

Meet'In EuroMed

SALTO YOUTH EUROMED QUARTERLY MAGAZINE

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SALTO-YOUTH
EUROMED
RESOURCE CENTRE



Education and Culture

After long months of waiting, the EuroMed Youth Programme goes back gently on the way! This impatience testifies to the great interest originated by this programme in the youth field. The current phase of setting up and its new operating mode are the fruit on the one hand of the evaluation and on the other hand of a feasibility study. Once this phase had been approved by the Commission, it had been necessary to compile the documents necessary to the transfer of the responsibilities since, in accordance with the European programme, the EuroMed Youth Programme is decentralised and entrusted to the national authorities of the Mediterranean partner countries. In addition, the programme managed up to now according to directives' applied by DG EAC, answers henceforth the rules and procedures in force for the management of the external Assistance.

This major change of setting is a long-term process. It is initially necessary to obtain the signature of the authorities concerned in each country. The installation of the national Euro-Med Youth Units (EMYU) can then begin. Those will be in charge of the proposal selection, of the making of contracts, of the financial management and of the projects follow-up carried out by the national promoters. The calls for proposal will be thus open in each Meda partner country. More targeted sets of themes will be developed in these calls for proposal. It is essential to accompany and form these units so they can include/understand the rules and procedures to be respected and to be able to launch the calls for proposal.

For this purpose, we selected a technical aid in order to ensure this transfer of responsibilities (Unit of reinforcement of the capacities). The National Institute of Youth and Community Education (INJEP) will thus ensure this role as well as the communication, the visibility and the regional coherence of the programme.

Today, Lebanon and Egypt signed the Financial Agreement and named the responsible person for the national Euro-Med Youth Units and received the visit of the INJEP. We hope that at least these two countries will be ready to launch the calls for proposal as of

November 2006. It also should be specified that the dates of the calls for proposal correspond to the dates of the European programme. As for the possible actions, they exclusively target youth exchanges, voluntary service and the support measures: formations, seminars and other activities. Each meda country will consequently have the possibility of accommodating European exchanges, volunteers and activities of support.

Taking into consideration the discussions we had during our previous meetings, we remarked the concern of some, both on the European side and on the Mediterranean side, about transparency and equal treatment in the process of projects selection. This concern is also ours: our procedures supported by the Unit of Reinforcement of Capacity and by the support of the EC Delegations will be the guarantors of this transparency.

Another problem was pointed out and it concerned the question of young people mobility. This real obstacle - sharpened by the unclear status of young volunteers/ beneficiaries (neither workers, nor students) requires that we work in cooperation with the national Authorities (sending and hosting

countries) and EC Delegations. It is consequently necessary to take into account of the "time" factor and to well anticipate the activities.

Lastly, I insist on the added value of decentralisation process which will bring the national authorities in the Meda partner countries closer to the aspirations of the young people and more and better implied in the youth sector. In the long term that should lead to policies adapted to the youth needs. For young people, this bringing together should encourage them to be more "structured" and become real interlocutors.

Thus young people of two banks of the Mediterranean will be able, slowly but surely, to better know each other, to share their values and to become full citizens in this area of the world, rich in unique history, endowed of a very dynamic present made by its youth and especially carrying many promises for the future.

CARLA MONTESI

*Chief of EuropeAid / A3 Unit
Centralised Operations for Europe,
the Mediterranean and the Middle-East*





Cooperation between "EuroMed" and the Polish National Agency

It must sound funny to say that this relation started just before it was suspended! The enlargement of the European Union brought into this cooperation eight new countries full of enthusiastic young people and youth workers but also new National Agencies staff – I belong to the last group.

... Magreb... Mashrek?

Until the "EuroMed Meeting" in Lisbon in late 2003 (when project officers of National Agencies and, at that time, National Coordinators met) Euromed was for me a label, I knew it existed and with a jealous eye I looked at all those who were in. My knowledge about this cooperation was gently speaking "insufficient", I knew geography, more than average about cultures and history – but still I felt this was not really much when it comes to international cooperation between so different regions (or countries in particular).

From that moment onwards, Meda countries were no longer only destinations for tourism and I realised that stereotypes were not enough to understand and to work in this field. It was time to broaden my knowledge starting with being able to know the difference between Magreb and Mashrek countries.....

Since that time many things changed: some colleagues are not longer working in NAs, there are changes on the 'Meda' side due to decentralisation process, and there are new institutional actors in the field.

How to deal with priority?

At the beginning, Euromed was merely a question mark for the Polish NA. This region, or regions are quite far from us, there are any or very weak historical and cultural links. And just behind Eastern border of Poland there is another region, being a part of international cooperation within the Youth Programme – Eastern Europe and Caucasus. This region was and still is the highest priority for Polish National



National Agencies staff meeting, Lisbon 2003

Agency in our work. After discussions we decided that EuroMed cooperation, even not being the priority, should be open for our young people and Poland should be open for youth from Meda countries. This is how we see the role of Polish National Agency which stands for strengthening youth cooperation between EU and non Member States, increasing mutual understanding and equal treatment of all partners. Coming from this perspective we were trying to find a way to promote and offer opportunities for youth organisations willing to work in Euromed. But the first obstacle was "us" in the National Agency, not really experienced in this field. To better understand the reality of our partners we hosted in January 2004 the National Coordinator from Jordan (job shadowing) who could directly introduce Euro Med with its specificity to all colleagues working

on projects in the National Agency. Another important activity which enabled new member states of enlarged EU get to know Euromed better was the meeting "8 + 10" (see box). Parallel to this process within the office, seven Polish youth workers were sent to different SALTO Youth Euromed training courses. We started to receive applications. Out of nine applications in 2004, two youth exchanges and three Action 5 projects were supported. Cooperation started to move on....till...2005!

Successful year of suspension!

Despite of reality "the suspension year" was till now the best time (in terms of supported projects) of Euro Med in Poland. Out of 12 applications, four youth exchanges and three training seminars were supported – more than ever before.

NA's point of view



Lisbon 2003

Looking back, I have some remarks to express:

1. quality in Euro Med projects – among the applicants (not supported) we had organisations which did not have real experience in multilateral international work, especially in so different cultural context. A well described application was not enough to guarantee qualitative project, especially the “partnership” issue. Having reliable partner is a very different thing from exchanging emails and sending each other partner agreements (what is part of the application). “Paper can accept everything, reality cannot!”. Partnership is crucial for successful project. But for number of reasons it is difficult to reach. Let me give an example: youth workers working together on Meda projects needs to be very good skilled in project management, but even more in intercultural learning – both have to be gained by experience and additionally suppor-

ted by the knowledge of history, religion, culture, geography and current situation in the region.

It is hard to imagine qualitative project by partners who do not know each other directly.

2. Procedures for applying – the long time between the deadline and first possible “project starting date” makes the whole process incredibly long. This affects many aspects: difficulty to keep active involvement of all coordinators (without mentioning youngsters), increase of international travel costs (cheap airlines do not help here!). But what is most important: the administrative dates limit the use of best tools in setting qualitative partnership.

What's next?

Looking towards the future of EuroMed one must be positive when it comes to EuroMed, otherwise it would be hard to continue. I am also convinced that new impetus would be brought by the opening of cooperation for interregional work with partner countries. This frame would allow young people and its organisations from all partner regions to have more direct experience of today's Europe.

As the framework of forthcoming programmes is getting clearer, it is worth to have strategic view again.

For this autumn we are planning to have two “information seminars” for experienced representatives of youth structures in the Youth Programme – these activities will be done in cooperation with two Polish trainers trained in the TOTEM training. Furthermore we will support participation of experienced youth workers in international training courses and seminars planned this year. Another international activity in which Poland will be involved this year will be Study Visit organised together with German National Agency for participants active in EVS from Germany, Poland, Israel and Turkey.

But real basis for future planning will be given at the end of the year, when the final shape of the EuroMed and Youth Programme will be known. Then it will be time to plan activities together with the “EuroMed Youth Units”.



Pawel Aleksandrowicz

paleksandrowicz@youth.org.pl



In December 2003 during a Euromed Meeting - gathering National Agencies EuroMed Project Officers and Euromed National coordinators - Laszlo Foldi, previous

head of the Hungarian National Agency, proposed to bring together the eight new EU members' countries from Central and Eastern Europe and the ten Meda ones to know

each other better and to enhance cooperation opportunities. Some countries decided to support this idea and in March 2004 the first preparatory meeting for this event took place in Budapest. To this meeting participated: the Salto-Youth EuroMed Resource Centre, the Hungarian, Polish and Latvian National Agencies and National Coordinators of Israel and Tunisia.

Thus, the seminar was meant to offer the opportunity to NA EuroMed project officers of new EU Member countries (Eastern and Central Europe) and National coordinators from Mediterranean ones to learn more about each other “youth work” and “youth policy” as well as about local realities in order to: - better prepare all Euromed project officers/

National Coordinators to Euromed cooperation - improve the quality of Euromed projects - better support the beneficiaries of the EuroMed Youth Programme The Salto Youth EuroMed Resources Centre was charged of leading the seminar, facilitating the exchanges and writing the report.

www.salto-youth.net/10plus8

■ Trainer's point of view ▼

Education and Civilisation... a three years long journey around the Mediterranean sea

"A traveller without observation is a bird without wings."
MOSLIH ADIN SAADI



Venice 2006

I had the opportunity to be one of the trainers during the three Salto Youth EUROMED training courses "Education and Civilisation" which took place in Marrakech (2004), Cairo (2005) and Venice (2006). These courses aimed at realising and concretising the links between



Marrakech 2004

Education and Civilisation while verifying whether they are a driving force or a brake to the qualitative development of Euro-Mediterranean Voluntary Service (<http://www.salto-youth.net/educationcivilisation>). Each time, I experienced this training course as new adventure, it was never the same and it was a great possibility for learning and for improving my knowledge about several countries and cultures. We used the venue as learning process resource: starting from the local community we undergo the journey through the different civilisations and educational systems. In each country, where we implemented the training course, we found a special environment; we met people and local organisations and we shared special feelings giving a "unique" taste to the learning experience of the group. I think that mee-

ting the local reality can be seen as the specificity of this training course...without the support of the local community nothing is possible!

"Education and Civilisation" is really a trip through cultures, peoples and their experiences. We asked the participants, as a basic element of the training, to share their knowledge about their own civilisation, their own educational systems as they had experienced throughout their life...being them the actors in the learning process and the experts on the field.

In these three different events, I have learned a lot from their inputs, starting from their experiences...I have appreciated the richness of the differences and similarities between people coming from different countries and the discovery element as they do not know a lot about each other. This knowledge is functional to the implementation of concrete actions and projects aiming at supporting young people in their own learning process within a framework of social and political complexity.



Cairo 2005

Trainer's point of view

"The great aim of education is not knowledge but action."

HERBERT SPENCER

How is it possible to develop a European Voluntary Service quality project without knowing our partner, meaning their educational background and their civilisation? How can we communicate if we have different representation/understanding of the same "word"?

The training course is the "safe space" for learning about civilisations and educational systems of others...sometimes so far away from ours.

Nowadays the development of quality projects (not only European Voluntary Service, of course) requires improving our knowledge and our competences about the Euromed context.

We have to keep in mind that the political and social framework is more and more sensitive and complex in a permanent changing process. Meda NGOs are developing their projects in this fragile context, therefore they need to acquire the necessary competences for "understanding /analysing" the environment around them and better support their youngsters' projects. In my opinion, it is important to acquire a general overview of the political and social systems in the Mediterranean area.

The more information we possess on the educational systems and civilisations, the better we can understand the project process and successfully communicate between partners.

Some conflicts, experienced during the projects implementation, may be caused by



Venice 2006



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misunderstanding or lack of information or by the fact that we did not assume a different point of view. The different social realities among the countries participating in the "Euromed Youth Programme" depend on their history and their current relations which cannot be "decoded" without specific reference points.

For these reasons it is important to conceive and develop projects capable of tackling fundamental themes (gender issue, active participation, citizenship, democracy, ...) and encouraging young people participation in this framework keeping in mind the main objective: to foster a deeper and mutual knowledge between the European and Mediterranean countries in order to develop exchanges and intercultural dialogue.

Thought open discussion about these topics, it is possible to break some prejudices and barriers preventing the development of a solid intercultural learning process within the youth field.

In this sense, the European Voluntary Service offers great possibilities for young people to actively participate as citizens in a project addressed to the hosting local community. It is a great and direct experience for participation in the Euromed context and for "testing" another country as citizen, not only as spectator. Young people mobility in the Euromed frame is a big

chance for quality meeting between people belonging to different social and cultural background...it gives possibilities for active discovery and for personal competencies improvement.

For all these reasons it is important to carry on proposing training opportunities and encouraging the exchange of good practices and cooperation between NGOs and youth workers within the Mediterranean region.

This is a crucial moment: new Programme "Youth in Action 2007-2013" is approaching and one among the general objectives should be the promotion of young people's active participation and mutual understanding between young people in different countries. The possibility to develop a European Voluntary Service project is a concrete way for achieving these general objectives.



FEDERICA DEMICHELI
FREE LANCE TRAINER
CRODO (VB) ITALY
narges@mailcity.it

Participant's point of view



An active discovery of EVS

Tuesday morning, I am running to catch the metro and the mobile rang. I answer and this is Faïza from Avicenne, my organisation announcing me that I have been accepted to attend the SALTO Youth EuroMedTraining Course held in Venice! "Great!", my response is. "Fabulous!!", I should have said now that I know what the Training Course was like.

Less than two weeks later, I landed in Venice and spent a week with 25 participants representing 16 nationalities on the whole.

Hadn't Venice started this way? With hordes of people landing and settling in different areas of the "Serenissima" whose renowned grandeur is celebrated in more than one instance? One only needs to go for an "active discovery" through the Calli and the Campi fairly named after their first settlers... and he/she can take a guess!!

As a formal language teacher within an academic institution and a non-formal educator inside AVICENNE, being fed by a multilingual culture, I am building up a strong belief that languages are an open window to the larger world. They express our thoughts and feelings, mirror our ways and habits and convey strong evidences about who we are and where we belong. When treasured in books and stored in different material that resist time, they are meant to tell our offsprings how great people we were and how strong we believe it important for them to know it! The culture we live and dwell in daily is the civilisation we build even though no clear and conscious choice is made. In this respect I consider that languages can give those who master them a better insight into the specificities of the components that make the larger human civilisation.

To learn/ teach languages does not only concern transferring a better knowledge about them. It is a matter also of raising awareness about the diversity that surrounds us. Instead of a forlorn will to delete differences and break frontiers, we should help effectively stepping into them. In terms of education today, this constitutes a basic issue. In terms of youth policies across Europe and around it, EVS is a way to open larger opportunities for youth mobility to be as much useful as successful in a world of overlapping frontiers.



Venice 2006 : active discovery

And this is partly what the training course was about. One of its basic objectives was to "reflect on the influence of civilisation in the educational systems and on the necessary conditions for implementing a qualitative voluntary service project (Action 2) within the Euro-Mediterranean co-operation." (SALTO) During eight full and intensive days, we went through a rich and diversified programme. We produced testimonies about the respective educative systems in our countries, tried to sum up our civilisation in one single and "carriable" object - albeit the huge definition the word civilisation itself entails!! - shared thoughts, obtained clarifications about mat-



ters and issues that permitted our gathering. The link that threaded all along these days was that the EVS would be an instance of how a volunteer can indulge into a culture that is not his, and feel comfortable in both environments, provided that he/she is granted the support and regular company of reliable partners from both sides. Whether the learning experience, that stemmed from it, is suc-

Participant's point of view

successful or not is another issue. While simulating an EVS project, we understood clearly how vital communication, reliability and task identification are.

This is part of the technical knowledge I gained from the training course. On a larger scheme, I discovered the new provisions of widening perspectives set by the agenda of the "Youth in Action" programme 2007-2013.

On a personal level, it was the opportunity for me to learn how to be part of a (new) group, to integrate in the various dynamics offered through the workshops, to pay sheer attention to the enormous diversity we dived in and feel most comprehensive towards it.

The methodology that allowed a smooth progression into the content of the training course was one that put emphasis on and stressed interaction, commitment and participation.

How can it be possible to head for a laguna in anything else than a boat?

Upon arrival then, we were asked to build our own boat, be as much creative as permitted using all available material. Yet, had we known the purpose behind the task, we could have managed to produce safer wrecks!

The daily reflection we were required to make through moving the boats inside the blue seas of the laguna was a means for me as for each participant to spot the evolution through the programme settled and evaluate how close we were or felt to be. Plus, it reminded us that instead of leaving the boat stuck in the middle of the laguna or wreck-like underneath it, a



Venice 2006

safe harbour was always provided through clear and firm instructions from the trainers' team.

The training course supplied me with a complementary understanding of how "good practices" can and should be transferred from/to all educative situations. It strengthened my conviction about the necessity to disseminate them and open as large as possible the frontiers existing between various learning experiences.

Regarding the impact on my understanding of the EVS and at a larger scale the Euromed Youth programme, the training course could not fit better in the agenda. As upon my return, I had to prepare a group of volunteers to an Action 1 project taking place in Crete about "Mass media and European democra-

cy". I endeavoured to abide as much as it was possible to me by the basic recommendations I came up with at the end of the training course. I felt more confident and sure about the group commitment to the tasks once these latter were clearly defined and entrusted.

I was able to top up the list of potential partners eager to conduct effective and immediate partnerships with my organisation. On the local level, I came up with fundamental guidelines concerning a portfolio we are planning to realise within Avicenne containing some basic rules and recommendations dedicated to a less-experienced youth public embarking in the "large seas" of Euromed.

As an immediate retrospective, less narrative than reflective, this article was meant to give an overview of the event stressing on its outcome. The diversity of our cultural, linguistic, geographical and social backgrounds is something we are in dire need of celebrating. A good quality EVS is more than an opportunity to highlight the positive dimension of such richness. Implementing it properly will help go beyond individual and space limits.



Venice 2006



DALILA FERHAOUI
AVICENNE
Avicennef@yahoo.fr

■ From participant to organiser's point of view ▼

"Let's meet the three cultures" : from Cordoba to Jerusalem



Cordoba 2004

My name is Francoise Cafri and I am the Director of the International Exchange Division at the Jerusalem Municipality. For many years I have been organising, together with my team, bilateral and multilateral youth exchange programmes for the benefit of young people from Jerusalem. I first heard about the Euromed Youth Programme from our National Coordinator, David Krauz, and I very much wanted to learn more about this programme and its large network. After my participation to the "Step In" seminar and to an "Action 5" seminar as a "workshop coordinator" I felt the need to go further.

The perfect opportunity came through the "Let's Meet the Three Cultures" training course, held in Cordoba in May 2004. Living in Jerusalem, the heart of these three cultures (Christianity, Islam and Judaism), I thought it could be very

fruitful to deepen my knowledge and skills on the subject through intercultural work with new motivated partners from Europe and Mediterranean countries.

The concept of using the history of Cordoba (symbol of co-existence between the different cultures across the centuries) as a platform to understand the common ground of the three cultures was very appealing. I was eager to meet the other participants.

The training course was attended by 30 representatives of youth organisations from 19 different

EU countries and 11 countries of the Mediterranean basin. What an opportunity to build a friendship network!

This training course, organised by the SALTO-EuroMed Resource Centre, in collaboration with the Regional Government of Andalusia and the National Agency of Spain, was a great success on both the professional and personal development point of view.

Assigned to multicultural and multi-lingual teams we were able to experience a taste of artistic creation and collaboration in an atmosphere of respect and friendship.

It was a meeting of people who believed in the values of an open, tolerant and united world. The motto was respect for each other's identity and needs, sharing the aspiration of creating true partnerships for future projects in the Euromed framework. Even though I was completely exhausted at the end I found the whole process to be a very moving experience. In fact this was true for each and every one of the participants as well as the trainers and organisers!

As the days passed I began to see a continuation of the training course this



Cordoba 2004 : active discovery

■ From participant to organiser's point of view ▼

time in Jerusalem. Using the "Cordoba experience" as a framework, Jerusalem, which has a unique history of these three cultures, would be an ideal setting to explore how these cultures co-exist in the city today, home to more than 700.000 residents, Moslems, Christians and Jews.

With the approval and support of Senior Deputy Mayor of Jerusalem Yigal Amedi and the joint efforts of the Municipality of Jerusalem, the Salto-Youth EuroMed Resource Centre and the Israel Youth Exchange Council, the second "Let's Meet the Three Cultures" took place in Jerusalem in December 2005.

After being a participant in Cordoba, I now had the challenge of undertaking the responsibility of being one of the organisers of this TC. It was a most rewarding experience. 25 youth workers from 15 different countries gathered in



Jerusalem 2005



Jerusalem 2005

Jerusalem to experience learning and working together in order to enrich their knowledge and awareness of the three cultures.

The objectives of this course were fulfilled thanks to constructive discussions, joint efforts and positive spirit. By providing the participants with professional

leadership training, the TC gave them the necessary tools and expertise to make a difference back in their own societies.

I have no doubt that getting to know the "other" through these "people to people" programmes is an important process that brings diverse communities

closer and creates opportunities to bridge gaps between youth workers with a multiplying effect on the youngsters they are responsible for.

To conclude, I would like to thank the wonderful people who were genuine and dedicated partners in this joint venture: Bernard, David, the trainers: Claudio, Hiba, Susana, Vito, my colleague Marion and to all those who contributed to make my dream a reality!

Detailed information on the course can be found on our website :

<http://three.jerusalem.muni.il/> or
<http://www.salto-youth.net/threeculturesisrael/>



FRANÇOISE CAFRI

STMARION@jerusalem.muni.il

■ Participant's point of view



"Water Management seminar" in Jordan – An Unforgettable Experience

Jordan - a country of diversity and richness. It's beauty ranges from that of the arid sandy deserts to the pink sandstone gorges or from the buoyantly therapeutic waters of the Dead Sea to the ancient Greco-Roman and Nabatean cities.

Being a country with very little natural wealth in terms of resources, a great scarcity of water combined with a choking influx of refugees over the past years and a fragile peace with its neighbours, makes it understandable why it was the ideal venue to host a SALTO Youth EuroMed "Water Management seminar". This seminar aimed at exchanging and sharing good practices in the field of the educational management of water.

From 24 June to 1 May 2005, representatives of NGOs from Algeria, Cyprus, Egypt, Finland, Germany, Israel, Jordan, Lebanon, Malta, Spain, Sweden, Syria, The Netherlands and Turkey met and traveled through Jordan. The make-up of our group was an assortment of cultures, ages, education and beliefs. Israelis mixed with Syrians, Cypriots with Turks.

Organised by the SALTO Youth EuroMed Resource Centre, the seminar was conducted with the assistance, knowledge and expertise of The Jordanian Ministry of Water, Jordan University for Science and Technology and the Royal Society for the Conservation of Nature (RSCN). It incorporated visits to schools, universities, nature reserves, wetlands and other water "hot-spots", places where the delicate balance of man and nature is hanging by a thin thread. The problems faced by the Jordanian people regarding water scarcity and degradation were examined and compared/contrasted with the situation in the



Um Quais - Jordan 2005

Participant's point of view



Wadi-Mujib, Jordan 2005

other participating EuroMed countries through round-table discussions and presentations. We had each brought our own countries' experience and ideas and exchanged methods, know-how and good practices to take back with us to our own organisations and local communities.

The RSCN stewardship of Jordan's natural and traditional beauty is trying to moderate the fast pace of large-scale touristic development, in a country, which is said to be the world's third poorest in fresh water reserves.

A tour of the Yarmouk River diversion where Jordan and Israel share their drinking water served to prove how fragile peace was in the region, and how water, or rather the scarcity of it, would shape the fate of future generations unless something is done today.

For me, sitting on the roof of candlelit Feinan Lodge in the middle of Wadi Araba gazing up at a blazing star-lit sky and exchanging geopolitical views with my Turkish counterparts, will forever be marked in my memory. It is there that it beca-

me clear to me how the "powers that be", with their brainwashing and propaganda, have managed to plant the seeds of a deep hatred and fear, which have now grown to large thorny brambles. I believe EuroMed Youth Programme, which bring youths together in similar situations as ours, is the machete that help to cut a clearing through this jungle of misinformation and which bring the concept of the EU closer to local communities.

I think, on the day of our departure we all felt a deep sadness at having to leave behind our new-found friends but were nevertheless comforted with the promises made of follow ups and future cooperation.

If you have not yet been to Jordan it is a must! Go with an open mind and respect for the people, their traditions and their natural wonders. After all, it is these that make a place worth visiting and not the five star hotels.



ELIAS KAMARATOS
CYPRUS

lentakis@gmail.com

Elias Kamaratos is a Teacher of Biology at Pascal English School in Larnaca, Cyprus. He has been teaching in secondary schools for the past ten years and is an avid environmentalist who tries to pass his love and concern for the natural environment to his students.

■ Training and parenthood ▼

TATEM parents : a "very" long-term training course !

It can be difficult to be a parent and a TATEM trainer. Training means long trips abroad, away from husbands, wives and children, several times a year, often on short notice. How does their personal background influence the way they raise their children? How do they deal with the long absences, and how do their children deal with all this?*



Bandi Koeck with his two treasures.

Bandi Koeck, from Austria is the father two-and-a-half years-old Noah and three months old baby girl, Medea. He has been a EuroMed trainer from the past two years and has always used to long travels and long hours. Becoming a parent has changed his life.

His son Noah was born just as he was busier than ever in the training business. He mixed national and international training courses and several projects, like Erasmus, Networks and creating an NGO: "Now-a-day, since I have two kids, I think twice before participating in this conference or go to this seminar, traveling is not so easy since I always miss my family like crazy."

This kind of work obviously affects the way he brings up his children. So Bandi has set strict rules for himself and he may have found somewhat of an answer to be close to his children, at all times: "Of course my work affects how I raise my children, this is

why I stopped or had to stop being that active. I want to see my kids at least two days a week, at the weekend. Being a trainer and also project manager, you are traveling so much, you work night hours and at weekends, so it's very difficult. Perhaps this will change when my kids are older and I can take them with me or they can be participants themselves!"

Bandi knows he is made for this kind of job and that he was born for traveling. But it can become emotionally very difficult. Especially when you consider that a training course can last ten days or more: "I think this also affects our work, we lose motivation and will and also power as we feel bad or sorry. Just think how quickly a child changes, so if you don't see him or her for two weeks you might get back home and he/she has got the first tooth, or can sit or walk alone or says "Daddy"." Could a TATEM kindergarten be a solution?

Even though his children are used to see him leave, Bandi says they always suffer a lot from his absences: "Just try to imagine how slow time passes by for a kid and how eternally long those 10 days or two weeks might be for them!!!" However, as they will grow, his children will benefit greatly from his intercultural experience. When he goes away, like all EuroMed trainers, he brings back something very precious for his children – an "openness and respect towards other cultures, religions or traditions", which he says begins their own intercultural learning.

And for those who do not believe him, he had proof of this EuroMed influence on his

children's education! His son actually prefers playing with the EuroMed Training Bag than with his Lego toys! Perhaps he is ready to become a participant? ■

Yassine Isbouia, from Morocco, is the father of Malak, his 3-months-old little girl. He has been a trainer for the past year



Yassine's daughter : Malak

and says being a father helps him in transferring his own experience with children to the ones he teaches.

Yassine says his cultural background plays a part in how he educates his daughter: "Parents are little bit conservative and traditional in Morocco and that will affect me in some sides, but I believe in giving her a modern education and combining my culture and traditions." Malak is still too young to notice his voyages and the fact that he is out of the house sometimes, so for now, Yassine can only talk about how his work affects the way in which he raises her: "I firmly believe that my intercultural experience will reflect on my children and on their behaviour with others."

My professional experiences make me conscious about a lot of issues on education and that enables me to deal positively with children and youth - especially with my daughter who is at the centre of my mine and my wife's preoccupations." ■

■ Training and parenthood



Parenthood! Motherhood in my case! Well, I had a whole article ready about parenthood, and namely motherhood, to send for review and publishing. It highlighted the stress I go through as a mother, the sleepless nights, the differences in cultures between me, Lebanese, and my Dutch husband and a myriad of other aspects. I concluded it with a bright note though; that I love being a mother and a smile from that baby of mine is worth the world.

Then I went with my husband to the supermarket yesterday and took Dolfie with us. For once, we did not use the pram and we carried him around instead. As we approached the entrance of the supermarket, I saw our reflection in the sliding door, and I stopped. I looked at the reflection disappear as the door panels slid open and I wanted to reach out and hold it.

I loved that reflection. I wanted to freeze it in time. Me, holding that little human being, who in return was clinging to me with a very firm grasp, but also looking around, exploring, enjoying his newfound position. I never thought of myself as a mother, caring for the

needs and whims of a tiny little creature. But as Dolfie grows and starts to settle into his own personality, identity, life with him becomes more interesting and even challenging.

Dolfie was born into two cultures: a Mediterranean one that he got from me, Lebanese and a European culture that he got from his father Mathieu, Dutch. We live in Lebanon, close to my parents, and as you may know, families are closer on this side of the Mediterranean, so all family members are in each other's hairs all the time. At first, it was a nightmare, just trying to set the boundaries. Eventually it got better. We still have some skirmishes along these borders but nothing that can't be solved lovingly. Dolfie is also the first born in both families, so he is the favorite "attraction" for all times and for all members. He is totally spoilt I tell you!!! We still need to agree on how bad or not we should spoil him; in the meantime, he is always carried around and cuddled.

As for his language skills, I am sure that he will be able to all four languages that he hears already: Arabic, Dutch, English and French. Which language he will decide to adopt remains to be seen! We



Fabiola

still don't know how to handle this matter properly as Mathieu & I tend to fall into speaking to Dolfie in English as it is the language of our communication. Nonetheless, we both try hard to speak to him in our native language, and in one language only. Now, considering traveling and working as we both used to do before our marriage, this is really out of the question! We just came back from a trip to Canada with Dolfie and we spent it with doctors since he contracted stomach flu from someone at the airport. He is better but still shaken. We are unable to travel with him yet...one day maybe...! ■



Tatem group - November 2004, Budapest

**TATEM : Long-Term Training for Active Trainers in Euromed*

BANDI KOECK
bandi.koeck@vrz.net

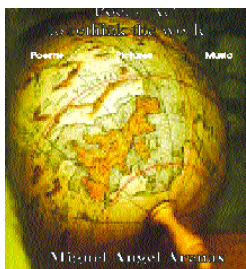
YASSINE ISBOULA
isboula@yahoo.fr

FABIOLA DINA
fdina.2000@yahoo.com

Poetry as a tool

“Poems to Rethink the World”, a Multimedia Performance

BY MIGUEL ANGEL ARENAS



“Poems to rethink the world”, by Miguel Angel Arenas, is a work which combines poetry, music and photo-

graphies to build a space where sensations and reflections are present in every second. This work has been presented at an international level in countries like Spain, Argentina, Chile, Uruguay, Croatia, Poland, and Sweden... where this was used as a basis for discussion on a range of topics: like Human Rights, Democracy, Identity, Religion, Education, Gender, Racism, International Aid, etc. all of this dealt from the perspective of emotions, trying to go into people's emotions.

Bringing these topics through the vehicle of poetry is the way this work manages making young people feel sensitive with world's situations. From this awareness is easier for them to get involve in social work to make this world a better place.

The work “Poems to rethink the world” has been used for performances of a couple of hours and in training courses of several days. It depends on the use young activist want to make of it.

In this period of globalization, multimedia works have got a huge power. There are enormous amounts of messages and informations which influence in youth.

The roots of this performance are the reflections about a time spent in Israel and Palestine in the frame of a Euromed seminar. From this point of beginning the whole world is referred in this work tool. It opens a dialogue among different ways of understanding life, hope, peace and justice.

The spectator feels like own places the places and situations which are brought in the poems.

The music is the result of a compilation of ten master pieces which accompany the ten pictures and the ten poems. These songs make a trip around the world gathering many tones and traditions of various geographies: England, France, Israel, Morocco, Spain, etc.

As a Non formal Education instrument has got a very powerful potential and it is open to social, cultural and youth organizations which want to bring this experience to their work, seminars, courses, etc.

A very near translation into Arabic will open this Multimedia work to more countries and people. This work is made and written in a universal language, understood by all humans: the language of heart.



MIGUEL ANGEL ARENAS HARO
arenasharo@hotmail.com

Miguel Angel Arenas is a Spanish young worker within the field of Non Formal Education. He uses poetry and emotions as tools for social change. He belongs to an International Association (ACC) which fosters the importance of Non Formal Education.

Where am I from if I am I everywhere?

MIGUEL ANGEL ARENAS
SPAIN

*I was born from my mother's womb,
further more than that, my land is the air
I breath.*

*Because I've been ancient Greek
in front of the Aegean,
with my pupils full of undefined seas.
I've been Italian when the Vesuvius
buried me and French when I kissed
for first time in Paris.
I became a Swiss when I heard Rousseau
in Geneve,
I've got from Finns thirteen Sunday evenings.
I lost a ventricle of my heart in Saint
Petersburg,
and Stockholm adopted me as an Olof
Palme's brother
on that morning of June.
Where am I from if I am I everywhere?*

*I get emotional when I listen to the Estonian
hymn,
I've said I love you in Hungarian on the shore
of the Danube,
I've heard Mozart saying I love you in Vienna,
One of my seven lives keeps begging
in the Prague streets,
and another one stays incarcerated
in the British Museum.
In Dresden, the English bombs fell on me
and in Warsaw the German ones.
I'm Danish in all my blood when silence
talks for me, and every 8th January
I'm Finnish again.*

*Which country would I defend if I feel
attacked everywhere?*

*I got married in Rabat with a knife and a hat,
In Fez I painted myself dark black.
In Sahara I crossed frontiers without lines
in the maps.
I was Jewish in Tel-Aviv and Muslim in Jaffo.
In the Holy Tomb I was Catholic
at five o'clock, and at seven I was Orthodox.
I've prayed in Shinto temples
and nobody ever noticed.
I've been Argentinean in the anger fists
and Brazilian in the hope.
I've been from every place I've been in.*

*Which country would I die for if I feel alive
everywhere?*

Calendar 2006

Contact Making Seminar: "Meet'in EuroMed by the Danube"	with Hungarian NA	Sept. 20-24	2006
"Let's meet the 3 cultures"	with Belgian-FL NA	Oct. 7-15	2006
"Tool Fair"	with French NA	Nov. 1-5	2006
TATEM (trainer for active trainers in EuroMed)	with CoE in Morocco	Nov. 5-13	2006
Contact Making Seminar : "EVS Odyssey in EuroMed"	with Greek NA	Nov. 15-19	2006
Role and Place of women in the Euromed frame	with Spanish NA	Nov.18-26	2006

For more info : <http://www.salto-youth.net/euromed>

Salto EuroMed RC is preparing its Work Plan for 2007-2008

Once again, we would like to ask for your cooperation in order to efficiently meet your needs and expectations.

On our website, you will find a questionnaire to express your training and support needs. You will also find a summary of SALTO EuroMed activities since 2001, which you can use to remind yourself of our training activities and better answer the questionnaire. These documents are available in English and French at:

<http://www.salto-youth.net/questionnaires/>

Please read it, fill it out and send it back before 01/09/06 to:

euromed@salto-youth.net

Thank you for your cooperation!

Since its creation in 2000, SALTO Youth EuroMed Resource Centre supported former Euromed National Coordinators (NC) and National Agencies (NA), developed and conceptualised

training and cooperation strategies, gathered information or resources and more importantly, disseminated this whole through its networks. A remarkable amount of resources has been created over the years.

SALTO Youth EuroMed Resource Centre answers to specific demands from its partners. By supporting all National Agencies and former Euromed National Coordinators (soon the Euromed Youth Units) as well as other Euro-Med Youth Programme beneficiaries, the SALTO Youth EuroMed Resource Centre indirectly provide an efficient and coherent decentralised implementation of the programme.

Since 2000, SALTO Youth EuroMed Resource Centre created more than 64 activities (i.e. trainings, seminars events, tools, new thematic courses) requested by our partners, in at least 20 different countries.

"Bringing both sides together"

SALTO-YOUTH EuroMed has launched a new series of educational reports. Each issue is dedicated to a particular training course in details.

They are intended for you to use as a 'resource pack' of methods and activities for youth workers dealing with the kind of issues and activities which we looked at during the trainings. They also aim to increase transferability and promote methods used to develop quality in projects.

Issue 1: "Jump Into EuroMed Youth Exchanges" educational report

Issue 2: "Peace Education" educational report

Issue 3: "Common Memory - Common Heritage" educational report

Free English version to download:

<http://www.salto-youth.net/reportscollection/>



SALTO-YOUTH
EUROMED
RESOURCE CENTRE



Education and Culture

**Institut National de la Jeunesse
et de l'Education Populaire
(INJEP)**

Etablissement public du ministère
de la Jeunesse, des Sports et de la Vie Associative:
11 rue Paul Leplat - 78160 Marly-le-Roi - France

Tél.: +33 1 39 17 27 55

Fax: +33 1 39 17 27 57

E-mail: euromed@salto-youth.net

Web site: www.salto-youth.net/euromed

Salto Youth EuroMed team: Bernard Abrignani
(Coordinator); Flavia Giovanelli-Marie (Project
Officer); Jean-Bernard Pierini (Project Officer);
Publication Director: Hervé Mecheri,
INJEP Director General

Editorial team: Flavia Giovanelli-Marie,
Bernard Abrignani, Jean-Bernard Pierini
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