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A. TOOLS OF THE TRAINERS

CD-ROM / Video

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- Youth SVE / JPE

Coyote

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- Issue #6 – November, 2002, Magazine-6, Coyote: Youth-Training-Europe

SALTO / Euro-Med

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The Toolbox: a tool of information and of training about the European Youth Program (Recommendations / Techniques and methods of animation / Manual of how to use the toolbox)

Forms

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- Euro-Med Youth Program, European Commission, Head Office of Education and Culture, 2002.
- The Barcelona process, The Europe-Mediterranean partnership 2001 Review.
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- Communication Games in aid of the trainer, 73 index cards; Gilbert Béville; publishing organization; Paris; in January, 2001.
- The Toolbox for trainers, 100 pedagogy index cards; Dominique Beau; publishing organization; Paris, May, 2000.

T-Kit (Council of Europe and European Commission)

- Intercultural learning
- Management of organizations
- Management of projects
- Training Essentials # 6
- Under construction, Citizenship, Youth and Europe #7 (new!)
- Social inclusion #8 (new!)

- All different, All equal, Educational Kit; provisional version; Council of Europe; first edition, September, 1995

B-TOOLS OF THE PARTICIPANTS

CD-ROM / Video

- Saint Martin, October 2000
- Europe: document
- SALTO TC: Step IN Alger 2003
- Together for Man, Centre of scientific and technical activities

Other references

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- Euro-Med Youth Program, European Commission, Head Office of Education and Culture, 2002
- Intercultural learning
- Organization Management
- Project Management
- Training Essentials # 6
- Under construction, Citizenship, Youth and Europe #7 (new!)
- All different, All equal, Educational Kit; provisional version; Council of Europe; first edition, September, 1995

THE TRAINING OF MULTIPLIERS: INTRODUCTION

At the request of the national coordinators of six MEDA countries (Jordan, Egypt, Algeria, Tunisia and Lebanon), SALTO Euro-Med Resource Center set up training courses of multipliers aiming at training persons to work strictly with the national coordinators.

The objectives are:

- To train persons to develop the bases of the Euro-Med Youth Program
- To have the capacity to inform and to train on the activities of the Program
- To develop the use of different tools
- To adapt methodologies and tools for the target group
- To increase a genuine understanding of the spirit of the Program

The Lebanese national training of multipliers took place from 8 - 14 September 2003, in the Hotel Crillon, Broummana, Mount Lebanon with twenty young trainees.

The trainers of the sessions were Fatima Laanan of the Belgian Agency (French-speaking Community), with the Lebanese National Coordinator, as well as Bernard Abrignani, the Coordinator of the SALTO-Euromed Resource Center.

THE PROGRAM
08 – 12 September 2003

Monday 08/09	Tuesday 09/09	Wednesday 10/09	Thursday 11/09	Friday 12/09	Saturday 13/09	Sunday 14/09
	9:00-11:00 TOOLS: Presentation of tools brought by the participants	9:00-11:00 Preparation of case studies	9:00-11:00 Continuation and finishing preparations	9:00-11:00 Presentation of the Group 1. 1 hour presentation/ 1 hour debriefing	9:00-11:00 Group 5	9:00-11:00 Evaluation: "How was it?" Preparation by participants of own evaluation
	11:00-11:30 Break coffee	11:00-11:30 Break coffee	11:00-11:30 Break coffee	11:00-11:30 Break coffee	11:00-11:30 Break coffee	11:00-11:30 Break coffee
	Comparison of tools brought by the trainers	Continuation of preparations		Group 2	Group 6	
Arrival of participants/trainers	14 00-15 00 Lunch	14 00-15 00 Lunch	14 00-15 00 Lunch	14 00-15 00 Lunch	14 00-15 00 Lunch	14 00-15 00 Lunch
18:00-20:00 Opening: Presentation of participants and trainers Ice-breaking games Aims and objectives	15:00-20:00	17:00-17:30 Break coffee	15:00: 17:00 Organized spare time 17:00-17:30 Break coffee	15:30-17:30 Group 3 17:00-17:30 Break coffee Group 4	Group 7 17:00-17:30 Break coffee Group 8	"And now what is the continuation?" 17:00-17:30 Break coffee Evaluation of the training
20:00 Dinner	20:00 Dinner	20:00 Dinner	20:00 Dinner Outside	20:00 Dinner	20:00 Dinner	20:00 Dinner

INDEX CARD OF CANDIDATE		
<p>Lebanese National Coordinator of the Euro- Med Youth Program</p>	<p>EURO-MED MULTIPLIERS TRAINING COURSE</p> <p>8 – 15 September 2003 Hotel Le Crillon, Broummana, Mount Lebanon</p>	

1. First and last name
2. Date of birth? M / F
3. Name of association / NGO
4. Address of association/ NGO.....
.....
- Tel Fax E-mail
5. Describe briefly your association / NGO (objectives, target-group, etc.)
.....
.....
6. Explain your function in the association / NGO. Are you a **cadre**, a volunteer?
Do you work directly with youth? If yes, how?
.....
.....
7. What are your experiences in the youth field?
.....
.....
8. Have you already participated in one of the actions of the Euro-Med Youth
Program? If yes, what was your role in this activity? Organizer / Participant?
Please specify.
.....
.....
9. How do you envisage your role as multiplier? In which **measures (seriez-vous)**
would you commit yourself to?
.....
.....

I accept the following conditions, which will be intense, in case I would be a participant in this training course, and I undertake in:

- Trying to find the materials and the documents of training, concerning the Euro-Med Youth Program in their totality or according to the availability, before coming to the training.
- Attending the training during all its duration.
- Participating in the preparation of all the energizers and the ice-breaking games required for the training.
- Being motivated and determined to learn and to share my knowledge with the others.
- Accepting the definitive decision of the training team to be a multiplier approved by the Euro-Med Youth Program in my country and under the supervision of the National Coordinator.

Name of the candidate:

Signature:

Name of the representative of the association / NGO:

Signature:

Date:

THE TEAM

FATIMA LAANAN

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THE PARTICIPANTS

THE TRAINING

1. OVERVIEW
2. INDEX CARDS OF INTERVENTION
3. REPORTS

OVERVIEW - INDEX CARDS OF **INTERVENTION** - REPORTS

General recommendations:

- Duration of the presentation: 1 hour
- Take into account the distribution of the tasks: the speakers / the public / the observers / the team
- Make a brief summary of the context of the Euro-Med Youth Program
- Briefly review the value of the Program (the various actions, the intercultural dimension, the thematic priorities, etc.)
- It is necessary to adapt the material to the situation
- It is necessary to manage the time of the presentation
- It is not forbidden to create your own tools.
- Do not forget your index card of intervention (you can be inspired by the model existing in the SALTO Euro-Med Training Box)

SITUATION # 1

A students' organization asked you to give a training course at the university on the subject of citizenship and the participation activities within the framework of the Euro-Med Youth Program.

- Objectives
- Methods
- Program
- Put into practice
- Specific educational sequence

The index card of intervention

Speakers: Hala GHARIB, Hind GHORAYEB and Elias HAJJ

OBJECTIVE	<ul style="list-style-type: none">• Initiation into the citizenship and into the active participation• How use the Euro-Med Program to produce a project aiming at strengthening citizenship and active participation• Form actors and not consumers
MATERIAL	<ul style="list-style-type: none">• Flipchart / markers• LCD• A4 Paper
DURATION	<ul style="list-style-type: none">• One hour
TARGET GROUP	<ul style="list-style-type: none">• The students
PROGRAM	<ol style="list-style-type: none">I. Presentation of the group: ice-breaking gamesII. Concept of citizenship (15 min) Divide into 4 groups and elaborate on the concept of citizenship and active participation put together the main pointsIII. Presentation of Euro-Med: context, priorities, intercultural dimension, Actions 1,2,5 (7min)IV. Exercise of citizenship and participation: "Euro-Med Citizens" (30 min) Objectives: - Introduce the young people to participate

	<p>actively in the process of youth exchanges</p> <ul style="list-style-type: none"> - Make the youth sensitive to active participation - Take into consideration the rights and the duties of youth <p>Conclusion</p>
BIBLIOGRAPHY	<ul style="list-style-type: none"> • T-KIT • Euro-Med Training Box • CD-Rom Step-In Algeria • References

The report

Reporters: Hassan KHALIL, Niazi KABALAN and Roy ABOU HABIB

Observers: Marwan MAALOUF, Taline LADAYAN and Arifeh ABDALLAH

Report of the Presentation

1. Presentation of team
2. Opening of the training
3. Ice-breaking games
4. Discuss the question of citizenship
5. Presentation of the Euro-Med Program
6. Exercise with Hala to put forward the participation for the preparation of projects
7. Conclusion

Details:

1. Elias introduces himself and explains what his group will do.
2. Hind began the Opening by thanking the participants for their attendance.
3. At the request of the speakers, the members of the public have to write their names on a paper, and have to draw an image which expresses their individual personality.
- 4.1 Hind then divided the participants into two groups.
- 4.2 She asked each of the two groups to write four ideas or six on the subject of citizenship on a flip chart.

4.3 The reading of the various answers is followed by a discussion and explanation of what was written.

4.4 There was a discussion on the suggestions about citizenship. To conclude this stage of the training, an original example was used to show the four concrete pillars which respond to the notion of citizenship: a chair - the team explains that the legs constitute four pillars on which relaying the notion of citizenship formulated from four concepts. The synthesis of the discussion was thus supported by a demonstrative example.

5. The team makes a power point presentation of the Euro-Med Youth Program, and then answered the questions of the public.

6.1 The group was divided into two working groups.

6.2 The trainees have distributed index cards of information relative to the Action 1 and the Action 5.

6.3 These groups have to make propositions to use them in a youth exchange program.

6.4 The common points from all groups are put together.

6.5 A discussion guided by Elias on the ideas suggested connected to the synthesis of the **animateur**.

7. To conclude the training, a power point presentation is made, and then the participants are thanked for their participation.

Comments of the observers:

After the observations, the public was not very enthusiastic during the ice-breaking games. The trainers were disturbed because of a number of participants were late.

Hind's output was very fast during the presentation. The example of the chair was run well. On the other hand, the session did not seem to have a visible chain for the participants.

Elias made a good synthesis of the various comments made during the session.

The body language of the trainers was however mastered well, but it failed to bring attention to certain points.

SITUATION # 2

The City Council of Tripoli sought you to present how the Euro-Med Youth Program could be a tool of social integration for the young people in trouble.

The index card of intervention

Speakers: Hassan KHALIL and Ayman SEMAAN

OBJECTIVE	Present to the City Council of Tripoli how the Euro-Med Program could be a tool of social integration to the young people in trouble
MATERIAL	<ul style="list-style-type: none">• An overhead projector• 20 files to be distributed
DURATION	1:30 am min at 2 am
TARGET GROUP	The 20 members of Municipal Council of Tripoli
METHODOLOGY	<ul style="list-style-type: none">• Presentation of the file (Explanation of the Euro-Med Youth program and the needs of the young people in trouble)• Open new horizons by proposing different activities which can be elaborated in the space Euro-Med• Open discussion concerning the various aspects of the Program

The report

Reporters: Oula AOUN and Myrna EL TURK

Observers: Roy ABOU HABIB, Rita BAROUD and Stéphan NADER

Report of the intervention

The team had beforehand distributed roles to the public: Fadi Wakim, being the president of the municipal council of Tripoli, began by introducing Hassan and Ayman.

Some minutes later, Ayman began the opening by the distribution of documents and the introduction of the new case study. Then, Hassan continued the introduction by thanking the members of the municipality for having received them.

After, the copies had to be distributed by Hassan to one part of the public, to the members of the Council and the President who was seated in the middle of the stage of the other part.

The first tool was a powerpoint presentation which explained the modalities of the Euro-Med Youth Program. The team also answers the questions of the public which concerned mainly the procedure of financing.

The explanation was given by a distribution of documents and reading of the corresponding passage.

The statement also contained an inventory of fixtures on the situation of the young people in Lebanon, and underlined the importance of the intercultural educational exchanges, as an opportunity of social integration.

A discussion took place followed by a recapitulation (notably concerning the aspect of financing) and a presentation of the three Actions.

At the end of the session, brochures were distributed.

Comments of the observers:

The working room:

- The room was not well fitted out and prevented the good visibility of the screen
- The places of the participants were not suitable

Introduction of the session:

- The introduction made by Fadi (the President of council) was beneficial as a reminder of the context.
- The distribution of the program was a good idea.
- There was a principal fault by presenting the speakers especially that we did not speak about the National Coordinator.
- We presented the subject to the group twice.

Attitude of the **Speakers**:

- The speakers talked more towards the screen than to the public.
- Bad coordination of the tasks between both speakers (many interruptions)
- The speakers sometimes missed dynamism and stayed far from the public.
- Certain answers were neither clear nor adequate.
- Their tone of voice was inadequate, and the manner of response to some of the questions was sometimes aggressive.
- The presentation was illustrated with good examples.
- The answers of certain questions were not very clear for persons who do not know the Program.

Various:

- Sometimes there were not good answers to the questions.
- Fadi played the role of president well, but sometimes he exaggerated.
- Which was the role of the municipality with this project?
- A EVS project is only with foreigners, and not with local youth.
- Each time a question was posed, the trainers would begin again from the beginning.

Comments of the formative:

- Good contents concerning the arguments.
- Good control of the progress of the training.
- It is necessary to use the available tools (there were on CD many details concerning Action 1).
- Presence of two styles different from speakers.
- About the timing: they did not exceed the 45 minutes.
- It was necessary to give enough importance for the objectives and for the expectations of the City Council.
- Importance to repeat the reasons of the meeting.
- It is necessary to find the "line of logic ".

- It is necessary to prepare well for an information session.
- Avoid using the word "game" in the similar situations and replacing it by the word "test".
- Avoid projecting texts altogether on the screen, it is not practical.
- It was necessary to better explain the subject of financing.
- It was necessary to use testimonies as proof of success of the Program.

Conclusion:

Group #2 performed the first day, not having enough time and not having more of a chance to gain and be advised by the other groups. They led a good argument, which was truly very consistent, just as having good control of the unwrapping of the training.

Finally, one can underline the attention to give the **spakers** the remarks of the trainers, and give the other groups the chance to benefit.

SITUATION # 3

You are in front of volunteers of a socio-cultural association which asks you to inform them on EVS.

- Objectives
- Methods
- Schedule
- Put into practice
- Specific pedagogical sequence

The index card of **intervention**

Speakers: Myrna EL TURK, Stephan NADER and Fabiola DINA

OBJECTIVE	<ul style="list-style-type: none"> • Introduce the various axes and the parts involved in Action 2 – EVS • Get tools allowing to present Action 2 projects
MATERIAL	<ul style="list-style-type: none"> • Overhead projector • Transparent Sheets • Film of the interview with the representative of the National Belgian Agency, Ms. Fatima Lanan. • CD / presentation Euro-Med - Action 2 EVS • Computer / LCD • Flipchart
DURATION	1 hour
TARGET GROUP	12 persons
METHODOLOGY	<ul style="list-style-type: none"> • Oral Introduction of the program Euro-Med • Oral Introduction Action 2 – EVS, supported by a presentation on PowerPoint • Overview
PROGRAM	<ol style="list-style-type: none"> 1. Exercise of knowledge 2. Introduction: Euro-Med Youth Program 3. Action 2 – EVS <ul style="list-style-type: none"> - Details - Testimonies - Overview: criteria of Selection of Projects EVS 4. Test of Recapitulation 5. Evaluation of the Session
	<p>Exercise of Knowledge (5 min):</p> <ul style="list-style-type: none"> - Introduction: first name / personal quality <p>Introduction 15 min):</p> <ul style="list-style-type: none"> - Euro-Med Youth Program - Action 2 – EVS <p>Testimonies (5 min):</p> <ul style="list-style-type: none"> - National agency <p>Overview / criteria of Selection of Projects (25 min)</p> <ul style="list-style-type: none"> - Distribution of Photocopies: formal and qualitative Criteria - Presentation of EVS projects: evaluation and feedback on various projects presented to the Commission - rejected or accepted <p>Test of Recapitulation (5 min):</p>

	<p>True or False on EVS (the participants are distributed in 3 groups – one point for each correct answer)</p> <p>Evaluation of the session (5 min)</p> <p>Satisfaction Grill: Happy / Not bad / In no way</p>
SPECIFIC PEDAGOGICAL SEQUENCE	<p>The young people received summaries of demands of EVS projects already judged by the European Commission. They have to review them, accept or reject them, by referring to the lists of specific formal and qualitative criteria in Action 2 - EVS</p>
TOOLS / REFERENCES	<ul style="list-style-type: none"> • Euro-Med Training Box: How to develop a Training Course for Beginners • User Guide • Interview at Broumanna, Lebanon with Ms. Fatima Laanan, National Agency French-speaking Belgium.

The report

Reporters: Marwan MAALOUF, Taline LADAYAN and Arifeh ABDALLAH

Observers: Ayman SEMAAN

Report of the **Presentation**

At the beginning of the session, the speakers were shown as members of the Euro-Med Program and representatives of the National Coordinator of the Program.

The program of the session was put on the flipchart.

1. A member of the team (Myrna) began the session with an exercise of going round the table of participants giving their names and citing their favorite leisure activity.

2. Introduction:

- Fabia presented the Euro-Med Youth Program
- A more detailed presentation, by means of a video projector, about EVS was given by Stephane.
- Myrna gave a detailed presentation on the criteria of this Action.

3. The Testimonies:

A presentation of the testimony of Ms. Fatima Laanan,

- concerning the mission of the Belgium National Agency,
- the criteria of a good project EVS, as well as advice to the volunteers wishing to participate in this Action.

There was a technical problem at the time of the interview – without an image. There was active interaction with the public recapping the information and the criteria mentioned at the time of the interview.

4. Criteria of the selection of a project.

Photocopies were distributed which explained EVS and the formal and qualitative criteria.

The exercise, which followed, presented EVS case studies which have already

been judged by the European Commission. The public had to estimate them for themselves if the project should be approved or rejected.

5. Afterward, the team stimulated a test of recapitulation.

True or False on EVS: the participants are separated into three groups, every group has a reporter who answers the questions (one point for each correct answer).

6. Evaluation: The team distributes an evaluation grill to the participants. The grill represents three areas of satisfaction: satisfied, mediocre or not satisfied at all.

Comments of the observers:

Positive Remarks	Negative Remarks
Good organization of the room	It would have been necessary to switch off the light during the projection
Appreciation of powerpoint	Body language criticized especially by Myrna and Stéphan
Positive exchange between the trainers and the trainees	The group was a little lost on the criteria of EVS
The theoretical side was limited	The first case study was not very clear
Evaluation grill was appreciated	There was a technical problem
Good distribution of the tasks between the members of the team (good adaptation during the technical problem)	One of the members of the group had a little aggressive attitude toward the public
Good games of knowledge	
The Program was well defined, interesting intervention and relevant recapitulation	

Comments of the trainers:

- Notice on the index card of intervention: not mentioned Game of knowledge.
- The transparent projector was not done, it is better to make photocopies.
- After the video projection it would have been better to make an exercise at once to repeat it.
- Good management of the exercise questions / answers.
- The game was good.
- A very good integration of the program.
- A good implication of the public.
- The project and the exercises were appreciated.
- It would have been better to verify the material.
- A good evaluation.
- One of the members of jury explained that it would have been necessary to clarify what we have in the training: what we made and what we have to make.

The group presented the complete program of the training, and apologized for not presenting during the training session.

SITUATION # 4

The volunteers of a sporting club invite you to present the Euro-Med Youth Program and more particularly Action 1.

The index card of intervention

Speakers: Fady WAKIM and Niazi KABALAN

OBJECTIVE	Present the Euro-Med Youth Program, Action 1 in particular. The participants will be capable of explaining the notion of exchange in Action 1: modalities and interests of an exchange of young people within the framework of the Euro-Med Youth Program.
MATERIAL	<ul style="list-style-type: none">• A room with chairs• Camcorder• Projector• Computer• Pinball machine-chart, felt-tips, paper, balloon• Brochures of the Euro-Med Youth Program and the instructions of case studies
DURATION	1 hour
TARGET GROUP	15 to 20 volunteers of a sporting club (young sportsmen of a rural region or a suburb) Divided into 3 groups
METHODOLOGY	<p>The activity consists of 3 stages:</p> <p>1) Presentation of the presenters(driving forces) (1min) Ice-Breaking games (5 mins) Brain-Storming (EuroMed Jeunesse) (2 mins) Pre-test (2 mins) Presentation Powerpoint Euro-Med Youth (5 mins)</p> <p>2) Brain-Storming (Exchange) (2 mins) Presentation (5 mins) Testimonies (3 mins)</p> <p>3) Case studies: a) Presentation (2 mins) b) Teamwork (10 mins) c) Synthesis and feedback (5 mins)</p> <p>Post-test Evaluation (5 mins)</p>
TOOLS / REFERENCES	<ul style="list-style-type: none">• The Trainers' Toolbox, Dominique Beau 2000• Brochure of the Euro-Med Youth Program, CE 2003• Dialogue of Cultures and Civilizations, Publication CE 2002• The Practical Guides of the BIJ – Youth Exchanges, BIJ 2001• User's Guide,) Youth Programs, CE 2003

	<ul style="list-style-type: none"> • Accompanying Trainer Notebook, Publication of French Agency of the European Youth Program 2003 • Web Site: SALTO-Youth.net (Toolbox) • Multimedia Sources: Cd-rom 'Europe'
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The report

Reporters: Justine ABI SAAD and Racha NAJDE

Observers: Fabiola DINA, Elias HAJJ and Oula AOUN

Report of the intervention

1. Presentation of the speakers
2. Presentation of the session concerning four sectors:
 - I. Euro-Med Youth Program
 - II. Action 1 Youth Exchange
 - III. Case studies Action 1
 - IV. Evaluation
3. Ice breaker – game of knowledge
 - * Paper was distributed on which were the names of Mediterranean countries
 - * A balloon was thrown, and the participant who caught it had to say his name as well as the country
4. A multiple-choice questionnaire about the Euro-Med Program was distributed
5. A brain-storming session took place about the Program
6. The ideas were repeated, and the keywords were explained.
7. Powerpoint presentation about the Program:
 - introduction and its history
 - beneficiaries
 - pilot balance sheet of Euro-Med
 - financing of the Program
 - the general rules
 - priorities of Euro-Med
 - Action 2 – EVS
 - Action 5
 - Powerpoint presentation on Action 1
 - Definitions
 - Criteria
 - Themes and examples
 - Testimonies of two persons having participated in an Action 1 and Action 2 (a Spanish volunteer, and another Lebanese who spoke of their experiences)
 - Exercise – a case study

The public was divided into 3 subgroups to make a case study dealing with the Euro-Med Youth Program's Action1. The group has to analyze the project and determine if such a project would be accepted or refused by the Commission.
11. The speakers distributed at the end of session an index card of evaluation.

Comments of the observers:

- Funny games of knowledge
- Good exchange and interactivity of the participants and trainers
- Good recapitulation of the ideas
- Rehearsal at the moments
- Time management needs better control
- Absence of the dynamics of the group
- The monotonous tone of the speaker during the presentation: the PowerPoint made the participants to become passive
- Good explanation of the exercises
- Absence of link between the sport and Action 1
- Indifference of the public

Comments of the trainers:

- The public still did not take its role seriously
- Good presentation and good management of the group
- The atmosphere was nice
- The testimonies were not run well
- Pay attention on the use of the technical means
- Good reminder of the objectives and the program of the meeting
- The game of knowledge was not adapted to this type of meeting. One gathering of opinions/financing would have been enough.

SITUATION # 5

The parish council of a village invited members of the other religious communities for an information session which you will perform. The council wishes to understand how the Euro-Med Youth Program could be a tool for the fight against racism or xenophobia.

The index card of intervention

Speakers: Arifeh ABDALLAH, Taline LADAYAN and Marwan MAALOUF

OBJECTIVE	Inform the parish council of a Lebanese village as well as the other religious communities how the Euro-Med Youth Program could be a tool for the fight against racism and xenophobia
MATERIAL	<ul style="list-style-type: none"> • CD and brochures about Euro-Med • Flipcharts / markers • PC LCD • 12 balloons • 12 lemons • Hi-fi system • Plenary Room • Notice board (number 6)
DURATION	1 hour
TARGET GROUP	Young people of a Lebanese parish and the other religious communities. Number: 12 persons
METHODOLOGY	<ul style="list-style-type: none"> • Exercises • Learning activities
PROGRAM	<p>I. Presentation of the group</p> <ul style="list-style-type: none"> - General presentation of the meeting (5 mins) - Games of knowledge (15 mins) <p>II. Slogan through power projection (2 mins)</p> <p>III. Presentation of the Euro-Med Program (LCD projector) (15 mins)</p> <p>IV. Energizer which relates to the subject of the racism (15 mins)</p> <p>V. Projection of a sequence of advertisement being connected with the subject (30 seconds)</p> <p>VI. Active discussion with the public (8 mins)</p>

TOOLS / REFERENCES	<ul style="list-style-type: none"> • T-Kit (Intercultural, social learning inclusion) • The dialogue of cultures and civilizations through the Barcelona Process • User's Guide • Euro-Med Training Box • CD Step In in Algeria, May 2003 • CD Europe document • CD Step To, Portugal, May 2003
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The report

Reporters: Ayman SEMAAN, Elias HAJJ and Fady WAKIM

Observers: Hind GHORAYEB, Niazi KABALAN, Justine ABI SAAD

Report of the **Presentation**

	Activity	The way
1	Reminder of the objective of the session	distributed the program
2	Expectations of participants	Identify tools allowing to fight against racism and xenophobia, Have an open discussion without censorship, To live a simulation, to see concrete examples and testimonies
3	Review of the training	
4	Reminder of the session's program	Showing the program on a flip chart
5	invite participants to play game of knowledge	
6		Explanation of the game

First part

	Activity	The way
1	Introduction	PowerPoint entitled, "Youth, Are motivated to build bridges, to meet, for a better future. The Euro-Med Youth Program is there for you."
2	General presentation about Euro-Med	PowerPoint about history, financing, thematic priorities
3	Recapping of the training	
4	Presentation of Action 1	PowerPoint about Action 1 and its keys
5	Ask questions	Show a testimony from a Moroccan project

6	Interpret and ask questions about the testimony	Write the responses on the flip chart
7	Presentation of Action 2	PowerPoint about Action 2 (Criteria, Objectives, Partners, Eligible activities and budget)
8	Interpretation	
9		Showing the testimonies
10	Interpretation	
11	PowerPoint Presentation of Action 5	PowerPoint Presentation of Action 5 (5,8,3,2)

Second part

	Activity	The way
1	Exercise on racism	A trainer distributes lemons to the participants. He asks each one to look carefully at his/her lemon, and to name it. He collects all the lemons and asks the participants to find their own lemon and to retrieve it.
2	Interpretation of the exercise	
3		Show testimony by video
4	Interpretation	

Third part

	Activity	The way
1	Debate : Question and responses	Which tool does the Program use to solve the problem ?
2	Review the objectives of the meeting	
3	Closure of the meeting	Indication of the documents submitted

Comments of the observers:

Positive	Negative
Appreciation of the posted slogans	Concentration on Euro-Med, but not on the theme.
Interesting Games of knowledge	Participation of the public could have been better
Good organization of the room	Confusion between members of community and youth
Good use of the technical material	Bad distribution of tasks between the speakers
Good introduction - reminder of the objectives of the simulation, the background music)	
Good mastery of the group	

Comments of the trainers:

Positive	Negative
Good organization of the room	Concentration on Euro-Med, but not on the theme.
Reminder of the order	Confusion between training and information sessions
Interesting Games	Energisers not necessities
Good mastery of the group	Avoid alluding to political things
Use of many tools	Illegible Writing on the flipchart
	Fast Rhythm
	No definition of racism and xenophobia
	Dense Program
	Absence of interactivity
	No responses to the questions asked

SITUATION # 6

The socio-cultural club of a private school invites you to give an information session about the Euro-Med Youth Program, with a particular orientation on environmental protection.

The index card of intervention

Speakers: Justine ABI SAAD and Fadi EL FAR

OBJECTIVE	Inform the authorities of a private school on the Euro-Med Program Deal particularly with the environmental protection
MATERIAL	<ul style="list-style-type: none">• Overhead transparent projector• Flipchart / marker• Projection powerpoint• Bottle• A4 Paper
DURATION	1 hour
TARGET GROUP	<ul style="list-style-type: none">• Authorities• Presenters• Social workers• Professors of a socio-cultural club of a private school.
METHODOLOGY	Game of knowledge: Euro-Med bottle
PROGRAM	<p style="text-align: center;">The Expectations of the group</p> <ol style="list-style-type: none">1. Interactive Exchange: Questions on the Program2. What does Euro-Med mean?3. What is the spirit of the Program?4. Acronym Euro-Med Youth5. 3 Actions : A1, A2, A5 (exercise)6. The thematic priorities7. Powerpoint Presentation: "environment"8. What is the environment ?9. The elements of a project10. Exercise on the environment11. Synthesis12. "Ecological hands"13. Index card of evaluation

The report

Reporters: Fabiola DINA and Hind GHORAYEB

Observers: Fadi WAKIM and Rasha NAJDE

Report of the session

The speakers opened the session with an exercise of knowledge: the Bottle Euro-Med¹.

The speakers then appeared to the group and asked them to formulate their expectations of this information session.

The expectations were being noted on the chart. The speakers introduced the Euro-Med Youth Program by means of a Power Point presentation. The speaker makes a recapitulation before moving on with the next exercise.

The participants are divided into two groups and have to answer the questions concerning three Actions of the Program. The answers are written on a flip chart.

Thanks to the overhead projector, the various characteristics of every action (country partners, duration, beneficiaries, etc.) were briefly presented. The team explains the thematic priorities of the Euro-Med Program, of which one is the environment - subject of the training.

Photos on various environmental phenomena are viewed and followed by a discussion which results in the following definition: the environment is established by history, by population, by culture and by nature.

The participants are again divided into two groups. They have to determine four environmental problems and propose four possible solutions in activities which return within the framework of the Actions 1, 2 and or 5.

Groups		Problems	Propositions	Activities
G I	1	Desertification	Good management, protection, recycling	
	2	Water pollution	Management of industrial waste	
	3	Air pollution	Factory and car filters	
	4	Non-recyclable waste	Recycling	
G II	1	Water pollution	Filtering	
	2	Quarries	Arrest of the owners	
	3	Desertification	Contribution of trees	
	4	Extinct species	Fitering	

The work is then the object of a discussion.

By way of conclusion, the speakers spread an entitled sequence "Ecological Hands", then discussed the reactions of the participants.

An index card of evaluation was distributed to all participants, and then collected.

Comments of the observers:

- Good explanation of the objectives and the context
- original interactive method to present the Program.
- respected Expectations
- Creation of new tools (the bottle)
- simple and easy vocabulary
- Good contact with the public
- The very relevant clip Ecological Hands
- prepared well, good distribution of the tasks
- Too many techniques used (PowerPoint, flipchart, overhead)
- The questions of knowledge are badly placed because the participants know nothing of the program. Begin by giving the information
- not clear if the session is training or information

Comments of the trainers:

- For the exercises of keywords, they have to be adapted to the objectives
- The analysis of the situation is very original. Different.
- Original idea about the Bottle
- The presentation is harmonized well
- Good distribution of the roles of the participants before the session.
- The demand of the expectations is not bad, but it is necessary to connect the expectations to the session, and to say how you got to answer them.
- Avoid the jargon (EVS, etc.) in front of the public who could not understand what it is about
- Good management of the group
- For the technological tools (flipcharts, overhead projector, etc.), documents must be legible for everybody.
- The sequence of the presentation: commencing by the advertisement " ecological hands " would more have drawn the attention.
- Formality: coordinates of the speakers must be always available, the public has to know where to find them.
- No link between the session and the Euro-Med projects, and how to use the Euro-Med Actions for environmental projects.

SITUATION # 7

You present your Euro-Med project concerning the place of the woman in the society to sponsors. You have to convince them to finance you.

The index card of **intervention**

Speakers: Rita BAROUD and Julien COURSON

OBJECTIVE	Convince the donors of the importance of the role of the woman in the society, and make their interests clear in the financing of the project.
MATERIAL	<ul style="list-style-type: none">• Computer• Power Point• LCD Projector• Over Head Projector
SETTING UP THE ROOM	Oval table for discussion
DURATION	1 hour
TARGET GROUP	House Elie SAAB de Haute Couture 24 persons
METHODOLOGY	<ul style="list-style-type: none">• Exercises• Learning activities
PROGRAM	A - Presentation of the Lebanese NGO (5 mn.) B - Presentation of the Euromed Youth Program (10 mn.) C - Presentation of the project (20 mn.) D - Presentation of the budget (5 mn.) E - Negotiations (20 mn.)

The report

Reporters: Fadi EL FAR and Hala GHARIB

Observers: Myrna EL TURK and

Report of the Presentation:

A casting had taken place before the beginning of the overview. Having thanked the Board of Directors of the House of Elie Saab (Lebanese House of high fashion of big fame) for its reception, the speakers appear as being a part of the Lebanese NGO (New human rights and Young Men Christian Association) and explain the purpose of this meeting: it is a question of presenting a project within the framework of the Euro-Med Youth Program to obtain financing.

The team begins by reviewing the history of the Program and by explaining its various modalities of application (rules and criteria) as well as the spirit which

governs it.

Afterward, the team answers the various questions put by the council to clear up any unresolved points which remained before going into the subject of the place of the woman in the society, subject of the present project and one of the priority subjects of the Program.

The bases of the explanation is of the projected program of Action 1 (Exchange of young people) as well as the budget.

The Fashion House will intervene within the framework of a parade which will be the ceremony of the exchange; the idea being to join the useful for the pleasant: the parade will be covered by media, and so the exchange will have exposure, adding value to it.

The speakers thank the council of their attention and leave their coordinates in the possible case where the House would be ready to co-finance the project.

Comments of the observers:

- The arrangement made a success for a discussion, however not very convenient for the presentations
- Good presentation of the speakers
- The place of the parade as such is not correct because it creates a social division between well-to-do women, being able to come to assist the parade and possibly to buy dresses, and women having a more modest condition and who would somehow be marginalized.
- PowerPoint Presentation very clear, date in bold type and subject of the place of the woman to focus on the important information
- Good interaction between the speakers and the public
- Dynamism in the presentation except for that of the Program considered too long
- Presentation on overhead projector was not necessary
- Questions of the public were beneficial and allowed to stimulate discussion
- The exchange of coordinates was important and gave a likely dimension
- The body language was good, the speakers addressed the whole public

Comments of the Trainers:

- Clear Presentation. Good self-control.
- Difficult Situation because the exercise presents two facets: the confidence and the sponsoring
- The sales leaflet was very well made
- The program of the project was made well but does not correspond to an exchange but rather to a seminar or a training
- There was too much public
- The presentation had highs and lows.
- Work more on the subject
- Answers concerning the financing were not very clear

SITUATION # 8

The Ministry of Sport summoned you to defend your training project with the aim of approval

- Objectives
- Methods
- Program
- Put into practice
- Specific pedagogical sequence

The index card of **intervention**

Speakers: Rasha NAJDE, Oula AOUN and Roy ABOU HABIB

OBJECTIVE	<ul style="list-style-type: none"> • Make the jury sensitive on the importance of the intercultural training • Make the objectives and the program of the training known • Give an example on the method of work during the training
MATERIAL	<ul style="list-style-type: none"> • Computer and LCD • Overhead projector • Flipchart, table and markers
ARRANGEMENT of the PARTICIPANTS	
DURATION	1 hour
TARGET GROUP	Ministry of Youth and Sport
METHODOLOGY	<ul style="list-style-type: none"> • Presentation of the Program • Powerpoint Presentation and overhead projector • Live an activity of the program of training
PROGRAM	<p>Introduction (5 min)</p> <p>1.2-Explanation on: (5 min)</p> <ul style="list-style-type: none"> * Motivation * The reason of the training * Benefit at the level of the participants and at the local level <p>2.2-Powerpoint Presentation: (15 min)</p> <ul style="list-style-type: none"> * Objectives * Beneficiaries * The program and its three axes <p>3.3-Activity of the program:</p>

	<ul style="list-style-type: none"> * Explanation * Work * Synthesis
TOOLS / REFERENCES	<ul style="list-style-type: none"> • T-kit: intercultural learning • Track down : Education in human rights • Trainiers' tools • The guide of the techniques of animation • CD, Algeria • Internet, www.google.com

The report

Reporters: Rita BAROUD, Julien COURSON and Stéphan NADER

Observers: Hassan KHALIL and Fadi?

Report of the Presentation

A **casting** had taken place before the beginning of the overview.

The session began with the presentation of the members in the jury and by underlining three objectives of the session and the specific role of every speaker.

The idea was to make the jury sensitive on the importance of an intercultural training; to make known the objectives and the logic of the training, and finally to give an example on the method of work.

A detailed explanation of the program was given: it is about a training course on the education in the peace which will have positive effects at the both the local and international level. The training is within the framework of Action 5 of the Euro-Med Program. Its main objective is to change the negative opinion of the European participants towards Lebanon.

The Powerpoint Presentation entitled "The Voice of Peace" underlines three objectives of the training: work to develop a common concept of peace; develop the capacities to be able to defuse the potential situations of conflict and have a better understanding of the conflicts.

The idea is illustrated by an exercise on the prejudices (exercise of the cow): that prejudices cause conflicts and raise a problem of tolerance. The team moves on by proposing four working axes: create the dynamics of group; put into practice the theory, produce and finally favor the intercultural dimension.

The training program is divided into two parts. The one is theoretical and the other practical, and four groups of six persons who should elaborate projects relative to the subject, which could be possibly presented to the Commission for realization.

The group then had discussions where questions were put forward. Afterward, the team led an exercise aiming at training to take position; review the subjects concerning the instruction in the peace; undertake a process of common reflection and finally express himself freely.

Two subjects were approached on this exercise:

- Is capital punishment necessary to ensure justice?
- Must man be violent to be a man?

The exercise stimulated an active and dynamic atmosphere. The session was closed by a summarizing of the session.

Comments of the Observers:

- Clear objective
- Varied and good use of material
- **Game(Set) missed however organization**
- The example of the cow is not an example of prejudices.
- The theme « Peace Education » is dangerous.

Comments of the Trainers:

- Explicit Explanation / no loss of control
- Good mastery of the subject
- Good distribution of the tasks
- The program of the training was not clear: was it about a training for intercultural or for peace?
- The **game(set)** is not bad: but we can make civil servants participate of State in the similar **game(set)?**
- It was the only team which really respected the order
- Good index card of **intervention**
- Good distinction between operational general and objective objectives
- The title of the project has to appear on the program
- Put the names of the speakers and the number of the overview on the index card of **intervention**

Evaluation :

The last day of the training was dedicated to the evaluation. This one took place at two times: the personal evaluation from an evaluation grid that the trainees had elaborated themselves and the global evaluation of the training.

The grid of auto-evaluation was produced by the very trainees. It consisted of a grid, and elaborated the commonalities and stating a consensual approach from the determination of the pre-required and the required; in other words what are the characteristics of the ideal **reduction-unit**?

The grid was divided into four parts: knowledge (general knowledge), the knowledge-being (concerning the personality), the know-how (technical knowledge of the Program, the use of tools and educational techniques of **animation**) and the knowledge – how to do to make do (mastery of the educational methods and the capacity to transfer knowledge to the others).

The trainees have filled out their index cards which allowed them to describe their **trump cards** and to underline their gaps.

The results were compared with those of the team during a plenary session.

Self- Evaluation Grill

Name: First name:

	NOTE from 0 to 4 (0 being the worst and 4 the best)	COMMENTS
KNOWLEDGE		
Master the working languages of the EM Program		
Good general knowledge on country: history, geography, admin. and political structure, associative legal base)		
Have knowledge in the field of the youth		
KNOW HOW TO BE		
Motivated		
Empathy		
Open to and engaging others		
KNOW HOW TO MAKE		
Know the EM Program		
Know the technical tools (resources)		
Possess techniques of communication		
Possess techniques of animation		
Be able to determine objective(s)		
Know how to create evaluation tools		
KNOW HOW TO MAKE DO		
Knowledge of pedagogical methods		
Create pedagogical tools		
Know how to choose tools adapted to the objectives (before the training)		
Know how to fit tools, attitude, objectives to the reality of the public's needs and expectations		

Final Evaluation

The final evaluation took place in a dynamic way.

In the formulation of a proposition. The trainees advanced or moved back according to their opinion around the fountain.

The coming together at the fountain marked their agreement and the recession translated their discord. Most "diplomats" put themselves on an average road.

The Positive Points:

Proposition	For	Against	Average
The contact with the trainers (Fadi WAKIM)	19		1
The exercises and overviews (Fabiola DINA)	19		1
Research, methodology and teamwork (Julien COURSON)	17		3+
The atmosphere of the group (Rasha NAJDE)	19		1+
The interaction between the members of group (Niazi KABALAN)	20		
The chain and the rhythm of the work (Justine ABI SAAD)	17		3
The autonomy granted to the trainees (Hala GHARIB)	20		
Energizers (Arifeh ABDALLAH)	12	5+	2+ 1-
The available tools (Ayman SEMAAN)	17		3
The method of evaluation / auto-evaluation (Hassan KHALIL)	20		
The food and the premises (Fadi WAKIM)	20		

The Negative Points :

Proposition	For	Against	Average
Heterogeneousness of the group / disparities in terms of levels (Fabiola DINA)	13		5+ 2-
Density of the program (preparation and restoration) (Arifeh ABDALLAH)	14	3	4
Develop the individual evaluation (more of feedback on behalf of the formative) (Marwan MAALOUF)	4	13	3
Timing of the dinner with the Minister (Niazi KABALAN)	15	3	2
Briefing on the Actions 1,2,5 (Rita BAROUD)	7	9	4
Criteria of selection of the participants (Fadi WAKIM)	20		

EVALUATION QUESTIONNAIRE

Technicalities of the course

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

- The residence and the restoration were appreciated more or less by all the trainees.
Reserves were however formulated about the pleinière room which was considered "wet" and "badly aerated".

How did you find the facilities and tools available? (Computers, transportation, Materials, etc...)

- The trainees all appreciated the variety of tools and the good management of the opportunities.
A supplementary time would have them allowed a better familiarization and an appropriation.

Please, name the three technical elements you appreciated most during the training.

Also name the three technical things that you missed most.

I REALLY USED AND APPRECIATED...	I REALLY MISSED...
Computers / LCD / Overhead projector / Screen (+/-10) Letter of reception (x 2) Towel (briefcase) (x 3) Internet (x 2) Presentation to power (x 1) Photocopier (x 1)	Computers and maladministration of the time of use between the different groups (x 6) Engraver CD (x 2) Internet access (x 2) Software for distribution(broadcasting) of the interview (x 1) Stereo (x 1) Microphone (microcomputing) (x 1)

Programme Elements

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

Element	Score	Comments
Monday, 8th September 2003		
Presentation of the training: objectives, program... Games of Knowledge	3.62	- The games of knowledge allowed the trainees to get to know each other quickly - Objectives were not very well understood - The trainees were for the greater part beginners in the Program
Tuesday, 9th September 2003		

« Energizer »	3.91	
TOOLS : Presentation of tools brought by Participants		Presentation of tools brought by the Participants 3.05 - Variety of documents - Appropriation of tools on behalf of Trainees was however vague
Presentation of tools brought by Trainers	3.89	- Wealth of tools and variety - Appreciated thematic presentation
Exercise of use of tools by means of search engines Games of questions / answers	3.13	Difference of levels between the trainees was clear
Wednesday, 10th September 2003		
« Energizer »	3.73	

Explanation of the "rules of the game", the constitution of the teams and the preparation of the interventions according to the given overviews	3.59	- Good organization - Clear explanation
Thursday, 11th September 2003		

« Energizer »	3.81	
Continue preparing "situations"	3.55	
Free Afternoon	2.5	- Not free for all (certain trainees had to complete their work)
Evening and dinner in Beirut	3.3	Shared opinions
Friday, 12th September 2003		
« Energizer »	3.52	
Finishing the preparation Groups 1 - 8	3.5	allowed a better assimilation of the material and tools Sometimes devolution due to fatigue
De-briefing of groups 1 to 8	4.025	- possibility of feedback and comments very constructive - A little bit dense

Saturday 13th September 2003		
« Energizer »	3.5	
Evaluation : Preparation by participants of their own evaluation grid Creation of a common self evaluation grid	3.71 3.2	Preparation by the participants of self-evaluation grid Common evaluation and creation of a common railing(bars) - Very good idea - In allowed an awareness Automobile evaluation of the participants
Self evaluation by participants		- Levels of the diverse participants - Good synthesis and conclusion on behalf of the team
And what's happening now? Training Strategy of the European Commission and the role of the Salto EuroMed Resource Centre	3.73	- A little bit fast
Evaluations of the training Dynamic one and questionnaire	3.5	- Very detailed questionnaire

What do you think about the general methodology (role of the participants, Task assignment and role of the trainers, timetables etc.) chosen for this training?

- Very good atmosphere (as colleagues)
- Good distribution of the tasks and good organization of the work
- Methodology very interesting
- Tight timing

Indicate one of the sessions of the programme you appreciated most. Also name one you did not particularly appreciate.

I REALLY APPRECIATED...	I REALLY MISSED...
<ul style="list-style-type: none"> - Progress of the work - Method of evaluation - Overviews - Evaluation and self-evaluation - Game(set) questions / answers - Preparation - Energizers 	<ul style="list-style-type: none"> - Sometimes subjective De-briefing - Timing of the questions / answers

How do you evaluate your own contribution to this course?

Any other comments / messages for the team?

Thank you for your kind help in completing this questionnaire!