction in the group and understanding of some of the history.

feedback was that we use been used in an not only with also others Nearly all of participants the aim and they were in an

ART AND TRADITION GROUP: FINAL REPORT

- **Members of the group** : Borka, Carmen, Christian, Jacky, Katrine and Luisella
- **Facilitator** : Yves



A. FRAMEWORK

1. TEST AND TASTE

We thought to follow all the steps of the T.A.P.E. program we had. So we began working following the 3P steps in order to collect information about Curtea de Arges and the surrounding environment. Fortunately, we had in our group two Romanians who made our research work easier.

First we tried to understand what art and traditions are. We could notice that we all had different opinions also due to our original cultures and ways of living. So, we started reading the brochures and leaflets available (not so many also because it is difficult to find an English version of them). We entered deeper in the local environment by going in museums (Historical Museum and the Noroceca House) and speaking with the guides just to understand in what Romanian art and traditions consist (**PAPERS AND PEOPLE PHASES**).

The **PEOPLE PHASE** continued interviewing the Mayor of Aref, a little village in the Curtea de Arges area, bringing us in Mr. Stefanescu`s Memorial House. Last but not least, the day after we had the possibility to have a typical Romanian lunch in a local house and the inhabitants showed and explained us the traditional Romanian handcrafts.

Because of the participation of Romanians in our group it was much easier to collect information. Without them we should need much more time for our research. So, in just two days, especially thanks to the hospitality and friendliness of the local people, we succeeded in collecting the information we needed to begin a good **ANALYSE PHASE**.

We decided quickly that our film should be the tradition of hospitality. Everywhere we went we met people who were friendly and they did even more for us than we asked for. We also learnt about the traditions of inviting people to their houses and the rural tourism based on hospitality.

It was difficult to sort out what we could use in our restitution because we had too much information to manage.

In our discussions we tried to highlight the most important aspects of hospitality. At the end we chose a wedding ceremony as the best framework to show all the other participants what hospitality really consists of. Also because a wedding ceremony is a melting pot of local habits and traditional food, dance and music.



2. GENERAL AIMS

1. To let participants discover the hospitality of the Romanian people.
2. To give them the opportunity to meet local people.

3. TECHNIQUES

To ask the local people to present the activities related to our purpose. In this respect, we have four different categories of people involved in our restitution: the women showing their craft skills, dancers presenting the wedding traditions and habits, the Mayor providing us with traditional food, local people who became animators, Mr. Stefanescu`s who accepted to host our restitution in his courtyard.

4. METHODS

1. Active participation of the local people, thus facilitating the development of a celebration atmosphere. During all the event they continuously invite the guests to actively take part into this scenario (wedding simulation and presentation of some local crafts, traditional food, also visiting the Gheorghe Stefanescu`s Memorial House.
2. Interaction between the guests and the local people.

B. PRODUCTION

• Participation

- To try to involve people in the event using an individual invitation for each participant (serving them with a cup of tuica, a typical Romanian water life)
- To create a special atmosphere during the journey to the Memorial Museum.

• Emotion

- To create an emotional atmosphere in order to arise people sensitiveness.
- To describe the habits, suits, potteries, meals etc.

• Objectives

- To introduce in the Romanian traditions, thus making the participants excited about them.
- To show the participants the ways of local people to preserve the tradition and to get in touch with traditions, traditional crafts (potteries, folk suits), food and traditional music.

- To feel the availability and hospitality of the local people in transferring us their habits and traditions.
- To show and put in practice one of the most characteristically event: the wedding.
- To simulate the situation to have a deeper insight in the Romanian arts and traditions and to arise emotions in the participants (wedding, dinner).

- **Timetable**

- Invitation of the participants in the event: a tour of the hotel rooms to offer a cup of tuica, this was an introduction to the wedding party, which would take place in the memorial house, inside a village of the Arges County (it is a local wedding announcement tradition).
- Travel to reach the “Gheorghe Stefanescu” memorial House.
- Creation of a typical folk atmosphere in the cars (folk music).
- Welcome to the participants by Mr. Stefanescu and the art and tradition team.
- Traditional habits: to offer bread and salt while the musicians and dancers were having their performance.
- The bride arrival and the wedding simulation: decoration of the pine tree, preparation of the husband (the purification of him through water).
- Wedding dance and buffet.
- Presentation of the dancer and bride suits; crafts pottery and traditional dishes.
- Presentation of the history and arts linked to the memorial house.
- Wedding party (at the hotel).

- **Materials**

Pottery, icons, carpets, pine tree, traditional suits and decorations, typical food and beverages, musical instruments etc...

C. EVALUATION

We met some challenges concerning the differences of ages, cultures and levels of English knowledge.

At the same time we managed to learn from our differences and working together as a group cooperating and interacting to reach the same aims.

We had a lot of creative ideas and it was easy to agree on them. The problems were especially due to the practical part. There were a lot of people involved and a lot of preparation that had to be done. It was difficult to keep all the members of our team informed of all the things that happened and why.

Because of the above-mentioned differences, it was normal to have different roles in both the preparations and restitution.

Because of the fact that the hospitality of the people was the base of our project, it was difficult to move our restitution to another setting and in another environment. It shouldn't be possible to manage shortly a situation so complex as our simulation without a lot of help.

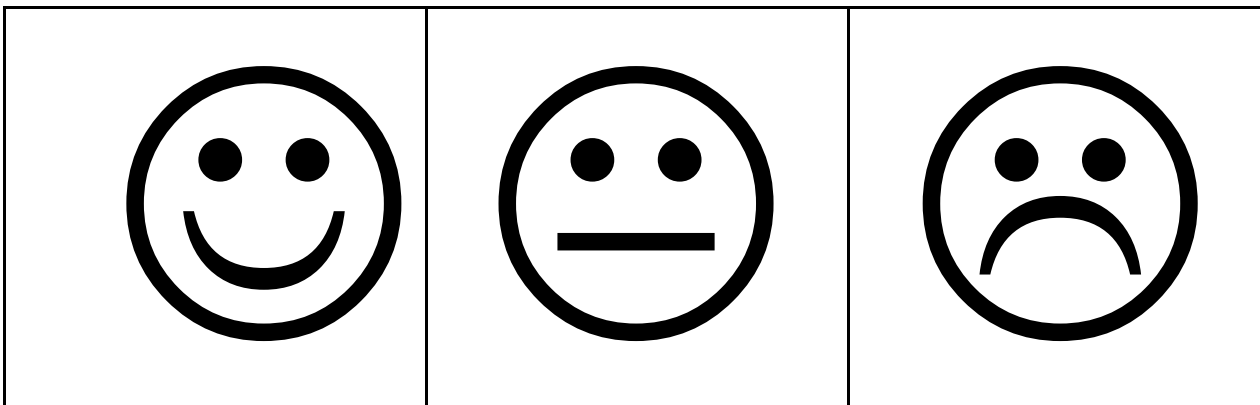
The techniques of making a scenario in order to introduce people to the complexity and symbolism of traditions worked very well. It is an adaptable and good tool to use in a youth exchange.

The time schedule was four hours but we did not succeed in keeping this limit. We did not have time to have an oral, emotional evaluation and in that way we lost important information about our restitution. It would have been very useful for us to have a discussion about what people had actually learned about traditions and art in this area immediately after the restitution.

It was more difficult for us to sort out only from the written evaluation if we had really succeeded in reaching our aim that is to show the tradition of hospitality in Curtea de Arges and its surrounding region.

The participants' proposed to us that it could have been a good idea to divide the presentation of the handcraft and pottery tradition in workshops. In that way the participants could be in smaller groups, ask more questions and have the opportunity to try the different tools.

We did not manage so well in showing how the traditions are still alive in this area. Today there are still a lot of young people willing to preserve and transmit these customs and traditions. This shows the traditional ways of still continue to be preserved and help participants to a better understanding of the proximity existing between past and present.



QUESTIONNAIRE FOR THE HISTORY GROUP EVALUATION

What did impress you most in this afternoon?

Name three things about the history of this place that you've learned today.

Which of the four methods/activities can you use while working with youngsters?

In your opinion which was the main objective of our activities this afternoon.

Was the international aspect of the working groups a useful thing?

Other comments:

WAT GROUPS : ALL THAT YOU WANTED TO KNOW AND YOU NEVER DARED TO ASK!

A. WHAT'S A WAT GROUP?

A WAT group is a daily evaluation group (WAT stands for “**What About Today**”) of approximately 47 people, who meets everyday with the same facilitator.

1. WHAT'S DAILY EVALUATION FOR?

There are many different ways of interpreting a daily evaluation. The aims of a daily evaluation can vary according to the general scenario.

In the TC on Environment in Romania the evaluation process foresees a final evaluation also focused on technical aspects of the activities the group passes through. For this reason the aims of the daily evaluation are basically:

Having the chance to **collect the emotional feedbacks** from the participants “in real time”.

Being sure everybody **have a clear picture of where they are along the process** of the training. (What has been the sense of the activities we did today?).

Monitoring the trainees' needs and **collecting their requests** to the team.

2. WHICH ARE THE ADVANTAGES OF A WAT GROUP?

The WAT groups have several advantages, mostly due to the small size of the group and to the frequency of the meetings:

They **give to every and each of the participants the chance to express** themselves (and at the same time are a powerful mean to involve also the shyest people among the trainees).

They allow the team to have a sharp vision of the “state of the group”.

Moreover, their frequency guarantee an **almost “live” monitoring** of it.

They reinforce the **cooperation among participants** and allow a deeper interaction.

They **consolidate participants' trust** towards the team.

They allow the team member to **facilitate the “sensus making process”**, it's to say the process towards which the group build up the sense of what it's doing.

3. WHICH ARE THE DISADVANTAGES OF A WAT GROUP?

More than “disadvantages” there are some critic points to which to pay attention, among the most evident ones:

The team needs time to put together the outcome of the different WAT groups for composing the general puzzle.

It’s much easy to influence the dynamic of a small group: one of the risks is that the “bad mood” of some of the participants affects the others.

Each of the WAT groups is a “stand alone” evaluating unit. The interaction with the other WAT groups is limited to an eventual plenary report (usually made by the team the morning after or trough posters/boards).

4. WHICH KIND OF RECOMMENDATIONS WOULD YOU MAKE FOR FACILITATING A WAT SESSION?

Recommendations are something strictly linked to the facilitating style chose by each of the team member. Generally speaking, and according to my experience:

- **Respect group timing**

Certain days the group could wish to spend much time on certain issues you evaluate not important or – contrarily – it could wish to keep the WAT session really short. Though the facilitator is there to guarantee the group does what it should do, try to adapt the session to the needs of the group.

- **Respect group ideas**

Never give a judgment on participants’ ideas: in case you think some of them is weak or without any sense, try to make questions and propose alternative point of views, involving in the discussion other members of the group.

- **Be ready to take criticisms**

Participants can sometimes be really strong in their criticisms. Remember that if you thought an activity in a certain way and it has been taken in another one, well... this simply means that the activity itself didn’t work! To individuate the reasons for the failure and the responsibilities it’s another thing.

- **Be honest**

Don’t try to manipulate the group “behind the curtains”. Just say what you think and what you would like to achieve. Participants usually wish to cooperate with the team, and they also seem to appreciate a team member admitting his/her mistakes.

- **Take the cork off before to drink**

Emotions are emotions... They strongly affect our minds, and if you don't let them to express, they will come up all the time when you'll try to "rationally think" about the day. It can be a good idea to take some minutes at the very beginning of the session to let the participants express their mood and their general sensation of the day, before to step into the real discussion.

- **Shake the bottle, times to times**

If you have the impression the discussion isn't challenging, or worst is becoming a *duet* among two people, just involve other people in it making direct questions ("Do you agree with this?", "What do you think about?", "Do you have an alternative explanation for that?", etc...).

5. HOW WILL THE WAT SESSION WORK IN THE TC IN ROMANIA?

A possible agenda of a WAT session (about 20-30 minutes) could foresee:

- **"How do you feel" round**

You can make this question or propose a small activity to allow them to express their feelings about the day).

- **Question of the day**

The question for the day it's the common starting point for all the groups. Leave the discussion flow then, but try to make everybody speak and to get some feedback on all of the activities done during the day.

- **Summarise**

Before to say bye-bye, try to get into 2 or 3 sentences the most important things said during the session. Explicitly ask if they agree or not, since those sentences will be the public outcome of that WAT group.

B. WAT DIARY

Se next pages

Dou you have a clear idea of what we're doing here?

How would you evaluate the 'start'?

Alpha

EILEEN – REYNALD – CRISTIAN – ANDREA – ANA MARIA – LUISELLA – MAC

It has been a good start, especially for having been pushed to work in many (all the time different) small groups: we interacted with nearly everyone!

Some of the activities could be improved in the way to manage them.

Betta

ENIKO – LUIGI – ALEX – SZILVIA – “JO” – ANNE – EIVIND

We had a good feeling during the day, the morning was ok, the middle was ok and the last session was the most useful.

We need a one hour-long break before dinner.

Gamma

DANIELA – JOHN – JACKY – KLARA – VICKY – ALINE – YVES

We had good and bad feelings during the start (time pressure and tiring from the arrival), there is always a place for improvement but you have to be flexible!!

Delta

CARMEN – BJARTE – LAUREL – BORBALA – KATRINE – FRANCESCO – DIANA

We got to know each other better, we developed a good team/spirit.

We have got a clear idea of the programme, the pieces are 'falling together'.

We need more 5' long breaks for coffee and smoking!!!

Learning process & Group learning

Advantages and disadvantages of multicultural working group

Alpha

EILEEN – REYNALD – CRISTIAN – ANDREA – ANA MARIA – LUISELLA – MAC

We're all tired! (Sorry for having waked up Ana Maria ☺, *note by Mac*).

We think the advantages are much more than the disadvantages: mainly they are related to the fact of having different approaches to the same object, and having different ideas... It's much more enriching that working in monoculture groups!

The only disadvantage we can see is the difficult of managing linguistic problems.

Finally we think that our groups are not only multicultural but also intercultural ones, because we're not only "being different" but we're "being interacting".

Betta

ENIKO – LUIGI – ALEX – SZILVIA – "JO" – ANNE – EIVIND

By working on multicultural groups you see different cultural points of view, get more diversified discussions, you achieve more, and when you agree it's very reliving.

Working in multicultural groups can also be very exhausting, slow down the process, making harder to express what you really mean because of cultural differences.

In multicultural groups is also harder to go deep in discussions, because of language problems.

1 + 1 = more than 2!!

Gamma

DANIELA – JOHN – JACKY – KLARA – VICKY – ALINE – YVES

You learn more and you are more eager to get new ideas, new words (in foreign languages), to be tolerant, to be patient

Your mind gets tired quickly when you don't have the same language. It's difficult to express all your ideas.

THE HARD DISK IS FULL AND YOU HAVE TO FORMAT IT

Drivers have to be responsible OF THE LIFE OF THE PEOPLE they are taking in their bus.

Delta

CARMEN – BJARTE – LAUREL – BORBALA – KATRINE – FRANCESCO – DIANA

We enjoyed the differences in the working groups, even if it was sometimes difficult to understand each other and to concentrate.

We established a good atmosphere for cooperation and relations for future exchanges.

How does Curtea de Arges T.A.S.T.E?

How do you feel confident in stepping into the PRODUCTION phase?

Alpha

EILEEN – REYNALD – CRISTIAN – ANDREA – ANA MARIA – LUISELLA – MAC

We had just the time for a quick lick up to Curtea de Arges, not for a real byte. However it seems to be a very rich place in terms of traditions and historical background. We're not sure if Curtea can be taken as a typical example of small town in Romania.

We're absolutely challenged by the "production phase". We're excited and a bit frightened, but by that kind of fright that doesn't paralyse you. It's possible to fruitfully interact with everybody since all of us are really committed to the task. We had a massively wide start, and we have now to narrow down to something concrete.

Betta

ENIKO – LUIGI – ALEX – SZILVIA – "JO" – ANNE – EIVIND

We enjoyed the morning but we're not satisfied because we only got a little byte. We feel confident and eager to work after starting the group work.

Gamma

DANIELA – JOHN – JACKY – KLARA – VICKY – ALINE – YVES

We didn't all understand when doing the rally and the battle of element (lot of hurry) but we better see now the links with what will do the next days and how we can use it.

We feel confident for the next days. It's preferable to have theoretical inputs during the morning and physical activity during the afternoon (in general).

Everyday the learning of the day before is more clear and. every new day is a new challenge!

Delta

CARMEN – BJARTE – LAUREL – BORBALA – KATRINE – FRANCESCO – DIANA

We got many new impressions; it was different, exotic, nice, relaxed. We had good alternance between theory and practice during this long day, we are unsure about the production, but we will manage.

The 'P' phase is over. How was difficult to follow the T.A.P.E. sequence so far?

How do you feel confident to step into the 'E' one?

Alpha

EILEEN – REYNALD – CRISTIAN – ANDREA – ANA MARIA – LUISELLA – MAC

If you have to prepare a project use the T.A.P.E. method. Maybe it's easy, maybe it's hard. But that's not the point: JUST DO IT.

We have been preparing for the restitution, and the 'E' phase is what we were waiting for.

Betta

ENIKO – LUIGI – ALEX – SZILVIA – "JO" – ANNE – EIVIND

Sometimes it's difficult to use the T.A.P.E. method because of problems with the time to understand each other and their understanding of the method.

It's good to have a facilitator that can explain and support the process.

We're confident and looking forward to see what other people are doing to compare with what we're doing.

Gamma

DANIELA – JOHN – JACKY – KLARA – VICKY – ALINE – YVES

Nothing is easy but challenging. We were happy to see we can achieve the 'P' phase. We didn't know what we were doing during the TASTE phase. It was not easy to define the aim of the restitution.

Delta

CARMEN – BJARTE – LAUREL – BORBALA – KATRINE – FRANCESCO – DIANA

By doing things we got a clearer picture about T.A.P.E. today.

We are more confident, less confused and tired than yesterday but still not sure about certain things concerning tomorrow (the "e» phase).

WAT groups are over.

What do you think of this experience?

Alpha

EILEEN – REYNALD – CRISTIAN – ANDREA – ANA MARIA – LUISELLA – MAC

The session opened with Cristian rolling on the floor simulating a liver attack (it didn't work at all: he had to pass through the WAT session anyhow). With a tiny French sense of humour, watching at his mate suffering on the floor, Reynald wanted then to say « thank you » to the cook.

Inspired by the show of the liver pain, the French went also into a monologue based on the fact that the week was quick, the days were quick, the time was quick, the WAT was quick... and the linguistic skills, sometime, is much slower (not this time, however!).

Cristian had just recovered from his attack when the Norwegian lady wanted to come again on the topic and noticed than after having passed through the TAPE in one direction, we were now doing the way back (Producing the report today, Evaluating the training and Testing the lake tomorrow...). Not to be naughty, but... have you ever noticed that the reversal of TAPE is EPAT, it's to say... "Liver»??

We were lucky to have in the group some more gentle participants who – wanting to drop the physiological issue – decided to switch to the philosophy. In this way we came to the deep reflection that the WAT group is “a nice time to talk silently” (do you know bananas have no tongues?).

In few words it hasn't been a normal session, but we found still some energy to say that WAT groups have been a fine way to reflect together, in a nice atmosphere and also a tiring but fruitful activity. Some sadness for the experience to be over was expressed, but you know... it was taking care of the poor facilitator... ☺.

Betta

ENIKO – LUIGI – ALEX – SZILVIA – “JO” – ANNE – EIVIND

It is good to have the chance to express your feelings in a small group. WAT sessions were sometimes felt just like another activity since we worked in small groups all the time.

We would like to open an ICQ channel to keep daily WAT meetings with Eivind.

Gamma

DANIELA – JOHN – JACKY – KLARA – VICKY – ALINE – YVES

Synthetically: challenge; flexibility; eager.

Delta

CARMEN – BJARTE – LAUREL – BORBALA – KATRINE – FRANCESCO – DIANA

It's good to summarise at the end of the day but not too late and not having too people from the same working group.

INTERVIEWS ABOUT THE TRAINING

ANNE –France

My first meeting in Romania and very happy to discover something from this beautifully land and interesting people. This training was for me very interesting and intensive, too intensive because in last days is very difficult to concentrate and to make good work, but the interaction in the group and what did was very interesting and gave a lot of inputs and ideas for my future work.

VIORICA – Rep. of Moldavia

I am very glad that I have the possibility to be at this training course; basically when I was coming here I didn't know what we are going to do, but I had many pleasant surprises here. I didn't think that the training course could be so exiting. Also, we had the possibility to work together even if we are representing 5 different countries. This training gave to me a lot of opportunities for my future work.

ANDREA – Hungary

My opinion is that we are a very good group of people and we can co-operate one with each other very well. We could learn a lot in this training working hard and have a lot of fun.

LAUREL – Reunion

On this training we have the opportunity to find new techniques for our work and I can use these techniques in my country. I think that this training can give me some solution for developing in the future different exchanges with the young people.

EILEEN – Norway

It has been a very interesting week, interactive all the time and is very interesting to see the interaction in the groups between all different nationalities. It has been real good.

DANIELA- Romania

I find this training hard to digest but very exiting and enriching when you realize what you have been achieved at the end of each day; example – new ideas, new, methods. Also for me was very interesting to learn tolerance and to be patient.

LUISELLA –Italy

I find this training as a very good experience because the interaction between different cultures and way of leaving. I find this kind of work very interesting because we have now real tools to develop our projects with the youth people.

REYNALD – France

I am in Romania to this training where is happening a lot of interesting things because here we are the representatives of 5 countries; and the local environment is very reach in Romania. I think that what we achieved during one week is a very good one for the future.

THE PROJECT MARKET

A. FIRST PHASE

- **Aims**

- To give the possibility to the participants
- To share their future project ideas for establishing a possible cooperation.
- To give the participants the opportunity to let all participants see their ideas for further projects.
- To give the participants a time to present their organization for their contacts.

- **Process**

We will do this by putting up posters, where there will be Action 1, 2 & 5. The trainees write down their idea, their name, so other people can see and take contact. Several persons can sign ideas.

Trainers should go through these projects, select the ones which are not clear or don't fulfil the criteria's of these Actions. They also can thematize the ideas (f. e.: Action I: bi-tri or multilateral projects, Action V: trainings, prep visits, etc).

There will be presentation of your organization, but it is voluntary to be a part of the presentation, there will be possibility to use video presentation and music.

B. SECOND PHASE

- **Aims**

- To get more in details in the projects ideas, if it is necessary to clarify them.
- To start a process with future partners.
- To get help from N.A in different projects.
- To get some input on Action 1,2 or 5.

- **Process**

This poster will be used on Saturday morning when we split the trainees in groups of their choices, they will have the change to discuss together and receive help from N.A They also can fulfil one short application for each project.

The developed projects with their short application form will be collected and summarized during the Follow Up session.

At the end of this session they will be distributed according to their wishes to three workshops about Action I., II., V.

- **Action forum**

The action forum will be an opportunity for the participants to get deeper in one issue; these will be Action I., II., V. The session will be one hour long with time for debate and questions from the participants, there will be one leader from N.A on each forum.

C. FOLLOW UP

7 projects were discussed during the Friday morning:

- 4 projects in action 1
- 2 action 2
- 1 in action 5

All the participants out of one participated to these project's groups.

1. ACTION 1

Project no.1

- **Composition of the team**

John (N) – Bjarte (N) – Alex (R) - Laurel (F)

- **Description**

Hosting in France

- **Target group**

Unemployed, young workers, students 16-25 years old

- **Aims**

To discover the local environment, European consciousness, protection of the nature

- **Topic**

To exchange around aquatic environment and to realize newsletter on this topic

- **Activities**

Diving, to realize treasure hunting under the water

Project no. 2

- **Composition of the team**

Eileen(N) – ANNE (F) – Klara (H)

- **Description**

Hosting in Norway

- **Target group**

Student's 16- 18 years old

- **Aims**

To increase the skills of Youth Council members and to increase also their awareness about European citizenship.

- **Topic**

Developing the knowledge about the democracy.

- **Activities**

Simulation games, debated, meeting with the people locally involved in the democracy.

Project no. 3

- **Composition of the team**

Jacky (F) – Jo (N)- Szilvia (H) – Carmen (R) – Luigi (I) – Vicky(M)

- **Description**

Hosting

- **Target group**

Pupils' social disadvantaged

- **Aims**

Different approached to drug and alcohol prevention

Project no.4

- **Composition of the team**

Szilvia (H) – Aline (F)

- **Description**

Hosting and sending

- **Target group**

Ethnic minorities 15-18 years old

- **Aims**

Sharing tradition, music and food, giving a hope for gypsies youngsters

- **Topic**

Making theatre, to help them to trust in themselves and in their own culture

- **Activities**

Theatre, nature camp, dance, music, projection in the future

2. ACTION 2

Project no 1

- **Composition of the team**

Katrine (N) – Luisella (I) – Reynald (F) - Cristian (R)

- **Aims**

Building a network in order to host and to send volunteers

Project no. 2

- **Composition of the team**

Eniko (H)

- **Aim**

She wants to be a volunteer

3. ACTION 5

- **Composition of the team**

Daniela (R) – Andrea (H) – Ana Maria (R) – Eniko (H)

- **Target group**

Students and young workers 16- 25 years old

- **Aims**

To train young people to be youth leaders within the Youth program

- **Activities**

Intercultural learning, theoretical input, youth programme, project market

4. FORUM WORKSHOPS

Action 1 (Mihaela Dumitru, Eurotin, Romania) – 8 participants

Action 2 (Sorin Mitulescu- Eurotin, Romania) - 3 participants

Action 5 (Bernard Abrignani, Injep, France) – 12 participants

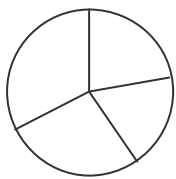
MODEL EVALUATION OF THE TRAINING COURSE

Name: _____ Surname: _____

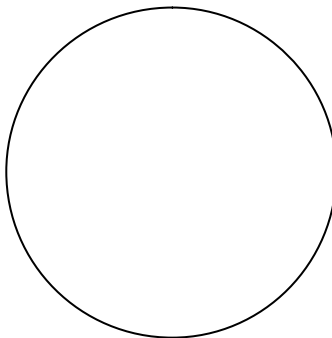
DIVIDE THE FOLLOWING “CAKE” INTO SLICES: EACH SLICE REPRESENTS A LETTER OF THE TAPE ACRONYM: HOW MUCH DID YOU TASTED? HOW MUCH DID YOU ANALYSED? ETC...

PLEASE: REMEMBER THAT THE DRAWING REFERS TO THE WHOLE TRAINING COURSE AND NOT ONLY TO THE WORKING GROUPS PHASE!!

(The small cake is an example!!)



T: 20%
A: 15%
P: 30%
E: 35%



Test/Taste: %
Analyse:%
Produce:%
Evaluate/Experiment /Exchange:%

TECHNICALITIES OF THE COURSE

How did you find the accommodation (Hotel Posada)? (Rooms, Working rooms, Food, etc...)

How did you find the facilities and the tools available? (School/Computers, Transportation, Disco-pub, Materials, etc...)

Please, name the three technical elements you appreciated most during the training.
Also name the three technical things that you missed most.

I REALLY USED AND APPRECIATED...	I REALLY MISSED...

PROGRAMME ELEMENTS

Score the activity from 1 to 5 (1=Not good at all – 5=Very good). If you like, use the space beside to give us your suggestions on how to improve the activities we proposed during the TC.

Element	Score	Comments
Saturday 21 st July		
Welcome evening (Map of the world – National Tables – Form with your picture)		
Sunday 22 nd July		
Get to Know Games (name & gesture, blanket competition, tags on your back)		
Official opening with gifts		
Expectations & Learning Contract		
Introduction to the programme (The role of the participants, the TAPE acronym, etc...)		
EU policy and Training Strategy		
We... European Citizens! (Quiz Game)		
The ICL game (The bridge over the big river)		
Intercultural Evening		

Monday 23 rd July		
Discovery Rally of Curtea de Arges		
The battle of Elements (The Be.H.A.V.E. grid)		
Theoretical Input on Environment and Activity Conception (Common definition of environment + Handouts on each of the phases: T.A.P.E.)		
Meeting with the local people (In the monastery)		
Tuesday 24 th July – Wednesday 25 th July		
The 'P' phase (3 half days for Setting up your restitution)		
Wednesday 25 th July – Thursday 26 th July		
Restitutions of the 4 thematic groups NOTE: You're expected to evaluate the idea of having restitutions and the space given to this activity within the programme. You're expected NOT to evaluate each of the restitutions.		
Friday 27 th July		
Evaluation of the Working Groups activities and processes		
Production of the written report		

Preparation of the project market (Explanation + signing up On the posters)		
Saturday 28 th July		
Project Market		
Active Forum on actions 1,2 and 5		

WHAT DO YOU THINK OF THE WAT™ GROUPS DURING THIS TRAINING COURSE?

WHAT DO YOU THINK ABOUT THE GENERAL METHODOLOGY (ROLE OF THE PARTICIPANTS, TASK ASSIGNMENT AND ROLE OF THE TRAINERS, TIMETABLES, THE T.A.P.E. PROCESS...) CHOSEN FOR THIS TRAINING?

PLEASE, NAME THE THREE SESSIONS OF THE PROGRAMME YOU APPRECIATED MOST.

ALSO NAME THREE SESSIONS YOU WOULD HAVE LIKED TO GET AND YOU DIDN'T.

I REALLY APPRECIATED...	I REALLY MISSED...

WHAT CHANGES WOULD YOU SUGGEST FOR THE PROGRAMME OF FUTURE TRAINING COURSES?

HOW DO YOU EVALUATE YOUR OWN CONTRIBUTION TO THIS COURSE?

THINKING BACK TO THE TRAINING COURSE, HOW WOULD YOU RELATE THESE THREE WORDS: STRESS, CHALLENGE AND LEARNING?

CULTURE, ART & TRADITIONS, HISTORY AND NATURE: THIS IS JUST ONE OF THE MANY POSSIBILITY FOR EXPLORING THE LOCAL ENVIRONMENT. WHICH OTHER SETS OF “THEMES” WOULD YOU USE FOR THIS TRAINING COURSE?

AS YOU KNOW THIS TRAINING IS GOING TO BE HELD IN ITALY NEXT YEAR. YOU HAVE NOW THE CHANCE TO WRITE A SENTENCE THAT WILL BE DELIVERED WITH THE INVITATION LETTER TO THE PARTICIPANTS OF THE NEXT TRAINING COURSE.

ANY OTHER COMMENTS / MESSAGE FOR THE TEAM?

Thank you for your kind help for the team in completing this questionnaire!

CONCLUSION

Dear participants, dear friends,

At the end of the training course let me to say some words on behalf of Romanian National Agency for the Youth Programme and to express my personal feelings at the end of such beautiful and interesting experience. I want to thank very much to all of you for decided to come here and for that you have shown such a big interest concerning Romania and this wonderful region soundings Curtea de Arges. I had the idea to choose this place like a representative one for the Romanian landscape, history and people

Your presence here has represented here for us, Romanian people involved hearing about this place a concrete and clear sign that we get real friends all over the Europe and that our dream to become a real part of this European space has chance to become reality.

For our National Agency this training is a real success and may it only represents the most important event from the moment of the official launch conference of YPE Programme that has place in May 97 till now. This is because of the number of participants, the number of the countries involved and last but not the least the informational content of the training course

All of us have learned very much these days. There was a big effort but I think it was very useful. I hope you have learned much, not only from the trainers, but also from the every participant because I consider that every one participant had a personal contribution to the results of the training course. I appreciate very much your work, your capacity to understand, to communicate and to feel and I am very convinced about your success in organising very good activities with youngsters all over the Europe.

Finally I want to thank very much to all the trainers for their big effort and I hope that they will agree to come again in Romania to help in youth work improvement. I would also like to thank to all the people that have helped us for this training: people from Curtea de Arges, people from the high school, people from Arefu village, people from Posada Hotel and last but the list to the people from Caltun association and to its president Mr. Nicu Lazar.

I hope you all are satisfied with this experience, you will forget quickly the effort and the hard work and you will keep in mind only the positive experience and the image of these beautiful places.

I wish you a nice holiday for this summer, I wish you good luck to the next training on a similar top in Italy next year and I hope that our experience in organising such training could be useful for our Italian colleagues.

ANNEX

FILM CONCEPTION

ENERGISERS

THE CHECK LIST

PEDAGOGICAL MATERIAL

SHORT APPLICATION FORM

ROMANIAN LEXICON

LIST OF PARTICIPANTS AND TRAINERS

PRESS ARTICLES

TRAINING CERTIFICATE

FILM CONCEPTION

A. AIMS AND OBJECTIVES

- **Objectives of the film**

- Transferable, visible, understandable (comprehensive)
- Pedagogical tool
- Promotion tool

- **Steps**

- Theory aspects (input of the trainers)
- Research (discover the environment – culture, nature, sociology, history by the participants)
- Presentation (results of the research presented by the participants)

- **Tools**

2 digital cameras

- **People in charged (4 people)**

Mihai, Andreea, Bogdan, Nicu Lazar

- **Support**

Videotape -raw tape-

- **Copies**

5 copies

- **Presentation**

“Bridges for Training”, Bruges, Belgium -final term : 10th of September-

- **Version**

English and Romanian

- **Subtitled**

English language

- **Duration**

One English version of 13 minutes :

- 1 minute – introduction (text written on the screen presenting the Curtea de Arges county, reason to chose this place)
- 4-5 minutes – ambiance, farewell party, disco, intercultural evening, ICL games
- 4 minutes – research of the environment
- 4 minutes - restitution
- 1 minute – close (thanks to the European Commission, Romanian Agency, local resource people)

One testimony Romanian version of 25 minutes, subtitled in English

B. CONTENT

- **Conception of the training**

Techniques to discover the environment: nature, history, sociology, and culture

Using the new methods for other trainings

Use headlines to present the moments of the training– “ Farewell party in the mountains”

- **Theoretical concepts**

Sunday, Monday – input of the trainers (intercultural learning, we as European’s citizens, methods to discover, meeting with resource people)

- **Research**

Tuesday, Wednesday, Thursday, and Friday – participants splited in 4 groups will discover Curtea de Arges city; after they will make the restitution on the nature, history, culture, and sociology

- **Results**

Saturday – project market, final evaluation

- **Focus on during the recording:**

Take live interviews

Emphasize the aims, research process, results, and ambiance of the training

C. SHOOTING PLANNING

- **Saturday**

- Arrival of participants
- Preparing the organization stands
- Dinner
- Ice breaking games
- Presentation of the organization stands

- **Sunday**

- Ice breaking games
- Official opening
- Expectation and learning contract
- Introduction to the programme
- EU policy and training strategy (to be mentioned in the beginning)
- We as Europeans citizens
- ICL games
- Intercultural evening
- WAT group (results could be presented on the wall)

D. VIDEO GROUP MEETING (SUNDAY EVENING)

1 hour recording on each video camera (pictures from all the moments of the program – the most interesting moments were name games, ICL games)

Discussion about the possible technical problems

TVR (Romanian national television) broadcast – copy of the tape

Take some interviews from the participants

Focus on the next days:

- *Pictures from the local resource people*
- *Take some pictures from the WAT group*
- *See from time to time the raw film*
- *Take into account that the most difficult moments are “battle of elements” and “discover rally”*

- **Monday**

- Discover rally
- Battle of elements (discover Curtea de Arges)
- Theoretical inputs (not necessarily)
- Meeting with local people

- **Tuesday, Wednesday, Thursday**

Restitutions and evaluations of the different workshops

- **Friday**

- Evaluation of the restitution
- Evaluation of the restitution and of preparation research process
- Writing the final rapport

- **Saturday**

- Project market
- Final evaluation
- Official closing time (diplomas)
- Farewell party

ENERGISERS

A. "GETTING TO KNOW EACH OTHER" ENERGIZERS

1. *THE AIMS*

- Allow the participants to know better each other,
- Make the participants remind the names
- Start the session in a good and happy atmosphere

2. *METHOD*

- Active, that make the participants express themselves
- Using the head (the imagination) and the body
- Emotional, in a way the participants have to show a details of there personality

3. *DURATION*

Approx. 10 to 15 minutes (not more), difficult to use with a group over 25 people

4. *"THE SCULPTURE GAME"*

The participants have to form a circle. They are asked to tell their names one by one and at the same time expressing their personality with a gesture (like making a sculpture). Everybody has to repeat first the names and gestures of the others and then her/his own one. The game is over when everybody has done it.

5. *"THE BLANKET"*

The participants are divided in two groups, two leaders or trainers, stand in the middle holding a blanket (use a large one). The game leader asks the groups to sit down in order that the two groups can't see each other. Then the leader of the game ask the groups to send one person of the group behind the blanket at this time all the people keep quite and don't speak. At a signal the two trainers holding the blanket let the blanket fall down, when one of the participant has told the name of the other one, the looser has to change of team. After some participants have played, you can ask the team to send two participants, then three, four..... you can finish by sending all the participants.

6. *"THE BADGE"*

You pinch the badge of participants, in a way that no one receive hi/her badge. You tell the participants that they now can't talk . when they find someone wearing hi/her name badge he/she takes the hand of him/her, the person realises she/he wears the name of this person and then tries to find the person that correspond to the name of the badge wearing by his/her new partner. When we have a circle all the participants take their badge off and should give it to there neighbour , like this everyone should receive his/her badge.

B. “THE WINKLE-GAME”

1. AIM

- To make to move the participants
- To wake them up, and at the same time
- To make them to touch each other
- To have a physical contact – trust.

2. EXPLANATIONS

Ask the participants to put the half of their chairs in a circle. Half of them have to stay behind the chairs and half of them minus one have to sit down on the chairs. The staying one who has nobody sitting on the chair has to invite somebody from the other sitting ones to sit on his/her chair. S/he has to winkle on the other but if the staying one of that person notices this, s/he can catch him/her by the shoulders and in this case they have to change between each other. If s/he can't catch him/her, s/he will be the next one to invite somebody to his/her chair by winking.

3. DURATION

10 –15 minutes for 25 people

4. METHOD

- **Active**

They have to pay attention to each other

- **Competitive**

They have to watch out not to be always the one who has to winkle

C. “GO, GO BANANAS”

1. AIM

- Dynamise the group
- Making the people feel comfortable

2. EXPLANATIONS

There is a leader followed by the participants.

I) Leader: Did you know that bananas have no thumbs?

Participants: Bananas have no thumbs.

L and P: Go bananas, go –go bananas!

L: Bananas to the left!

P: Bananas to the left!

L: Bananas to the right!

P: Bananas to the right!

L: Peel it off and hmm.....take a bike!

T: Peel it off and hmm.....take a bike!

2) L: Did you know that bananas have no thumbs?

P: Bananas have no thumbs.

L: Did you know that bananas have no elbows?

P: Bananas have no elbows.

L and P: Go bananas, go-go bananas!

Go bananas, go-go bananas!

3)

- no thumbs
- no elbows
- no knees
- no thumbs
- no elbows
- no knees
- no necks
- no thumbs
- no elbows
- no knees
- no teeth
- no thumbs
- no elbows
- no knees
- no teeth
- no tongues

3. METHOD

Using an open space and mobilise the people to be active

D. "THE MATSINGA GAME"

1. AIM

- Wake up
- Getting in a group feeling

2. DURATION

5 minutes

3. DESCRIPTION

The whole group in a circle. One-person starts to say MAA... and stretch the arms, the second person do the same and so on. When all the group is doing that, arms stretched and saying MAA, all together lead by the first person say TSINGA and pull back the arm in the same time as strong as possible.

Method: Active, making involve the people in group

THE CHECK LIST

- **Materials for trainers**

- One flipchart
- One computer
- One black and white, colour printer
- Xerox paper
- Post-it, scotch
- Diskettes
- Slides
- Internet connection
- Clipboards, paper clips
- Recording machine
- Batteries
- Video and recording tapes
- Diplomas for the participants
- Flipchart paper
- Video recorder
- TV set
- Music player (cd, radio, tapes)
- One photo machine – Polaroid + film
- One digital photo machine
- Photo copy machine
- Video camera
- Projector

- **Materials for trainees**

- Pencils, colour pens, markers (different colours)
- Book notes
- Cover sheets
- Leaflets about the Curtea de Arges county and the “Caltun” organization
- Buses for transport
- Pedagogical materials from the local resource people
- T- shirts, badges, bags
- Electrical equipments
- Computer rooms from the local school
- Photocopy machine
- World, European and Romanian map
- coloured ropes
- Lexicon poster
- Adhesive paste, scissors, rollers, balloons
- Pins

Pegs

Flipchart paper

Music player (cd, radio, tapes)

One flipchart

PEDAGOGICAL MATERIALS

- **Touristic vadeneecum : Curtea de Arges**
Ed. Meridiane, Bucharest, 1968
- **“ ATE Caltun”**
Club UNESCO, leaflet
- **Manole Neagoe : Curtea de Arges**
Ed. Tineretului, Bucharest, 1968
- **Valerian Marinescu : “Monografia asezarii Argesului”**
Ed. EUROPRODUCT, Pitesti, 1999
- **“Biserica domneasca din Curtea de Arges”**
Maria Ana Musicescu and Grigore Ionescu
Ed. Meridiane, Bucharest, 1976
- **Curtea de Arges Church from XVI**
Ed. Episcopia Argesului si Muscelului, 1999
- **Vasile Cucu and Marian Stefan, guide of the historical monuments of Romania,**
Ed. Sport and Tourism, 1979
- **Moments and people of ARGES county**
Ion Cruceana
Ed. Palatul Culturii, Pitesti, 1980
- **Romania : Touristic guide**
Ed. Sport – Tourism, Bucharest, 1983
- **CURTEA DE ARGES**
PHOTOS and POST CARDS
- **“ History and legend to CURTEA DE ARGES”**
CD-ROM
- **Tourism to POSADA**
Leaflet
- **ARGES county**
Leaflet

SHORT APPLICATION FORM

International training
“Using local environment as a pedagogical tool
in youth exchanges”

Curtea de Arges, 21st –28th of July 2001

1, GROUPS

Action 1 Action 2 Action 5

	A. HOSTING COUNTRY	Sending country (ies)
Name of organization		
Profile of organization		
Number of participants (m/f)	<input type="checkbox"/> female <input type="checkbox"/> male	<input type="checkbox"/> female <input type="checkbox"/> male
General profile of the Group members (Please give details)	<input type="checkbox"/> pupils <input type="checkbox"/> students <input type="checkbox"/> handicapped <input type="checkbox"/> unemployed <input type="checkbox"/> young workers <input type="checkbox"/> ethnic minorities <input type="checkbox"/> others	<input type="checkbox"/> pupils <input type="checkbox"/> students <input type="checkbox"/> handicapped <input type="checkbox"/> unemployed <input type="checkbox"/> young workers <input type="checkbox"/> ethnic minorities <input type="checkbox"/> others
Age range of youth group		

2. Main goal(s) for the exchange

Hosting country	sending country
-	-
-	-
-	-
-	-
-	-
-	-
-	-

3. Theme(s) for the exchange

4. Activities (name 3 and explain how they are related to the themes and goals)

1.

2.

3.

5. Preparation

1. Youngsters

2. Youth worker

6. Global programme

ROMANIAN LEXICON - NEED TO KNOW WORDS –

Romanian	English
Unde este poshta/banca/barul	Where is the post Office/bank/bar
Va rog, o cafea?	Can I have some coffee?
Apa	Water
Paine	Bread
Pofta buna	Good Appetite
Noroc!	Cheers
Buna dimineata	Good Morning
Buna ziua	Good Day/Afternoon
La revedere	Good Bye
Multumesc	Thank You
Va rog	Please
Taci!	Shut up (for the dog at night)
Cald	Warm
Dragutza fata/baiat	Pretty girl/boy
Te iubesc	I love you
Ne place de trainerii	We love the trainers

LIST OF PARTICIPANTS AND TRAINERS

• Participants

	NAME	SURNAME	AGE	ADDRESS	POST	TOWN	COUNTRY	EMAIL
1	Aline	LE BARS	21	ADENZ, Milin Coat Jaffray	22200	PLOUISY	FRANCE	alikali@caramail.fr
2	Anne	JARDIN	31	GWENNILI 31 rue de Douarnenez	29000	QUIMPER	FRANCE	gwennili@wanadoo.fr
3	Jacky	LEMALLIER	40	L'AQUASCOLE	50200	ST PIERRE DE COUTANCES	FRANCE	associationavril@wanadoo.fr
4	Laurel	BENARD	28	C.A.P. "Club Animation Prévention" 7, rue Nicol de la Serve BP 13	97461	ST. DENIS (REUNION)	FRANCE	sabine.cap@wanadoo.fr
5	Reynald	TANCRAY	25	Réseau Normand des MJC - Espace Claudie Andrée Deshays rue des Chouquettes BP 124	76194	YVETOT CEDEX	FRANCE	rnmjc@club-internet.fr reynald.t@wanadoo.fr
6	Szilvia	MAKAI	25	Foundation Leo Amici, Komlo, Bajcsy Zsilinszky street, no.30	7300	KOMLO	HUNGARY	maka:@netposta.net
7	Andrea	DEBRECZENI	16	Youth Council of Babolna, H - 2943 BABOLNA MAREK 27	2943	BABOLNA	HUNGARY	deedee-2@free.mail.hu
8	Borbala	VERES	16	Youth Council of Kiskunfelegyhaza, Kossuth street, no 1	6100	KISKUNFELEGYHAZA	HUNGARY	gyiok@kiskunfelegyhaza.hu
9	Eniko	BATA	19	Youth Council of Babolna, 12 Jokai Street Babolna	2943	BABOLNA	HUNGARY	babolna@mail.matav.hu
10	Klara	KERESNYEI	32	Ecsta, Pecs , Miklos 7/2	7625	PECS	HUNGARY	mio@mecsekfuszert.hu
11	Francesco	AMADEI	24	EurHope, Via Togliatti, no.38, Concordia s/S	41033	MODENA	ITALY	eurhope2001@virgilio.it
12	Luigi	PRUITI	24	Gruppo Re Idomeneo, via Idomeneo, no.3	73100	LECCE	ITALY	elpruiti@tiscalinet.it
13	Luisella	BERARDI	28	Eureka! Info-centre for International youth exchanges, Via M. Signorile, 34	70121	BARI	ITALY	eureka.it@tin.it
14	Viorica	CRETU	25	The Center of Information and Documentation in Children's Rights, str. Romana, no. 1, et.4	2005	CHISINAU	MOLDAVIA	centrul@mdl.net; vioricka@yahoo.com
15	Bjarte	BJORNSEN	34	Postboks 583, Sandnes Kommune	4306	SANDNES	NORWAY	barte.bjornsen@sandnes.kommune.no
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19	Katrine	DAVIKNES	25	SUAK - National Agency, PB 8113 DEP	8113	OSLO	NORWAY	katrine.daviknes@suak.dep.no
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22	Carmen	NASTASE	33	Ministry of Youth and Sport 128A, Soseaua Iancului, sector 2	70421	BUCHAREST	ROMANIA	ncarmen1@excite.com
23	Cristian	SECLAMAN	20	National Agency for School, Camps and Tourism, Soseaua Viilor nr.38, sector 5	70400	BUCHAREST	ROMANIA	antts@fx.ro
24	Daniela Elena	ABRUDEAN	40	Foundation SERA ROMANIA, 19, Jules Michelet Street	70000	BUCHAREST	ROMANIA	danab@xnet.ro

• **Trainers**

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3	Eivind	NORDEIDE	25	Fristad	6980	ASKVOLL	NORWAY	eivind@njord.sf.no
4	Bernard	ABRIGNANI	48	INJEP, Rue Paul Leplat	78160	MARLY LE ROI	FRANCE	abrignani@injep.fr
5	Sorin	MITULESCU	49	Romanian National Agency for YOUTH Programme - EUROTIN 1-3, Valter Maracineanu Street, floor 1, room 136, Bucharest - 1	7000	BUCHAREST	ROMANIA	sorin@eurotin.ro
6	Yves	TROUINARD	42	Federation Departementale MJC 18, rue Abbe Valle BP 4618	22 046	SAINT-BRIEUC	FRANCE	FDMJC.22@wnadoo.fr
7	Giulio "Mac"	MAISTRELLI	34	63, Via Cibrario	10143	TORINO	ITALY	fx-mac@bigfoot.com
8.	Hajdu-Kis	DIANA	25	Jubileum ter 5./4./5.	5000	SZOLNOC	HUNGARY	ulpius1@yahoo.co.uk

26 de străini - interesați de mediul argeșean

ieri au sosit în Curtea de Argeș oaspeți din Norvegia, Italia, Franța, Ungaria și Republica Moldova, alături de Sorin Mitulescu-expert la Eurotin. Acesta, în asociere cu Asociația Căltun, condusă de prof. Nicolae Lazăr, se pregătesc pentru proiectul „Tehnici de descoperire a mediului” care începe sâmbătă și vizează patru laturi: natura, cultura, societatea și istoria zonei noastre. Tot sâmbătă sunt așteptați 26 de participanți la proiect, din țările menționate, inclusiv România, și vor părăsi Curtea de Argeș după 7 zile.

Proiectul prevede împărțirea participanților în patru grupe și, conform planului, se vor studia tehnicile de descoperire a mediului, se vor face investigații în toate domeniile de interes, și se va încheia cu prezentarea descoperirilor.

„Membrii Asociației Căltun intenționează să facă un film despre training-ul personal, sprijinit de Eurotin, „care sperăm să fie gata până în septembrie”, a afirmat Nicolae Lazăr.

C. L.

Nr. 494 vineri, 27 iulie 2001 **ARGES**

Tinerii europeni descoperă tradițiile românești

Reprezentanții celor 8 țări care participă la trainingul internațional „Folosirea mediului local ca instrument pedagogic în schimbul internațional de tineret” lucrează în ateliere de istorie, cultură (artă și tradiții), natură și sociologie.

Tinerii au avut ocazia să ia contact cu realitatea argeșeană, fiind impresionati de ospitalitatea românească și de bogăția valorilor și tradițiilor care le-au găsit la Curtea de Argeș. Întâmpinați cu pâine și sare, participanții la atelierul de cultură (artă și tradiții) au vizitat o casă românească și au încercat să teasă în război. Descoperirea a continuat la Muzeul de Istorie și la Muzeul etnografic - Casă Norocea. De asemenea, au vizitat Muzeul Gheorghe Ștefănescu, Intenționatorul operelor române la care a fost prezent Primarul comunei Arefu, Vasile Avram.

Grupul natură a vizitat bășchișul și Lacul Vidraru. Valea lui Stan, Valea Argeșului uide au adunat curiozitate și au vorbit despre importanța protecției naturii și a educației ecologice pentru tineri.

Grupul sociologie a avut ca scop cunoașterea obiceiurilor, să identifice direct caracteristicile vieții din Cîrța de Argeș, iar grupul istoric a vizitat Muzeul de Istorie și au identificat locurile istorice din oraș.

Activitatea se desfășoară în 4 grupuri de 6 persoane sub coordonarea unui trainer și se vor concretiza prin reconstituirea informațiilor culese în teren prin realizarea unor materiale scrise.

Prin descoperirea mediului local de la Curtea de Argeș, tinerii europeni vor deschide ochii asupra țării, vor încerca să înțeleagă mai bine realitățile și să acumuleze noi cunoștințe.

Tamara CUPRIAN

Nr. 493 joi, 26 iulie 2001 **ARGES**

Plaiurile argeșene sunt cunoscute la nivel european

Plaiurile argeșene găzduiesc în perioada 21-28 Iulie a.c. trainingul internațional „Folosirea mediului local ca instrument pedagogic în schimbul internațional de tineret” organizat de către Agenția Națională de Cooperare în Domeniul Tineretului din România - EURO TIN, cu sprijinul local al Asociației pentru Turism și Ecologie - CĂLTUN - CLUB UNESCO.

Desfășurarea trainingului se reflectează sub coordonarea directă a unei echipe formată de 8 profesioniști în schimbul internațional de tineret, coordonați de Bernard Abignani, reprezentantul Agenției Naționale Franceza.

Equipamentul de la Curtea de Argeș constituie o continuare a celui din insula Grot, regiunea Bretagne, Franța, iar cei 24 de participanți sunt reprezentanți ai organizațiilor de tineret din Italia, Norvegia, Franța, Ungaria și România.

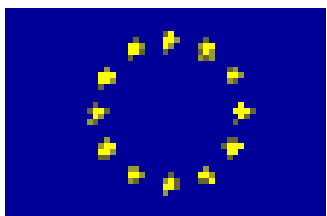
Scopul acestui training este să învețe pe tineri cum să folosească diferite metode de descoperire a mediului local, de a-și deschide mintea asupra limit și de a folosi aceste experiențe la nivel internațional în viitorul schimburi de tineret.

Prima capitolă a Tineri Românești oferă participanților informații despre istoria, arta, și tradiții, obiceiuri și natură, care o constituie punctul de plecare pentru cercetările practice de către tineri.

Printr-o activitate destinsă se vor număra jocuri interculturale, descoperirea principalelor obiective din Curtea de Argeș, organizarea unei seri interculturale și întâlnirea cu oficialitățile locale.

Contactul tinerilor din alte țări europene cu realitatea argeșeană le-a permis cunoașterea valorilor spirituale și materiale românești păstrate în mediul lor autentic. Fără îndoială, prin aceste schimburi de tineret România își promovează potențialul uman și material la nivel european.

prof. Nicolae LAZĂR



**THE TEAM OF THE
INTERNATIONAL TRAINING COURSE**



CURTEA DE ARGES (ROMANIA) 21 - 28 of July 2001

DECERNED THIS

CERTIFICATE

TO



**For active participation and acquiring skills in
using the local environment as a pedagogical tool in a Youth Exchange**



S.U.A.K. UIS

Gioventu