SALTO-YOUTH

SALTO EUROMED

TWO TRAINING COURSES ORGANISED BY
Injep – France
24.03 – 1.04.2001
14.05 - 22.05.2001

FINAL REPORT

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

Preface

This report is presented first and foremost as a resource for our colleagues in the YOUTH National Agencies, the Euro-Med National Co-ordinators and for trainers and multipliers fostering high quality activities within the YOUTH programme.

It documents a training course that was one of four new European level courses offered during the first half of 2001 through the **SALTO-YOUTH** centres *(Support for Advanced Learning and Training Opportunities)* The courses address priority areas in the development of the YOUTH programme. Each one took place twice, had places for 25 participants (50 overall), and ran for 7 full programme days.

The courses are intended to compliment National Agencies' and Co-ordinators' training strategies. The highly motivated participants, who were selected by their Agencies or Co-ordinators, will form part of a growing resource of key youth workers and support persons with skills and knowledge that can be shared with future YOUTH project organisers.

The report layout has been made as accessible as possible to share the ideas and tools that was developed and to transfer the methods and practice. Each report follows a similar logic and contains a 'Toolbox', which describes the objectives, timing and resources needed for the methods used, with comments on their application.

Each SALTO-YOUTH centre will be very happy to offer advice or answer questions about aspects of implementing the course in whole or part. We welcome your feedback and reflection on how to project the learning from the SALTO courses as widely as possible.

CONTENTS

1   The Introduction

Creating a report of one training course is an interesting experience, trying to make a synthesis of two training courses is even nicer. Especially here as we are looking at a brand new initiative. This report sets out to:

* provide a record of the two courses which is accessible to those who did not participate in either one, and especially those who are thinking of organising similar events;
* describe the structure of the courses;
* inform the different "actors" of the YOUTH programme about the courses;
* illustrate some activities;
* highlight the results of the courses; and
* give some pointers for future considerations.

For the participants of each course a compilation of methods has been produced in a very simple form to help assist the multiplying effect. These reports are available for consultation at the SALTO Injep office.

1.1   Some background

The two training courses took place within a specific context to help foster quality youth activities. Here is not the place to go into the whole history of the birth of the Euro Med programme, suffice it to say that the European Commission has been financing youth projects with some Mediterranean countries since 1992 in the framework of the Youth for Europe programme's Action D. Indeed, efforts have been growing for many years to increase and improve general cooperation between the EU and countries around the Mediterranean. More recent, major milestones in the journey to the current situation were:

* recommendations made at ministerial conferences in Barcelona (November 1995) and Malta (April 1997) and the Amman youth exchange conference (June 1996);
* the consequent adoption by the European Commission of the Euro-Mediterranean Youth Action Programme (October 1998), financed within the MEDA programme.

This new programme provides significantly increased financial resources for youth exchanges and trans-national voluntary service for young people from the EU and from the Mediterranean partner countries. At the same time it allows organisations from Mediterranean partner countries to apply directly to the European Commission for the projects, as well as the respective support or accompanying activities – something which does not happen for other so-called

Third Countries. Activities with Mediterranean countries are now formally part of the YOUTH programme although, as we have already seen, some procedures are slightly different and people now generally talk of the "Euro-Med programme".

As part of the European Commission's strategy to encourage the growth of partnerships and the quality of Euro-Med projects, it was decided to give responsibility for co-ordinating relevant training efforts to the newly-established SALTO at Injep. Negotiations between the Commission and the SALTO network established that SALTO Injep would carry out two training courses on "How to implement and manage a Euro Med project" as part of the overall SALTO training offer in 2001.

1.2   Aims and objectives of the courses

Overall aims for the courses were agreed with the Commission and within the SALTO network and then refined with concrete objectives by the trainers teams. These were then published in the information documents distributed in the recruitment procedure.

Overall aims of the courses:

To develop co-operation and to build partnerships between participants
To train the required skills to implement EuroMed projects: specifically, youth exchange, European Voluntary Service and support measures projects.
To inform and to explore with the participants what is the "Euro Med dimension": history, philosophy, practicalities, access to the largest public, future vision…

Concrete objectives:

To increase technical knowledge about Actions 1, 2 and 5.
To help the participants in setting up their projects.
To negotiate with them the concrete follow-up of the course.
To enable participants to share experience and knowledge.
To provide participants with a reflected intercultural learning experience.

It should be noted that the inclusion of aims and objectives related to Action 5 were added during the first training course as it became clearer that support measures would also be available for Euro Med projects.

1.3 Recruitment of participants

A course is nothing without its participants and, therefore, great care should be taken in their recruitment. A participant profile was established which it was hoped would result in an effective use of resources. Indicators were given to help National Agencies and National Coordinators in their targeted publicity and then to assist the recruitment panel select from some 70 applicants:

They should work directly with young people and have the green light of their organisation to go ahead with the implementation of a Euro Med project.
They should come with at least a draft idea of a Euro Med project.
They should be prepared to pass on the information, skills, knowledge and contact stemming from this course.
They should be prepared to give their co-operation to the evaluation of the course and to the follow-up initiatives carried out by the SALTO-YOUTH network after the courses, so that their real impact can be measured.
They should attend for the full duration of the course, for group dynamics' sake.
They should be able to use English as a working language in order to establish smooth communication.

Two-thirds were to come from "Mediterranean" countries and one-third from EU countries in order to give as much opportunity as possible to people new to the programme. It was the first time that the Euro Med National Coordinators had been requested to recruit participants for training courses.

1.4   Some of the challenges faced by the two courses

Although these courses were not the first ever to be run concerning Euro Med cooperation, they were the first to be run within the specific context of SALTO in the YOUTH programme. Therefore, to a certain extent, there was the "shock of the new" at all levels. All opportunities possible had been taken to explain to and consult with National Agencies and National Coordinators about the course and the participant profile. Still, the resulting variation in experience and knowledge amongst participants (which was also different for each course) made for very heterogeneous groups with which to work. Working within such a team gave ample opportunities for learning and exploring how to better adapt the course and its contents to the participants. Exactly how the Euro Med programme should and will function is still a work-in-progress, which makes it exciting and occasionally a little difficult to understand everything. Covering Actions 1, 2 and 5 in all their detail, including the special procedures for Euro Med projects proved to be a rather steep hill to climb. [As with all short-term courses, one of the biggest challenges for the team was the question: "what shall we leave out?"].

Communication works at various levels, but the most intricate one we have is that of language. Although some of the pre-publicity for the courses had mentioned the possibility of one of the courses being run in French, in the end it was decided to run both of them only in English. Choice of working languages is one of the most important decisions to be made when making an international training offer, as it sets in train all sorts of almost automatic inclusion/exclusion processes. In the first course we made an inventory of the languages spoken by the participants and found a total of 15. In both courses there were a few participants who found communicating in English a great strain (if not impossible). Ensuring two-way communication and that messages were really being understood was a constant challenge.

Perhaps, though, the greatest challenge of all was to find ways to address and cope with the complex and constantly changing geo-political situations in the home countries of many of the participants. This may sound like a very grand way of saying that there were potential conflicts in the groups. It is very difficult to write anything about this without risking to sound simplistic, so please take these remarks as only skimming the surface of what was a very multi-faceted dynamic. Concretely, the situation in Israel and Palestine had become much more violent just before the first course and worsened in the period up to the second course. For those who came from conflict areas one of the main questions was how to react to those from "the other side"; for those from outside, one of the main questions was how to talk with any of those directly concerned without making a "mistake" based on limited levels of knowledge and/or understanding. Even something as "simple" as a name game was open to (mis)interpretation. That participants managed to remain in a spirit of relatively open dialogue was proof of their courage and willingness to use this relatively neutral space to communicate with each other. Was it conflict resolution? No; but maybe we saw some rather effective conflict management from time to time. Which does not mean that all was harmony, peace and love.

1.5   Since the courses

As this report is being finalised, three months and seven weeks respectively have passed since the two courses. Although it could not be expected that every single participant would rush home and immediately construct a Euro Med project, anecdotal evidence already suggests that the motivational character of the courses has had some effect.

Participants' organisations from the course were involved in three project applications for the 1 June deadline.

At least one participant is already on an EVS placement with another organisation from the courses, specifically to learn directly how such placements are set up and administered.

Participants from both courses set up e-groups which still function – something which, based on previous experience, is rather unusual. (More usually, and sadly, most e-groups fade away once everyone has told each other how much they miss each other and what the weather is like in their respective towns!)

Based on e-mails received recently, it is possible to say that the vast majority of participants continue to make use of the network created during the courses.

1.6   The future

If training courses are only perceived as "lovely islands" to visit, then they tend to be stored away like old tourist guides; nice to remember and occasionally to look at, but not exactly useful. Investing in training for Euro Med cooperation is more important than that. Tentative conclusions from our experience of working and speaking with the participants of the two courses would point to:

* a long-term training approach including different types of follow-up for participants (something similar was also recommended in the report of the "Working Session for Action 5 Staff Members" from October 2000)

* direct support for youth work and youth workers in Mediterranean countries to assist in the growth of civil society

* support for contact-making seminars

Doubtless, such considerations will form at least part of the strategy to be developed by the Commission in consultation with the SALTO network, the National Coordinators and National Agencies.

In order to run a course, a programme is needed and for the two courses there were two programmes.

2   The Programme(s)

TRAINING SEMINAR EUROMED – Training Course 1 – 24.03-1.04.01

Saturday 24/03	Sunday 25/03	Monday 26/03	Tuesday 27/03	Wednesday 28/03	Thursday 29/03	Friday 30/03	Saturday 31/03	Sunday 1/04
Breakfast	Breakfast -Official opening -**Introduction** of participants team place Personal wheels Introduction to the course	Breakfast Energisers ------ **Euro Med day:** The River The Flower of Identity	Breakfast --------------- Inter cultural learning in Open Space Technology "making exciting intercultural youth activities"	Breakfast **PARIS** Visit to the Institute du monde Arabe (Institute of the Arab World)	Breakfast ---------------- Project Phase Introduction What's a project? What's a Euro Med Project?	Breakfast ---------------- Project Phase Project work	Breakfast ---------------- Feed back on the projects. Process in the project groups	Breakfast Departure
	Apéritif Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
	Team building exhibition of organisations Daily evaluation	2-European Union, youth policy, Euro Med programme. Youth exchanges Daily evaluation	OST Daily evaluation	Paris visit	Project Market Project work Daily evaluation	Project presentations Daily evaluation	Final evaluation Certificates and final round	
	Dinner	Dinner	Dinner	Restaurant	Dinner	Dinner	Dinner	
Welcome evening	Team meeting -- -- -- -- -- -- -- Free evening	Inter cultural evening	Participants evening	(Mediterranean food)	Participants evening	Participants evening	Farewell evening	

	PROGRAMME		EUROMED TC 2 – INJEP 14-22/05/01						
	14/05/01	15/05/01	16/05/01	17/05/01	18/05/01	19/05/01	20/05/01	21/05/01	22/05/01
AIMS	Give the welcome to the participants What's a project (metaphorical approach)	Setting up committees ICL (spread along WAT groups) Overview of participants	ICL moment EuroMed dimension	Having a break	What's and why a project Technical input on action 1,2,5 Using participants as a resource	Using participants as a resource	Making projects	Evaluate the course Follow-up	Send the participants back home!
		Breakfast 8h to 9h	Breakfast 8h to 9h	Breakfast 8h to 9h	Breakfast 8h to 9h	Breakfast 8h to 9h	Breakfast 8h to 9h	Breakfast 8h to 9h	Breakfast 8h to 9h
MORNING		• Energiser • Official opening • Personal wheels • Identify group goals • Presentation of the programme	• Energiser • Geopolitical background of EuroMed • EuroMed programme	• Arabic World Institute	• Energiser • What's a project • Why international projects • EuroMed projects	• Energiser • Participants are a resource! • Project SUQ	• Energiser • Project Work	• Energiser • Feedback on projects	Participant Departure
		Lunch 12h30	Lunch 12h30	Lunch 12h30	Lunch 12h30	Lunch 12h30	Lunch 12h30	Lunch 12h30	
AFTERNOON	17h Participant Arrival + Welcome Buffet	• Games on Communication • Learning contract • Preparation of the exhibition • WAT (What About Today) Groups WAT groups	• Identity Flower WAT groups	• Paris visit	• Rotating workshops on action 1,2 and 5 WAT groups	• Visit to Versailles WAT groups	• Project Work • Presentation of the projects WAT groups	• Final Evaluation • Negotiating the Follow-up	
	Dinner 19h	Dinner 19h	Dinner 19h	Dinner 19h	Dinner 19h	Dinner 19h	Dinner 19h	Dinner 19h	
EVENING	• Project Introduction Evening (name games + a game on what is a project) • How to survive at INJEP	• Exhibition	• Intercultural Evening	• Greek Restaurant	• Participants are a resource!	• Free time	• Free time	Farewell Party	

2.1   Basic structure

Setting up a short-term training course (especially at international level) is a kind of collective dream work of the team. A dream because there is no opportunity to meet all of the participants beforehand and check who they are or what they really expect – all you have are their application forms. You come to a common understanding about aims and objectives and the participants profile; you exchange ideas and experience about the relevant contents and methodologies; you assign responsibilities for the different course elements. You hope that you have prepared a programme which will meet the training needs of the participants and the demands of the institutions. And then you wait for the arrival of the participants, when the dream becomes reality. And then you check expectations and adapt as necessary (see 2.2, below).

It is possible to view both courses as following a certain logic with four main phases:

1 Information and sharing: about the course; about each other; about Euro Med

2 Involvement: confrontation with values; the reason for projects

3 Implementation: constructing and assessing projects in teams

4 Evaluation and follow-up: feedback on the course and plans for the future

The methodology of the course was based on:

* active participation
* intercultural learning principles
* inputs followed by debate and practical application
* project work
* continuous evaluation

Concrete examples of activities and how they were run can be found in Chapter 5 "The Activities".

Residential training courses like these, need to be viewed in a holistic fashion: not all the important events or learning takes place during the "official programme". Opportunities for participants to organise themselves freely form a crucial part of the whole experience. Those free spaces allow participants to reflect further on their involvement in the course and to share an enormous amount of information about their cultures, their work, their lives and ideas. To

be very instrumental about this: building inter-personal relationships has a big effect on the chances for future projects. People do not have to "love" each other in order to create a quality project, but they do have to understand and respect each other.

One of the common criticisms of international seminars or courses is that they often feel like they could have happened anywhere; there is no link to the environment. In this course, a conscious effort was made to take advantage of the fact that the course was taking place in Injep (participants were encouraged to meet other members of staff and to use the documentation and information centre) and that Marly-le-Roi is close to the cosmopolitan capital of Paris which has many links to the Euro Med region (hence the visits to the Arabic World Institute).

2.2   Same course, two programmes

Continuous evaluation was mentioned above as one of the methodological principles used in running the courses. At the end of each day, each team member met with a constant group of participants in what we called "WAT groups" (meaning: What About Today). The opinions and ideas gathered in these groups were then fed in to the regular team meetings for debate. Such information was vital for the team to gain a complete overview of the progress of the course and to initiate changes. Sometimes these changes were relatively small or merely technical; other times they could result in a completely different approach to be used for the following day. For this team, the "draft" programme was a guideline to be changed where necessary.

Together with the participants' final evaluation forms, these daily evaluations gave the team much food for thought when considering the programme, process and contents for the second training course. As was stated in the introduction, one of the challenges of such short-term courses is in knowing what to leave out. So, any changes in the programme automatically means something else will also have to be changed or dropped completely.

Some examples:
* participants were encouraged to gain a basic understanding of the YOUTH programme "Users Guide" before coming to the course
* more consideration was given to stating the reasons for particular sessions in the programme
* the style of presentation for examining the Euro Med dimension was changed
* the "Flower of Identity" exercise was extended to allow for more sharing and deeper discussions
* Open Space Technology was removed from the programme

* Information about the Euro Med programme was given in rotating workshops
* A team member was assigned to assist the newsletter and social committees
* "Using participants as a resource" was introduced into the programme
* A guided visit to Versailles was added to the programme
* Energisers were proposed by participants each day, not by a team member
Taking such decisions was not an easy process and involved long debate within the team as they created the "draft" programme for the second training course.

So, who were these people in the team(s)?

TC 1

TC 2

3   The Team

Dictionary definitions are sometimes useful to use in starting to describe something. The oldest definition for the word "team" comes from Old English and shows that a team consists of "draft animals harnessed to the same vehicle or implement". If we were draft animals, we certainly had different ideas about the vehicle or implement to which we were harnessed and this was quite a process to bring those visions together. So that, in the end, we could become the embodiment of another definition "a number of persons associated together in work or activity".

For a course like this, a team needs to be built which can bring together a host of experience, skills and backgrounds to enable it to communicate with participants from such a variety of countries. Each team member had different functions and roles to play at different times, which also presupposes a certain flexibility in approach.

Preparing the first course, a team of five had been composed by Bernard Abrignani, comprising himself, three trainers and the practical organiser. To widen the scope and knowledge available, the National Coordinator of Turkey became a full member of the team at the beginning of the first course and the National Coordinator of Jordan joined the team for the second course. To work within such a relatively large team requires some patience and an efficient use of time, especially in the daily team meetings.

Each member of the team has contributed a short portrait of themselves for this report:

Asuman Göksel

Euro Med Youth Action Coordinator on behalf of Programme National Türkiye, was born on the 19th March 1975 in Bulancak, Turkey. She studied Political Science and Public Administration in the Middle East Technical University from 1993 to1998. She completed her MSc in the same department, where she has started to study for her PhD degree at the beginning of 2001. She started to work as the National Coordinator at the end of 1999. She still works as a research assistant, since November 1998, and as the Euro Med Türkiye National Co-ordinator. Her areas of interest cover activities run under Action 1, 2 and 5 of the Euro-Med and YOUTH programmes, at any stage of the projects: preparation, application, realisation, follow-up and evaluation. Academically, she is studying Europeanisation, enlargement of the European Union and the Turkish Administrative System.

Bernard Abrignani

He was born in Tunisia of "new" French parents and then went to live in France. He works as a civil servant at the French Ministry of Youth and Sports and as Project Officer at the National Institute for Youth and Community Education (Injep). He is responsible within Injep for Action 5 of the YOUTH programme(inter agency co-operation and national strategy) and for the coordination of SALTO Injep. He writes publications for an international public. He is specialised in youth participation, community development, education, prevention of delinquency, intercultural learning and international youth work.

Djamel Bénia

He was born in Algeria during the sixties and then went to live in France. As he is from a family from Algeria, he has been in contact with multicultural issues from very early on, in his family as well as in Roubaix where there is a long tradition of immigration (46 nationalities). He studied social cultural issues in the University of Lille III in the eighties. Meanwhile, he got involved in volunteering actions in Europe and elsewhere where I had the opportunity to experience volunteering before the birth of EVS in Russia, Lithuania, Quebec, Spain, and the USA. In the nineties, he was an adviser for the integration of disadvantaged young people in the Local Mission in Lille (based in the Youth Information Service) which, from 1997, also included opportunities within the EVS programme. Since the beginning of 2001, he has become responsible for coordinating various European Programmes (Leonardo, YOUTH - EVS, Socrates) in the local association network in Roubaix.

Giulio "Mac" Maistrelli

is the true name of 'Mac', the Italian trainer born in 1974 at the feet of the Alps. Since 1992 he has been involved in international projects, as a volunteer first and as a professional after some time. In 1999 – after having studied Natural Sciences at the University of Turin – he realised that international youth working would have been "his way" and few months after he joined an Italian NGO as full time trainer and project manager. Beside his regular work and the SALTO experience, he's also involved in some projects on the behalf of the Italian National Agency and he is vice-representative at the European Youth Forum for the European Network EFYSO.

Jacques Huon

A native of Nîmes, with Breton and Basque parents he has long experience in youth work. After gaining his DEUG in Anglo-American studies at Paris VIII University he became a qualified educator. He was the director of a residential educational centre next to the sea for 10 years and worked with school classes, disadvantaged young people and people with disabilities. Organising international youth exchanges of all kinds have been a constant feature of his working life. He divides his time at the moment between helping to run a home for disadvantaged young people under social or judicial protection and being responsible for practical matters in SALTO Injep.

Mark Taylor

Born in Brasil of British parents, he became a freelance trainer and consultant at the beginning of 1993 and lives in Strasbourg. Since then he has worked throughout Europe for a wide range of organisations, institutions, agencies and businesses. In his "free time", he is active in his local branch of Amnesty International. Depending on the needs of the project organisers, he may be involved in the planning of course programmes or act as coordinator, trainer, coach/supervisor of teams, or as consultant. Additionally, he writes publications for an international public. His major areas of work are in the fields of intercultural learning and communication, international team work, human rights education and campaigning, training for trainers, experiential learning and international youth projects.

Sahar M. Al-Fayez

She was born in Jordan on 25 December 1965. She finished her B.A in English Literature at Yarmouk University in 1988 and her High Diploma in International Relations at Jordan University in 1990. She worked as a teacher for 3 years from 1988 until1991. In late 1991 she was appointed by the Ministry of Youth and Sport as a Youth Supervisor. During that time she had the opportunity to participate in different youth exchanges and trainings at local and international levels, such as youth exchanges with the U.S.A., Japanese and Arab Ministries and associations. In 1995 she selected by the Ministry to be a counterpart to a German expert who was appointed by his government to do some research and studies about youth movements in Jordan. In 1999 she was also nominated by the Ministry to be the National Coordinator of the Euro Med Youth Action Programme in Jordan . In this position she has the opportunity again to be involved in youth activities at different levels local, regional and international.

So, as can be seen, the team was a microcosm of the diversity to be found in the two groups of participants. An important point of emphasising good practice in the structure of multicultural training courses (and seminars and exchanges). In total the team worked with 44 participants, but who were they?

4 The Participants

4.1 Who came to the course

A budget, a participant profile (see 1.3, above), a recruitment procedure, a set of application forms, a selection panel, confirmation letters – all of this adds up to a "final" list of participants... Then comes the day the training course starts and you are really able to "finalise" the list of participants. At both courses there were a couple of last minute cancellations for a variety of reasons: visa problems; family reasons; illness. So late that, sadly, it was not possible to replace them with others who had applied. It was a joy to see the people arrive, often by tortuous routes – for many the most challenging part seemed to be travelling through Paris to find Marly-le-Roi.

In total for the two courses there were participants coming from 17 different countries and they ranged in ages from early 20s to 50s and there were slightly more women than men. The ratio of two-thirds "Mediterranean", one-third EU countries was respected. For a full list of participants, please refer to Appendix One.

All of the participants were professionals or volunteers working either directly with young people or facilitating others who did so. Their organisations were drawn from both the governmental and non-governmental sectors; for example:

* Municipal youth service
* Arts and cultural centre
* Female managers association
* Students organisation
* Nature protection association
* Social cooperative
* Scouts
* Youth hostels association
* Intercultural exchange organisation
* Local youth council
* El Hassan Youth Award
* YMCA/YWCA
* Volunteers organisation
* Community centre

One participant had English as her native language, everyone else had to use their second or third language to be able to participate. Given the target group, it is not surprising that Arabic was the most prevalent native language.

TC 1   TC 2

Whilst there were more people with previous experience of organising international youth activities in the second course, both sets of participants contained a sizeable group with little such experience.

4.2   Their goals/expectations for the course

Asking people their expectations at the beginning of the course is a little like asking people what they want to eat when they have only just seen the inside of a restaurant. The answers will not be very deep, but thinking about your expectations when you have actually arrived at a course does indeed start processes which can be followed up, especially in the daily evaluation groups.

The "Personal Wheels" exercise on the first day ended with reports on group goals for the course. There was little variation between the two courses and can be summed up thus:

* to know more about Euro Med
* to understand how to prepare projects in Actions 1, 2 and 5
* to develop an appropriate project by the end of the course
* to meet other organisations
* to make friends
* to visit Paris
* to have fun and party
(and, the only additional goal from course two)
* to implicate participants in the elaboration of the programme.

4.3 Self-organisation of the participants

On the whole, time-keeping and attendance in the "official" parts of the programme were very good, but what happened during the rest of the time? As the team was usually in a meeting or preparing final details of the next day's programme, this is difficult to report. (Unfortunately, there were no funds to set up a "Big Brother" or "Loft Story" type of surveillance.) What is certain, is that the dynamic of both groups was very different. No value judgement is placed on this, or implied in these very incomplete observations.

The first group had many members who had never seen Paris before and, hence, spent much of their free time visiting there. On their return many would gather in the "Pineapple Committee", a kind of enlarged social committee which became a forum of some importance. Despite the efforts of a few, the course newsletter did not really take off. Who knows? Perhaps the better weather played a role, but the second group (with some exceptions) spent more time at Injep discussing and playing. Social events were organised spontaneously by those who somehow felt responsible.

A constant feature of both courses was the participants bringing in their ideas, their experience and their suggestions for how the programme should be run and the kinds of content they wished to explore. In the second course, there was wide appreciation for the workshops run by participants on movement and expression and the Mediterranean Youth Forum.

Let's turn our attention to the other types of activities included in the courses.

5   The Activities

There is nothing new under the sun *versus* every time is new and different. Such is the traditional dilemma of the reporter of a training course.

During discussions about the form of this report, we reached the conclusion that it might be interesting for readers to see how particular methods were used, adapted and evaluated within the specific context of these courses.

Rather than presenting a short, banal paragraph on each activity. (Again, for those who are interested in all the activities, compilation reports for each course are available for consultation at the SALTO Injep offices).

Perhaps this approach will enable readers to gain a richer impression of the course. The evaluations of the activities were based on the team debate about the report-backs from the WAT groups each evening.

5.1   Action 1 Workshop

AIMS OR INTENTIONS OF USING THE ACTIVITY:
- » To discuss and brainstorm about Action 1- Youth Exchanges in more details.
- » To make the participants exchange their own experiences on Action 1.

DESCRIPTION OF THE ACTIVITY: (include timings, materials used and any instructions given to participants)
Timing: 1 hour for each rotating group
Material used: Application forms (empty forms to be distributed to the participants)
Rejected and approved project samples (filled in application forms)
Two final reports from two different projects (sample copies)

Each group, divided by the team, spent one hour in each workshop designed for 3 different actions of the Euro-Med and YOUTH programmes. In Action 1 workshops, each session started with a brainstorming activity on "what do you have in mind when we say Action 1?", which took about 10-15 minutes for each time. Then, following an application form, the facilitator(s), together with the participants tried to clarify the important points in a youth exchange project. The application is divided into two categories: formal criteria and quality aspect. The emphasis is put on the project description part of the form, i.e. quality aspect, including the items such as context and motivation, preparation, involvement of young people, objectives, evaluation and follow-up etc. When it was necessary, some examples from the previous applications, both rejected and accepted were given.

RESULTS OF THE ACTIVITY:
This activity was complementary to the morning discussions of "what's a project?", "why international projects?" and "what is a Euro-Med project?". All three sessions of the Action 1 workshops were quite participatory. All the participants contributed to the workshop, sharing their experiences with the others, or with their specific questions to be asked and answered altogether. In this respect, all three workshops had different focus points, different dimensions to be discussed due to the needs of the participants. Moreover, the workshops tried to clarify the "expectations" from an application form as well as from a youth exchange.

ANY FURTHER EVALUATION COMMENTS:
One hour for each session was not enough for the Action 1 group. The participants requested some more time to discuss on different aspects of this particular action and to go into details more. The whole afternoon (to participate in 3 different workshops on 3 different actions) seemed exhausting for both the participants and the facilitators of the workshops, although it also seemed satisfactory for the participants.

5.2   WAT groups

The WAT (What About Today) groups had two sets of goals.
Concerning the daily evaluation:
- »   Get a feedback on the activity of the day (techniques).
- »   Check if the *theme* of the day was properly developed and the aims reached.
- »   Facilitate the *sensus* making process.
- »   Having inputs on further steps to be undertaken during the training session.
- »   Having the chance to get a direct feedback from each and all of the participants.

Concerning the intercultural learning:
- »   Introducing some element of reflection on intercultural learning
- »   Helping participants to "live a reflected intercultural experience".
- »   Presenting some techniques useful within intercultural activities.

DESCRIPTION OF THE ACTIVITY:
The activity consisted in a daily meeting of a group of about 6 participants + 1 trainer (the same people along the week) for about 30-45 minutes each time.

The first parts of the meetings (just before dinnertime) had a daily key-question, set up as a common starting point for all of the four groups. The questions were concerning the activity of the day, or the most recent events in the TC, such: "How did you feel welcomed at the Training?" or "Do you feel you get what you need about the EuroMed programme?". However each of the trainers was free to develop the process as he or she preferred.
In order to facilitate participation of all, one of the groups was set up just with French speakers, so that it was possible to use this language to work.

The second parts of the meetings presented different activities, useful to point out different issues. Here comes the list of all the relevant activities undertaken during the course:

15th May	Reading and distribution of *the true story of little red riding hood*. The participants are just requested to "go and meditate" about it…
16th May	*Discussion about the Identity Flower*. During the debate the facilitators try to use the story of the 15th as a tool/metaphor for analysing the outcome of the Identity Flower.
18th May	*The story of…* (see attachment). The activity consists in reading the short story three times, slowly and clearly. Then the facilitator asks the questions listed in the document to the group, and asks them to answer: True/False/Unknown. The aim of the activity is to show how our brain naturally fills in the missing pieces of information with images from our previous experience, without us realising it.
20th May	*Final recommendations*. Some recommendations for "building an intercultural world". The recommendations are commented on by the participants within each group.

RESULTS OF THE ACTIVITY:
Compared to the aims set for this activity, the activity came out to be quite a success, particular care was given to the "sensus making process" especially through the intercultural learning part of the WAT sessions.

Though it's not possible to say much about how things went in the single groups (each of the trainers just stayed in one of them) it's evident that different groups expressed different opinions about the same day, as well as different groups took different amounts of time for discussing.

ANY FURTHER EVALUATION COMMENTS:
- » It was useful – within team meetings – to give a precise time for reporting about the WAT groups: it avoids to spend too much time about it.
- » The report of the trainers is all the time affected by the trainer him/herself.
- » The perception of the WAT groups can vary very much from participant to participant; a number of factors can determine this: composition of the group, language skills, commitment to the training and (last but not the least) the facilitating style chosen by the trainer.
- » Developing the intercultural learning aims of the training course during the WAT groups was a choice mostly determined by time constrictions. Two evident limits of this choice are:
  - o The very short amount of time available for it (10 to 20 minutes per day).
  - o The tiredness of the participants at the very end of the working day

A story

- » You read the story 3 times very carefully and slowly to the participants **(do not give to them a copy of it for any reason!!)**: « A man in a shop has just switched the lights off in the shop when a man appears and asks for the money. The owner opens the cash till: the content of the cash till is taken out and the man exits running. A member of the police is informed quickly ».
- » You ask your WAT group the questions (they can answer only TRUE / FALSE / UNKNOW) at the bottom of the page.
- » For the debate take care that they realise:
  - a. They completed the missing part of the story using their own previous experience and cultural background (the human brain works like that! It has nothing to do with being "honest" or "objective"… the only thing we can do it's being aware of this!!!).
  - b. The same "fact" can mean very different things according to how you "complete" it.
  - c. There's all the times room for misunderstanding in communication, even in such a "reliable one" as the written one!
  - d. Etc…

Questions:
1. A man appears after the owner switched off the light. (**?** → We don't know if the man in the shop and the owner are the same person).

2. The thief was a man. (**?** → How can we be sure it was a robbery? The man could have been the son of the owner or a friend come to borrow some money).

3. The man who asked for money escaped running afterwards. (**?** → We really don't know if he "escaped"… Couldn't he be late for a meeting or have to buy something before some shop closes down?).

4. The story tells about a series of events in which four people are mentioned: the man in the shop, the "appearing" man, the owner of the shop, a member of the police. (**?** → We cannot exclude the possibility that the man in the shop and the owner are the same person!).

5.3   Open Space Technology

AIMS OR INTENTIONS OF USING THE ACTIVITY:
»   To allow participants to explore the relevant issues they are interested in and feel passionately about.
»   Give the chance to the participants to really get what they wanted from the TC "input phase" before going into the "project phase".
»   Facilitate the use of participants' experience and knowledge as a learning opportunity for the group.
»   Having a picture of "where the group is along its learning process".

DESCRIPTION OF THE ACTIVITY:
This is a very brief description of OST, since lots of materials are available for download over the Internet and a book of about 200 pages has been written by its inventor Harrison Owen (for further information you can visit: www.openspaceworld.org).

OST is a technique based on workshops run by participants themselves: they're given the chance to set up their topics, their agenda and choose their place. Just 4 principles and a law are stated by the facilitators, but they are basically a way to legitimate the freedom of the participants in doing what they wish, then to set up a common structure with them.

The OST is mainly done in six steps:
1. Opening plenary session (explanation of the task + "atmosphere making").
2. A time when all of the participants can propose their own workshops.
3. Setting up the agenda (where they can choose whether they wish to delete, integrate, gather their propositions) and sign up for the workshops.
4. Running of the workshops.
5. Closing plenary session (evaluation round).
6. Preparation of short reports on the single workshops.
7.

During TC1 the phase 1 was run by two team members: during the night they set up the room in a nice way (chairs in a circle, posters with the 4 principles and the law, some drawings…) and they rehearsed the presentation in a theatrical way.

Phase two and three were made by the group in front of a huge empty poster on the wall, while the other phases of the process don't require any special preparation/facility but functioning computers for the reports.

According to the facilitators' previous experience and considering what Owen himself says about the preparation of reports during one day long OST sessions (and seeing the lack of functioning computers to be used for this) we decided not to ask the workshop leaders to prepare reports.

RESULTS OF THE ACTIVITY:
One of the principles of OST is that "whatever happens is the only thing that could have happened". In this sense the results of the activities were the only ones we could get…

The group proposed a limited number of workshops: they were very interested by the idea of getting more information about Action 1 – Action 2 – Action 5 of the YOUTH programme and one related workshop about the European Dimension and didn't gave any attention to the only workshop where more content was proposed "communication amongst partners".

Most of the trainers were heavily involved in the workshops (they were invited by participants as "resource persons") and some external experts were involved too (from the Commission and from the French National Agency).

The "thirst" for knowledge about Actions 1, 2 and 5 and the European dimension wasn't quenched by OST, and kept on right up to the end of the course.

ANY FURTHER EVALUATION COMMENTS:
» This experience with OST really showed exactly what stage the group (also including the trainers) had reached in many ways: especially considering the "information deficit" about the YOUTH programme; and in terms of the dependence/autonomy relationship with the trainers team.
» If we are to propose OST again for the next course, we should consider when to run it (possibly it could be more effective at the last day).
» We should rethink the role of the team during such an activity, since the group tends to delegate to them the running and content of the workshops, and the presence of a team member in the group can heavily affect group dynamics.
» Trainers within the same workshops should have at least a common approach to the issue, or they run the risk of undermining the effectiveness of the workshop itself.
[Note: in the end the team decided not to use OST in the second course, the other changes made in the programme did not allow enough space for it and, to a certain extent, the activity "Participants are a resource" used in the second course had similar aims.]

5.4   The Flower of Identity

AIMS OR INTENTIONS OF USING THE ACTIVITY:

Our cultural identity is composed of a lot of things: our environment (nature, history, and geography), our language, the religion etc…

- » To push the participants to bring on the table some personal meanings; especially around the topic of middle east situation.
- » To give the opportunity to all participants to share their own values and to reflect on them.
- » To let the participants think, talk and share about their own culture and reflect upon the importance each side of it has for him/herself.

DESCRIPTION OF THE ACTIVITY:
The activity developed through 7 steps:
1. We will use the eyes, their memory and their feeling.
2. We will recall their language and/or school vocabulary culture.
3. We will use their ears .
4. We will use the eyes again and try to provoke reactions from them.
5. They split in small groups to compare their answers.
6. Presentation of the "flower of identity" in plenary.
7. Small groups again.
8. Building a common flower of identity.

- First part from 14h30 to 16h has as its aims to prepare the participants to use their memory and to react to some inputs.

    1st file will present photos from different countries; individually the participants have to write which country and what kind of feeling they have when looking at each photo.
The teamers can participate too.

Then some words are presented and their task is to write from which country they think that these words are coming and in which languages they are used
The teamers can participate too.

Some examples of this questionnaire: *"The words sometimes don't know any borders"*

WORDS	FROM WHICH COUNTRY IS THIS WORD COMING FROM ?	WHAT'S YOUR FEELING ?
1 GUITARE	1st Arabic + then Spain	
2 ZERO	Arabic + Sanskrit	
3 ALCOOL	Arabic	
4 AMIRAL	Arabic	
5 ORANGE	Sanskrit + Persian + Arabic + Italian	

After that the same with some music from different countries.

MUSIC	FROM WHICH COUNTRY IS THIS MUSIC COMING FROM ?	WHAT'S YOUR FEELING ?
1 ENRICO MACIAS	France "J'AI QUITTé MON PAYS" *"I left my country"*	*Why this choice?* The singer is French from Spanish Jewish origin and born in Algeria; the song is about the day he left Algeria because the independence.
2 MELINA MERCOURI	GREECE "NEVER ON Sunday"	*A typical Greek song composed for an American movie.*
3 TARAF DE HAIDOUKS	ROMANIAN GYPSIES	*The condition of minorities like the gypsies.*
4 ENRICO MACIAS + CHEB MAMI	France + ALGERIA "KOUM TARA"	One *singer is the same as in number 1; but this time (30years after) he sings with an Algerian singer in Arabic.*
6 TAMATAKIA	SWEDEN "ASTREIDIN"	M*usic written in Sweden but from the Yiddish community.*

2nd file will present 10 photos to provoke reactions from them.
We will use their eyes, their political consciousness, and their culture.
The teamers don't participate; they try to take care about the reactions of the participants and if necessary to facilitate the understanding of the exercise and – if necessary - to mediate.

- At 15h30 they have to split in small groups (prepared by the team in advance) and they compare their answers and feelings and reactions.
The teamers don't participate; they facilitate the understanding of the exercise, the sharing and if necessary to mediate.

At 16h : coffee Break

At 16h20: short explanation of the **Flower of Identity** (using the overhead projector)
And splitting in the same small groups as before; from 16h30 to 17h30 each participant has to complete the flower of identity and then to share his result with the others members of the small group; they try to fill one "petal" together with 3 common and shared ideas or values.
The teamers don't participate; they explain again if necessary the rules and aims of this workshop and facilitate discussion between the participants and if necessary to mediate.

At 17h30 back in plenary to build all together a common flower with their "group petals"; the centre of the flower is filled with the word "training course".
Plenary debate, comments and remarks.
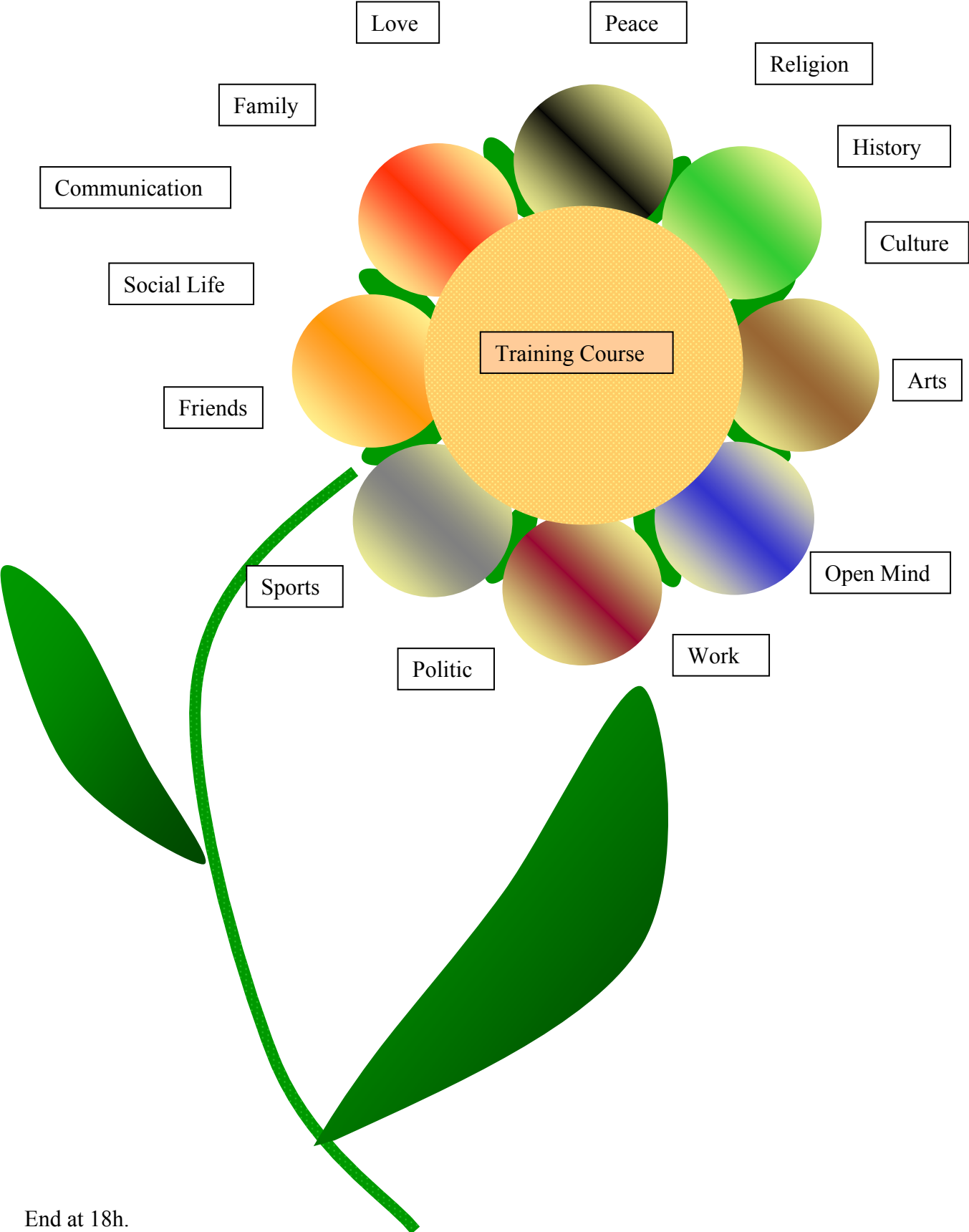
Love

Peace

Religion

Family

History

Communication

Culture

Social Life

Training Course

Arts

Friends

Open Mind

Sports

Work

Politic

End at 18h.

Apple iMac   Rowenta Surfline Iron

Separated at Birth?

GUERRE SAINTE !

SAINTE MERDE !

Palestinian
Palestinian Airlines

PASSENGER TICKET AND BAGGAGE CHECK
Issued by Palestinian

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WASHINGTON DC - PENTAGONE - 01:18 AM
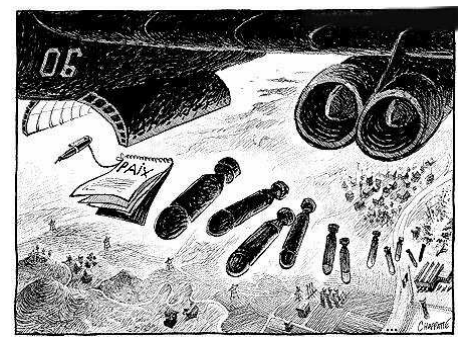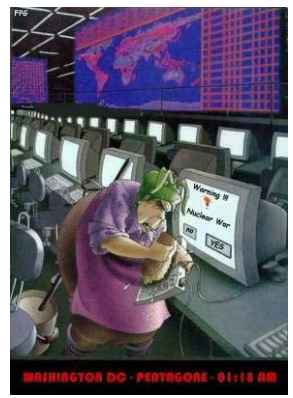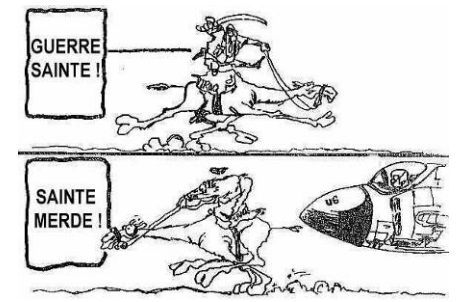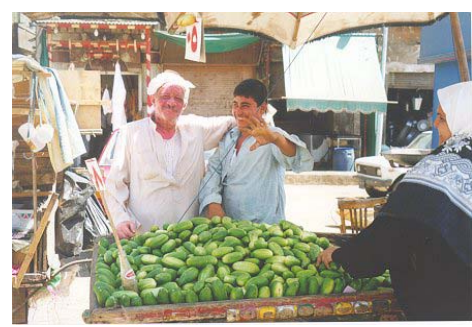
5.5　Project Suq

AIMS OR INTENTIONS OF USING THE ACTIVITY:
»　Giving the chance to everybody to make a proposition for a project.
»　Get 4 or 5 groups, geographically balanced (Euro/Med) wishing to prepare a project.
»　Have titles of the projects ready for the subsequent phase (Project Making).
»　Guarantee the learning experience for everybody.

DESCRIPTION OF THE ACTIVITY:
The activity developed through 7 steps:
9. Explanation of the project phase *[not strictly IN the project suq]*.
10. Explanation of the objectives of the Project SUQ.
11. Visiting again the "Organisation Exhibition".
12. Recommendations about the "think & stick" phase.
13. "Think & stick": proposing a title for a project and stick it on the wall within Action 1,2 or 5.
14. Explanation of the criteria for group making.
15. Gathering into groups.
16. Explanation of the task.

During the phase ONE the facilitator (with the help of posters explained the sense and the development of the project phase of the Training Course).
Basically the short speeches were about:
»　Putting in evidence that all of the TC before that moment was "for" this part of the training. That means that the team tried to give the participants all the tools and knowledge it thought it was necessary to have in order to be able to set up a EuroMed project.
»　Explaining what was going to happen in the following moments of the training (break, working on projects, project presentation, feedback, etc…) and for how long.

During phase TWO the facilitators explained what we called "what we expect to get from this job". We clearly spelled out the concrete objectives of the activity: having groups and titles, for the work on projects.

Phase THREE was nothing less and nothing more of a visit to the Organisations Exposition. The participants knew that they weren't supposed to get out of that with the group done, but that it was simply a kind of "mind refresher" and creativity-fostering time.

Phase FOUR was the one in which the facilitators made some recommendations in order to make the group of participants comfortable with phase five.
Concretely the facilitators explained to the participants that:
»　The next phases would probably be pretty chaotic, but that the participants were not to be worried about it: there would be breaks for assessing the situation, and the facilitators knew that together the result would be achieved.
»　There would be a "high mortality rate" amongst their project propositions: it was unavoidable, but that didn't mean the dropped projects were the worst ones: it just meant it wasn't probably the right place and moment for that proposition.

» The aim was not to have "perfect groups" but to guarantee to everybody the learning experience, in order to have everybody included in a working group putting together a project.

Phase FIVE was made in a circle, in front of a big empty poster, with just three empty spaces for action one, action two, and action five. At the centre of the room there were two stacks of paper of two different colours (e.g.: *red* and *blue*) and some markers.

The facilitators asked each of the participants to write on a piece of paper (let's say: *red* if they were from EU or EFTA and *blue* if they were from MEDITERRANEAN third countries) the title of a proposed project, sign it, and stick it on the wall on the poster named "action 1" if it was for an action 1, on the poster named "action 2" if it were an action 2, and so on…

Phase SIX consisted in presenting to the plenary the following criteria for gathering into groups (it's useful to remember that we had 8 Euro-participants and 14 Med-participants at that time):
» 4 to 5 groups are expected.
» 4 to 6 people in each.
» At least 1 and no more than 2 Euro-participants in each group.
» Each participant has the right to stick his/her paper on another one, but not to put someone else's on their own.

Phase SEVEN was a period of time given to the participants in order to negotiate with each other and freely arrive at the foreseen 4 or 5 project-groups, moving their papers around. This phase was stopped a couple of times in order for the facilitator to assess the situation and help the plenary to take final arrangements for getting to the goal.

Finally, phase EIGHT consisted in telling them about the day after (see report xTC2-28.doc, report on Project Work)

RESULTS OF THE ACTIVITY:
The result of the activity was the composition of five different project groups. One of them working on action 1 and four working on action 5. No groups worked on an action 2 project.

ANY FURTHER EVALUATION COMMENTS:
» Initially the outcome was 4 working groups. Then – during lunchtime – the participants managed to form a fifth group (on action 5) still respecting the criteria given during the morning.
» It was very important for the facilitators not to touch participants' papers on the wall. It was THEIR choice to gather together or not, above all during the final phases, when the hardest decisions had to be taken.
» One of the groups gathered together not because of a common theme, but because of the fact they were left over at the end of the "think & stick" phase. This group was the one with the hardest difficulties to overcome in order to get to a common project. A strong tutorship was then needed for this group.

5.6 Title of Activity : Newsletter Committee
Date and Time : during the whole course
Aims of using the activity :

To educate participants about some new topics
To teach the participants some expressions in different langauges
To entertain participants
To give the right /chance to anybody interested to participate in the Newsletter
To spread the concept of democracy through discussing the topics freely

Description of the Activity :

The Newsletter Committee was formed on Tuesday 15th May 2001. We started with 9 participants in this committee plus one member of the team to help facilitate the process. The first meeting was organised by the participants themselves, so they prepared the first edition of the Newsletter on their own. On Wednesday we had a meeting together to decide in which form the newsletter should be published.

All the members of the committee (including the team member) were not always able to be present at the meetings. In the end, only 4 participants were doing the whole job, and it was sometimes very difficult to get materials from other participants .

The committee members worked at night after the programme activities, and they used one of the participant's laptop to publish the Newsletter. Still, with all the difficulties they faced they managed to publish 5 editions during the whole week .

Examples of topics covered in the Newsletter:
- greeting expressions in different languages
- articles on different topics like: human rights, who are Vegetarians, being a trainer
- daily news from the training
- jokes and cartoons
- stories

One of the articles in the 4th edition of the newsletter concerned human rights and questioned who had the right to decide what was a human rights violation. In the course of the article, reference was made to the conflict situation in Palestine and Israel. After some debate, it was decided that the Israeli participants should have a right of reply in the next and final edition.

Any Evaluation Comments:

It was difficult for the team member to support the work of the Newsletter Committee due to other team responsibilities. But still, it was possible to meet three times. The four regular committee members did a great job by themselves, and Volker, Suhail, Tarek and Beril deserve thanks for their work. Some of the participants were not interested in writing or taking part in this activity – but everyone enjoyed reading the newsletter!

5.7   Final evaluation and ritual
      AIMS OR INTENTIONS OF USING THE ACTIVITY:
    »   Get a feedback on the whole training.

» Getting suggestions and concrete proposals to improve the quality of the training.
» Facilitating the *sensus* making process by participants.
» Symbolically close the course.

DESCRIPTION OF THE ACTIVITY:
The Final Evaluation consisted of different moments.

The *Active Questions* were the first to come. During this activity the facilitator presented questions one by one. A chair was placed in the centre of the room. Participants were requested to place themselves in relation to the chair (the closer they were to it, the more positive their answer; the further away, the more negative). The questions presented to the plenary concerned:
» The bedrooms.
» The welcome evening.
» The food.
» The social committee activities + the intercultural evening.
» The working methods.
» The understanding of EuroMed philosophy.
» The life within the group of participants.
» The facilities.
» The motivation to undertake EuroMed projects.
» The newsletter.
» The individual contribution to the Training Course.

The *fairy tale of the course* consisted in one facilitator helping the participants to think back to the past week as a whole, recalling to their mind all of the events of the week, in the form of a fairy tale.

Finally the *questionnaire* prepared by the team was distributed. Team members decided to collect these data:
» Name and Family name.
» Percentage of the achievement of individual aims and objectives.
» Technicalities (setting, lodging, food, transportation…).
» Programme elements (with suggestion for change).
» Messages to the team.
» Message to the European Commission.
» Message to the participants of an eventual TC3.
» Self evaluation of personal contribution to the course.
» Feedback on the role of the WAT groups within the course.
» …whatever the participants wanted to add…

AFTER THE NEGOTIATION OF THE FOLLOW-UP came the <u>final ritual</u> of the training course.

The final ritual wanted in a way to recall the opening one exercise with the paperclips. The participants were requested to sit in a close circle. The facilitator explained the activity and then began it.
        The activity itself consisted in getting a boll of wool thrown by someone else, saying something about TC2 and without dropping the string, throwing the boll again to some other

participant. The facilitator who began this was also the one to finish it. Doing this, the outcome of the activity was still a circle (like in the opening ritual) made by the string, but the many crosses made it also appear like a net (much more complex than at the beginning).

The ritual was closed cutting the string in such a way that each of the participants and trainers got a piece of it… to rebuild the net during the follow-up, maybe?!

RESULTS OF THE ACTIVITY:
The activities made their course safely and as planned. We got back all of the questionnaires.

ANY FURTHER EVALUATION COMMENTS:
» During the *fairy tale* it's important to recall – apart from the events – also the emotions and other elements of the learning setting (funny events which happened during coffee breaks, weather, etc…). A good thing – if possible – is also to use different approaches to the recalling, during the narration: visual, kinaesthetic, etc…
» A certain "style" (fairy, comic, dramatic…) in the narration can keep up the attention and help the trainees to step out from their usual point of view on the TC. Much attention has to be paid however to not to exaggerate with that.
» Choosing whether or not to ask participants to put their names on the questionnaires has pro and cons. However it worked fine for making the participants take full responsibility for what they wrote.

6   The Results

Here we will look at the different perspectives of participants and team on the course and, as two of the crucial quality indicators for the course was encouraging the establishment of cooperation and projects, look forward to what kinds of follow-up are under consideration by the participants.

6.1   Two "hot" evaluations

Evaluating a course can come in many forms. What the participants think and feel and what they put into practice are the most important elements to discover. Ideally, we would be able to visit each and every one of the participants around six months after the course and find out what they have done with their learning. In practice, we have to take the opportunities we have when we have them. From experience, sending evaluation forms well after the course does not result in any thing like 100% returns. So, this means using the fact that the participants are physically present for the evaluation, even though they are still in the process – which is why this is called "hot evaluation". On the final day, the participants had nearly an hour to complete evaluation forms. The answers from these forms from both courses have been collected and joined together. Interesting to note that the average percentages given for all of the activities are higher than those given for the objectives of the course! Recommendations from the first course were debated within the team and many put into practice for the second one.

Synthesis of the final evaluations of participants from the 2 training courses

How far do you think the aims and objectives of the training course were achieved?

	TC 1	TC2	Synthesis
Develop co-operation and built partnerships between participants	70%	76%	73%
To train the required skills to implement Euromed projects	72	68	70
To inform and to explore with the participants what is the Euromed dimension	69	69	69
To increase technical knowledge about Action 1, 2, 5	65	62	63,5
To help the participants in setting up their projects	75	72	73,5
To enable participants to share experience	78	74	76
To provide participants with a reflected intercultural learning experience	74	78	76

Technicalities of the course

Accommodations and technical arrangements satisfying for all
Food: not a wide choice for the vegetarians

Programme elements   **%**   **and**   **comments**

Welcome evening	96%	Some new ideas. Opportunity to get together easily. Warm typical Med welcome!
Personal Wheel and goals	88%	Good to let a first impression on participants. A trip inside myself! Good idea and good way to express hopes!
Intro to the programme	89%	Very informative!
Communication exercises	90%	Good to develop co-operation, and for building teamwork. Good tools for communication!
Exhibition of organisations	82%	Dynamic way of presentation

Intro to Euromed	75%	Should be stronger to reflect the roots of the relationships and the need to co-operate. Confusing and too long: difficult to concentrate.
The flower of Identity	86%	Should focus on the components of the identity (not culture only). Nice idea. Really helpful! A bit confusing but subject more than excellent in an international learning. Enjoy the quiz and the focus : culture/identity
Intercultural evening	90%	Good entertainment. Wonderful evening! Liked the presentation of the countries specialities. A start to really make the contact between us. Suggestions: adds some stories of each country.

Visit to Arab world Institute	76%	Nice idea! Excellent choice! Guided visit too short (or too long) for some. Educational in an indirect way. Good way to know about Arabic culture!
Free time in Paris	98%	We enjoyed it! Nice to leave INJEP for a day! A chance to walk in a small group, and get closer.
Greek restaurant	96%	Excellent! A very special moment! We shared our cultures We appreciated the tour of Paris by night!

What's a project?	80%	Nicely presented. Basic skills to know, in this kind of course. Well structured session. We should have gone deeper in the subject.
Why international projects	70%	Needed more explanations I liked it but we needed a further discussion about this.
Euromed projects	72%	Good methodology. Hard to work under the pressure of idioms. I was looking for more information!

Rotating workshops	70%	Very informative! I liked very much presentation of action5 More time for these workshops! Different qualities in the content of the workshops.
Participants are a resource!	72%	Good idea! But could be easier for participants to be informed in advance in order to have time to prepare at home. Claudio's workshop interesting! A wonderful intercultural teaching experience! Good to be informed about the Mediterranean Youth Forum. General idea not useful for some participants

Project SUQ (market)	76%	Direct and interesting! Helped a lot in organising our thoughts. Experience of negotiating. This is where the practical begins! Good methodology. Maybe too inflexible
Visit to Versailles	80%	Fantastic! Right time and place for a break! Useful to understand an important part of French culture and history. Thank the guide for us!

Project work	86%	Good practice, lot of work. Great teamwork. Other way of thinking and working! Good assistance by trainers! Rich day, a good beginning to be able to work together.
Projects presentation	90%	I was amazed how active the presentations have been performed! The information were limited sometime It helped to suggest new ideas that can be transformed into future projects.

Feedback on projects	88%	Excellent! Very well presented, helpful and informative! Accurate and professional feedback. Very clarifying!

River story	96%	Good story to open discussions about our different way of perception, our values. No understanding, and difficulties to give proper opinion for some.
Video on Euromed exchange and dimension	70%	The video was in French : hard to understand Not completely relevant with the Euromed dimension!
O.S.T.	96%	Good idea! May be too much time spent waiting to start

What do you think of the WAT groups during this training course?

Necessary to summarise what has been done during the day, and gives our opinion in relation to it
Give the possibility to change some points during the course
Good to hear, in small group, the critics about the day from the participants
Good way to express our feelings
Very important feedback for the trainers
Our facilitator could not develop a lively discussion
A sense of coming back home every evening, a wonderful space of discussion
Helped to reveal our personal point of views

What changes would you suggest for the programme of the future EuroMed courses?

Give more examples of real projects
Concentrate more on the Euromed programme
Little more free time
Suggest more formal approach
Give more time to project development
Go deeper into intercultural learning
More European participants (question of balance!)
Increase the " Participants are a resources"
More emphasis on workshop about Action 1,2, 5.
A time for a rest after lunch!

How do you evaluate your own contribution to this course?

Tried to be assertive to all the activities; find new partners for good future projects
Mainly demonstrated in the newsletter committee
Limited because of my skill in English
Shared my ideas and knowledge with the others
Compared to my objective: good. But I would like to speak better English
Close to the people trying to understand their culture and exchange with them
Very good! Learned to hear and to advance others pace, contribution at workshops, articles…
I know that I benefit a lot! I hope I was a benefit, also, for the others!
I received more than I gave
Co-operated for the intercultural evening and the newsletter

What message would you like to give to the European Commission?

Support many projects in the Med area
Med countries have got a lot of potential. Give them opportunities and you'll come up with a lot of benefits!

I suggest a research by SALTO-YOUTH, on the difficulties of the organisations to implement EuroMed projects.
Don't be too bureaucratic; deal with the reality of the organisations' work in the Med countries.
Don't kill the enthusiasm of young energetic people with heavy procedure!

What message would you like to give to the future partici pants

Read the user's guide!
The course is just a starting point! Be patient!
Be ready to co-operate, be used as a resource, share your knowledge and enjoy each moment!
Have a project that you really believe in. Be open-minded!
A great experience! You'll learn about Euromed and make new friends (not only partners)
Just do it!

What message would you like to give to the team?

Refer more to the political aspect that connect the EuroMed program
Be more sensitive to the differences of cultures
Many thanks; we learned new perspectives to handle the conflicts

Any other comments?

This course gave me the possibility to understand better my personal limits and to grow a little more
Stronger introduction to the spirit of EuroMed

6.2   Team evaluations

How does a group of people become a team? One possible answer is this: by working together on a common project, reviewing how they work together and coming to common understandings about how to do it better.

Every day during the courses the team would meet at least once to share results from the WAT groups, check how thing were going and make final adjustments to the programme of the following day. Some of these meetings lasted for more than two hours which was a testament to the desire to make a course of quality and, simply, just to try and understand each other. We were, after all, people with very different backgrounds and experiences....

More than slightly tired, the team gathered directly after the first course for a meeting which lasted from 9.00 through to the next morning at 1.30. This meeting followed the following agenda:

* Participants' evaluation of the course
* our evaluation of the course
* our work as a team in the preparation and during the course
* looking again at the aims: overall; for each element; for the projects
* roles and tasks in the team: principle discussion; for the second course; integrating the Jordanian National Coordinator
* participants for the second course: application forms; information to give and demands to make before the course
* programme of the second course: rhythm; day-by-day; responsibilities; role of social and newsletter committees
* technical requirements
* communication between the team before the course
* reports: contents; who writes what?
* underlying elements: language question; geopolitical situation

Every activity was assessed with the help of the participants' evaluation forms. In general it can be said that the team were harder on themselves than the participants. Like the participants we each gave a score for the percentage of achievement of objectives and the average came out as 55%. There were clear indications that we needed to have another look at the following elements:

* the Euro Med dimension
* negotiating the follow-up to the course
* facilitating a reflected intercultural experience

Whereas, more satisfactory for the team were, specifically:

* enabling the participants to share experiences, etc
* developing cooperation
* helping participants to set up projects

All of the reflections and discussions became more concrete in putting together the programme for the second course and, as has been seen in 2.2, above, there were quite some changes made. Most of these were actually vital changes in emphases, as the basic structure remained the same.

During the second course, team meetings were as regular and lengthy as before. When it came to the team meeting at the end of the course, it was a different team which came together: more relaxed; less anxious. Maybe much of this

could have been to do with the fact that there was no pressure to prepare another course. Agenda points were fixed:

* evaluation of the participants
* evaluation of the team
* comparison between the first and second courses
* individual evaluation
* reports of the courses: compilations and synthesis report
* preparing for the SALTO evaluation meeting in Köln and possible participation in the training event in Bruges
* brainstorming on recommendations for the future

During the second course, the team were able to communicate more deeply as they had a common experience behind them. Efforts were made to facilitate the integration of the Jordanian National Coordinator into the team and she was tireless in her readiness to give advice and support. Still, it required continuous attention to ensure that communication flowed effectively in such a relatively large team. With an average overall satisfaction rate of each member of the team of around 80%, something must have gone right.

And each member of the team expressed the wish to be involved in some form of future Euro Med activities, convinced that this area of work is important.

6.3   Comments from participants since the courses

Encouraged by the team to send in their impressions of the courses once they had some distance to the experience, quite a number of participants responded. In addition, the e-mail groups established after each course continue to function and some comments are also drawn from there. Here are some excerpts:

Salto Euro-Med training is the only solution! The training course was a unique & unrepeatable experience; it will mark my future projects, my contacts & my whole philosophy of youth work.
Lina (Jordan)

Knowing practically nothing about YOUTH or EuroMed, I flew to France with only my curiosity and great expectations about the EuroMed TC1 training course. I did not know what to expect or what to hope for. So, my only two wishes were to learn about the fundamental ideas and principles behind the YOUTH project and to learn how to plan and prepare a YOUTH or EuroMed project. Those two wishes were truly fulfilled. I think I managed to learn everything I need to know about the YOUTH project, and I was taught how to prepare a project. Not only was I taught theoretically about projects and project making, but I also had to prepare a hypothetical project in cooperation with

other participants in the training course. That way I "learned the hard way". I discovered better how cultural differences can make thinking, communicating and planning a little more complicated than I am used to.

Before the training course I did not have many questions unanswered about YOUTH or EuroMed, only because I did not know which questions to ask. Thus, I came to the training course with a clear and open mind. During this one week I stayed in France, I learned much and then many questions popped into my mind about projects, how to make them, how to find a partner etc. etc. Not only did these questions pop up, but I also got answers to most of them.

The absolutely best part of the course though, was the participants. I have never before been in such a diverse group of people that still got on so well together. I know that I have built friendships that will last me a lifetime. That way I have also made contacts all over Europe and in the Mediterranean countries, and I know that I can trust these people and thus the organisations they represent.

Lella (Iceland)

It was a nice course that with a better planification could have been more useful. Remember the lack of knowledge in EVS for the participants after the training course.

Pedro (Spain)

The course was enjoyable in relationships & informative.
I have already used some tricks for energizers:) and in my own report I dwell mostly on the training programme, action 5 and action 1 which I may plan to arrange/co-operate within my organization and with the other organizations as well.

Beril (Turkey)

Concerning the course, it remains a great human and professional experience for me. It brought me a lot both theoretically and deontologically.... Now I am looking for young people to join our project.

Olivier (France)

I think the course has been a great occasion to meet people and to create new projects. Now I am participating to an action 5 in Egypt (with Tarek), I'm planning a job shadowing in Palestine and another action 5 Euromed. I hope (but I still don't know how it will go) I will do something with the association of Beril (from Turkey). I did not satisfy a lot my expectations about Euromed. We talked in general about the programme Youth, but not about Euromed & Youth (the difficulties to present projects, how can the activities be made ...etc). We made some interesting intercultural activities, but in a superficial way. I mean, the activities were very good, but we needed more time to compare our different points of view. We could do less activities but deeper.

Marta (Italy)

[At the end of a full report of the course] The idea of the Euro-Med program was a very new idea for me and I read the User's Guide before this training course and after INJEP I could chew and digest the User's Guide and the idea of Euro-Med programme.
Sherine (Egypt)

My general feelings about the course are very strong and positive. It's difficult to divide the formal part from the informal one. I had the "luck" to meet great people and to share with them an important and intensive week in my life. I really hope to meet again those friends but in my heart I have all of them. When I was living that I was conscious that it was something special. About what I have used of the course I want to say first that I feel more sure now in my knowledge and attitude towards the exchanges matters: now I know what is a quality project and European Dimensions! In the deadline of June I applied for a training course in my organisation: I prepared the project with the collaboration with the partners I hope it will be approved!
Sylvia (Italy)

Now that I am home and able to view the course with some perspective, I would like to express my appreciation for your efforts. The course was most interesting and provided me with many ideas which will be most useful in the future. I especially enjoyed the new contacts I made.
Margalit (Israel)

6.4   Follow-up

We come back to the false idea of seeing training courses as nice islands to go to, with no connection to the past or future. Resources available are too tight for that. Without the resources to check with each participant it is not possible to measure exactly what they have all done with their experience. But it is possible to point to some hopeful indicators.

Already for the 1 June deadline, three projects were submitted by course participants and more are planned for the 1 October deadline. The majority of these projects are based on those "hypothetical" projects worked on during the courses.

One of the participants is already on an EVS placement to gain first-hand experience of how such projects are managed.

There is a lot of evidence that the majority of participants remain in contact with each other, using the network to plan projects, exchange volunteers, ask for advice and simply just build on their friendships.

Many participants are also acting as multipliers for the Euro Med programme, distributing their own reports of the course, speaking to other organisations in their country, etc.

At the end of both courses, participants groups made recommendations about a follow-up course or meeting next year.   We might see an Action 5 application to this effect one day?
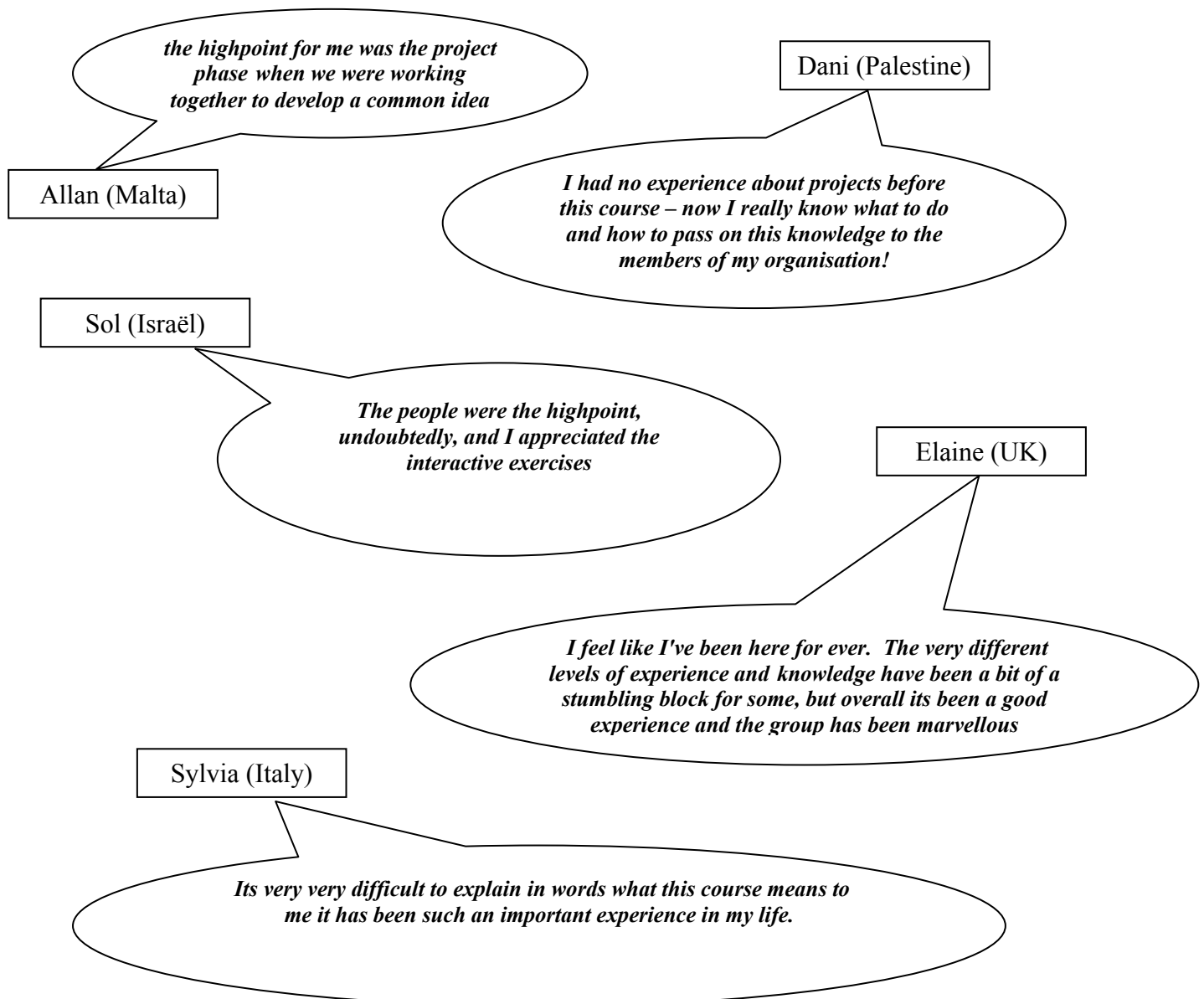
7   The conclusion

Perhaps its as well to leave the last word to some of the participants:

Generally speaking, I think that the training course was a good "starting point". It gave me the philosophy of the programme, it showed me the difficulties and the richness of the project making process, and most of all the course and all the "context" showed me how poor is my knowledge about the non-EU Mediterranean countries and how much I have still to learn.
Marta (Spain)

I found what I came here for. We need the will and the courage to do what we want to do.
Samira (Algeria)

the highpoint for me was the project phase when we were working together to develop a common idea

Dani (Palestine)

Allan (Malta)

I had no experience about projects before this course – now I really know what to do and how to pass on this knowledge to the members of my organisation!

Sol (Israël)

The people were the highpoint, undoubtedly, and I appreciated the interactive exercises

Elaine (UK)

I feel like I've been here for ever. The very different levels of experience and knowledge have been a bit of a stumbling block for some, but overall its been a good experience and the group has been marvellous

Sylvia (Italy)

Its very very difficult to explain in words what this course means to me it has been such an important experience in my life.

Appendix

List of participants
TC 1

	COUNTRY	NAME	FIRST NAME
1	ALGERIA	ZENOUNE	Samira
2	BELGIUM	EL BAKALI	Mohamed
3	BELGIUM	GOUTERS	Yves
4	EGYPT	ABDUL GHANI	Yasser, Osana, Mohamed
5	EGYPT	EL SAYED	Sherine
6	France	COTTEREAU	Olivier
7	ICELAND	ERLUDOTTIR	Johanna Sesselja
8	ISRAEL	CASTRO NAWY	Sol
9	ISRAEL	ROZENBLUM	Hadara
10	ITALY	TOFFOLON	Silvia
11	JORDAN	ABU ROUSSE	Lina
12	JORDAN	BAQEEN	Norma, Salem
13	MALTA	CATANIA	Albert, James
14	MALTA	AZZOPARDI	claudette
15	PALESTINE	OTHMAN	Iyad
16	PALESTINE	SHAWAR	Danny
17	SPAIN	GUADALUPE	Oncala Pajares
18	SPAIN	SALVADOR HERNANDEZ	Pedro Pablo
19	TUNISIA	BEN MARIEM	Samir
20	TUNISIA	HEMDANI	Zouheir
21	TURKEY	CIFTCIBASI	Zeynep Tugce
22	UK	WEALLEANS	Elaine Ann

TC 2

	PAYS	NOM	PRENOM
1	ALGERIA	MAHTALI	Ouahiba
2	AUSTRIA	DENK	Claudia
3	AUSTRIA	HINTERHOFER KONIGST	Katharina
4	CYPRUS	LOIZOU	Garyfallia
5	EGYPT	ABO EL HASSAN	tarek
6	EGYPT	SHALABY	tamer
7	France	DECQ	Mathieu
8	GERMANY	PROBST	Volker
9	ISRAEL	KOGON	Claudio, Marcelo
10	ISRAEL	SHACHAM	Margalith
11	ITALY	BENETTIN	Marta
12	JORDAN	AL-AMAD	Suhail
13	MALTA	ATTARD	Alan
14	MALTA	PULLICINO	Joanna
15	PALESTINE	DAANA	Adli
16	PALESTINE	KHANAFSA	Nour
17	SPAIN	ANGERRI FEU	Maria
18	SPAIN	LODEIRO LOPEZ	David
19	TUNISIA	ADDALI	Latifa
20	TUNISIA	CHAABOUNI	Mohamed ben Abderrahma
21	TURKEY	DEMIRBAG	Umit
22	TURKEY	SAYDUN	Zeynep Beril

Acknowledgements

We would like to thank all team colleagues, Injep employees, and the participants of both courses for their challenging inputs, support and advice.