TOOL FAIR

1-5 November 2006
INJEP, Marly le Roi, France

FINAL REPORT

INDEX

FOREWORDS

2006 was the end of the YOUTH programme. Therefore, the French National Agency and SALTO-YOUTH-GOOD PRACTICES (resource centre of the European YOUTH programme based in the French Ministry of Youth & Sport) -with the support of the National Agency of Belgium FR, the National Agency of the United Kingdom, the National Agency of Hungary, the European Youth Forum and the other resources centres of the YOUTH programme (SALTO-YOUTH)- wanted to take this opportunity to valorise what has been achieved during these years in terms of creation of new tools for non-formal education.

A "**Tool Fair**" has been organised in the Youth and Community Education Institute (INJEP). During 3 days (2-4 November 2006), it gathered more than an hundred of participants and visitors, coming from both programme and partner countries. All kind of stakeholders of the YOUTH programme have experimented and shared education tools: young people, youth workers, trainers, etc.

What was meant by "tool"?

A tool is any educational means, process or material that can be used to support trainers, youth workers or young people themselves to better achieve the aims or goals of their activities.
It was understood as something "touchable", "showable", like a video, a booklet, a report, etc.
It can be experienced, like a simulation game, a creative workshop, a quiz, a role play or outdoor activity, etc.

In one place, for 3 days, the Fair aimed to be a "showroom" for the huge variety and richness of tools developed and used under the YOUTH programme, a place to experiment with methods and exercises used within the different actions (youth exchanges, EVS, youth initiatives, training) and based on different themes (cultural diversity, inclusion, cooperation with partner countries, etc…). In the "Savoir-faire" was gathered in order to experiment with the tools, to analyse and to reflect on the transferability of these tools and support the creation of a "common memory".
There was a strong diversity of profiles, even if all of them were active in the YOUTH Programme (young people, youth workers, youth leaders, trainers, NA representatives,…). Some were experimented trainers, other were youth leaders with less experiences… But one thing was definitely common: they were al motivated to share and discuss tools. The Fair became quickly the creation of the participants themselves and enabled their tools to be used throughout the programme. The motto of this event has been respected during the whole event:
"In the tool Fair, you get what you give"
Participants gave a lot… They did get a lot!

In fact, a simple look at the evaluation forms confirms this last sentence (see the end of the report). More than 90% of the participants felt that the panel of workshops proposed was adapted. The figures were the same with the quality of the programme set up and the atmosphere created during the event.

This leads to a common conclusion, coming from both partners and participants. This tool fair was a great start, a great concept, than should be reproduced and perfected regularly in Europe, within the new YOUTH in ACTION programme.

1 PROGRAMME

The programme was a balance between workshops led by participants, inputs in plenary sessions, open space and exhibitions.

Thursday 2nd November	Friday 3rd November	Saturday 4th November
9.15 **Official opening** Jean Chiris (Head of French National Agency) Bernard Abrignani (head of SALTO-YOUTH-FR) **Presentation of the event (+practicalities)**	*9.15* **Workshops led by participants** - François Cardo: Internet coaching network and virtual desk for young project builders. - Tony Geudens: using the "Inclusion booklet" - Clara Carbunar: fighting discrimination with active games	*9.15* **Exhibition and stands**
10.30 **Exhibition and stands**	*11.15* **Workshops on technical quality standards** - Creating an Internet site - Building a report - Radio, as an Educational tool - What is a quality video - Creating powerpoint presentations	*11.00* **Workshops lead by participants** - Bernard Abrignani: Euromed training bag - Alexander-Matthias Seifried: Idea Development with youth - Claudio Kogon: Flower of identity
14.00 **Lectures** *What is a tool?* *Which interest and topicality?* *Which issues and limits?* Loïc Chalmel: University professor Rui Gomes: Council of Europe, Head of Education and Training Unit	*14.00* **Open space workshops** *Open space workshops* are free spaces to give an opportunity to people to introduce and demonstrate their tools and discuss specific topics and issues.	*14.00* **Future cooperation planning**
		15.30 **Presentation of the *YOUTH PASS* and *YOUTH IN ACTION*** - Rita Bergstein: Youth-Pass Project Officer, SALTO-YOUTH Training and Co-operation Resource Centre - Gilles Baccala: Action 5 Project Officer, French National Agency of the YOUTH programme
16.00 **Workshops led by participants** - Mark Taylor: European Portfolio for Youth Workers and Youth Leaders - Laetitia Dupuy: Using cards as an educational tool - Lucia Barberi: HRE through Body Expression - Bernard Abrignani: an exercise on education & civilisation (focus on EVS)		*17.00* **Closure of the meeting**
From 19.30 **Intercultural evening**	**Free evening**	*From 19.30* **Dinner and Farewell party**

2 AIMS AND OBJECTIVES OF THE EVENT

- **Aim**

To **gather** and to **valorise** tools **created and implemented** within the framework of the YOUTH programme

- **Objective**

To **experiment** with the tools, to **analyse and to reflect** on the **transferability** of these tools

3 PARTNERS GROUP

This event was co-organised by the French National Agency (www.afpej.fr) and SALTO-France-"Good Practice" (www.salto-youth.net, see SALTO Euromed RC).
Partner organisations were:

- The National Agency of Belgium FR
- The National Agency of the United Kingdom
- The National Agency of Hungary
- The European Youth Forum
- SALTO-YOUTH-Initiatives

4 THE EDUCATIONAL APROACH OF THE EVENT

The main idea of the seminar was to respect the experiential dynamic of non formal education.
One could summarise it this way:

<div align="center"><u>**TAPE**</u></div>

This means:

- To   Test – Taste – Teach
- To   Analyse
- To   Produce
- To   Exchange - Evaluate

The programme has been set up, respecting the experiential dimension of learning.
Participants have been invited to organise active workshops where they could implement the tool they have created and propose it to the group.
Then, after experimenting and observing what happened, participants of the workshop where invited to give a feedback on their sensation and their vision as youth workers and project leaders.
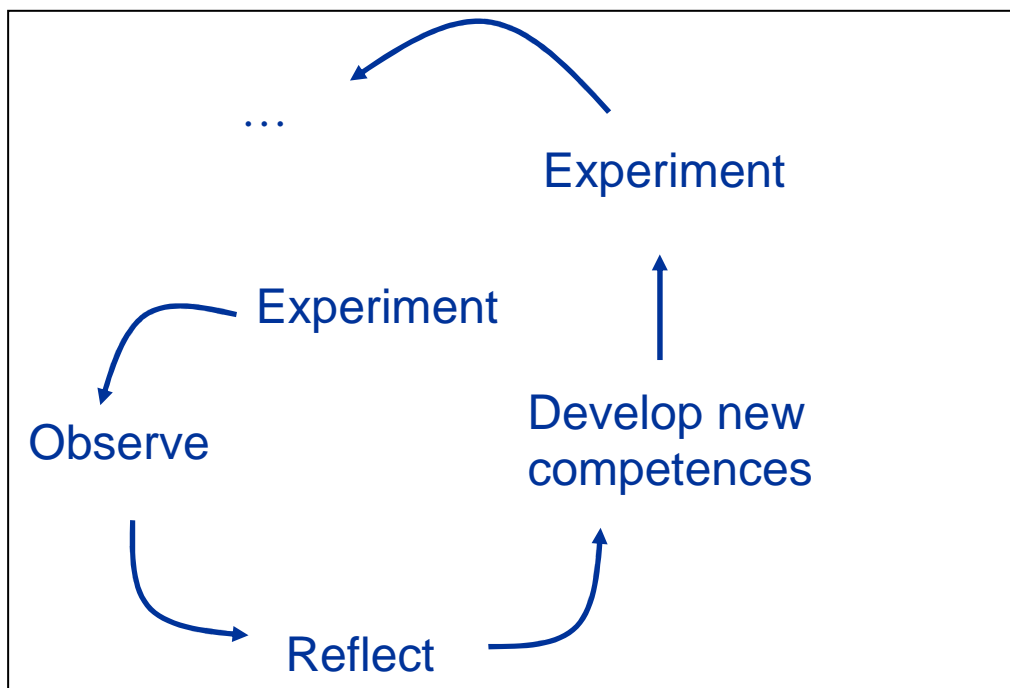
5   CONTENT OF THE SEMINAR

5.1   OPENING OF THE SEMINAR

5.2 LECTURES

1.1.1. The meaning of education and pedagogy

Lecture of Loïc Chalmel, University Professor , Laboratoire CIVIIC
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Teachers should practice what they preach, so whenever they speak, they are expected to take a critical look both at accepted ideas and at the concepts on which these ideas are based. In particular, if we want to create pedagogical ideas, we have to bring together, at least in words, the conditions by which one can transform these ideas into an educational experience. The teacher is the interface who makes this transformation possible. When we join the world of education, at the crossroads between theory and practice, we have to be prepared to deal with two types of question : a teacher has to ask questions but we also have to question ourselves. Teachers question theories and concepts, they come up against challenges in terms of their own ideas and read about ideas that may be far removed from their own culture and background. All this is linked to a kind of "malaise" that they have to deal with on a daily basis. The dialectical relationship between theory and practice, to be found not only in the educational environment but also in any explanation of human experience, breaks down when, at any given time, the aims and values assigned by theory find no outlet in the domain of praxis.

Anyone who takes on an 'educational role' does so in the light of certain values and rules of behaviour. So how do we perceive ourselves as teachers ? The problems that we meet as trainers in the field show us that there are four levels of constraint that we have to deal with : two of these concern the relationship factor between trainer and trainees. The other two concern the learning factor and in particular the question of attitudes to knowledge.

It is the relationship factor that offers the best opportunities for trainer and trainees to engage in dialectical confrontation of their own experiences. This is affected by previous experience, attitudes, motivations, models and the way we see things as a result of individual, collective or subjective influences.

From the trainer's point of view, this is where the main outlines of the project take shape - balancing theory, outcomes and motivation.

The underlying theoretical choices can be understood from the way in which the ideas are expressed, containing information not directly expressed by the words of the message but which the speaker deems to be given.

The outcomes combine ideological choices, values and ethics. According to Weber, when we make a choice we may, for example, be governed by two types of ethic :

⇒ Conviction : Sometimes we have to stand firmly by our principles, without wavering.

⇒ Responsibility : At other times, we have no option but to compromise for « survival ».

By its very nature, the pedagogical position rejects any break between praxis and principles. People cannot be trained in techniques or methods without having reference to principles and these cannot be separated from the outcomes. It is particularly important that the trainer should be coherent when choosing the methods, with reference to the principles of which theories are the main elements.

Motivations are necessarily subjective (unknown) and individual. As such they can be considered as preferences.

We can usually judge how well the constraints in the relationship factor are working by the atmosphere.

Where knowledge is concerned, the institutional framework within which the training takes place constitutes one level of external constraint. This defines the educational context in terms of programmes, content and objectives.

When setting up a training course it is important to take account of the balance between the means available for the course (space, time, materials, numbers…) and the choice of methods in relation to those means. The success of a training course in educational terms depends on the way the means, methods and techniques can be adapted to the stated objectives. Evaluation, which measures what was previously defined in terms of performance, is the main way of assessing the success of the educational process.

For trainers in the field, all of these problems are closely linked. Each trainer's style will ultimately depend on the degree to which he/she is able to manage the four constraints, a subtle balance between his/her own fears and the risks he/she is willing to take.

CONSTRAINTS

PEOPLE   CONTENT

Learners	**Programmes**
What each person brings in terms of previous experience and attitude.	Objectives, aims… anything that can be defined in terms of performance.
Models,	
Ways of seeing things based on individual, collective and subjective influences.	
Attitude to learning, to the training course etc.	

RELATIONSHIP FACTOR

A good atmosphere is the sign of a quality relationship.

LEARNING FACTOR

We use the evaluation as a means of assessing the educational process.

Trainer	**Tools**
What he/she brings in terms of previous experience and attitude.	Means
Models,	Methods
Ways of seeing things, perception of his/her role.	Techniques
Principles which come from theoretical models, outcomes (values, ethics, ideological choices), unconscious motivations.	

STYLE

1.1.2.   Educational Tools in Youth Work: Opening or closing Pandora's tool box?

Lecture of Rui Gomes, Head of Education and Training Unit, Council of Europe
Rui.GOMES@coe.int

"I have been asked to speak about the role of educational tools in international youth work, and to address more specifically, the limits, interests and issues that should all of us involved in educational activities in youth work.
This invitation has originally been addressed to my colleague and director, Peter Lauritzen. Before he had to cancel his lecture, he addressed Clément about the many reservations he had about this kind of event and, more generally, about the widespread use of educational tools in education and training activities, which he metaphorically summarised as "the mushrooming" of tool-based pedagogies. The risk, as he sees it, would be that the tools for assistance of the learning process would be at the centre of the activity and concern of the learners and facilitators – not necessarily the issue or the purpose. I am not Peter Lauritzen. But I share many of his concerns, even if I probably am also part of those who have contributed to make the problem as he sees it. Polemics and personal preferences aside, I believe that these issues need to be regularly raised and debate, even if they are not new and even if we do not have immediate answers to them. It is our own way of putting ourselves into question and to address our frustrations in a hopefully constructive way.

In this presentation I would like to address the following issues:
- The role of educational tools
- The values and purpose of international youth activities, namely in relation to human rights and intercultural learning
- The dilemmas encountered in developing and using educational tools
- A review of the context for innovation and quality development

The role of educational tools
When we speak about educational tools, we mostly speak about structured processes that allow participants and trainers to fully make use of their creativity and potential for learning purposes. While it is obvious that the tool is not the objective, confusion quickly arises due mostly to the emphasis that many non-formal education activities place on the process. If the process is of major importance it is no surprise that the "tool" that is at the basis of the process is sometimes taken for the purpose. This is not so problematic as such, but our area of education and youth work has a history and a reality that invites for a sceptical evaluation in regards to its true value for learning purposes.

How much youth work is mostly about keep children and young people busy – sometimes simply "occupied"? The very ambiguity of the profession of "animateur" in its corresponding counterpart in other languages is sufficient indication that youth work has been also about keeping children and young people busy. Matters are not helped by the fact that many of us have a tendency to speak about the role *games* we play, the simulation *games*, the ice-breaking *games*. Not all of them are games, obviosuly! Obviously, too, language is not everything, but it certainly plays an important role in representing what we do and, obviously,

how it is understood by others, including our participants and partners in other education fields.

The first book I met about "tools" for training was called "Handbook of structured learning experiences" and, in my understanding, the title summarises pretty well what we should be describing as educational tools of the trade: a support/assistance to learners and trainers involved structured learning processes, usually in non-formal education. That handbook was produced in the 1960's and in fact contained most of what we use today, albeit in different form, regarding personal development and team development. "Structured learning" is still a main term and area of educational practice in life-long learning. Obviously, if we look at what we intend to do, we should mostly be doing structured learning as part of what non-formal education is all about.
What was interesting with that manual is that one could use it for nearly everything: it was indeed a tool and, if you tried to use it without a purpose and without being adequately prepared, you would not be very successful.

In European youth work, educational tools were first practiced –and later developed – in the framework of the European Youth Centre's training courses in international youth work some 200 years ago. The first "Training course resource files" were compiled in 1990 and 1991 and were meant as a support to the trainers involved in those courses. They became immediately popular because they provided a useful medium for intercultural learning and training.
Volume 4 as the most appreciated; there you could find such classics as Albatross or Abigail. We also published and used Baffa-baffa, Raffa-raffa, and other such exercises. In the training courses at that time, very often those activities would represent a culminating moment – a kind of paroxysm in the group development process, usually and mostly related to intercultural learning.

As we entered the 1995 "all different-all equal" European youth campaign on RAXI, a major change occurred with the production of the Education Pack "all different-all equal", whose purpose was clearly to help address the issues of the campaign in youth work activities within and beyond the campaign. The success of the Education Pack – combined with the qualitative and quantitative development of European youth activities, including youth exchanges and seminars – was very much at the origin of growth of the market for educational tools, even though the need was there already. With the Education Pack, later on with the T-Kits, and further on with Compass, the development of tools is focussed on a specific theme and implicitly acknowledges that these activities, exercises, methods or, indeed, *games*, can be run by anyone who is motivate to do so. With Compass, one further step is taken or suggested: the range of thematic issues is much broader and there is an explicit intention that you do not have to be a professional trainer in HRE to use Compass – and that you can start wherever you want.
Manuals such as Compass and the Education Pack have now been translated into some 20 languages and are used in a multitude of contexts and situations, not only in the youth field.

However, less visible and talked about is something that we had already learned with the Education Pack and saw confirmed with Compass. That despite them being "accessible", their full potential is only available to the facilitators and trainers who understand it and its approaches. In the training programme for Compass trainers we also saw confirmed what many of us knew: that trainers tend to use what they have experienced themselves and this for

obvious reasons of… experiential learning. But it does leave us wondering about what happens when people use methods for which they have not been trained. In the Advanced Compass Training, for example, we expect the participants-trainers to develop new activities or variations.

This proliferation, together with a *natural* attitude to see learning also as *fun*, is no stranger to the concerns that are expressed more or less openly about the predominance of the process over the purpose or the result. Let's admit it, it is sometimes exasperating listening to participants complaining about how "heavy" a session is if it does not include an interactive or physical activity. It is even more exasperating to notice that criticism is less pronounced if a "game" does not fully produce the intended result… And if this is disappointing with participants, how shall one feel when this kind of reactions comes from… trainers?

The values and purpose of international youth activities, namely in relation to human rights and intercultural learning

As Hendrik Otten has reminded us "it is necessary to point out that European level training is not a value in itself and is not necessarily superior to other training activities"[1]. These activities in a context and are supposed to produce the desired results defined, more or less democratically, by their promoters.

Intercultural learning
Be them carried out in the framework of the European commission's programmes, in the Council of Europe's or in any other one, all European/International youth activities correspond to objectives and purposes that, from the institutional point of view, are as much political or educational. Among them, the promotion of peace, cooperation, human rights, tolerance and active citizenship - including in a very prominent place European citizenship - to which one must add specific personal, local or organisational development objectives defined by the organisers, the target group or the trainers/facilitators. This is probably an area that strongly characterizes international youth activities, as opposed to national or local activities.
As we have seen above, many of the "tools" popularised in the recent years, have also been produced with this purpose, intercultural learning remaining a necessary and fundamental feature, implicit or explicit, of international youth activities.
But what does intercultural learning mean today and what should it imply when we speak about educational tools?

Intercultural learning is perhaps becoming the poor parent of programmes where it used to be at the centre: with the mainstreaming of human rights education, of experiential learning, outdoor education and methodologies such as those borrowed from the Boal's theatre methods, intercultural learning is certainly less visible. If this is true, it would be troubling and indeed, would pose a risk, in my opinion. For, no matter how globalised our societies are

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1   [1] HENDRIK OTTEN, STUDY ON HIGH-QUALITY TRAINERS' COMPETENCIES NECESSARY FOR DEVELOPING AND IMPLEMENTING EUROPEAN LEVEL TRAINING ACTIVITIES IN THE YOUTH FIELD AND POSSIBLE APPROACHES FOR THE ASSESSMENT OF THESE COMPETENCIES. COUNCIL OF EUROPE, 2002.

- and a globalisation of goods and capital, not of people! – or precisely because of that (!), we need to learn and help learning to truly appreciate, respect and engage in constructive communication with people from other cultural backgrounds. This pre-supposes:
The ability to recognise and address one's own prejudice and ethnocentric perspectives on the world and other people;
The ability to empathise with the other, including the ability to work face-to-face (and not only in a simulated experience)
The capacity to develop and practice one's own tolerance of ambiguity;
The capacity to understand culture, cultural relativism and the relativism of culture.

Ultimately, all this implies recognising diversity as "the recognition of the unknown, i.e. to be tolerant to the ambiguity and the uncertainty that represents in our lives the existence of multiple *Others.* And that recognizing the unknown we often project on the *Other* our own desires, fears, ideas, phantoms and superstitions"[2], in short, our imaginary of prejudice meaning that the *Other*, the *Different,* is always and often mostly a subjective interpretation that is mine. So, to come to "all different-all equal" matters, intercultural learning ought to take into account the permanent tension between difference and equality. This requires, form the trainer/multiplier a *pluriverse* of abilities (cognitive, pragmatic and emotional) to claim and "recognise difference when equality de-characterizes oneself or a community" and to claim for equality when difference discriminates an individual or a group. And this is not all given throough one method or tool.

Human rights education
None of this needs to be explicitly present in an educational activity for young people, but it should be a competence area for youth workers and trainers active in this field. A human rights culture, after all, is not merely a culture where everyone knows their rights - because knowledge does not necessarily equal respect, and without respect, we shall always have violations. A human rights culture is a network of interlocking attitudes, beliefs, behaviours, norms and regulations. Understanding these can give us hooks on which to hang the work we carry out within our groups. And this, we can say, is very important for young people.
The experience of producing and working with Compass has been particularly rich because, on the one hand, it includes the European training of trainers and multipliers and, on the other hand, it gives possibilities for us to see those trainers in action in national training courses or in local pilot projects with a focus on human rights education. This confirms three important assumptions:
Human rights education requires trained trainers, not only activists and motivated people;
Trainers need to be also knowledge-managers, i.e. they need to have a basic knowledge of the issues and of the educational processes that they propose and organise including, if necessary, to know where to address themselves for specialised competences;
Trainers need to be creators and re-creators: they need to be able to adapt the methodological framework of Compass to the local realities and concerns of the young people or trainers that they are working with.

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[2] Teresa Cunha in "Recognising the Unknown", paper presented at the Diversity Fouth Forum, Budaspest 25-29 October 2006

It is also clear to us that any tools that help facilitating learning processes need to take into account the following principles, outlined in Compass but that don't apply to human rights education only, namely:
to always start from what young people already know, their opinions and experiences and from this base enable them to search for, and discover together, new ideas and experiences – i.e. be also learner-centred in this respect;
to encourage the participation of young people to contribute to discussions and to learn from each other as much as possible, including cooperative learning;
to encourage people to translate their learning into simple but effective actions that demonstrate their rejection of injustice, inequality and violations of human rights. This learning for human rights is essential to make young people relate what they learn to themselves and to their own lives.

The learner-centred approach that many of us advocate ought, obviously, to remind us all the time that the "tool" is not the centre of things, but the participants involved in the activity(!) and what they can benefit (learn) from the tool.

As for the broader socio-educational agenda, this should include five rationalities, or perspectives on the world:

A *"cosmopolitan rationality"*: "a way of thinking that does not waste any person, knowledge, experience and by doing so, rises and amplifies the possibilities of finding the 'right' and harmonious answers to our demands and ensure that all single persons or community have a place in our world."[3]

"A '*citizenship rationality*', implying – as in a Freire approach - that all educational activities are engaged with personal and collective emancipation"[3]; therefore, we can not separate action and thinking; transformative learning must be part of the non-formal education agenda.

- "An '*ecological rationality*' which does not separate humans from others creatures and the context of common sustainability"[3]. The ecological dimension looks not only at the present of societies but also at their future and their future within the future of the planet. It calls upon an awareness of sustainable development that includes a fairer and wiser use of resources.

- A '*non-sexist rationality*' that takes seriously and systematically into account the persisting inequalities and injustice between females and males; we do know that discrimination, violence and poverty against women continue deeply rooted in European societies.

- Finally, we need a '*pacifist rationality*', based in co-operation and not in polarization and aims to empower everybody and not obliterate any person. This rationality sees conflicts as an opportunity of personal and group positive growth and transformation based on non-violence. "A 'pacific rationality' allow us to be aware about our competences for communication, non-violent conflict resolution and peace and by doing so, to put into question the efficacy and the social value of war, violence or disregard for Human Dignity and Human Rights."[3]

The dilemmas encountered in developing and using educational tools

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[3] Teresa Cunha, op. cit. in supra

These are all very high principles and very ambitious approaches. How does this connect to educational tools?

If educational tools are understood as the media that facilitate learning process, they need to be developed further and, at the same time, their role has to be de-mystified. This means that they should not be given more importance than the purpose or issue that they are supposed to address and, similarly, that they can not be held "responsible" for frustrations or failures in educational activities.

What is referred to as educational tools usually encompasses group work activity of various kinds and nature. Their purpose is, most often, to explore the potential generated by group work for individual development and learning. Learning is, however, essentially an individual activity and process (even if supported and conditioned by the group). Where, in the process is the time for individual follow-up and support (knowing that the groups used for the international activities tend to be ephemeral)?

Because they happen in a specific international and intercultural atmosphere, the role of the ability to perform (or under-perform) in an international group is often neglected (and even more so when such activities are increasingly mono-lingual). I am very often surprised at how youth workers who "under-perform" and are invisible in international groups to the verge of being a burden, actually act in a very professional and productive manner when working in their environment. Worryingly, the converse is also true, as if our activities sometimes invited for the professional learner who is very good in international groups and perform very poorly at home (if at all). Do the methods that we tend to opt for and consider adequate implicitly favour some type of learning styles and personalities over others?

In an increasingly English-only communication environment, how do we make sure that the cultural biases that educational "tools" also potentially carry are adequately addressed and corrected?

How much importance is given to the other elements that influence the learning in an international activity, namely the group, the learning environment and context, the preparation and the support to the follow-up?

Experience seems to confirm the supremacy of the praxis over the reflection, but this is far from being pacific. The inability to place the actions for human rights education (or and intercultural learning) with young people in a broader social and educational framework ends up resulting in inferiority complex or of an unaccomplished project. The harmonious cooperation in the triangle youth *work*– youth *research* – youth *policy* is not only less harmonious than envisaged; it also seems to fail to produce communication and working methods that render the cooperation effective and efficient.

Whether we talk about HRE or intercultural learning, the challenges are always related to two inner tensions of youth work practice: to remain sufficiently open, simple, accessible and attractive to youth work practices (and, a fortiori, to young people) and, at the same time, to become credible, accepted, recognised and valued by the scientific community for whom good practice is not enough if not backed by a capacity to reflect and communicate results according to the established cannons. So, to which extent aren't we victims of the success of the tools and, therefore, become their slaves? Can we ever ensure that tools will be used only

for the purpose and in the spirit that they were created? How many trainers can make a presentation without "Power Point"?
How to ensure "popularity" with quality?

Quality factors

The question of quality is, in fact, central to this debate. While we may be impressed and flattered by the envious attitude of formal education professionals when talking about what we do, we also know that the parameters for quality and standards in the practice of NFE are much more flexible than in many formal education systems. Not that it necessarily makes a difference – what makes non-formal education what it is, is that it is non-formal. But it does reflect some of the challenges that we sometimes face, such as:

- How do we ensure that practitioners are ready and able to get the most out of the educational tools we provide?
- How far are new tools tested and developed across a wide range of practitioners and in different cultural and social environments?
- How does the usage of a method, game or activity, secure that the learning objectives are effectively reached and pursued?
- How can we ensure that translations and adaptations remain faithful to the spirit and intentions of the activity?

Obviously, we can not really provide easy answers to all these questions. And probably we don't even need to.
But it is in our hands to avoid pretending that we ignore them. And this is, obviously not a matter of tools or not tools, but of quality tools and quality training for the practitioners using those tools.
To quote again Hendrik Otten, "one could speak of high quality when the youth work offered is situation-, subject- and object-appropriate, i.e. when it is geared to and carried out in accordance with the individual's personal situation and needs and when superior politico-educational objectives can be fully integrated and mediated."
So, hopefully, we'll not be afraid of open the Pandora's box of educational tools and rather be glad that the tools for our educational work contribute to our participants opening many Pandora's boxes that are still closed to them.
And, in doing so, contribute to the key purpose of youth work, to provide opportunities for young people to shape their futures and their societies'. "

5.3 WORKSHOPS

1.1.3. European Portfolio for Youth Workers and Youth Leaders

Mark Taylor

There were 26 participants (including the reporter).

Introduction by Mark Taylor: first, audiovisual approach, then philosophical approach…
Chairs were arranged in rows. Question: do you accept that? You want to change? Change of physical position: circle.

In starting the workshop, each person was asked to introduce themselves briefly, as one of the goals of such workshops is also to increase contacts between people.
Goal: the portfolio, purposes, its objectives, to see with each other if it is interesting for both parts.
Giving ideas to people to digest is basic to understand what we are working with. Asking the group the method, they agreed.

Questions for the participants:
- What Competences do we have?
- What are we proud of?

Share your answers with other two or three persons, in small groups, rotational groups.
After some minutes, how what's that for the group…?
▪ Not so easy.
▪ It seems to frighten people.
▪ It was interesting what other thinks of competences
▪ Know other people is interesting
▪ A small test for the group, to realise interest
▪ Creates Positive mood
▪ Interesting competences: specific knowledge or skills

Something surprised: not polite to say…

A compliment to the participants, because it is really very difficult indeed to share our competences with others – not something we are used to in youth work (because it sounds like showing off or arrogance sometimes).
As youth workers, all different all equal, we realise the differences. Very often, the competences comparison permits to realise this fact.

Once upon a time, when people didn't have youth work, just volunteering or some kind of leisure time activities (ping – pong, having coffee, etc…), some people organised in some countries, while other people kept making things without specific organisation. Examples like Finland or Portugal illustrates this.

On those times, young people were caught in the streets for youth participation. Talk with the neighbour if 15 years ago (if you could remember) you lived it: where were you then…?

Less than the third part of the group recognised the reality described by Mark. The rest is unbalanced divided between the opposite reality and a lack of knowledge about it.

It depends sometimes of the cultural, social and historical background of each country (example of Spain, when democracy just arrived).

Nowadays, what are the big influences on the situation in Europe for youth workers and youth work..?

- Quality (a drive for more quality, you see it in the Council of Europe as told by Rui Gomes, in the next YOUTH IN ACTION Programme)
- Fear of young people (like last year incidents in France)
- Citizenship (becoming active citizens in society)
- Limits (13 to 30 years old is now what we call "young people", but this definition may be changed again one day)
- Lisbon 2010 (European become the most competitive knowledge society in the Word)
- Formal and non formal education is changing a lot (formal learning, vocational training, etc…)

Speak with the neighbour about the formal, non formal and informal learning concepts.

Answers:

All of the participants have (more or less) a clear idea about the three concepts…

<div align="center">Non formal</div>

Informal   Formal

All depend on the context and how the elements of formal and informal are mixed: this WS for example is a non formal one.

The big thing looking a NFL, if we want the recognition about what are we doing, is to approach the NFL to the formal education…
Both, IFL and NFL are older than FL. Another reason concerning the present discussion is how the people have experienced all this options.

Sometimes when we talk of recognition of youth work and the learning in it, then there are reactions which are not so positive – because of the fear that the informal sides could be overwhelmed by over-formalisation.

We have to be proud of what we do, we have to show what we do, and one of the ways to do it is the portfolio.

How many of you are youth workers, and now many are youth leaders…? Half and half here, so both are included for the portfolio!

Difference between both concepts.

NFL versus NF Education

Portfolio explanation (Power point):

1st slide:
Why this portfolio…?

2nd to 9th slide:
The aims of the portfolio, one by one.

Three more things to say, before the text for the participants:

Portfolio: made by a group of experts, from different European countries, discussing through a virtual platform in internet, meeting in some places, until they reached the present draft. This was then put into a test phase.

A training course for multipliers was run in April 2006 in the EYC in Strasbourg, with youth workers and youth leaders: their job was to find 10 people to use the portfolio and give their evaluations. There was also the possibility to download the portfolio and literally thousands of people did so! Sadly, just four evaluations came by internet. People were so busy these days…! Thankfully the multipliers found nearly 150 people to send in their evaluations.

In putting the portfolio together, an huge effort was made to make a synthesis of the competences needed to be a youth worker or youth leader and they started with a functional analysis.

Some examples taken from the draft…

Text: pages 19 (functional analysis) and 21 (competence table on empowering young people) from the Portfolio.

Five minutes to read it, and discuss with the neighbour.

Open discussion about the text reading:
- How could we evaluate it?
- Did you find yourself in it?

Not in every point, some of them. It depends on the group, the context, the experience…

Point 5.2.1. What is it about?
Different understandings: from the approach of target group until how to deal with individuals or with a group.
When we see the feed – back of the portfolio from people, when they saw it, there are different reactions and answers, due to different conception of youth work in the different countries. The main idea is to face how it could be…

About the Function text (page 21):
For someone is quite difficult. Is not only about the worker, but about the project.
If you work in different contexts, you may adapt the reality of them to this function table.
A professional approach could be more close to this function definition of youth work.

Agreement with some of the "Aid to reflection" (point 5)
It depends on which kind of project are you developing each time, in terms that all the competences are not only individual, but like something in common with the rest of the group, the young people, etc…
The most important thing of this draft is the feed – back received from the users of it.
We have learnt through the process of doing it, when you gone through the process, you discover new things to add or to change… so all of us are colleagues of the expert group and Mark Taylor in this process.

Question: could it be received feed – backs from individuals or from organisations…?
Both of them. Young people as target group are not used to send these feed – backs, but those involved in the youth work, did it.

Question: is it reflected bad practices or bad things in the portfolio…?
Some people are not honest, so it is quite difficult to identify who lies and who says the truth.
Copy of the basic information in a nice yellow paper. Draft version could be downloaded from the website: www.coe.int/youthportfolio
Interpretations of the positive or the negative feed – back will be realised with the time. The time of consultation has being during last two years. The portfolio group hope that it will become part of mainstream youth work in the future.
More information about NFL and NF Education could be accessed in the current edition of COYOTE magazine, produced under the partnership between the Council of Europe and the European Commission.

As conclusion:
Think of the content, and of the methodology, giving between 1 to 5 points.
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Inspiration 6

Keep in contact with Mark Taylor through his e – mail brazav@yahoo.com.

Don't forget to check the YOUTHPASS and the new YOUTH IN ACTION Programme.

1.1.4. Using cards as an educational tool

Laetitia Dupuy & Centre de Sureaux

This game was developed under the action 3 of the Youth Programme. The main tool for this game is a pack of game cards with additional questions. Tool was not prepared for international use, so the cards are available in French language only.

Aims of this game were:
- To give the opportunity to share the point of views about sustainable development using creativity (slogans, graphics, paintings, pantomime)
- To share the point of views about the used tool

Game starts from dealing the cards, one card for participant, then all the participants have to find other people with the same figure or family on the card. Such groups have the time to discuss about all the answers to the questions from their cards, and to prepare the common presentation, painting or pantomime about their answers.

Tool haven't been use in international groups, so the most basic problem was with translation of the questions to English. In my opinion there could be also the problems with use of this method with multinational groups, because it's very easy to flow with the discussion about question in the groups, and loose the main topic. Simply, there are no leaders in the groups that will moderate the discussions, and participants are loosing a lot of time to speak about their experiences or situation in their countries without taking care about task.

Results are east to present to the audience or other participants, but some of drama needs to be done by well integrated participants, without fear of public presentation.

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1.1.5.   HRE through Body Expression

Lucia Barberi

Background	The exercise has been adapted from the manual "Theatre of the oppressed" of Augusto Boal. It considers the human rights declaration in general and in particular the following articles and topics: • Article 2 • Article 7 • Article 22 General human rights Children Gender equality Globalisation Social rights Religion Tradition Heritage
Aims	To learn how to utilize drama within the context of HRE.
Objectives	• To warm-up to prepare for using sculptures or image theatre • To raise sensitivity on oppression issues • To develop an understanding of the complexity of human rights issues • To use human body as a tool of representing feelings, ideas and relationships
Competences	• Personal concretization of HR in daily life • Human rights personal interpretation • Active interaction • Body language • Flexibility of thinking • Body awareness • Creativity • Personal expression.
Methodology and methods	• Participant-centred approach • Experimental learning • Creative methods • Energiser • Role-play • Non-verbal communication • Empowerment of sense perception • Group exercises • Plenary reflection.
Programme	1. Stretching: 9.00 -9.05 (shaking of tension) • Participants stand in circle, soft music in the room

- Some exercise of stretching (neck, shoulders, back, legs) to shake away morning torpor, tension, stiffness, shyness, fear….

2. Energizer: **the winking game** 9.05 – 9.15 (usage of facial expression)
   - 8 chairs in circle in the centre of the room.
   - 7 persons are sitting, the other 8 stand behind the chairs (one person has no partner sitting)
   - The person with no partner sitting is the winker. He/she has to attract one sitting-person by winking, an not been seen by the person standing behind
   - The sitting person has to try to join the winker, while the standing person tries to catch him/her
   - The standing person who loses the sitting partner is the new winker and so on.

3. Exercise: **HR frozen statues** 9.15 – 11.00 (usage of body expression)
   Before getting into the real exercise, practice human body expression with the following short energiser: **complete the image**
   - Have all participants stand (or otherwise position themselves) in a tight circle.
   - Explain that this exercise works best without talking.
   - Facilitator should model first image. Enter the circle, stand in the middle and strike a pose. Point out that this pose could have many different interpretations. Ask a participant to join you by striking a complementary pose -i.e. anything that the participant thinks adds something to the image. Point out how the meaning of the image has been altered. It is now a scene in a story. Ask participants what possible meanings this image has. Solicit a few responses. Continue game in silence.
   - Hold the pose for about five to tell seconds (long enough for everyone to have a good look).
   - The facilitator rejoins the circle leaving the other person still in their pose.
   - A new participant now steps into the circle and strikes a pose with the person remaining in the circle. Hold the pose for five seconds to tell seconds. First person leaves.
   - The exercise proceeds with this serial interaction: first person always remaining and new person joining.

   FROZEN STATUES:
   - Division into 3 groups of 6 pax – participants are asked to organize themselves in a line according to their birthday date. This task has to be done in complete silence, using only non-verbal communication. After that, group will be divided into three.
   - Every group receive the group exercise information (enclosed at the end of this chart) and the HRD article connected.
   - The groups have to prepare 3 different statues representing the HRD article they have been given: they have 20 minutes
   - Back in plenary every group has 8-10 minutes to perform the 3 sculptures: it is fundamental that the participants don't share with the other groups their tasks, don't speak during the whole phase and don't move while representing (FROZEN STATUES)
   - After the 3 representations, the other 2 groups have to guess the article represented.
   - The groups perform in turn

	DEBREIFING: Back in plenary the whole group sit in circle and participants are asked the following questions: • How do you feel? Are you satisfied with the out-come? • How did personally feel about using your body for expressing values and concepts? • How did the team react to the task given? • How much time did you need to agree on the strategy to follow and the positions to assume? • How did you find the work in the team? • How does this relates to your learning style?
Tips for the team and participants	Task division among the team in order to have a good time management, documentation and general flowing of the activity.
Materials needed	none
Handouts provided	group exercise information 3 cards 1 for each HRD article related (2, 7, 22) Paper on "Theatre of oppressed" by Augusto Boal.
Comments	Being drama work very emotional and intense, it would be better dividing the two activities into two different days, having both activities as morning ones.

Guidelines for Frozen Statues (each group receives different articles to represent):
- Article 2
- Article 7
- Article 22

HR Frozen Statues

This is a silent game, absolutely no verbal communication.

You have to create a FROZEN STATUE (no movements, no words) representing the following article of Human Rights Declaration:
ARTICLE NO. 2

Read it carefully, then you have to represent the article with
<u>3 different statues</u>: it is important that you cover all different topics of the article considered.
Read it, think for a while, and then close your eyes
FEEL it and let your body express.

After 20 minutes (be on time), come back to plenary. Don't share with the other groups your tasks.
You have 8-10 minutes to prepare and show your statues.
REMEMBER NOT TO SPEAK AND NOT TO MOVE while representing.

The other groups have to guess – after all the 3 representations – the article you were dealing with, and your group will have to guess the other groups' articles.

BE CREATIVE AND COMMUNICATIVE

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1.1.6.   An exercise on education & civilisation (focus on EVS)

Bernard Abrignani

There were 7 participants so we had a lot of time to discuss about the different cultures also. It was based of 2 parts.

1. The powerpoint presentation, where we tried to guess which civilisation a place or a statue was coming from, and then discussed about why these civilisations are not around nowadays, why they died.
2. The second part was a discussion about different cultures: what different countries fear and are they collapsing soon (we did a exercise where we discussed our own countries and what the countries fear in our view.

The main subject was that how we can influence people with education, we watched a cartoon about it (how the Nazis (the German) used education so that every little boy wanted to be Hitler and hated every other not German person). We also talked about the need and importance about the trainer to have has much experience and knowledge as possible to make the EVS as successful as possible and do their job well. And also Leo talked about his experiences involving the EVS and different cultures.

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1.1.7.   Internet coaching network and virtuql desk for young project builders

François Cardo

François Cardo was introducing the website www.projaide.asso.fr, which is an internet coaching network and a virtual desk for project builders to help them to build personal projects. At the moment the page works only in a small local level but they are planning to develop a new version , which would include all France.

He started to work on it on 2003 and finished just 3 weeks ago. But it will be updated constantly.
At first they made a research and ask both professionals and young people, what would they like and need to find from such web-page. During 2005 they launched a new improved version in every 3 months and asked constantly again for the feedback from the users, if it was what they were expecting.

The website has 2 parts: one for professionals/coaches and other for young people.

The part for the young people consists of:

1.) Couching – to help young people to find couches/ trainers by using 3 different types of searching-engines. There are 198 professional couches in database at the moment;
2.) Methodology – how to organize an youth-event, how to write a budget and so on;
3.) Financial search-engine tool, which helps to find different founds (principles, deadlines, sums);
4.) Forum, where young people can ask questions on which youngsters and professionals both can answer.

From the page users can also find: selection of tools, selection of newsletters, selection of books, first hand accounts, videos about youth-projects.
It is also possible to download different tools/programs like Open Office, Calendar, Firefox, Audio from the page.

The part for the professionals consists of:
1.) Professionals contacts;
2.) Helpline (to ask for help, information; it is possible to ask questions under your name or anonoumosly). It is possible to send a letter to all professionals in database and the answers to the questions will be in the newsletter;
3.) Training-calendar;
4.) Studies and analyses about youth, also students studies;
5.) Links;
6.) Forums (forum for professionals only and also forum for both professionals and youngsters).

To enter the professional part each professional has to enter a personal code.
But there are é different statuses for professionals:
a.) professionals who are coaching in this area;
b.) professionals not coaching on the area (will not be added on the searching-engine-map).
To log in first time you need to:
Enter a login – INSCRIPTION
And the password – PROJAIDE
and then fill a small questionnaire.

PS: Each tool has 3 different technical degrees: beginners; intermediate and experts.

Future plans: to add interviews and also audio-files for blind people.

There was not much discussion during this workshop. Some participants were disappointed that the page is only in French, many were interested in how to log in and use it. Participants found, that the idea of such web-page is great and that it definitely should be widen/broaden to the national level. Web-page was found as useful and effective tool for spreading information, coaching and connecting people.

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1.1.8. Fighting discrimination with active games

Clara Carbunar

The first game of the workshop started by asking participants to have a look at the pictures of almost all kind of different toys, to choose a game they loved the most when they were children, and to bring a picture of their favourite toy to the facilitator.

The pictures were posted on a string: on the right side pictures of toys chosen by boys and on the left side - by girls.

The discussion in the working group started by identifying what kind of games like boys and what kind of games are loved by girls. Result: boys chose different sport cars, balls, NFO, robots, etc… and girls chose Barbie, different dolls, teddy bears, doctor kit, rollers, etc.
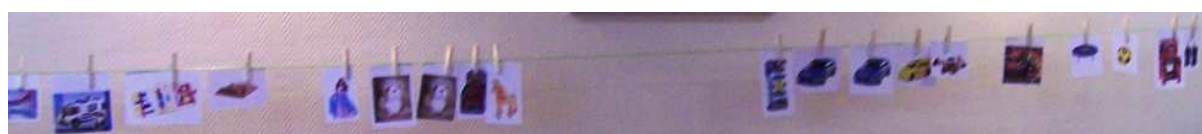
The facilitator asked boys what was the point when they played cars? Answers from the group: "Speed", "competition", "want to be the first", "noise", "crash…"

And a question for girls was: what do they do when they played, for example, with a teddy bear? Answers: "-I say sweet things", "-Maybe I say: Ok, now it's time to go to sleep". So, there is more tenderness in girls… But one said: "There is competition between girls as well when they play with dolls. Maybe a competition for girls is not to go faster, but to be nicer, to have more beautiful Barbie dress…"

"Thus, boys and girls have both tenderness and violence, even if you have a Barbie, you can crash…"

The next query was: Who chooses toys for you? Your parents or you? Answers were different kind: "-If you have a big family you can buy one toy and leave it to other sisters/brothers", "-Children choose what their friends have"

What Clara supposes is that: "Some toys are boys', and it's not really OK if girls play with it, and some toys are for girls and it's not normal if a boy plays with it…."
A girl from the working group commented: "-Maybe we just take a habit to play with girl's toys."

A boy replied: "it's just stereotypes, as you can put a Barbie in a car and play…"

Clara asked what was a matter with a boy playing with a Barbie? Each time you have a Barbie at boys' side, young people say: "-oh, oh, oh", "look at that!", "But maybe he is used to play with a Barbie but he is not a gay…"

"To be a man or to be a woman does not suppose anything else…. Men and women places in society are really moving nowadays. Most of the societies are getting open to gender norms." - That's what Clara thinks.

The second game started with distribution of pictures of faces with different appearance, each person would be the one on his/her picture. The working group role played different societies where norms are not the same, and where the majority is not tolerance. There were some people not respecting the society rules.

The facilitator ordered: "Go out blue hair people? I can smell you from here… fuf". Blue hair people should have gone away from the society. Maybe they would think that there is not their place in this society as they are so different from others and they prefer to go away from others. The most of the workshop participants said the same: "-I wouldn't confront, why do I need a society that rejects me?!"

There were some other rules as well; people with earrings had to be in the centre of the society, so that everybody could see them…

And people with beards are the best, they feel like kings and stand upper than all others.

The question was: What would happen with the blue hair people if all of them go away from this society? "They would create their own society there" or "they will join other society".

The facilitator asked each blue hair participant who have been discriminated: How did they feel? The most of them did not know how to react on this rejection of the rest of the majority and they felt much discriminated.

The working group talked about the blue hair people discrimination during searching a job; brought some examples from their countries. Be a part of a society is something you choose. Sometimes discriminated people try to make changes in the society and do not immediately go away. One added that "-Minorities should confront rules of majorities if they want to make changes".

Clara remarked that "Here in the group we saw that it is not Ok to say "you are apart", but anyway discriminated people do not react. But in order to make majority change, it is very important to show what is accepted and what is not accepted in a society, because even if everybody knows it, sometimes it is not clearly explained. Making rules easier, explaining

what norms are and how do we have to be to be normal can be the first step for the majority to change. That is what we try to show with these games."

With this tool Clara wants to show young people that most of discriminated people do not react (as the blue hair participants or the boys who chose Barbie) and the main point of these games is to make them react and not accept discrimination from the majority.

The way of fighting against discrimination is to work on majorities. Probably we are all normal people sometimes… "I can be part of many groups, but sometimes people look at me and the only thing they see is that I am a black or a homosexual, and that's the only thing they see about me…" "Sometimes probably we say: -I don't accept the rules of the majority; or sometimes it is us who say: -No, we don't accept such kind of people in our society…"

At the end of the workshop the facilitator asked each member of the group to experiment how he/she can react, if for example he/she has to confront a racism/xenophobia, or some different kind of discrimination? She gave the working group time to reflect about the tool.

For participants the games were a good starting point to discuss about fighting discrimination…. They remarked that they were quite deep and interesting games…

ADVICE:
- a facilitator should not lead a conversation, but let the working group overview what happened. Why? What were special characteristics of discriminated minorities? And how did they feel when discriminated?

CONCLUSION:

By these kinds of active games one can make young people feel the pressure of discrimination; and show them that in order to fight against discrimination and make changes in an intolerance society, minorities have to confront rules of majorities.

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1.1.9.   Using the "Inclusion booklet"

Tony Guedens

This meeting was focused on activities for young people with fewer opportunities. (mental limitation, geography or cultural disadvantages, etc.)

We starting with an ice-breaking : everybody went up to the chair and, without touch the floor we had to changhed our place to be in alphabetic order of our names.

SALTO-YOUTH
EUROMED
RESOURCE CENTRE

Jeunesse
Agence française du Programme
Européen Jeunesse

FAUT QU'ÇA BOUGE!

MOBILITAS

YOUTH FORUM JEUNESSE

SALTO-YOUTH
YOUTH INITIATIVES
RESOURCE CENTRE

SALTO-YOUTH
SOUTH EAST EUROPE
RESOURCE CENTRE

Connect Youth

SALTO-YOUTH
EASTERN EUROPE AND CAUCASUS
RESOURCE CENTRE

It was interesting because it's dynamic and fun and it requests the collaboration among the participants in order to jump from one chair to another one without fall .

After we share in groups and our task was to find the way to adapt it to a different situations (wheel chair, blind participants, no touching cultures, in nature place).
Each group suggests its idea and we discuss about it.
(for example : if there is blind young people we suggest to play everybody without see and stay on the floor and not over the chair .)

After we read the « Little Red Riding Hood » story in order to reflect about politically correct terminology and the development to equality. We read the story and we discuss about the terminology and why this one enjoy us.
Our attention was focused on the introduction of modern words in a traditional story, the aims of this activity and the way of using it.

We discuss about the translation in different languages and we agree that it will be useful and it's important that experts on this field will do it in order to don't changhe the correct meaning.

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1.1.10.   Flower of Identity

Claudio Kogon

The program for the workshop:
- Experience the tool
- Half an hour to discuss

The tool is called Flower of Identity and with the help of the tool one can discover the identity of a group or create the identity of this group.

To get started it is a good idea to play a bit with images and music.

In the workshop the participants where asked to guess the origin of ten different pieces of music. After thinking about the music individually the participants where asked to find someone to discuss the music with. Then the music was played one more time.

This was the solution in the workshop:
Music nr 1: Spain
Music nr 2: South Africa
Music nr 3: Norway
Music nr 4: Northern Africa
Music nr 5: Sweden by a Yiddish community
Music nr 6: La Reunion/France
Music nr 7: Basque
Music nr 8: Hebrew/Arabian

Music nr 9: Greek (Blach people)
Music nr 10: Napolitano song sang in Hebrew

The second "preparation tool" that the workshop took part in was to guess the origin of eleven words. (In cursive the origin)

Guitar-*Arabic*
Zero-*Sanskrit*
Alcohol-*Arabic*
Admiral-*Arabic*
Orange- *Sanskrit*
Coca Cola- *Quechan* and *African*
Anorak-*Inuit*
Blue Jean- *America* and *Italian*
Bungalow-*India*
Ketchup-*Chinese* and *English*
Album-*Latin*

To the actual tool…
Everybody gets an empty paper. They are asked to draw a flower (alternatively, the leader can hand out readymade flowers for the participant to fill in). Draw big petals so that you then can fill them with the elements (elements, not values, especially if it is a multicultural group) that define you, write one or more elements in every petal. Give time for reflection, play some music to make the feeling relaxed.
Then gather in groups of 3-4 persons. Every group gets a big, colorful petal and in the petal the group is about to write the elements that the whole group agree that defines them.

The group work is interesting because one can agree on things that was not in ones own picture and in that way get new perspectives.

After the small groups the whole, big group gathers to look at the group petals. Each group presents their petal. Discuss a bit around each petal. Question words that can mean a lot of different things for different persons, in different contexts, e g gender, emotional etc.
The flower made up by al the petals is supposed to be the identity of the whole group, discuss if that is the case and if something has to be added , removed or changed (e g the word European in a big group with non-Europeans as well).

A good idea is to ask al the participants to save their own Flower of Identity as it can be used as a tool for reflection many ears after it was originally done.

The Flower of Identity is a tool for getting to know each other, and also one self.

Problems: People might stick to their positions and show few signs of flexibility.
                There might be empty pebbles. Then discuss emptiness! Might it be a good thing to agree that there are nothing you can agree on that would fit everyone?

The tool can also be adjusted to better suit the context, e g The Rudder of Identity.

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You can find this exercise in the Tool box of the SALTO-YOUTh website (www.salto-youth.net).

1.1.11.   Euromed training bag

Bernard Abrignani

There were 13 participants (including the reporter)

It was used an audiovisual support.

Introduction of the Euromed Training Bag by Bernard Abrignani. The dolphin is the symbol for this tool, due to its common meaning for the Mediterranean Area Countries.

The Steering Committee composition.
Six ETB was sent to the National Agencies, and some TCs were created: TOTEM and TATEM.
The main difficult to work in the EUROMED area is patently clear, due to the different problems linked to this area…

Underlining the priorities: To work with Euromed or to develop Euromed activities…
The idea of the ETB is to be completed. There is a problem of time now. The updating of the enlarged Europe supposes and add problem: MEDA Countries keep, but the EU grew up…

Dogmatic: the Holy Book, or just a useful tool?
Example of the "All Equal – All Different".
It is not a manual, like the COMPASS.
It is in English and French. It is Euro – centric.
Target groups.
In some countries there are some volunteer entities working for it.
Exercise: four groups, to work each one with one ETB.
Example: A Lebanese Youth Organisation asked you to lead a TC, to raise the issue of citizenship and active participation within the EURO – MED Youth Programme framework
Steps:
Study cases (divided in two parts), Tools, Political frames, Topics, Other links (like COMPASS CD Rom), Destination info

The ETB has 15 CD Rom. A DVD is heavy to use. There is free space to implement with other relevant or interesting CDs. It is also possible to include paper documents, reports, EUROMED T – KIT, etc… there are not exercises in the ETB but tools.

Some examples concerning the tool: exhibition on the screen about the general content of the ETB, in a Word document.

Practical exercise concerning the ETB use.
In the ETB the tools are not the same ones in English or French, there is a lot of them in Arabic Language.
Each group will read its choice, and then we comment all together.
A clear idea is that the ETB could be used in other countries different than MEDA Countries.
Two groups have selected the same Study Case, so it would be interesting to see how they have "cooked" the same meal: trainer's training (ToT) in Algeria, concerning Touareg people and minorities inclusion.
Some videos related with one of the explained examples are shown.
There are new tools that haven't being incorporated to the ETB due to a lack of time.
The third group choose other option, concerning a seminar in Alexandria related with active participation.
The fourth group choose a youth cultural club inviting to run an information session.

EUROMED YOUTH III is a different Programme than YOUTH IN ACTION Programme.
Last words on behalf Bernard, concerning one of the last TC made in the EUROMED frame, about the similarities and differences, which were the starting point to create new tools. All the documents could be downloading online from the SALTO website.
Bernard takes the chance to show the SALTO EUROMED website and its possibilities and resources, as well as a brief review of SALTO recent history.

PRESENTATION OF THE TRAINING BAG

After three years of intensive work - having allowed more than 600 trainees of thirty five different countries to profit from forty trainings - Salto decided that it was time to capitalize and diffuse the whole of the tools which had been used or created. The BAG is now ready and it will be distributed to National Agency and to trainers from the TATEM and TOTEM long term training courses!

To answer to this question, a meeting took place in Injep (National Institute of Youth and Popular Education - Marly le Roi - France) following the initiative of Salto. Many important Institutions working on the subject had been invited:

* National Coordinators represented by Elisa ASLANIAN, Euro-Med National Coordinator, Lebanon

- National Agencies represented by Fatima LAANAN, National Agency of the Youth Programme, Belgium French speaking part
- European Commission, YOUTH Unit represented by Alejandra MARTINEZ
- Council of Europe - North South Cooperation Centre represented by Marcos ANDRADE
- Euro-Med Youth Platform represented by Giovanni BUTTIGIEG
- European Youth Forum represented by Luiza BARA and
- SALTO-YOUTH EuroMed represented by Bernard ABRIGNANI, Flavia GIOVANELLI, Marc MULLER

Thus, the "Euromed Training Bag Community" was born; this name was chosen in order to point out filiations with Training Kits and Euromed Training Pass. We failed to have "T'Bag" but it was not completely our "cup of tea"! Thanks to the facilitator Mark TAYLOR, the "companions" decided what the tool has to be and what it was not to be and its use and thanks to the reporter Yiota KAMARATOS memory was kept:

Why should there be a Training Bag?

- To fulfil the needs of the National Agencies/National Coordinators
- To transfer the Euro-Med spirit
- To increase visibility and exposure of good practises
- To explain the context of the Euro-Med cooperation
- To underline the Thematic Priorities
- Institutional recognition / legitimacy
- To classify: There are too many things around
- To have a Check List
- It can have a snowball effect

What should be in the Training Bag?

- The five Euro-Med Thematic Priorities (Women, Environment, Minority Rights, Citizenship, Anti-Racism)
- Religion
- SALTO Training Reports
- T-Kits
- Euro-Med T-Kit
- Commented bibliography
- Discography
- Webography
- Where to get more information and contacts
- How to deliver presentations
- A section to add new things, evolution and suggestions
- 'Little Guide' on how to use the Training Bag
- The Youth User's Guide
- A Euro-Med Youth Map
- SALTO and Platform Newsletters
- Coyote Magazine
- CD Rom, mixed media
- Training programs with examples and tips about cultural sensitivities
- Evaluation of Training Bag and Evolution suggestions for new editions

- Leaflets about The Commission, Council of Europe and Platform
- Reference to other relevant programmes
- Summit conclusions
- A wider political context
- Recent effects
- History of Euro-Med
- A funding sources guide

... and what it should not be!

- Static – It should always be up-dated and under-construction
- Heavy, confusing
- Dogmatic
- Limited
- Too simple – Stimulation and creativity are needed
- A manual
- One level – It should cater to all needs and knowledge
- Too oriented
- Only in English
- Insensitive to realities and difficulties
- Euro-centric
- Mono-type – It should be multi-disciplinary
- Cynical by not providing answers
- Exclusive – It should cover various minorities.

Finally, after four days of hard work, full of heated discussions, the concept behind the finalised product was proposed; it combines a series of the specific features with the target public, means of diffusion and its format.

Who are the target groups?

- National Agencies
- National Coordinators
- Prepared Euro-Med Multipliers Youth NGOs
- Training Institutions

The main target groups are the National Coordinators, National Agencies and the Partners i.e. the Commission, the Council of Europe, the European Youth Forum and the Platform.

It was decided that everything should be filtered through the National Agencies/National Coordinators, according to their needs. An emphasis was placed on the necessity for preparation to ensure availability for all those who need to use the Training Bag.The Training Bag will be developed as a tool to support the National Coordinators work. Since the NCs come from competent authorities (e.g Ministries), there can be involvement of the NCs Government to further promote the Euro-Med spirit.

What will the Training Bag look alike?

At the end of the one-week meeting, it was agreed that the final product would include a CD-Rom allowing quick and easy access and use. In addition, there will be a CD holder, where

all the relevant CDs, containing T-Kits, copies of the Coyote and Platform Magazines, Reports on the E.U. Partnership with the Council of Europe, a specialized bibliography, discography and inspirational videos can be placed, and easily accessible.

Furthermore, it was agreed that different situations taken from the SALTO'TEMM training courses in the six MEDA countries should be included in the Training Bag as examples of good practices, along with the new tools created by the multipliers during some of the training courses.

The final product will have six headings including:

- Case studies relative to situations of training or information: approximately around fifty
- A certain number of cards describing the tools having a link to the technical aspect of the program: Action 1, 2 and 5 and with general information on the same subject.
- Cards presenting each one an aspect of the political framework of the programme: for example the declaration of Barcelona.
- 5 sets of cards of different colours (1 colour for each thematic priority): Fight against racism and xenophobia, place of women, minorities, environment and the inheritance, the active participation. Each card returning to different CD being able to comprise videos, useful Web links, documents etc.
- A series of card relating to other topics like: the religion, history, human's right.
- 35 cards "one by country" giving of the statistical indications, bonds, photographs etc.

You can seek in the heading " Study Case " a situation close to that which you will have to manage in a training or information session, then you turn the cards one to one of each category to find the tools which appear to you to be the best adapted with your intervention. Once that you have your scheme of work under the eyes, you seek in CDs indicated the tools selected.

Of course there is some space left to add your own tools in the form of blank cards and of empty small pockets CD. Let us not forget that one of the principles of this "Training Bag" is that it evolves and that each trainer must adapt it.

The Training Bag is a unique creation that will stimulate the mind of the User in order to get the maximum use, in order to be able to transfer the knowledge to other beneficiaries.

1.1.12. Idea Development with youth

Alexander-Matthias Seifried

The Positive Brainstorm is a model for brainstorming and idea development with groups of between 4 and 12 people. The model ensures that everybody in a group has the opportunity to suggest ideas and gets the chance to develop those ideas

Expected learning outcomes for youth workers:
Explain the creative process: identify the creative challenge clearly.
Working with others: listening to each other, Co-operating with others on activities.

Leadership: organize the team.
Motivation: Show commitment to the team, encourage others.
Awareness of other people: show empathy and compassion, can question and challenge others positively.
Negotiation: respect other opinions and points of view; be clear about your goal.
Social skills: be comfortable and relaxed in groups of people, respect cultural differences between people.
Building relationships: collaborate and co-operate with others, work with others towards shared goals and aims, be effective in small and large groups.

The expected learning outcomes for young people :
Self confidence : develop, express and share clear ideas and views, capable of presenting ideas effectively to others.
Positive thinking: understand the importance of positive thinking and positive language, always think "success".
Adaptability: adapt easily when things change, see new opportunity in change.
Risk taking: be open to try new things.
Setting goals: set short, medium and long term goals, take responsibility for own choices and future.
Motivation: being inspired to take action, show commitment to the team, and encourage others.
Working with others: participate co-operatively with others; actively collaborate on developing ideas, in creative group work and activities.
Speaking and listening: debate and discuss ideas in small/large groups, explain own ideas and listen to others' ideas/views, effectively share/present small group ideas to large group.
Experiment with ideas: devise new ideas from stimulus, engage in new techniques for creative thinking, and see more than one option or solution, experiment with ideas in different ways.
Basic mind-mapping of ideas: understand how to map out ideas and thinking, understand how to make connections between ideas, ability to see and understand the "bigger picture".
Brainstorming and word association: Participate in small/large group brainstorming; understand how to use association to generate idea.
Awareness of other people: can question and challenge others positively.
Own identity: express yourself and your views and opinions to others.
Listening skills: display active listening behaviours; ask appropriate questions to enhance the listening process.

Resumé of exercise
Compared to The Rotating Idea development model, which you also find in this module, the Positive Brainstorm is carried out with smaller youth groups and the model goes deeper in developing the single ideas.

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5.4 CLOSURE OF THE SEMINAR

This tool fair has been the first time the opportunity to gather together people who wouldn't have the chance to meeting each other in "traditional" seminar set up within the frame of the YOUTH programme.

Representatives from Meda countries, third countries, South east Europe (SEE) countries, East Europe and Caucasus (EEAC) countries and programme countries took the chance to meet in one place and exchange during three days on educational tools.

This event, based on a non formal learning process has been a success thanks to the involvement and motivation of the participants. People got a lot because they gave a lot!

To short out, let's have a summary of this fair in a few figures:
- 3 full days of exchanges
- 33 countries from Europe and 3rd countries.
- 99 persons involved in this tool fair
- And billions of project ideas!!!

Many tools are already available on the SALTO-YOUTH website (www.salto-youth.net/toolbox). Nevertheless, we fully assume that this virtual place will never replace the chance to meet physically each other.

This tool fair was a first step, but not the last! Next year, this event will be organised a second time and you can be sure than, from the experience we had altogether, from what we have learnt, this will be a high quality event.

Thanks a lot for your involvement.
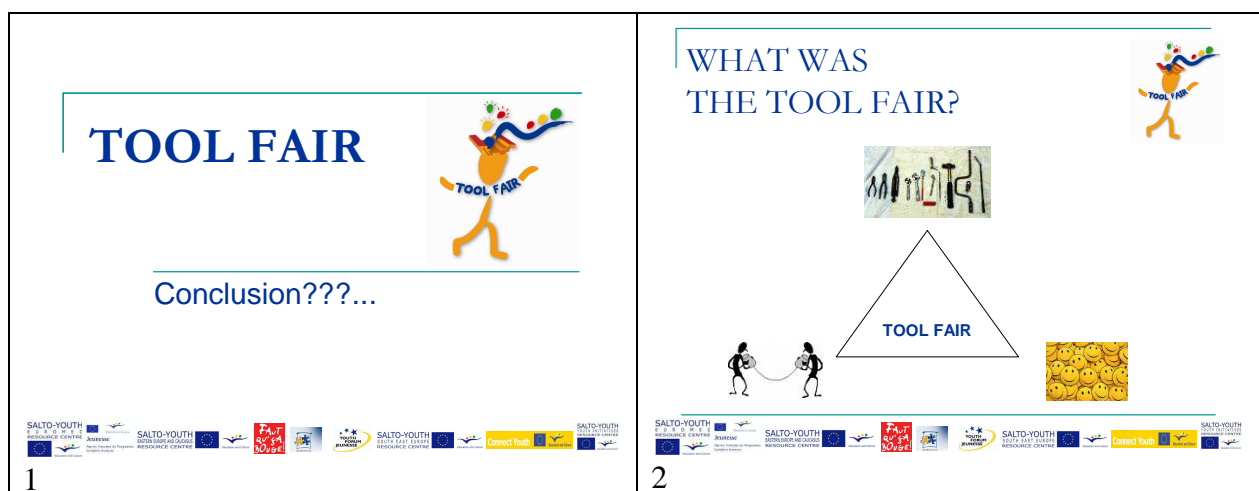
INTRODUCTION

« YOU GET WHAT YOU GIVE »

3

AS A CONCLUSION…

PERSONNAL FEELING
& OBSERVATION

4

AS A CONCLUSION…

SHARED FEELING

INSPIRING!!!!!

5

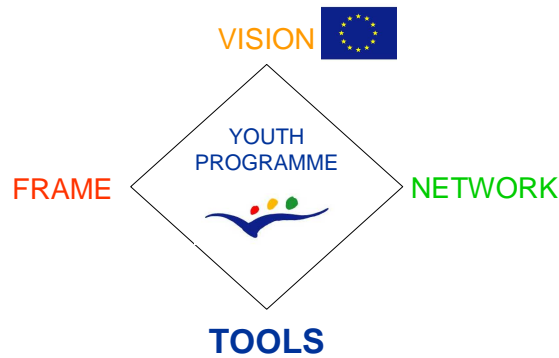## AS A CONCLUSION…

- We don't need "ready made", uniform, houses…

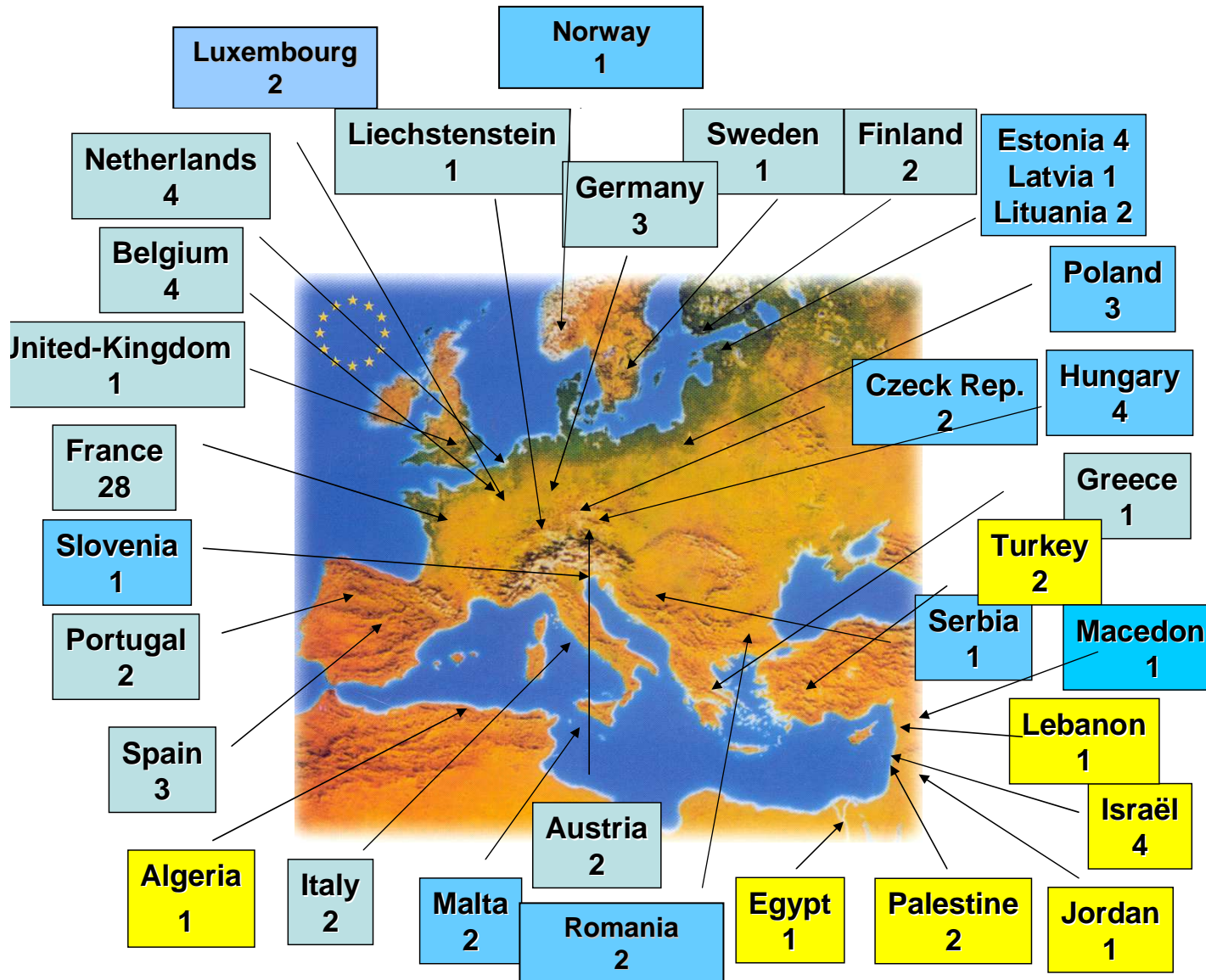- But tools (hammers…) to build -or break…- the walls we want!!!!

6

AS A CONCLUSION…

VISION

YOUTH
PROGRAMME

FRAME   NETWORK

TOOLS

7

Luxembourg 2

Norway 1

Liechstenstein 1

Netherlands 4

Sweden 1

Finland 2

Estonia 4
Latvia 1
Lituania 2

Belgium 4

Germany 3

United-Kingdom 1

Poland 3

Czeck Rep. 2

Hungary 4

France 28

Greece 1

Slovenia 1

Turkey 2

Portugal 2

Serbia 1

Macedon 1

Spain 3

Lebanon 1

Israël 4

Austria 2

Algeria 1

Italy 2

Malta 2

Romania 2

Egypt 1

Palestine 2

Jordan 1

Belarus 1

Azerbadjian 2

Armenia 1

Georgia 1

Moldavia 1

Ukraine 1

SALTO-YOUTH EUROMED RESOURCE CENTRE

Jeunesse — Agence française du Programme Européen Jeunesse

FAUT QU'ÇA BOUGE!

MOBILITAS

YOUTH FORUM JEUNESSE

SALTO-YOUTH YOUTH INITIATIVES RESOURCE CENTRE

SALTO-YOUTH SOUTH EAST EUROPE RESOURCE CENTRE

Connect Youth

SALTO-YOUTH EASTERN EUROPE AND CAUCASUS RESOURCE CENTRE