SALTO-YOUTH

EURO-MED TRAINING COURSE "STEP UP"

SALTO-YOUTH-INJEP

INJEP, FRANCE
25/06-03/07 2002

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DESCRIPTION OF THE COURSE

A. DATES & VENUE

Date: from 25 June (arrival date) to 3 July (departure date) 2002
Venue: INJEP (Marly le Roi) France, half an hour west of Paris.
This course was run in English.

B. AIMS

The overall aims were :

- To develop co-operation and to build partnerships between participants
- To train the skills required to implement EuroMed support measures projects.
- To further explore the "EuroMed dimension" and its common values (mutual understanding, respect, tolerance, dialogue, active citizenship…) with the participants, practicalities …
- To reflect on how to use the YOUTH programme, and in particular Action 5, as support for a regional and/or national strategy

C. CONCRETE OBJECTIVES

- To increase technical knowledge about Action 5, with focus on training courses, seminars, contact making seminars and study visits.
- To help the participants in setting up their projects with providing them with project management skills for working in multilateral teams.
- To negotiate with them the concrete follow-up of the course.
- To enable participants to share experience and knowledge.
- To provide participants with an intercultural learning experience.

D. TARGET GROUP

- They should work directly with young people and have a green light from their organisation to go ahead with the implementation of a EuroMed project.
- They should come with at least one draft idea of a EuroMed Action 5 project.
- They should be prepared to pass on the information, skills, knowledge and contact acquired during this course.
- They should be prepared to co-operate in the evaluation of the course and in the follow-up initiatives carried out by the SALTO-YOUTH network after the courses, so that their real impact can be measured.
- They should participate in the course from beginning till the end, for group dynamics' sake.
- They should be able to use English as a working language in order to establish smooth communication.

• RECRUITMENT OF PARTICIPANTS

(Bernard)

E. THE TEAM OF TRAINERS

The team was composed of trainers with expertise in the field of working with youth workers and young people in European YOUTH programmes.

ASUMAN GÖKSEL

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

NADIA BANNO GOMES

Born in Beirut, Lebanon in 1964. She lived in Sweden from 1984 to 2000. Now, she lives in Hungary since two years and studied Ethnology at Stockholm's University Then, she was involved in International organisations and delivered training sessions since 1992, mainly at the European Youth centres in Strasbourg and Budapest. She is founder member of "WFM-Young Women from Minorities" organisation. She has been co-ordinating women's projects and activities since 1989 on local, national and international level.

BERNARD ABRIGNANI

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

GIULIO "MAC" MAISTRELLI

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

JACQUES HUON

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

MARK TAYLOR

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

THE PROGRAMME

A. PROGRAMME ELEMENTS

The programme will be addressing the following elements:

- The work and experience of all the participants,
- The "EuroMed dimension",
- Intercultural learning and EuroMed projects,
- Discovering Paris and its links with the Mediterranean world,
- Concrete work on projects, feedback & suggestions from one another and from external practitioners,
- Suggestions for follow-up,
- Overall evaluation of the course. Participation fee

A participation fee of 50 Euro will be payable after selection. Travel costs will be reimbursed and board and lodging will be provided.

B. METHODOLOGY

Since learning by doing is one of the most efficient ways of learning, was conceived so as to allo participation and exchan participants. It was bui participants' own experience concrete projects for the future. The training course was also drawn upon the experience from external practitioners and lecturers on topics related to the EuroMed programme.

EUROMED TC "STEP UP" INJEP JUNE 25 – JULY 3 2002- DRAFT PROGRAMME

	TUE 25 June	WED 26	THU 27	FRI 28	SAT 29	SUN 30	MON 1 July	TUE 2	WED 3
8h – 9h		Breakfast	International breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9h15	**Arrival of Participants** Welcome to the participants at INJEP reception	**Official opening** Interactive get to know each other. -Expectations -Objectives -Programme of the course	**« Me, you, we, here …»** Mediterranean and European.	**Day in Paris** : Study visit to the Arabic World Institute -presentation -exhibition	**Euromed strategy** Project management Action 5 what's Action 5 ? What are the **8** activities ?	**Project day** on **Action 5** Infos market "Suq" -partners finding -making project groups	**Project making and consulting day**	Presentation and Feed back on projects -Reflexions -Reactions of participants	**Departure of** **participants**
					12h30 Lunch				
14h	Arrival of participants	Check up and refreshment process Action 1 and 2	Group work and plenary discussion A strategy for what ?	Visit Of Paris	Simulation games : - you as a selection committee -You as a strategy maker -You as a project maker	Working in multicultural teams	Project making and consulting 18h : Dead line for projects	Evaluation Follow up of the course Closing ceremony	idem
17h30 to **18h30**		Making sense of the course process (reflection groups)	reflection groups		reflection groups	reflection groups	reflection groups (at 18h)	Reflection groups	
					19h00 Dinner				
					20h00 Team meeting				
21h	Welcome evening	«1st step »evening (video, photo, stories)	Buffet (19h) Participants exhibition	Greek Restaurant (Med dinner) Sight seeing tour on the way back	Participants as a resource in the « Auberge Espagnole »	Free evening	Free evening	Farewell party	

EUROMED TC "STEP UP" INJEP JUNE 25 – JULY 3 2002- DEFINITIVE PROGRAMME

	TUE 25 June	WED 26	THU 27	FRI 28	SAT 29	SUN 30	MON 1 July	TUE 2	WED 3
8h – 9h		Breakfast	International breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9h15	**Arrival of Participants** Welcome to the participants at INJEP reception	**Official opening** Interactive get to know each other. -Expectations -Objectives -Programme of the course	« Me, you, we, here …» Mediterranean and European.	**Day in Paris** : Study visit to the Arabic World Institute -presentation -exhibition	**Euromed strategy** Project management Action 5 what's Action 5 ? What are the **8** activities ?	**Project day** on **Action 5** Infos market "Suq" -partners finding -making project groups	**Reflecting on balance** plenary discussion re-arrangement of groups **Project making and consulting day**	Presentation and Feed back on projects -Reflexions -Reactions of participants	**Departure of participants**
12h30 Lunch									
14h	Arrival of participants	« The ball excercise » Check up and refreshment process Action 1 and 2	Group work and plenary discussion	Visit Of Paris	Simulation games : - you as a selection committee -You as a strategy maker -You as a project maker	Football cup final Connected with Working in multicultural teams	Project making and consulting 18h : Dead line for projects	Follow up of the course Evaluation	idem
17h30 to **18h30**		Making sense of the course process (reflection groups)	reflection groups		reflection groups	reflection groups	reflection groups (at 18h)	Reflection groups Closing ceremony	
19h00 Dinner									
20h00 Team meeting									
21h	Welcome evening	«1st step »evening (video, photo, stories)	Buffet (19h) Participants exhibition	Greek Restaurant (Med dinner) Sight seeing tour on the way back	Participants as a resource in the« Auberge Espagnole »	Free evening	Free evening	Farewell party	

THE CHALLENGE FACED BY THE STEP UP TC

As last year this training course run within the specific context of SALTO in the YOUTH programme had to face variation with the participants profile. Even if the participants of this step up training course had been selected after participate at one of the first TC, we had a heterogeneous group (knowledge and experience).
Working with such a group means to adapt the course and its contents daily in order to cover especifically Action 5 in all detail, including the special procedures for Euro Med projects.
In term of communication, for this TC, we had less problem of exclusion process in regard of the working language: English. But communication work at various levels…

The greatest challenge in such international training course, and especially this year, is to find a way to address and cope with the complex and constantly changing geo- political situations in the home countries of some participants.
Concretely, the situation in Israel and Palestine was more violent this year.For those who came from conflict areas one of the main questions was "how to react to those from the other side"; for those from outside, the main question was "how to talk with any of those directly concerned without making a mistake based on level of knowledge and/or understanding.
The participants managed to remain in a spirit of relatively open dialogue; a proof of courage and willingness to use this relatively neutral space and time to communicate with each other.
This doesn't mean that we had always a peacefully and harmonic atmosphere . But maybe we had some effective conflict management from time to time.

A. THE STRUCTURE OF THE COURSE

Setting up a short-term training course at international level is a challenge.
But also a dream because there is no opportunity to meet the participants beforehand and check who they are or what they really expect. Even if they were selected this year from one of the first step by the co-ordinator of the SALTO-INJEP who run each of those 4 courses; the team had only the application forms and some verbal comments to define the participants profile and come to a common understanding about aims and objectives
This course (as the 4 first step I suppose) followed a certain logic with four main phases :

- Information and sharing about the course, each other, Euro Med,
- Involvement: confrontation with values, the reason for projects,
- Implementation: constructing and assessing projects in teams,
- Evaluation and follow-up: feedback on the course and plans for the future.

The methodology of the course was based on :

- Active participation,
- Intercultural learning principles,
- Inputs followed by debate and practical application,
- Project work,
- Continuous evaluation.

(See concrete examples of activities and how they were run in the "Day by day programme")

B. THE VENUE

Residential training courses like these, need to be viewed in their globality : not all the important events and learning takes place during the official programme.

Opportunities for participants to organise themselves freely form a crucial part of the whole experience. Those free spaces allow participants to reflect further on their involvement in the course and to share amount of information about their cultures, their work, their lives and ideas. Building inter-personal relationships has a big effect on the chances for future projects.
People don't have to "love" each other in order to create a quality project, but they do have to understand and respect each other.

For this training we consciously took advantage of the fact that :

- The course was taking place in the French National Institute of Youth.(We constantly encouraged the participants to meet others members or staff and to use the documentation and information centre in the place),
- We were close to Paris which has links to the EuroMed region(hence the visit to the Arabic World Institute).

C. A PROGRAMME IN CONTINUOUS PROCESS

For the team one of the methodological principles used in running this course was continuous evaluation; and the "draft" programme was a guideline to be changed where necessary. For that the team meeting debates were fed with the ideas and opinions gathered in the reflection groups held at the end of each day
(See "reflection groups" in the day-by-day programme).

THE DAY-BY-DAY PROGRAMME

A. THE FIRST DAY

Tuesday the 25th of June 2002

Time	Name of the activity
10h00 to...	▪ **Arrival of participants** ▪ **Welcome to the participants at the INJEP reception**
12h00	**Lunch**
19h00	▪ **Dinner**
21h00	**Welcome evening**

1. THE WELCOME EVENING

AIM	- to start the process of getting to know each other - to demonstrate different ways of communicating - to use the first evening constructively - to give participants some orientation about INJEP the place and how to survive in it - to ensure that each team member does something
MATERIAL NEEDED	Map of the world; language sheet; triangles sheet; getting to know questionnaire
TIME	90 minutes
HOW TO DO IT	Participants and team were requested to complete the language poster and to mark on a blank map of the world the furthest place they had ever travelled to. Both activities gave opportunities for people to enter into contact with each other. After an **opening speech**, a **name + gesture exercise** was introduced. Each person finding a gesture to go with their name, which were then repeated by the whole group. In order to give more of an image of which kinds of people were present, a little exercise called "**Who's here**" was introduced. A series of phrases were read out to which people could react with 'yes this applies to me' or 'no, this does not apply to me'. Examples included : - *I was a participant in a youth exchange* - *This is my first time to be near Paris* - *I think Action 5 is really exciting* People were encouraged to make comments after each phrase. The next exercise was carried out without using words: a drawing containing **triangles** was distributed to all; the object was to try to arrive at agreement with others about the number of triangles on the paper. A short evaluation centred on sharing different perception and the different ways in which we can communicate. A brief **introduction to INJEP** was given, including a number of tips and ideas for having a pleasant stay.

	To round off the evening some soft drinks were served and each person was given a **questionnaire** with suggested questions to ask each other.
RESULTS	Although over a third of all participants had not arrived by the beginning, it was important to run the activity and assist the process of getting to know each other. The activities seemed to go fairly well, apart from the final questionnaire which was not used much.

B. THE SECOND DAY

Wednesday the 26th of june 2002

Time	Name of the activity
9h15	▪ **Welcome to everybody!** ▪ **Getting to know each other** ▪ **The Map of the "Step Up"**
10h49	**Coffee break**
11h11	▪ **You and the map** ▪ **Practical survival in INJEP** ▪ **Working and living together**
12h30	**Lunch**
13h30	**World Cup Semi-Final including coffee!**
15h42	▪ **"Refreshing" action 1 & 2 !!** ▪ **This evening** ▪ **Reflection groups**
19h00	**Dinner**
20h00	**Team meeting**
21h00	**Remembering "First Steps"**

1. GETTING TO KNOW EACH OTHER

AIM	- to help the participants to get to know each other further and better. - to create some room for interaction of the participants.
MATERIAL NEEDED	A sample poster for the acronym game and A4 papers
TIME	Gesture game: 20' Acronym game: 15'
HOW TO DO IT	This activity is composed of two different name games : - ***Gesture game (plenary)*** Standing in a circle, each participant was asked to find and perform a gesture that would sound like his/her name. This gesture was supposed to make other participants remember those names more easily. In addition to this particular gesture, the participants were also asked to mention where they come from and a sentence that would give some information about him/her. When the participant finished his/her introduction, each participant was supposed to repeat that gesture and say his/her name again. E.g. "My name is Bartin. My gesture is –a boy hitting something with foot on the street- as Bart Simpson". I live in Ankara, I am a

	university student." - ***Acronym game (individual and in peers)*** Each participant was expected to put his/her name on an A4 paper and try to introduce themselves with some words, starting with or including the letters in their names. After 5 minutes of individual work, each participant should walk around the room, introduce himself / herself to another participant and pose a question to know the other participant better. E.g.of ASUMAN **A**cademic user'**S** guide batist**U**ta ☺
RESULTS	As a group activity, the gesture game was an interactive and funny way of learning the names of all participants. All of the participants present in the plenary actively participated in the activity. Acronym game was an individual and in peers exercise, which helped the participants to hear some bits about others' personalities and personal feelings.
ANY FURTHER EVALUATION COMMENTS	First steps facilitated to get to know each other since some participants already know some others. Although there were 29 participants in total, it was easier to get closer to each other. Some participants were absent in the unofficial opening evening activities. Thus, the gesture game was repeated in the morning with new elements added to it. During the final ritual, it was interesting to see some participants making the group recall their gestures or words in the acronyms of their names.

2. CHECK UP & REFRESHMENT PROCESS ACTION 1 & 2

AIM	- to help the participants reflect upon the knowledge they accumulated in the First Steps and check what the participants do know about Action 1 and Action 2. - to find out the needs to develop or to get complementary information about Action 1 & Action 2. - to help the participants benefit from each other's experience on Action 1 and Action 2. - to get a common understanding and information about Action 1 and 2.
MATERIAL NEEDED	Posters prepared by the working groups
TIME	In total 1.5 hours
HOW TO DO IT	The activity took place in three stages: Individual work, group work and presentations of group work in the plenary. For the first 15 minutes, each participant was supposed to write the points down they knew/remember about Action 1 and 2, depending upon the simulation projects they prepared during their First Step courses. The questions asked to the participants for this stage were: "Did you prepare a project in Action 1 and/or 2?" and "Who applied for Action 1 & 2 for the 1st of June 2002 deadline?" Then, the participants were placed in 5 different groups, in a mixed composition. These groups were asked to prepare two posters in their groups, one on Action 1 and one on Action 2, and a list for the needs they perceive as lacking or contradictory in their groups. The concrete questions were: "What are the elements that you think should be included in Action 1 and 2?" and "What are your needs in order to improve your project?" Finally, the groups were invited to the plenary to present the posters they had prepared.
RESULTS	After the individual refreshment on these actions for 15 minutes, the groups worked for about 45 minutes to discuss and list the components of the youth exchange and European Voluntary Service projects. Each group presented their posters in the plenary. All these groups approached the questions from different perspectives depending upon their perceptions. At the end, different levels of information on Action 1 and 2 were complementary for the group discussion. The common points in all five presentations were, for Action 1: the qualitative aspects of geographical balance, duration, number of participants; and the qualitative aspects of preparation, involvement of young people, communication among partners and follow-up; and for Action 2: the qualitative aspects of long-term EVS projects, mentor, language support, visa, insurance; and the quantitative aspects of project description, communication between partners, pre-departure and on-arrival trainings. Apart from these elements, the needs were also stated: a common guide for intercultural learning practices with tools and methods appropriate for the Euro-Med programme; partnership; solution to the finances and visa problems. A common poster for each action and the perceived needs was prepared by the facilitator of the activity and displayed in the plenary room for the rest of the training course.

ANY FURTHER EVALUATION COMMENTS	The results of the group work were not homogeneous in terms of the points they highlighted and the points they looked at the Action 1 and 2 as well as how they perceived the needs. However, this did not affect the expected results from the activity because all information presented by different groups was complementary rather than contradictory. No discussion was made on the "real" projects submitted to the European Commission by those participants for the 1st of June 2002 deadline.

3. THE BALL EXERCISE

AIM	- to work in an active way with the whole group outside. - to present the group with a problem to solve together. - to use the exercise as a metaphor for life in the group and make some recommendations for working together during the course.
MATERIAL NEEDED	One Spiffy ball
TIME	One hour
HOW TO DO IT	Standing in a circle outside. To start with, the ball is to be thrown to each person after their names are said; each person to touch the ball only once. Facilitator times this and asks the group to find a way to make the process faster. Group makes suggestions and tries out different ones until an optimum time is reached. The group is then invited to think about ways in which this group can communicate better within the course, based on this experience.
RESULTS	"The recommendations to us" were listed on a flip chart as follows : - Cooperation - Teamwork - Understanding - Sports - Tolerance - Consultation - Exchanges - Sharing - Solidarity,Mutual help - Widening the way we think - Alternatives - Patience This flip chart was stuck to the wall and referred to several times during the rest of the course.

4. FIRST STEPS NIGHT

AIM	- to make the participants share their experiences the four SALTO First Steps (FS) in terms of different programmes, different participants, different trainer teams they had. - to convey the atmosphere of each and different First Step training courses.
MATERIAL NEEDED	One group photo from each First Steps was put on the wall, to be populated further by the participants.
TIME	The activity started at 21:00, after dinner and lasted for about 1.5 hours.
HOW TO DO IT	This activity is designed for the participants to share the atmospheres of their own First Step experiences, in terms of different programmes, methods, participants and team of trainers they had during the First Steps in Turkey, Jordan, Tunisia and Portugal. • Before going into their the reflection groups, the participants are asked to stay in their First Steps groups to prepare a short sketch of 10-15 minutes, displaying either the whole course or any interesting instance or significant part of their First Steps experiences. The participants had only a couple of hours to prepare their sketches, including the dinner-time. • Besides the sketch, the participants were asked to bring their visual memories (photos, gifts etc.) to the plenary room, which turned out to be a theatre for that evening. After the performance of all four groups, the participants placed the photos they brought with them on the wall, around each of the First Steps group photos.
RESULTS	Four different First Steps' sketches were performed by First Steps country-based groups of participants. The sketches took place in the plenary. The sketches focused on trainers and inputs from and contributions of the trainers, informal minutes and facilities of their respective First Steps courses. The sketches were mostly depending upon the perception of participants, mostly informally, of the overall process of the courses. Most of the participants brought photos, taken in their respective trainings. These photos were attached to the group photos from each FS. Mostly, the photos of the trainers and individual participants were shown.
ANY FURTHER EVALUATION COMMENTS	Although the groups prepared the performances altogether in their respective groups, not all the participants took part in the performances. There was an imbalance among the number of participants in each group: 11 from Portugal FS, 6 from Tunisia FS, 5 from Jordan FS (plus 1 French participant who did not take place in any FS), and 7 from Turkey FS. Although the informal aspects of the each FS were dealt within the sketches, little space was reserved for the programme elements and learning experience from the FSs.

C. THE THIRD DAY

Thursday the 27th of June 2002

Time	Name of the activity
8h -9h	▪ **International breakfast**
9h15	▪ **Get energised!**
	▪ **"Me, You, We here…" Discussion groups, coffee included**
11h15	**Plenary**
12h30	**Lunch**
14h15	**"Me, You, We here…" Plenary phase**
16h00	**Coffee break**
16h20	**Time of announcements**
16h45	**Reflection groups**
18h00	**Preparation of exhibition**
19h00	**Buffet**
21h00	**Exhibition of associations (beverage & food brought by participant)**

1. INTERNATIONAL BREAKFAST

AIM	- A convivial way to start the day - Make the participants explain what is a usual breakfast in their own country, - Share a specific meal made of usual French ingredients and the food brought by the participants - Open discussion and explore the values of the participants about two important cultural aspects in each country : food and sport.
MATERIAL NEEDED	
TIME	
HOW TO DO IT	We shared, tasted, asked questions to each others, and learned how to eat them. We decided to expose, at the same time, articles of newspapers brought by all, telling and showing how an international event as the football world cup, was covered by each national press. This topic brings interesting discussions among us.
RESULTS	A good opportunity to know better each others. A convivial moment appreciated by all. A useful start to the workshop of the morning: discussion groups "Me, you, we here" introduced by Nadia.

2. ME, YOU, WE, HERE… MEDITERRANEAN & EUROPEAN

AIM	- to increase /deepen the knowledge of participants about each others realities; - to encourage cooperation across borders, both nationally and locally - to provide a forum to discuss the values of the participants.
MATERIAL NEEDED	Materials for collage, Newspapers and magazines (participants were asked to bring with them).
TIME	
HOW TO DO IT	The Morning session were planned into three moments: 1- Participants were divided into small groups of five people and were asked to reflect individually about the countries where the other members of their group came from. 2- Based on those ideas they were invited to create a small collage based on their answers to the following questions: * what do you know about the countries where the people in your group live? * what kinds of images do you have about their countries? Then in the groups they shared what they had produced and listened to each others' responses. 3- The second part of the morning was planned to report the main issues discussed in their groups and to have a plenary discussion with all the participants. (Due to time pressure and the wish from the groups to continue their work in the smaller groups, the team decided to postpone the plenary discussion for the afternoon. This change cancelled the planned activity of the afternoon (an intercultural exercise)
RESULTS	The diversity of the group and the participant backgrounds made this day a day of challenges. Having participants from different conflict areas such as Palestinians and Israelis or Turks and Cypriots, it was inevitable not to discuss the possibility of having difficult discussions, for example the Palestinian-Israeli situation was very difficult at the time when the course took place. Discussions in the small groups during the morning sessions were very successful. Participants were able to discuss many issues that interested them and to learn from each other. The plenary report-backs from the groups was a difficult process. Each group presented their report in a very different way – some decided to present their own collages in which the situation of their countries was explained in details, such as the unemployment percentage in some countries or the national amount of imports and exports. The reports were very interesting but rather long and took away the possibility of having a full plenary discussion about the issues raised. Still, it was clear that many issues had been brought up, including: • Difficult situation of the children in Tunisia • The Israeli occupation and Palestine • Similarities, the water problems in many countries, • Differences of languages, religious, traditions in many countries

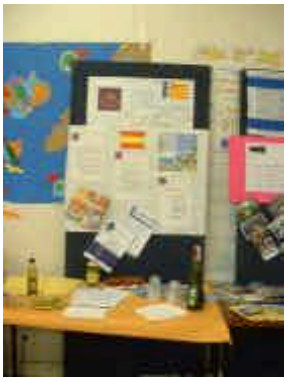
	• Stereotypes of each others countries • Europe is the land of opportunity - or is it? • Historical and political conflicts in Cyprus • Virginity • Contraception • Women's situation in Portugal and their inequality, for example being underpaid for similar jobs The groups presented some conclusions: • Each country has its complexity • We should not be in defensive positions rather exchange ideas; • Important to have coexistence and the variety of people • Differences are a way to unity, these differences should lead to different policies, for example to have a youth and sports ministry. In some countries youth policy does not exist; • The main reason of all the problems in the world is poverty • We have to look for the truth; • The world is chaos; • Stability and peace; • Economical development; • Cooperation between EU and other countries is important; • Important to be aware of the differences and similarities between cultures and countries; • Differences reminds us of what difficulties we face in our projects; • We should be aware of why I am here, is it for political or economical reasons or is it for fun. We need to clarify this before doing projects; • Human rights is what we need
ANY FURTHER EVALUATION COMMENTS	Although nearly a full day was given over to such discussions, there of course remained much to consider – as can be seen in the report of "Participants as a resource" from 29 June. Clearly, this day gave us all much to think about. And the will to look further at how to raise such issues with the young people involved in EuroMed activities.

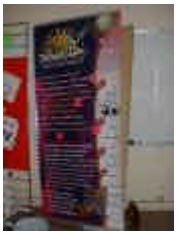
3. PARTICIPANT'S EXHIBITION

27 June 2002 – Evening

AIM	- to make an introduction to all organisations represented in the course - to get to know each other professionally better, for further partnerships in the future.
MATERIAL NEEDED	An instruction sheet, posters, boards for the posters, the Bingo Sheet. Many materials were available to the participants: coloured papers, painting, coloured markers, glue, scotch, scissors, pins, stickers etc…
TIME	The activity took all the evening after the dinner, starting at 21:00. Preparations started after the reflection groups, including dinner.
HOW TO DO IT	Just before the reflection groups, the participants were informed about the exhibition. The facilitator disseminated a handout for the content of the posters. The participants were requested to prepare a poster containing the following information: » Name of the organisation. » Name and position of the participant in this organisation. » Aims of the organisation. » Target Group(s) » Types of activities. » Source of funding. » Any request for the partners. » Any documents for the organisation: Brochures, pins, business cards, or any other material brought to the TC. Participants were also asked to bring any food or drink they brought from their countries, to be served in their exhibition stands. **Preparation** The team members supplied the boards and any material for the preparation of the exhibition in the plenary room. The participants used the time between the reflection group and dinner for preparation. **Exhibition** Plenary room was used for the exhibition. **Bingoooo** A "bingooo" sheet was prepared during the exhibition and distributed to the participants next day to be brought back and have a surprise at the end. The deadline for the "bingooo" was announced as the dinner for the next day. See a copy of the "bingooo" attached.
RESULTS	As a result of the activity, most of the participants were introduced to the other organisations. Since it was an evening activity, the exercise also made the participants enjoy themselves, starting to know each other and their organisations better. The food and drinks also contributed to this process. The exhibition (all the posters, material and documents of the organisations) was kept as it is in the room of the training course for one more day, to give participants the opportunity to visit it from time to time, especially just before the "project phase". For the rest of the training course, the exhibition was moved to the hall next to the working room, as an energiser in

	the morning. The partnership aspect of the objectives of this activity was well achieved for the future projects. Overall, the exhibition was really colourful and well prepared by the participants. The winners of the bingoooo were announced during the closing ceremony.
ANY FURTHER EVALUATION COMMENTS	• The participants who were not yet arrived to the training also prepared posters for the exhibition later on without any requests from the team. • There was no interest for the Bingooo. Only a few number of participants returned their bingooo sheets. • The food and drink component of the exhibition was a small challenge for the exhibition itself. On the one hand, it helped to attract more attention to the exhibition. On the other hand, it dispersed the attention to the posters of the organisations displayed in the exhibition.





D. THE FOURTH DAY

Friday the 28th of June 2002

Time	Name of the activity
9h10	**Departure to Paris by train**
	▪ **Study visit of the "Arabic World Institute"**
	▪ **Free afternoon/visit of Paris**
20h	▪ **Mediterranean dinner in a Greek restaurant**
22h45	**Sight seeing tour of Paris, on the way back to Marly le Roi, by bus**

1. STUDY VISIT OF THE ARABIC WORLD INSTITUTE

June 28 2002 morning

AIM	- Share discovery, knowledge and impressions between participants in a place devoted to the Arabic World through a library, a museum and temporaries exhibitions. - Open discussions afterward between participants.
MATERIAL NEEDED	
TIME	
HOW TO DO IT	The participants were divided in two groups : - One with a guide speaking only English - The participants who didn't speak fluently English with a guide speaking English and French. Each groups had the same content of visit and study. We started by a short presentation of the Institute : - What is the Arabic World Institute? What are his aims? A cultural Institute created and ran in common by Arabic countries (belonging to the Arabic League) and France, to promote, in Europe, the culture and civilisation of the Arabic world, which belong and shape the Mediterranean Basin. We follow by a detailed visit of the Institute: radio and television networks giving in real time, news from the Arabic countries, workshops rooms, language laboratories, library, and the museum showing craft art and technology belonging to the Arabic and Islamic world. Through this visit we were able to look at the architecture of the building: a synthesis between architectural conception of Orient and Occident.
RESULTS	The visit of such a place had a great interest for the biggest part of the participants. A few found it too long, boring or with no interest. It brings opportunity to have a discussion between some participants, during the evening meal at the Greek restaurant, on

	"how Mediterranean, and especially Arabic area contribute to the occidental civilisation ?"
ANY FURTHER EVALUATION COMMENTS	It seem that one of the guide informed, too quickly, the participants about the aims, activity and history of the Institute and went strait to the museum . We need to think about the opportunity of visiting this place knowing that there will be no improvement in the way to do it .

E. THE FIFTH DAY

Saturday the 29th of June 2002

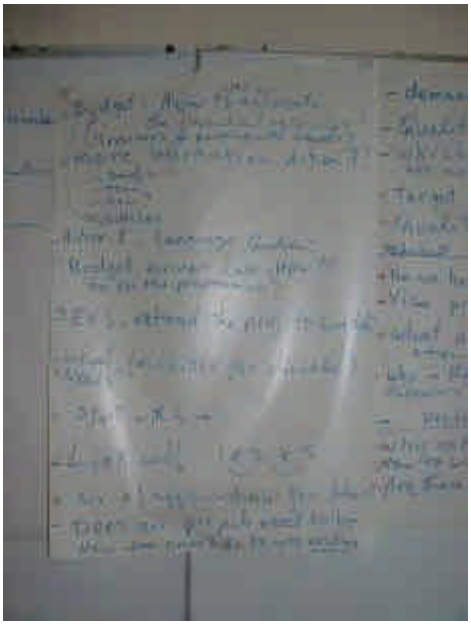
Time	Name of the activity
9h15	▪ **Energizer!** ▪ **Action 5 : Answer to questions**
10h45	**Coffee break**
11h20	**Power point presentation on Action 5**
12h30	**Lunch**
14h30	**Simulation games :** **-"you as member of a selection committee"** **-"you as a strategy maker"** **Action 5 : how to use it?**
17h30	**Reflection groups**
19h00	**Dinner**
20h30	**"Auberge Espagnole" participants as ressource**

1. QUESTIONS AND EXPECTATIONS

SALTO-YOUTH-FR would like to thank Gisele Kirby from the European Commission who answered to the participants' questions.

THEMATICS	QUESTIONS	ANSWERS
BUDGET	- criterias - How to allocate the financial resources? - trainers and participants travel expenses Budgets arrive late: how to do for the preparation?	***In the coming power-point presentation***
TECHNICALITIES	EVS: extend the project to Euromed? What facilities for disabled? Needs Start with action 5, links with action.1,2,5 Numbers of applications for action 5 Do our projects need to be new ones, or to use existing ones?	***In the coming power-point presentation***
QUALITY CRITERIAS ?	Which actions "activities" are more popular or more accepted?	- Priority to young with no possibilities(disadvantaged)
POLITICS	- Why not Libya? One participant asking" why Syria not in Med countries accepted in Euro med?"	- It's on the way slowly, but it's a political level. Not to be solved here.

	- How to work with “conflicts” countries?	- We have to deal with conflicts. Such programme making youth meet is a way to help the processes of resolve a conflict situation. Our youth programmes can make people of countries in conflict meet, with others, in an neutral place (triangulation).>>>>we can change the place of a youth exchange if a conflict start meanwhile the preparation (just ask and inform the commission)
	- Visa problems, how to solve?	- The commission has no influence to make a country give a visa. The commission can only send a document of support to help the decision.
	- Are there political criteria’s ?	- The priorities of the programme are: - Young in difficulty -Fighting racism - Help to participate in civil society -Place of women in civil society - Help mobility of young people



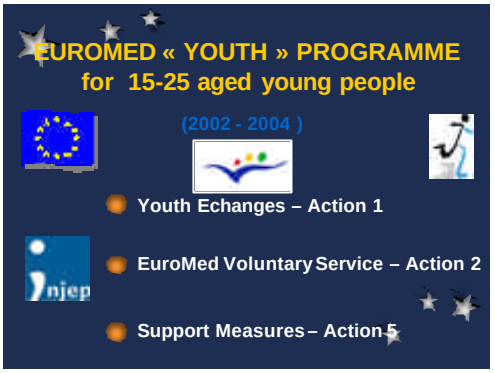
Some questions of the brainstorming

THE EUROMED YOUTH PROGRAMME

2002-2004

POWERPOINT PRESENTATION OF THE

SUPPORT MEASURES



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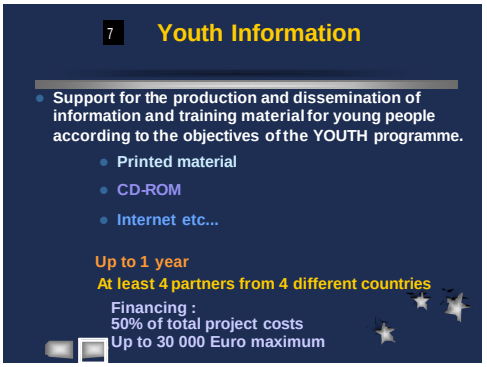

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If you need these powerpoint presentations, contact SALTO-YOUTH-INJEP (salto-fr@salto-youth.net) or get on : www.salto-youth.net/toolbox

2. TWO WORKSHOPS (SIMULATION GAMES)

29 june 2002 afternoon

1 " you as a member of the Selection committee" (see photo)

Aims and intentions of using the activity:

(Bernard)

AIM	
MATERIAL NEEDED	
TIME	
HOW TO DO IT	
RESULTS	
ANY FURTHER EVALUATION COMMENTS	

Description of the activity:
5 groups: each received 8 application forms. They have to study it and give a "committee answer": project accepted or not and why.

(Bernard)

answers and results (synthesis)

Project Number	Type of Activity	Result	Comments
1	Trans national partnership and network	Yes	Good project
2	Training course	Yes	Good project

3	Training course	No	Type of activity not clear Contact NC to re elaborate and reapply Could be a seminar but not a training
4	Job shadowing	Yes if	Nice project: unusual theme Project dates ineligible
5	Job shadowing	No	First application within the programme Weak application but interesting theme Should reapply as Action 1 with NC's help
6	Seminar	Yes if	Good projects The partners has problems.(Commission has to check) Projects dates ineligible
7	Seminar	Yes	Interesting: priority theme Good project Duration!?
8	Training course	No	Aims and content don't correspond to activity program, only technicalities(how to write...) not philosophy of the actions. Too much technical on action 2, not enough on "why" Organisation has problems at national level

2 " you as a strategy maker"

(doc : Bernard)

Result of the activity:

Furthers comments:

F. THE SIXTH DAY

Sunday the 30th of June 2002

Time	Name of the activity
9h15	**Energizer**
9h30	**Project "suq"** - **Project ideas** - **Going into project groups**
12h30	**Lunch**
13h00 to 17h00	**Football world cup final** **Workshop "working in multicultural teams**
17h30	**Reflection groups**
19h00	**dinner**
	Evening free

1. PROJECT SUQ & REFLECTING ON BALANCE

30 June – morning & 1July 2002 – morning

AIM	**THE PROJECT SUQ** - To help the participants identify and propose their projects in terms of themes and types of activity within Action 5. - To help the participants to find partners for their project proposals and ideas. - To make the participants get together in their project groups to produce their project for the next day, during the project making phase. - To concentrate on 6 out of 8 types of activities under Euro-Med Action 5: Contact Making Seminars, Study Visits, Seminars, Training Courses, Youth Information and Transnational Partnerships and Networks. - To make the participants create links with their projects and strategies. **REFLECTING ON BALANCE** - To highlight the imbalances in the groups in terms of EU and Med participants and explain how it does not fit in the Euro-Med spirit. - To give chance to the participants to re-think their "active participation" and to change their groups if they want.
MATERIAL NEEDED	Coloured papers (different colours for each type of activity in Action 5)
TIME	Approximately 2 hrs 30 + Reflecting on balance (15')

HOW TO DO IT	The activity consisted of some steps: 1. Introduction to strategy and the project Suq. 2. Proposing a theme/title for a project within Action 5 and stick it on the wall. 3. Gathering into groups. 4. Reflecting on the composition of the project groups. 5. Project phase (as another activity in itself). In the first phase, the facilitator of the activity (the project suq) gave the instructions on the activity. The participants were supposed to propose their projects, put them individually on a coloured paper prepared according to the type of the activity and place them on the wall. The projects they propose could be an imaginary one or a real one. No specific number of groups or type of the activity under Action 5 was told to the participants. Next, the participants were asked to form a group for the projects they would prepare the other day, during the project-making phase. None of the participants would stay out of the groups, nor they would participate actively more than one project group. In case of lack of partners, they could use "shadow" partners because of the 1/3, 2/3 balance of EU and MED in the training course.
RESULTS	*See next page*
ANY FURTHER EVALUATION COMMENTS	• No individual project proposal or ideas phase could be realised because most of the participants directly started to work with the others. As a result, the project suq did not consist of individual project ideas but rather groups' ideas and decided upon projects. • There was an imbalance at the end of the project suq on 30 June – morning, in terms of the distribution of the EU and Med countries. Thus, it is decided to mention this imbalance at the beginning of the next day just before the participants went into their project groups. • There was confusion among participants on the nature of the projects due to the misunderstanding during the introduction of the activity. Some participants perceived the project phase as a place to produce "real projects", while the others took it as a simulation exercise. This perception also affected the composition of the project groups. However, after the team made an explanation on the expectations from this activity and a reflection on the balance on 1st of July, the composition of the groups changed and number of the groups in total decreased to four. • Only limited types of activities under Action 5 were preferred by the participants: Training Course, Seminars and Network.

Firstly, the coloured papers representing different types of activities under Action 5 was sticked on the wall by the participants, either by individual participants or by groups of participants gathered from the beginning. The distribution of the project ideas and was as follows:

	Type of Activity	**Title of the proposal**	**Theme**	**Aims**	**Who proposed it**
1	Contact Making Seminar	"Altogether Now"	Focus on cultural differences and similarities	For Action 1 in the short run, for a network in the long run	Individual proposal
2	Contact Making Seminar		Finding partners, exchange of experience, planning	For Action 1 and Action 2	
3	Training Course	"How to prepare youth scientific trainers for the scientific camp?"	Applying scientific and technological activities of objective dialogue	Action 1	Individual proposal
4	Training Course	"Dynamics for intercultural groups"	Youth workers within Action 1, and providing well-based report	Action 1 and for multiplying	Individual proposal
5	Training Course	"How to involve youth in non-violent activities?"	Non-violent, dialogue, tolerance, acceptance, anti-racism		Group proposal
6	Seminar		To discuss the differences and develop respect between religions		Individual proposal
7	Seminar	"Strengthening Intercultural exchange for more tolerance"		Action 1	Individual proposal
8	Seminar	"Youth initiatives and Conflict Resolution"	Introducing non-violent conflict resolution to youth leaders	For Action 1, 2 and 5.	Two participants' proposal
9	Seminar	"Democracy"	Democracy as a way of life; as the right to oppose, to govern, to expression, rule of law		Group proposal
10	Network		"Our Strategy"	Seminars, Training Courses, many Action 1 and 2.	Group proposal

This means that some participants proposed their projects individually, while some others already formed some groups and proposed the projects together.

As a result of the Project Suq on the 30th of June, five groups were formed :

	Type of the activity	Theme of the project	Number of participants
1	Training Course	Peace	7 Med + 2 EU
2	Seminar	Intercultural	3 Med + 4 EU
3	Seminar	Democracy	4 Med + 0 EU
4	Seminar	Conflict Resolution	1 Med + 1 EU
5	Seminar (for Network)	A Common Structure – Network	2 Med + 4 EU

However, the geographical distribution of the partners in each project, represented by each participant, was not balanced. This imbalance needed to be highlighted the other day by the team.

Reflecting on Balance:
The next day, before going into the project-making phase, the team reflected on the geographical balance in the groups. In addition, the team clarified that the projects to be produced would not necessarily be "real" projects, but rather a simulation project, which could also be submitted to the European Commission, depending upon the decision and intention of the project groups if they would like to work as partners in the future. As a result, some participants changed their groups, in which they actively participated, but the group profiles remained the same to a great extent.

The groups after the reflection by the team were as follows:

Type of the Activity	Theme of the project	Number of participants
Training Course / Seminar	Peace	7 Med + 2 EU
Seminar	Democracy	5 Med + 1 EU
Seminar	Intercultural Conflict Resolution	4 Med + 4 EU
Seminar (for a Network project)	Building a Common Structure	2 Med + 3 EU

Then, the participants went into their project groups…

ANY FURTHER Evaluation Comments:
No individual project proposal or ideasphase could be realised because most of the participants directely started to work with the others. As a result, the project suq did not consist of individual project ideas but rather groups' ideas and decided upon projects.
There was an imbalance at the end of the project suq on june 30 morning, in terms of the distribution of the EU and MED countries. Thus,it is decided to mention this imbalance at the beginning of the next day just before the participants went into their project groups.
There was confusion among participants on the nature of the projects due to the misunderstanding during the introduction of the activity. Some participants perceived the project phase as a place to produce "real projects", while the others took it as a simulation exercise. This perception also affected the composition of the project groups. However, after the team made an explanation on the expectations from this activity and a reflection on the balance on the 1st of July, the composition of the groups changed and number of the groups in total decreased to four.
Only limited types of activities under Action 5 were preferred by the participants: Training course, seminars and Network.

2. MULTICULTURAL TEAMWORK

30 June 2002 – afternoon

AIM	- to look at the needs of a multicultural team. - to link the course to the World Cup final.
MATERIAL NEEDED	
TIME	30 minutes (plus the time of the World Cup final for those who watched it!)
HOW TO DO IT	Participants were requested to watch the final and to think about the questions "Which team did you think had the best teamwork?... and Why? After the final, there was a discussion about the answers to the questions which moved on to more general issues surrounding teamwork and what factors influence it. Participants discussed the differences with multicultural teams and what should be considered to facilitate their work together.

G. THE SEVENTH DAY

Monday the 1st of July 2002

Time	
9h15	**Energizer** **High light the imbalances in the project groups** - **Compare with Euromed spirit** - **Give the chance to participants to re -think their active participation**
10h50 to 18h00	**Projects making and consultancy**
18h00	**Reflection groups**
19h00	**dinner**
	Free evening

H. THE LAST DAY

Tuesday the 2nd of July 2002

Time	Name of activity
9h15	**Energizer**
9h30 to 12h30	**Presentation and feed back on projects** - **reflections** - **reactions of participants**
12h30	**Lunch**
14h00	**Follow up of the course** **Evaluation** - **The story of "the cruise on Euromed sea"** - **Questionnaire**
17h30	**Reflection groups**
18h30	**Closing ceremony**
19h00	**Dinner**
21h00	**Farewell party**

REPORT ON PROJECTS SET UP DURING THE TRAINING COURSE

4 projects on Action 5, were proposed :

PROJECT 1	PROJECT 2
Title of the project "Youth for peace"	"Intercultural conflict resolution"
Type of the project Training course + seminar	Seminar
Short description of the project Project dedicated for peace.Taking in consideration disavantaged youth and sectors of society in Euro and Med countries Emphasizing on dialogue, conflicts resolution **Place of the project in your general strategy** The project will support Action 1,2,5 'followed one by one" and "one completing the next one"	Seminar on intercultural conflict resolution, exchange of good practice and development of skills, qualifications of youth leaders active in Action 1 and 2 on EuroMed projects. A seminar that will generate a serie of actions 1,2,5 projects. It will be followed by an evaluation seminar one year after.
Place and dates Italy 7 days	Turkey (Adana) 10 to 15 / 09/ 2003
Partners of the project Italy, Egypt, Tunisia, Jordan, Algeria, Morocco, U.K, Germany, Spain.	Turkey, Germany, Israel, Finland, Algeria, Portugal, Jordan, Greece.

PROJECT 3	PROJECT 4
Title of the project " Building a common structure"	**"**Democracy : a way of life for young people."
Type of the project Seminar (to prepare a training course)	Seminar
Short description of the project Seminar to develop training in support of Action1 and 2 within an EuroMed programme. Additionally discuss an Action 5 networking project in support of the 1st one. **Place of the project in your general strategy** A network of organisations with common aims of producing First step and support measures in order to realise EuroMed youth mobility through Action 1 and 2.	First step of a future partnership between youth organisations from EuroMed countries. Youth leaders will have the opportunity to share experiences and knowledge on democratic issues and to reflect on the quality of the way of life youth deserve. Choise of Malta because of his situation as a bridge between the E.U. and the Mediterranean countries. For his knowledge aquired and his contribution respected both by European and Arabic world.
Place and dates Palma de Mallorca, Spain 5 days	Malta 5 days
Partners of the project England, Spain, Italy, Egypt, Palestine, + partners to be indentified.	Cyprus, France, Israel, Malta, Tunisia, Turkey, Germany, Greece.

ANNEX

I. THE EVALUATION SYNTHESIS

HOW FAR DO YOU THINK THE AIMS AND OBJECTIVES OF THE TRAINING COURSE WERE ACHIEVED?

(Please give a score from zero to hundred percent)

OVERALL AIMS 63%

To develop co-operation and to build partnerships between participants

61 %

To train the required skills to implement EuroMed support measure projects.

65 %

To further explore the "EuroMed" dimension in term of values and concrete consequences with participants

56 %

To reflect on how to use the YOUTH programme, and in particular Action 5 as support for a local or regional strategy.

70 %

CONCRETE OBJECTIVES 60 %

To increase technical knowledge about Action 5, with focus on training courses, seminars, contact making seminars and study visits.

80 %

To help the participants in setting up their projects

55 %

To negotiate with them the concrete follow-up of the course

52 %

To enable participants to share experience and knowledge

55 %

To provide participants with a reflected intercultural learning experience.

58 %

TECHNICALITIES OF THE COURSE

What do you think about the technical arrangements of this course (accommodation, food, facilities, etc…) ?

Good in general for accommodations (bedroom, working rooms....)

Suggestions:
-Open cafeteria on week end
-Food to be improved sometime
-A socialising room would be helpful

THE PROGRAMME ELEMENTS

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

Element	Score	Comments
Tuesday 25th		
Welcome Evening (the furthest place, gesture game, count the triangles, the interview to others, etc…)	4	Very good start !
Wednesday 13th		
Official Opening (Welcome short speeches)	4,5	
Getting to know each other (Gesture game enhanced, Acronym interview)	3,6	
Programme Presentation (Introducing the map, the expectations as objects on it, etc…)	4.3	Good
How to exist together for the next week (the ball exercise) Recall of actions 1 & 2 (group work + plenary)	3.7 3.2	A bit basic but useful to "make the group" Interesting to analyse the decision process in the group and to observe leadership process
« First Steps Night » (photos & sketches)	3.95	Good and new idea "really enjoyed the sketches"
Thursday 27th		
International Breakfast	4.1	Really good idea!
« Me, you, we, here » (small groups session)	4.25	Boring for a few Instructions not so clear sometime
« Me, you, we, here » (plenary presentation and discussion)	3	More interesting in the small groups
Participants Exhibition	3.8	A useful and warm moment!

Friday 28th June		
Study visit to the Arabic World Institute	2.3	Good effort ;but very bad explanation from the people in charge of the visit in the Institute. Too much time spent at the exhibition
Free time in Paris (including Greek restaurant and night tour of the city)	4.4	Great !
Saturday 29th June		
In search for questions (questions to be answered by SALTO & the EC)	4	Very useful to clarify things !
Training Issues (Statistics and recommendations drawn from EuroMed since '95 on)	4.1	A good picture of what is going on
The Action 5 selection committee (simulation with real forms)	4.5	Excellent
The Action 5 Power point presentation	4.4	Very good! We learned a lot
An example of good practice (Presentation of the TC in Romania)	3.5	Good, but maybe not at the right moment
The « Auberge Espagnole » (run by 4 participants)	2.7	Undemocratically prepared by the organisers of this working group! Participants' ideas not always adhered and included in the conclusion Solved some problems.
Sunday 30th June		
The project and strategy SUQ	3.1	Did not work out at first! It improved later on
Working in multilateral teams (Soccer World Championship final match + following activities)	3.5	Good All the following activities not done
Monday 1st July		
Reflecting on balance (Plenary discussion and re-arrangement of groups)	2.3	Necessary at this moment of the training,
Working Groups on Action 5 Projects	4.2	Learning by doing! "Satisfied by the work we did"
Tuesday 2nd July		
Feedback Session on Projects	4	

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

Good technical method to evaluate step by step what happen during the day
Useful! easier to express in small group "felt relaxed to talk with the others"

Good for future." Most of the intercultural and relationships problems we had should have been prevented by using what came out from the reflection groups"

Good tool to work on group dynamic

Appreciate the "way to run it " by the trainers **:**encouraging each one to express his opinions within comment them.

"I felt the trainers interested by us!"
"Effective way to express and make sure everyone gets what you mean"-An high level of acceptance of different points of view.

A space to ease tensions.

We did not have, always, a feed back

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

More communication

One hour of free time per day

Clear guidance by the trainers

Focus more on the intercultural differences(even in the same culture!)

Skill for dealing with diversity is really needed!

A "conflict solving" simulation is needed

A meeting with organisation working on intercultural learning, with Med countries

More balance! 40% E.U. , 60% MED at least.

More dynamics activities. Too much time seated.

HOW DO YOU EVALUATE YOUR OWN CONTRIBUTION TO THIS COURSE ?

A feeling of good contribution in general

Most of the participants said they tried to share experience and opinion
Most felt to play an active role
One felt paralysed sometime; an other upset

A contribution limited for a few because of the level of English language

WHAT MESSAGE WOULD YOU LIKE TO GIVE TO THE TEAM ?

You are professional in different ways"

Team close to the participants

"No experience is bad if we learn from it"

"Appreciated the team arose discussion quickly when a bad thing happened" It's always hard to manage such a group with participants with different background!"

ANY OTHER COMMENTS ?

No specific comments

J. SUGGESTIONS FOR THE FUTURE

(Bernard)

K. LIST OF PARTICIPANTS

Family name	First name	Organization name	Office number	Fax number	Email	Web site
KELLACI	Nadjet Deleguate in Mediterranean-Middle East SCI working groups	***Service Civil International France*** 2,; rue Camille Flammarion 75018 Paris, FRANCE	33142546243	33142540618	scicaaal@tiscali.fr	
BLAZAK	Jan Tomasz	***Worcestershire Youth service*** Worcestershire County Council Old Coach Road, Droitwich Worcestershire WR 98BD, UK	441905779893	441905772700	blazaki@aol.com janblazak@hotmail.com	
LOUARADI	Driss	***Les Petits Débrouillards*** La Halle aux cuirs 2, rue de la Clôture 75019 Paris, France	33140057557	33140057914	apdidf@free.fr	www.lespetitsdebrouillards.org
LUKASCH	Mike	***Bosporus Gesellschaft e.V.*** Bonner Talweg 33-35 53113 Bonn, GERMANY	49228263843	492282094998	bonn@bosporus.org	www.bosporus.org
SIFAKIS	Antonios Project co-ordinator Volunteer	***Service Civil International Hellas*** Dipilou 10 10553 Athens, GREECE	30103311379	30103311378	scihelas@otenet.gr	www.geocities.com/sciqr
LINTUNEN	Mikko Sakari Project co-ordinator	***The Mannerheim League for Child Welfare*** Naantali Local Association Project "PÄIVÄNSÄDE Henrikinkatu 7, 21100 Naantali, FINLAND	35824327268	35824327268	sakari.lintunen@naantali.fi	www.lapset.net
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L. LANGUAGES SPOKEN BY THE PARTICIPANTS

Ali	Arabic	English	French	
Mike	German	English	French	
Nadia (h)	Arabic	English	French	
Saro	Italian	English		
Mark	English	German	French	
Antonios	Greek	English	Spanish	
Jan	English	Polish		
Ofer	Hebrew	English	French	
Mac	Italian	English	Spanish	
Giorgos	Greek	English	"body language!"	
Nadjet	French	English	Spanish	
Saviour	Maltese	English	Italian	
Neco	Turkish	English	German	
Vito	Italian	English	French	
Carla	Portuguese	English	French	
Nadia B	Arabic	Swedish	Englich	
Essi	Hebrew	English		
Toni	Spanish	English	Little portuguese	
Lara	Arabic	English		
Jacques	French	English		
Asuman	Turkish	English	Italian	
Lassaad	Arabic	French	English	German
Bartin	Turkish	English		
Burcu	Turkish	English		
Hafida	French	English	Spanish	Arabic
Brahim	French	English	Arabic	
Perihan	Arabic	English		
Sakke	Finnish	English	Swedish	
Daniel	English	Portuguese	"Body"	
Ahmed	Arabic	English	Little French	
Driss	French	Arabic	English	
Senda	French	Arabic	English	Little Italian
Moin	Palestinian	Arabic	English	

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