

Meet'In EuroMed

SALTO YOUTH EUROMED QUARTERLY MAGAZINE

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8



READY TO START!

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SALTO-YOUTH
EUROMED
RESOURCE CENTRE



Education and Culture

Euro-Med Youth Programme III : Meda countries are ready to start again !

The Euro-Med Youth Programme is a regional programme set up within the framework of the third chapter of the Barcelona Process entitled "Partnership in Social, Cultural and Human Affairs".

It promotes the mobility of young people and the understanding between peoples through three types of actions:

- Youth Exchanges;
- Voluntary Services;
- Support Measures.

Background

Euro-Med Youth I (1999-2001) and Euro-Med Youth II (2001-2004) were primarily run by the European Commission from the headquarters in Brussels. They were sub-delegated by the Directorate-General of EuropeAid to the YOUTH Unit of the DG Education and Culture (DG EAC) Euro-Med Youth III Programme, launched in October 2005 focuses on mobility, non-formal education and intercultural learning.

Its geographical scope comprises 35 countries: the 25 EU Member States (Austria, Belgium, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, and United Kingdom)¹ and the 10 Mediterranean partner countries, signatories of the Barcelona Declaration (Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestinian Authority, Syria, Tunisia, and Turkey).

Current context

The novelty of this phase is the decentralised implementation of the programme, the aim being to reinforce the partnership between the European Union and the Mediterranean partner countries, to take action as closely as possible to the benefi-



ciaries and to adapt to the diversity of national systems and situation in the field of youth. Applicants (project leaders) from the Mediterranean partner countries will directly apply for grants to their own youth national authorities, now responsible through the Euro-Med Youth Unit (EMYU) for grant awarding and the overall management of the programme.

• **EuroMed Youth III**
is for **Meda NGOs**

• **Youth in Action (Action 3)**
is for **European NGOs**

Main actors

For the implementation of Euro-Med Youth III, the Euro-Med Youth Units (EMYU) of the Mediterranean partners will operate in collaboration with the following key actors:

The Regional Capacity Building and Support Unit (RCBS, located in INJEP, Marly-le-Roi, France) will provide institutional capacity building and coaching to the EMYU in relationship to their new role. It will also participate in the set up of the evaluation committees and to increase the visi-

bility and dissemination of the regional programme.

The Delegations of the European Commission in the respective Mediterranean partner countries are responsible to monitor the EMYU, in co-operation with the Regional Capacity Building and Support Unit (RCBS). The Delegation also participates in the evaluation committees of project proposals as an observer.

The EuropeAid Co-operation Office in Brussels will supervise the RCBS and is the final responsible for the programme. The EMYU will closely collaborate with the other parties involved with the Euro-Mediterranean cooperation and the EU Youth in Action Programme:

- the National Agencies of the « Youth in Action Programme » in the EU Member States;
- the network of the European SALTO Resource Centres, particularly SALTO Euro-Med;
- the Euro-Med Youth Platform based in Malta;
- the Partnership between the Council of Europe and the European Commission in the area of Youth ;



- the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures.

The funds for the Euro-Med Youth Programme are allocated from the MEDA programme, the financial instrument of the European Union for the implementation of the Euro-Mediterranean Partnership.

The overall objectives of the third phase of the Euro-Med Youth Programme are...

1. Fostering mutual understanding and intercultural dialogue among young people within the Euro-Mediterranean region.
2. Promoting young people's active citizenship and a sense of solidarity.
3. Enhancing the contribution of non-governmental youth organisations to civil society and democracy.
4. Contributing to the development of youth policy.

The specific objectives of the Programme are...

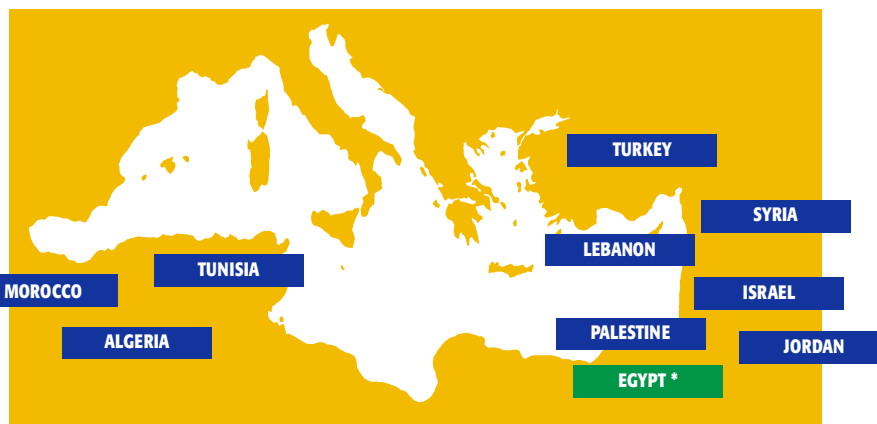
Promoting the practice of fundamental values such as, respect, tolerance, and dialogue among young people from different cultural backgrounds.

Combating prejudices and stereotypes that prevail across the Mediterranean and determine mutual perception.

Providing non-formal intercultural learning opportunities for young people.

Ensuring that opportunities for active participation are equally available to young men and women, and that gender balance is fostered in all actions.

Giving young people opportunities to take



an active part in the development of the society and to express their personal commitment.

Contributing to the development of non-governmental organisations in the field of youth and enhancing their capacity by fostering exchange of information and good practices at regional, sub-regional and national levels.

Enhancing the skills of young people including interpersonal skills, sense of initiative, creativity and solidarity.

Promoting the acquisition of new skills and exchange of best practices among youth and those responsible for youth structures and youth policies.

Developing sustainable partnerships and networks among youth organisations.

The thematic priorities are

A number of key areas are considered central for the development of the youth sector at the Euro-Mediterranean level. The Euro-Med Youth III Programme will fund projects that promote one or more of these thematic priorities:

- fighting against racism and xenophobia;
- active citizenship;
- gender equality;
- minority rights;
- heritage and environment protection.

Gender balance and inclusion of young people with fewer opportunities will be promoted as crosscutting issues of the programme.

Current situation

Concerning the Mediterranean partner countries and their Euro-Med Youth Unit (EMYU) nine countries out of ten will participate to the Euro-Med Youth Programme III and they signed their contract until 2008. Unfortunately Egypt* refused to sign, which means they are not able to host activities. Hopefully these nine Euro-Med Youth Unit will be ready **to launch their first call for applicants on April the 1st for the deadline of June the 1st.**

As from 1st of January 2007 Romania and Bulgaria joined the European Union and became eligible for Euro-Med Youth III.

www.euromedyouth.net



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COORGANISED
WITH NA HUNGARY
AND NA GREECE

EuroMed Contact Making Seminars: sailing for future cooperation



The "Meet'In Euromed by the Danube" crew - Budapest.

When establishing a cooperation you can go for the short cut, which consists in preparing a project with the first partner you meet by chance (even on the internet) or for the longer way, which is more about the people and the organisations you want to involve in your future projects. The second path is longer and you need luck and patience but can it be very fruitful in terms of building a long-lasting partnership.

When planning the for the last year of the Youth Programme, the Salto EuroMed Resource Centre decided to bet on a couple of Contact Making Seminars.

It seems that nowadays, in the EuroMed context, there is a need to strengthen links by connecting people; by better informing

who is working in the field. Moreover, it is necessary to share our conceptions, to get aware of similarities and differences and to work on them as a common ground.

Because we (Sylvain and Davide), as trainers working for SALTO Euromed RC, like new scientific experiments, accepted to work together on these two new activities. Therefore, we tried to challenge the idea of the "usual" contact making seminar. With a mutual changing function of coordination between the two seminars and the support of colleagues, we were happy to embark on this new adventure. The challenge was on the air! There were two EU National Agencies interested to undertake it and to invest in EuroMed for the future: the Hungarian and the Greek National

Agencies which offered to host the CMS in their countries.

26 participants from 17 countries met in Budapest from 20 to 24 September for the Seminar "MEET'IN EUROMED BY THE DANUBE".

From the 15th to 19th of November in Hydra, a little Greek island, we followed the "EVS ODYSSEY IN EUROMED". This time the seminar brought together 30 participants from 17 EuroMed countries.

The frameworks of the two CMS were quite different. Both addressed to a particular target and both focused on a specific topic. The purpose of the first was to gather organizations working on a specific theme (sustainable development and globalisation) while the second addressed organisations dealing with one of the actions of the EuroMed Youth Programme (the European Voluntary Service, or EVS). Both Contact Making Seminars aimed to explore the new programme "Youth in Action" and the new Euromed framework in order to prepare participants for the new project phase.

Hopes and achievements

It was not always that easy to keep on the track given by the team – i.e. to look for sustainable partnerships without being too much project-oriented! We noticed instead the tendency to go for a project, to try to reach the final product without knowing really each other, without taking care of the people and of the process to arrive there. This has been our main goal during the two seminars: to highlight (without stressing it!) the magic triangle: "people, process, and product". Nonetheless, we had to take into account the world socio-political context (and especially in the Middle East). We did

Trainers point of view

not want to hide problems or embarrassments, while at the same time; we tried not to focus too much on sensitive situations. We simply underlined the importance of the commitment and the work of the participants/youth workers as multipliers and "bridge builders" among young people of EuroMed cultures and countries. Here again, the key-words were "partnership" and "cooperation". Naturally, some activities led also to free spaces for dialogue. The contacts established by the participants during the two seminars brought very different results: in some cases it was a very simple personal reflection or just a shared idea. So, many ideas turned into concrete projects and some new partnerships started to work. Some of the projects will focus on innovative topics (like a fair trade with Bedouins) or on inclusion (working with disabled people). Participants showed the will of keeping in touch and wished to transform these contacts into real moments for exchanging.

Some messages in a bottle

"If the only tool you have is a hammer, you tend to see all problems as a nail"

– Abraham Maslow

So, explore all possible tools, by multiplying your means of action and the diversity of partnership in a global society.

"We are made of memory and desire."

– Manuel Vázquez Montalbán



Memory is the historical process of what we are now, our identity. Desire is the wings of our hopes. We can fly to try what we want for us and for the world. Take a chance!

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The specific aims of "MEET'IN EUROMED BY THE DANUBE" were to create a thematic space of EuroMed exchange of experiences and cooperation (in the field of sustainable development and global education/awareness), to get a wider perspective on the youth work related to these topics and also to give a chance to create partnerships based on sustainability and quality.



The fish in the net

Some quotes by participants of Budapest and Hydra

"This is my first CMS so I cannot judge correctly, but I made new friends and I want to cooperate with them in the future".

"I have got the feeling that the group grew together with the help of K., D&S. The whole process was round, a lot of answers and advice were given and contacts were built. The group atmosphere was fantastic. I personally found this atmosphere very important because it is easier this way to learn from each other, to lose fears and gain new partnerships and knowledge".

"We were like trees, we had solid roots in our civilization, culture and background,

with a big ability of opening to others, of sharing, meeting, learning and accepting".

"This seminar brought unknown people much closer to me, and also it let me see a lot of a world I did not know much of. I would have liked a bit more time to think plans, ideas over, or to have a longer conversation between potential partners."

"I have found partner organisations interested in the same topic as me. Unfortunately I cannot cooperate with some of the people because of the language barrier".

"Thank you for leaving time and rephrasing from pushing us into projects from projects." "Very good methodology, I learnt a lot of things. Fluent, peaceful, flexible attitude to each other.

Hydra

"EVS ODYSSEY IN EUROMED" aimed to create a space of EuroMed cooperation in the field of EVS, to facilitate the contact making between youth organisations active in this field, to support the creation and development of new innovative and qualitative EVS projects in EuroMed and to get a common understanding of voluntary work and various educational perspectives with regard to cultural diversity.



Group picture - Hydra.

Trainers point of view

COORGANISED
WITH NA SPAIN AND
ARAGON COMMUNITY

Two WOMEN training on "Role and place of WOMEN in the Euro-Med context"

Lucia's point of view

I am sitting at my desk trying to sum up words to express my feelings, thoughts and reactions regarding the experience as female trainer in the SALTO training course "Women in Euro-Med: a kaleidoscopic sea of roles and places"¹. I realize that the "writer block" I am passing through is not due to laziness, disinterestedness or even lack of ideas but simply to the fact that until Zuriñe (my female training partner) and I were asked to write the article I had never focused on the peculiarity of being a woman training on "gender issues".

The topic itself is not a novelty in my professional experience - being mainly committed in the inclusion of less advantaged women on a local field. Moreover, I am so deeply convinced of the necessity of the CONCRETE achievement towards gender equality (EFFECTIVE development means not simply social, but also political and economical) that I am very willing to promote and work in several initiatives in the Euro-Med area on the topic (my friends always joke saying that soon I'll have to deal with the inclusion of the poor alienated MAN!).

I know it might sound - to superficial ears - like the umpteenth propaganda of a boring feminist...well... frankly I never pay attention to such judgments...!

Trying not to lose the thread of my speech and thus going back to my feelings when I was assigned the task, I realise now that I was so focused on the topic and sincerely eager to get the challenge of working on a such a level of training (team, organization and partner-



Participants workshop.

ship, participants) that I plunged completely into my role without even considering the personal "gender matter". What I wanted to bring as personal contribution was "myself" as trainer and person as a whole, where my sex and gender play, of course, an important role but cannot surely be considered as the unique milestone of my personality!

I therefore wandered before the implementation if I would have been equal to the task, how it would have been working for the first time in a SALTO training course, how would I have been interacting and working with the team (the two trainers, Bernard Abrignani as coordinator and Flavia Giovannelli as rapporteur) and the participants and not least how the setting - the small town of Jaca in the Spanish Pireneis - would have influenced our work and the atmosphere.

The matter of being a woman myself and working in a situation where gender balance would not have been respected (weighing not surprisingly more on the "women representation") never arouse distinctly until I was made noticing it by third eyes.

I had not even the chance to get "worried" about it that we had our preparatory meeting in June and the atmosphere was immediately serene, constructive and cooperative (where were all that female envy, inconclusive never-ending debating I had been warned about?). As Zuriñe points out "nothing of all this ever happened before, during and after the training".

The preparation was hard and cooperative from all sides and moreover really professional and constructive and the implementation itself made no difference.

Only one thing disturbed Zuriñe and I: the different level of professional respect some participant showed towards us and to Bernard I want to think this attitude was unconsciously due the obvious overwhelming professional difference... otherwise it could be an interesting starting point for a psychoanalytical interpretation of the topic

itself and its treatment as subject of a training course.

I have to admit that my "female myself" came more consciously out when considering the results reached: seeing a heterogeneous group (with a numerically scant but professionally powerful group of MEN, all from MEDA countries) of youth workers interested and committed almost equally on the topic of gender equality made me feel proud first as a trainer and secondly as a WOMAN.

Also the expert intervention (Ms Sophie Dimitrulis from the organisation AFEM²) dealing with the latest governmental decision - both on national and on a Euro-Med level - made gush out my feminist side, a confused mixture of pride, anger towards unfairness, sense of powerlessness but at the same time determination to continue with my disturbing role - even if an apparently useless drop into the ocean - of trainer and worker on gender equality.

I really hope thus that this training course can be an example to be followed, to spread knowledge on the subject and to raise awareness: gender equality does not mean feminist counterattack but a more sensitive approach to our daily life. It is not daydreaming, but we have to believe strongly in it. All together, men included (where were European men??).



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1 - Held in Jaca - Spain (18th - 26th November 2006) in cooperation with the Spanish National Agency and the Aragon Government
2 - Association des Femmes de l'Europe Meridionale

Zuriñe's point of view

I was asked to write an article about how was my experience as a woman, working in a team of women in a Training Seminar about "Role and Place of women in Euromed", and it is not going to be an easy task, so I will try to do my best, although as a woman, as a trainer and as a human being it was a great experience and I felt very comfortable during the whole length of the seminar.

When I was first called to be part of the team and I saw four women names written in the trainers' list I thought : "Well, this looks a bit different to what I am used to see in SALTO teams"... and certainly it was. My second feeling was panic, because I know that a group of women together can make the world go round in the opposite way that it goes nowadays but I also thought it could be hectic, just basing my suspicions on stereotypes we always used when talking about women: we waste a lot of time talking, discussing, trying to go deeper in our knowledge of our personal life... I can tell you now that these are just stereotypes, and if you like your work, you have clear your task, you are committed and responsible, you respect the different opinions of your team, you are open to new points of view and you are sensitive with the issue, the work in the team and with the group can be a real pleasure, as in my case was.

Something that I felt - and as a feeling cannot be easily measured - it is that the attitude of the group towards Lucia and me was very nice since the beginning and it changed when our colleague Bernard arrived, it was possible a mixture of being a man, responsible of SALTO EuroMed, a



Intercultural evening.



Group picture.

more experienced person, but the reality is that participants were more relaxed thanks to his presence. I also noticed that the group was respecting us and our work a lot since the very first day, but these are the kind of attitudes we still see in our societies most of the time based on educational and religious background, a man talking unfortunately, is still more respected than a woman!

Most of the participants, were not aware, as it is part of the "normality" in modern societies, there are certain behaviours that are "deeply installed" among us in our daily life and we consider them normal. These are the kind of things that we, as trainers, group leaders, youth workers, need to start changing, first of all by raising people awareness and starting the change.

Among our participants there were just four men who did a good job among all these women, and I am not joking here, because the perspective they gave us about the situation of women in their countries was very appreciated, as of course, the one given by every single female participant, based in both personal and professional experience.

We talked about laws, international and European treaties, images and prejudices women in sport and we got a real perspective of the complexity of the topic, women and their role in society. It also showed us that we still need to work on breaking down personal and external barriers in order to create, as women, a more comfortable place in our families, communities,

societies and in this case, within the Euromed context.

The place we live in its religions or cultures have a great influence on us as women or men. Working for equality between both means taking into account the context and background we are coming from. In Jaca we got to create a space of equality for a week, we respected each other, our rights, our points of view, so why not getting it too out there?

To conclude I would like to say that it has been one of the most enriching experiences of my life and an amazing opportunity to know more about how different and how equal we women are, no matter where we are coming from. Our concerns, worries, expectations, dreams... are very similar. During the preparation of this training seminar I found a sentence I would like to share which says: **"She has the power to change her world, you have the power to help her do it"**. Let's start then!

**THE EDUCATIONAL REPORT
WILL BE AVAILABLE SOON**
www.salto-youth.net/euromed



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A journey full of experiences and learning through EuroMed

My journey through the EuroMed Youth Programme started with the **“Common Memory - Common Heritage” training course (Athens, Greece 20-28/06/2005)**, which aimed to reflect our cultural heritage through fairy tales, thus analyzing commonalities and differences in our cultures. We all know that fairy tales play an important role in our social life and reflect our cultures and value systems. Fairy tales are literary elements which have passed from one generation to another orally, therefore acting as a part of our culture. However, if we imagine culture as an iceberg (what’s invisible is more than what we can see), we realise that fairy tales act as tools for perceiving what is hidden in cultures since they are lodged in the memory of societies; through fairy tales people can express their values, dreams, hopes and fears. When we mention culture, we generally

focus on differences among cultures. In the “Common Memory - Common Heritage” training course, analysing the similarities and differences between cultures, I noticed that there are more elements in common than differences. Through fairy tales we discussed what each plant, animal, object, character, instrument and setting stands for in that particular culture, therefore learning about the link between symbolic elements in fairy tales and value systems in different cultures.

After going through the structure of a fairy tale and a classification of the genre we moved to the production phases of a tale; this gave me a unique chance to work with people from different cultures of both sides of the Mediterranean with the aim to create a fairy tale uniting at least one cultural element, object or character of each participant in the group and present it in a colorful and attractive way. We worked hard on the creation phases of a fairy tale, considering the tools and methods that we have learned, and we based our discussions on the way to reflect our cultural heritage in this fairy

tale and to unite all these objects, characters, places in a consistent way.

At the beginning, it was a great challenge for us to come up with a fairy tale both taking the technical aspects and methods into consideration and reflecting our shared values and common heritage. This production phase broadened my perspective on fairy tales and since then fairy tales seem to me a way of expressing things that we value as a society and putting forward what we have and feel inside ourselves and can’t put into words. The outcome was pretty good: we created fairy tales in accordance with what we learned in the production phases and uniting our basic cultural elements in our joined piece of work and exposing these fairy tales in a colourful way, making use of puppets, pictures, videos, role plays, music. These fairy tales are not only products of multicultural groups but also products of our common heritage which indicates that we have more in common than we actually think.

Learning in the EuroMed context, basic technicalities and tools in EuroMed and building new partnerships.



Participant point of view



My next participation in the EuroMed Youth Programme was the **“Step In” 2006 training course (Papiernicka, Slovakia)**. Learning about the EuroMed context, its priorities and objectives, then discussing what it means individually to us young people from both sides of Mediterranean, was a real eye-opener. Then what does EuroMed mean to us? Non-formal education, sharing of experiences and ideas, learning by doing and also doing by learning, widening our perspective in looking at different cultures, religions, nationalities, self awareness and discovery, intercultural learning, a pluralistic way of thinking, building on what we learn through partnerships in new projects and of course having fun while learning.

Personally, I believe that EuroMed reflects the most precious cornerstones of non-formal education, which gives us a chance to question, share, experience and create. We as participants are guided through this journey to discover something that we haven't experienced before and build on it all together by sharing ideas and our background knowledge. We are therefore actively involved in our learning process, and the whole architecture that we build upon with each training course is the result of the bricks contributed by each one of us; this of course underlines the significance of cooperation in the EuroMed family.

In the “Step In” training course, rotating workshops on “Action 1 & 2” deepened our understanding of the EuroMed context and the procedures to go through in the creation phases of Action 1 & 2 pro-



jects. Role plays and rotating workshops introduced us to the kind of realities and challenges that are waiting for us on our journey through EuroMed while implementing new projects. Getting experience of sending and hosting organisations and volunteers, building empathy with them, we are familiarised with potential cases in the implementation of Action 1 and 2 projects. In the EuroMed context we are not taught as participants but guided to learn, experience, share and build on this experience.

Multiculturalism is an important aspect of the EuroMed Youth Programme. In this training course, we not only learned the technicalities and good practices in the EuroMed field but we also found opportunities to meet people working on the same ground and build partnerships for our future project implementations. Coming together with colleagues from different countries and working on the same ground we exchanged ideas and created a project based on the priorities of

the EuroMed Youth Programme, which is anti-racism and intercultural learning. We came up with the idea of an Action 1 project which will increase young people's awareness in European and Mediterranean cultures and help build a bridge between them.

Finally we created the project “Building Bridges between European and Mediterranean Cultures using photography, literature and music as tools for common understanding” to encourage young people from both sides of the Mediterranean to meet and discover similarities between their cultures.

Gaining a deeper understanding of Education and Civilization as core concepts, education systems in different countries and the link between education and civilization.

The “Education and Civilization” training course (Venice, Italy, 24/05 - 01/06/2006) focused on education and civilization as core concepts, education systems in different countries and how



Participant point of view

education and civilization are correlated. Education as both formal and non-formal is part of our lives, shapes our identity and value systems and is closely linked with civilizations.

In EuroMed, we witness the basic principles of non-formal education by experiencing, observing, sharing, doing...

Bringing objects from our countries and discussing how these objects reflect our cultural heritage, we gained some input on civilization. We identified why we chose a particular object and how it is linked with our civilizations, which has shown us the commonalities and differences between cultures. We went deeper into education as a core concept and different kinds of education as formal, non-formal and informal education and the four pillars of education (religion, politics, commerce and intellectual,) identifying pillars which are common in different educational systems.

Rotating workshops on different educational systems gave us a better knowledge about current realities, good practices and challenges in the educational systems of different countries. We also had the opportunity to learn about youth policies in different countries. In Mestre we met different NGOs and were able to interview them on their aims, target groups and main activities. Choosing one of the NGOs, we reported on the Stella Mary's Organization, which aims to improve living conditions for seafarers, who are isolated from life on land. Learning from their experiences and witnessing their motivation to work for these people also inspired us to create new things in youth work.

Another focus of this training was the European Voluntary Service and its opportunities, good practices and various project ideas. Meeting two young people doing EVS in Italy, we were able to learn from their experiences, the challenges they faced and how the Service contributed to their own personal development. As I am planning to do EVS with EuroMed, it was very useful for me to



learn not only the technical aspects but also meet people who are realizing this activity.

The Education and Civilization training course was very significant, particularly in presenting us the link between education and civilization, different tools, methods, educational systems and non-formal education.

Intercultural learning in EuroMed

The EuroMed Youth Programme gives us the opportunity to improve our knowledge on a certain topic and to convert it into concrete youth work but also to discover our inner selves and reflect our ideas based on our background knowledge and experiences; this way we see the world beyond the borders of our countries. Intercultural learning is one of the most significant aspects of EuroMed. Each culture is like a unique colour in the world and people coming from different cultures add to the colour of the whole frame. EuroMed brings young people from both sides of the Mediterranean together and gives them a unique opportunity to experience cultural diversity. It is a place where people with different cultural backgrounds, ethnic origins, religions and perceptions of life meet and come up with a piece of joint work by sharing, exchanging ideas.

Through my journey in EuroMed, a lot has changed in my perspective into life, different cultures, religions, civilizations and value systems. The way we look at things influences the way we see things. After attending these three training courses my perspective into different realities has widened and now I know that nothing is white or black. There are different colours and it is through the meeting of a variety of colours that the world can be a more peaceful place to live in.



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■ Example of Euromed Youth Project ▼

“Building bridges between European and Mediterranean cultures”

By AYFER ERDOAN



A. CONTEXT AND MOTIVATION

We came up with the idea of the Project “Building Bridges between European and Mediterranean Cultures by using photography, music and literature as tools for common understanding” during the “Step In” training course which took place in Slovakia under the umbrella of the Salto-EuroMed Youth Programme. There we had a great opportunity to meet colleagues from both sides of the Mediterranean and we witnessed the richness of both Mediterranean and European cultures. We were able to meet our future partners but also to exchange opinions, ideas and cultural experiences. We believe that this project will offer youngsters from both sides of the Mediterranean a wonderful opportunity to meet and to taste each others’ cultures, thus building a bridge between European and Mediterranean cultures.

B. PREPARATION

a. We set up a sub-group within the framework of the organization: members get together once a week and discuss the pro-

ject, the activities that will be included, the methods, tools and materials that will be used during the project, the organization of activities, etc. We have also allocated tasks to everyone in this project group.

b. Within the partner groups, we have already formed the project skeleton during the training course in Slovakia. To improve it and exchange ideas, opinions on the project we set up a Yahoo-group with which we have been in contact; we have a chance to know each other better as partners and also to develop further ideas. We have also been using fax and telephone when we need to get in touch urgently in the preparation phase of the project.

c. We are planning a Preliminary Visit in Gothenburg in April 2006 to get together with youth leaders and decide on the draft program and related activities.

C. INVOLVEMENT OF YOUNG PEOPLE

Preparation: young people aged between 18-25, who have an interest in intercultural learning and little opportunity to go abroad and realize this on their own and who are willing to reflect their cultural background, share experiences, exchange ideas and build common understanding between different cultures will be selected from each organization; the group leader will send their short CV to a hosting partner, so that we can make sure that each potential participant fits the participants’ profile of the project. Participants and group leader will meet regularly; they will discuss the aim of the project and share tasks in the preparation of some materials and activities which will be completed prior to the arrival for the project. Group leaders will inform youngsters of the activities involved in the project

and they will make preparations (music, traditional dance, clothing, food, drink, fairy tale, taking photos which will reflect the culture and the lifestyle in their hometowns, etc.) according to the theme of the project.

Implementation: each participant will be provided with a draft of the programme when they arrive for the project. Every day there will be activities centered on intercultural learning and breaking stereotypes. Different tools and methods will be used like role plays, workshops, lecturing, ice-breaking games, energizers, forum theatre, intercultural night, folk dance show, group discussions, etc. The participants’ awareness will be increased on the topic through different methods based on non-formal education.

Follow-up: The participants will be asked to fill in an evaluation form about the efficiency of the tools, methods and activities used in the project and reflect what they have gained from this exchange. When they return home they will act as multipliers within their organization. The group leaders and participants will organize meetings and share their experiences with other youngsters. This way other young people will gain knowledge in intercultural learning and hopefully be motivated to take part in this kind of activities. After the project, each group will be asked to prepare a report, the reports will be made into magazines, and the magazines will be sent to the NGOs and copied there. They will act as a reflection of the project and encourage young people to be involved in “Action 1” projects. A Yahoo-group will also be set up, so that participants can keep in touch and go on sharing experiences and learning about each others’ cultures.

■ Example of Euromed Youth Project ▼

D. THEME

The project "Building Bridges between European and Mediterranean Cultures using photography, music and literature as tools for common understanding" aims to build a common ground for a better understanding of the differences and similarities between European and Mediterranean cultures.

E. OBJECTIVES

- to inform young people about the EuroMed context and the opportunities involved in the EuroMed Youth Program
 - to develop intercultural learning between Meda and Euro participants
 - to break stereotypes and prejudices towards different cultures, nationalities and religions
 - to develop respect and tolerance
 - to come up with a deeper perspective in intercultural learning and "iceberg analogy"
 - to reach a common ground on which participants from different cultural backgrounds will have an opportunity to share experiences, discuss opinions and reflect their cultural identity
 - to motivate them for future contact and cooperation in youth projects
 - to provide them with an opportunity to experience non-formal education
 - to develop understanding towards their social surrounding and their own role in it
- riorities: the project aims to make anti-discrimination a priority of the EuroMed Youth Programme through intercultural learning and promoting a better understanding of the diversity of our common European and Mediterranean cultural heritage.

F. IMPACT AT SOCIAL LEVEL



Local people in the venue of the project will be included in some of the activities during the project (intercultural night, theatre forum, etc.). Participants will also have the chance to meet local people during free afternoons and on cultural city tours. Young people among the local people will have priority to reflect their cultural background and exchange opinions with the participants as this project mainly aims at increasing awareness in young people towards cultural differences and similarities.

G. INTERCULTURAL LEARNING

The working language will be English. Participants will be required to have at least a basic level of English so that they can contact and share their ideas. If any participant needs further explanation due to a hearing or language problem, he or she will be helped by the group leaders by visualising the concept, using body language or presenting it in a written way. The participants will be involved in intercultural learning through different activities and methods aimed at enhancing intercultural exchange. First of all they will be informed of the theme of the project and will be asked to act according to the aim and priorities of the project. They will work in multicultural groups organised according to country, Euro and Meda region and gender. Some rules will be set from the beginning of the project according to our goals to prevent any potential conflict and develop awareness in participants for mutual

understanding, tolerance and respect for differences to fight against racism.

H. FOLLOW-UP EVALUATION

During the exchange, there will be a daily session in which participants will reflect in small groups on the activities and the project. In the course of the project there will be also one big evaluation including all the participants in order to get some feedback on what they have gained, what they would like to carry on and what they would like to change for the rest of the project. The daily evaluations will be activities and main topics carried out during the day. Final evaluation forms will be distributed to the participants on the last day for the evaluation of the whole programme as well as the reflection of what each participant has gained and plans to do with this experience in the future. Thanks to the Yahoo group, the follow-up process will continue for both participants and youth leaders. They will go on sharing ideas, learning about their social identities and building strong friendships by means of the e-mail group, as youth leaders, in addition to this, we will continue discussing our future project plans. Apart from the e-mail group, the project magazine will be prepared with a contribution from each participant and it will be sent to them and their NGOs as a reflection of the project and their experience in EuroMed.

A.E.



TATEM Evaluation Seminar: Visit to the Charitable Women Association "El-Khir" in Essaouira

Tuesday, 7th November: second day of the Evaluation Seminar of TATEM (Training for active trainers in EurMed) in Essaouira, Morocco.

We were supposed to divide into three groups and visit different local NGO committed at different levels in the social field. The first thought which came into my mind was: "Is there any social life in Essaouira?" Since I arrived, I had not noticed, apart from hotels, markets and fishermen, any form of social aggregation which could be the expression of a real local life: schools, cafes with local people, women busy with their daily errands...

When I heard of the possibility to visit a women association I jumped on the opportunity, more out of curiosity, rather than to fulfill a genuine interest.

The president of the association, Ms. Saadia Dibi, arrived punctual to present in plenary the charitable women association "El-Khir" (AFBK). There she was: brown galabiyya with matching scarf, thick lens glasses miles away from feminine vanity, low encouraging submissive eyes: briefly, not exactly the image of a pugnacious person fighting for women's rights. My doubts increased... letting me foresee a useless and misleading meeting, with topics "not to be touched" and accepting the recurring portrait of women with no education and no free choices in life convincingly happy of their situation.

I could not be more wrong and biased!

We followed Ms. Saadia into the real Essaouira, with men chatting in everlasting improvised meeting places, children playing on uneven roads and WOMEN walking, strolling and chattering mainly indifferent to the presence of our odd expedition. As

we were passing into the association centre neighborhood, the walk of our host had slowly turned from being cautious and calm into a confident and resolute one.

After entering the building, her face put on a surprisingly vivid expression revealing relaxed facial features and an ironic and cunning smile.

We were welcomed by three young workers of the association - discreet, intense and veiled - who showed us the rooms of the association, equipped for the different activities. We passed from the computer room (used both for classes addressed to women and for a cyber-café, opened to an external public and thus representing a constant source of self-financing) to a workshop room equipped with sewing machines. This activity as well - seen with the multi-perspective of professional training - supports women economical empo-

werment and it is a source of self-financing for the association, mainly through the revenues of a small handcraft shop in the old market (entirely run by the women of the association).

The Association was created in 1998 by Ms. Saadia, who is "not highly educated", as she put it, but convinced of the necessity of an action to empower disadvantaged women both in the urban and the rural area of Essaouira. She was strongly encouraged and supported by her husband and the idea took slowly the shape of the actual association, with 20 workers (some volunteers and some paid) and more than 2000 beneficiaries in the activities run until today. She exposed the bewildering data regarding the situation of women in Morocco and more precisely in the region of Essaouira: the Human Development Index (HDI) is the lowest of the whole country



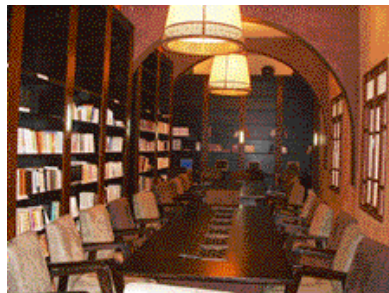
Tatem Essaouira, group picture.

■ Euromed realities



step for the improvement of the family conditions, above all with regard to children. No taboos seem thus to be a concrete obstacle (the treatment of topics such as AIDS or STD, contraception, family law and women's rights) but one: a condition to the free participation of the beneficiaries to the activities – especially the ones dealing with literacy – is their "public apparition": being seen by others, especially men, attending such classes may be a sort of shame for the family and therefore the premises are chosen far away from markets, schools and other meeting places.

The main obstacle (as for most associations worldwide...) is actually fundraising and bureaucracy: the association depends on governmental and private financing, but



(0.439 for rural women) and the per capita income is 27,8 % lower than the national average.

Illiteracy is actually the stumbling block for the development and empowerment of women: in the urban area 61.1% of the population is educated, but the number faces a drastic decrease in the rural area (19.8%) reaching a catastrophic level for rural women (only 7.27%).

The beneficiary of the El-Khir activity is therefore the disadvantaged woman (unmarried, divorced, widowed and/or rural); its actions are meant to guarantee a better integration in her own environment through various activities: fight against illiteracy, raising awareness on health and personal care, providing legal knowledge (especially after the approval of changes to Al-Moudawana, the Family Code), promoting the economical empowerment through income producing activities (such

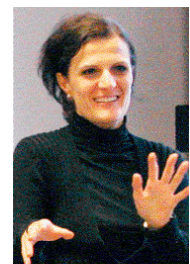
as the handcraft shop or the confectionery shop, to be opened soon, 'in sha'allah...!') and the direct charitable activities addressed to the people in need (disabled, children, and low income families).

The projects are mainly focused on literacy campaigns, being the first inevitable and necessary step towards other actions. Furthermore women can be involved in several kinds of training activities - handcraft techniques, language and computer classes – a concrete support for the setting up of cooperatives and a wide range of recreational and cultural activities.

We were surprised to discover that men do not thwart the participation of their wives, sisters or daughters to the activities: a fundamental action in this sense, Ms. Saadia explained us, is the initial contact with men and the work of raising their awareness on the importance of the development of the situation of women, meant as a necessary

sometimes notwithstanding available sums the activities are blocked because of the obstructionism of the local municipality, too much disposed to comply with the needs and harsh positions of the privileged classes and gender.

This last fact was neither a surprising discovery nor an unusual reality...



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Preparing young people for intercultural experiences

Different ways and best practices to prepare young people for intercultural encounters and experiences.

Why to prepare young people to intercultural experience? Why not to leave this experience as a surprise, a wonderful adventure maybe! Is it really needed to do all this effort, and waste all that time? In intercultural experiences where young people are involved, our duty is to really prepare them, especially because of what is happening in our societies. Our awareness of intercultural differences is both useful and necessary in today's world.

When going abroad, it means that we are going to experience another culture than ours.

In order to understand culture, it is important to see it as consisting of three elements: Values (ideas), Norms (behaviors), and Artifacts (things, or material culture). This is why in every project we plan for, we take into consideration these three points.

How?

When going for an intercultural experience we need to learn about another culture, for that we have two main approaches to choose from. The first is to learn as much as possible: the language, cultural background and history, social rules, and so on about the specific culture that we expect to deal with. The other is to develop general skills that will help to adapt in any culture.

The first approach is an individual one. Each one in the group will be asked to collect information about the other cultures (customs, language, history...), before traveling and during meetings with the others an exchange of information and debate will be handled.

In this article I will try to highlight the



second approach because this approach to cultural learning, general development of intercultural skills, is especially useful if we interact with people from a variety of cultures or subcultures. Among the skills we need to work on these features:

- **Taking responsibility for communication.** Do not assume that it is the other person's job to communicate with you.
- **Withholding judgment.** Learn to listen to the whole story and to accept differences in others.
- **Showing respect.** Learn the ways in which respect is communicated – through gestures, eye contact, and so on – in various cultures.
- **Empathizing.** Try to put yourself in the other person's shoes. Listen carefully to what the other person is trying to communicate; imagine the person's feelings and point of view.
- **Tolerating ambiguity.** Learn to control your frustration when placed in an unfamiliar or confusing situation.
- **Looking beyond the superficial.** Do not be distracted by such things as dress,

appearance, or environmental discomforts.

- **Being patient and persistent.** If you want to accomplish a task, do not give up easily.
- **Recognizing your own cultural biases.** Learn to identify when your assumptions are different from the other person's.
- **Being flexible.** Be prepared to change your habits, preferences, and attitudes.
- **Emphasizing common ground.** Look for similarities to work from.
- **Sending clear messages.** Make your verbal and non-verbal messages consistent.
- **Taking risks.** Try things that will help you gain a better understanding of the other person or culture.
- **Increasing your cultural sensitivity.** Learn about variations in customs and practices so that you will be more aware of potential areas for miscommunication or misunderstanding.
- **Dealing with the individual.** Avoid stereotyping and overgeneralization. We have also to be prepared for the diffi-

■ Euromed Good Practices

culties that we might face (Risk Assessment) during the intercultural experiences.

The more differences there are between the people who are communicating, the more difficult it is to communicate effectively. The major problems in inter-cultural experiences are language barriers, cultural differences, and ethnocentric reactions.

To overcome language and cultural barriers, there are some suggestions to follow and to take care of while preparing our group:

- **Keep an open mind.** Do not stereotype the other person or react with preconceived ideas. Regard the person as an individual first, not as a representative of another culture.

- **Be alert to the other person's customs.** Expect him or her to have different values, beliefs, expectations, and mannerisms.

- Try to be aware of unintentional mea-

nings that may be read into your message. Clarify your true intent by repetition and examples.

- Listen carefully and patiently. If you do not understand a comment, ask the person to repeat it.

- Be aware that the other person's body language may mislead you. Gestures and expressions mean different things in different cultures. Rely more on words than on non-verbal communication to interpret the message.

All these elements are very important. For this reason we organise before each trip three or four week-ends of preparation for the target group. Our main objective is to prepare the group to be ready for this experience and build the "group dynamic". We offer many workshops that are in close relation with the above-mentioned features using non formal education methods: simulation exercises, role play,

drama and theatre, experiential learning, outdoor and indoor activities, culinary art and other methods that can give us the expected results.

A programme is prepared each time by youth leaders with the contribution of participants to ensure that all needs are met. Preparing is preventing and reducing risks to maximum.

Be always prepared !



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■ Euromed training activity

MOSAICO: A Seminar on "Partnership Process in Euromed"

"Partnership means working together towards a common objective. Each partner needs to recognize each others' competences in order to achieve it. Partnership is not functional but is creative".

Within the Euromed Youth Programme, the notion of "Partnership" corresponds to formal criteria to apply to, but also to qualitative criteria for the good development of a youth project. This assumption was the starting point for the seminar, which gathered 11 countries, 27 participants in Le Bessat, France from the 4th to the 10th of September 2006.

Once taking for granted that without "Partnership" it is not possible to implement projects, the focus of the seminar was to increase the quality of the partnership in order to achieve a high level of cooperation and development of new concepts.

Therefore, the seminar gave possibilities to some NGO's to reflect

about the different conceptions of partnerships: sometimes with the same word we define different concepts! This could become a sensitive point when a partnership starts to work on concrete projects: misunderstandings are often linked to our daily way of doing... we do not pay attention to the others' experiences and ideas. Particularly, this applies to international projects where cultural and educational backgrounds are so wide. Building a sustainable partnership requires a long process of knowledge and experimentation. Building a partnership means spending energy and time in the mutual understanding.

MOSAICO has been a space for confrontation and reflection on

■ Euromed training activity



these main themes. 27 people worked on defining what is a partnership at international level and how to work in this field. Some interesting points came out from some articles that our participants/partners produced during MOSAICO, but also from their last individual reflection before leaving the seminar.

A common point is this concept of implicit model of communication. In fact, some participants declared that they do not pay attention to the cultural and organisational model of the other partners' organisation, to the communication process and to the efficiency of it.

Another important point is to take in account and to verify the different interests in building a partnership: sometimes there are important hidden reasons in the creation of a partnership. Sometimes there are different reasons and motivations within the same organisation (between organisations and people belonging to them, promoters of the local projects...).

Sometimes partnership has to work in a complex geopolitical system as, for example, Euromed. For this reason, it is important to have a basic knowledge about it in order to be able to better understand and act in developing the partnership activities.

A shared point, between MOSAICO's partners, is the importance of personal relations within partnership and the fact that we tend to take it for granted. In order to increase the quality of the projects, time is a central point... take time for a real knowledge between the organisations and between the people involved.



Seminar participants.



Seminar participants.

As a conclusion, we could say that before implementing projects in partnership, it is necessary to implement the partnership itself, to define goals and aims, the roles inside and outside... the different visions of the job. The main aim is to create a partnership not only for one project, but for developing a long term strategy.

There were three articles produced by participants/partners of MOSAICO on the following issues:

1. The Euromed partnership : Seen from the EU / seen from Mediterranean countries

different interests? common visions and understandings? Similarities and differences?

2. The Euromed partnership : What is the common ground, the common basis for operational partnerships?

3. The Euromed partnership : What is the role and impact of the EVS in the whole process and in the general framework? What is the contribution of EVS to the whole "picture"? What is the impact of EVS on cooperation?

These may help you to get a better reading and understanding of your own partnership processes... do not hesitate to ask us!



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TOOL FAIR : gathering and exchanging good practices in the youth field.



The "Tool Fair" has been organised in the Youth and Community Education Institute (INJEP) from the 2nd to the 4th of November 2006. During three days, it gathered more than an hundred of participants and visitors, coming from both programme and partner countries. All kind of stakeholders of the YOUTH programme (young people, youth workers, trainers, etc.) have experienced and shared educational tools.

2006 was the end of the European YOUTH programme. Therefore, the French National Agency for the Youth Programme and SALTO-YOUTH EuroMed (and Good Practices !) Resource Centre in cooperation with the National Agency of Belgium FR, the National Agency of the United Kingdom, the National Agency of Hungary, the European Youth Forum and the other SALTO-YO resources centres decided to seize this opportunity to valorise what has been achieved during these years in terms of creation of new tools for non-formal education and in the youth field.





What is a "tool"?

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

This Fair aimed to be a "showroom" for the huge variety and richness of tools developed and used under the YOUTH programme, a place to experiment with methods and exercises used within the different actions (youth exchanges, EVS, youth initiatives, training) and based on different themes (cultural diversity, inclusion, cooperation with partner countries, etc...). In the "Savoir-faire" was gathered in order to experiment with the tools, to analyse and to reflect on the transferability of these tools and support the creation of a "common memory".

A real diversity of profiles (young people, youth workers, youth leaders, trainers, NA representatives,...) brought richness to this event.

There were trainers with a large experience in this field, but also less experienced youth leaders all linked by the Youth Programme actions...

One thing was definitely common: they were all motivated to share and discuss tools. The Fair quickly became the creation



of the participants themselves and enabled their tools to be used throughout the programme. The motto of this event « In the tool Fair, you get what you give » has been respected during the whole event.

"Participants gave a lot... They did get a lot!"

Simply by looking at the evaluation forms, we had the confirmation that participants gave a lot and they received get a lot in terms of support, visibility diffusion and contacts. More than 90% of the participants felt that the panel of workshops proposed was adapted. Figures provided the same result about the « quality » of the set up programme and the global atmosphere created during the event.

This leads to a common conclusion, coming from both partners and participants. This tool fair was a great start, a great concept,

than should be reproduced and perfected regularly in Europe, within the new YOUTH in ACTION programme.

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What	Where	When	In cooperation with
EVS Study Visit for former participants to CMS Greece 2006	Greece	May 2007	Greek NA
Launching seminar «Action 3 - Youth in the World»	France	June 2007	French NA Salto SEE/EECA
Training seminar "Democracy within the Euromed context: illusion or reality?"	Italy	June 2007	Italian NA
Training seminar «Place and Role of Minorities within the Euromed context : Ethnic, Linguistic, Religious»	Spain Basque Country	July 2007	Spanish NA Basque Country Community
Long Term Training course «Dialogue among Civilisations» - Networking creation into 3 phases : 1 st Phase - Greece-September 2007, 2 nd Practical Phase, 3 rd Phase - Cyprus-May 2008	Cyprus Greece	September 2007 May 2008	Cypriot NA Greek NA
International Conference : «EU Neighborhood policy and migrations» Role of YIA and Euromed Youth programmes	Spain. - Canary Isl	Sept.Oct. 2007	Spanish NA Canary Island Community
Training seminar «Inter-religious Dialogue within the Euromed context »	Turkey	October 2007	Turkish NA
Training seminar « Let's meet the three Cultures »	France	Autumn 2007	French NA
"Tool Fair"	Turkey	December 2007	Turkish NA

NEW YEAR, NEW ACTIONS!

Paths to international cooperation SEMINAR - ACTION 3 "YOUTH IN WORLD"

30-May-07 / 03-June-07 - France, Marly-le-Roi

This large event encouraged and supported by the European Commission - DG EAC - will gather 150 youth workers to participate to the launching of the new Action 3 "Youth in World" (at decentralised level).

The Action 3 « Youth for the World» of the «Youth In Action » programme aims at financing youth activities and more generally increasing youth cooperation with other regions of the world. The three regional Salto Resources Centres (EuroMed, EECA & SEE) together with the French Agency for the "Youth in Action" Programme are coordinating this event.

www.salto-youth.net


BROCHURE


The European Neighbourhood Policy (ENP) of the European Union and the Action 3 "Youth in the World"


Since the 2004 enlargement, relations with our neighbours have become the EU's main external priority. Through the European Neighbourhood Policy, the European Union aim to avoid new dividing lines between the enlarged EU and our neighbours to the east and on the southern and eastern shores of the Mediterranean.

Within this wider framework, the three regional Salto Resource Centres will create and edit a comprehensive brochure to promote the ENP and its three geographical areas : Eastern Europe and Caucasus, South Eastern Europe and Euromed.

www.salto-youth.net







Publications

The newsletters "EuroMed Info" and "Good Practices in Training" can be downloaded from our website: www.salto-youth.net/euromed and sent to subscribers. **Subscribe now!**

NEW REPORT : Educational reports collection "Bringing both sides together" has a new title: "Education and Civilisation" report. Have a look on our website: www.salto-youth.net/euromed

SALTO-YOUTH
EUROMED
RESOURCE CENTRE



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