Bringing both sides together...
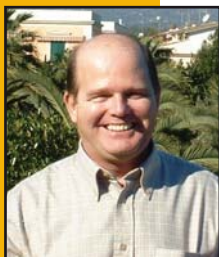
TOTEM
Training of Trainers
in the Euro-Mediterranean region

EuroMed Youth educational report

SALTO-YOUTH
E U R O M E D
RESOURCE CENTRE

Education and Culture

EDITO

When the Salto EuroMed Resource Centre started its work the lack of trainers in this field, especially from the southern shores of the Mediterranean, quickly became evident.

The strategy implemented at that stage aimed to have at least one trainer in each country involved in the Barcelona process.

After running National TCs in each Meda country and International ones on the technical and thematic priorities of the EuroMed Youth programme, the "SaltoTemm" Training of EuroMed Multipliers permitted the launching of the final phase: specific training for youth workers, leaders willing to become trainers in the EuroMed framework and Area.

TOTEM was born!

Training is an essential component of the diffusion of the EuroMed programme. Moreover there is a specificity of training within the EuroMed context, which has to do with the meeting of two civilisations, the encounter of three different religions, the different role that non-formal education plays in EU and in MEDA countries, the political relevance of this moment in history of the programme itself, the use of the training venues, and much more. It is therefore of paramount importance - in order to ensure quality - to have trainers well prepared to face the specific challenges related to training activities within EuroMed.

TOTEM was designed to respond to the increasing need for capable trainers in this context, trainers who are not only well-prepared in training methodology but also in terms of general knowledge on a number of relevant issues: history and civilisation of the Mediterranean area, political framework of the programme, different religions. TOTEM has provided participants with a reflected intercultural experience, thus fostering their growth in terms of "intercultural attitude", another extremely important requisite for trainers in this field.

The 5 parts of this long term training course (TC) were structured around two main issues:

• The concept of a trainer who should be a designer (developing the concept of a TC), an animator (providing the spirit and the dynamic of the TC), an expert in the field (Non Formal Education and EuroMed).

• The adaptability of a concept designed in one country in the context of its specific culture which needs to be applied to another location, country, environment…

This wouldn't be possible without the commitment of all actors in this adventure: The National Agencies for the YOUTH programme in Italy and Poland, the National Coordinator for the EuroMed Youth programme in Egypt and naturally the training delivery team and all participants.

Special Thanks to Giuseppe Gualtieri (project Officer of the Italian NA), Pawel Aleksandrowicz (project Officer of the Polish NA) and Gehad Amer (National Coordinator in Egypt for the EuroMed Youth Programme).

I invite all readers to follow us in this TOTEM adventure and hope that you enjoy reading this Educational Report!

Bernard Abrignani

Coordinator of the Salto-Youth EuroMed Resource Centre

This event has been organised in cooperation whith:

Euro-Med Egypt

Egypt   Italian National Agency   Polish National Agency   Salto-Youth EuroMed

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TOTEM: Training Of Trainers in the Euro-Mediterranean region
Team members

Team of trainers

- **Mac Giulio Maistrelli:**
  Born in Italy, he is a freelance trainer and consultant. He was a participant of the Advanced Training for Trainers in Europe. He worked as the communication strategist for the campaign All Different-All Equal.

- **Miguel Garcia:**
  Born in Spain, he is currently living in Germany. The trainer has been involved in several training activities such as "ATTE Course (Advanced Training for Trainers in Europe)") and "Pilot TC on European Citizenship".

- **Marta Medlinska:**
  Born in Poland, she is a former coordinator at the Polish National Agency. Marta is a freelance trainer and has three working languages: Polish, English and French.

- **Roy Abu Habib:**
  Born in Lebanon, he is currently living in Lebanon. He has been involved in several training activities such as "step to (what is action 5 and how to set a strategy between partners)" (egypt) and "Tzoumerka and its friends entering euromed" (Greece, Athens). Roy is a TATEM participant and has 3 working languages: Arabic, French and English.

- **Nadia Al-Gohary:**
  Born in Egypt, she is a freelance youth trainer. Her main focuses are intercultural learning and citizenship. Nadia is a TATEM participant and speaks 4 working languages: Arabic, English, Russian and German.
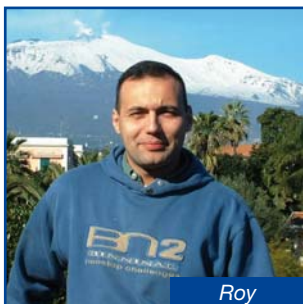
Organization Team

- Giuseppe Gualtieri - TCP Officer Italian National Agency.

- Pawel Aleksandrovicz - Euromed Officer Polish National Agency.

- Gehad Ammer - National Coordinator Egypt for the Euromed Youth Programme.

- Bernard Abrignani - Coordinator Salto-Youth EuroMed Resource Centre.

Presentation of the writer

- **Jana El Horr:**
  Born in Lebanon, she is currently pursuing her Doctorate in Conflict Analysis and Resolution. Jana is a freelance trainer and is focusing her doctorate research on issues of "political Islam" and "war on terrorism".

Introduction

This report is divided into four main sections: (I) TOTEM framework to give a brief description about the factors underlying behind creating this long term training; (II) a theoretical background about non-formal education which is the basis of TOTEM and SALTO trainings; (III) methodological guidelines, methods, and features used during TOTEM to provide trainers with tools to be adopted during their trainings; and (IV) a description of each of the seminars and phases of TOTEM.

TOTEM (Training of Trainers in EuroMed) is one of the two long-term training courses on training developed at institutional level within the EuroMed area. TOTEM has been aimed to support the learning of the youth workers and youth leaders - already experienced within EuroMed - who manifested their will and need to develop their competences as trainers in this field.

Needs and Objectives

More specifically, TOTEM responds to the need of developing specific EUROMED-related competences in the field of training and tries to address to a very specific target group of candidates, being its existence part of an overall bigger strategy which encompass also other initiatives such as TATEM (Training for Advanced Trainers in EuroMed) by the EU-CoE partnership and the ToT for European Youth Projects by the National Agencies of the Youth programme.

In relation with the recent enlargement of the European Union enabling Eastern European countries to develop projects with the MEDA region, TOTEM responds to the increased need of transferability of training concepts and experiences, dedicating part of its implementation to the self-reflected acquisition of the necessary competences.

TOTEM was designed to respond to these needs, hence strategic and learning objectives were set to achieve through out the TOTEM long-term training course.

(1) Strategic objectives:

• To contribute to the improvement of training activities' quality in the EuroMed;
• To contribute together with TATEM, to the development of a network of trainers on a Euro-Mediterranean level contributing to the quality of training activities in the Euro-Mediterranean context based on the acquired skills and competences;
• To contribute to the effective and bi-directional transfer of training experiences between new EU member countries and MEDA countries, with specific attention to possible similarities and differences in the socio-economic background of these two areas.

(2) Learning objectives:

• To support the participants deep comprehension of the Euro-Mediterranean context with all its cultural, historical, political, and emotional implications;
• To improve and deepen the specific training competences of the future TOTEM trainers to competently be able to design, implement, and evaluate youth worker training activities in this context.

Part I - TOTEM Framework

TOTEM is comprised of five phases: **3 residential seminars** and **2 practical phases** characterised by distance learning where the trainers will offer support and guidance to the participants through mentoring.

Phase I:

Seminar One, held in Italy, and focused on the acquisition of skills and knowledge and to the set-up of training projects by participants.

Phase II:

A practical phase time devoted - for participants - to finish writing their projects and present them at the 1st June 2005 deadline. The projects were implemented during phase IV. During this phase, the participants conducted training observations and started the process of mentoring.

Phase III:

Seminar Two held in Egypt, that - starting from the intermediate evaluation of the process - will offer the chance to go more in depth with different training issues. The seminar focused on the skills needed to implement training actions.

Phase IV:

A practical phase devoted for participants to implement their training projects. Mentoring continued during this phase.

Phase V:

A final seminar held in Poland for analysing the outcome of participants' projects, assessing their learning, and working on training quality criteria.

Therefore, it is important to notice that committing to TOTEM did not only imply attending the seminars; but there should have been more concrete action from the part of the participants. Participants of TOTEM dedicated approximately between 40 to 50 full days to TOTEM through out the 5 phases.

The 3 seminars of TOTEM addressed the 3 different aspects of the TOTEM to-be trainer and which are crucial to create the experienced EuroMed Trainer. These 3 aspects are: (1) **Conceiver**, (2) **Implementer**, and (3) **Expert**.

(1) Conceiver:

Seminar One took place in Acireale, Italy in March 2005 to develop the conceiver aspect of the trainer. This characteristic of the trainer helps him/her to test the needs of the target group in order to create the necessary training that answers these needs. The first seminar aimed at helping the participants to discover the needs of their participants in order to create a training that would be implemented in Phase IV. Hence Seminar One relied heavily on analyzing and understanding the qualifications of the trainer in general, and the EuroMed trainer in specific. So, it touched upon themes of experiential learning, learning styles, and project management to prepare the TOTEM participant to envision the general aspects of his/her future training.

(2) Implementer:

Seminar Two took place in El-Menya Egypt in November 2005 to develop the implementer aspect of the trainer. This characteristic of the trainer helps him/her to create the spirit and the movement in the training. The second seminar aimed at helping the participants to develop their competences in implementing and delivering trainings.

Therefore Seminar Two's main component was to experience the non-governmental organizations' work in El-Menya and develop suitable training workshops suitable for the needs of the respective audience. Also, Seminar Two served as a venue for the TOTEM participants to practice their training skills and receive direct feedback from the TOTEM team.

(3) Expert:

Seminar Three took place in Wroclaw, Poland in May 2006 to develop the expert aspect of the trainer. This characteristic of the trainer helps him/her to be fully able to create trainings, deliver, and evaluate them. The third seminar aimed at helping the participants to transfer and adapt their skills between MEDA and EU countries.

From this perspective, Seminar Three was dedicated for the TOTEM participants to develop their own training sessions and learn the basis and principles of evaluation to complete the learning cycle of the TOTEM trainer.

These three different aspects of the trainer were consolidated through out TOTEM to develop and improve the following competences of the participants:
- The competence to understand, use and adapt existing training concepts as well as to develop new training concepts, with particular attention between the freshly began cooperation between new EU member countries and Meda countries;
- The competence to analyse the needs of the target group of a training activity and to design a quality training programme with appropriate methodologies;
- The competence to design and implement the methods necessary for EuroMed training activities in the youth/non-formal education field;
- The competence to create an appropriate and safe learning environment;
- The competence to train and facilitate international groups of youth workers and youth leaders;
- The competence to guide and facilitate (intercultural) group processes, presentation competences...;
- The competence to deal effectively with ambiguity and crisis;
- The competence to co-operate and work effectively in international teams of trainers (team competence); intercultural competences (empathy and tolerance of ambiguity) social competences (communication, conflict management…);
- The competence to manage and evaluate a training project as a whole.

The thirty participants were selected from the Euro-Med region to attend; 15 from EU countries and 15 from MEDA countries. TOTEM was designed for youth leaders and workers who exhibited the following characteristics:
- Having past experiences in the field of EuroMed;
- Wanting to become trainers in the context of the Euro-Med;
- Being able to work well in English or French;
- Being motivated to contribute to the learning process of the training course;
- Having committed to attend the full duration and all the phases of the long term training course.

List of Participants[1]

Zurine ARRUZA (Spain), Marco FIORITO (Italy), Giuseppe MARLETTA (Italy), Rasa VISIOCKIENE (Lithuania), Marta PISZCZEK (Poland), Grzegorz MOTRIUK (Poland), Isabelle NILSSON (Sweden), Anastasia KYRIAKIDOU (Greece), Bruno G. M. NETO (Portugal), Barbara HUTTER (Austria), Borris DIEDRICHS (Germany), Sonia TRIKI (Belgium), Ann STALPAERT (Belgium), Cathy BACCOMO (France), Zita KRASTINA (Latvia), Mouloud SALHI (Algeria), Menatallah SHAHER (Egypt), Mostafa EL-GENDY (Egypt), Manal KAMAL (Egypt), Lassaad ARFAOUI (Tunisia), Jalel LABIDI (Tunisia), Justine ABI SAAD (Lebanon), Reem QARAMAN (Jordan), Ghizlane ZAMHOUR (Morocco), Najat BASSOU (Morocco), Riad SHIHABI (Palestine), Adva LEIBOVITCH (Israel), Itay ASULIN (Israel), Aygen BEKTE (Turkey), Ali OKTAY (Turkey).

(1) Thirty participants were initially selected for TOTEM and attended Seminar One, but only 24 attended Seminar Two and Three

Part II - Theoretical background

1) Learning components

TOTEM was based on the principles and practices of non formal education designed to allow and strengthen the components of:

Learning in the group:

TOTEM focused on the idea of a learning community to promote the importance of learning as a group, highlighting the self-awareness and the stages leading to the formation of the group, and assessing the dynamics within the group itself.

Learning as a trainer:

TOTEM focused on the development of the professional competences of each participant to become a trainer. Thus the learning process of the participants was double-angled: the angle of assessing the learning as a participant, and the angle of assessing the learning as a trainer.

Learning as a self directed learner:

TOTEM is a long term training requiring the participants to be involved in an ongoing learning process and during the seminars or during the phases II and IV.

Learning about EuroMed aspects:

TOTEM places a lot of importance on relevant issues pertinent to the Euro-Mediterranean region. The Totemist trainers-to-be learned and experienced the sensitivity of issues related to the gap between the North and the South, the current geo-political situation, conflicts in the Middle East region,…

2) Criteria of a TOTEM trainer

Hence to fully create the TOTEM trainer, four criteria are necessary and should be acquired by the future to be trainer in order to excel:
• To have the spirit of curiosity to know more about the different cultural and societal aspects of the EuroMed;
• To have the passion to be a EuroMed trainer;
• To acquire competences and techniques that answer the needs of both sides of the Mediterranean;
• To have the necessary pedagogical techniques to create, deliver, and evaluate trainings at both sides of the Mediterranean.

3) Methodology: Non Formal Education; why?

According to studies and research done in the field of pedagogy, non formal education has proved to help youth process information on a deeper level and develop strategies for lifelong learning. Also, it allows learners to control the objectives of their own learning, which in turn presents opportunities to construct their own knowledge.

Experiential learning constitutes the basis for non formal education because it engages youth and encourages learning by doing. It allows youth to:
• Experience and do the activity;
• Share and communicate results with their peers;
• Process, analyse and reflect on the experience;
• Generalise and relate the experience to a real world example;
• Transfer and apply what was used and learned in different and similar situations.

Experiences by themselves do not lead to learning. Youth, in a non formal education setting, need to understand the experience, see the patterns, observe other experiences, draw theories and conclusion out of these observations and understand their specificities and importance in order to apply them in a new and different situation.

In the past, traditional education has been based on the transmission or absorption model of teaching and learning. Therefore, non formal education provides an opportunity for the youth to be active in their learning process and responsible of their own level of absorption of information. Most importantly, it empowers youth to become independent and self-motivated in their activities.

On the eve of Second War II, Jean Piaget, the father of non formal education, stated "After the upheavals of these last few months, education will once more constitute a decisive factor not only in rebuilding but also, and especially, in construction proper"[2]; hence, in his view, education is the only tool to transcend political and ideological divergences that people were and will still face, making education the wealth of all civilizations.

Part III - Methodological guidelines, methods and features:

TOTEM training methodology was based on the experiences developed by the Salto-EuroMed resource centre, the Partnership between CoE and the EC on EuroMed & on youth trainings and the experiences developed by NGOs and the TOTEM trainers within the EuroMed programme.

Hence, the following methodological guidelines shaped TOTEM and required specific methods and features to be implemented to insure the learning in the group, as a trainer, as a self directed learner, and about EuroMed aspects. Taking into consideration that these four learning strands tend to overlap and were present in many sessions of TOTEM, it is possible to identify one of predominant strand in each of the TOTEM sessions.

1) Experiential Learning

Learning by doing is the foundation for non-formal education. Therefore, experiential learning was the most determinant methodological guideline throughout TOTEM. It necessitated self-reflection and feedback, leadership and membership, group skills and teambuilding. During Seminar One, a lecture by Arturas Deltuva -an expert in experiential learning- outdoor activities, and the use of the venue were pertinent to achieve the learning objectives of experiential learning. The activities were excellent tools for supporting the group building processes and making the participants get to know each other on a deeper level.

2) Intercultural Learning

The notions and practices of intercultural learning were dominant throughout the five phases of TOTEM. The TOTEM community and the venues of training (Italy, Egypt and Poland) constituted the foundation for the learning. Also, Seminar One dedicated a session to discuss about the foundations of intercultural learning. The use of the TOTEM metaphor during the three seminars was the best representation of the intercultural stimulation that the training was exhibiting.

3) Linking residential seminars and distance learning

The team of trainers along with the participants individuated different methods and features to guarantee a continuous learning process between the seminars.

• Travel Diaries:

Travel diaries were distributed to the participants on the first day of Seminar One. There was a personal notebook for "Totemists" to write their thoughts and ideas for their own personal reflection. In addition it shows the progress of the personal learning process of each participant. It was one of the tools to put into effect the self-directed learner strand.

• Personal Development Plan (PDP):

One of the learning strands of TOTEM is learning as a self-directed learner, which refers to the process where participants-trainers take responsibility for their own learning. One tool introduced at the end of Seminar One of TOTEM and that could assist and guide the participants in the learning process is Personal Development Planning. It would also serve a tool of linking residential seminars and distance learning in an attempt to guarantee a continuous learning process.

• Observation phase:

The observation means to go through an educational process in order to contemplate and understand a colleague trainer at work. The observation is geared towards learning from a different experience and complex reality - a knowledge that comes neither from books nor lectures but from first-hand experience, however short it may be. Each participant had to undergo an observation of a local training, in phase II, for couple of days. A report from the participant was submitted by the end of the observation to the team of trainers.

• Mentoring:

Mentoring was a basic learning tool to support the personal learning process of the TOTEM participants-to-be-trainers. This is particularly relevant in a two years long training course. Each participant was assigned a mentor to guide him/her and offer advice through out the whole course. Mentoring is an effective tool for stressing and developing the learning as a trainer and as a self-directed learner.

• Yahoo group:

A yahoo group was created for the participants and the team to stay connected through out the five phases of TOTEM. The yahoo group served as a tool for participants to share about their observations and projects, and keep the TOTEM community alive during Phase II and IV. It symbolized the continuity of the learning process and the sustainability of the relationships within the TOTEM learning community.

• Blog:

The blog served as an open communication where participants, team members and other TOTEM actors can write their stories and thoughts about the training course. It was used as a visibility tool for the NAs, NCs, and SALTO to keep the communication process and share ideas on the wider scaled of TOTEM.

• Projects:

Being project oriented was an important characteristic of TOTEM since projects are tools for learning and developing practical experiences. Participants from EU and MEDA countries joined in teams and submitted training courses proposals to the NAs on June 1st, 2005. The actual training projects took place during Phase IV of TOTEM.

4) Stress on evaluation

The importance of the evaluation of the learning process was present during the whole course of TOTEM through the personal mentor -as presented earlier- because the participants had the chance to develop a one-to-one learning relationship and tackle certain aspects of their own learning process that was not present in the group learning. Other methods used in TOTEM for evaluation are:

• Evaluation as a Trainer (ET groups):

ET groups took place every day at the end of the sessions in small groups. Each trainer had six participants in his/her group to give the Totemists the opportunity to regularly reflect about the seminar as well as providing them with the space to consolidate their learning process. In Seminar Three, the ET groups were a forum to flesh out more in details the learning acquired during the day by addressing the following two questions: (1) What did I learn? And (2) what helped me to learn?

• Quality Criteria:

Special attention was given to quality criteria during Seminar Three. The characteristics chosen to define quality in coherence with the objectives are pertinent for training courses. The assumption is that if a criterion is fulfilled, the quality is good and if it is not fulfilled, the quality would not be so good or even it would be labelled as bad.

• Evaluation as a tool:

One full session was dedicated during Seminar Three to tackle the notion of evaluation as a tool to measure how aims and objectives are achieved and to monitor the learning process.

• End of seminar evaluations and self assessment:

At the end of each seminar, participants filled in quantitative and qualitative evaluations. Also, at the end of TOTEM, the participants filled in self assessment on trainer's competences specifically developed in TOTEM.

5) Combining various approaches

Various approaches were combined during TOTEM to ensure a high level of learning.

• Lectures:

Lectures were provided by experts in each training seminar to provide the necessary background and knowledge for the participants.

• Salto T-Bag:

The Salto T-Bag was introduced during Seminar Two to support the participants in designing their training courses.

• Workshops:

Workshops were not only provided by the team of trainers; during Seminar Two and Three, the participants had to deliver their own workshops to master their public speaking and presentation skills, communication, and facilitation.

• Immersion[3]:

One of the most important tools that was introduced during TOTEM to ensure the learning in the group and the learning about EuroMed specificities was the "Immersion".

The immersion helped using the venues as learning tools, built up the intercultural and experiential learning through contact with local communities and culture, and established direct contact with local youth NGOs. The immersion phase was conducted during Seminar Two and Three to give the participants the chance to observe, ask questions, and evaluate projects of local NGOs. As well, it was used as a tool to know how to transfer methodology from one context to another through adapting the methods used in training courses. The immersion phase has both educational and cultural objectives that can be summarized as follow:

- Provide an experiential learning for the participants through tasting, feeling, seeing, and hearing about training projects in El-Menya (Egypt), and Wroclaw (Poland).
- Offer the participants a chance to experience training projects done in the Euro-Med region in order to help the Totemists design their own training projects.
- Give the participants an intercultural experience by having direct contact with local NGOs.
- Produce a written workshop proposal relevant to their experiences after the immersion.

In El-Menya (Egypt), 7 local NGOs took part in the immersion phase:

- Jesuit Brothers
- Bon Pasteur
- St Mark
- Young Men Christian Association
- Coptic Evangelical
- Services and Comprehensive Development
- Egyptian Youth Future Foundation

In Wroclaw (Poland),

- Angelus Silesius House
- Stowarzyszneie Pro Publico Bono
- Wroclawskie Centrum Twórczosci Dziecka
- Instytut Edukacji Spolecznej
- The Muslim Center

The immersion phase during Seminar Two was divided into four steps:

Step I: Preparation

On the day before the immersion, the participants had to prepare a guidelines questionnaire, which they used during their visit to the organizations in order to help them develop the necessary workshop for each NGO.

Step II: Immersion day

Each group of the participants spent a whole day at one of the local NGOs at El-Menya that were chosen for the immersion phase.

Step III: Immersion chill out

Upon returning and straight after dinner, the participants were invited to share their experiences, ideas, anecdotes, etc... on the day spent outside. A "special" place was prepared to help the participants share their experience in a relaxing ambiance.

Step IV: Immersion Check out

On the last day, the participants went through an immersion checkout which was intended to be the closure of the learning cycle of the "trainer as an implementer", giving participants the opportunity to use at the same time different skills and pieces of knowledge they acquired during "Seminar Two". During the check out, the participants had to develop a "plan of workshop" that is adaptable to the NGO they have visited.

In Seminar Three, the participants went through another one-day immersion in local NGOs in Wroclaw. While the aim of the immersion in Seminar Two was to adapt the methods, the aim of the immersion in Seminar Three was to stress on the transferability of the training concept from a concept to another. While adaptability is the ability to change or be changed to fit changed circumstances, transferability is the ability to use knowledge appropriately and fruitfully in a new or different context from that in which it was initially learned.

Three elements are necessary to examine in order to propose activities for a training concept that is transferred:

- Context
- Objectives of the organization
- Target group[4]

Therefore immersion in Seminar Three was divided into 2 steps:

Step I: Immersion day

All the participants spent one day with the organizations they personally chose to be immersed in.

Step II: Immersion debrief

After the immersion day, the participants debriefed the larger group about their experiences, and brainstormed the different characteristics to be examined in order to transfer concepts of training from a context to another.

6) Written production and reading:

Prior to joining TOTEM, the participants were required to read the training concept and the course description to have a better feel and understanding of what lies ahead in the next two years. Moreover, at the end of each seminar, some of the participants were required to write testimonials about their experiences which later were published by the "Meet'in EuroMed" magazine published by Salto.

7) Specificities of training in EuroMed

The various methods and features used during TOTEM helped insure covering the different specificities of training in the EuroMed context. These different specificities individuated by the team constituted the core around which the training action is being planned:

- Relevance of global situation, policies, and tendencies in defining the setting.
- Importance of religion.
- Role played by languages during the learning processes.
- Strong need of conflict competences and mediation skills by the side of the trainer.
- Relevance of gender issues.
- Venues as learning tools.
- The effectiveness of experiential learning in guiding the participants into a process of change.

Part IV - Description of each
1. Three TOTEM Seminars

1.1 TOTEM- SEMINAR ONE

a) Introduction:

TOTEM Seminar One was held in Acireale, Italy from March 17, 2006 till March 25, 2006. This seminar aimed at focusing on the conceiver competences of the TOTEM trainer.

b) Objectives:

- To provide the participants with knowledge, skills, and attitudes to be able to conceive and design an educational programme in EuroMed;
- To build the TOTEM learning community;
- To set the basis of the whole TOTEM course introducing features, adapting the concepts, planning the phases, and presenting the tools.

c) Schedule:

Wednesday March 16, 2005	Arrival of participants
Thursday March 17, 2005	9:00-10:30: Official opening and TOTEM presentation 10:30-11:00: Coffee Break 11:00-12:30: Get to know games 13:00-15:00: Lunch 15:00-16:30: Seminar One presentation 16:30-17:00: Coffee break 17:00-18:30: Group building activity 18:30-19:15: ET groups 20:00: Dinner
Friday March 18, 2005	9:00-10:30: MEDA programme and EuroMed Framework 10:30-11:00: Coffee Break 11:00-12:30: Training and Trainers 13:00-15:00: Lunch 15:00-16:30: Training and Trainers 16:30-17:00: Coffee break 17:00-18:30: Training and Trainers 18:30-19:15: ET groups 20:00: Dinner 21:30: NGO Market
Saturday March 19, 2005	9:00-10:30: Experiential Learning 10:30-11:00: Coffee Break 11:00-12:30: Experiential Learning 13:00-15:00: Lunch 15:00-16:30: Experiential Learning 16:30-17:00: Coffee break 17:00-18:30: Experiential Learning 18:30-19:15: ET groups 20:00: Dinner 21:30: Intercultural night
Sunday March 20, 2005	9:00-10:30: Learning Styles 10:30-11:00: Coffee Break 11:00-12:30: Learning Styles 13:00-15:00: Lunch 15:00-16:30: Learning in groups 16:30-17:00: Coffee break 17:00-18:30: Learning in groups 18:30-19:15: ET groups 20:00: Dinner Out
Monday March 21, 2005	Free day: going to the Etna
Tuesday March 22, 2005	9:00-10:30: Languages as specificity in EuroMed trainings 10:30-11:00: Coffee Break 11:00-12:30: Languages as a specificity in EuroMed trainings 13:00-15:00: Lunch 15:00-16:30: Intercultural Learning 16:30-17:00: Coffee break 17:00-18:30: Intercultural Learning 18:30-19:15: ET groups 20:00: Dinner
Wednesday March 23, 2005	9:00-10:30: Preparing a training programme 10:30-11:00: Coffee Break 11:00-12:30: Preparing a training programme 13:00-15:00: Lunch 15:00-16:30: Preparing a training programme 16:30-17:00: Coffee break 17:00-18:30: Preparing a training programme 18:30-19:15: ET groups 20:00: Dinner
Thursday March 24, 2005	9:00-10:30: Preparing a training programme 10:30-11:00: Coffee Break 11:00-12:30: Preparing a training programme 13:00-15:00: Lunch 15:00-16:30: Preparing a training programme 16:30-17:00: Coffee break 17:00-18:30: Preparing a training programme 18:30-19:15: ET groups 20:00: Dinner
Friday March 25, 2005	9:00-10:30: TOTEM evaluation 10:30-11:00: Coffee Break 11:00-12:30: TOTEM evaluation 13:00-15:00: Lunch 15:00-16:30: Launch of phase II 16:30-17:00: Coffee break 17:00-18:30: Launch of phase II 18:30-19:15: ET groups 20:00: Dinner 21:30: Farwell Party

TOTEM seminar and phase

d) Activities day by day:

DAY 1: Arrival of participants

Welcome packs were prepared for the participants at the reception in order for them to pick them up as soon as they arrive. Welcome packs included:
- Welcome letter prepared by the Toteam;
- An updated programme;
- List of the participants with their room numbers;
- Brochure about Acireale and Catania;
- A Notebook;
- List of numbers for survival: Hotel, Police, and logistical contact person.

DAY 2: Get-A-Go

9:00-10:30: Opening speeches: Italian National Agency, ARCI president, and Bernard Abrignani.
Presentation of TOTEM and the methodological guidelines, specificities, and the different phases.
Presentation of the team members.

11:00-12:30: Get to know Games
Why and What for?
In order to start a TOTEM learning community for the next 18 months, the TOTEM trainers put together a set of get to know games to create a safe space for the participants to get to know each other and start building a sustainable and durable relationships.

Activity#1: My name in different alphabets
Description:
The task is to have your name written in as many alphabets as possible.
Duration: 15 minutes.
Material: Paper and pens.

Activity #2: Action Verbs
Description:
Each participant will give an action verbs related to the first initial of his name, example running Roy and all participants has to run as Roy will show them, or noisy Nadia and all participants have to make noise as Nadia will do.
Duration: 15 minutes.
Material: none.

Activity #3: Personal Ads
Description:
Explain to participants that the following activity will be based on the personal quality. An example of an ad should be explained and participants encouraged being creative with their ads. Each participant is asked to write an ad on his neighbour that incorporates the following points, using a maximum of 40 words.
- Your name/ your country/ what ever else you like that people know about you;
- It should to include a drawing;
- Hang then the ads on the wall and participants will read them.

Duration: 30 minutes.
Material: A3 White papers and markers.

Activity #4: Human Hunt
Description:
Break the large group into three groups. Have each group stand or sit together in a place that is separate from the other groups but of equal distance from you - the leader who stands in the middle of the room.
Read one item from the list at a time. The team who sends up a person or group of people to you that fits most the description you have just given earns 3 points the second closer get 2 points and the last group get 1 point. The group with the most points at the end of the game wins.

Human Hunt List
1. The person in your group who lives the farthest away from Sicily.
2. Two people with the same birthday or birthday month.
3. A group of people who can spell a 5 letter word by putting together the first letters of their first names.
4. All People who have been involved in formal education for over 20 years.
5. All people who have been involved in non-formal education for over 10 years.
6. List the maximum number of languages that the group knows.

7. Sum up all the countries that all the members of the group visited.
8. All the people whose boss is a woman.
9. All the people who are believers.
10. The maximum number of children that the group members have.
11. People who belongs to a minority in their countries.
12. Who was an object of xenophobia?
13. People who participated in SALTO trainings.
14. People who already implemented Euro-Med projects.

Duration: 30 minutes.
Material: none.

17:00-18:30: Group Building Activity
Why and What for?
To build and consolidate the TOTEM metaphor.

Description:
Participants had to build a TOTEM pole that reflects a common story to all the participants and accompanied with music and dance. During the presentation of the pole, the story will be shared along with the music and the dance.
Material: a pole, papers, pens, markers, and other materials needed by the participants.

DAY 3: 3 Ts: Training, Trainees, and Trainers in EuroMed

9:00-10:30: Mr. Bernard Abrignani conducted a presentation about the MEDA programme and the EuroMed framework. He presented the challenges and opportunities waiting for the Totemists.

11:00-16:30: Training and trainers activities
Why and What for?
TOTEM represents a commitment for 2 years from the part of participants in order to become trainers in the EuroMed context. From this perspective, the team of trainers recognized the importance of highlighting why do the participants want to become trainers and what are the differences and the additional competences required to become a trainer in EuroMed. Also, recognizing that some of the participants have previous experiences in trainings, the team wanted to build on this knowledge and let the participants reflect, share, and highlight the different aspects required from a TOTEM trainer.

Activity #1:
Training and Trainers experiences
Description:
Divide participants into 5 groups; each group is given one paper of the flip chart to write on it the most common thing that was discussed in the small groups; afterwards, the sheet is presented to all the participants. The questions to be discussed are:
• *What do we understand by training?*
• *Why do we want to become trainers?*

Criteria for dividing the groups: (1) West Europe, East Europe, Mashrek, and Maghreb; (2) gender; (3) languages

Activity #2: Statement of Confrontation
Description:
The room represents a spectrum that varies from strongly agree at one end to strongly disagree at the other end. The participants are faced with a statement to which they should place themselves on this spectrum. Statements are:
• Training should be fun;
• The purpose of every training is personal development;
• Training is never politically neutral;
• In the training the most important is the how not the what.
Participants who want to explain the rational of their choice are given a talking piece. The talking piece symbolizes that its holder is the only one who is allowed to speak while the others would be listening.

Activity #3: Reflect -> Share -> Declare (R.S.D)
Description:
Take an orange sheet, Find your pair/triple, Reflect on your own on the question: why do I want to become a trainer in Euro-Med? Share with your pair/triple. Write your declaration on the orange sheet.

17:00-18:30: Mr. Bernard Abrignani led a presentation on: (1) Important pedagogues and pedagogical influences and (2) Education, pedagogy, and didactics.

21:30: NGO Market
In the form of an ad, each participant had to give a brief presentation of his/her NGO. It should be no more than two minutes. It has to be creative, dynamic and engaging.

DAY 4: Experiential learning

9:00-18:30: Experiential learning
Why and What for?
Experiential learning has been individuated as the most determinant methodological guideline in TOTEM, and how it is different from experimental learning. This is due to the fact that non formal education is based on learning by doing and how experience shapes knowledge. Dr. Arturas Deltuva ran a one day workshop about experiential learning. In the beginning, he invited the participants to engage in the different activities as trainees. Later on, he asked them to look at the different activities from the point of view of a trainer and how does this methodology work or does not work for them.
In addition to the different activities, he concluded the day with a power point presentation to provide the theory behind experiential learning. Dr. Detulva presented experiential

learning methodology as:
1. Plan: Translation of generalisations into concrete planning.
2. Experience: concrete experience testing implications of new planning.
3. Reflect: about the different observations.
4. Abstract: formation of abstract concepts and generalisations.

The following has been highlighted through out the one day experiential learning as areas of learning and growth for the participants:
• Increase of trust among the trainees.
• Self confidence.
• Deepening the connection among each other.
• Aware of one's own limitations.
• The need for cooperation.
• Serenity and security being among each other.
• Motivation to continue TOTEM.
• Concentration.
• Solidarity.
• Listening to each other.
• Admitting one's own mistakes.
• Being courageous.

Activity #1: Experimental learning
Description:
Divide people into pairs; each person will have his/her hands tied with a rope like handcuffs in a way that each couple will have their ties crossed with each other. Each couple has to find a way to break free without untying the knots.

Activity #2: Chocolate river
Description:
Divide participants into 2 groups; each group should get to the other side of the room without their feet touching the ground; the members of each group will use 6 sheets of papers to cross from one side to another.

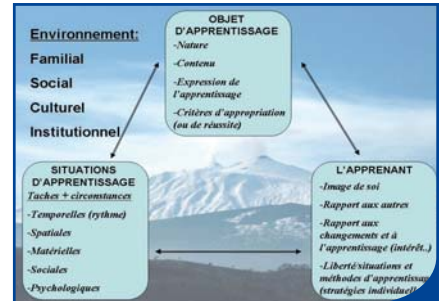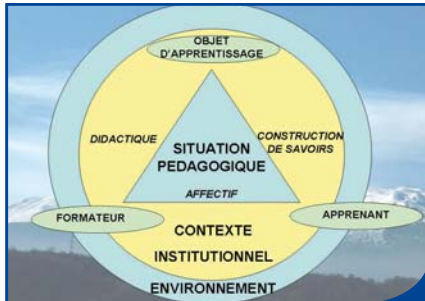**Activity #3: Spider Web**
Description:
Divide participants into 2 groups. Using 2 ropes and 2 trees, each group should build a spider web from one tree to another with 8-12 holes in it. Each member should go from one side of the spider web to another, blindfolded. Each hole should not be used more than twice.
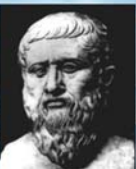
Activity #4: Mohawk walk
Description:
A rope is tied between 3 trees and is half a meter high above the ground. The participants should find a way for all of them to be standing on the rope without touching the ground. They are only allowed to have one long stick for support among themselves.

21:30: Intercultural Night

TOTEM

Education
Pédagogie
Didactique

L'Environnement
et
le Contexte Institutionnel
de la
Situation Pédagogique

Composantes de l'Apprentissage
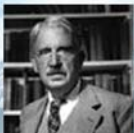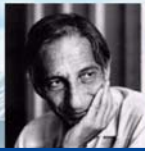

Important pedagogues and pedagogical influences

Educationalist	Theory	School
SOCRATES (469-399 B.C.) <u>Country</u>: Greece <u>Profession</u>: Philosopher	*"Know yourself"* The art of bringing minds to birth, to help them discover the truth they bear.	Maieutics
PLATON (427-347)bC <u>Country</u>: Greece <u>Profession</u>: Philosopher	*"How, in the city, could the just be condemned to death and how could the true and genuine justice be overrun?"*	1st school of philosophy organised as a university
Erasmus (Rotterdam 1466?-Bâle 1536) <u>Country</u>: Netherlands <u>Profession</u>: Teacher, Private tutor	Men aren't born men, they become men.	Naturalism Rationalism Methodological empirism
Comenius 1592-1670 <u>Country</u>: Moaria <u>Profession</u>: Teacher, theologist, philosopher	Man is a microcosm, the universe in miniature. Transmission needs to be adapted to everyone's knowledge.	Theory of the 4 elements

Educationalist	Theory	School
JEAN-JACQUES ROUSSEAU (1712-1778) <u>Country:</u> **France** <u>Profession:</u> **Writer and Philosopher**	Man is perfectible. Socialising enables him to develop. Each age, each stage of life has its own suitable perfection, its own maturity.	Functional pedagogy
Emmanuel Kant (<u>1724-1804</u>) <u>Country:</u> **Russia** <u>Philosopher:</u> **Teacher, Private tutor**	What can I know ? What can I do ? What can I hope ?	Criticism
Nikolaï GRUNDTVIG (1783-1872) <u>Country:</u> **Denmark** <u>Profession:</u> **Pastor**	A meaningful education must be available to anyone throughout his life; it must include knowledge, civic responsibility and personal development.	Lifelong learning
Auguste COMTE (1798-1857) <u>Country:</u> **France** <u>Profession:</u> **Philosopher**	The universe must be studied not for itself but for man, or rather for humanity.	Positivism
Jean Piaget (1896-1980) <u>Country:</u> **Switzerland** <u>Profession:</u> **Psychologist**	How does knowledge come about?	Constructivism
John DEWEY (1859-1952) <u>Country:</u> **USA** <u>Profession:</u> **Philosopher and Educationalist**	School is a life process and not preparation for life.	Instrumentalism

Educationalist	Theory	School
Maria MONTESSORI (1870-1952) **Country:** Italy **Profession:** Medical Doctor	The child's alienation, oppression due to education's excessive authority forces him to build himself.	Phrenology
Célestin FREINET (1896-1966) **Country:** France **Profession:** Teacher	Problems related to authority and power impact on the elaboration of common laws (community life, internal regulations)	Institutional Pedagogy
Carl ROGERS (1902-1982) **Country:** USA **Profession:** Psycho-sociologist	The best way to learn, albeit the most difficult one, is to abandon our defensive attitude (for a time at least) to try and understand how someone apprehends and approves his/her own experience	Non Directivity
FREIRE (1921-1997) **Country:** Brazil **Profession:** History and Philisophy teacher	Learning is built from a theme which is related to the personal existence of learners to help them become fully-fledged citizens	Conscientisation
Ivan ILLICH (1926-2002) **Country:** Austria **Profession:** Priest	The one who knows teaches the one who doesn't know, whatever his level of education.	A society without schools
Reuven FEUERSTEIN (1921-) **Country:** Israel **Profession:** Psychologist and Educationalist	It is possible to improve one's intellectual potential before applying it in a specific area.	Learning Propensity Assessment Device (LPAD - evaluation technique) Instrumental Enrichment (IE - training programme)

Learning Styles Questionnaire

This questionnaire aims at showing you your favourite learning styles. Over the years, you probably developed learning habits which support you in benefiting from certain experiences better than others. As you are probably aware of this, the questionnaire will help to identify your learning preferences.

There is no time limit for this questionnaire; it will take you around 20 minutes to fill in. Precision of results depends on how far you are honest. There are no right or wrong answers. Tick the statements you agree with and cross the statements you disagree with. Make sure, you read all the statements.

- I have no doubts about what is good and what is evil, what is right and what is wrong.
- I have the tendency to be forgetful.
- I have the tendency of solving problems by going step by step, avoiding jumping.
- I believe that strict formalities make it difficult for people to act natural.
- I'm known to be a grounded person.
- I often realize that intuitive actions can be as good as reflected ones.
- I like to do those tasks in which I have enough time to try any kind of solution.
- I normally put questions to people about basic convictions.
- The most important things is that things work in practice.
- I'm all the time open to new experiences.
- Whenever I feel a new idea is approaching I immediately try to put it in practice.
- I am self-disciplined: I follow a healthy diet, I regularly do physical activity, and I follow regular timetables.
- I take pride in paying a lot of attention to details.
- I tend to feel more at ease with logical, analytical people, rather than with spontaneous and irrational ones.
- I process all the data in my possession and I avoid jumping to conclusions.
- I like to take decisions carefully after having evaluated several alternatives.
- I am attracted mostly by original, unusual ideas rather than by practical ones.
- I don't like to leave things halfway and I prefer to approach problems logically.
- I accept following formalities if they are an effective ways to get the job done.
- I like to see the connection between my action and my values.
- When discussing with somebody I like to go straight to the point.
- I have the tendency to have formal relationships with my colleagues.
- I always like to take the challenge of trying something new and different.
- I have fun with spontaneous people, who like to amuse themselves.
- I pay a lot of attention to details before jumping to conclusions.
- I find it difficult to have incoherent premature ideas.
- I don't feel it's a waste of time to ramble around.
- I pay attention not to jump to conclusions too quickly.
- I prefer to have several sources of information for mumbling better.
- Superficial people, which put silly question, irritate me.
- I listen to other people, before I express my opinion.
- I am frank about how I feel.
- When discussing, I like to observe the strategies of other participants.
- I prefer to react spontaneously rather than have plans.

- I feel attracted to techniques like network analysis, flow charts, contingency planning and project management.
- I get worried if I have a strict deadline.
- I have the tendency to judge others ideas according to practical values.
- Quiet, reflective people, make me feel uncomfortable.
- People, who want to directly jump into situations, irritate me.
- It's more important to enjoy the present moment than to think about the past or the future.
- I believe that decisions made upon analysis are better than those taken upon intuition.
- I have the tendency to be a perfectionist.
- In discussions I generally contribute with premature ideas.
- In meetings I support practical and realistic ideas.
- Often, rules are there to be broken.
- I prefer to take distance from situations in order to evaluate it from different perspectives.
- I often perceive incoherencies and weakness in other people's explanations.
- Generally I talk more than I listen.
- I often succeed in finding better and more practical ways to get the job done.
- I believe that written reports should be brief and straight to the point.
- I think logical, rational thinking is a winning one.
- I have the tendency to discuss about specific things with people rather than simply have a small talk.
- I like grounded people.
- In discussions I get irritated by comments out of the topic and fake argumentations.
- If I have to write a report, I usually do several drafts before the final version.
- I love to test things in reality.
- I prefer to come to conclusions through a logical approach.
- I love to be the only one speaking a lot.
- While discussing I often realize that I am realistic because I address others in a straight forward manner.
- I like to evaluate several alternatives before formulating my idea.
- While discussing with people, I often realize that I am the most impartial and objective.
- While discussing, I stay in the background rather than in the middle of a discussion.
- I like to relate present situations to a more general and long-term framework.
- When things go wrong, I am happy not to be responsible for that and not to share my experience.
- I have the tendency to reject premature, incoherent ideas, as they are not feasible.
- It's better to think before acting.
- Generally I listen more than I speak.
- I have the tendency to be inflexible with those who can't logically approach problems.
- In most cases, I believe the aim justifies the means.
- I am not worried about hurting others, if the job has to be done.
- I believe that to have plans and specific objectives is suffocating.
- I am generally the heart and the soul of the party.
- I do whatever has to be done if the job has to be done.
- I benefit more and quicker if work is methodical and detailed.
- I love to explore the fundamental basis of theories.
- I always try to understand what the others think.
- I like when meetings are facilitated following a systematic agenda.
- I don't like to discuss personal or ambiguous things.
- I enjoy the dramatic excitement of a crisis.
- People judge me to be insensible towards their feelings.

DAY 5: Managing learning

9:00-12:30: Learning Styles
Why and what for?
To become a trainer, one should be aware of the different styles people exhibit during learning. More importantly, one should be aware of its own styles. Moreover, being aware of the different styles outlines the complexity of designing trainings that incorporates these different styles.

Activity#1: Learning style test
Description:
Give the following test to the participants to do. Then,
- Divide them into 4 groups ABCD.
- Introduce the different categories: Reflective, theorist, activist, and pragmatist.
- Ask them according to their reflection what they are.

- Reveal what ABCD are; what are their comments between what they chose and did the test reveal about their learning style.

You get one point for a tick and 0 points for a cross.			
2	7	1	55
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
A	B	C	D

A= Activist   *B= Reflector*   *C= Theorist*   *D= Pragmatist*

Activity #2: Designing activities

Description:

Design and run a five minute activity focusing on the different learning styles:
- Group 1: Activist Phase:
  Planning -> Experience
- Group 2: Reflective Phase:
  Experience -> Reflection
- Group 3: Theorist Phase:
  Reflection -> Abstraction
- Group 4: Pragmatic Phase:
  Abstraction -> Planning

15:00-18:30: Learning in groups
Why and What for?

Learning in groups is one of the learning strands of TOTEM. The team of trainers intended to have facilitated group discussions to shed light on the importance of the use of the group as a learning resource. TOTEM trainers chose the two discussion groups according to the group division in the previous day of experiential learning for different reasons:
- The groups of experiential learning have developed bonding among themselves;
- The opportunity to give a forum to talk, share, and reflect about the different experiences the groups went through in the previous day;
- The chance to consolidate the learning of the previous day in the group.

Activity#1: Group discussion

Description:

Divide the participants into the same two groups they belonged to during the experiential learning day. The reason of this division is that the participants of each group have developed strong ties as a group and this will help them reaching the goals of this exercise.

Each group will deal with the following questions:
- *What is a learning group?*
- *What does it mean to learn as a group?*
- *What can contribute to maximize the learning as a group?*
- *From the point of view of a facilitator or a trainer, how is a learning group supported in its learning?*

Activity #2: Fishbowl (no description)

DAY 7: EuroMed specificities

9:00-12:30: Languages in EuroMed

Why and What for?

Being aware of the different languages in the EuroMed region and acquiring sensitivity to the use of various languages in training courses is a paramount specificity in TOTEM. It is very important to go beyond the barriers of languages in delivering trainings, specifically in the EuroMed region.

Activity #1: Writing different languages

Description:

One text is translated into different languages (Hebrew, Russian, Arabic and Greek). Participants are divided into four groups and will be assigned to copy the text in one of the languages that they are no familiar with. Each group will send one person at a time to look at the text and then go back to his/her group to reproduce it. Participants have 10 minutes to complete the task.

Questions to ask after the end of the activity:

• *What did you feel while reproducing the text?*
• *Did you have a feel about what the text is about?*
• *Are you now interested in learning this language or other foreign languages?*

Activity #2: Grimmelot

Description:

All participants sitting in a circle. The trainer chooses couple of participants to act out a scenario using only ONE WORD, to stress on the emphasis of the tone of voice and the body language. Through this one word, the actors of the scenarios should be able to convey the message to the audience.

Activity #3: Defining training

Description:

The task of the participants is to define the word TRAINING. The participants are divided into 8 groups with 4 chairs each; each group will work separately for 5 minutes, then every two groups come together and they will work together for 5 minutes. After 15 minutes, two big groups are formed with two different definitions of the word TRAINING. In the small groups, the participants can use their mother tongue, or the language they are mostly comfortable with, and it is the task of their colleagues to translate.

The definition of the word training can be in any language.

15:00-18:30: Intercultural learning

Why and What for?

Intercultural learning is one of the most important methodological foundations of TOTEM. Even though the notions and practices influenced all of TOTEM, the team of trainers dedicated one session to discuss theoretical aspect of intercultural learning.

Description:

In order to share with each other what were the answers of each group, the Fish Bowl will facilitate this exchange.

Bring the two groups together; put 5 chairs in the middle of the room. Each group will choose two representatives to be on the chairs, while one chair will stay empty. Only the people on the chairs are allowed to speak; if any person from the two groups would like to express his/her ideas and thoughts, he/she should go and sit on the empty chair.

DAYS 8 & 9: Conceivers at work

Being project oriented is an important characteristic in TOTEM, because projects are tools for learning, and developing practical experiences. Also, the projects are seen as a concrete initiative that can contribute to the improvement of the quality and outreach of youth work in the EuroMed context.

Hence, the participants were required to divide themselves into groups that are gender and geographically balanced to prepare projects to be submitted to their respective NAs in Phase II and implemented in Phase IV.

These two days of conceivers at work concretized the aim of Seminar One of TOTEM participant as a conceiver. The participants brainstormed ideas, designed the skeleton of their projects with guidance offered by the team of trainers, and shared their different ideas with their peers for feedback.

DAY 10: Bouncing to the future

9:00-10:30: Participants working on their projects.

11:00-12:30: Evaluation
• Recall: TOTEM movie of Seminar One;
• Reflect: written individual evaluation;
• Moving evaluation;
• Draw conclusions: participants had the chance to share their feelings with the larger group.

15:00-16:30: ET groups:
Self evaluation according to the different learning strands.

17:00: Launch of mentoring, observation phase, PDP and Yahoo group.

TOTEM 1st Seminar
Acireale 16 – 26 March 2005

"Unoriginal input on ICL"

What is culture?

Definitions (1):

- Culture is everything that is human made
- The total way of life of a people
- The social legacy that the individual acquires from his group
- The way of thinking, feeling and believing
- A "store house" of pooled learning
- A set of standardised orientation to recurrent problems

What is culture?

Definitions (2):

- Learned behaviour
- A mechanism for the normative regulation of behaviour
- A theory on the part of the anthropologist about the way in which a group of people in fact behave
- An abstraction from behaviour
- Culture is communication
- Culture is all what you are not obliged to do

What is culture?

Original idea:

In the past the approach to culture was to link it to the idea of education. Culture was meant to elevate, lift man above nature.

But now:

It is not just an intellectual concept. It is everywhere. There are many ideas about culture, according to different values, ways of thinking, ideologies...

A working definition of culture:

"Culture can be defined as a series of values, attitudes, beliefs and ways of behaviour that a group of people hold in common"

The idea of culture in this definition has a group and a individual dimension:

Group dimension:
- Acquired from our birth, socialisation process
- Has something permanent and something changeable

Individual dimension -in the group-:
- Has to do with identification in a group, with identity
- Different elements, layers ("Onion")

A possible visualisation: "Iceberg"

The iceberg concept of culture
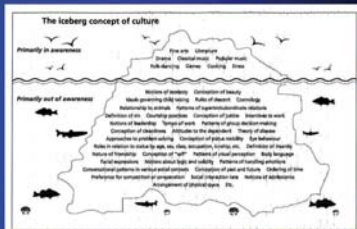
Intercultural learning (ICL)

IC situations:

- The two icebergs

- Not every intercultural situation is a intercultural learning situation...

Intercultural learning (ICL)

Attitudes in a IC situation:

- Ethnocentrism

- Cultural relativism

- Interculturalism

Intercultural learning (ICL)

"All people on earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct traits: behaviour, physical appearance and language."

What is the source of the following text?

- The UNESCO declaration on racism, 1958
- Herodotus "History", 440 BC
- The Vedas, India, c.a. 1.000 BC
- Report of the "All different - all equal" youth campaign, Council of Europe, 1996
- Said Al-Andalusi, 1029 AD / 420 AH
- None of the above

Intercultural learning (ICL)

"Those who live in the extreme North of Europe... have suffered from being too far from the sun. Their air is cold and their skies are cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently, their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity."

Which country/region of the world does the author of this text comes from?

- China, Europe, India, Africa, Persia
- None of the above

Intercultural learning (ICL)

What is ICL ?

- Raising awareness about cultural diversity and equality in dignity, and through that, overcome cultural barriers, stereotypes and prejudices, as well as apathy or indifference.

- A process of social education aimed at promoting a positive relationship between people or group from different cultural backgrounds, based upon mutual recognition, equality in dignity and by giving a positive value to cultural diversity

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Intercultural learning (ICL)

What is ICL ?

- Raising awareness about cultural diversity and equality in dignity, and through that, overcome cultural barriers, stereotypes and prejudices, as well as apathy or indifference.

- A process of social education aimed at promoting a positive relationship between people or group from different cultural backgrounds, based upon mutual recognition, equality in dignity and by giving a positive value to cultural diversity

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Intercultural learning (ICL)

Some principles and aims of ICL:

- No culture is superior
- Culture is something dynamic, changable
- HR as border to the absolute cultural relativism
- Promoting co-operation and not just peaceful coexistence
- Towards "interculturality"

Intercultural learning (ICL)

ICL levels:

- Political and social level

- Educational level

- Methodological level

Intercultural learning (ICL)

ICL competences:

- Empathy

- Tolerance of ambiguity

- Distance to social roles

Preparing a Training Program

1. CLARIFYING THE FRAME AND PURPOSE OF THE TRAINING

Every program is constructed within a specific context that defines the purpose of the training. Here are some suggestions for team consideration when laying the basis for program-planning:

Needs assessment, personal motivations, and organisational aims/institutional context:

These factors indicate the general social and political frame of the training course.

- What training needs have been expressed, and by whom?
- What needs exist for the kind of training being organised?
- Why is the organisation or institution running this training course?
- What are your personal motivations for being the trainers of this course?

Training aims

- What are the general aims of the training?
- Do you, as a training team, have a common understanding of these aims?

Resources

- What financial and material resources are available to implement this training course?
- What are your resources as trainers, your knowledge, capacities and abilities, the level of energy and time you can invest?

Objectives of the training

- What is it that this particular course can and should do to?
- What specifically do you want to reach with this training?
- Which outcomes and results do you expect?

Profile of participants

- If your training course addresses youth workers or youth leaders, what then is the specific profile of the participants that this course wants to reach?
- What kind and level of experience, background, needs, motivations and interests should the participants have?

Evaluation and communication

These are two ongoing aspects of the training program. Experience shows that they are key factors for success.

- Is evaluation integrated although the training program? With which purposes?
- How and when an effective communication (between all the actors of the training program) will take place?

2. DEFINING PROGRAM CONTENT ELEMENTS

Deciding on content elements is usually the first "real" step of drafting the program. What subjects should the training course address? Focusing on the contents of the training in a team process, where different ideas need to be considered, co-ordinated and structured, can be difficult.

Ideas may be lost in the discussion because they are not taken up and properly discussed by other team members. It is therefore helpful to keep track of ideas visually, on a flipchart for everyone to see.

Usually, the process of defining the contents of the program includes several steps:

- Listing possible content elements;
- Discussing content elements - what do we actually understand by the contents?
- Agreeing on content elements;
- Prioritising content elements - which are the most important elements? What do we want to spend most time on?
- Putting the content elements in order - creating a program flow which incorporates a consideration of group dynamics and the training strategy;
- Creating a day-by-day program of content units;
- Creating session plans for all units.

.../...

3. CREATING A PROGRAM WITH OPPORTUNITIES FOR LEARNING

It follows that the next essential task of program planning is defining the educational approach. How do you want to deal with the contents? Which methodology will be the most useful for the participants and help you best to reach the training objectives? How do you like to work?

- I think logical, rational thinking is a winning one.
- I have the tendency to discuss about specific things with people rather than simply have a small talk.
- I like grounded people.
- In discussions I get irritated by comments out of the topic and fake argumentations.
- If I have to write a report, I usually do several drafts before the final version.
- I love to test things in reality.
- I prefer to come to conclusions through a logical approach.
- I love to be the only one speaking a lot.
- While discussing I often realize that I am realistic because I address others in a straight forward manner.
- I like to evaluate several alternatives before formulating my idea.
- While discussing with people, I often realize that I am the most impartial and objective.
- While discussing, I stay in the background rather than in the middle of a discussion.
- I like to relate present situations to a more general and long-term framework.
- When things go wrong, I am happy not to be responsible for that and not to share my experience.
- I have the tendency to reject premature, incoherent ideas, as they are not feasible.
- It's better to think before acting.
- Generally I listen more than I speak.
- I have the tendency to be inflexible with those who can't logically approach problems.
- In most cases, I believe the aim justifies the means.
- I am not worried about hurting others, if the job has to be done.
- I believe that to have plans and specific objectives is suffocating.
- I am generally the heart and the soul of the party.
- I do whatever has to be done if the job has to be done.
- I benefit more and quicker if work is methodical and detailed.
- I love to explore the fundamental basis of theories.
- I always try to understand what the others think.
- I like when meetings are facilitated following a systematic agenda.
- I don't like to discuss personal or ambiguous things.
- I enjoy the dramatic excitement of a crisis.
- People judge me to be insensible towards their feelings.

The methodology and methods you choose should serve to create learning opportunities for the participants. One way of thinking of learning opportunities is to look at zones (comfort zone, stretching zone, panic zone) that participants might enter during different moments of the training course.

4.- FOCUSING THE PROGRAM ON THE PARTICIPANTS

Considerations of content and methodological approaches have to be grounded in the needs of the participants and group, and a reflection upon their roles and responsibilities in the running of the program. The following factors provide a basis for working this through:

- Participants' needs and expectations;
- Recognition of the participants' prior knowledge;
- Group size and development;
- Use of the environment, space and resources of the group;
- Structure and flexibility in the program preparation;
- Time planning.

5.- PROGRAM FLOW

TE-11 Program flow

Welcome, introduction, getting to know each other
Group building
Sharing experiences
Analysis and reflection
New knowledge, information, experience, creation
Transfer
Action, planning, follow-up
Conclusions and closure
Evaluation

Beginning — Duration of the training program (time) — End

1.2 TOTEM-SEMINAR TWO

a) Introduction

TOTEM-Seminar Two took place in El-Menya, Egypt from November 17th till November 27th, 2005. El-Menya, is one of the 25 Egyptian governorates, located on the Nile River in Upper Egypt and comprises the highest number of NGOs in the country. This seminar was aimed at developing the implementer skills of the TOTEM trainer.

b) Objectives:

- To reconnect the participants and to reinforce the TOTEM spirit. This will be followed by an evaluation of Phase II through tackling the following issues: PDP, Mentoring, the observation that the participants went through along with the reports produced, and reviewing the Action 5 projects that were submitted by the participants;
- To strengthen the self-directed learning strand;
- To increase the capacity to analyze through the "immersion phase". This phase will provide to the participants the opportunity to reflect on intercultural experiences, as well as the ability to know how to use the environment as a learning tool;
- To build individual and team skills, and to assist the participants in a smooth shift between the different roles of: observer, trainee, and trainer;
- To address the following Euro-Med specificities: (1) the role of conflict and conflict transformation in Euro-Med trainings, (2) gender issues and (3) religion issues in the Euro-Med region.

c) Schedule:

Friday November 18th, 2005	Arrival of participants
Saturday November 19th, 2005	9:00-10:30: Reconnect the group 10:30-11:00: Coffee break 11:00-12:30: Nile Cafe 12:30-15:00: Lunch break 15:00-16:30: EuroMed update 16:30-17:00: Break 17:00-18:30: T-Bag 18:30-19:00: ET groups 20:00: Dinner
Sunday November 20th, 2005	9:00-9:30: Evaluation of Seminar One 9:30-11:00: Mapping 11:00-11:30: Coffee break 11:30-13:00: World Cafe 13:00-15:00: Lunch break 15:00-16:30: Guest Speaker 16:30-17:00: Coffee break 17:00-18:30: Launch of immersion phase 18:30-19:00: ET groups 20:00-21:30 Dinner 21:30: Games and toys
Monday November 21st, 2005	9:00-9:30: Power point presentation 9:30-19:30: Immersion phase 20:00-21:00: Dinner 21:00-22:30: Immersion chill out
Tuesday November 22nd, 2005	9:00-10:30: Conflict Workshop 10:30-11:00: Coffee break 11:00-12:30: Cont'd conflict workshop 12:30-15:00: Lunch break 14:30-16:30: Gender workshop "Beyond Gender Balance" 16:30-17:00: coffee break 17:00-19:00: Religion workshop 19:00-19:30: ET groups 20:00: Dinner in the hotel: dancing, music, and food hosted by the Governor of El-Menya
Wednesday November 23rd, 2005	7:30-15:00: Free half day 15:00-16:30: Preparation for workshops 16:30-17:00: Coffee break 17:00-18:30: preparation for workshops 18:30-19:00: ET groups 20:00: Dinner
Thursday November 24th, 2005	9:00-10:30: Workshop 1 & 2 10:30-11:00: Coffee break 11:00-12:30: Cont'd workshop 1 & 2 12:30-15:00: Lunch break 15:00-16:30: Workshop 3 & 4 16:30-17:00: Coffee break 17:00-18:30: Cont'd workshop 3 & 4 18:30-19:00: ET groups 20:00: Dinner
Friday November 25th, 2005	9:00-10:30: Workshop 5 & 6 10:30-11:00: Coffee break 11:00-12:30: Cont'd workshop 5 & 6 12:30-15:00: Lunch break 15:00-16:30: Workshop 7 & 8 16:30-17:00: Coffee break 17:00-18:30: Cont'd workshop 7 & 8 18:30-19:00: ET groups 20:00: Dinner
Saturday November 26th, 2005	9:00-10:30: Immersion check out 10:30-11:00: Coffee break 11:00-12:30: Cont'd immersion check out 12:30-15:00: Lunch break 15:00-16:30: Launch of Phase IV 16:30-17:00: Coffee break 17:00-18:30: Evaluation 18:30-19:00: ET groups 20:00-21:00: Dinner 21:00: Farewell party

d) Activities day by day

DAY 1: Arrival of participants

Welcome packs were prepared for the participants at the reception in order for them to pick them up as soon as they arrive. Welcome packs included:
• Welcome letter prepared by the "Toteam";
• An updated programme;
• List of the participants with their room numbers;
• Brochure about El-Menya;
• A Notebook;
• List of surviving words: common used Arabic words that would facilitate the integration of the participants into El Menya culture;
• Sweets.

DAY 2: Reviving the spirit of TOTEM

9:00-10:30: Connecting the TOTEMISTS
Activity: Reconnect the dots

Why and What for?
After 9 months since the end of Seminar One, it is very important to revive the spirit of the learning community. Also there is a need to create a space for sharing about personal and professional life.
Description:
We have 5 groups: 4 groups each one of them is in one of the triangles and the last group is in the cross area.

The 5 groups in 20 minutes need to build a human TOTEM, and will try to find a motto for their TOTEM, and/or to create a song. After 20 minutes, the group that is in area 5 will share their TOTEM with the rest and then, each member of this group will share the highlights of their personal and professional life of the past nine months.

After this, group 1, 2, 3 and 4 have to cross from one sector to another, clockwise, to get back to their original sector. But the difficulty lies in the fact that the fifth group will be waiting for them in the cross passage to catch them while crossing. The people trapped could be helped if someone will cross under their legs. And to stop the people crossing, the team needs only to touch them before crossing. We give 5 minutes for the first round, after these 5 minutes group number 1 will be in the cross area and group number 5 will take the place of group number 1.

Then same process is repeated of presenting the TOTEM and sharing, followed by crossing from one side to another but this time the crossing will be anti-clockwise. Afterwards group 2 will be take the place of 5. Same process will be done but this time the crossing will be that group 2 has to cross to sector 4 and vice versa, and group 1 has to cross to sector 3 and vice versa. This system is repeated until all groups pass through sector 5 in order to share their TOTEM and updates;

but the crossing for round 4 will be from sector 1 to 2 and vice versa, and sector 3 to 4 and vice versa, as for the last round the crossing will be in all directions. At the end, the team will share their own TOTEMs and feedback.

11:00-12:30: Nile Cafe
Why and What for?
Having a title drawn from the Egyptian culture, this activity was designed to present the daily program and collect participants expectations in a creative and dynamic manner.
Description:
Divide the participants into groups in a way that there will be no more than 5 participants per group. Each group will sit on a table, like in cafes. Two team members will present the objectives of the Intro café through a power point presentation about the concept of café, especially in the culture where the seminar is taking place (Egypt).

Afterwards, the menu of the café, the daily program, will be Questions and clarifications are welcomed during this presentation.
Then the menus of the café are handed out to the participants. They are given time to read it in the group and they will have to come up with expectations for 5 dishes (element) of the program.

Twenty minutes later, the order of the expectations will be taken from the participant and posted on the wall to share in the larger group.

Nile Café

Cafés are an important feature in the social & cultural lives of Egyptians.

Les Cafés sont un aspect important dans la vie sociale et culturelle des Egyptiens.

In Nile Café people meet:
Au Nile Café les gens se retrouvent:

to socialize

pour socialiser

---

to exchange the latest news...

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to talk about the meaning of life...

But also to have fun or smoke a shisha!
Et encore pour s'amuser ou pour fumer un shisha

Or just for a cup of coffee or tea
Ou soulment pour boire un café ou un thé

Nile Café
has opened for TOTEM to serve its original products:

Nile Café
est ouvert pour TOTEM Pour vous servir ses produits originaux:

Aim & Objectives

Totem Rhythms

But et objectifs

Aim / But

- To further develop participants competencies (skills, knowledge and attitudes) as trainers, with the special focus of being "animateur"

- De développer davantage les compétences des participants (savoir-faire, savoir, et attitudes) comme étant formateur, avec une spéciale attention le fait d'être "animateur"

Objectives / Objectifs

- To reconnect the TOTEM learning community
De reconnecter la communauté d'apprentissage TOTEM

- To evaluate Phase II (Observation, Mentoring, PDP)
D'évaluer la phase II (Observation, Tutorat, PDP)

- To further explore some of the specificities of EuroMed
D'explorer davantage quelques spécificités de l'EuroMed

- To relate the experience of local NGOs with participants being trainer in EuroMed
De relier l'expérience des ONGs locales avec les participants qui sont formateur dans EuroMed

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- To give participants the opportunity to plan, run and evaluate their own workshops
De donner l'opportunité aux participants de planifier, exécuter et évaluer leur propre ateliers

- To consolidate their learning process so far and project it into the Phase IV
De consolider leur processus d'apprentissage et le projeter dans la Phase IV

The Menu
Le Menu

- **Saturday / Samedi**
EuroMed "entry / entrée"
Training Bag / Malle pédagogique
Digestives / Digestif
Night drinks and snacks / soirée de boissons et de goûter

- **Sunday / Dimanche**
Salty evaluation of phase 2 / Evaluation salée de la phase 2
Egyptian main dish lecture / menu principal conférence Egyptienne
EM games and toys / des jouets et des jeux EM

- **Monday /Lundi**
Immersion "al dente"   Cultural / Culturelle
Educational / Educationnel

- **Tuesday / Mardi**
EM specificities / spécificités EM
- Conflict
- Gender issues / questions de genres
- Religion

- **Wednesday / Mercredi**
Scent of Egypt "visit to the outer world /
le parfum de l'Egypte" visite du monde extérieur
Workshops introduction and preparation /
introduction et préparation des ateliersmentoring
Snacks / goûter tutorat

- **Thursday and Friday / Jeudi et Vendredi**
Open cuisine / cuisine ouverte: workshops à la choix
- Racism and xenophobia / racisme et xénophobie
- Needs analysis / Analyse des besoins
- Facilitation of international groups /
Facilitater des groupes internationaux
Feedback and evaluation as a side dish /
feedback et évaluations comme plat d'accompagnement

- **Saturday / Samedi**
Immersion "well done" / Immersion "bien faite"
Coffee for starting anew / apperetifs pour un nouveau élan
Cherry evaluation

Daily program	
Saturday	• EuroMed "entry" • Training Bag • ET digestives • Night drinks and snacks
Sunday	• Salty evaluation of phase 2 • Egyptian main dish • EM games and toys
Monday	**Cultural** • Immersion "al dente"

Tuesday	• EM specificities
	• Conflict
	   - Gender issues
	   - Religion

Wednesday	• Scent of Egypt : visit to the outer world • Workshops introduction and preparation • Mentoring
Thursday & Friday	**Open cuisine** - Racism and xenophobia - Needs analysis - Facilitation of international - Feedback and evaluation as a side dish
Saturday	• Immersion "well done" • Coffee for starting anew • Cherry evaluation

Outcomes:
- Learning as a trainee: the participants will have the chance to learn about certain Egyptian environmental aspects such as café, and how to integrate these aspects into training activities;
- Learning as a trainer: the participants will be given the time to reflect on the programme that was presented to them and to raise the issues that they would like to be addressed and learn more about;
- Learning in the group: the participants will be able to use the group as a learning resource to have a through discussion of the programme and to highlight common issues they would like to learn more about.

15:00-17:00: Euro-Med update.
Why and What for?
The "totemists" are expected to become trainers in the EuroMed region, hence it is vital to update the participants about the Euro-Med Partnership latest news and to increase the awareness and knowledge about the socio-political situation in the Euro-Med region.

Description:
The participants represent a fair representation of the region of the Euro-Med, and each one of them has a fair understanding of his/her own socio-political country situation. Therefore for the purpose of this activity, participants were invited to share what they

know about the current updates of the Euro-Med Partnership, and to highlight the most important events that took place in their respective countries. This methodology reinforces the learning in-group strand where participants represent the learning resource through following an elective approach.

Outcomes:
- Highlight the importance of the group as a learning resource, and appreciation of one's knowledge about the EuroMed region;
- Direct the attention to relevant socio-political issues in the EuroMed region that affect youth work in the region;
- Create curiosity among the participants to know more about the hot topics in the region.

17:00-18:30: The Euro-Med training bag.
Why and What for?
Training Bag is the accumulation of two years of SALTO trainings, so it represents some of the basic needs of the Euro-Med trainer in order to increase his/her knowledge, skills, and attitudes.

Description:
Divide the participants into 6 groups of 4 persons each. Each group should choose one case study from the T-Bag and associate different tools of the T-Bag that they think are the most appropriate for this situation. Using the CDs in the T-Bag, each group should find two tools, one in English and the other in French because differences in languages imply differences in the aspects treated by the tool.

Outcomes:
The participants came up with six different case studies and their respective tools, and wrote them down on flip chart papers to share them with the group.

Case Study #1: Training session on EVS

Techniques: Rights and responsibilities
Videos about Action 2.
Political framework: Barcelona Process.
Priorities: Racism and xenophobia;
Place of women in societies.
Country: Egypt.

Case Study #2: Present and develop a EuroMed project on "Women's place in societies"

Techniques: Video about the place of women in societies. Statistics about the place of women in societies and present different websites about equal opportunities.

Political framework: Barcelona Process.
Priorities: Place of women in societies.
Country: Egypt.

Case Study #3: Meeting with local NGOs to see the effectiveness of youth program on women's issues

Techniques: Use CD Tech 1-1.
Present website sources to target group to read more about women in the society.
Invite a key speaker to highlight the role of women in the workforce.
Political framework: Present maps of MEDA and EU countries to show how to bridge the gap.
Priorities: Place of women in societies.
Country: Algeria.

Case Study #4: NGO want to learn how to organize a Training of Trainers TOT on the issue of fighting desertification

Techniques: Action 5-tips and toold;
T-Kit;
Maps of MEDA countries, and provide statistics.
Priorities: Environment.
Country: Egypt.

Case Studies #5 and # 6: A Sport club invited you for a presentation about Action 1

Techniques: EuroMed framework;
Technicalities of Action 1 CD 1;
Videos about youth exchange.
Political framework: Barcelona Process.

DAY 2: Evaluation and reflection

9:00-9:30: Evaluation of Seminar One.

Why and what for?

A "Totemist" should be able:
• To address the trainer's competency in developing, interpreting, and evaluating statistical data;
• To be aware of the importance of statistical data;
• To know how to use the statistical data of the evaluation;
• To have transparency between the team and the participants;

Through out this session, the participants learn and recognize the correlation between the different aspects of the training, and are able to understand and formulate hands-on realistic conclusions.

Description:

A copy of the evaluation statistical data of Seminar One is distributed to all the participants. A short explanation is provided concerning the importance of quantitative data:
• Statistical data interpretation reflects groups' opinions and not individuals;
• To highlight the role of hypothesis that are derived from the data facts;
• To show that these hypothesis can vary according to one's interpretation.

In order to increase the learning as a trainer strand, participants are divided into groups of two and each group has the task of formulating their own theories that they can come up with from the statistical data that was provided.

9:30-11:00: Mapping.

Why and what for?

Based on the learning as a trainer and learning in the group strands, this activity is designed:
• To help the participants self-evaluate their work in Phase II;
• To provide the participants with a chance to help in designing the features of Phase IV.

This activity helps the TOTEM participants to:
• Take the responsibility of their own learnings through evaluating the different features of Phase II and give their own suggestions to increase their learning;
• Enhance the ongoing learning process of TOTEM and enhance the features of Phase IV.

Description:

This activity is composed of 3 steps:
• Step I: Put 4 flip chart papers on the floor to represent the four different components of phase II: (1) observation phase, (2) report of the observation, (3) PDP, (4) project. Each person who completed one of the components should write his/her name on the respective flip chart paper. This step will help the participants know who did what and give an idea about the level of involvement of the participants in Phase II;
• Step II: 3 corners of the room will be assigned to 3 features that were highly important in Phase II: (1) Yahoo group, (2) Mentoring, (3) PDP. Each feature corner will have 3 flip chart papers for the participants to write their comments. The 3 flip chart papers are entitled: (1) throw away=don't use in Phase IV, (2) elaborate=how can the trainers make this tool more efficient, and (3) keep=don't change and use it as it is in Phase IV. This step will help the trainers plan and design the features of Phase IV;
• Step III: The participants are divided into 3 groups. Each group will take the responsibility of compiling the summaries of one feature. This step will facilitate the process of presenting the findings in the larger group.
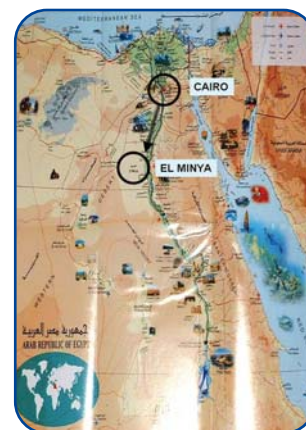
Outcomes:

Yahoo group:

- Little communication from the team, therefore there should be effective communication to keep the spirit going and growing;
- It was used for the personal communication among the participants rather than sharing with the group PDP;
- Easy to say but hard to write, especially that some participants feel more what they can write;
- The grid should be adapted and personalized;
- Useful tool for supporting learning process.

Mentoring:

- The participants should choose their own mentors;
- There should be more of face-to-face mentoring;
- There wasn't enough commitment;
- Mentoring is very important and it should have been introduced earlier in Seminar One;
- It provides motivation.

11:30-13:00: World Cafe

Why and what for?

The TOTEM learning community is a basic aspect for the learning of each participant.

Sharing the observation phase experiences, difficulties and challenges present an ad on to the learning process of all the participants. This activity helped the participants who underwent the observation phase to:

- Increase their learning in the group through sharing their experiences with different participants;
- Increase the competences of the participants in self-reflection and articulation of their experiences.

Description:

Participants will divide themselves into 6 groups and each group will sit on a table. One person of each group will be chosen as the host of the table: he/she will always stay on the same table while others would move from one table to another to welcome his/her new guests. There will be 3 rounds where the participants have to change from one table to another, except the host. Each round has a specific question.

The questions are:

1- Facts about the observation: what, when, how, who was involved?
2- What were the challenges and difficulties, and how you dealt with them?
3- What was your most important learning?

The host has to collect the discussions of the 3 questions and share them with the larger group at the end of the activity.

15:00-16:30: Lecture

Dina Shehateh, a current PHD student at Georgetown University, and a research analyst at Al-Ahram strategic studies gave a lecture on the socio-political developments in Egypt in the last century.

The aim of this lecture is to provide a better understanding of the Egyptian context for the participants. To be familiar with the socio-political developments in the country can help the participants to understand better the role of NGOs during their immersion phase, and the context in which they act.

Observation summary of each table at the Nile Cafe	
Table 1	• It's a challenge for the observer (with a trainer hat) to keep distance and be objective • To know how to use empathy and diplomacy • Realization of how hard the trainer's job is to keep distance between the participants but at the same time be flexible with them
Table 2	• To know when to be silent and when to talk • It's very hard to coordinate between different trainers who have different personalities and approaches • The learning process never ends • Lack of the EuroMed spirit in some of the trainings
Table 3	• The importance of political issues and know how to address them is vital for trainings in EuroMed • Trainers are not always open to share, and they don't always feel comfortable in their roles • The importance of using innovative methods that are compatible to the participants
Table 4	• National Agencies and coordinators aren't always helpful • It's hard to find transparency between trainers and participants • In some of the trainings, the role of the observer wasn't clarified. The observer is not a spy
Table 5	• It's not easy for an observer to give feedback to the trainers • It's very hard for the observer to cope with his/her emotions because there is no space to express them
Table 6	• One of the challenges is if the observer has a past experience with the trainers • Being observer stresses on the importance of listening • It's hard to find a balance of power between trainer and observer
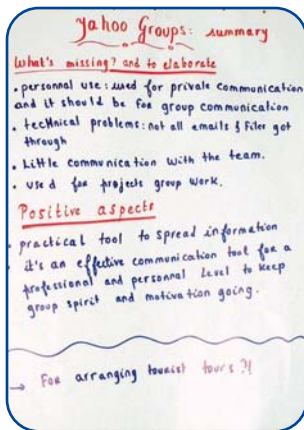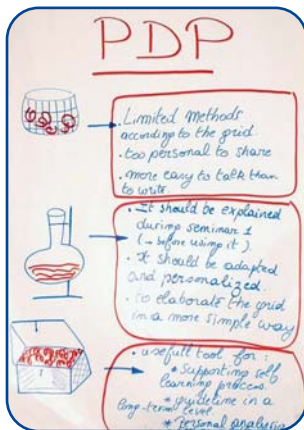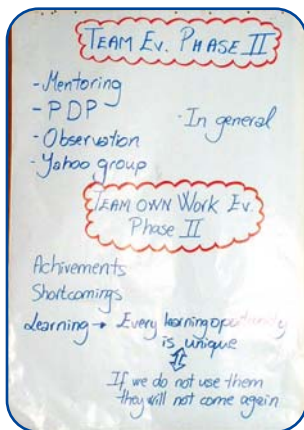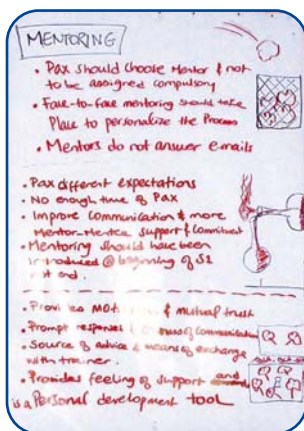
17:00-18:30: Preparation for immersion phase

Why and what for?

Prior to the immersion day, introducing the aims and objectives of the immersion was necessary:

- To prepare the participants for the immersion phase on the following day;
- To give the participants a chance to work together in their assigned groups for the immersion;
- To allow the immersion groups to develop their need analysis tools that each group will use in order to study the NGO in which the group is immersed in.

This process helped the participants to develop a group spirit and a common understanding of issues to tackle while visiting the NGOs. These issues were:

- Specificities of the NGO and the trainings it conducts;
- To be familiar with the different levels of operation of the NGO;
- Meet the target groups of the NGOs.

Description:

The participants were divided into 7 groups where each group was given a theme for its workshop proposal:

- Active participation of civil society and strengthening of citizenship (2);
- Active role of women in society (2);
- Minority rights (3).

Each group was asked to elaborate a list of questions (or an observation grid) to be used as guidelines for the group members during the immersion phase.

DAY 3: Immersion Phase

The participants spent the whole day visiting a local NGO in the El Menya Governorate.
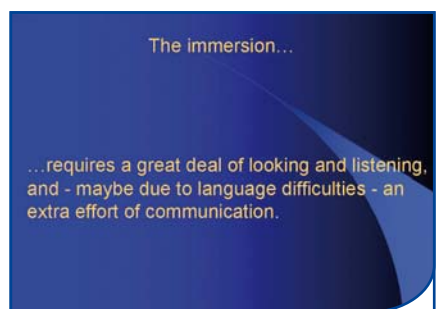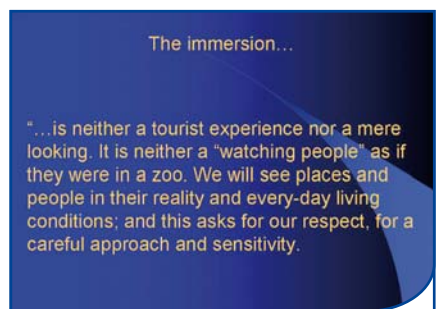
After a brief power point presentation in the morning, each immersion group was picked up by one of the respective NGO representative. Each group spent the whole day at the NGO and they were back by dinnertime to the hotel.

Chill out eve:

Upon their return to the hotel, and straight after dinner, the participants were invited to a chill out evening prepared and organized by the trainers to provide a relaxing space for the participants to share their immersion stories.

Comments from some of the participants about the immersion day

Adva Leibovitch-Israel: *"I learned a lot about El-Menya during this day and about local NGOs"*

Aygen Bekte-Turkey: *"I learned today how to act better with people from different groups who belong to a culture that is different than mine"*
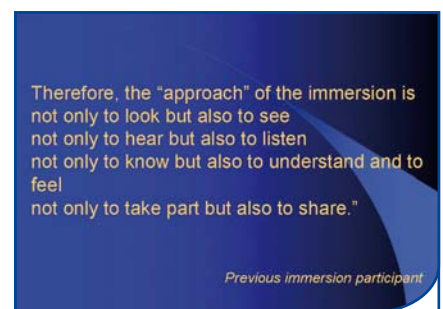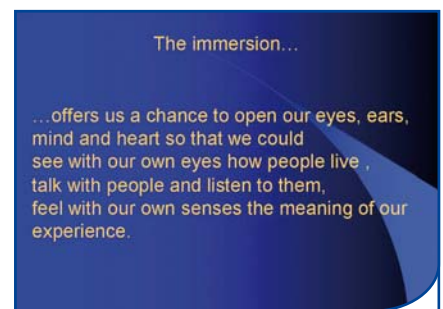
Marco Fiorito-Italy: *"Today made me reflect more on the differences between formal and non-formal education"*

Zurine Arruza-Spain: *"Today made me reflect more on how people struggle to acquire some rights that we take for granted"*

Mennatallah Shaher-Egypt: *"It was very emotional to eat, drink, and have such a very warm hospitality from people that I never met before"*

Rasa Visiockiene-Lithuania: *"Today made me realize the importance of the belief of one person in his/her own work"*

Justine Abi Saad-Lebanon: *"Today made me realize that we don't fully utilize the opportunities that we are given"*

The immersion...

"...is neither a tourist experience nor a mere looking. It is neither a "watching people" as if they were in a zoo. We will see places and people in their reality and every-day living conditions; and this asks for our respect, for a careful approach and sensitivity.

The immersion...

...offers us a chance to open our eyes, ears, mind and heart so that we could see with our own eyes how people live, talk with people and listen to them, feel with our own senses the meaning of our experience.

The immersion...

...requires a great deal of looking and listening, and - maybe due to language difficulties - an extra effort of communication.

Therefore, the "approach" of the immersion is not only to look but also to see not only to hear but also to listen not only to know but also to understand and to feel not only to take part but also to share."

Previous immersion participant

DAY 4: Workshops

9:00-12:30: Workshop #1
Title: Conflict in Euro-Med trainings

Why and what for?
- To address one of TOTEM's EuroMed specificity;
- Provide the participants with a brief introduction about conflict theory, analysis and intervention tools;
- Highlight participants' experiences in conflict;
- Know how to train in conflict in EuroMed trainings.

During the conflict workshop, each participant has worked with two different groups:

one that is diversified and one that is homogenous. These two different working experiences provided each participant with a different scope on how to deal and intervene in conflicting issues.

Description:

In order to design this workshop, the team of trainers made the following educational choices:
- Departing from participants' expectations;
- Relying on the group's maturity and self-reflected conflict experiences;
- Taking into consideration the specific target group (Trainers);
- Keeping the focus broad rather than in-depth;

- Being explicit about the educational choices done.

The workshop was divided into 3 parts:
- **1st part:** A power point about conflict theory, conflict analysis tools and intervention was presented.

- **2nd part:** Divide the participants into 4 groups according to geographical and gender divisions (women Meda, women EU, men Meda, men EU). In their small groups, participants should:
- Share experiences in dealing with conflict in EuroMed situations and/or training context, possibly (but not necessarily) making reference to the previous theoretical input.
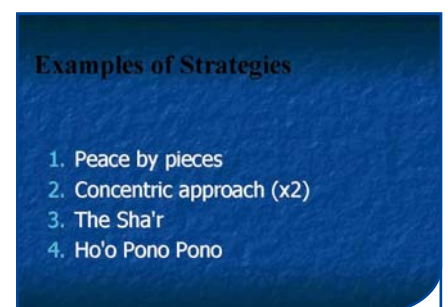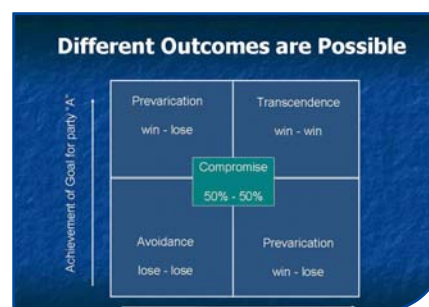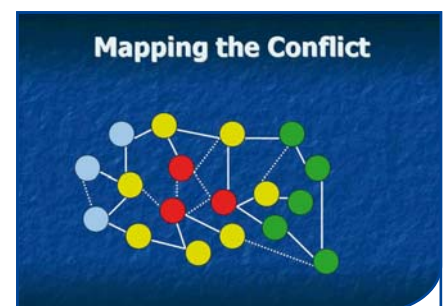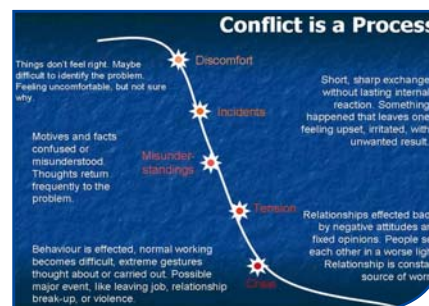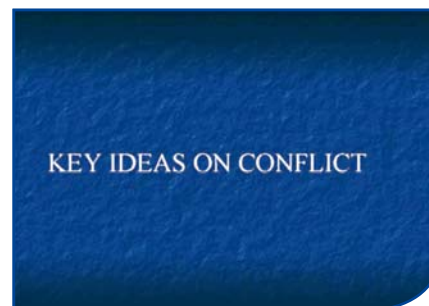
- Pay particular attention to individuating what are the important issues to be considered when dealing with conflict in EuroMed training situations;
- Determine the efficiency of the use of the tools presented in the theoretical input: is the use of these tools realistic for EuroMed training situations [usability]? Are they of any use to deal with conflicts in EuroMed situations [relevance]? Do they need any kind of "adaptation" [flexibility]?

After working in small groups, all the participants reconvened in the larger group to share their findings. Conflict tools shared by the participants:
- Use different communication styles;
- Show empathy;
- Recognize the different cultural experiences that people go through;
- To agree to disagree;
- Identify and fulfill people's needs;
Self maturity and growth; each person should his/her own responsibility.

• **3rd part:** Divide the participants into 3 groups mixed between gender and geographical divisions. A real conflict case was presented to the participants as a role play for them to read. The participants have to find different means to deal with conflict in EuroMed trainings in general, using the role play presented to them as an example. The different means should fall under the following different levels of training:
- Adaptation according to other trainings;
- Emotions/feelings;
- Tackled issues (what is important to talk about when training on conflicts in EuroMed trainings);
- Stereotypes (use of them in educational tools);
- Learning points / Learning objectives (what is possible to learn out of conflicts);
- Other methods (that participants would like to share within the discussion);
- What is a Role Play Game; how is it different from simulation exercises;
- How to use Role Play Games (phases of their implementation, recommendations for the facilitators);
- Safe Learning Environment Sensitive issues / Ethical challenges (of training on conflicts in EuroMed);
- Methodology of this workshop;
- MEDA vs. EU – Women vs. Men (do these categories affect people's way of approaching conflict?);
- Any Other Business (whatever one feels the need to express).
There is no sharing in the larger group.

14:30-16:30: Workshop#2
Title: Beyond gender balance

Why and what for?
• To address one of TOTEM's EuroMed specificity;
• To raise participants awareness on the role and importance of gender in EuroMed training;
• To give participants the opportunity to reflect and identify gender related guidelines in EuroMed training.
The variety in the workshop methods helped equip the participants with different methodological tools to conduct workshops.

Description:

In order to design this workshop, the team of trainers made the following educational choices:
• Departing from participants' expectations;
• Involving the group's emotions;
• Focusing on experiential learning;

The Gender workshop was divided into 3 parts:
• **1st part:** Divide the participants into couples they are comfortable working with. First round, one member of each couple has to put his/her hand 15 cm away from the other's face who has to follow the hand. After couple of minutes, it's round two the partners change roles.
When both individuals of each couple experienced following the hand of the other, participants are asked about how they felt during those couple of minutes, and how does it feel to follow somebody else's hand without having control over it.

• **2nd part:** Divide participants into 3 groups. Each group has to share about past experiences the members encountered where gender was an issue. Then each group has to choose one story and has to present it in the form of a snap shot (human sculpture).
When each group presents its own sculpture, the participants have to describe in one word what they see. Afterwards, one participant at a time (3 participants in total) has to adjust the sculpture to what he/she envisions as the ideal situation. The participant has to state why he/she considers the adjusted situation better than the previous.

• **3rd part:** In the larger group, a general discussion is conducted about the relevance of the case studies that were treated. And two questions were addressed to the participants:
- How to take into account gender in EuroMed context?
- How are gender roles defined by religion?

Further material:

At the end of the gender workshop, an explanation about its methodology was presented. It falls under the genre of Forum Theater developed by Augusto Boal.

Trainers should be cautious using this kind of methods because it highly involved people's emotions and feelings.

17:00-19:00: Workshop#3
Title: Religion in the EuroMed

Why and what for?
• To address one of TOTEM's EuroMed specificity;
• To clarify the two concepts of religion and religious interpretations.
The workshop on religion has created a space for participants to share what they know about their own religions. Also it was a space for the participants to learn more about the specificities of other religions.
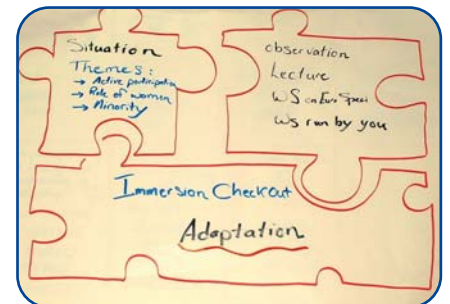
Description:

The workshop was divided into 4 parts:

• **1st part:** Divide the participants into diversified groups. All the participants would listen to a musical excerpt. The groups have to identify to which religious groups this excerpt belongs to.

• **2nd part:** In their groups, the participants have to put in a chronological order the following religions: Christianity, Judaism, Islam, Hinduism, Buddhism, and Animism. Then the participants have to associate each religion with its respective color. The colors are: black, green, red, blue, yellow, and purple. Chronological order of religions and their respective colors:

• 1 Animism: Red
• 2 Judaism: Black
• 3 Hinduism: Blue
• 4 Buddhism: Yellow
• 5 Christianity: Purple
• 6 Islam: Green

• **3rd part:** A slide show of pictures will be presented for the participants. They have to identify, to which sect each picture belong to.

• **4th part:** Each group has to come up with food and drinks that are not allowed for the 3 religions: Judaism, Christianity and Islam

DAY 5: Free time and preparation for participants' workshops

DAYS 6 & 7: Participants' workshops delivery

Time: 180 minutes for each workshop (120 minutes for delivery and 60 minutes for feedback).

Objectives:

• To strengthen the implementer aspect of the TOTEM trainer;
• To provide the participants with the opportunity to experience their skills in delivering sessions and to have feedback from their colleagues and the trainers.

Methodology:

The participants were divided into 8 groups, where each 2 groups delivered their workshops simultaneously. The division of the groups and workshop themes were as follow (Check Appendix12 for the complete outline of each workshop).

The feedback after each workshop extended over a period of one hour and was divided into 3 parts:

• **1st part:** Auto-evaluation: the participants who delivered the workshop.

• **2nd part:** Evluation from the participants who attended the workshop

• **3rd part:** Evaluation from the team of trainers that emphasized on:
- General impressions and concept of the workshop;
- Teamwork;
- Methodology, methods, and tools used;
- Linkage of the theme to the EuroMed context;
- Specificity of the target group.
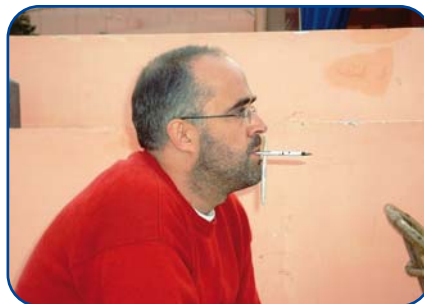
Outlines of the participants' workshops

Workshop 1	Needs Analysis in training context
Members	Barbara, Marta and Menna.
Aim	To get to know different methods of needs analysis.
Objectives	To have a common understanding of needs analysis. To design methods of needs analysis. To share experiences.
Methods	Discussions Case study Guiding questions.
Programme	1. Energizer. 2. Introduction. 3. What are needs in general (Pyramid of needs). 4. How can we know the needs of the targer group (case study and share in the small group). 5. Closing.

Workshop 2	Racism and xenophobia
Members	Itay, Zurine and Boris.
Objectives	To share experiences about racism and/or xenophobia in EuroMed. To provide examples of methodologies to get awareness on racism and xenophobia. To highlight the importance of this topic in the EuroMed context.
Methods	Brainstorming Role Play Group work Observation.

Programme	1. Presentation of the workshop.
	2. Brainstorming - Come up with a "racist joke" of each of the countries represented in the room.
	3. Divide the participants to work in 2 groups.
	   Group A has to come up with a role play related to an experience on racism or xenphobia.
	   Group B has to come with a drawing that represents a racist person.
	4. Presentation of each team.
	5. Theoretical input on racism and xenophobial.
	6. Closing with with soft music, eyes closed, lying on the floor.

Material	Pens, flip chart papers, speakers, A4 papers, and markers.

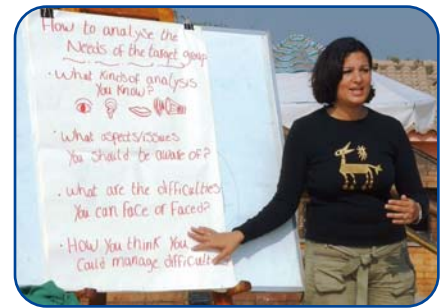| Workshop 3	Facilitation of international groups
Members	Cathy, Mostapha and Rasa.
Objectives	To have a common definition of international groups. To strengthen technical skills in team work. To share experience. To identify different way of becoming a facilitator.
Methods	Team input. Participants' input.
Programme	1. Energizer. 2. Experimentation by body language. 3. Playing and debriefing.
Material	Flip chart papers, A4 papers, and markers.

Workshop 4	Needs Analysis
Members	Bruno, Manal and Greg.
Aim	To enable participants in the long term to conduct useful needs analysis that would inform and lead to action required to improve trainings, programs, services, organizational structure and operations.
Objectives	To enable participants to gain an understanding of the nature and purpose of needs analysis. To help participants acquire a basic understanding of how to conduct a needs analysis.
Programme	1. What is a need (Brainstorming: What is a "Need", solving the need equation, different definitions of needs analysis). 2. Needs analysis (Theoretical Input on Institutional, Social and Personal Needs Analysis, Possible Conflict of Needs in Euro-Med Context, Case Studies on Needs Analysis).
Material	Flip chart papers, A4 papers, and markers.

Workshop 5	Needs Analysis
Members	Aygen, Riad and Anastasia.
Objective	To share experiences in the EurMed context about needs analysis.
Methods	Discussion. Presentations.
Programme	1. Introduction to TOTEM TV. 2. Aerobics. 3. Needs analysis kitchen. 4. Training traditions in my country. 5. Presentations. 6. Fashion show. 7. News. 8. Commercials. 9. Sports time (evaluation).

Workshop 6	Facilitation of international groups
Members	Isabelle, Adva and Sonia.
Objectives	To experience communiation difficulties. To become aware of ways to facilitate intercultural communication.
Methods	Learning by doing. Small working groups.
Programme	1. Introduction and objectives. 2. Role play. 3. Conclusions.
Material	Flip chart papers and markers.

Workshop 7	Racism and xenophobia
Members	Justine, Giuseppe and Ann.
Aim	To experience discrimination and xenophobia in the EUROMED framework developing empathy as individuals.
Objectives	To reach a common understanding of xenophobia. To feel discriminated at and/or discriminating. To offer inputs and space for self-reflection and self-learning as individuals and as trainers in the field of xenophobia.
Methods	Non formal education through interactive and experiential methods.
Programme	1. Introduction. 2. Energizer. 3. Video UV from the T-Bag. 4. Working on differences. 5. Debriefing. 6. I have a dream…
Material	Flip chart papers, A4 papers, and markers.

Workshop 8	Racism and xenophobia
Members	Ali, Zita and Marco.
Objectives	To challenge participants' views and opinions on racism. To get participants to discover racism in personal levels. To share personal experiences, thoughts and ideas. To get participants to show emotions in a creative way.
Methods	Group work. Round table discussion. Creating images. Trust games.
Programme	1. Introduction. 2. Building 3 groups (to share experiences). 3. Identifying emotions. 4. Creation of pictures. 5. Reflection.
Material	Flip chart papers, A4 papers, and markers, laptop, digital camera, music.

DAY 8: Immersion Check out and Evaluation

9:00-12:00: Immersion Check out

Why and what for?

The immersion during Seminar Two was aimed at knowing how to adapt methods in training courses. During the immersion check out, the participants needed to develop a workshop concept based on the immersion day, and on the meeting that took place with the NGO representatives during the immersion day.

Description:

Representatives from the NGOs that participated in the immersion day met with the respective participant groups to help the latter draft a workshop concept specific for the organization that each group visited. The workshop will not run in reality but it will help the participants focus on the adaptability of trainings and workshops for different NGOs. The hypothetical workshop prepared by the participants should have the following structure:
- Identification of the target group (Who are they? What are their characteristics?);
- Statement of the needs in relation to the topic of the workshop;
- Objectives;
- Programme flow;
- Special things to be considered in the implementation;
- Expected outcome.

Outcomes:

The participants have developed the following workshops with the help of the NGO representatives.

ST Mark

Theme: Minority Rights.

Title: Being aware of minorities around us.

Objectives:
- To raise awareness about minorities.
- To provide knowledge about minority rights.
- To sensitize field workers and facilitators toward minority issues.

Primary target group: facilitators and field workers.

Secondary target group: minorities existing in villages of El-Menya.

Program flow:
- Definition of minorities.
- Minorities' legal status and rights.
- Visual representation of different kinds of minorities.
- Facts about minorities in Egypt.
- Experience and feel how it is to be a minority.
- Looking deep into one's local community.

Jesuit Brothers

Theme: Active participation in society and citizenship.

Objectives:
- To make the local community aware of the role that it can play in the society.
- To develop new methods and approaches to non-formal education.

Target group: 2 groups of 20 young people each, working in the local community as multipliers.

Needs: The NGO need to have trained volunteers in active participation and citizenship.

Program flow:
- Get to know each other.
- Presentation about what is a good citizen.
- Rights and duties.
- Values of democracy.
- Concept of power.

Outcome: To raise awareness about active participation and citizenship in the community.

YMCA

Theme: Minority Rights.

Objectives:
- To provide new skills to the young people.

Target group: youth leaders (ages: 20-35).

Needs:
- Leadership skills.
- Communication skills.
- Creative thinking.

Program flow:
- Theoretical input on non-formal education.
- Exercises on creative thinking.
- Working in groups on ways to adapt non formal education to different activities.

Outcomes: Youth more experienced in active participation.

Egyptian Future Youth Foundation

Theme: Active participation in the society and citizenship.

Objectives:

- Sharing experiences of conflict.
- Learning and sharing tools/techniques of inter-personal communication.

Target group: youth between the ages of 15-30.

Needs: practical tools in communication and emotional intelligence.

Program flow:

- Introduction.
- Sharing conflict experiences.
- Giving input about communication tolls and techniques.

Outcomes: being able to sort one's feelings and know how to express them especially in situations of conflict.

Bon Pasteur

Theme: Active role of women.

Objectives:

- To create a space for discussion.
- To bring men and women together.
- To raise awareness about the role of women in local communities.

Target group: young married women and their husbands.

Program flow:

- Introduction about the role of women in societies.
- Discussion about how women can contribute to the local community.

What can the society do to increase the contribution of women in the society.

Coptic Evangelical

Theme: Minority Rights

Objectives:

- Share experiences among men and women from both Muslim and Christian communities.
- To raise awareness about minorities.
- To raise awareness about non-formal education.
- To raise awareness about the role of women in the society.

Target group: Men and women from both Christian and Muslin backgrounds.

Needs: to lean skills and competences to develop local projects.

Program flow:

- Introduction.
- Share experiences among men and women from both religions.
- Give input about women's rights.
- Give input about actions concerning gender equality.

Services and Comprehensive Development

Theme: Active role of women in the society.

Objectives:

- To provide competences in communication and needs assessment.
- To give inspiration to women in the local communities.
- To provide a safe space for women to develop their ideas.

Target group: 16 young women studying in El-Menya.

Needs:

- Personal skills and self-esteem.
- Communication skills.

Program flow:

- Discussion about women's role in the society.

Documentary about good experiences of engaging women in the society.

1.3 TOTEM-SEMINAR THREE

a) Introduction:

Seminar Three took place in Wroclaw, Poland from May 12th, 2006 till May 20th, 2006. TOTEM Seminar Three aimed at consolidating the learning of Seminar One and Two and the phases II and IV in order for the participants to become expert trainers in the EuroMediterranean region.

b) Objectives:

- To consolidate and evaluate participants' learning within TOTEM;
- To explore the socio-political dimension and to reflect upon value based aspects of training within the EuroMed context;
- To contribute to articulating an answer to the quality demand in/for training in EuroMed;
- To identify future challenges and opportunities and to start to work on follow-up as trainers in EuroMed.

c) Schedule:

Friday May 12th, 2006	**Arrival of participants**
Saturday May 13th, 2006	9:00-10:30: Reconnect the group 10:30-11:00: Coffee beak 11:00-12:30: Introduction of Seminar Three 13:00-15:00: Lunch 15:00-16:30: Evaluation of Phase IV 16:30-17:00: Coffee Break 17:00-18:30: Sharing the project experience 18:30-19:15: ET groups 20:00: Dinner
Sunday May 14th, 2006	9:00-10:30: Project Evaluation 10:30-11:00: Coffee beak 11:00-12:30: Project Evaluation 13:00-15:00: Lunch 15:00-16:30: Lecture: racism, discrimination, and education 16:30-17:00: Coffee Break 17:00-18:30: Presentation of the visit to Auschwitz 18:30-19:15: ET groups 20:00: Dinner
Monday May 15th, 2006	Trip to Auschwitz
Tuesday May 16th, 2006	9:00-10:30: Free 10:30-11:00: Coffee beak 11:00-12:30: Evaluating or experiencing? 13:00-15:00: Lunch 15:00-16:30: Training: Why and What for 16:30-17:00: Coffee Break 17:00-18:30: Introduction to the immersion 18:30-19:15: ET groups 20:00: Dinner out
Wednesday May 17th, 2006	9:00-16:30: Immersion in Wroclaw 17:00-18:30: Immersion debriefing 18:30-19:15: ET groups 20:00: Dinner
Thursday May 18th, 2006	9:00-10:30: Delivery of participants' workshops 10:30-11:00: Coffee beak 11:00-12:30: Evaluation of the participants' workshops 13:00-15:00: Lunch 15:00-16:30: Delivery of participants' workshops 16:30-17:00: Coffee Break 17:00-18:30: Evaluation of the participants' workshops 18:30-19:15: ET groups 20:00: Dinner
Friday May 19th, 2006	9:00-10:30: Delivery of participants' workshops 10:30-11:00: Coffee beak 11:00-12:30: Evaluation of the participants' workshops 13:00-15:00: Lunch 15:00-16:30: Delivery of participants' workshops 16:30-17:00: Coffee Break 17:00-18:30: Evaluation of the participants' workshops 18:30-19:15: ET groups 20:00: Dinner
Saturday May 20th, 2006	9:00-10:30: Drawing conclusions: Quality criteria 10:30-11:00: Coffee beak 11:00-12:30: Personal assessment 13:00-15:00: Lunch 15:00-16:30: Evaluation of Seminar Three and TOTEM 16:30-17:00: Coffee Break 17:00-18:30: Follow up and next steps 18:30-19:15: ET groups 20:00: Farewell Party

d) Activities:

DAY 1: Arrival of participants

Welcome packs were prepared for the participants at the reception in order for them to pick them up as soon as they arrive. Welcome packs included:
- Welcome letter prepared by the Toteam;
- An updated programme;
- List of the participants with their room numbers;
- Brochure about Wroclaw and Poland;
- Keychain;
- A Notebook;
- List of surviving numbers for the participants.

DAY 2: Recapitulation of Phase IV

9:00-10:30: Reconnect the group

Why and what for?

After five months and a half since the end of Seminar Two, the need to reconnect the group is vital to revive the TOTEM spirit. The learning community is an important aspect of TOTEM, hence the imperative necessity of team building exercises.

Description:

The participants were given a list of 10 games, where each has a different score. The participants, as a group, should choose a list of games to play as one whole group, or as 2 small groups in order to accumulate a total of 200 points. The games involving the whole group had higher points than the ones where the participants had to divide into small groups.

15:00-16:30: Evaluation of Phase IV

Why and what for?

Distance learning has been an important feature in TOTEM. But in order to consolidate the learning of phase IV, and provide continuity and sustainability of the four features that were present in phase IV (1) PDP, (2) Yahoo group, (3) Blog and (4) Mentoring, necessary evaluation from the part of the participants should be conducted. Moreover, this evaluation represents a time for reflection and sharing about the involvement and experience of each participant in these different components.

The team of trainers chose a schematic method to evaluate phase IV to stress on the importance of using different learning styles while designing training activities.

Description:

A train with different wagons (groups of people), and passing by different stations (IV Phase features: Blog, the Yahoo group, Mentoring and PDP).

We will divide the group on four small groups of six persons each. Each group will take a wagon for 15 minutes in each Wagon there is one feature from Phase 4, the group will find a flipchart paper with a question as a hint that could help participants discussing about it, adding their reflection and there other questions, all these will be written on the flipchart. When the 15 minutes come to its end, the groups will change wagons and according to the questions and the reflections of other groups they will start a new discussion and add their ideas, after doing all Wagons, each group will have 20 minutes to reflect about the situation of this train and will make a presentation of the speed of this Train. By that the team and the entire group will have a general idea how things went on during the fourth phase.

Questions to be written on the flipchart:

Blog: *What was the value or contribution of this new tool in TOTEM?*

Yahoo group: *Is there any development of the Yahoo group between the phase 2 and 4?*

Mentoring: *A missed opportunity because… A limited experience because of… I learnt…*

PDP: *I wanted to… I manage to do… The PDP tool was…*

Input of the participants on evaluation of Phase IV:

Mentoring

It was difficult because of:
- Lack of time on both sides.
- Lack of time/occupation.
- The distance.
- No need.
- More independence in the TOTEM process.
- Some participants missed the second seminar.
- Lack of compatibility.
- The purpose of the mentor-mentee exchange was not clear enough from the start.

I used this opportunity for:
- Sharing/getting advice.
- Personal feedback on trainer skills.
- Personal support and point of reference.
- I didn't use it.
- I shared with my mentor and other trainers before and after the training course.

I learned:
- Mentoring means investment: time, involvement, reflection, disponibility from both sides.
- Hoe to exchange communication between pax and a team of trainers in a long term process.
- It is a tool that can be used in project work (not only training courses).
- Human support.

PDP

I wanted to:
- Document my PDP but failed to prepare it.
- Do it and I did.
- I wanted to use it I didn't.
- I used as a guideline.

I managed to do:
- Transferability.
- Thought about it a lot.
- I listed all the things I need to improve, accomplish…
- Not at all, lack of time, other organizational tools.

The PDP tool was:
- Is a dynamic process that is affected by external factors.
- A present for the future you want to use it after.
- Difficult! Planning my personal development is a too strict concept.
- Very useful for life and work.
- Should be written or had different results, if you do it from observing or from doing; not only evaluation yourself but to have feedback with your mentor.
- Will be a tool for life but was present already, writing down helps evaluate yourself: competence building.
- It helps orienting yourself, others, combining mentoring was important.

Yahoo Group

Is there any development of the Yahoo group between the phase 2 and phase 4:
- More active.
- Way to communicate for simple things.
- More open for political issues.
- We didn't share any experiences from the TCs.
- Too polite.
- Wasn't used enough or correctly.
- Less active on personal level but more focused on professional level.
- We share the emotional experiences of our TCs and obtained a lot of support.
- Good for strengthening the English language.
- Sharing personal news.
- Democratization of the information.
- What will happen after S3? Must be used extensively in searching for partners, participants, exchange of experiences, exchange expertise. It should continue as a means of the TOTEM communication.
- The level of the activity of the group depends on the strength of the group.

BLOG

What was the value or contribution of this tool in TOTEM:
- The purpose was not clear enough, the task was not specific enough.
- Who were the readers, or the target group and what can be interesting for them. What was their involvement.
- It could have been used as a tool for sharing experiences but it wasn't.
- Technical difficulties due to insufficient orientation.
- It was beneficial in providing useful training techniques and ideas (though it was very limited).
- All the participants were using the yahoo group so it was hard to shift to the blog. This made the blog have a limited value.
- Low value of contribution.

What will happen with the blog after TOTEM:
- To be replaced by a normal TOTEM homepage where we can upload docs, pics, messages…
- Shall be more focused on training related issues.

17:00-18:30: sharing the project experience

Why and what for?

To help the participants reflect on their projects, recognize their achievements, identify their challenges, and share with all the participants the story of their projects, sharing the project experiences was necessary to stress on the importance of the learning in the group.

Description:

Each project group will sit together for 30 minutes and work on the presentation to show in 12 minutes for the other participants and to answer their questions.
Each group will have to tackle the following elements in their presentation:
1. Title of the project
2. Objectives
3. Venue
4. Dates
5. Target Group
6. Main Issues (theme)
7. Programme structure
8. Any remarkable or special used Techniques
9. Identify your Achievements
10. Challenges

These elements will be transformed into powerpoint maybe, with some photos added, or could be typed on the word document itself and presented as it is. The group will be asked any way to provide the team and other participants with the report of this training experience, and they have to diffuse it through Yahoo group.

DAY 3: Project evaluation

9:00-12:30: Project evaluation

Why and what for?

In order to become a TOTEM expert, the participants have to evaluate their own projects in order to highlight their achievements as trainers, the challenges and areas of growth, and EuroMed observations of their projects.

Description:

The method followed in this activity is an open space technology: the timing is divided into 2 moments before and after the break. Each group of participants is invited to visit 8 corners where they will find topics related to their training achievements and challenges already presented in the day before. According to that each Trainer will be facilitating one corner to help people share the maximum. Participants are free to change their corner when ever they like during this moment. Four topics ran before the break and four after the break.

Participants' input:

Teamwork
• There should be a trainer coordinator;

• The team should keep a professional relationships;
• There should be trust and transparency between members;
• The team should keep a positive attitude towards the training;
• In EuroMed, one cannot be a good team member if one is not willing to compromise and be flexible.

Pax diversity and needs
• Different attitudes and learning styles although common aim;
• Program adaptation and flexibility;
• Group building;
• Participant selection;
• Gender dynamics;
• The balance between the richness of the group and the problems created;
• Different levels of experiences between the different pax from different countries.

Different roles of a trainer
• Responsibility: hosting does not mean coordination of the team;
• The trainer should know how to keep the limits;
• The trainer should have a high level of awareness and should be flexible;
• There should be a good and equal division of tasks among trainers;
• There should be a discussion about the team problems;
• Honesty, sincerity and clarity are valuable for the trainer and for the health of the team of trainers;
• The trainer should switch the roles between: coordinator, facilitator, participant, observer, listener and mediator;
• The trainer should have respect for the participant, for the team of trainers and to the values of oneself;
• To be humble;
• Learn from others and from oneself experience;
• Differentiate between the roles of organizer and trainer.

Language: richness and challenges
• Respecting using the languages is the "Center" of the idea of EuroMed;
• The different accents for one language can be an obstacle for understanding;
• "Chuchotage" is not helpful for training because it's an obstacle for listening, understanding and absorbing;
• Adapt the timing so translation can take place;
• Mixing various methods in a space with different languages for purpose of translation: consecutive translation, simultaneous translation, non verbal, chuchotage, repeating oneself in different ways, linguistic animation;
• A big challenge for understanding is if the trainer does not speak the language fluently;
• Variety of languages in training;

- Encouraging communicating with no words;
- In case of language limitation, there should be an open sharing about in order to involve everybody in finding a solution;
- Process- results;
- General objectives adapted in each session into specific objectives;
- Process requires some flexibility according to the group;
- Problems when you tackle hot topics in the beginning of the process;
- Process could be faster if participants are motivated by the trainers;
- Do not change the process but the level of the methods that should be re-adapted;
- Adapting the program does not require changing the process;
- Thinking about the process should happen earlier in order not to be changed in the future;
- Think in a preventive way in order not to sabotage the process;
- Adapt the process to the changes.

Hosting organization
- Requires experience;
- Separation of tasks;
- Thorough preparation;
- Be realistic;
- Learn to delegate in some tasks;
- Positive aspects: you have the power, confidence about the results, and gaining more experience.

Follow up
- Should be managed by the team in coope- ration with pax;
- Develop partnerships for new projects;
- Think about it, plan it in advance, and thinking in a long term perspective;
- Next training with the same group to deepen, and extend competences;
- The follow up should be based on partici- pants' needs;
- Participants should co-organize another event together;
- Encourage taking own responsibility;
- Keeping contact with pax and see what they do with the learning from our TC;
- It's hard to find time to keep up the involvement;
- To be realistic, there should be an identification of the limits of the trainers' responsibilities;
- The training team should keep partner- ships with the different organizations;
- The team, after the training, should have a self assessment of what "I should learn more";
- The team and the trainer should use colleagues as support and source of learning in the future.

15:00-16:30: Lecture: racism, discrimina- tion and education
Dr. Mathew Feldman, a lecturer on history and an expert of issues of genocide was invited to give a presentation to put in perspective the visit to Auschwitz on the following day. The lecture shed light on the following aspects to prepare the participants to understand the historical context of the Holocaust and raise questions about contemporary legacies:
- **Basic historical facts about WWII:**
- Status of Poland in the picture;
- Chronology and development of the discri- minatory policies (the aim is to point out the "smooth development" of such policies);
- Role of allies to the Third Reich;
- Functioning and development of deportations & extermination, role of Auschwitz in the general.
- **Aftermath and contemporary Europe:**
- How was this regarded straight after the war;
- What policies have generated from it.
- **Sociological angle:**
- Point out that racism and discrimination are structural in European culture rather than exceptional phenomena;
- The role of the media.
- **Educational angle:**
- How is this pictured in the educational books and materials;
- How is this dealt with in educational programmes (if possible comparing different countries);
- How have discrimination and racism affected modern pedagogies.

17:00-18:30: Preparation for the Auschwitz visit.

Why and what for?

As a trainer in EuroMed, one should acknow- ledge the importance of history in shaping the identity of contemporary geopolitics of Europe and the Middle East. Due to the venue of Seminar Three, Auschwitz was chosen as an educational example of cases of racism and discrimination in contemporary history. The visit to the extermination camp was considered important for the education process:
- Because working on values is part of non formal education;
- Because training is a political act;
- Because part of the competence of a trainer is being able to work on issues that have an emotional connotation;
- Because part of the competence of a trainer is being able to work on issues that are controversial.

The objectives of the visit were:
- To get acknowledge with facts that contributed to determine the identity of contemporary Europe and the contemporary geopolitics of Europe and the Middle East;
- To get to know facts and figures about the persecution, deportation and extermination policies of Nazi and Fascist regimes in Europe of the WWII;
- To relate the EuroMed programme to the aim of avoiding forms of racism and discri- mination;
- To present the idea of the contemplative approach (reality comes to you);
- To be clear about the fact that going to Auschwitz must be an individual experience (and therefore choice) when participants are expected to be... participants and not trainers.

DAY 5: Essentials of the training

11:00-12:30: Evaluating or experiencing

Why and what for?

Evaluation was individuated as a methodo-logical guideline for TOTEM. Therefore, educational evaluation is a necessary competence for future trainers in TOTEM.

Description:

Both theoretical background and lessons learned from the participants during the evaluation of their own projects were the two axes for this activity. First the participants, in their project groups had to tackle the following evaluation questions from a trainer's perspective-taking into consideration that they already designed, implemented and evaluated their own training projects:

• *What is evaluation?*
• *Why and what for?*
• *What to evaluate?*
• *When and who?*
• *How?*

Then, the participants received a power point presentation about evaluation as an educational theme.

Participants' input: What is evaluation?

Evaluation is a tool to measure if and how aims and objectives are achieved and to monitor the learning process. Then evaluation should:

• Give a value to the training;
• Should be planned;
• Should compare expectations and results;
• Should be well strategized;
• Should be integrated as a learning process.

What to evaluate?

• Learning;
• Methodologies and methods;
• Achievement of objectives;
• Environment;
• Equipment and learning aids;
• Teamwork;
• Level of participation;
• Group dynamics;
• Consistency and training correlation with needs.

When to evaluate?

• Before: situation analysis;
• During: mid term, daily, final and impact assessment;
• After: impact assessment.

Who to evaluate?

• Participants: they should be evaluated by team of trainers and other external partners;
• The team of trainers: they should go through a self evaluation at the same time they should be evaluated by external evaluators as well as stakeholders.

Why-What for?

• To improve the trainers' work;
• To have a feedback on the trainers' work;
• To keep cohesion of the team;
• To be comfortable in the team;
• To improve the training for the participants;
• To adapt the training to the needs of the participants;
• To build confidence and relationships with the group;
• To keep track if the objectives are achieved on the side of the participants.

How to evaluate?

It should tackle the following areas:

• The target group;
• The different levels: personal, group;
• Should be quantitative as well as qualitative;
• It should be verbal, non verbal, visual, written…

15:00-18:00: Training: why and what for?

Why and what for?

To conduct a training course specifically in the EuroMed context, 4 themes have been individuated as global guidelines to ensure the level of expertise in the course. These guidelines are (1) the relationship between the political situation and the training course, (2) the difference between explicit learning and implicit learning, (3) non formal education and its effect on social change and (4) ethics of trainers in training courses. These different themes help shape the quality criteria of a training course.

Description:

The participants are split into 4 groups that circuit through out 4 activities:

• Drawing the relationship between political situation and training courses. The drawing is shared in the small group followed by an open discussion;
• Brainstorm on the concepts of explicit and implicit learning in educational trainings;
• Fish ball discussion about the relationship between non formal education and social change;

• Standing game: participants had to take a stand a YES or NO on the following statements:
- A trainer should "market" his skills in front of potential employers;
- A trainer should be a role model to the participants;
- As a trainer, it's up to you to decide how much information to disclose to the participants, without getting back to your team members;
- If a participant shares information with you on a confidential basis, you should never share it with other team members;
- The trainer has the right to manipulate the participants to enhance their learning;
- A trainer should be able to work on a variety of themes/topics regardless of his/her convictions;
- A trainer should always be open and approachable to participants regardless of his/her mood;
- Each trainer should have a written statement of value and code of ethics;
- The more experience you gain, the less you have to prepare;
- The participant is always right.

TOTEM 3rd Seminar
Wrocław, Poland, 12th –21st May 2006

"Evaluation"

What is –educational- evaluation?

.. a systematic and ongoing process which includes:
Researching and collecting information, from different
sources, about the learning process, the content, the
methods, the context, the outcomes of an educational
activity
- The organisation and analysis of that information
- The establishment of certain criteria (evaluation criteria
- The discernment and judgement of the analysed
information (according to the set evaluation criteria and
at the light of the educational objectives).
- Drawing conclusions and recommendations which allow
the re-orientation and eventual improvement of the

–Educational- evaluation should not be

- a justification of shortcomings

- a money making strategy

- an exercise in power politics

- a public relations exercise

Why to evaluate?
-aims and nature-

- To learn

- To motivate

- To participate

- To change and improve

What is evaluation for?

- To plan better
- To take stock of achievements
- To consolidate results
- To check if we met the interests of
the funding institutions
- To reinforce co-operation with
partners

What to evaluate?

- The Kirkpatrick model: Four fields:
Reaction, Learning, Behaviour, Results

- The Brinkerhoff model: Six fields:
Goal setting, Programme design,
Programme implementation, Immediate
outcomes, Intermediate or usage
outcomes, Impacts and worth

...

A critical view
on evaluation fields and "models"

- Evaluation by objectives
- Evaluation by competencies
- Evaluation by achievements
- Evaluation by performance
- Evaluation by outcomes
- Evaluation by process

Our proposal - invitation
Evaluation as a total experience

Based on:

- Dialectic unity
- Unity in diversity
- Prioritising
- Not overdoing

Who and for whom?
The actors

- The participants
- The facilitators, leaders or team members
- The organisers and partners
- The funders
- The decision-makers

When to evaluate?
The timing

Ongoing but:

- Initial

- Mid-term

- Final

How to evaluate?
Methods

- Personal: surveys, questionnaires, diary, letter
to yourself...

- Interpersonal: interviews, focus groups

- Group interactive: ...

Challenges

- Overcoming P-I-E logic

- Integrating Evaluation in our experiences-
Towards a "responsive practice"
Personal and professional
competencies

- We experience as we evaluate
and we evaluate as we experience

DAY 6: Immersion

After experiencing the immersion phase in Seminar Two, the participants visited local NGOs in Wroclaw to assess the characteristics necessary to transfer training concepts from a context to another. During the immersion debrief the participants came up with the following list as elements to consider during transferability:

• Identify target group and set criteria for selection;
• Assess needs of target group;
• Be sensitive to changing needs;
• Focus on networking and exchange of experiences between NGOs with same interests;
• Give opportunity to pax to take their own initiatives and involve them in decision-making;
• Encourage inter-religious culture;
• Focus on teambuilding;
• Promote non formal and formal education to improve social cohesion between minority communities in local context.

DAYS 7 & 8: participants' workshops

Why and what for?

The workshops in Seminar Two focused on the animator skills of the participants, while the workshop of Seminar Three focus on a global expert perspective of the workshops delivered. From this perspective, the participants were given less time to prepare their own workshops in order to evaluate their level of expertise in delivering training courses. Therefore the focus of the evaluation and feedback of the workshops were based on:

• Selection of content and its consistency with the educational choices;
• Use of the resource of time;
• The role of non formal education and its relationship with explicit and implicit learning.

To ensure an expert level in the workshop, the participants were required to include:

• Theoretical input;
• Include short evaluation with participants on reaching the objectives of the workshop
• Workshop Introduction.

Based on the specificities of training in EuroMed, 4 themes were individuated for the participants' workshops:

Leadership & Membership:

Leadership is currently one of the "hottest" and most tackled topics and not only in the field of youth work. The workshop intended at exploring not the traditional approach that focuses on the concept of leadership per se, but rather one that tries to tackle "leadership" in relation to "membership" in a group and the implication of this in training and on society.

Participation in Society:

Citizens nowadays are challenged more and more on their social responsibility and stimulated to actively participate in society. By that a future perspective is mapped out for our society in which everyone participates in the construction and preservation of our welfare according to values and capability. But what underlies the concept of participation and how can it be defined, let alone stimulated and what is the role of training and trainers in bringing about the desired level of participation.

Human Rights Education:

What is human rights education and how can it be effectively carried out? How does the Euro-Med context affect the methodologies and approaches to HRE.

Sustainable Development/Sustainability:

A relatively new term, which in itself continues to raise a lot of controversy and that preoccupies all actors working in the social field. But what is "development" and how can we achieve the desired "development" without causing environmental degradation while not forgoing the needs of economic development as well as social equity and justice. What are the importance and implication of this topic on our societies in light of economical globalisation and the almost opposite effects it has on the two benches of the Mediterranean sea, generating wealth in the north and unequal distribution of richness and poverty in the south.

Description:

The participants were divided into 8 teams, where each 2 groups presented 2 workshops separately treating the same theme. The two workshops ran simultaneously and had two team members as observers for feedback. Prior to the feedback from the part of the TOTEM team, the workshop team evaluate itself first, followed by an evaluation from the side of the participants. The feedback of the TOTEM trainers was based on the following criteria:

Objectives:

• Are the objectives clearly formulated?
• Are the objectives achievable?
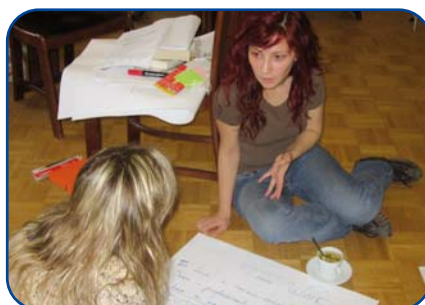
Expertise & Content:

Content:
- Was the content of the WS appropriate to the level of the participants? (Relevancy to participants' needs);
- Is the content sufficiently articulated to provide an opportunity for learning? (More than one theory);
- Was the selected content sufficient to provide a broad understanding of the topic? (Relevancy of the selected content);

Theoretical input:
- Different points of view;
- Clearness of input;
- Consistency of the input;
- What resources have been used? Have them been quoted?

Expertise & Process: (Consistency of the educational choices / Relevance of the educational process).

Programme of the WS:
- How did the WS team assess the needs of the target group?
- Balance between input, evaluation, and other parts;
- Level of flexibility in the programme flow.

Implicit/Explicit:
- Logical passages between parts of the WS;
- Use of objectives within the workshop (presentation at the beginning or at the end? Reprisal of them along the presentation?...);
- Need assessment.

Ethics, politics, social issues:
- Have been the ethical, social, political implications dimensions of the theme explored enough? In what way?

Use of resources (strategy for preparation, time):
- Task sharing according to trainers' competences?
- Time management during preparation;
- Time management during delivery;
- Strategy (criteria) followed to find resources and information.

Use of the Transferability Triangle (Context, Target Group, Objectives)
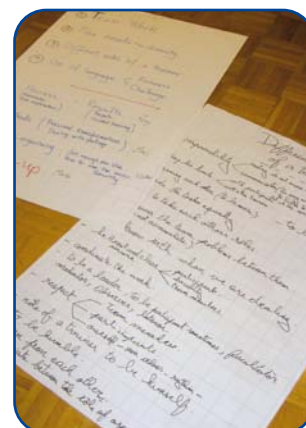
Participants' workshops:

Workshop #1

TITLE/THEME: LEADERSHIP AND MEMBERSHIP.

Aim: To focus on the importance between notions of leadership and membership.

Objectives:

- To make the participants aware that leadership is a process
- To understand this process taking into consideration the characteristics and the roles of the leader.

Methodology: Starting from experimenting, debriefing, reflecting to conclude by a theoretical input using interactive discussion.

Methods:

- Dynamic group exercises.
- Brainstorming and theoretical approach.

Issues covered by the theoretical input:

- Characteristics and roles of leader.
- Relation between leadership and membership as a process.

Resources used (for the use of publications, please include title of resources used and in case you used or adapted exercises from the Compass, All-Different All-Equal manual or other similar resources, please include page numbers):

- *http://en.wikipedia.org/wiki/Leadership*
- *http://en.wikipedia.org/wiki/Group*
- *http://www.nwlink.com*
- *http://www.professionalpractice.asme.org/leadership/principles/index.htm*
- *http://www.professionalpractice.asme.org/leadership/principles/index.htm*
- *http://www.ssu.missouri.edu/faculty/RCampbell/Leadership/default.htm*
- *http://www.salto-youth.net/euromed*

Others:

- Manual:

Methods and Techniques used in Intercultural Youth Projects

Life Foundation – Cuza Voda 17, Oradea ROMANIA *http://life.org.ro*

Exercises submitted by René Opsomer and Jugo Rostas

"*Dynamique de groupe*", docteur Guezguez K. 2006 (Tunisia).

Workshop #2

TITLE/THEME: LEADERSHIP & MEMBERSHIP.

Aim: To articulate the idea that leadership and membership are correlated and responsible to the outcomes.

Objectives:

- To come to a common notion of leadership and of membership.
- To experience working as a group.
- To reflect on the place of the leader in the group and each member's responsibilities.

Programme:

- **Energizer** (5 min) - Balloons in couples: every couple gets a balloon and they both hold it between their legs (knees) and need to get it up between their necks without hands.
- **"How tall is Naim"?** (20 min)- The pax are divided to groups of 4-5 people in each group. They sit back to back (in the groups) and in the middle there is a mailman. Each participant receives some pieces of information, some of the info is related to "how tall Naim is?" and some is not. The aim is to find out Naim's height by sharing the information.
- **Debriefing** (20 min): Writing down key points on the flipchart about definitions of leadership and membership.
    - What do you think about your groups' behavior?
    - Was everybody sharing the info?
    - Was there a leader? One or more?
    - What do you learn from it on about your expectations from a group member? And from a leader?
    - Was the team member that had the key supposed to lead also?
- Write your definition to a leader verses a member.
- *Tied up group* (15 min) – a rope will be given to the pax and they will be asked to use it to tie their hands together and the second rope to tie the legs (just one). Then each group member will get a task some individual and some require the groups help. The pax will be told that they need to accomplish all the tasks in the limited time (or one member will have the task of coming back to plenary in a limited time).
- **Debriefing** (10 min)
    - How did you feel?
    - What were the difficulties?
    - What did you learn from it about the relation between L&M?
- Division to 2 groups, visualize (10 min) - the relation between membership and leadership?
- *Presentation* (10 min)
- *Reflection* - the connection of leadership and membership to training
- *Evaluation* (10 min)

Workshop #3

TITLE/THEME: HUMAN RIGHTS EDUCATION.

Aim: To give the trainers opportunity to work in Human rights education in Euromed context.

Objectives:

- To share experiences of HR violated in EuroMed context.
- Exchange opinions in field of human dignity.
- Use creativity as a tool of expression for a EuroMed Trainer.

Methodology:

- Explicit in way of discussing about experiences of the particicants.
- Implicit to work in education using creative method.

Resources used:

- Compass (Council of Europe).
- T-Bag.
- "Guide referentiel sur les droits de l'homme" (in Arabic).
- Report of "Droit de l'homme contribution des musulmans européens" (FEMYSO, et conseil de l'Europe).
- Participants and trainers and resource peoples.

Workshop #4

TITLE: HUMAN RIGHTS EDUCATION.
(no description).

Workshop #5

TITLE/THEME: ACTIVE PARTICIPATION IN SOCIETY.

Aim: To improve the quality of training on Youth Participation in EuroMed context.

Objectives:
- To better understand the concept of youth participation in society.
- To identify and reflect on factors that influence youth participation in society, specifically within the EuroMed context.
- To reflect on our responsibility as EuroMed trainers to activate youth participation in society.

Methodology:

Approach: Theory input + brainstorming -> sharing experiences -> Case study -> Reflection. The idea behind starting with theory was to provide a common ground in terms of understanding the basics of the topic for a group that has different levels of knowledge, experiences and understanding of it, in order to allow for better participation in the workshop.

We used methods that allowed for both explicit and implicit learning. Sharing, silent conference and reflection and discussion was an example of implicit learning while presenting definitions on definitions was an example of explicit learning (but followed by implicit reflection). Methods chosen were also adapted to the language diversity in the group (i..e silent conference with drawing, confession chair (gives space for expression), demonstration (bringing up also language diversity as a possible source of unequal participation) in stead of written case study, all with the purpose to facilitate participation in the group.

Methods (what methods did you use to tackle different issues such as EuroMed aspects, ethics, politics, social issues, learning styles, etc.):
- Sharing experiences and reflecting in groups.
- Theory input (PP presentation of definitions).
- Brainstorming.
- Silent conference: Drawing (commenting).
- Demonstration.
- Working on case study (demonstration).
- Reflection and discussion.

Programme:
- Sharing about definitions and views on youth participation in groups; presenting the effects of sharing to the whole group; presenting several definitions of youth participation by trainers.
- Identifying factors influencing youth participation (brainstorming); commenting on the identified factors by participants in the form of drawing.
- Demonstration of a EuroMed training situation by the trainers; discussion about the situation in groups and discussing on how to tackle the problem presented by the trainers.
- Evaluation

Resources used:
- Web-pages of African Youth Alliance, Glenorchy Council, IN PETTO.
- Trainers' experiences, ideas (for the methodology and methods) and knowledge on the topic.
- Secondary reference material for (implicit) understanding the concept in our teamwork: some of the references provided by trainers in prep letter and other sources searched on the Internet.

Workshop #6

Title/Theme: Play a role, Take Action! Participation in society.

Objectives:

- To introduce the definition of citizenship and its pillars.
- To highlight the relations between the different actors in active participation.
- To allow participants to reflect on the role of EuroMed training in the field of citizenship and active participation.

Methodology:

Participants were brought to explore the issue of the concept of democracy in the bigger frame of participation. This exploration was implicit through the use of a role-play; its explicit dimension came out in the debriefing.
Another explicit element was the theoretical input although it was used the metaphor of the chair and its four dimensions.
Methods (what methods did you use to tackle different issues such as EuroMed aspects, ethics, politics, social issues, learning styles, etc.):

- Role-Play about democracy;
- Debriefings;
- Theoretical input.

Programme:

- Energiser.
- Making links, exercise about democracy. Pax are divided into three groups; each group plays the role of one actor involved in the decision-making process of an ideal democratic society: Citizens, Government, NGOs. They first list their functions, then they list the demands they have for other actors. They start to negotiate to reach an agreement in which each actor is satisfied (e.g. the role of NGOs to represent citizens in front of government).
- Theoretical input about citizenship. Taken from the T-Kit n°7. we explained, through the metaphor of the chair, that democracy relies on 4 legs: social, political, economic and cultural dimensions.
- We asked pax to draw how they see 'the chair of citizenship' in EuroMed.
- Debriefing: which role can play training in the EuroMed context to rebalance the four dimensions?
- Evaluation:
    Rate the achievement of the three objectives with colored post-its.
    Put a cross on the line of a graph representing the fulfilment of pax' expectations.

Resources used:

- Adaptation of *Making Links*, Compass page 173.
- Theoretical input about Citizenship, T-Kit n°7 from page 32 on.

Workshop #7

Title/Theme: Substainable development.

Aim:

To give basic knowledge and understanding what Sustainable development is about?

Objectives:

- To make an introduction with a concept of sustainable development.
- To motivate target group to take an actions.
- To provide target group with ideas haw to deal with issue of sustainable development.

Methodology:

We decided to have combination of both implicit and explicit methodology to have dynamic in the workshop in order to increase the learning process. One thing we all in the team agreed that theoretical part has to be explicit and very clear for all the participants in order to experience it starting from personal going to national and international levels implicitly. And in the end, we wanted to present sustainable development as a complex issue with different subfields.

Methods:

- "space ship method". To start from the future and to link it with needs and limited resources. This method was chosen to tackle ethical, social issues and also to take them out from comfort zone.
- Theoretical input. By presenting basic knowledge about sustainable development to give the participants the possibility to take part actively and to go deeper in the topic.

- Step forwards (To give participants the possibility to experience haw much they care about different fields of sustainable development and haw it is developed in practice in their daily life.
- Group discussion. To share positive examples based on the problematic approach different from country to country (community, target group, Europe, Meda) of activities, projects done by the participants themselves, by their organizations, the activities they took part in actively or not related to sustainable development.
- To give theoretical input in the end as summary of workshop by presenting wide different fields of sustainable development.

Programme: (including short description of the activities):

"Space ship"

The year is 2010; the Totem community has a meeting after five years of working on important projects separately. Everybody is happy and calm. Suddenly the red phone of Mac is ringing. Silence in the room. Everybody knows the meaning. That means that's Bernard, the Head of the UN is calling.

"Mac, go and check the fax machine ASAP" and he hanged up.

Urgent message

From: Bernard
To: Totem Community
Subject: Saving Earth

"The world needs the Totem Community help immediately!!!
Unfortunately there is a big Meteor reaching Earth!!!
There is no time!!!
In one hour we all be dead!!
However there is hope!
The UN has a spaceship which can save Six persons which could built the planet from the beginning.

Your mission is to choose the perfect team to built the planet again. In addition I sent you already a list of the possible candidates! Check it out.

Hurry You have 20 minutes to discuss who is in the team and send me your decision!!!
Good luck".

Candidates

M- A genious child
M- A mechanical engineer
F- A doctor
M- An old professor of education
M- An expert of electric power
M- A farmer
M- An history professor
F- A cup- pregnant
M- A water industry expert
M- A soldier- expert of surviving
F- A baker
F- An industrial expert
M- A priest
F- A theatre director
F- A teacher
M- A sport expert
M- A sailor
F- Head of Economic famous organization
M- Yoga expert

Theoretical input

Sustainability – balancing the demands of people, profit and the planet improving the life for everyone and meeting their needs, without compromising the ability of future generations to meet their needs.

Most societies want to achieve economic development to secure higher standards of living now and for future generations. They seek to protect and enhance their environment now and for their children. Sustainable development tries to reconcile these two objectives.

Key words

Needs and resources

"Pyramid of needs"

7. need to develop and persue an personal goal.
6. need for beauty and harmony
5. need for knowledge
4. needs for self-esteem
3. needs for affection
2. needs to feel safe, secure
1. needs of the body

Step forward 1

1. Is it important that every person has to have an excess to health care?
2. do you care about children labor?
3. do you worry about pollution/
4. do you think that every person must have a right to education?
5. are you care about future environment of new generations?
6. do you think it's important to have critical view to advertisement/
7. do you think ecology should play a big role in our life?
8. do you care of empowering women participation in social life?
9. do you care of minorities right in your country?
10. you think that we have to keep in mind about limited nature and human resources?

Step forward 2

1. The homeless with strong allergy on his face suffering a lot. Did you take any concrete actions?
2. Did you ever clean the surrounding near your office?
3. Are you always turning off the water while brushing your teethes?
4. You saw the man throwing away the plastic bottle in the bus stop next to you? Did you asked him to take it?
5. Did you take it by yourself?
6. Did you ever participate in the day without car?
7. If you can choose the transport to go by bicycle or by car (it takes similar time) are you choosing the bicycle?
8. do you always look at the label where the thing was produced before buying it?
9. The child on the street is asking for money. Are you talking to him?
10. Are you grading the rubbish every day?

Group discussion

To share experiences about positive examples in your work in your organization or other examples from your experience.

Performance

To present the example of sustainable development which were discussed in the group.
And to reflect on Euromed as a tool in my work

Issues covered by the theoretical input (In case you did not include theoretical input, then what other methods/input did you use instead of the theoretical input):

The most important thing was not just give the input but make it understandable. The way we chose was to give participants the key words and in the end to present the different fields of sustainable development as a complex of fields, different arias.

Resources used (for the use of publications, please include title of resources used and in case you used or adapted exercises from the Compass, All-Different All-Equal manual or other similar resources, please include page numbers):

- Websites
  www.ecifm.rdg.ac.uk/definitions.htm
  www.un.org/esa/sustdev
- Compass

TITLE/THEME: BACK TO THE FUTURE / SUSTAINABLE DEVELOPMENT.

Aim: Encourage participants to start working on sustainable development.

Objectives:

- Defining Sustainable Development.
- Raising awareness on preserving bio-diversity.
- Reflecting on how to increase awareness about "Sustainable Development" in trainings in Euro-med context.

Methodology: The workshop is composed of 2 different elements concerning the methods used. One method focuses on an explicit learning (theoretical input) and another one in the implicit (inputs, group discussion). The workshop is about Learning-mainly learning from each other, not so much learning from the team.
However the team provides a framework to facilitate the sharing, the exchange to make it as fruitful as possible.

Methods: Brainstorming and group work.

DAY 9: Wrap up

9:00-10:30: Quality Criteria.
To ensure an acceptable quality of training courses is a characteristic of an expert trainer. In this context the Team of trainers ran a session on quality criteria in order to provide a theoretical background on its importance and a practical background based on the workshops the participants ran in the previous 2 days.

Quality is:
(Private sector)

"If the client comes back to you"

or

"Satisfying the needs of the customer"

Quality is:
(ISO)

"a degree to which a set of inherent characteristics fulfils requirements.
The term quality can be used with adjectives such as poor, good or excellent"

Quality

Harvey and Green

adequate non formal education !?

four dimensions of quality:

- Quality as "fidelity" to the aims
- Quality as coherence - ethos
- Quality as transformation (qualitative change)
- Quality related to something new

Quality criteria:

characteristics chosen to define quality in coherence with the objectives of a training.
The assumption is that if a criterion is fulfilled, the quality is good and if it is not fulfilled not so good or bad.
Quality criteria are relevant and valid.

Quality criteria

... related to our workshops

starting to identify quality criteria for training in EuroMed

11:00-12:30: Personal assessment.

By the end of Seminar Three, TOTEM participants would have completed the different stages of conceiver, implementer, to become an expert in training in EuroMed context. To assess the level of competences of the participants and follow up with them for future learning they need, the team of trainers put together a personal assessment sheet to be filled in by the participants individually. The self assessment sheet required the participants to suggest areas where SALTO-EuroMed could provide additional support for further development of trainers in EuroMed. The competences were divided into:

• **Training competences:**

- I can analyse the needs of the target group of a training activity;
- I can design a quality training programme with appropriate methodologies;
- I can design and implement the methods necessary for EuroMed training activities in the youth/non-formal education field;
- I can create an appropriate learning environment;
- I can train and facilitate international groups of youth workers and youth leaders, in terms of groups dynamics, participation, consensus,…
- I can present ideas and conclusions to a group, effectively communicate and formulate them;
- I can co-operate and work effectively in international teams of trainers;
- I can deal effectively with ambiguity and crisis;
- I can manage a training project as a whole;
- I can understand, use and adapt existing training concepts;
- I can develop new training concepts, with particular attention between the freshly began cooperation between new EU member countries and Meda countries.

• **Intercultural and social competences:**

- I have explored and know my own cultural background and values;
- I know about the situation of young people in other countries in EuroMed;
- I can facilitate activities involving participants from different cultures and backgrounds;
- I can take appropriate action in conflict situations.

15:00-16:30 Evaluation.

The evaluation was divided into 2 sections: evaluation in the ET group, and personal evaluation.

The evaluation in the ET group was necessary because much of the consolidation of the learning took place in the Evaluation as a Trainer groups. This method of evaluation stresses on the continuity of the learning strand of learning in group during the evaluation, and it encourages the participants to share and reflect on their journey during TOTEM.

The ET evaluation was structured as following:

Objectives:

How far do you think the course objectives (as written in the course presentation) have been reached? (5: fully reached and 1: not reached at all)

Course objectives:
- To contribute to the quality improvement of training activities in EuroMed;
- To contribute, together with TATEM, to the development of a network of trainers on a Euro-Mediterranean level which will contribute to the quality of training activities in the Euro-Mediterranean context based on the acquired skills and competences;
- To contribute to the effective and bi-directional transfer of training experiences between new EU member countries and Meda countries, with specific attention to possible similarities (and taken for-granted differences) in the socio-economical background of these two areas.

Learning objectives:
- To support the participants deep compre-hension of the Euro-Mediterranean context (with all its cultural, historical, political, emotional implications);
- To improve and deepen the specific training competences of the course participants) future trainers in EuroMed) for them to be able to competently design, implement and evaluate youth worker training activities in this context.

Overall structure of totem:

Looking back at the programme of the Seminars in Catania, El Mynia and Wroc∏aw and to the distribution of the other features in Phases II and IV (Observation, Projects, Mentoring
- What would you change in the structure of TOTEM? Why?
- Which elements were most relevant for you? Why?
- Which elements were least relevant for you? Why?
- Which elements do you think should be more explored in detail? Why?

Learning features:

Please comment on the suitability of the following training features (working methods, methodology, tools...) used throughout the course.
- Visit to Auschwitz;
- Blog;
- E.T. Groups;
- Immersion;
- Invited lecturers;
- Mentoring;
- Observation;
- PDP;
- Personal Diary;
- Plenary sessions;
- Projects;
- The theoretical inputs;
- Working groups;
- Workshops.

People:

Please comment on the role and impact of participants, team members and other actors/stakeholders of TOTEM during the learning process.

The personal evaluation was structures as the following:

On convictions, beliefs, ideas...:
List the important change of mindset:
List convictions confirmed:

On learning:
The most important thing learned
The thing that was missed to learn

On hopes & fears:
The expectations fulfilled
The hardest disillusions

On training and trainers:
What did TOTEM change in the understanding of Youth Training?
What did TOTEM change in the understanding of Being a Trainer?

On the role in the learning community:
How do you evaluate your own participation?
How do you evaluate your own support to other participants in the group learning process?
How do you evaluate your own contribution to the group work? (proposals, challenges, criticisms...)

On the impact at local level:
What do you feel more confident about doing or undertaking within your organisation or community?

17:00-18:30: Follow up

Mr. Bernard Abrignani conducted a presentation about the current status of the EuroMed work and the new developments within the MEDA programme. This presentation was necessary in order to clarify the context within the participants or TOTEM trainers will operate in the future.

2. TWO TOTEM PHASES: II and IV

The learning process in TOTEM was not only limited to the three seminars. The participants, when applied to TOTEM, were required to commit 40-50 days for TOTEM. This period covered the three seminars, in addition to a series of learning features the participants has to complete during phases II and IV-in between the seminars.

These two phases heavily depended on the learning as a self directed learner strand. The different features:
• Personal Development Plan (Check Appendix 1);
• The observation phase (Check Appendix 2);
• Mentoring (Check Appendix 3).

Required the participant to take the initiative and the responsibility for their own learning, and make use of the resources available to them during TOTEM.

In addition to these 3 features, and in the line of developing a conceiver, implementer, and an "expert Totemist", the participants were required to design a training project, conduct it and evaluate it.
The designing of the training took place at the end of Seminar One and during Phase II. The implementation of the projects took place during Phase IV. And the evaluation of the projects took place during Seminar Three.

2.1 PROJECT 1

Title: Meeting Beyond Stereotypes Training Course

Objectives:
• To increase awareness of stereotypes we have and understanding how stereotypes are constructed;
• To build motivation to deal with stereotypes and prejudices;
• To develop skills and tools to deal with prejudices in local and international youth work.
Venue: Germany, Berlin.
Dates: February 18-26, 2006.
Target group: youth workers and leaders with basic experience in EuroMed.
Main issues: stereotypes and prejudices

Programme structure:
• *Breaking the ice - **getting to know each other and group building;***
• *Scratching the surface - **cultural identity - pax experience and theory;***
• *Learning from experience - **simulation methods and reflecting related to stereotypes;***

• *Discovery day - **Concentration Camp and Memorial Sachsenhausen and debriefing;***
• ***Dealing with** - artistic workshops by pax;*
• *Looking ahead - **planning future projects;***
• ***Evaluation.***

Any remarkable or special used techniques:
• Reality show - each group prepare and present a reality TV show about stereotypes in their countries;
• Artistic workshop - preparing and delivering workshop as dealing with concrete situations based on stereotypes;
• Visit in concentration camp and debriefing in calm safe environment.

Identify your achievements:
• Deepening awareness of the participants of their own stereotypes;
• Motivating the participants to realize projects within the Euromed;
• Building strong MBS Community;
• Providing different methods and tools that are useful in daily work of pax.

Challenges:
Team work - working for the first time in international context in a team of six persons.
Creating safe environment for open and honest discussions among the participants.

2.2 PROJECT 2

Title: Gender issues: impossible mission?

Objectives:
• Design, run and evaluate a Euromed Youth project;
• Raise awareness about topics, i.e., gender issues, religion, education…
• Stimulate creativity.

Venues and dates:
• Portugalete, Basque Country, 4th-11th November 2005;
• Marmande, France, 12th-19th March 2006-05-19.

Target group:
18-25 years old;
Not very experience in Euromed;
In the Basque Country: Lebanese, English, French, Italian, Egytian, Syrian, Tunisian, Austrian and Basque;
In France: French, Lebanese, Italian, Austrian, Dutch Tunisian, French/Moroccan.

Main issues:
• Homophobia;
• Education;
• Religion;
• Gender Equality.

Programme structure:
1st day: Group building;
2nd day: Cultural Diversity;
3rd day: Gender Issues;
4th day: Euromed;
5th day: Project Management;
6th day: Good practises + Evaluation + Follow up.
Special techniques:
• Let's talk about culture;
• The boat of equality;
• Spaceship against homophobia.

Achievements:
• Concrete project ideas;
• Awareness on "hot" topics in Euromed;
• Development of participant's abilities (creativity, working in intercultural groups, getting to know the youth programme…).

Challenges:
• To be organised;
• To adapt the programme to participants needs;
• Communication in the team;
• To get enough participants (visa problems);
• Language (both TCs in French and English).

2.3 PROJECT 3

Title: Gender and sex in the EVS

Date and Venue:
Austria, Gnas 14-21 of March 2005.

Objectives:
• To open channels of communication between sending and hosting organization;
• Improve pre-departure and on-arrival trainings activities with focus on gender issue;
• Sensitize youth worker towards gender issue;
• Sensitize youth workers towards gender issue;
• Create the space for sharing experiences;
• Understand the cultural roots related to gender and sexual issues in EM countries.

Target group:
Youth workers directly dealing with volunteers and tutors from sending and hosting organization from Europe and Meda.

Participating countries:
Meda: Palestine, Jordan, Egypt, Turkey
EU: Austria, Lithuania, Italy, Basque country.
In total 20 participants

Main issues:
Gender and sexuality and their impact on the quality of EVS projects (Homosexuality – save sex – sexual rights and identities).

Programme structure:

The main objectives of the TC are to make the pax realize the importance of gender and sexual issue in the EVS, and accordingly address such issues through pre-departure and on-arrival trainings (which through preliminary research were not performed at all). Thus, the programme started with sharing lights on the EVS program in general, then gradually to the introduction of gender issues that faced volunteers and organizations. The TC also enriched a site visit to an organization dealing with female Asylum seekers that shed more lights on gender challenges. Then the program shifted to focus on empowering the pax to introduce to preparatory tools for the volunteers and then on practical tools related to pre-departure and on-arrival TC's.

Any remarkable or special used Technicalities.
• Switches roles;
• Much reliance was based on real gender and sexual challenges faced by volunteers (survey) and on real situations and experiences faced by pax;
• Volunteers on the spot light;
• Topics discussed were introduced according to the need.

Identify your achievements
• The practical tools developed by pax and the case studies presented;
• Towards the end of the training, pax were satisfied with the experience;
• The srict views were changed and pax were really sensitized towards such issues;
• By the middle of the TC, the word sex was no longer the taboo and pax were open to discuss anything;
• Some projects related to the theme were developed;
• One of the strictly conservative (changed a lot his position afterwards) pax will be organizing a similar training for mentors.

Challenges:
• Low number of male pax;
• Team incompatibility and lack of team member interest;
• Strictness of views;
• Taboo issues;
• Meda males sexual frustration;
• To put the trainer/participant limits;
• Team needed 2 more persons. One to be reporter, second to be responsible for logistical staff;
• No support from hosting organization;
• Difficulties with getting visa for Meda participants;
• Lack of responsibility from partner organizations.

2.4 PROJECT 4

Title: Party-C-passion Youth

Date and Venue:

March 20-28, 2006 Wrolaw, Poland

Target group:

Youth workers with minimum of experience in youth work (Poland, Italy, Israel, Turkey, Latvia, Morocco).

Main issues - youth in EuroMed
• Youth participation in general
• 5 step model of youth participation;
• ICL.

Special Techniques:

Theatre; experiencing learning; Sharing of experiences.

Achievements:
• Motivation of participants;
• Awareness of participation as a process with different steps;
• Discovery of EuroMed beauty;
• Awareness about differences of youth work in EuroMed region:
- concepts;
- problems;
- methods.

Challenges:
• To overcome the different levels of experiences and cultures in the group of participants and to build a program suitable ad valuable for everyone;
• To overcome the language difficulties in the group of participants and team;
• The work in international team.

Appendix 1
PERSONAL DEVELOPMENT PLANNING (PDP)

1) What is PDP?

Most of us have some idea of how and who we want to be as a trainer. The question however is how to translate those ideas into reality. Writing down goals is one way to help you cross over from ideas to reality. So what do you do if you lack a skill or are a little under-confident about achieving something?

That's where personal development planning comes in.
So, what is 'Personal Development Planning' then?

Let's look at what the individual words mean:
Personal - relating or belonging to a single or particular person, YOU! Done by you and affecting only you.
It's common for people to get into the "personal" part and seek to better understand themselves, their motivations, and why they are where they are.

Development – growth, improvement, advancement
Development comes through knowing what you want to learn or change, what you need to do to achieve that and how you will know when you have arrived.

Planning – structured preparation, ground-work, scheduling your proposed or intended method of getting from the present situation, towards the achievement of one or more objectives or goals.

2) What are the benefits of a PDP?

It can help you to:
- Arrive to clearer ideas about the kind of trainer you want to become;
- Greater awareness of your needs as a trainer and how to meet them;
- A better understanding of how you learn and how to improve your performance;
- A better position to make appropriate choices to meet your own goals;
- Improve your problem-solving and planning skills;
- Assume responsibility of your own learning;
- Develop reflective thinking skills that can strengthen performance;
- Build self confidence and boost self-esteem.

3) How can you make the best use of your PDP?

The exact content really depends on you and how much of your time you want to give now to plan your future as a trainer. And your main tool for formulating it would be the **"Personal Development Plan"**, introduced in this document.

4) How to develop a PDP?

In order to facilitate the process, we suggest the following three steps (but in the end it's entirely up to you to decide on how to come up with your "personal" plan).

- Step one: Define your goals;
- Step two: Fill in the PDP template;
- Step three: Implement, evaluate & review.

Step one: Define your goals

It's common for people to have a 'mental block' when it comes to formulating their own goals. The following points might be helpful in guiding you through the process:

Where do you want to go?
This is the time to consider where you are headed. What is it that you want to achieve? More or less a process of goal setting or formulating but not only! Goals are "what" you have to do, but you also need to think about "how" you will go about achieving them.
- to understand, use & adapt existing training concepts as well as to develop new training concepts;
- to analyse the needs of the target group of a training activity and to design a quality training programme with appropriate methodologies;
- to design and implement the methods necessary for EuroMed training activities in the youth/non-formal education field;
- to create an appropriate learning environment;
- to train and facilitate international groups of youth workers and youth leaders;
- to guide and facilitate (intercultural) group processes; presentation competences;
- to deal effectively with ambiguity and crisis;
- to co-operate and work effectively in international teams of trainers;
- to manage a training project as a whole
- intercultural competences (empathy, tolerance of ambiguity, distance to social roles)
- social competences (e.g., communication, conflict management..);

New skills or old?
Generally your development areas will fall into two categories; building on existing strengths and developing new skills or competences.

Where are you now?
Before you start any kind of project, you must know where you are starting from. This will become the "baseline" from where you measure your progress. A clear awareness of where you are now will facilitate your development. Maybe a look at your TOTEM diary could be useful here in giving you more insights.

Asking for feedback
What kind of external feedback do you get? Your friends, colleagues, mentor and other people you contact regularly will have views about your skills. Some external feedback will be more objective and useful than others, and not all will be glowing! Now is the time to take stock of any feedback you have had and put it to good use. Taking feedback doesn't have to be painful, although it can appear challenging at first. Everyone can improve themselves in one way or another. This is why feedback has to be about specific behaviors or actions. One way to make it easier is by asking for feedback using some of the following questions:
- What am I good at?
- What else am I good at?
- What could I be better at?
- What should I STOP doing?
- What should I START doing?
- What should I CONTINUE doing?

How can you do it?
There are many ways that lead to your goal. The choice of the activity will depend however, on your preferred learning style as well as other factors, whether financial or logistical. Possible activities that may be help you in you PDP could be:
- Workshops, institutes,…
- In-house courses;
- Formal courses;
- Independent learning courses by correspondence, Internet;
- Reading books/journals focuses on need, problem;
- Giving presentations;
- Participating in special projects;
- Writing for publication;
- Mentoring;
- Job Shadowing, visiting another organization to study a procedure.

Time
The speed at which you progress toward your goals will depend on where you are starting from and the effort you make. If goal achievement is a long way off, you may even choose to focus on one area at a time before moving onto the next.

Prioritize

The development of some skills may be related to the existence or development of others, this is why it might be useful to think about which of your goals should come first.

Step two: Formulate your Personal Development Plan

Take a good look at the example and start formulating your own "Personal Development Plan".

Name:
Covering Period :
General Review dates:

What do I want / need to learn? (GOAL)	By when?	What is the Starting point?	What will I do to achieve this? (ACTIONS)	What tools/means will I need?	What kind of support will I need from others?	What will my success criteria be?	When do I plan to review my Progress?
(the skill, knowledge or attitude that you need to develop) Improve my presentation skills	By Aug	(this is a brief summary of your starting point at the moment you write down your PDP and will be a mixture of feedback from other people and your own thoughts) Blush, feel unconfident, stumble over words	(what you need to do to get where you want to be) Do presentations in small meetings, in my own training environment. Gradually take this task in larger meetings, in other environments, using another language…	(what you need to have to get where you want to be) Books on Pres. skills, Attend a workshop	Feedback from colleagues/ mentor	(this is a how you will know that you achieved your goal. These statements need to be phrased positively) Other people tell me I look confident, I hear my voice being calm & clear while speaking	(when will you check your progress) Each time after giving presentations

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Appendix 2
OBSERVATION LEARNING TOOL

Observer – TOTEM Participant
Observed – Trainer colleague

1) How to observe… in order to learn?

According to the "Observational Learning Links" model, through an observation we can learn by:

Acquisition: of new ideas, methods, and approaches. "Ah that is new and very interesting!"

Closure: negative experiences that you would not repeat. "I would never do it on that way!"

Opportunity: Before the observation we had internal constraints, doubts, questions about a certain idea, method or way of doing in training. But through the observation we realise that it could work. By disinhibition, we leave those previous internal constraints and after observing that it can work we think: "Why not to try it?!"

Reinforcement: confirmation of already known positive experiences. "Yes, this is the way I have imagine it, and it works!"

Creativity: adapting, combining and changing what you observe. "In my future work, it would be great to put this in this way, and change that, and combine it with..."

As we see, observing implies not only to look but also to see, not only to hear but also to listen and not only to know but also to understand and to feel. We are observers of a colleague in his practice; we will try to perceive, understand and reflect upon his way of working, his strengths and difficulties, choices and values. This requires a great deal of empathy and sensitivity to be able to learn at least in those five different ways.

In other words, learning through observation happens because of the unique nature of the relationship between the observer, the observed trainer and the situation observed: it's not a matter of finding out what was done good or wrong but it's rather a matter of "listening" to ourselves and our feeling, finding out what is "tuning in" or "tuning out" with the observed situation and person.

2) What to observe?

The answer is very easy… EVERYTHING… From the little details until the big ideas, from the preparation until the evaluation, from the team meetings until the coffee breaks discussions… Everything can be a source of learning.

Said that, in the following page you will find a typical "chronological structure" of the tasks and functions of a trainer in a certain training programme and/or session. This structure is applicable to a workshop of three hours and / or to a whole training course of seven days. So, you can follow the following structure to look at the whole training course and, more in detail, to several parts of the programme.

Tasks, functions and roles of a trainer

Try to observe the trainer being aware of different spaces, times, tasks and roles (s)he will find herself/himself in. It can be useful to prepare in advance a "list" of things you would like to focus your attention on (see also following point "observation grid"). You are free to adopt the grid that better suits you (we suggest that you – however – discuss it with your mentor). Examples of these lists might be:

Competence-based list (from the TOTEM training description):
- The competence to understand, use and adapt existing **training concepts** as well as to develop new training concepts, with particular attention between the freshly began cooperation between new EU member countries and Meda countries;
- The competence to analyse the **needs** of the target group of a training activity and to design a quality training **programme** with appropriate **methodologies**;
- The competence to design and implement the **methods** necessary for EuroMed training activities in the youth/non-formal education field;
- The competence to create an appropriate **learning environment**;
- The competence to train and facilitate **international groups** of youth workers and youth leaders, in terms of groups dynamics, participation, consensus, etc.
- The competence to guide and facilitate **(intercultural) group processes**;
- **Presentation competences,** hereby including: communication skills, document editing, other "hard skills",…
- The competence to deal effectively with **ambiguity and crisis**;
- The competence to co-operate and work effectively in international teams of trainers **(team competence)**;
- **Intercultural competences** (empathy, tolerance of ambiguity, distance to social roles);
- **Social competences** (e.g., communication, conflict management...);
- The competence to **manage a training project** as a whole.

(Each item of the list should/could be expanded to a number of different "observable" tasks.)

Time-based list:
Before the session / course
- Preparation of the contents:
  - Selection;
  - Adaptation to participants;
  - Sequence and order;
  - References and materials for further exploration;
  - …
- Preparation of the methods:
  - Pedagogical choice;
  - Selection of methods;
  - Sequence and flow;
  - Adaptation to the training situation (participants, timing, materials…);
  - …
- Preparation of the material and physical learning environment.
- Psychological preparation.

During the session / course
- **Launching phase:** Starting
  - To introduce the topic, to specify the objectives and unfolding envisaged;
  - To propose possible methods and techniques to achieve the goals;
  - To ask the group a feedback on the objectives and unfolding of the session;
  - To agree upon the working and learning rules with the group;
  - …
- **Working Phase:** to make the group progress towards the achievement of objectives:
  - Clarification function: towards the contents;
  - To reformulate to ensure of the comprehension of the given idea;
  - To express in a simple and clear way the basic ideas and opinions;
  - To summarize the points of agreement or dissension in the group;
  - To structure the ideas put forward;
  - To make syntheses progressively with advanced the discussion;
  - …
- **Methodological function:** towards the training approach and methods
  - To facilitate the free circulation of ideas;
  - To facilitate that all participants get involved;
  - To facilitate the collective participation;
  - To focus the attention of the group on the key points;
  - To keep the time assigned;
  - …
- **Facilitation function:** towards the atmosphere
  - To have an attitude of listening, comprehension and support;
  - To show interest and respect the opinion of each participant;
  - To create a reciprocal atmosphere of confidence;
  - To make breaks when it is needed;
  - To identify the existing tensions in the group;
  - To cool down the discussion's atmosphere when it is needed;

- To manage conflicts in a constructive way
- …

• **Termination phase:** to conclude
- To enable a synthesis, to release the results, conclusions or decisions taken;
- To evaluate the achievement of the objectives;
- To thank the participants;
- …

After the session/course
• To evaluate:
Taking the feedback of participants and of the team;
• Making an auto-evaluation;
• To arrange the room and the material use (if needed);
• …

None of these is an exhaustive list. **They are deliberately partial, subjective and simplified** summing ups of the tasks and functions of a trainer. **Do not limit your observation to it…** The observed reality will be always larger, wider and more complex. Feel free to change, adapt and modify it! Use the "…" to complete it!

You can definitely choose other approaches for organising your observation (for example settings: observing in plenary, in small groups, in team meetings, in coffee breaks... or tasks: presenting, facilitating, summarising, writing…).

3) Observation - Learning grid

Combining the ideas of points 1 and 2, we can design a grid that we could use as a note book where to write down our reflections and our learning achievements during the observation.

Following the chronological order of a training session/course, you can take note of your learning achievements by Acquisition, Closure, Opportunity, Reinforcement, and Creativity. Read again the definition of these five learning mechanisms in the observation. From all of them it is particularly relevant the learning by Creativity, specially if –as we proposed you- you will observe a trainer, a course, a way of doing very different to the one you are used to. Try to imagine how you could modify, combine, apply and use all the potentials of the other way of doing.

Again, this is not a rigid frame; feel free to adapt it, expand it and modify it. You can use one copy of it for each observed session and another one for the whole course. Use some key words to be able to remember your reflections. You do not have to take notes in all squares… Just when learning happens! The structure of the report of the Observation phase will be based on this observation-learning grid; it will be the formulation, summing-up and further reflection on it.

The following example has been developed on the basis of the "time-based list":

Observation – Learning Grid - Duration of the observation:

Session sequence / My learning →	By Acquisition Why?	By Closure Why?	By Opportunity Why?	By Reinforcement Why?	By Creativity Why?
Before the session / course					
• Preparation of the contents					
- selection					
- adaptation to participants					
- sequence and order					
- references and materials for further exploration					
…					

My learning → Session sequence	By Acquisition Why?	By Closure Why?	By Opportunity Why?	By Reinforcement Why?	By Creativity Why?
• Preparation of the methods					
- pedagogical choice					
- selection of methods					
- sequence and flow					
- adaptation to the training situation (participants, timing, materials…)					
…					
• Preparation of the material and physical learning environment					
• Psychological preparation					
….					
During the session/course					
• Launching phase: Starting					
- To introduce the topic, to specify the objectives and unfolding envisaged					
- To propose possible methods and techniques to achieve the goals					
- To ask the group a feedback on the objectives and unfolding of the session					
- To agree upon the working and learning rules with the group					
…					
• Working Phase: to make progress the group towards the achievement of objectives					

My learning → / Session sequence ↓	By Acquisition Why?	By Closure Why?	By Opportunity Why?	By Reinforcement Why?	By Creativity Why?
1. Clarification function: towards the contents: - To reformulate to ensure of the comprehension of the given idea - To express in a simple and clear way the basic ideas and opinions - To summarize the points of agreement or dissension in the group. - To structure the ideas put forward - To make syntheses progressively with advanced the discussion					
…					
2. Methodological function: towards the training approach and methods - To facilitate the free circulation of ideas - To facilitate that all participants get involved - To facilitate the collective participation - To focus the attention of the group on the key points - To keep the time assigned					
…					
3. Facilitation function: towards the atmosphere - To have an attitude of listening, comprehension and support - To show interest and respect the opinion of each participant - To create a reciprocal atmosphere of confidence - To make breaks when it is needed - To identify the existing tensions in the group - To cool down the discussion's atmosphere when it is needed - To manage conflicts in a constructive way					
…					
• Termination phase: to conclude					
- To enable a synthesis, to release the results, conclusions or decisions taken					
- To evaluate the achievement of the objectives					
- To thank the participants					
…					

Session sequence / My learning →	By Acquisition Why?	By Closure Why?	By Opportunity Why?	By Reinforcement Why?	By Creativity Why?
After the session/course					
- To evaluate: Taking the feedback of participants and of the team Making an auto-evaluation					
- To arrange the room and of the material used (if needed)					
…					

4) Report structure of the Observation

Try to very briefly explain each point of the seven following parts. The report should not be more than 7 pages; but you can append all the documents which you will find important, as well as the grids used for the observation, the photographs, and the programme…

Introduction

• Brief introduction of the observed trainer and general framework of the training course/seminar (organizers, topic, objectives, time frame…).

Learning Objectives

• Why did you choose to observe this trainer in this training course?
• Which ones were the expected challenges in the observation?
• What were you expecting to learn with the observation?
• How did you develop the observation grid in relation to your learning objectives?

Description of the observation

• Which part of the course/seminar did you observe? Why?
• What were the relevance and relationship of this part with the EuroMed Youth work?

Most important learning achievements

Before the session/course/seminar
• By Acquisition Why?
• By Closure Why?
• By Opportunity Why?
• By Reinforcement Why?
• By Creativity Why?

During the session/course/seminar
• By Acquisition Why?
• By Closure Why?
• By Opportunity Why?
• By Reinforcement Why?
• By Creativity Why?

After the session/course/seminar
• By Acquisition Why?
• By Closure Why?
• By Opportunity Why?
• By Reinforcement Why?
• By Creativity Why?

Further reflections on

• The educational choices made
• Trainers team work and dynamic
• Interaction with participants
• ...

Describe a relevant anecdote or revealing moment observed

Attention: This small text might be read during "Seminar Two" by other colleagues participants, so structure it as a short "standalone" story... think to this text as a "gift" from you to the Totem Community: it doesn't matter if the event described is incredibly important or not, funny or not, interesting or not... the only criteria has to be that it was relevant for you and your learning (and that the text is understandable also if taken alone, out of this report).

Which feelings did the event described in the story provoke in you?

Why do you think you experienced these feelings? How were these feelings relevant to your learning? What thoughts did these feelings arouse in you?

Did you had the chance / are you planning to feedback your "observed trainer" on the outcome of your observation? How? What about? What did you learn from this experience (if applicable!)?

Final conclusions

Considering your own learning objectives for the Observation, which further learning needs can you identify?

(After the observation for my work as a trainer in EuroMed I still have to learn...).

Appendix 3
MENTORING

1) Background

Mentoring was foreseen, as a key learning tool, in the initial course description of ATTE:

"Mentoring: Each participant trainer has mentor who is a member of the course team. The mentor supervises the learning process during the full duration of the programme and is involved in consulting with the participant trainers specifically with respect to the training activities designed, implemented and evaluated in the practice periods."

(Excerpt from the course description)

Mentoring was thought to be a learning tool to support the personal learning process of ATTE participant's trainers. This is particularly relevant in a two years long training course. Mentoring would then contribute to increase the quality and consistency of the learning through the whole ATTE Course.

2) Objectives

- To support the participants trainers' development process; primarily as a trainer but as well as a person;
- To help participants trainers to link the different ATTE learning features;
- To give continuity, coherence and consistence to the learning process through the whole ATTE course.

3) Guidelines

It is not easy to identify common guidelines for mentoring. In practice, the mentoring depends very much on each mentor-"mentee" professional and personal relationship. Nevertheless, the ATTE team discussed and identified, some common guidelines that they tried to develop -together with the participant trainers- in their mentoring work.

Those ideas which constitute the shared approach to mentoring in ATTE, are summarised in the following points:

Co-responsible learning process

Mentoring is a process, in which mentor and "mentees" -having different roles- are equally responsible for the learning. In other words, the usefulness, effectiveness and depth of the mentoring relayed upon the mentoring skills of the mentor and the participants trainer's capacity to learn from the level of work undertaken.

The role of the mentors

The primary role of the mentors was to support ATTE participants trainers in their development process as trainers (and as persons). In concrete, this supportive role of the mentors implied the following attitudes and ways of working:

- Asking questions instead of giving advice;
- Challenging the participant trainer on practice as well as "thinking" (i.e. planning & analysing):
- Giving time for reflection;
- Giving space to talk both about professional and private matters;
- In most of the occasions let the participant trainer set the agenda;
- Trying to make participant trainer observant on what you perceive as blocks or obstacles to development;
- Helping the participant trainer to a positive mental attitude;
- Listening when the participant trainer has a problem; identifying his feelings and legitimising them;
- Providing information when needed;
- Encouraging exploration of options;
- Effectively confronting negative behaviours.

Mentoring process

- Establish relationship (e.g. make a contract);
- Identify points/areas of concern to the participant trainer;
- Establish "objectives";
- Reflect, discuss;
- Make plan for development (if useful).
- Discuss, revise.

4) When and how?

The mentoring started in the first ATTE Seminar and continued until the end of ATTE.

In the first Seminar, the ideas and mechanisms of the mentoring in ATTE were introduced and the first mentor-"mentees" dialogues took place. There were mentoring sessions in the programme of all the following seminars. In the last one, those sessions were especially devoted to the self assessment. Very often, part of the free time of the Seminars was used to prolong the mentoring.

In between the Seminars, there was an ongoing mentoring work via telephone, internet, the open learning community and virtual community... Additionally, some mentors and "mentees" used the opportunity of being together at other meetings or training activities, to continue their work.
This permanent and intensive mentoring work allowed mentors and "mentees" to follow, link and consolidate the learning features and activities within ATTE: seminars, practice I, practice II, Training Quality Products, Peer support groups...

Appendix 4
PROMOTING CHANGE – SOME THEORETICAL REFLECTIONS

Howard Williamson & Mark Taylor (2005)
Madzinga: Intercultural via experiential learning and outdoor education.

At different stages during the Madzinga course in Lustin and Samukas, we attempted to give different types of input and structure exercises which would help give participants food for thought about the theoretical bases of our work. So we thought it might be interesting to explore and develop some of those ideas in this publication. We don't claim any higher truth – we are just trying to find our way and reflect on these ideas as we go.

Back in the early 1990's we (together with others) had both been experimenting with introducing more experiential, interactive approaches into our international youth work training. We were convinced that bringing people into situations where they had to really work together would bring them closer to each other and create more fertile ground for good communication and learning. Looking back at the programmes of courses we worked on then, you can see a workshop here, a few team building exercises or some rudimentary inputs on experiential theory there. It was only in 1998, with the Roofonfire course, that we were able to have a concen-trated couple of weeks "out in the bushes of Lithuania" with an international group of youth workers experimenting with a whole range of experiential learning methods in the countryside. Going on long hikes, confronting participants with problem-solving exercises, introducing some theory, cooking together, getting participants to create and reflect on their own workshops in groups – all of this was really exciting and motivating. And it proved to be the basis for other courses in Slovakia, Iceland and again in Lithuania over the next few years. And, as we went through the whole process and talked and argued about it all, we realised that there seemed to be a very interesting by-product of our work: people were also learning about each other's culture, their values, how they lived, what was important for each of them… And they were finding new ways to create solutions which drew on their skills and experience. We decided to think some more, to read some more, to learn some more and then we found our way to the title of this training course: Intercultural via experiential learning and outdoor education.

Geert Hofstede says that "culture is the way people solve problems". Of course, this does not tell the whole story, but hearing that phrase was another strong motivation to us that we were on a track which could teach us something. Perhaps, also, these attempts to work experientially can provide different ways into intercultural learning, different insights and motivation to experiment further.

What and why experiential learning?
Experiential learning is learning through doing. It is a process through which individuals construct knowledge, acquire skills and values from direct experience (Association of Experiential Education 1995). Experiential learning occurs when individuals engage in some activity, reflect upon the activity critically, derive some useful insight from the analysis and incorporate the result through a change in understanding and/or behaviour.

Experiential learning is based on the assumption that all knowing must begin with the individual's relationship to the topic. The effectiveness of experiential learning is derived from the idea that nothing is more relevant to us than ourselves. What experiential learning does best is to install a sense of ownership over what is learned. It adds to the interest and involvement of the participants but, most importantly, it contributes significantly to the transfer of learning. The ultimate result is that individuals accept responsibility for

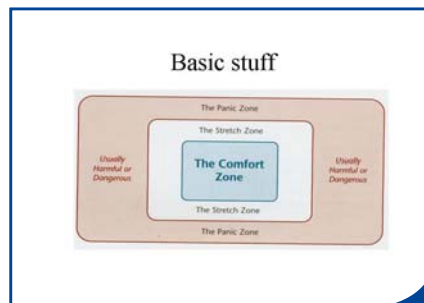Aim: deepening of understanding on experiential learning by practicing and discussing it

Program line:
- Learning experience. What is it?
- Frontloading with theoretical frame
- Experiential learning in practice from our group process
- Finalizing discussion

Experiential learning methodology

PLAN — EXPERIENCE
ACTION
REFLECTION
ABSTRACT — REFLECT

What about experiential learning as :
• Method for…

• Techniques in experiential learning method

Basic stuff

The Panic Zone
The Stretch Zone
The Comfort Zone
Usually Harmful or Dangerous
The Stretch Zone
The Panic Zone

what we are aiming to do is:

• to create situations which help people increase the size of their group comfort zone, by testing themselves in their group stretch zone

At the edge of the comfort zone…

• Defence systems against change
• Anxiety, uncertainty
• Trust and support are needed! (change conditions)
• Processing the experience needed!
• Great learning opportunities!

Levels of processing

their own learning and behaviour, rather than assigning that responsibility to someone else (Nadler and Luckner, emphasis added by us).

People develop and change over time as a result of their heredity, culture, their environment, education, experiences they have. As trainers or educators some of our greatest successes occur when we support, challenge and help (young) people to develop in a way that is personally meaningful and so help them to better make choices in life.

By experiential outdoor programmes we can further the individual's learning and development by establishing environments characterized by a state of dynamic tension. This state of dynamic tension is composed of two conditions: a sense of safety and security and a sense of disequilibrium, or imbalance. This imbalance refers to an individual's awareness that a mismatch exists between old ways of thinking and new information. In our context, an example of this would be when someone gets in contact with people from another culture and they behave in ways which are difficult to understand. It is a state of internal conflict which comes from our innate drive to act and to understand. Thus providing motivation for people to integrate new experience and knowledge or reshape existing perceptions. Piaget refers to these changes as the process of accommodation and assimilation.

One of our key theoretical starting points was the following model from Tuson (1994) - this really helped us in trying to understand some of the processes involved :
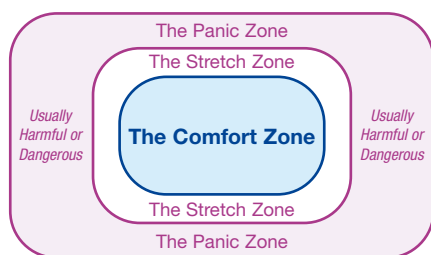
Through involvement in experiences that are beyond their comfort zone (via outdoor experiential activities), young people find themselves in an area that feels uncomfortable and unfamiliar - the stretch zone. By overcoming these anxious feelings and thoughts while simultaneously sampling success, young people can make their comfort zone bigger. Of course this does not happen automatically; it needs careful processing and attention for physical and emotional safety. When people feel too insecure, they risk to land in their panic zone - a place where learning is not possible any more, because all they want to do is get back to their comfort zone as soon as possible.

If we look at this model from the point of view of the intercultural educator, then we can see the comfort zone as the place where you know your culture, you know how to act and think within it. The stretch zone becomes the place for interacting relatively safely with other cultures. And the panic zone becomes the place of severe intercultural conflict and the breakdown of communication.

So, to put it basically, what we are aiming to do is: to create situations which help people increase the size of their cultural comfort zone, by testing themselves in their cultural stretch zone.

Generalization of learning

One of the main objectives of experiential programmes is to assist people in developing insight, knowledge and skills that they can transfer to their lives via a structured experience.

[In this context] generalization of learning is the application of what people learned as a result of attending an experiential course. It occurs when the learning in one situation carries over to another. (Nadler and Luckner)

The more people digest, synthesize and assimilate what's happening to them, the more self-knowledge becomes available for learning and development. Increased awareness and understanding of feelings, thoughts and behaviours provide people with a better chance of making changes and choices in their lives and in similar situations in everyday life.
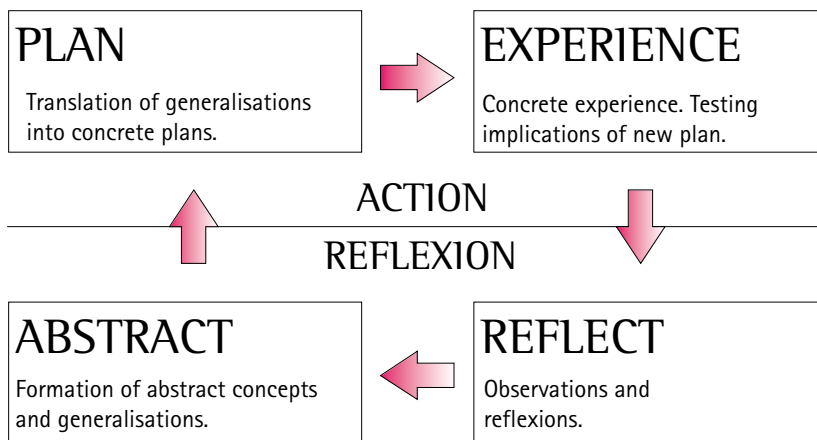
The following diagram attempts to illustrate the way in which thoughts, feelings and behaviours occur during experiential learning programmes. Processing (see below) helps young people to bring the circles closer together and optimally they become interwoven so that the awareness and growth that occurs during the experiential learning programme produces gains for use in other settings and situations.
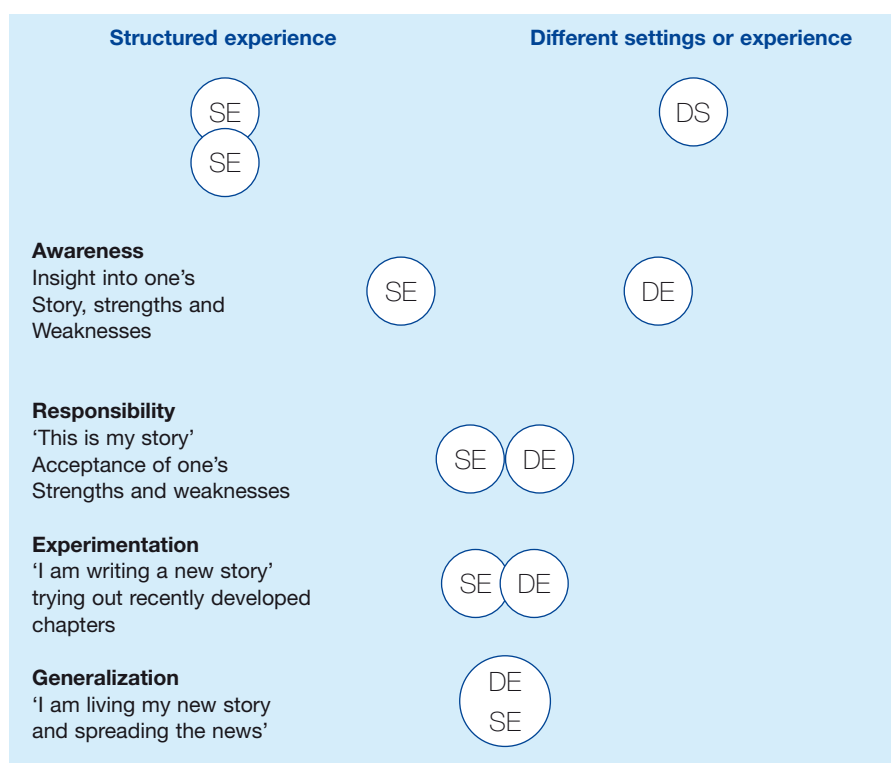
The experiential learning cycle

"Our lives are comprised of billions of experiences. What is most important though is not just the quantity and quality of these experiences but what we learn from each experience" (Cousins, 1981).

The basis of experiential learning is the idea that only doing (experiences) is not enough. It is the reflecting upon the experience and the learning from this experience that can lead to better understanding and/or change. Kolb's experiential learning cycle makes this basis clear.

Diagram

PLAN
Translation of generalisations into concrete plans.

→

EXPERIENCE
Concrete experience. Testing implications of new plan.

ACTION
REFLEXION

ABSTRACT
Formation of abstract concepts and generalisations.

←

REFLECT
Observations and reflexions.

Experiencing

Learning experiences are generated naturally in one's daily life, but they can also be arranged to provide opportunities for specific learning (group dynamics, intercultural learning etc.). Once specific learning objectives are identified many types of learning can be selected to facilitate their achievement. This structured experience is the stage in which participants participate in a specific activity, with a specific objective (e.g. to make people aware of the differences in a multicultural group). These activities can range from cooperation and communication activities to simulation games, role-plays etc.

If the process stops after this stage, all learning is left to chance and the trainers have not fulfilled their responsibilities for facilitating participants' learning.

Reflecting

The reflection process turns experience into experiential learning. People have experienced an activity and time needs to be allocated for participants to look back and examine what they have seen, felt and thought during the activity (e.g. how did we experience the differences in our multicultural group?).

Reflection may be an introspective act in which the learner alone integrates the new experience with the old, or it may be a group process where the experience gains a sense through discussion. Feedback of other participants can help to better see and feel these experiences and emotions.

Generalizing

If learning is to be transferred from the structured experience to other situations and settings, it is essential for individuals to be able to make links from this specific experience to everyday life. An essential aspect of experiential learning is the search for patterns. Patterns unite the previously isolated incidents. This search for patterns is undertaken to explore whether emotions, thoughts, behaviours or observations occur with some regularity. Is this something I recognize in myself? (e.g. Did I experience this before? Did I react in the same way in previous experiences in multicultural groups?) When these emotions, thoughts, behaviours or observations can be understood in one situation, this understanding can be generalized and applied to other situations. Thus generalizations are to be made about 'what tends to happen', not about what specifically happened in this particular experience.

These phases of reflection and generalising are very similar to the concept of meta-communication advocated by Werner Treuheit in his recommendations for increasing the opportunities for intercultural learning. By sharing perceptions, emotions and thoughts about how we communicated in a particular situation with people from other cultures – we gain an enormous amount of new information and understanding.

Applying

For experiential learning to be effective, it is necessary for participants to use the learning that they acquired through participation in the structured experience and to make a link to the outside world. At this point, participants are encouraged to plan ways to put in action the generalizations that they identified in the previous stage. This procedure of shifting the attention from the structured experience to actual situations and settings in participants' daily life makes experiential learning practical and meaningful. (e.g. What did I learn from this experience and… what will I do with it?). As indicated in the diagram above, there is an arrow from applying to experiencing. This arrow indicates the belief that the application of learning becomes part of the background knowledge for the next experience. Participants can experiment with their new knowledge in the next activity, reflect on it, generalize and apply it, and the circle goes on…

Intercultural pause

Sit back; think about what you have just read.
What sense does it make to you?

Processing the experience

The task of the trainer in this learning cycle is to facilitate the participants' learning, to help the participant to go through the different steps of the process. This is called 'processing'. Processing is best viewed as an activity that is structured to encourage participants to plan, reflect, describe, analyse and communicate about experiences and to learn from them - it can happen before and after each stage of the cycle.

Processing activities can be used

To help participants to focus or increase their awareness on issues before the activity, or on the entire experience;
To facilitate awareness or promote change while an experience (activity) is occurring;
To reflect, analyse, describe or discuss an experience after it is completed;
To help participants to give feedback to their colleagues;
To reinforce perceptions of change and promote their integration in participants' lives after the experience is completed. (Gass 1993)

Why process?

In general, experiential educators and therapists agree that learning occurs through active extension and grounding of ideas and experiences in the external world and through internal reflection about the attributes of the experiences and ideas.

Processing enhances the richness of the experience so it stands out and apart, like the important lines of a page underlined with a yellow highlighter (Nadler and Luckner).
The unique things people learned about themselves can be used again and generalized to other settings. When a new experience is processed, integrated and internalised (young) people are able to grow and as a result they have more choices and influence in their lives.

Change conditions

Here we adapt some of the thoughts of Nadler and Luckner.

How do people change and why is experiential learning such a powerful change agent? The answers to these questions lie in the understanding of the role of disequilibrium. The state of disequilibrium creates an unorganised effect or ego-confusion wherein a quality of disorganisation or dissonance predominates.

To try to restructure or reorder this disequilibrium; to regain balance is where change in feelings, thoughts, attitudes and behaviour patterns occur. It is in the process of getting lost, feeling anxious and uncomfortable (stretch zone) that people can learn the most about themselves and others.

Defences

From our childhood we have developed defence mechanisms to protect ourselves against feelings of anxiety. Common defences are: denial, blaming others, taking control, anger, aggression, perfectionism, intellectualising, humour… These defences protect us from feeling some of our deeper feelings such as fear, inadequacy, loneliness, hurt, rejection, or helplessness.

When people come to the edge of their comfort zone, their wall of defence gets activated, some deep feelings may be experienced and emotional arousal may be very intense at first. Without the normal defences intact, disequilibrium becomes a driving force which increases emotional intensity. At these times, new ways of reacting and feeling can be tried as a means to re-establish balance. This process of being at the edge of the comfort zone, getting into the stretch zone through a structured experience can form the basis for new approaches to thinking, feeling and acting.

But it is not such an easy process to break through this wall of defences. Some conditions can help to promote change.

Hope

This condition exists when people view the experience as a way to dissolve some of their problems, as a way to learn things, to fulfil their needs or to heal their wounds. There is an expectation of a positive outcome or a possibility to attain their goals.

Effort

Encourage taking physical, emotional and behavioural risk by creating a safe environment.

Trust

This relates to an assured reliance or confident dependence on others, one's self, the trainer and /or the experience. Trust is not an automatic process. By building up the experiential process we have to develop and enhance trust.

Constructive level of anxiety

This condition exists when we bring people into the stretch zone through structured experiences. People feel in trouble, ambivalence, confusion, stress, discomfort, frustration. But the anxiety level has to be constructive and safe.

A sense of the unknown or unpredictable

This condition exists when people have a sense of mystery about what they are going to experience. There is a limited time for rationalizing and defending. Rather than giving answers to all the questions they will come up with, its better to encourage them to accept and deal with their feelings of uncertainty.

Perception of risk

This condition exists when people perceive the experience as either a physical, emotional and/or behavioural risk. It is usually a perceived risk. In most experiential programmes there is a large contrast between the perceived risk and the actual risk. One of the major components of processing is to help participants understand how they deal with these perceived risks and then transfer this learning to other perceived risks in their daily lives.

Edgework: from comfort zone to stretch zone

With care and attention, personal growth or stretching previous risky and unknown experiences can be tamed and incorporated within the comfortable and safe zone, thus enhancing one's self esteem.

What happens at the edge of the comfort zone?

As people go closer to the stretch zone, their sense of disequilibrium increases and a sense of uncertainty exists. The wall of defences becomes prominent in an effort to control the sense of disequilibrium. People's feelings intensify at the edge, their physiological symptoms change; internal conversations with us get louder… All these things happen at the edge and people break through to the stretch zone or turn back to the safety of the comfort zone. A wealth of valuable information can get lost when we don't support people to reflect on these moments.

Putting it all together - Levels of processing

Once at the edge, you are able to help participants to become aware of what they are saying, doing, thinking, feeling. In a further processing stage you can focus on whether this is a typical pattern for the person in order to make it possible to take responsibility, to own their patterns. Once people have taken responsibility you can encourage them to experiment with these new patterns and do something different at the edge. Because the edge components influence each other and are interdependent, making change in one component can influence the other components. And so participants can feel more empowered; there are more choices for them. They always have a choice: to go back; to move forward; to stay the same.

Levels of processing
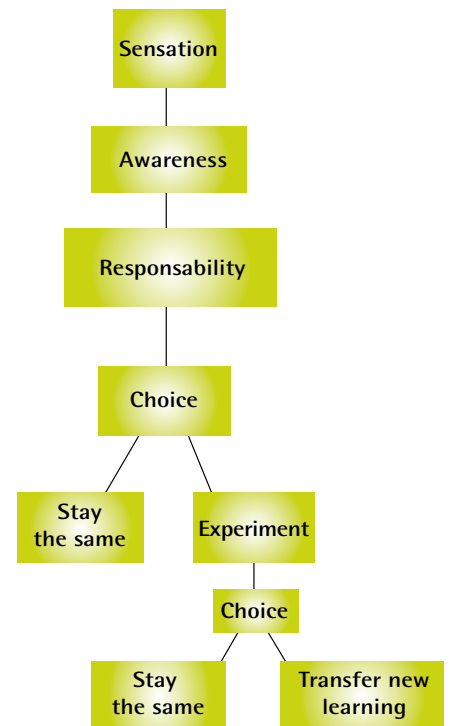
Intercultural pause:

If you know Milton Bennett's developmental model of intercultural sensitivity (if not, have a look at T-Kit 4 for an introduction) then have a think about the similarities between his ideas and those developed above…

When people move from ethnocentrism to what he calls "ethnorelative stages" they display a lot of the same kinds of emotions as those who are engaged in "edge work".

Interesting, isn't it?

This is a work in progress – we are still discovering and challenging ourselves. And we would be really happy to hear your reactions to this!

Appendix 5
USEFUL WEBSITES IN RELATION WITH TRAINING, INTERCULTURAL LEARNING AND YOUTH WORK

1. Training

http://www.training-youth.net
Website of the Partnership between the Council of Europe and the European Union in the youth field. Online, downloadable publications: T0Kits on Project Management, Organisational Management, Intercultural Learning. Quaterly magazine on training youth Coyote.

http://www.educ.usherb.ca
Plan de cours en formation interculturelle - In French

http://www.infed.org
Information on informal / non-formal education.

http://www.community-work-training.org.uk
Info on training with focus on community work.

http://www.ianr.unl.edu/iane/4h/volun/arlen/nonforma.htm
Focus on volunteers management.
http://www.ispi-atlanta.org/Evaluation.htm
Useful information on how to evaluate training activities.

http://home.att.net/?nickols/evaluate.htm
Information on evaluation.

http://trgmcber.haygroup.com/
Training Resources Group – a lot of resource materials, more to buy.

http://learningfromexperience.com/
Information on experiential learning.

http://www.activetraining.com/
Web-site with a lot of handouts, training ideas for different events. Focused on skills development.

2. Culture and intercultural learning

http://www.hammer.prohosting.com/?brianvdh/print_edward_t_hall_great.htm
Reflections about Edward T. Hall theories on intercultural learning and communication

http://www2.andrews.edu/~tidwell/bsad560/Hofstede.html
Information about Geert Hofstede's theories on perceptions of cultures.

http://www.management.mcgill.ca/course/orgbeh/JAEGER/HOFSMGMT.HTM
Information about Geert Hofstede's theories.

http://www.carla.acad.umn.edu/culture.html
Information about culture.

http://www.afs.org/efil/
 European Federation for Intercultural Learning (EFIL) is the umbrella organisation of 19 European AFS Organisations who organise intercultural stays for young people in a world-wide network. The web-site includes information on EFIL's activities ,on its member organisations and their programs, news, and the Global Education Bulletin.

http://www.ethologies.com/en/default.asp
Country E-thologies is a collection of Internet sites which are organized by country and topics for ease of use into a one-stop on-line country information research environment.

http://www.inform.umd.edu:8080/EdRes/Topic/Diversity/
University of Maryland Diversity Database: A comprehensive index of multicultural and diversity resource on issues such as age, class, disability, gender, national origin, race and ethnicity, religion and sexual orientation.
http://www.colorado.edu/journals/standards/
The international journal for multicultural studies with volumes on pride, education, resistance, survival and other topics.

http://www.inmotionmagazine.com/
In Motion Magazine is a multicultural, online U.S. publication about democracy.
http://home.nordnet.fr/~sybeugnet/ve/yo-pages/toolbox/inter_learn-summary.htm
"The very best of" the links to resources in intercultural learning, including 'Domino' and 'Education Pack' by the Council of Europe's Directorate of Youth and Sports.

http://carla.acad.umn.edu/IS-bibliography.html
University of Minnesota: A 1999 bibliography for culture learning, intercultural education and language learning.

http://interculturalpress.com/shop/index.html
Intercultural Press: The catalogue of an American publishing house specialised in intercultural issues.

http://www.nscentre.org/
North-South Centre: The site of an organisation of the Council of Europe, which provides a framework for European co-operation in raising public awareness on global interdependence issues.

http://www.oxfam.org.uk/coolplanet/teachers/index.html
Oxfam: This site makes teaching about the world easier for teachers, by providing high-quality educational packages; homework ideas and activities for children to do on their own; and easy access to educational resources from Oxfam's extensive educational catalogue.

http://www.adri.fr/default2.html
ADRI (Agence pour le developpement des relations interculturelles): An organisation promoting the integration of immigrant communities in France and the harmonious development of relations between native and foreign populations .They have a resource centre and a training centre, and the site includes a list of relevant links as well.

International youth work

InfoMOBIL: http://www.eryica.org/infomobil
Practical travel & mobility information for young people travelling throughout Europe.

EURODESK: *http://www.eurodesk.org*
The one-stop-shop for information on EU and Mobility programmes and funding opportunities for young people and those working with them.

EURYDICE: *http://www.eurydice.org*
The European Education systems database and information unit.

European Commission - DG Education & Culture:
http://www.europa.eu.int/comm/dgs/education_culture/index_en.htm
The Web Pages of the European Commission in Brussels.

SOS:
http://www.sosforevs.org/
The European support unit for the European Voluntary Service Programme, includes the online database of most projects.

Coyote Magazine:
http://www.coe.fr/youth/english/Coyote/issue00/Firstpage.htm
A magazine on issues around youth? training? europe for all those that want to know about more about the world of youth worker training in Europe.

United Nations Youth Information Network:
http://www.un.org/esa/socdev/unyin/

Besides facts about the UN youth activities this site provides information on youth conferences and events, and youth web-sites and addresses. It also contains Youth Bulletin and News and a Youth Reference Library.

Mobility international:
http://www.mobility-international.org)
Site for the organisation which offers exchange and other opportunities for young disabled people.

Youth for Habitat and Agenda 21:
http://www.youthforhab.org.tr
Home Pages for the Habitat and Agenda 21 Initiatives promoting young people's perspective on these initiatives and others.

YONET:
http://www.yonet.org
Online partner finding service for youth groups / workers.

IJAB (Internationaler Jugendaustausch- und Besucherdienst der Bundesrepublik Deutschland): http://www.ijab.de/indexdeu.htm
Site of a central agency for international co-operation in the field of youth policy.They support contacts, organise exchange and language programmes, provide information and councelling. The site includes a list of useful links as well.

Infed: the Informal education homepage:
http://www.infed.org/wel-ydev.htm
Theoretical and practical information on noon-formal education, with a focus on the United Kingdom

INJEP (Institute National de la Jeunesse et de l'education Populaire):
http://www.injep.fr/injep/injep.html
This organisation promotes non-formal education and associative life, youth participation and international co-operation. Their site is only in French.

Participation of Young People

http://www.coe.fr/youth/home.htm
and
http://www.coe.fr/youth/english/mainmenu.htm
The sites of the Directorate of youth and Sport of the Council of Europe contains a European survey of national on-line data-banks and internet services of interest to young people, information on the European Youth Centres in Strasbourg and Budapest, guidelines of application to the European Youth Foundation, as well as information on youth research and youth policies. It also provides a list of links to national and international youth organisations and useful addresses.

http://www.youthforum.org
Site of the European Youth Forum, which comprises the National Youth Councils (NYC) and International Non-Governmental Youth Organisations (INGYO) in Europe. The aim of the association is to promote issues relevant to young people in Europe towards the Council of Europe, the European Union and other policy makers and to support and co-ordinate the work of its member organisations.

http://www.coe.fr/cplre/eng/etxt/echartejeunes.htm
Link to the European Charter on the Participation of Young People in Municipal and Regional Life

http://www.iz.or.at/humanrights/
School Network Human Rights - A project co-ordinated by the Interkulturelles Zentrum, Austria. Teachers and students from 41 countries developed joint projects and agreed on activity plans to find out if human rights are respected – in their schools, in their homes, in their communities. The international projects are on participation, racism & xenophobia, human rights, violence/conflict and violation of children's rights.

http://www.coe.int and http://culture.coe.fr/edu/eng/edulist.html
The web page of the Council of Europe. Under 'education' you can find out about 'Education for democratic citizenship', Network for School Links /Exchanges and Human Rights

http://www.iyfnet.org/document.cfm/23
Site of the International Youth Foundation. Presents in-depth discussions on the range of ways young people are involved within child and youth development programs as well as in the broader social, political and economic development of their communities and countries.

http://eyrb.epm.se/aeyrb.htm
A database including bibliographic data on youth research literature from a number of European countries. Data registration began in April 1998. It also contains entries from the Nordic Youth Research Bibliography - NYRIB, Produced by the European Youth Centre, Strasbourg.

http://www.youngaustralians.org/Resources/Youth%20Participation/1.htm
A guide by the Australian Youth Foundation which is intended to assist organisations to develop appropriate strategies to enable young people to participate, learn and share. It has advice on how to include young people in ongoing decision making in your organisation and ensure a genuine partnership between the young people and adults involved.

http://www.ecouncil.ac.cr/rio/focus/report/english/peace-ch.htm
Report on resolutions of the Rio Summit concerning the participation of children and young people in environmental and developmental issues.

http://www.britishcouncil.org/governance/democ/participation/part1.htm
An overview of participation and participatory approaches detailing some of the key issues in the UK and internationally; listing key information sources, and sharing a few pointers on possible courses of action.

http://www.iied.org/resource/

Based in London, the Resource Centre at IIED (International Institute for Environment and Development) provides a comprehensive service for those seeking practical information on all aspects of participatory methodologies, with a particular focus on their application and integration into institutional structures. The documentation consists mainly of unpublished literature, case studies and reports, and features material in more than ten languages. The PLA database contains bibliographic information on more than 2000 documents and includes a full index, with abstracts, of the journal PLA Notes.

http://www.ids.ac.uk/ids/particip/home/index.html

The Participation Group at the Institute of Development Studies, University of Sussex, is working in support of participatory approaches to development. Their major focus is in supporting South-South sharing workshops, exchange visits and information exchange between practitioners, local people, government workers, NGO and donor staff. The Participation Group also convenes action research projects, disseminates writing, provides training and catalyses and supports participation networks around the world. The Participation Group Reading Room at IDS holds a collection of about 3000 documents consisting mainly of unpublished, practical information on participation. *http://nt1.ids.ac.uk/eldis/*

Eldis is a gateway to on-line information on development and the environment, focusing on countries of the South. Eldis makes a qualitative selection of materials and structures it for easy access. It provides an ever increasing number of descriptions and links to a variety of information sources, including WWW and gopher sites, databases, library catalogues, bibliographies, full-text documents, email discussion lists, research project information, map and newspaper collections. Where there is no Internet link available, other information on the availability of databases, CDRoms and other sources is given.

http://nt1.ids.ac.uk/eldis/pra/pra.htm

The Eldis Directory of Participation Information Sources is one of the 80 subject guides available on the Eldis site. It offers a structured overview of the subject. Major sources (which include descriptions of organisations, databases and discussion lists) are arranged into useful groups. Searches have also been prepared using a set of appropriate search terms to find on-line materials (including sections of WWW sites) and bibliographical references to printed publications (books, journal articles, working papers, etc.) held in the British Library for Development Studies.

http://www.oneworld.org/itdg/shop.html

Based in London, the Intermediate Technology Bookshop specialises on development issues, stocking not only IT Publications but also a wide range of complementary publications and is one of the best places in the UK for anyone wishing to purchase books on participatory development.

http://www.oneday.org/youth_participation_in_un.htm

Site of an international youth movement campaigning for peace.

http://www.cm.coe.int/dec/1999/690/81.htm

Recommendation of the Committee of Ministers of the Council of Europe called "Europe 2000 - youth.
participation: the role of young people as citizens", CLRAE Recommendation 59 (1999).

http://youthactivism.com/index.htm

A US clearinghouse for minors, who are excluded from democracy. It encourages maximum youth participation by presenting success stories, strategies for action, advice for adult allies, and (mostly US-based) resources.

http://www.ecpatiyp.org/

Rich site of an international network of youth participation projects fighting for the end of child prostitution and trafficking.

http://www.energizeinc.com

Site focusing on volunteer management. Contains also a rich electronic library of books and articles covering all aspect of volunteerism.

TOTEM - Training Of Trainers in the Euro-Mediterranean region

TOTEM (Training of Trainers in Euro-Med) is one of the two long-term training courses on training developed at an institutional level within the Euro-Med area.

TOTEM has been designed to support the learning of those youth workers and youth leaders – already experienced in Euro-Med – who manifested their will/need to develop their competences as trainers in this field.

More specifically, TOTEM responds to the need of developing specific EURO-MED-related competences in the field of training and tries to address a very specific target group of candidates. TOTEM is part of the SALTO Euro-Med training strategy and constitutes a complementary training course to TATEM (Training for Active Trainers in Euro-Med), the later addressing those who are already involved in training activities within Euro-Med.

This TOTEM report aims to respond to the need of transferability of training concepts and experiences with a dedicating part of its implementation to the self-reflected acquisition of the necessary competences.

We hope you will find this educational report useful. Read it, Enjoy it, Use it!

The views and opinions expressed in this report do not necessarily express the official view of the European Commission.