

Bringing both sides together...



TRAIN EUROMED MULTIPLIERS!

EuroMed Youth educational report





Welcome to the Multipliers compiled report. Three years ago, Salto Euro-Med Resource Center was asked by the National Coordinators of the Meda countries (Algeria, Tunisia, Lebanon, Turkey, Israel, Morocco, Palestine, Egypt, and Syria) to hold national training courses for youth workers who are already involved in the Euro-Med Youth Program. The aim was to refine the skills of these youth leaders, to prepare them to act as multipliers for the Program and to prepare them to be future junior trainers. These training courses took place in Jordan, Lebanon, Tunisia, Morocco, Algeria, Palestine, Israel and twice in Egypt. They were called SALTO'EMM : SALTO Euro-Med Training of Multipliers. An Inter Regional training course took place in Lebanon in 2004 gathering some of these multipliers to come up with the Euro-Med Multipliers Charter.

Bernard Abrignani

Head of the Salto Euro-Med Resource Center

Team Members

Bernard ABRIGNANI coordinated all SALTO'EMM training seminars with its team members:

SALTO'EMM in Lebanon 8th-14th September 2003, Broummana

Elisa Aslanian, National Coordinator of the Euro-Med Youth programme
Fatima Laanan, Belgian National Agency – French-speaking Community

SALTO'EMM in Jordan 11th-18th October 2003, Aqaba

Sahar Al-Fayez, National Coordinator of the Euro-Med Youth programme
Asa Gustafsson, project officer at the Swedish National Board for Youth Affairs
Sakher Sfouq, trainer
Report prepared by Yiota Kamaratos

SALTO'EMM in Egypt

1st-8th December 2003, Cairo

Gehad Amer, National Coordinator of the Euro-Med Youth programme
Altino Barradas, Portuguese National Agency
Ahmed Fouad, youthworker

10th-18th December 2004, Cairo

Yasmina Haidar, Trainer

SALTO'EMM in Tunisia, 12th-18th January 2004, Kairouan

Taoufik Fathallah, National Coordinator of the Euro-Med Youth programme
Flavia Giovanelli, project officer Salto Euro-Med resource centre

SALTO'EMM in Algeria, 27th January-2nd February 2004, Ghardaïa

Nourredine SI BACHIR, National Coordinator of the Euro-Med Youth programme
Fatima Laanan, Belgian National Agency – French-speaking Community
Report prepared by Fettouma Ben Merdja

SALTO'EMM in Morocco, 27th November-2nd December 2004, Fès

Yacine BELLARAB, National Coordinator of the Euro-Med Youth programme
Report prepared by Fatima Ben Sitel

SALTO'EMM in Israel, 10th-14th July 2005, Peki'in

David Krausz, National Coordinator of the Euro-Med Youth programme
Report prepared by Dan Wollner

Inter-regional Seminar for Euro-med Multipliers, 7th-12th of September 2004, Beirut

Elisa Aslanian, National Coordinator of the Euro-Med Youth programme



Contents

Introduction	2
What is SALTO'TEMM?	3
The Motto for all SALTO'TEMM training courses	6
Core Part: Situations	
A. Two situations from a general information session about Euro-Med	
1. Presenting the Euro-Med Programme at a Festival – Israel	7
2. An information session at Wadi-Rum, in a tent – Jordan	8
B. Two situations about “Youth Exchanges”	
1. Cultural Diversity – Algeria	10
2. Situation to present the “Youth Exchange action” to the South of Egypt – Egypt	11
C. Two situations on Voluntary Service	
1. Voluntary Service, active participation and citizenship – Tunisia	13
2. On arrival training for Volunteers and preparation to attend a Contact Making Seminar – Egypt	14
D. Four general situations on “Support Measures”	
1. How “Support Measures” can be used to support NGOs, active citizenship and Democracy? – Israel	16
2. Training for intercultural learning for the Ministry of Youth & Sport – land of the cedar – Lebanon	18
3. A seminar – Morocco	19
4. Presentation of Euro-Med Youth Support Measures in the Ministry of Youth – Palestine	20
E. Two training courses on each “Support measures” thematic	
1st theme: Minority	
1. Training courses on Minorities in lower Egypt – Egypt	21
2. Minorities and EVS for those with fewer opportunities – Jordan	22
2nd theme: Gender	
1. Integration of girls in local society within Euro-Med – Tunisia	25
2. Information session on Gender – Jordan	27
3rd theme: Environment	
1. Environment awareness in a private school – Lebanon	28
2. Helping EVS volunteers to do environmental projects in Fes: Morocco	29
4th theme: Xenophobia and anti racism	
1. Promoting Intercultural dialogue through Euro-Med – Algeria	30
2. Training Course on Xenophobia and Anti-racism – Jordan	32
5th theme: Citizenship and Active Participation	
1. A seminar on Active citizenship and democracy – Egypt	34
2. Seminar on Euro-Med and citizenship – Lebanon	36
Tips	37
Final evaluation	43
The Inter-Regional Seminar for Euro-Med Multipliers	49
Training seminar for Multipliers in Sweden	51
Impact	52
Conclusion	53
Annexe	54

Introduction



This report is a compilation of all the documents used for nine training courses.

The situations that were performed by the participants form the major part of this report. The total number of situations presented is 20, coming from all the countries that had asked SALTO Euro-Med to carry out a national training course in their countries during the period from 2003

to 2005. These countries are: Jordan, Lebanon, Egypt, Tunisia, Morocco, Algeria, Palestine and Israel.

All of these situations reflect hard work and most of them show creativity and innovation. You can also see the separate country reports either at the SALTO Euro-Med office or via your local National Coordinator (Euro-Med Youth Units, since January 2007). What we have tried to do here is to give an idea of the concept behind such a training course.

Choosing these 20 situations was not an easy task. We had to go through them over and over again. There was also a lot of discussion in order to get me acquainted with the different situations that I had not been present at.

These 20 situations are not necessarily the best but they will give you a taste of the Multipliers Training Courses. In addition to geographical representation and presenting different methods and ideas, we were limited to about 2 examples of each Action and of each thematic priority.

There is also a collection of tips that were given during the various training sessions. I have compiled all the tips that were mentioned in all the 9 training courses.

Photos were added whenever available.

Special thanks have to go to Yiota Kamaratos who compiled the documents for the training course that took place in Jordan in 2003 and for the Inter Regional Multipliers Seminar in Lebanon in 2004. I have tried to adopt her style throughout this report and have modeled all the situations after her documentation of the Jordan report.

I hope that you find this report easy to use. I am pretty sure you will find something interesting and worth knowing about.

Enjoy it!

Sally Salem

Free Lance youth trainer
Email: sallysalem88@yahoo.co.uk

What is a SALTO'TEMM ?

To get an idea of what a Multipliers Training Course or a SALTO'TEMM is, read this article written by Yiota Kamaratos.

The article was published in Coyote magazine dated August 2004, so please note the following points concerning changes that have happened since then:

- During 2005 SALTO TEMM sessions were held in Palestine, in Israel and for a second time in Egypt.
- National Coordinators have been called Euro-Med Youth Units since January 2007.
- Groups of Actors were sometimes given two situations (as was the case in Jordan) and sometimes given one situation (the case in Egypt).

Enjoy reading!



by Yiota Kamaratos

THE USE OF IN A SALTO'TEMM

**EVERYONE ALREADY KNOWS WHAT SALTO MEANS!
BUT WHAT ABOUT SALTO'TEMM?**

SALTO'TEMM is a relatively new term.

Its meaning is Support and Advanced Learning & Training Opportunities - Training of Euro-Med Multipliers.

The overall aim is to empower more Euro-Med Trainers, increasing the awareness of the Euro-Med spirit. 42

THE AIMS OF ROLE-PLAY IN THE SALTO'TEMM TRAINING COURSES

This unique training course, which focuses on role-play, was developed by SALTO as a strategy. It is to be used according to the needs of the National Coordinators, in order to increase networking among the multipliers and develop multipliers' skills in the Euro-Med context, therefore ensuring that the spirit of the Euro-Med Youth Programme is properly understood.

The concept of role-playing encourages creative thinking, allowing participants to develop and practise new tools and skills in a relatively non-threatening setting. The training courses are preparing a future pool of Euro-Med trainers on three levels: local, national and international, acting on behalf of their National Coordinator.

Through role-play, the participants acquire skills for using and adapting different methodologies and tools to deliver information and training sessions about the Euro-Med youth programme.

THE ROLES AND TECHNIQUES USED

For each session, whether it was an information session or a training session, there were always actors, an audience, observers, reporters and the trainers.

PARTICIPANTS

Participants are selected from one of the six MEDA countries (*Lebanon, Jordan, Egypt, Tunisia, Algeria and Morocco*) hosting the training course, in cooperation with the National Coordinator of that country and the Coordinator of the SALTO-Euro-Med Resource Centre.

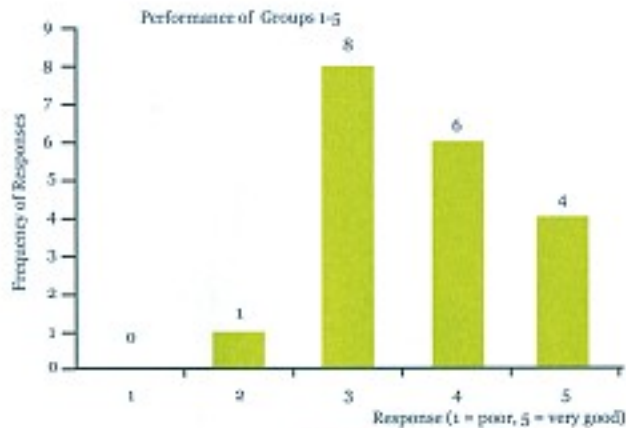
In the case of Jordan, there were fourteen Jordanian, three Palestinian and two Syrian participants who attended the one-week training course.



Role-playing works best with informed participants who already have some knowledge of Euro-Med Actions 1, 2 and 5. It was in SALTO'TEMM training courses where the participants already had knowledge of the Youth Programme that the role-playing exercises were most productive. There were cases, such as in Jordan, where individuals were not fully prepared but possessed a great will and determination to learn as much as possible and to succeed in transferring the appropriate information during presentations.

The MEDA participants were serious in their work and strove to succeed in every session. By the end of the Aqaba training course, the outcome achieved was that nine out of the nineteen candidates were chosen, according to specific criteria, to be future Euro-Med multipliers. In the case of the others, there is still potential. It has been recommended that they take part in national training courses to be organised by the Euro-Med National Coordinator in Jordan.

The following chart shows the participants' evaluation of their own performance as groups during the training course. The results of the evaluation are clearly positive and encouraging!



THE TRAINERS

Rather than adopt traditional, teacher-centred classroom structure and behaviour, the trainers keep a relatively low profile, even though they do indeed have a role. At the start of the training course, one of the trainers describes the whole process orally. Participants receive a written description of the situations and characters for each session.

The trainers take it in turns to chair a session, looking after the different session arrangements (*setting the time limits for the session, keeping track of time, assisting in the debriefing process and closing the meeting*).

The trainers are given the opportunity, at the end of each session, to present their points, both positive and negative. Their role is to keep the situation balanced during the presentations and during feedback from the participants. The trainers are responsible for building on the qualities that are already there.

In the SALTO-TEMM training courses, a new tool was used by one of the trainers. At the end of each presentation, he would give the participants the "Tip of the Session", to guide them, help them and encourage. The following is an example of one of the tips.

THE ACTORS

The participants are divided into groups and assigned two situations per group. One is an information session, and the second a training course in one of the three



YOUTH Programme actions. In role playing, participants act out characters in a predefined "situation". All situations are chosen by the National Coordinator and the team of trainers. The situations are close to the realities of each country. The participants become interactive.

They step out of their normal roles and into another role. During one session, some of the participants had to support a view which in reality opposed their own. The actors had to put themselves in the position of the very conservative elders of the village of Wadi Rum. As part of their research for their presentation, they had talked with people from Wadi Rum about the possibility of having a Euro-Med youth exchange. The actors played their roles very well, and at the same time realised that they may one day find themselves confronted with similar circumstances in real life situations. As a result, the participants were always open to others' ideas, constructive criticism and guidance.

The actors' responsibilities are to:

1. prepare the environment, ie the room, seating arrangements, lighting, background music;
2. adapt their work space for an efficient and effective performance;
3. adapt to the needs of the target group, their audience;
4. give a brief reminder of the context of the Euro-Med Youth Programme;
5. divide their tasks among themselves equitably and work as a team;
6. perform time checks to keep team members focused on presenting their characters' full positions and reaching effective closure of their presentation



THE AUDIENCE

The audience's role depends on each given situation. The members of the audience have to interact with the actors, asking questions, making comments and asking for clarifications.

Role-playing also assists negotiation, with participants having to test potential consensus points. In the case of Jordan's Wadi Rum presentation, the ones giving the info session had to convince their audience, people of the village, that a Euro-Med youth exchange would benefit the young people of Wadi Rum. At first there was rejection of the idea, and then came discussion and negotiation, convincing the Bedouins to allow young local females to join an international exchange as long as they were accompanied by their brothers. In this situation, role-playing proved to be an interesting way of helping everyone present see a situation from another perspective.

THE OBSERVERS

After each presentation, there is a one-hour debriefing. Evaluation is essential to the outcome. The participants have to be fair, objective and constructive in their criticisms of each other, always encouraging each other to try harder for better results. The Chair gives the floor to the observers, to report what they have observed in front of all the participants. The observers must be objective and factual in their reporting. During the debriefings, the criticism is always constructive, encouraging the participants to try harder for better results.

Following the feedback from the observers, the Chair proceeds to give the floor to the audience to comment about the session. Next the actors are given the floor, after listening carefully to the other parties. They are not allowed to defend themselves. They have to merely explain why they chose the tools that they did for their presentation.

THE REPORTERS

For each session, there are two to three reporters, who are required to take notes and comment on the actors' performances and presentations. At the end of the week, their reports are put together as part of an overall report on the training course.

THE IMPACT OF ROLE-PLAYING

The impact of the role-playing was that each and every participant learned by doing.

They were being 'pushed' by the trainers so as to bring out the best they had. One of the participants noted in her evaluation, "Remember, we are used to being taught in a very different way. Some participants were embarrassed to ask for more explanations. At our schools, we just memorised, and were never asked to role-play." Another comment from another participant was, *"In my opinion, the role playing urged me to be more involved in it, because it is meaningful to create sufficient interaction between cultures, and to exchange experiences with youth all over the Euro-Med countries"*

These people are now equipped with accurate knowledge of the Euro-Med Youth Programme, with tools and new methods, and most importantly with the Euro-Med spirit, which they will carry with them, passing on to others in their local community as well as in the international arena what Euro-Med means. Before the end of the training course, participants were already planning to organise their own "real life" Euro-Med activities. For the February 1st deadline, two applications were submitted to the Jordanian National Coordinator. These future Euro-Med multipliers are now themselves "the tool" for handing on the concept of Euro-Med to others.

Contact:



yiதாகam@citynet.com.cy



The Motto for all SALTO TEMM training courses:



S.T.A.R.

SOLIDARITY - TOLERANCE - AUTONOMY - RESPONSIBILITY & RESPECT

- **Solidarity** means helping each other to learn, to appreciate, to translate, to understand, etc.;
- **Tolerance** is the recognition of the fact that accepting other points of view, ideas, ways of thinking, habits and traditions etc. can sometimes be painful;
- **Autonomy** is the opportunity given to participants to manage some slots of the programme on their own, at their own rhythm, defining their own aims;
- **Responsibility** is the freely given acceptance to assume responsibility for tasks before and during the training seminar;
- **Respect** is based on reciprocity, which can sometimes be so difficult to have and to show, but which generates a trusting atmosphere and a good learning process.



The participants were able to check-out a wide range of material to assist them in preparing their presentations.

Books taken by groups

- 1- seminar to design a training module in techniques (Group 1)
- 2- knowing ME - knowing YOU (Group 2)
- 3- Social inclusion (Group 3)
- 4- Intercultural learning (Group 3)
- 5- Intercultural Learning (Group 4)
- 6- EuroMed Training Box (Group 5)

TOOLS AVAILABLE

The participants were given the opportunity to sign-up for a 15-minute face-to-face meeting with one of the trainers. This gave participants the chance to discuss their progress during the training course & to seek advice.

TIME	Brook	Solomon	ASQ	Solomon
WENS. 2.45				
3.00				
3.15				
3.30				
3.45				
THUR. 2.45				
3.00				
3.15				
3.30				
3.45				
FRI. 2.45				
3.00				

Trainers Available

Core Part: Situations

A. Two situations from a general information session about Euro-Med:

1. The first example comes from Israel and is about presenting The Euro-Med Programme at a Festival

Session preparation sheet

TITLE	Euro-Med in our (A) head Festival
AIM	To get the participants at the festival interested in the Euro-Med Programme, encourage them to ask for information and make them want to learn more about how to use it.
TARGET GROUP	Participants/visitors to the festival, activist groups
DESCRIPTION	The presenters will present a conversation between a multiplier and participants/visitors at the festival. Afterwards we the presenters will approach the audience itself as participants in the festival and finally we will present a specific DVD movie.
MATERIAL NEEDED	Written promotional/explanation materials, balloons, candy, food, computer, DVD of a project (Action 1).
TOOL TYPE	Written material, DVD
TOOL TOPICS	Actor 1 prepares the role-play and all presenters rehearse it. Actor 2 and Actor 3 prepare the brochure and check it with presenter 1. All of the actors prepare the stand. Everyone takes part in the role-play: two as activists and one as a EuroMed multiplier. Later, all of them will act as multipliers.

The presentation was divided into two parts. Initially the presentation took place at a 'festival', where the actors had a stand and mixed with the crowds visiting the festival. They gave out the prepared hand outs, held discussions with individuals and made lists of names for future contact.

The second part of the presentation was held within the stand at the festival where the Euro-Med **PROGRAM** was explained in greater detail during personal discussions around a table. A video was shown at the end.



Materials distributed:

Contact List Full name	Organization	Phone number	Address	E-mail



De-briefing for the Session

The Observers and the Audience

- The audience sat in a circle.
- Role play of the actors gave information about the problems and connected them to Euro-Med, including Euro-Meds' connection to Israel and its particular needs.
- Answered realistic questions that may come up.
- Food and drinks supplied – discussions continue.
- Technical problem with the movie.
- Movie is too long.
- The later part with the audience sitting in chairs allowed more direct answering of questions and less confusion.

The Trainers

- Each group has learnt and built up from the others.
- Presentation was half an hour – good.
- Food provided should have been international.
- The video was not clear enough and its message had to be explained. It would be better to use a self explanatory video.
- Could have been nice to create a game to involve the audience.





The Reporters' Report for the Session

- Presented in a very 'marketing' way.
- Looks like only 'selling' and not enough emphasis on the ideology of the aim of Euro-Med.
- Used time well and gave good impression.
- The video was good and emphasized the aim.
- Random conversation was an effective way to get people interested.
- Able to get contact numbers and follow up.



During a field visit to Wadi Rum, the participants interviewed local people and gathered information for the presentation.

2. The second example comes from Jordan: An Information session at Wadi Rum - in a Tent

Session Preparation Sheet

TITLE	Young Women and Young Men of Wadi Rum - Information Meeting
AIM	To inform and convince the local young people about the opportunities they might get from the Euro-Med Youth Program
TARGET GROUP	Youth from Wadi Rum
MATERIAL NEEDED	Flip chart, pen, pictures, field visit in Wadi Rum, statistics from a local organization which conducts research in Wadi Rum
DESCRIPTION	A method that will be used is to show pictures of other young people, both Jordanian and other nationalities, participating in Euro-Med Youth Programs. An introduction to youth exchanges in Euro Med.
TOOL TYPES	The tools used were adopted according to the target group's ideology. They are Bedouin. Since generosity is one of their most important qualities, a tent was chosen to make the presentation. The different parts of the Euro-Med Program were connected to parts of the tent; part by part making the tent as one unit. The tent was opened for the visitor through the Euro-Med Program, welcoming him into the tent according to the Bedouin customs. Ropes and supporting columns were used in the structure of the tent, as a metaphor for the Euro-Med Program elements. The supporting columns represent: youth exchanges, EVS and support measures. Ropes were for the structures: EU Commission, National Agencies, National Coordinators and SALTO. Fire was used to represent what a youth exchange is not. These elements were connected in order to produce a simple way for our target group to understand the Euro-Med Youth Program.
DISTRIBUTION OF TASKS	Two actors will seek information about the local environment in wadi rum and how people live there. The third actor will conduct interviews with local people during a field visit to Wadi Rum.
WORKING LANGUAGE	Arabic with a Bedouin dialect



The group preparing the flip chart.

The setting was in a tent, on the roof of the hotel. Actor #1 began the session by giving facts and figures about the population of Wadi Rum.

Actor #2 took the floor, and distributed a detailed sheet of paper with statistics about Wadi Rum. He asked the audience questions, and the members of the audience replied enthusiastically.

A Flip Chart with small flags of all the E.U. and Mediterranean countries involved in Euro-Med was shown to the audience.



Actor #2 asked:

- How did we come up with this idea?
- How can we put in place the process of intercultural learning?

He proceeded to give a brief explanation of the Euro-Med Program, underlining the importance of the Conference in 1996 being held in Amman.

Actor #2 continued his presentation using the flip chart to show his audience that a house has supporting columns, and without them, it will fall down and become a ruin. The group had designed a house with columns on a flip chart. He pointed out to the public the columns and their importance. When he removed a strip from the columns, the members of the audience were able to see that it represented one of the support activities of the Euro-Med Program. He concluded his presentation by talking about SALTO and its importance as an institution.



Actor #3 took the floor to inform the public that he would brief them about the technicalities and aims of the Euro-Med Program. He told the people what Euro-Med youth exchanges are not and explained how that concept was represented by fire.

He informed the audience that they would need to have many meetings to discuss the youth exchange and spoke about how they would show people from other countries what Jordan is all about, showing that Jordan is not just about riding camels.



He talked to them about the concept of Intercultural Learning, and explained that it is what people wear, what food they cook, and how they live. He tried to convince the members of the audience

that they should go abroad to see other people's cultures too.

Actor #1 asked the audience, "Why do we accept foreigners coming here to Jordan? Why don't we also go to their countries?"

She reassured the public that they, as Jordanians, will not lose their customs, but

on the contrary will be more proud of their culture and heritage.

Actor #1 distributed a questionnaire to all the people present. It was in English and in Arabic. All the actors from the group helped the audience to fill out the following questionnaire.

Questionnaire about EURO-MED in Wadi Rum 2004

This questionnaire was prepared by: Group 5

- 1) Do you agree with the EURO-MED youth project?
Yes or No
- 2) Do you think that sending girls abroad to participate in youth exchange activities is.....?
a. Impossible
b. A good idea to increase awareness
c. A good thing, but our habits and traditions prevent it
- 3) In which Action do you prefer to participate in the EURO-MED Youth Program?
a. Youth exchange
b. Voluntary service
c. Support measures
- 4) Have you ever heard about this program?
Yes or No
- 5) Now that you know about this project, do you want to participate and why?
Yes or No
- 6) What is your experience in the youth sector?

Some of the members of the audience disagreed about the Euro-Med idea of allowing young females to go abroad. Actor #2 tried to convince them that the aim is to get together and learn from other cultures, while at the same time maintaining their own.

There was hesitation among the audience. Only one member agreed to allow females to join a youth exchange.

The group members adapted to the situation by suggesting that the young female can be accompanied by her brother for this first youth exchange.

Finally, actor #1 thanked the audience for their attention.

De-Briefing for the Session

The Observers and the Audience

- The setting was great, but it was too crowded. The audience was able to sit on pillows as the Bedouins do.
- The tools were good, but the photos of the people were too small, and not clearly visible.
- The questionnaire was not appropriate for the Bedouins.
- The information session was clear and enjoyable.
- The body language was appropriate for the Bedouin context.
- The group divided their tasks well.
- The tools were simple, but effective.

- The group was well prepared and organized.
- An important tool, the psychological tool, was used to convince
- The team was united.
- It was an enjoyable presentation.
- The tools express reality.
- Some participants came late to the presentation. Actor #1, who had already begun her presentation, should not have repeated what she said.
- Good body language and use of key words.
- The drawing on the flip chart should have had larger writing to be easier to read.
- It would have been better to ask questions instead of using the questionnaire, since most of the audience had only a basic education.

The Actors

Actor #1:

- Regarding the questionnaire: We wanted all the information documented, and we helped the members of the audience to read and understand all the questions.

Actor #2:

- Without realizing it, I would laugh, probably out of nervousness.

Actor #3:

- It was the first time I had made a presentation, and I liked it.

The Trainers

Trainer #4:

- The actors put us in the atmosphere of Wadi Rum
- The way they approached the target group to achieve their aims were appropriate.
- They involved the audience in their presentation.
- The questionnaire was a way to help the people of Wadi Rum deal with the Euro-Med Program, and to know that there will be some changes in the way procedures are done.

Trainer #3:

- Team work was smooth and easy.
- The team members did a great job addressing the target group.
- The tools used were adapted.
- The team created the atmosphere with the audience.
- There were questions from the audience; however the team managed to convince them by interacting with them.
- The actors had good solutions to obstacles presented to them by the audience.

Trainer #2:

- Excellent - The place, the situation, the actors.
- The tent was symbolic. The philosophy behind it was very clear.
- When dealing with a target group with less education, you must be very open-minded.
- The drawing on the flip chart was a good tool to speak to young boys and girls.
- This exercise is transferable to other countries.

Trainer #1:

- The situation was real; the noise, the place, the arrangement of how people were seated.
- The role of the audience was real.
- Actor #3 spoke too fast.
- Actor #2 used the local accent when he spoke. He used simple words. He spoke about the target group's fears, re-assuring them not to doubt the Program. He was interactive.

The Reporters' Report for the Session

The actors fulfilled the requirements and followed the guidelines. There was good management of time.

There was a brief of the Euro-Med Program.

There was an explanation of the value of the Program covering the 3 Euro-Med Actions, especially Action 1- youth exchange, intercultural dimension and the Thematic Priorities.

There was good adaptation of material to the presentation they were asked to do.

Their creativity was obvious through the following points:

1. Choosing the place.
2. Letting the audience feel the atmosphere.
3. Using the same accent and language of the local people of Wadi Rum.
4. Using a drawing of a tent to explain the Euro-Med Program suits the environment and the atmosphere corresponds to the aim.

The Presentation Sheet fulfilled the requirements and was clear and simple.

The teamwork was obvious in their presentation, in the tasks they distributed.

They presented their session in a real tent to be in the atmosphere and the audience sat on cushions.

The use of the flipchart to hang the drawings that they made, the questionnaire, the statistics about Wadi Rum, were effective.

The body language, the voices and the eye contact were considered and were good.

There was a very good, interesting interaction with the audience.

One of the actors asked the public for feedback through the questionnaire, which led to discussion and comments.

The actors' ideas were linked to the topic. There was continuity and a logical flow in the presentation.

The introduction was impressive; it attracted the attention of the audience.

The conclusion wasn't developed enough and it didn't sum up the points of the presentation.

The goals of the presentation were achieved at optimum level.

B. Two situations about Youth Exchange

1. The first example comes to us from Algeria : - Cultural diversity (A Youth Exchange that was actually done).

Presentation of "youth exchange"

Session preparation sheet

TITLE	Example of an exchange called "Chemins de Ghardaia, les pratiques culturelles des jeunes". (Paths to Ghardaia, cultural behaviours of young people)
AIM	To develop projects within the framework of the Euro-Med programme.
TARGET GROUP	National Agency for Youth Leisure Activities (A.N.A.L.J.).
DESCRIPTION	<p>Intro Strong attention getter. Situate the audience in the Euro-Med environment (background, process, priorities).</p> <p>Activities Presentation of the Euro-Med Programme. Presentation of Youth Exchanges; example of an exchange called "Chemins de Ghardaia, les pratiques culturelles des jeunes". ("Paths to Ghardaia, cultural behaviours of young people").</p> <p>Evaluation Oral survey</p>



Report

Actor 1 : Made the introduction and gave a short overview of the presentation. This told the audience about a youth exchange entitled “Les chemins de Ghardaia” (En route to Ghardaia) which was carried out by the APPPE, a voluntary organization dealing with heritage preservation and environment protection. The exchange took place in Ghardaia with the participation of Algeria, Italy, France, Spain, Jordan and Tunisia. There were 30 participants and it lasted 12 days in the period between 22 December 2003 and 12 January 2004.

Actor 2: Highlighted key words concerning the Euro-Med Youth Programme using a song as a pedagogical tool. The song, called “la colombe” (the dove), was written by Jean Paul Giarnada, translated by Bernard Mallet and sung by Soraya Sbiri (actor 2).

Actor 3: Presented Action “Youth Exchange” of the Euro-Med Youth Programme followed by a report on a youth exchange that took place in El Marsa (Algiers) with people from Algeria, Tunisia, The Lebanon, Portugal, Spain, Greece and France. Entitled “échange de pratiques culturelles” it dealt with diverse cultural practices and was attended by 50 participants. It lasted for 10 days in the period between 16 and 26 October 2004.

Actor 4: Presented Actions on EVS and Support Measures of the Euro-Med Youth Programme.



Debriefing

Observers’ Comments

- Creativity.
- Interactive.
- Materials didn’t correspond to the presentation sheet.
- Actor 1 spoke as a reporter

Audience Comments

- Not in control of the subject.
- Some confusion about the information concerning Actions 1 and 2 of the Euro-Med Youth Programme.
- The song was well done.

Trainers’ Comments


- Good improvement.
- Good division of the tasks.

- A good initiative (a summary of the Euro-Med Youth Programme User’s Guide), have a copy.
- Interaction at the end of the session.
- Better use of body language and voice.
- Actors did not use gestures well.
- Use of the tools was not organised.
- Work was not finished.
- Did not follow the presentation sheet.
- The song about the dove does not fit in the context of the meeting. Could be used at the end of the presentation.

Conclusion

Good presentation by the actors while the audience was passive.

2. The second example comes from Egypt: Situation to present “Youth Exchange” action to the south of Egypt.

TITLE	Info. and Training Session
AIM	Provide information about the Euro-Med Programme: How to prepare the village to develop Euro-Med projects. Provide a training session on The Environment.
TARGET GROUP	The people of a small village in Upper Egypt, who are interested in developing projects in the framework of the Euro-Med Programme. 
DESCRIPTION	Since the session will take place in Upper Egypt, we decided to use a famous figure to represent youth in the village, in order to break the ice and to facilitate dialogue. We chose Bakkar, who is a famous cartoon figure in Egypt, because he is a very popular positive figure and liked by most people. We chose to use flipcharts mainly because we wanted to tailor the presentation to fit the cartoon figure we are using and to make it more informal. <ol style="list-style-type: none"> 1. First we will introduce ourselves and explain the purpose of the visit by introducing the story of Bakkar, who decided to send the Ministry of Youth a letter to express his wish to travel to see different parts of the world and learn to help his villagers be committed to environmental issues. (Kareem) 2. Next we will explain the purpose of the session (IDLE). (Nadia) 3. The values and objectives of the youth programme will be explained on a flip chart. 4. A brief description will be given about the three Actions mainly by giving a concrete example about a definite project in the environmental field. 5. By playing a game we will try to provide an intercultural dimension to the session. The audience will try to guess the countries whose pictures will be presented to them in a power point slide-show.

.../...

TITLE	Info. and Training Session
DESCRIPTION	<p>6. We will attempt next to provide an interactive exercise focusing around the environmental issue. We will draw a line on the floor and ask all the audience to stand on this line. Some statements will be read to the audience and they will be asked to move to either side of the line; to the right if they agree with the statements and to the left if they don't agree. They can change places if they are convinced by the arguments of the other group.</p> <p>7. Afterwards the audience will be given a chance to ask questions that were not answered in the presentation.</p> <p>8. The last part will be the evaluation which will be accomplished through a flipchart. The audience will be asked to write what they liked, what they didn't like and what's next?</p>
MATERIAL NEEDED	9 flip charts – data show- post-its (3 different colours) - a tool to represent a line on the floor.
FURTHER SOURCES	User's Guide Final report of "Seminar to Design a Training Module in Techniques of Local Environment Discovery" Euro-Med Training Box (How to develop a training course for beginners).
TOOL TYPES	9 flip charts, Picture slide show of different Euro-Med countries, "Yes and No Game"
TOOL TOPICS	Introductory Flip charts with Bakkar. One flip chart for the objectives of this training session. One flip chart for the philosophy of the Programme. 4 flip charts to explain the three Actions. 1 flip chart for the expectations. 1 flip chart for the evaluations. General statements printed on A4 paper. One power point slide-show showing photos from 12 different Euro-Med countries.

- very creative
- too many tools but well used
- good Salto tools
- solidarity of the team
- good & visible method of evaluation
- where is the training?
- adaptation on working on Friday
- audience lost 15 min by being late
- don't talk about action 5: Support Measures
- use easy photos
- expectations in the beginning immediately after presenting the programme
- evaluation should be more dynamic
- monotonous speech

The Reporter's Report for the Session

They began by explaining the main situation. Then they introduced themselves as volunteers and Euro-Med multipliers. Actor 1 read a letter sent from BAKKAR, a famous Egyptian cartoon character, requesting some things.

Then he introduced the aim of their session

1. Information
2. Discussion
3. Learning
4. Evaluation

Then they clarified the philosophy of the Program.

1. Facilitate joint Actions
2. Accept yourself and others
3. Acquire knowledge about others
4. Understand.
5. Exchange

Youth Exchanges

Theme: Together for a better environment

Duration: 10 days (min 6 - max 21)

Participants: 32 (min 15 - max 60)

Partners: 8 (min 4,2EU + 2MED)

Funding rules: 70% travel cost

- 100% accommodation
- 100% visas and insurance
- Preparation cost 480 Euro

European Voluntary Service

What is EVS?

Bakkar was an EVS volunteer for 8 months. He participated in a campaign to protect forests in Germany.

When Bakkar returned he invited a friend of his from Spain to join an EVS action.

This was followed by a discussion on the rights and responsibilities of EVS volunteers.

Support measures

It's a package of possibilities to assist the development of Actions 1 and 2. There are 8 different types of Action 5 and they gave a brief description.

De-Briefing

Observers and Audience's comments

Reporter 1

- Perfect presentation
- Good body language
- Games draw attention
- Team work and cooperation
- Fast.....

Reporter 2

- Smart use of behaviour
- Convert the session to continuous story
- Creative members of the team
- Different ways of presentations

Reporter 3

- The same as the others

Audience

- Clear and visible way to present the questions

- Stating expectations at the beginning to meet them during the presentation

Trainers' comments

Trainer 1

- Bakkar is a successful tool as he is very famous in Egypt
- The game was good as the audience were motivated
- Good knowledge about Upper Egypt
- Very fast reactions
- No free space for analysis
- Time management was good

Trainer 2

- Cooperation between team was good
- Solidarity, honesty and freedom

Trainer 3

- good preparation
- good control

A Game:

Slides of different places all over the world were shown. The first member of the audience to give the correct answer received an immediate gift in the form of candies and chocolate.

Then expectations of the audience about:

1. What do you want to learn?
2. What do you want to avoid?
3. What do you want to contribute?

They then asked all the audience to write their answers on post-its which they stuck on a flip chart. Then they read them aloud. Culture shock was among the fears expressed by the audience.



They started the environmental session by asking the audience to stand in a row on a line on the floor. They asked questions and those who agreed had to move to one side. Those who disagreed moved to the opposite side.

Evaluation and follow up:

- What I liked?
- What I didn't like?
- What is next?

C. Two situations of EVS:

1. The first situation is from Tunisia: EVS, Active participation and citizenship

Description of situation:

MATMATA is in the northern part of the Djefara. The Djebalia have worked wonders to adapt their agricultural economy to the natural habitat but it is a constant struggle. They mainly grow cereals. In the past the population lived together in villages perched

on hillsides for purposes of defense; as in the collective grain stores (gasr) with many cells for provisions (ghorfa). However, some of the inhabitants have been relocated in new MATMATA a few kilometers away from the old village. Given the local situation (minorities), we decided to organize a contact making seminar in MATMATA on the theme: minority regional identities and their integration in the program countries within the Euro-Mediterranean area.

Preparation Sheet

OBJECTIVE	<ul style="list-style-type: none"> - Integration of minorities in the Euro-Mediterranean Program - Create partnerships - Discover the cultural diversity of the region - Develop values of solidarity and tolerance
AIM	You are organizing a contact making seminar in Matmata on the Euro-Med Youth Program. Your aim is to develop projects on the theme of minority regional identities and their integration in the program countries within the Euro-Mediterranean area.
TARGET GROUP	Youth workers, youth leaders, trainers and project managers, young people.
MATERIAL NEEDED	- Map, flipcharts, marker pens
DESCRIPTION	<p>Abdallah starts the session Abdallah presents the pedagogical games Jalel takes over: clue games Participants are split into two subgroups to carry out the Euro-Med youth projects. (Omar, Jalel and Abdallah are facilitators) A representative from each group presents the project helped by Omar The group carries out an auto evaluation of the projects led by Jalel, Omar and Abdallah Evaluation of the session by Abdallah The Mayor of Matmata closes the seminar.</p>
TYPE OF TOOLS	CD made by SALTO Euro-Med, User's guide, Map of Tunisia, Tourist brochures, Internet
DISTRIBUTION OF TASKS/ ROLE GIVEN TO AUDIENCE	Twenty minutes for each group of minorities coming from different nationality participating countries (Algerian, Tunisian, French, Spanish)
WORKING LANGUAGE	French

The seminar was officially opened by the Town Hall of Matmata.

Abdallah presented the four minorities coming from different countries – Algeria, Tunisia, Spain and France. Then, to define the key words chosen from the Euro-Med Youth Program, Abdallah proposed a game

which was to find the key words given to the audience.

The key words were: Euro-Med, activity, Action, volunteering.

Then Jalel explained the way of working. To do this, he divided the group into two subgroups. He asked them to write the key

words used in the room and to set up a project in accordance with the words, with the help of the facilitator. Then the two groups presented their work, which was very realistic.

The participants from the two groups then discussed the projects which gave them the opportunity to exchange their ideas. The themes chosen by the two groups corresponded to the seminar and it was noted that the participants were actively involved in leading the seminar. According to the audience evaluation, the majority were satisfied with the work done and felt that it was appropriate for the context. The audience noted that the leaders had made good use of the space and of the tools chosen.

In the trainers' evaluation, it was noted that the room was well adapted to the seminar, the tools were appropriate and the interaction between the audience and the leaders was good. The leaders were facilitators which showed progress in terms of assimilation.

Concerning the negative points, the trainers suggested that the leaders should improve their time management and change the presentation sheets as these did not correspond to what was presented. In general they did a good job.

Responsibilities of the partners

Sending organization:

- Preparation for EVS.
- Contact with the volunteer during the EVS period.
- Evaluation and follow up of the volunteer after EVS.
- Help the volunteer to get a visa and insurance.

Host organization:

- Explain tasks to the volunteer and help them fit into the local community.
- Support throughout the stay.
- Language training.
- Accommodation, food and transport.

The volunteer:

- Give their time and energy to a project that will benefit the local community.
- Responsible for carrying out the practical tasks assigned to them.

2. Situation 2 for EVS is from Egypt – On arrival training for volunteers and preparation to attend a CMS

Preparation Sheet

TITLE	Give me 5
AIM	Organize an "On Arrival Training Session" for volunteers and prepare them to attend a Contact Making Seminar
TARGET GROUP	EVS volunteers – 5 European volunteers of different nationalities.
DESCRIPTION	<p>+ On Arrival Training Session</p> <p>Actor 1 welcomes the new volunteers to the country and to the organization. Then he introduces the trainers and their role for the next 5 days and also explains what will happen in the next hour.</p> <p>Actor 2 gives a welcome package to the volunteers that contains useful info for them (Country info like weather, currency, transportation, maps, areas of entertainment, etc.), a training schedule, a brochure about the organization and another one about the project that the volunteers are involved in. (5 min)</p> <p>Objective: Determine the situation, who we are and who the target group is.</p> <p>+ Ice breaking games: the main aim is to welcome them and let them get to know each other and their cultural backgrounds, at the same time trying to build team work among them that will help them in achieving their role during the project.</p> <ul style="list-style-type: none"> • Catch my name: Make a circle including volunteers and trainers. Let everyone introduce themselves and their country. Then each person is supposed to throw some thing (could be a paper/marker) to another person in the circle and say that person's name. Then the rhythm of the game is speeded up by putting many things to be thrown at the same time, first keeping the original order and then reversing the order to make all of them know each others' names. (time : 10 min) • Knot a knot: each volunteer has to tie one leg to his colleague's leg so that everyone's legs are tied. Then the facilitator asks them to perform a task while they are tied. (time: 10 min) <p>+ Training schedule presentation:</p> <p>Actor 2 goes through the training schedule explaining the aims and objectives of the training course and clarifying facilities offered for the volunteers.</p> <p>Throughout the presentation, the trainer emphasizes certain points like the theme of each day, paying particular attention to the Contact Making Seminar that the organization will attend and stressing the preparation session and the importance for them to be prepared for it. (10 min)</p> <p>Objective: understand the theme of the training course. Stress the importance of the Contact Making Seminar that the volunteers will participate in.</p> <p>+ Exercise to brief volunteers on the Euro-Med Youth Program (the 3 Actions, intercultural dimension, thematic priorities). Actor 1 makes charts for the 3 Actions, the thematic priorities and the aims of the program. Only headings are written as the rest will be written on post-its.</p> <p>Then, actor 1 mixes up the post-its and asks the participants to reorganize them correctly.</p> <p>After that actor 3 asks each volunteer to read some out and comment about the points made, especially on the Contact Making Seminar objectives and the role of the volunteers.</p>
DESCRIPTION	

.../...

TITLE	Give me 5
DESCRIPTION	Objective of this exercise: Introduce the program in an interesting way, get the volunteers to participate and help each other in case some of them are not fully aware of the program. Clarify what the Contact Making Seminar involves and explain its objectives. (15 min) + Country Orientation presentation: One of the trainers presents the country in a funny way, imitating another nationality's point of view on a first visit to the country. He includes some comic situations and gives information about the country while telling the story. (10 min) Objective: make the volunteer feel the experience and the common stereotypes that they might face. Fun and remove stress but at the same time give an introduction for orientation.
MATERIAL NEEDED	Charts, handouts, post-its, markers, computer and data show, welcome package
FURTHER SOURCES	SALTO-Youth web site, User's Guide, SIS. gov. eg web site, Masrwy. com website
TOOL TYPES	Icebreaking games, presentation, exercise, imitation, flip charts.
TOOL TOPICS	To create a welcoming and friendly environment, brief volunteers about the Euro-Med Program and provide orientation. Present the training schedule.

De-Briefing for the Session

Observers and Audience's comments

Observer 1

Positive:

- There was a good introduction.
- Team was confident.
- Titles for every day.
- Training method for the country presentation was perfect.

Negative:

- Actors did the introduction of the organization before the training schedule.
- Too much time spent explaining the Euro-Med Actions.
- Actors didn't allow audience to express their expectations, aims and fears.
- No timing in the schedule.

Observer 2

Positive:

- Actors were self confident.
- Good way of organizing the group.
- Country presentation was good.

Negative:

- The actors were acting with the volunteers and didn't pay attention to the audience.
- Long time spent explaining the Actions.

Observer 3

Positive:

- Time management was good for the group.
- Presentation was perfect.
- Ice breaking games were good.
- Orientation of the country as a foreign experience was good.

Negative:

- Couldn't control the mobiles.
- The game took 20 min though the actor said it would take just 10 min.
- Actors didn't control the questions.

The Audience

- Presentation, introduction and back ground of Egypt were perfect.
- Sometimes the moves of some actors were too quick during the country presentation, which disturbed the attention of the audience.
- Volunteers were expecting more questions on their accommodation.
- The mentor didn't participate in the activities.
- The audience felt a bit bored during the presentation.
- The training schedule was good.

Actors' comments

- They talked about the role of the mentor and explained that he/she shouldn't participate at this point in the orientations. His/her role will begin at the start of the program.
- They mentioned that the fears and expectations would be dealt with in a later session.
- The Contact Making Seminar - which would take place later during the program - was mentioned twice.

Trainers' comments

Trainer 1

- Improvement on what the group had done before.
- Presentation was good, dynamic with a good situation.
- Choosing the audience participation is the decision of the actors.
- Program presentation was too long.
- It would have been better to spend more time on the Contact Making Seminar.
- Good knowledge of the program.
- Actors were calm.
- Make the training schedule clearer.
- On the arrival day, the ice breaking was good; it set up the team spirit.

Trainer 2

- The actors were concentrating more on the volunteers and didn't involve the audience, which is not good.
- Body language and acting were great.
- It is good that the actors explained that the program would include a session for the language facilitator.

Trainer 3

Positive points:

- The actors did a lot of work.
- Good tools used.
- Good team work.
- Good time management.
- Good presentation structure.

Negative points:

- A lot of the presentation was passive and did not involve the audience.
- The circle exercise was not dynamic.
- No summary at the end.
- Actors should be cautious when dealing with some topics, like the presentation of Egypt in an Italian way.
- Some topics were missing, such as sending the group to have the Contact Making Seminar session.

Trainer 4

- Good socialization.
- The actors didn't identify who they were and what the role of the mentor was.



- The actors didn't share practice or exercises with the audience.
- The actors should go over the hopes and fears at the beginning.
- The country presentation was good, covering the negative points that the volunteer could find here.
- Summarizing.
- There were different tones from the actors

The Reporters' Report for the Session

The actors started on time.

The actors introduced the **“On Arrival Training Course”** with a brief presentation of the training course and then each actor introduced himself.

The actors introduced the mentor for the volunteers. They also introduced the organization and the main activities. Then actor 1 discussed the welcome package contents (country info, maps, training schedule, brochure about the org & program, etc.).

After that, actor 3 gave a quick road map for this training session: welcome, ice breaking, training schedule and country orientation.

Ice Breaking Games. The actor introduced two games as follows:

- The first was a game with all the volunteers to introduce their names, countries and something each one likes.
- The second game involved tying a rope around every two participants' legs and getting them all to move together while the actor counted to ten. The aim is to move together without falling down, indicating the team spirit and team work within the group.

Actor 2 introduced the training schedule in detail as follows:

- First day: welcome day (arrival, hopes and fears)
- Second day: orientation (history visit, culture of each country)
- Third day: time to work (visit to org, meet heads, work)

- Fourth day: field trips (visit to rural area, culture night)
- Fifth day: evaluation & feedback (preparation for attending the Contact Making Seminar)

One volunteer asked about the preparation for the hotel of each country. Another asked about his fears concerning food and another one asked about the place of working.

The actors did an exercise on the Euro-Med Youth Program. They fixed a list on the wall with empty spaces in which to stick post-its reflecting the items listed below:

Aims & Thematic Priorities

- Youth Exchange
- EVS
- Support Measures

The actors performed a dialogue with the volunteers about all the above subjects.

The volunteers asked about topics such as minorities, women's activities, etc.

Actor 1 gave a presentation of the country in an Italian accent, covering his experience as a tourist in Egypt. The group finished 5 minutes ahead of time.

D. Four general situations on “Support measures”

1. The first situation is from Israel: How “Support measures” can be used to support NGOs, Active citizenship and Democracy

Preparation Sheet

TITLE	“Community Service for Community Living”
AIMS	To give a general description of “Support measures”. To show how “Support measures” can be used to support “Youth Exchanges” and “EVS” projects. To show how “Support measures” can be used to strengthen quality organization through informal learning overseas. To decide which features of “Support measures” would be suitable for fulfilling the goals of the voluntary organization whilst achieving the aims in the framework of the Euro-Med program. To decide which members of the voluntary organization will be responsible for the project. To decide when this project activity will start. To agree a time and a place to hold a working meeting with the person who will be responsible for the project application.
TARGET GROUP	The executive committee of the Ben Gurion University Service Center. General Director – Batsheva Levi Centers' Director of Education – Kiko Neighborhood Center Director - Renan Treasurer of University – Mochles Hamsi
MATERIAL NEEDED	Power point display of “Support measures”. Written outline of “Support measures” activities. Description of voluntary organization. Display of photos of past “Support measures” activities. Funding regulations of Euro-Med “Support measures” with a list of contact names. Copies of “Support measures” application forms.



TITLE	“Community Service for Community Living”
DESCRIPTION	<ul style="list-style-type: none"> * Introduction (aim of meeting and presentation of points of discussions) * Presentation of “Support measures”. * Our recommendations of suitable activities. * Questions and answers. * Decision-making, including who will be responsible for the organization for the project. * Coordination of meeting with person responsible.
TOOL TYPES	User’s Guide 2005 * Euro-Med Israel’s summary of “Support measures” activities. Euro-Med/SALTO visual display of “Support measures”. Photo presentation of past “Support measures”. European Commission’s description brochure. SALTO’TEMM Training for Euro-Med Multipliers report from Jordan, 2003
DESCRIPTION OF TASKS	<ol style="list-style-type: none"> 1. Together we built a timetable to meet the deadline given to present the project, including tasks and breaks. 2. A general discussion was held on “Support measures”, its purpose and advantages. This was done on the basis of “Support measures” in the User’s Guide. 3. Actor 1 searched the internet to find information on the Community Center 4. Together it was decided what materials would be presented and given. Actor 2 photocopied the necessary material to be given to the executive committee. Actor 3 prepared the necessary multi media displays. General discussion was held on how to make the presentation and who will be responsible for different parts of the presentation. 5. All materials were prepared for the presentation and organized in folders. 6. This paper was filled in. 7. Two “real” trials of the presentation were made with role-playing, computer, projector, etc.
WORKING LANGUAGE	English and Hebrew.

Initially printed material was distributed.
 An introduction of the presenters (actors) and their organization was given.
 This was followed by a verbal description of all “support measures” possibilities, backed up by a slide show emphasizing each point.



Recommendations were given as to which “Support measures” the actors felt were suitable for the audience. This was followed by a question and answer session.

Handouts:

Materials distributed:

1st page

Itinerary

Between: Ben Gurion University Community Service Center and Euro-Med Multipliers of the South
 Place: Ben Gurion University
 Time: 8.30 13/07/2005

Agenda

Introduction
 Presentation of “support measures”
 Questions and Answers
 Decision to be made:
 “support measures”: Yes/No
 * Which activities to apply for
 * Who will be responsible for the project from the center?
 * Conclusion and setting of date for next meeting (with project leader).
 Thank you

2nd page

Contacts

Director Euro-Med Israel
 David Kraus 0544557007
 Multipliers of the South
 Actor 1 0523912048
 Actor 2 0547919307
 Actor 3 0544626944
 Interesting Web Sites:
 European Youth Program
www.europa.eu.int
 SALTO Euro-Med
www.salto-youth.net/euromed
 Euro-Med Platform
www.euromedp.org
 Euro-Med Israel
www.youthex.co.il

De-Briefing for the Session

Observers and Audience’s comments

- The Room was organized with necessary files on tables for each member of audience.
- Audience was given a few minutes to go through the files.
- An introduction was given introducing the actors and their organization and thanking the audience for their invitation.
- A description was given for “support measures” supported by a slide show.
- Two of the “support measures” were recommended to the audience followed by more detailed analysis of these choices.
- This was followed by a question and answer session.
- Decision for a further meeting was made with designated representatives from the audience and the actors.

Trainers’ comments

- The room was well organized and the presentation was good.
- The conclusion was too aggressive in the attempt to achieve results and decisions.
- The CD presentation (slide show) was old and has some outdated information.
- Should have used more examples of the different types of “support measures”.



- More emphasis on personal experience and personal examples.
- Could have made better attempt to get more active involvement of the audience.

The Reporters’ Report for the Session

- The presentation was well prepared and presented.
- Wanted to come to decisions too quickly and quite aggressively.
- Presentation of “support measures” and all its points was well done, especially the use of personal example and experience (the presenter had already been to Action 5 programs).



- The reasoning behind the Action 5 recommended was not convincing.
- Pushing to get a decision was not effective.

2. Our second example comes from Lebanon, the land of the cedar: training for Intercultural learning for the ministry of Youth & Sports

Preparation Sheet

OBJECTIVE	Make the jury aware of the importance of intercultural training. Present the objectives and the program of the training course. Give an example of the method of work during the training session.
MATERIAL	Computer and LCD Overhead projector Flipchart, table and markers
ARRANGEMENT OF THE PARTICIPANTS	
DURATION	1 hour
TARGET GROUP	Ministry of Youth and Sports
METHODOLOGY	Presentation of the Program PowerPoint presentation and overhead projector Live an activity of the training program
PROGRAM	Introduction (5 min) 1.2. Explanation on: (5 min) * Motivation * The reason for the training * Benefit at the level of the participants and at the local level 2.2. Powerpoint Presentation: (15 min) * Objectives * Beneficiaries * The program and its three axes 3.3. Activity of the program: * Explanation * Work * Synthesis
TOOLS / REFERENCES	T-kit: Intercultural learning Track down: Education in human rights Trainers’ tools Techniques of animation guide CD, Algeria Internet, www.google.com

De-Briefing for the Session

Observers and Audience’s comments

- Clear objective.
- Varied and good use of material.
- Game (Set) lacked organization, however.
- The example of the cow is not an example of prejudice.
- The theme “Peace Education” is dangerous.

Trainers’ comments

- Explicit explanation / no loss of control.
- Good mastery of the subject.
- Good distribution of the tasks.
- The program of the training session was not clear: was it about training for intercultural awareness or for peace?
- The game (set) is not bad: but can we make State civil servants participate in a similar game (set)?
- Good preparation sheet.
- Good distinction between operational, general and training objectives.
- The title of the project should appear on the program.
- Put the names of the speakers and the number of the overview on the preparation sheet.

The Reporters’ Report for the Session

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

The idea was to make the jury aware of the importance of intercultural training; to present objectives and the logic of the training

course and, finally, to give an example of the method of work.

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

The PowerPoint presentation entitled “The Voice of Peace” underlined three objectives of the training course: work to develop a common concept of peace, develop the capacities to be able to defuse potential situations of conflict and have a better understanding of conflicts.

The idea was illustrated by an exercise on prejudices (exercise of the cow), showing how prejudices cause conflicts and raising the problem of tolerance. The team then proposed four working axes: create a group dynamic; put theory into practice; create and promote the intercultural dimension.

The training program was divided into two parts, one theoretical and the other practical with four groups of six people who had to draw up projects related to the subject. The projects could later be used in applications to the Commission.

The group then had discussions where questions were put forward. Afterwards, the team led an exercise to develop skills in taking a position; review the subjects concerning education for peace; undertake a process of common reflection. Two subjects were approached in this exercise:

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

The exercise stimulated an active and dynamic atmosphere. The team closed with a summary of the session.



3. The third example is from Morocco : A Seminar

TITLE	A group of teachers has asked us to help them organize a seminar on the theme “the role of languages and dialects in intercultural learning and the place of minorities in the framework of the Euro-Med Youth Program”.
AIM	<ul style="list-style-type: none"> - Give the group of teachers information about the Euro-Med Youth Program. - Focus on “Support measures” of the program (activity 5). Help the group to set up a seminar, respecting the priority themes of the program
TARGET GROUP	Groups of teachers (Tachinouite Voluntary Organization)
DESCRIPTION	Presentation of the team Information game Presentation of the Euro-Med Youth Program “Support measures” –activity 5 <ul style="list-style-type: none"> • How to draw up a funding application • Method of funding Energizer Questions /answers
MATERIAL NEEDED	Data Projection Computers Flip-charts, marker pens
FURTHER SOURCES	
TOOL TYPES	T-Kits : Intercultural Learning Euro-Med training box Users’ Guide CD STEP IN, Algeria CD STEP TO, Portugal



Youth Exchange



The actor explaining to the group

4. Our fourth example is from Palestine – Present “Support Measures” In the ministry of Youth in Palestine

AIM	To present “Support Measures” of the Euro-Med Youth Program for the Ministry of Youth in Palestine.
TARGET GROUP	Officials in the Ministry of Youth in Palestine.
MATERIAL NEEDED	Flip chart, colored pens, lots of colored paper, glue and statistics about the program.
DESCRIPTION	The Euro-Med Youth Program will be presented in the form of a train with special focus on “Support measures”. The objectives and details of the program will be illustrated through cardboard signs that will be displayed around the “hand made” train. The 5 thematic priorities will also be displayed in the same way.
TOOL TYPES	The tools used were adopted to make the most of the train made by the group to illustrate the different Actions. The hand luggage of the passengers in the train represented the different activities of “Support measures”, such as Study visit, Job Shadowing, Seminar, Contact Making Seminar, Training and so on. These elements were connected in order to produce a simple way for our target group to understand the Euro-Med Youth Program.
DISTRIBUTION OF TASKS	Two actors will seek information about the Euro-Med Youth Program while the third prepares the train and the flipcharts.
WORKING LANGUAGE	Arabic



The train made by the group in its first form: Each carriage illustrates one Action.

The carriage of “support measures” is bigger than any other carriage as it will carry all the luggage (i.e. the different activities of “support measures”).

The train is made of cardboard and colored paper and was designed by the group.



The train in its final form with the station representing the Youth Policy plan – the aims and objectives of the Euro-Med Youth Program on one side, the thematic priorities on the other side. All the details of the deadlines and the funding are also explained through colored papers on the ground. Notice also that the carriage of “support measures” is now filled with different bags or luggage. Each bag has a name, one is called: Contact Making Seminar, another is called Job Shadowing, a third is called Training Course and so on.

The Trainers

The session was highly appreciated by the trainers due to the obviously original idea for representing “Support measures”.



Passengers going to the train with their Study Visit luggage.

E. Two training courses on each “Support measures” thematic:

You will find two examples for each of the five thematic priorities of the Euro-Med Youth Program.

1st theme: Minority

1. We have 2 examples on Minorities. The first one is from Egypt: Minorities in lower Egypt

TITLE	Euro-Med Youth Program & Minorities in Lower Egypt
AIM	Information Session presenting the Euro-Med Youth Program, focusing on minorities as one of the thematic priorities of the Program
TARGET GROUP	Decision makers & stake holders of different urban cities
DESCRIPTION	<p>A Welcome Note will be distributed to the attendees of the session</p> <p>Presentation of the Youth Program :</p> <ul style="list-style-type: none"> • Topics: Introduction to the program, its objectives, priorities & its three Actions “Youth Exchange”, “EVS”, “Support Measures” • Aim: introduction to Euro-Med Youth Program • Details: Actor 1 will present the definition of the Youth Program; Actor 2 will present the objectives & the theoretical priorities of the Euro-Med Youth Program; Actor 3 will present how to participate & the philosophy of the Euro-Med Youth Program; Actor 2 will introduce the three Actions. • Actor 3 will introduce “Youth Exchange”; Actor 1 will present “Youth Exchange” in the form of a dialogue answering Actor 2’s questions on “Youth Exchange” • Actor 2 will introduce “EVS”; Actor 3 will present “EVS” in the form of a dialogue answering Actor 1’s questions on “EVS” • Actor 1 will introduce “support measures”; Actor 2 will present “support measures” in the form of a dialogue answering Actor 3’s questions on “support measures” <p>Highlight on minorities in Egypt: “Approximately 3% of Egyptians belong to minority groups. Minorities include small communities of Armenians and Greeks, principally in the cities of Cairo and Alexandria; groups of Berber origin in the oases of the Western Desert; and Greeks, living in cities in Lower Egypt. The Arabic speaking Bedouins (nomads) in the Western and Eastern Deserts and the Sinai Peninsula constitute the principal cultural minority. Several hundred Europeans, mostly Italians and French, also live in Egypt.”</p> <p>Simulation exercise: “The onion game” developing the theme: AIM: focusing on the important role of communication to find common ground between minority & majority groups (inclusion) GROUP: from 10 to 40 MATERIAL NEEDED: 3 pieces of paper stuck to the mouths of 3 participants. Written on each one of them is an example for minorities in EGYPT 1st paper Armenians, Greeks, Berber, Bedouin, Nubians 2nd paper less educated people 3rd paper women</p> <p>DESCRIPTION: Participants form 2 circles equal in number with one circle inside the other and participants facing each other. The game starts with each couple of participants talking to each other to find anything common between them e.g. a song, a poem, a tradition. However, the three with papers on their mouths are not allowed to talk. All the participants then move to face the person on the right until they have passed through all the participants in the circle. After this game all the participants will be asked who couldn’t communicate & understand each other. CONCLUSION: All the participants will understand each other & find something in common except the three with papers on their mouth which simulates the barriers & the differences between the minority & the majority. These barriers are the ones which the Euro-Med Program acts upon.</p>
MATERIAL NEEDED	Computer & data show, post-its on the mouth
FURTHER SOURCES	T-KIT for intercultural learning, User’s Guide, internet, U.S. Library of Congress
TOOL TYPES	Presentation, PowerPoint, simulation exercise
TOOL TOPICS	Prepare location; make welcome note; presentation on Youth Program, Youth Actions & the philosophy focusing on minorities; simulation exercise on the theme.

De-Briefing for the Session

Observers and Audience's comments

The good items:

- The body language was good.
- They created a nice atmosphere.
- The session was not boring.
- The room was very well prepared.
- The sense of creativity appeared in the game.
- The tools used: The data show with the power point.

The negative items:

- The vision was blocked during the session when actor 1 was moving a lot in front of the data show.
- They gave a task to the coordinator which was not covered.
- They used only 9 members of the audience and didn't explain the meaning of the game to the others, so some people felt bored.
- They didn't introduce themselves or even the place they were in which caused some misunderstanding for the audience.
- They didn't manage the time well; they ended the session in 1½ an hour.
- They focused on the information of Euro-Med, not on the methodology "how to transfer the idea to the audience".

The Trainers' comments

- Comment on time management & the team finishing earlier.
- No definition for minorities.
- The exercise did not give all the audience a chance to participate.
- Needed to have an added value for the session - not only technicalities, but also the philosophy of the Euro-Med Program.
- The team forgot to mention where we were, the reason for this session and why we were there.
- The audience themselves didn't play their role and act as stakeholders.
- Using the dialogue method was good.
- It was not really appropriate to use this exercise with stakeholders.
- For a presentation, you either comment or say something not written. You should not read what is written on the screen.

The Reporters' Report for the Session

The room was arranged and prepared in a good way; there were specific places for the observers, team, reporters and audience.

The session began on time.

A welcome note was distributed to the attendees of the session.

The presentation sheet was available to everybody.

They controlled some natural rules by attaching notes on the wall saying: "Please switch off your mobiles", "No smoking".

Euro-Med Program presentation:

- Tool: power point presentation, computer, data show.
- Responsibilities were divided between them; presenting the objectives of the program, the thematic priorities, "Youth Exchange", "EVS", "Support Measures" and how to obtain the application form from the National Coordinator's office.

Exercises: "The onion game". After actor 1 defined minorities, actor 2 put the post-its with the labels on their mouths. They were

asked to find something in common with each other. This process was done two by two at the same time. Three participants were left unable to talk.

All players commented that they could not communicate with the people holding the label of minorities as they weren't allowed to talk or even communicate.

Actor 1 asked the rest of the audience what they understood & asked for their comments.

Actor 3 asked players to give their comments & say what they thought about the communication with the people representing the minorities. Then a conclusion was made and the subject was opened for discussion.

2. The second example for Minorities is from Jordan: Minorities and EVS for those with fewer opportunities

Preparation Sheet

TITLE	European Voluntary Service (EVS) Information Meeting
AIMS	To encourage young people with fewer opportunities to learn about the EVS Project to help them integrate into society.
TARGET GROUP	Young people from the SOS Village, aged between 18 and 25
MATERIAL NEEDED	Data Show, map, flash cards, flip chart
DESCRIPTION	The information meeting will begin with a 5-minute introduction on EURO-MED, to be followed by a 5-minute exercise, and then a 15-minute PowerPoint presentation about EVS. The audience will be given the chance to ask questions after the presentation. It will be followed by an interview with a volunteer for 20 minutes. A test game regarding the EVS will be done for 10 minutes. The meeting will end with a wrapping up.
TOOL TYPES	<ul style="list-style-type: none"> • PowerPoint Presentation • Interview with a volunteer • Two exercises: one with a map, the other with flip chart and flash cards
DISTRIBUTION OF WORK	<ul style="list-style-type: none"> • Introduction presented by Actor #1 • Map exercise organized and presented by Actor #2 • Presentation organized by Actors #3 and #1, but presented by Actor #3 • An interview with a volunteer carried out by Actor #1 • Quiz game (True/False in EVS) organized and presented by Actor #4 • Wrapping up by Actor #1

Actor #1 gave an introduction and explained to the audience who they are. She proceeded to brief them about the Euro-Med Program. She said that for every project there are aims and objectives.

The aims are

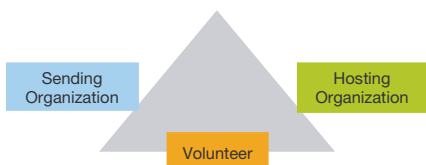
- To integrate
- Provide mutual understanding
- Increase the importance of youth organizations

Actor #2 led an activity using a map of the world to refresh the audience's memory of which countries are represented in the Euro-Med Program. She asked the members of the audience to put different colored pins (red for E.U. and green for Meda countries) on the relevant countries.

Actor #3 talked about what an EVS project is. She asked the audience questions and gave explanations when needed. The actor asked the audience to share their own experiences in Euro-Med projects, specifically Action 1. She repeated key words to confirm and/or emphasize her message.

Following her introduction to EVS, the actor gave a PowerPoint presentation entitled, "Why Take Part in EVS?" The criteria for taking part in EVS were explained. The role of the three partners (the Sending Organization, the Hosting Organization and the Volunteer) was presented.

Below is the illustration she used.



There were comments from the audience during her presentation:

- We can have many advantages from the two activities. We can exchange information, and have bi-lateral relations.
- For EVS, the volunteer can see my culture through my everyday life, and I can also see his culture.
- EVS can encourage social integration.
- When I return to my country after being a volunteer, I will have more information than before I left.

Actor #3 told the audience that it is not necessary to find so many things in common with another culture. But instead, we can find ways to communicate with other people from different cultures.

Finally, actor #3 summarized her points about EVS, thanked the audience for the invitation to give them a presentation and passed over to the next speaker.

Actor #1 re-took the floor, and began by telling a story about Swiss chocolate. Then

she introduced their guest: a volunteer from Italy.

The volunteer is doing EVS, and shared her experiences with the audience. She has so far been in Aqaba for one month, and has six more to go. She is living with a Jordanian family, which has given her the chance to know more about the culture and the people.

Actor #1 began by asking the volunteer a few questions.

1. What did you expect before you came here?
2. What do you think of the EVS Program?
3. What could you tell the young people here?
4. Would you recommend to them to do EVS?

The volunteer replied by saying that the EVS experience makes one richer. The person learns about how to work in a certain field, but more importantly, the person learns about another culture.



An interview with a volunteer from Italy

- What's your name?
- Where do you come from?

- How did you find out about EVS?
- Why did you apply to volunteer?
- When did you start your volunteer work in Jordan?
- Where are you volunteering?
- What did you know about Jordan? Did you find it the same way you thought it would be?
- What about the language? Did you take any courses?
- Can you tell us about your sending organization?
- Responsibilities (how did you they assist you)?
- What did they provide you with?
- Can you tell us about the hosting organization?
- Where do you get your allowance?
- What can you tell us about your experience as a volunteer?
- Do you advise young people to participate in the EVS program?

Two of the members of the audience asked the volunteer questions.

Q1: Can you offer any skills to the organization where you are doing EVS?

Volunteer: I didn't have any experience in this field. Living with a family brings you closer in touch. There is one week of training about each person's project within the organization.

Q2: What difficulties have you faced?

Volunteer: It is not easy to leave your own country, family, food, language. You meet, you know, you feel. There is a solution to every problem.

Actor #4 presented a True / False Exercise about EVS. She distributed two pieces of paper to each member of the audience. One piece of paper was pink for False, and the other was yellow for True. She divided the audience into two groups.

The statements and results were:

	Statements	Group A	Group B	Right Answer
1.	Nigeria is one of the Program Countries.	T	F	F
2.	Volunteers should be 18 – 25 years of age.	T	T	T
3.	The 3 Partners are: Volunteer, Organization, and Government.	T	F	T
4.	There are 14 Med and 15 E.U. countries.	T	T	F
5.	To apply to the European Commission for EVS, the dates are 1 st February to 1 st June, and 1 st June to 1 st January.	F	T	F

Actor #2 took the floor and distributed a piece of paper to everyone with the group's contact details.

Actor #1 asked the audience to summarize what they had understood about EVS. She then proceeded to summarize the EVS criteria, the aims and objectives of the Euro-Med Program. She closed the presentation by thanking the audience, and by encouraging the public to participate in the Euro-Med Program and to become a volunteer.

De-briefing for Session #3

Observers and Audience's comments

- The actors were all good, except for actor #2, who was not active. The roles should be divided equally.
- The presentation was nice and brief. It reached the aims and goals.
- The map exercise done by actor #2 was ambiguous. She should have told the participants which countries were the correct ones.
- The link between the story about chocolate and the volunteer was not clear.
- The idea to bring in an EVS volunteer was good.
- Actor #4 has a clear voice, but kept saying "Yah". Actor #1 kept saying "Okay".
- It is better to introduce the team members first instead of yourself.
- The conclusion was very good with feedback from participants that they needed.
- The PowerPoint presentation slides should have been synchronized to what the actor was saying.
- Different tools were used, such as surprises, PowerPoint presentation, games.

Actors' comments

Actor #1

- Explained the relation between the chocolate and the volunteer - it was a sweet surprise

Actor #2

- Apologized for not having introduced the countries, but felt that the audience should have known them.

Actor #3

- Apologized for the mistake regarding ages on her PowerPoint presentation

Actor #4

- Thanked the audience for the points regarding the group, and noted that all comments were correct.

Trainers' comments

Trainer #1:

- The methods used were good. The tool was the PowerPoint presentation and the example of EVS was the volunteer.

- Actor #1 spoke to the target group and had a good conclusion.
- Actor #3 was very clear in her presentation. She activated the audience. It was an open-discussion. She connected the idea of Action 1 to EVS. Actor #3 has self-confidence but was not sure about one or two points regarding the Euro-Med Program.
- Actor #4 was not clear.

Trainer #2:

- Good team work. Well organized.
- Lighting for data show needs to be considered.
- There was no feedback for actor #4's exercise.
- There was active participation from the audience because the group created the atmosphere.
- The energizer affected the atmosphere of the presentation in a positive way.

Trainer #3:

- The group answered the request and fulfilled the requirements of the presentation.
- Peer education was done by the volunteer.
- There was a good atmosphere created and the audience was interactive.
- The information was presented in a simple, clear way that the audience could understand.
- The group was on time and had an ending to conclude the presentation.

Trainer #4:

- There was no presentation form. It was not perfect.
- Take care not to evaluate how it was and what they did.
- Voices were heard today from the audience. Even though I could not understand them, they were clear.
- Perhaps the preparation group/actors should define rules for the public.
- The public knew a lot in this situation, but would they really have?
- The PowerPoint presentation, its colors, text size, technical point of view, should be used as a tool, making sure you choose the right person to spread your message.
- The weak point of the hour is that even though it was an information meeting, at some moments, it was a training course.

The Reporters' Report for the Session

Theme: Develop EVS projects to help young people with fewer opportunities of the SOS village to integrate into society.

Date: 15th October 2003

Context:

The group was requested to prepare an information session under the name of "encouraging young people to learn about EVS (European voluntary service) to help them integrate into society". The group prepared the session and presented it.

Session:

1. Introduction about the community:

An introduction about the target community was given to the audience so they could interact with the session and behave as if they were the target group.

2. Introduction about Euro-Med:

The group presented a brief introduction about Euro-Med. A flipchart was used in the introduction. A general idea about Euro-Med was shown to the audience. The introduction was made in an interactive way in which questions were asked by the actors to involve the audience in the presentation.

The methodology that was used is Trainer to Trainee in general.

An exercise was used to educate the audience about the countries where the Euro-Med program is applicable. The idea of the exercise was to put pins on a world map, the red pins were used to show the program countries and the green pins were to show the countries out of the program. The result of the exercise was not explained to the audience and their feedback was not taken into consideration. However, the audience interacted with the exercise.

3. Presentation about EVS:

A detailed PowerPoint presentation was used to educate the audience about EVS. Firstly, a definition about voluntary services was explained to the audience. Then the criteria of a successful EVS program were presented.

Good interaction was made with the audience through questions and comments from both sides. Some of the information that was presented by the actors was not accurate, e.g. the permitted age of the volunteer and information for the Youth Exchange Program was mixed with the EVS program.

The presentation lasted for 15 minutes according to the presentation sheet that was distributed by the actors. There were some technical problems with the equipment used, especially the data show. Some of the observers and audience mentioned that they could not see the screen well. However, the overall evaluation of the actors and the event was very good. Confidence was shown by the actors who carried out the presentation. Also, logistics were well handled.

4. Interview with a volunteer:

An interview was made with an Italian volunteer working in the Jordan Royal Ecological Diving Society (JREDS). Questions were put to the volunteer by the interviewer, and the questions varied from general issues to more specific ones. The audience was allowed to participate in the discussion that took place during the interview. Before the interview, an example was given by one of the actors, the main idea of which was that it's better to try by yourself than to hear from other people. However, the example was not completely understood by the audience. The overall atmosphere of the interview was good and the audience appreciated all the information they got from the discussion. The interview lasted for 20 minutes. The event was properly conducted and the time limits were met according to the presentation sheet.

5. Feedback Exercise

There was an exercise at the end of the session to measure the knowledge of the audience about the EVS program. The audience was divided into two groups. These groups were asked several questions regarding EVS and the results were illustrated on a flipchart. The majority of the participants got the right answers, which means that they had a good idea about the program. The exercise was not fully explained to the audience. It was finished within the time limits as presented in the presentation sheet.

6. Closure

A summary of the whole session was presented by one of the actors. The audience was thanked for their participation and the session was closed.

7. Conclusion

Overall, the session was interesting and informative. The time was respected and time limits were met in general. The material used was adequate to the target group. The teamwork was obvious between the actors. Logistics were well prepared, and many tools were used, such as data show, flipchart, map, flash cards, lap top and markers.

The goals of the presentation were met to a great extent.

Positive and negative comments were mentioned by the observers, especially regarding the lack of exercises, explanation and the gestures and body language of the actors. However, the overall comments were positive.

Positive and negative comments were also mentioned by the team members: e.g. an explanation of the situation should have

been handed to the audience before starting the session. It was also mentioned that the session should have been more specific and simple. The overall style and attitude was good and there was good interaction bet-

ween the audience and the actors. Also, it was mentioned that it was more a training course than an information session. At first it was well adapted but later it was less adapted to the situation.

2nd Theme: Priority of Gender

1. The first example for “Priority of Gender” is from Tunisia: Integration of girls in local society within Euro-Med

The Town Hall of Jendouba (on the NW frontier of Algeria) has asked for an information meeting for all the voluntary organizations who deal with issues concerning girls from rural environments in the region. They want to know if the Euro-Med Youth Program could serve as an additional tool to help these girls use their free time in ways that will be beneficial and educational, thus improving their employment potential.

Presentation of situation 4

Our situation is based on a study about the use of the Euro-Med Youth Program and its role in helping voluntary organizations who need to provide information to girls from rural environments about how to spend their free time educationally and usefully, with the aim of improving their employment potential.

AIM	<i>Help voluntary organizations to involve girls in educational activities that will improve their employment potential.</i>
TARGET GROUP	<i>People in charge of voluntary organizations Material used * Slide projector * Computer</i>
MATERIAL NEEDED	Flip chart, markers, computer, data show, papers and pens for participants
DESCRIPTION	To achieve our objective, we plan to hold a two day information seminar aimed at voluntary organizations who deal with girls from rural environments. The project has two parts: 1 st part: Definition of the Euro-Med Youth Programs 2 nd part: The role of the program in responding to the needs of voluntary organizations dealing with the integration or re-integration of girls in rural environments via education. Duration of seminar: 2 days

Seminar preparation sheet

Day 1	Day 2
Arrival and installation of participants	Summary of the program
Presentation of participants	Role and means used
General aims of the seminar and definition of the Euro-Med Youth Program	

General aim of the seminar

Faced with the problems of integration experienced by girls in rural environments, the Euro-Med Youth Program proposes to help those in charge of voluntary organizations to deal with these problems.

With this aim in mind, we want to organize a seminar showing what the program can do and its role in providing means and tools that can help to integrate girls into economic and social life.

Definition of the Euro-Med Youth Program

The youth program is a very useful tool for encouraging and developing a policy of co-operation in the youth field. It encompasses all young people including those who are not involved in formal education or training. Its aim is to offer a wide range of possibilities to overcome problems that make effective use of free time difficult, especially in a rural environment. It also promotes an atmosphere of creativity that can help these young people to participate in everyday life.

How can the Euro-Med Youth Program help girls in a rural environment?

In order to know the degree to which the Euro-Med Youth Program can provide additional support for girls in a rural environment, it is useful to begin by studying the conditions in which these girls live, to have an idea of the age range of the target group, their level of education and their interests.

Then come the Actions used by the program for intercultural exchange.

Girls in a rural environment encounter problems of integration, both socially and

Put a * in the box to indicate false

Answers	Action 1	
	yes	no
- Profit-making exchange activities		
- Antiracism		
- Art and culture		
- Language training		
- The environment		
- Holiday trips		

economically, as a result of certain factors in the environment such as: unemployment resulting from centralization, lower levels of education...

Actions specific to the program:

The main Actions of the Euro-Med Youth Program are: Youth Exchange, EVS and Support measures.

What are the activities that are not included in Youth Exchange?

Answer yes or no

Answers	Action 2	
	yes	no
- The sending organization must maintain contact with the volunteer and the host organization throughout the entire duration of the project.		
- The organization must not carry out an evaluation of the EVS project with the volunteer.		
- Host organizations can only ask for volunteers belonging to an ethnic or religious group or having a specific sexual orientation or political affiliation.		

Answer yes or no

Answers	Action 5	
	yes	no
- This activity allows young people to transmit their experience to others.		
- A seminar serves, in particular, as a means of exchanging experiences.		
- Youth workers can take part in support measures.		
- A study visit lasts from 3 to 8 days (not including travel).		

Report on the session

The situation is based on a study dealing with the use of the Euro-Med Youth Program and its role in responding to the needs of voluntary organizations in terms of information concerning girls in a rural environment in the region of Jendouba.

Overview:

- Presentation of the phases of a project (conception, preparation, realization, evaluation)
- Analysis of the links between different elements (voluntary organization, needs, support)
- Presentation of various Euro-Med youth project Actions.
- "Brain storming" session to find ways of exploiting each Action according to clearly defined situations
- Evaluation game: participants are divided into three groups and files are distributed.
- File content: to know the level of assimilation of the participants.

Comments:

- They used the tools well (IT tools, brochures).
- Distribution of tasks: one team member handled the session well, for the other there is room for improvement.
- Time limits were respected.
- The room was well set out.
- The rhythm of the session was not good.
- The knowledge and ability to use the tools was not equally balanced.

2. Second example from Jordan - Information session on Gender:

Session Preparation Sheet

TITLE	Gender Balance – Information Session
AIM	To push participants to bring to the table some personal beliefs especially on the topic of gender and gender balance. To give participants the opportunity to share their own values and reflect on gender balance. To emphasize the importance of male and female participation in all activities.
TARGET GROUP	Islamic Moderate Party Board Members
MATERIAL NEEDED	Flip chart, markers, computer, data show, papers and pens for participants
DESCRIPTION	The activity has two major parts: – Displaying the video clips related to gender balance. – Discussion and feedback. We will display the first video clip and then receive feedback from participants. The second video clip will be contradictory to the first one and we will receive participants' feedback again. The discussion will focus on gender balance.

Each team member introduced him/herself and reminded the audience why the team was there. They also explained who the audience is.

Actor #1 presented the Euro-Med Program using a flip chart. She frequently stopped and asked the audience questions to make sure they understood.

Actor #2 asked the participants to change places as they were looking tired. Her topic was about racism. She asked the members of the audience if they had ever experienced racism or xenophobia. She added that prejudice is part of our social process.

Actor #3 sat with the audience and asked someone to read the flash card, which was in English and in Arabic. After that, he requested the opinion of the group.

During part of the exercise, there was confusion about the meaning of the word 'stereotypes'. It was realized that there was an error in the translation.

Upon completion of his activity, actor #2 took the floor and quizzed the audience on the main points of what the group presented. She distributed a list for contacting relevant people regarding the Euro-Med Program in Jordan.



De-Briefing of Session #7

Observers and Audience's comments

- Actor #1 did not have good eye contact. The presentation was not interesting.
- I had the feeling that actor #1 was the teacher, and I was the student.
- Actor #2 used a good technique to have us change seats to wake us up.
- She was confident, but her exercise was too long.
- Actor #3 folded his arms too much.
- Actor #4 had a very small role.

The Actors' comments

- Actor #1: This is the seventh time that this information has been presented. That is why it is tiring.
- Actor #2: We did not follow the presentation list.
- Actor #3: This was new and thus hard vocabulary. It took time to find out what the words mean and even to explain them.

The Trainers' comments

Trainer #4:

- It was noticeable that everyone was tired and sleepy. We are here to help each other to be one team. But there was no cooperation between the two parties (Actors – Audience). Actor #1 constantly asked questions but the audience did not help her by participating.
- The session was well prepared.
- Everyone was sleepy. I wanted to take photos. The most ridiculous was when someone asked if he could go to sleep right after his presentation while his group was still in the session. We are here to learn and benefit.
- Do your best to be the best.

Trainer #3:

- The teamwork was very good. They were there for each other.
- Tried to adapt to the situation/audience with a quick energizer.

Trainer #1:

- Actor #1 looked as if she'd seen a ghost.
- There was no quick reminder of what Euro-Med is.
- There was no link showing how to use Euro-Med to fight racism and xenophobia.

Trainer #2:

- There are never bad students, only bad trainers.
- The audience reacted to the behavior of the actors/trainers. If trainers react to the behavior of the group, they should do something else. The trainer is in control of the whole hour.

- There are two types of people:

1. Those who dominate
2. Those who are dominated

- The topic was hard, but it was a topic. If someone asks you about this topic, they must have already had some information about it and therefore want to know more.

The Reporters' Report for the session

Reporters:

The requirements of this session were fulfilled, but they did not follow the guidelines. Time management was not accurate.

The introduction was very good and it attracted us.

There was a lot of explanation about Euro-Med, even though it was supposed to be brief. There was an explanation of the value of the program, but it was very long.

The material was adapted to the presentation. There was no creativity since the session was too long.

A Presentation Sheet was provided. Their teamwork and organization was good.

Room arrangement was good, except for the arrangement of chairs.

The tools used, such as flip chart and data show, were effective.

Body language did not really exist, but we would like to highlight that one of the actors

used her body language in a good way. Interaction with the audience was poor.

The actors' ideas were weakly linked to the topic of the session. Therefore, continuity and logic did not flow in their presentation.

There was a conclusion, but it was not complete.

3rd theme: Two situations on Environment

1. First example is from Lebanon: Environment Awareness in a private school

Session Preparation Sheet

OBJECTIVE	Inform the authorities of a private school about the Euro-Med Program Deal particularly with environmental protection.
MATERIAL	<ul style="list-style-type: none"> • Overhead projector • Flipchart / marker • PowerPoint projection • A bottle • A4 paper
DURATION	1 hour
TARGET GROUP	<ul style="list-style-type: none"> • Authorities • Presenters • Social workers • Professors of a socio-cultural club of a private school.
METHODOLOGY	Game of knowledge: Euro-Med bottle.
PROGRAM	<p>The Expectations of the Group</p> <ol style="list-style-type: none"> 1. Interactive Exchange: Questions on the Program 2. What does Euro-Med mean? 3. What is the spirit of the Program? 4. Acronym Euro-Med Youth 5. 3 Actions : A1, A2, A5 (exercise) 6. The thematic priorities 7. PowerPoint Presentation: "environment" 8. What is the environment? 9. The elements of a project 10. Exercise on the environment 11. Synthesis 12. "Ecological hands" 13. Evaluation sheet

- Prepared well, good distribution of the tasks.
- Too many techniques used (PowerPoint, flipchart, overhead projector).
- The questions of knowledge were badly placed because the participants know nothing of the program. Begin by giving the information.
- Not clear if the session is a training course or an information session.

Trainers' comments

- For the keyword exercises, they have to be adapted to the objectives.
- The analysis of the situation was very original. Different.
- Original idea, using the bottle.
- The presentation was harmonized well.
- Good distribution of the roles of the participants before the session.
- The way the expectations were introduced was not bad. However, it was necessary to connect the expectations to the session and to say how you dealt with them.
- Avoid jargon (EVS, etc.) in front of a public who could not understand what it is about.
- Good management of the group.
- For the technological tools (flipcharts, overhead projector, etc.), documents must be legible for everybody.
- The sequence of the presentation: Better to start with the advertisement "Ecological hands" to draw the attention more.
- Formality: speakers must always have contact information available; the public has to know where to find them.
- No link between the session and the Euro-Med projects. Didn't show how to use the Euro-Med Actions for environmental projects.

Observers and Audience's Comments

- Good explanation of the objectives and the context.
- Original interactive method to present the Program.

- Respected expectations.
- Creation of new tools (the bottle).
- Simple and easy vocabulary.
- Good contact with the public.
- A very relevant clip - Ecological Hands.

The Reporters' Report for the Session

The speakers opened the session with a knowledge exercise: the Euro-Med Bottle.

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

The expectations were noted on the chart.

The speakers introduced the Euro-Med Youth Program by means of a Power Point presentation.

One speaker made a recapitulation before moving on with the next exercise.

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

Thanks to the overhead projector, the various characteristics of every Action (country partners, duration, beneficiaries, etc.) were briefly presented.

The team explained the thematic priorities of the Euro-Med Program, of which one is the environment - subject of the training session.

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

The participants were again divided into two groups. They had to determine four environmental problems and propose four possible solutions in the form of activities which would fit into the framework of Youth Exchanges, EVS and/or Support Measures.

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

The work was then discussed.

By way of conclusion, the speakers presented a sequence entitled "Ecological Hands". Then they discussed the reactions of the participants.

An evaluation sheet was distributed to all participants, and then collected.



2. The second example is from Morocco: Helping EVS volunteers to do environmental projects in Fes

A voluntary organization called, "Association Chantier des Jeunes Volontaires" (A.C.J. V) has asked the presenters for help. The organization, which is based in Fès, wants to create an "support measures" training module around Activity 2 - a feasibility visit dealing with sending and hosting preparation. This is the result of an experience they had with EVS during which A.C.J. V hosted 2 young volunteers from Italy who were taking part in the restoration of a historical monument (heritage and environment). However the 2 volunteers experienced some problems basically as a result of poor preparation.

AIM	<ul style="list-style-type: none"> • Inform participants about "support measures" showing how it can help them. • Present some important points relating to preparation for sending and hosting volunteers. • Help the host organization to set up a training module.
TARGET GROUP	<ul style="list-style-type: none"> • The president and 2 members of the A.C.J.V • A youth worker • A leader involved in cultural activities <ul style="list-style-type: none"> • Member of voluntary organization 1 • Member of voluntary organization 2 • Young person interested in doing EVS
DESCRIPTION	<p>Presentation and meeting of participants. Presentation of the aims of the meeting. Brief reminder about the Euro-Med Youth Program and its priority themes. Usefulness of "support measures" for preparing and setting up an "EVS" Euro-Med Youth project.</p>

.../...

DESCRIPTION	<p>Presentation of a specific experience, followed by discussion. Important points relating to preparation for sending and hosting volunteers. Summary quiz. Description of the training module. Summary quiz Conclusion</p>
MATERIAL NEEDED	<ul style="list-style-type: none"> • Magnetic board, flip-chart. • Euro-Med Youth posters, documents about the program
ROLES GIVEN TO THE AUDIENCE	<ul style="list-style-type: none"> • President of A.C.J.V : A.karim OUAZANI • Member 1 of A.C.J.V : Amina ARIF • Member 2 of A.C.J.V : Najat ISMAILI • Youth worker: Said TOUAF <p>Others :</p> <ul style="list-style-type: none"> • Member of voluntary organization 1: A. Wahed AZIBOU • Member of voluntary organization 2: Med Adil FANANE • Potential volunteer : Rachid BERKCHI • Leader involved in cultural activities: Najat Bassou <p>Other</p>



4th Theme: Two situations for xenophobia and anti-racism

1. The first example is from Algeria: Promoting Intercultural dialogue through Euro-Med

Presentation of the situation

To counteract the growth of religious fundamentalism over the past 10 years, a voluntary organization in Médéa wants to host a youth exchange on the subject of “Inter-religious dialogue”. The organization has invited you to a discussion session in order to benefit from your knowledge and experience both in terms of organization and of intercultural exchange.

OBJECTIVES	<p>Promote the Euro-Med Youth Program. Develop participants’ skills and knowledge at a practical level and in intercultural terms. Explore ways of using the EURO-MED program as a tool for inter-religious dialogue.</p>
TARGET GROUP	<p>Organizers and members of Médéa.</p>
DESCRIPTION	<ul style="list-style-type: none"> – Presentation of the training team. – Presentation of technical aspects of Action 1 (with power point and flip chart). – Report of a specific experience (Power Point). – Discussion. – Intercultural aspects. – Inter-religious aspects. – Evaluation of the session.
MATERIAL NEEDED	<p>Data show - Computer - Flip chart, Marker pens - Chairs and tables - CDRom - Paper.</p>
MATERIALS USED	<ul style="list-style-type: none"> – CD-Rom: “Step In, Algeria” – User’s Guide 2003 – CD-Rom: Multipliers Training Session, Algeria – Euro-Med training box – T-kit Intercultural Learning – Photos
ROLES GIVEN TO THE AUDIENCE	<p>Organizers and members of Médéa.</p>

Roles given to the audience

Organizers and members of Médéa.

Time given to each team member

Mohamed 15 minutes; Ouahiba 15 minutes; Khadidja 15 minutes; Ahmed 10 minutes.

Website addresses

www.training-youth.net
www.coe.int/youth
www.eycb.coe.int
www.coe.int/t/e/north-southcenter

Bibliography and/or tools used

- CD-Rom: "Step In, Algeria"
- User's Guide 2003
- CD-Rom: Multipliers Training Session, Algeria
- Euro-Med training box
- T-kit Intercultural Learning
- Photos



Report

To counteract the growth of religious fundamentalism over the past 10 years, a voluntary organization in Médéa wanted to host a youth exchange on the subject of "Inter-religious dialogue". The organization had invited the group to a discussion session in order to benefit from their knowledge and experience both in terms of organization and of intercultural exchange.

The President of Médéa started the session by introducing the speakers and presenting an approach to dealing with the problem of religious fundamentalism.

Actor 1: Gave an overview of inter-religious dialogue followed by an exercise: participants were divided into 3 groups with a question about the exchange (the definition of an exchange). After a period of discussion, the sub-groups gave their answers and actor 1 read out the definitions given by the 3 groups. Then he gave a power point presentation of "youth exchange" of the Euro-Med Youth Program with a CD of the training course and an explanation of the different stages involved in setting up a project.

Actor 2: Presented an example of an actual youth exchange using a video sequence.

Actor 4: Led a discussion based on the experience of the exchange shown in the video. She showed photos about inter-religious elements (mosques, cathedrals, churches, and other religious sites).

Actor 4: Asked the group to go out into the courtyard for a relaxation exercise. The aim was to experience an exercise in getting used to and adapting to situations.

Actor 3: Ended the session with an exercise to evaluate the presentation.

Debriefing

Observers' Comments

Observer 1

- Problem with light - Actor 1 monopolized the subject.
- Actor 4's exercise wasn't explained.

Observer 2

- Actor 1 had a low voice.
- The space was well organized.
- Not enough light.
- Projection was long.
- Didn't really deal with the inter-religion theme except in the photo projection.
- A good idea to use two languages.

Audience's Comments

- A big leap.
- Satisfied with the form.
- Good treatment of the theme: inter-cultural, inter-religious.
- Use of new tools.
- Presentation of photos.

Actors' Reactions

Actor 3: A discussion session, not an information day.

Actor 1: Not enough time to present.

Actor 4: The exercise wasn't prepared in advance.

Actor 2: The good reaction of the audience helped the presentation a lot.

Jury's Comments (Trainers)

Omar

- Good control of tools and body language.
- Good interaction between the presenters and the audience.
- Presentation was well organized.

Noureddine

- The group evolved.
- Tools used creatively.
- Good distribution of roles.
- Good audience involvement.
- Theme was too long.

Fatima

- Didn't deal with inter-religion theme.
- Not enough explanation about the tools.

Bernard

- You have to overcome problems by being in control of your subject.
- Hesitation about what tone to adopt.
- Didn't deal fully with the theme.
- Some problems with the logical flow from one sequence to another.
- Presenters were not coherent.
- The game with the funny faces was not understood.
- The audience didn't play the game of "Who's leading who?".
- Be careful with tools (Marker pens).
- Didn't respect the timing.
- Good rhythm and good interaction.

Advice and Recommendations from Bernard

Bernard went through the power point presentation, explaining each sequence with a comment about the religious or historical significance of the site and the name of the country concerned.

He also went over the question of religious fundamentalism with comments and explanations about the steps they had to follow in order to present a situation successfully.

**2. Second example comes to us from Jordan:
Training Course - xenophobia and anti-racism**

Session Preparation Sheet

TITLE	Training Course: Euro-Med and Ways of Fighting Racism and Xenophobia
AIM	To give an overview of the fields of work of the Euro-Med program especially in fighting xenophobia and racism, within the framework of religion and mutual respect.
TARGET GROUP	The Islamic Moderate Party Board – They are members of a new party, and would like to show the real face of Islam: open-mindedness, accepting and respecting others while maintaining their beliefs.
MATERIAL NEEDED	Data Show, computer, flip chart, resource books.
DESCRIPTION	<ul style="list-style-type: none"> Short introduction of the actors and the audience. Use of prepared flip chart with Euro-Med presentation. There will be possibilities for the audience to ask questions and comment on the presentation. Present opportunities for using the different Euro-Med Actions to create future projects. Short exercise to measure the audience’s understanding of the Euro-Med Program and how to use its Actions in dealing with foreigners and inter-religious issues.
TOOL TYPES	PowerPoint Presentation
TOOL TOPICS	Xenophobia and racism

Actor #1 introduced the team members, and explained to the audience why they were there – i.e. to talk about Action 5.

A new approach was used when the actor asked the members of the audience to introduce themselves and to state their expectations. While each member of the audience was saying what their expectations were, actor #2 recorded their statements on the flip chart.



After that introduction, actor #3 read the day’s program to the audience.

Actor #1 refreshed the memory of the audience by giving a brief history of the Euro-Med Program through a PowerPoint presentation.

Actor #2 gave a lengthy presentation about Action 5 and its Support Measures through a PowerPoint presentation.



Actor #4 distributed a piece of paper with case studies. She divided the audience into three groups to discuss the cases. Fifteen minutes were allowed for discussion.

Actor #3 explained that the groups would discuss the cases, and decide which activity from “support measures” they fell under. She told them that they were allowed to use the User’s Guide as a reference. She also directed their attention to the chart on the wall, where each group had to fill in which case suited each activity under “support measures”.

When the 15 minutes was finished, actor #3 asked everybody what they had learned.

One of the participants from the audience replied that he had learned more details about the duration of each activity.

The group’s presentation was cut off because their one hour had finished.

De-Briefing for the Session

Observers & Audience’s Comments

- Everyone’s mobiles should be switched off.
- We should all respect time.
- Actor #1 has a low voice and did not have good eye contact. He stood in front of the screen, so he was not visible to the audience.
- Actor #3 has a lot of knowledge regarding the Program, but seemed nervous.
- Actor #2 obviously knows a lot of information about Action 5, but his voice was monotonous, and his movements were always the same.
- It was not a training session, but an information session.
- It was not clear which day of the program we were on.
- The voices of the actors were not loud enough and had no tone.
- They avoided making the mistakes of the previous groups.
- The hand-writing on the flip chart was not clear.
- The presentation was too long. It should be simple and short because people will not be able to observe and get the summary of the training course.
- Lack of time management.
- It was a weakness that the group separated the audience into males and females. We are moderate. The actors should have shown more tolerance and openness towards us.
- There was good team work and it showed that the members worked hard.

Actors' comments

Actor #1:

- I purposely made eye-contact with only males, playing the role of a member of the Islamic Party. That is also the reason for the separation of the audience into females and males.
- Yes, my voice was too low, and that was because of lack of sleep so as to prepare for the presentation.

Actor #2:

- A lot of information had to be given about the Support Measures in "support measures", and as a result, the PowerPoint presentation was long.

Actor #3:

- It was explained on the Information Sheet, which was distributed to each member of the audience, who the Audience was and their role. From the comments of the audience, it is evident that they had not read the Information Sheet.
- Time management was practiced, but not applied during the Presentation.

Actor #4:

- It is good to criticize ourselves.
- If we, the team, had followed what we had planned, the presentation would have been better.
- Actor #2 took time away from the others in the group. However, he did a good job, because it was his first presentation.

Trainers' comments

Trainer #3:

- The group had good intentions for their training course. They prepared the audience, telling them how they should act and the context was very good.
- They did not explain where we were in the program.
- The tools used are well known in SALTO training courses.
- Time management was lacking.
- It is not necessary for all the group members to say "Welcome".
- The tiredness of the actors was noticeable.
- Try to be more active and involve the audience.

- Actor #1: His voice had the same tone. He asked questions but did not spend time to reflect on the answers, nor did he give feedback on the audience's answers.
- Actor #2: He has a clear voice. He made a lot of hand movements but he could use his hands in a better way. Taking into consideration that all of the information about Euro-Med is new to Actor #2, it was impressive to see how well he explained everything. It showed that he has learned a lot about the Program.
- Actor #3: She had a facilitating role and gave good support.

Trainer #1:

- Great team work.
- Actor #2 was very impressive.
- Actor #1 was very tired.

Trainer #2:

- Body language – take care on this point. The public seemed like an "enemy" at the beginning. However, you, the actors have the power. They invited you.
- Instead of a PowerPoint presentation, a few words could make up an activity explaining "support measures".
- The colors used in a PowerPoint presentation should be chosen carefully. Yellow is not a good color for presentations.
- Repetition of words must be avoided so as not to waste time.
- There was a problem of balance, it seemed that it was more to inform than to train.
- The Question/Answer with the public was interesting.
- The last exercise was a creative one. It was not clear in the presentation. It can be considered as a new tool.
- The actors could do an energizer for themselves, to prepare their voices and body language before doing their presentation.
- Arabic and English can be used to provide key words.

Trainer #4:

- Take care with the data show and your movements.

The Reporters' Report for the Session

The following report summarizes what was accomplished during the session.

The requirements of the session were not made clear since there was no identification of the subject and the body language was not good.

Room arrangement and atmosphere: The actors could not control the audience. The screen was okay. The lighting was good. Set up of chairs: There was not enough space between the audience and the presenters.

Team work: There was a gap in performance. There was duality.

The organization of the presentation was good, however, duality was there. The tools they used were good.

Time management: The actors went over their time.

There was a brief on the context of the Euro-Med Youth Program but, regarding its presentation, it was a little bit feudalized. There was an explanation of the value of the program. The team had a lot of information about the topics.

The material for the presentation was adapted. They distributed a Presentation Sheet.

There was lack of creativity. The tools used - PowerPoint presentation, Euro-Med User's Guide, over head projector - were effective.

Voice: For some actors, there was hesitation while speaking, like using sounds like "aaah", "oooh". The tones of their voices were not very clear.

Body language: some actors had nervous hand movements. There was good eye contact. However, the interaction with the audience was poor and there was not enough feed back.

They linked ideas with the session, and it was good. There was continuity and logical flow in their presentation. The goals of the presentation were obvious and were connected.

I was not really attracted to the introduction but in some ways it was good. The general assessment is good.

5th theme: Two Situations for Citizenship and Active Participation

1. The first example is from Egypt – A seminar on active Citizenship and Democracy

TITLE	Seminar “Active Citizenship and Democracy”
AIM	– To improve participants’ knowledge about active citizenship and democracy through the Euro-Med program
TARGET GROUP	– Young people who are willing to acquire skills.
MATERIAL NEEDED	– Computer, flip charts, markers, data show, boxes
DESCRIPTION	<ul style="list-style-type: none"> – To be an active citizen is a must, not just for the individual but for the sake of society as a whole. – The seminar concentrates on identifying the concept of active citizenship, focusing on democracy. We ask what it means and what its role is in the active citizenship of young people within the context of the Euro-Med Program. – We start with a song while we present ourselves to the audience. – Then there is a PowerPoint presentation with an explanation about the Euro-Med Program. – A role-play about negative citizenship in Arabic. “A young girl enters, singing. Then the bad brother wakes from his sleep to fight with her about her voice. The third brother enters and asks his bad brother if he is going to the elections but the bad one makes fun of him”. – Interactive discussion with the audience about the role-play. – Back to the PowerPoint presentation about citizenship. – A second role play about active citizenship starts with two friends meeting. One asks the other about going to the elections, then a friend comes - a lady - and it seems they haven’t seen her for along time. So she tells them she was in Spain, in a Euro-Med Program, and then tells them she is going to vote. One guy is astonished but she explains that she has seen many things of value in the other countries she traveled to with the Euro-Med Program and among these is the active participation of people there. Then they all go together. – Interactive discussion with the audience about the role-play. – A third role play about autocracy: one person stands for election but he is taken to prison. The other candidate enters and threatens people who vote for him. The election boxes are not transparent and there are many people who observe them while voting. – Interactive discussion with the audience about the role-play. – Return to the PowerPoint presentation about democracy. – A simulation game about democracy and free elections: There are two candidates “male and female” in a free election, people go to elect in a line and go there in a restricted place with a transparent election box.
TOOL TOPICS	– Youth Program in brief – role plays on elections and citizenship.

De-Briefing for the Session

Observers and Audience’s comments

Observers

- Using contrast was a good technique to illustrate the situation and point out the difference between a girl who has participated in the program and someone who hasn’t. But the group should have explained how the Euro-Med Program succeeded in influencing this girl.
- The sketch demonstrating the contrast between real democracy and dictatorship was very effective.
- The change in the presentation tools between PowerPoint presentation and sketch was very effective.
- The actors possess very good acting skills that they used effectively.

Audience

- The sketches were excellent.
- The colors used in the PowerPoint presentation were good but the actors should have concentrated more on the Euro-Med Program.
- The presentation was creative and it was well prepared. The actors’ presentation skills were excellent but there was a lack of creativity in presenting the Euro-Med Program.
- The actors were able to make use of the tips given by Bernard in the previous presentation and succeeded in raising the mood of the audience.
- The reading speed was too fast.
- The actors used creative techniques. They used PowerPoint efficiently and succeeded in creating interaction with the audience. The intercultural dimension and the thematic priorities were missing. The actors should have reacted to the audience’s questions in a more controlled manner. They shouldn’t have interrupted the audience when they were asking and should have used a formal tone while communicating with the audience. The video was also not effectively utilized.
- The connection between the seminar topic and the Euro-Med program was missing.

Actors’ comments

- The actors didn’t focus on the Actions because it’s the second day of the presentations. This was explained on the first day, according to the schedule.
- The speed of reading was fast because they were running out of time.

- The tone of the actors was informal because they were addressing young people.

Trainers' Comments

- The dynamics were good and well thought out. The sketches were also very good.
- The success of the first sketch made the actors laid back. This negatively affected the attitude of the actors during the rest of the presentation.
- Reading the Actions was not a negative point.
- Active participation was the main theme of the seminar but it was not adequately highlighted during the session.
- The methods and techniques should be linked to the ability of the actors. The actors should choose the best skills and techniques and adapt them to achieve what they want.
- The presentation had some pleasant moments.
- The voices of the actors were clear.
- The arrangement of the place was also good.
- The debate in the first part was good and the use of definitions was interesting.
- The theme of the video clip was sad but the reaction of the audience to it was not appropriate since they continued laughing and the actors lost control of the group.
- The actors should have first asked themselves: What is a definition of a seminar?
- The seminar should allow the participants to undergo a learning process which was not very obvious in this situation.
- It is also a platform for discussion and exchange of good practices, which did not happen during this session.
- The actors devoted only 2 days for the seminar which is not enough for the part-

ners to discuss and exchange experiences.

- The program of the seminar didn't contain enough details that could demonstrate how the exchange of good practice would take place, which is why many projects were rejected.

The Reporters' Report for the Session

- Actor 1 started by introducing the team, welcoming the audience, and explained the situation - a seminar held in Alex about active citizenship.
- Actor 2 explained that this was the second day of the seminar, and that on the first day the actors had introduced the three Actions of the Euro-Med Program.
- Actor 3 began to present the program of the seminar next and read out the whole schedule. Then he started the PowerPoint presentation. The theme of the presentation was "Participation of Young People & Democracy".
- The first part of the presentation explained the objectives and priorities of the Euro-Med Program; next he introduced the term "citizenship" and asked the audience about the meaning of this term.
- He was interrupted by one of the audience, who asked him about the relationship between citizenship and the Euro-Med Program.
- The team then explained that they would present a sketch about the reluctance of some citizens to vote (specifically women).
- Discussion followed about the sketch. The conclusions reached were summarized on a flipchart as follows:
 - Participation is the right of everyone.
 - Citizens must know the role of participation.

- The importance of awareness on this issue.

- Women are restricted by their husbands. They have the right but they don't use it.

- Actor 2 then asked the audience about the meaning of "citizenship" and explained that it means "to do your duty and expect to get your rights".
- The next question was: "Why active citizenship?" This was then followed by a discussion and then another sketch. The sketch was about the effect of Euro-Med on supporting active citizenship (represented by a girl who had returned from EVS and wanted to go to vote with her friends).
- The role-play was then followed by a discussion with the public.
- The next question was about the meaning of democracy. Another sketch was presented where the audience had only to vote for one candidate. The audience was asked to vote with yes or no only. Their votes were gathered and thrown away and those who voted "NO" were threatened. The results of the voting were 99%.
- Discussions with the audience followed and the conclusions were summarized on a flipchart as follows:
 - The dangers of autocracy
 - No transparency
 - Preventing people from voting
 - The role of police
- A film followed, demonstrating a young victim of violence.
- The actors then replayed the scene but suggested 2 candidates instead of one and the voting box was transparent.
- The last part of the presentation was about the 3 Actions and how to use them in promoting active citizenship.

2. Second example comes from Lebanon: Euro-Med and Citizenship

OBJECTIVE	<ul style="list-style-type: none"> - Introduction to citizenship and active participation - How to use the Euro-Med Program to produce a project aiming at strengthening citizenship and active participation - Develop actors rather than consumers
MATERIAL	<ul style="list-style-type: none"> - Flipchart / markers - LCD - A4 Paper
DURATION	- One hour
TARGET GROUP	- Students
PROGRAM	<ul style="list-style-type: none"> - Presentation of the group: ice-breaking games - Concept of citizenship (15 min) <p>Divide into 4 groups to develop the concept of citizenship and active participation - note key points.</p> <ul style="list-style-type: none"> - Presentation of Euro-Med: context, priorities, intercultural dimension, Actions 1,2,5 (7min) - Exercise of citizenship and participation: "Euro-Med Citizens" (30 min) <p>Objectives:</p> <ul style="list-style-type: none"> - Encourage young people to participate actively in the process of youth exchanges - Make young people aware of active participation - Take into consideration the rights and the duties of young people - Conclusion
BIBLIOGRAPHY	<ul style="list-style-type: none"> - T-KIT - Euro-Med Training Box - CD-Rom Step-In Algeria - References

De-Briefing for the Session

Observers and Audience's Comments

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

Actor 1 spoke very quickly during the presentation. On the other hand, the session did not seem to have a visible chain for the participants.

Actor 2 made a good synthesis of the various comments made during the session.

The trainers used good body language but it failed to bring attention to certain points.

The Reporters' Report for the Session

Presentation of team

Start of the training session

Ice-breaking games

Discussion on the question of citizenship

Presentation of the Euro-Med Program

Exercise with actor 3 to present the concept of participation in the preparation of projects

Conclusion

Details:

1. Actor 1 introduced himself and explained what his group would do.
2. Actor 2 began by thanking the participants for their attendance.
3. At the request of the speakers, the members of the audience had to write their names on a paper and to draw an image which expressed their individual personality.
- 4.1 Actor 2 then divided the participants into two groups.
- 4.2 Actor 2 asked each of the two groups to write four to six ideas on the subject of citizenship on a flip chart.



- 4.3 The reading of the various answers was followed by a discussion and explanation of what had been written.
- 4.4 There was a discussion on the suggestions about citizenship. To conclude this stage of the training course, an original example was used to show the four concrete pillars which correspond to the notion of citizenship: a chair. The team explained that the legs constitute four pillars representing the notion of citizenship formulated from four concepts. The synthesis of the discussion was thus supported by a demonstrative example.
5. The team made a power point presentation of the Euro-Med Youth Program and then answered the audience's questions.
- 6.1 The group was divided into two working groups.
- 6.2 The team members distributed information sheets concerning Action 1 and Support Measures.
- 6.3 The groups had to propose ways of using them in a youth exchange program.
- 6.4 The common points from all groups were put together.
- 6.5 Actor 1 led a discussion on the ideas suggested, linked to the summary made by the group leader.
7. To conclude, a PowerPoint presentation was made and the team members thanked the audience for their participation.



TIPS

Tip 1

The use of tools and materials

Tools to be used for the presentations:

1) External:

- paper / paper boards
- newspapers
- flyers / brochures
- shows / stands, conventions
- toys
- human (body language, voice)
- vision
- songs
- music tools
- nice words
- drama skills
- personal example
- charisma – personal appeal
- books
- documents
- human communication



2) Internal / Personal

- Creativity
- Logistics
- Arts
- Gadgets
- External human resources
- Variety of intelligences

Tip 2

Use of the Senses

Regarding the five senses, we mainly use “sight and hearing”. The three others are rarely used.

Research says that...

- When we read we remember 10%
- When we listen – 20%
- When we see – 30%
- When we listen and see – 50%
- From what we say ourselves – 80%
- What we say and do ourselves – 90%.

Conclusion: We should always use a combination of the senses for maximum results and where possible involve the audience in active physical exercises to allow memory to absorb more.

Tip 3

For an initial description of the Euro-Med Framework

- Use continuous video (important to choose one that does not need to be explained; a good example, perhaps including explanatory text).

- Have photo-albums of youth activities.
- It is good to create a game as a tool - e.g. a puzzle - and have a games corner.

Try to explain by question and answer or rather by a drawing if you can:

For example: The question & answer/drawing with the audience:

Who is the target group? Young people.

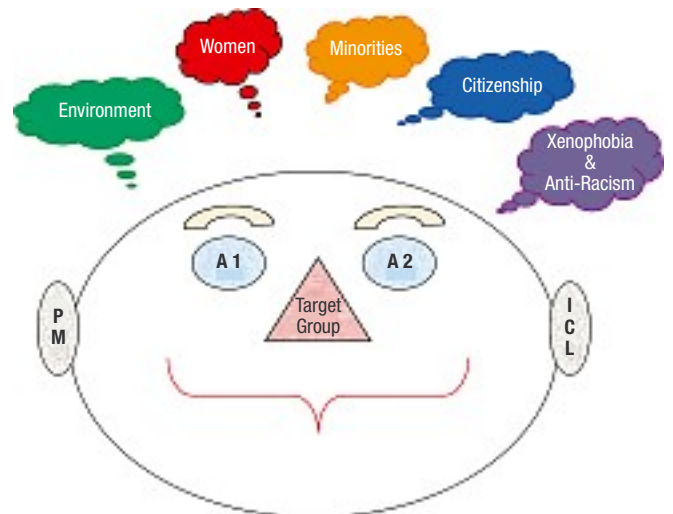
What are the Actions? 1, 2 and 5.

What is Action 5? Support measures for the other Actions.

What are the priorities? Environment, role of women, fight against racism and xenophobia, minorities, active participation.

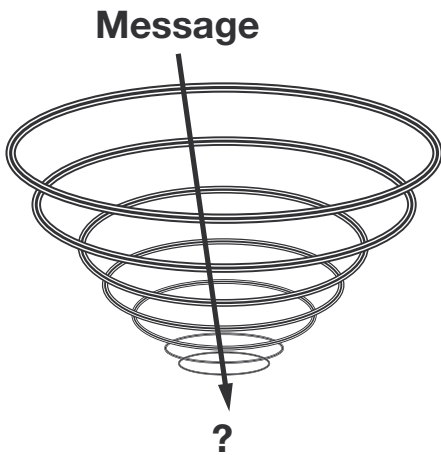
What are the things that are to be tackled and used? Project management (PM) and intercultural learning (ICL).

Each answer creates the eyes, nose, mouth, ears and hair, making a drawing of a Euro-Med “happy face”.

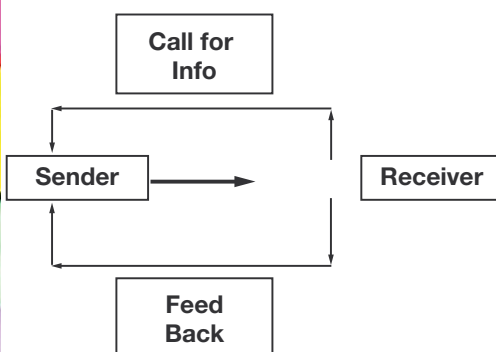


Tip 4





What the Leader wants to say
What the Leader says really
What the participants hear
What the participants understand
What the participants remember
What the participants are able to recall
What the participants will do with it



Tip 5

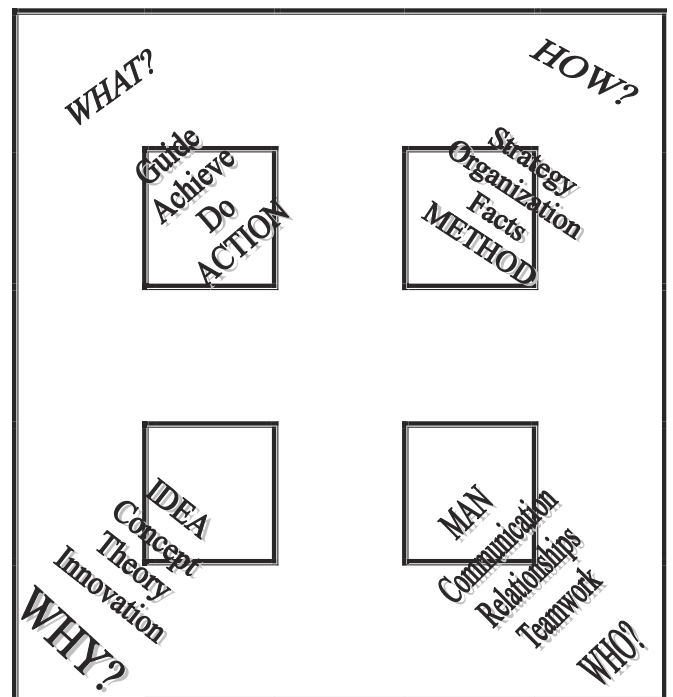
The TOAST

This TOAST is to remember how to prepare and how to evaluate.

- T**heme
- O**bjective(s)
- A**nimation (ways of working)
- S**equences (plan – how the session is cut in different parts)
- T**iming

Tip 6

How to communicate



Tip 7

The role of Discussion

First the leader/facilitator tells a controversial story like this one: This is a story about a farmer who went to market to buy a horse for £6,000 but, while leaving the market after he bought it, he met a man who liked his horse and offered to buy it for £7,000. The farmer agreed and went back to the market to buy another horse but it was the end of the day and there were a limited number of choices, so he chose another one and bought it for £8,000. On his way home, he met a very rich man who liked the new horse and offered to buy it for £10,000. The farmer accepted and went back home without a horse.

Then he/she asks questions such as:

How much money did he make?

What did he lose?

Then divide the group into smaller subgroups to answer these questions. Different answers will come back from the group.

The aim is to show, through this story, the influence of discussion on decision, as discussions usually result in different decisions. This is something a trainer must be aware of when opening the discussion.

A tip for organizing a session/meeting:

Situation

Observation : observe team members

Sentiment : (feelings) during and after the meeting.

Reflection : how the people are going to apply what they have agreed on.

Analysis

Tip 8

The music of planning a training course!

To plan a training course : 3 tempo (like in music)

1st : reflection and experience about the topic itself

2nd : information to the audience

3rd : use of concepts

Tip 9

Extra time?

What to do if you have extra time

You have 3 choices:

1. To develop the point.
2. To have something else in reserve.
3. To conclude.

Tip 10

Tips to support the 3 Actions:

Youth Exchange

Face =====> Face the situation.

Accept =====> Accept yourself, accept others and acquire skills.

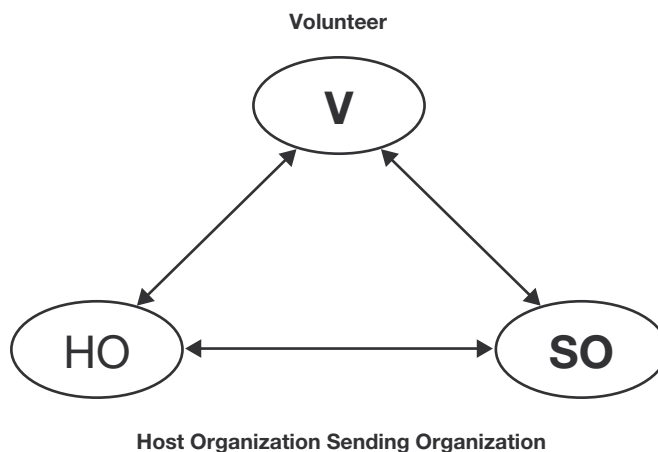
Comprehend =====> Try to understand others and their way of doing things.

Exchange and evaluation → Plan before starting. Create the evaluation grid before actually starting a project so that you can know how to measure the success.

EVS

EVS is supposed to be one of the easiest to organize because there are only 3 parties involved. Also, the volunteer is going to do a definite job at the host organization that has already been done by other volunteers. So it should be fairly easy to define what he will do.

The 3 parts of EVS are:



Support measures

Can be summarized in the following number:

5	3	8	2
<u>Action</u>	<u>3 Axes</u>	<u>Activities</u>	<u>Applications</u>
Number*	Partnership Training Information		

* Youth programme

Tip 11

What are your needs?

Needs: Maslow hierarchy

1. Physiological (education and job) – to eat, drink, and sleep. Basic needs that any youth exchange has to offer with good quality.
2. Safety: risk assessment.
3. Social : speak about something, discussion, get to know each other.
4. Self esteem : self respect
5. Self realization : self actualization.

Tip 12

Objectives : **S**pecific
M measurable
Achievable
Realistic
Timed

Strategy:

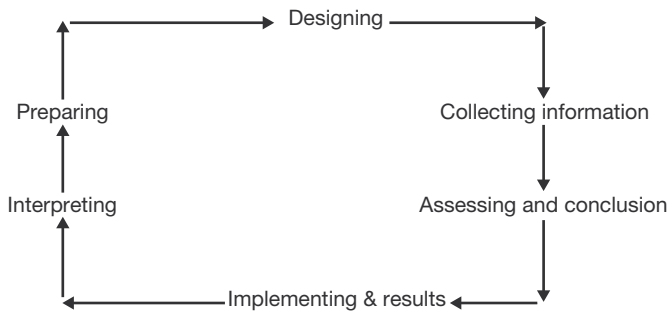
What are the different parts of your project?

Which one are you going to do?

What is your role in each activity?

TIPS

Evaluation:



Tip 13

“How to express your point clearly”

Four Points:

1. Does my audience hear me?

The main tool is the voice, then the body.

- What is my voice like? It should be like music, to touch others, to allow them to dream.
- Its Rhythm? Its tone?
- What is my breathing like?
- My pronunciation?
- My pauses?

2. Is my audience listening to me?

- Is there eye-contact?
- Are they attracted/interested?
- Am I using precise words?
- When you ask for a definition of something in your presentation, are you using words that are clear and exact?
- Use familiar words; explain their meaning, if necessary.
- Use explicit words that describe the concept.
- Never allow the audience too much time when asking them questions.

3. Do they understand me?

- Was my information precise/clear/logical?
- Was there a logical progression in my presentation?
- Was it simple or too complex?

4. Do they accept me?

- Have I attracted the attention of the audience?
- Have I charmed them?
- Have I created an atmosphere?
- Have I shown empathy?
- Is there communication with my audience?
- Do I pay more attention to what I am saying or to the people I am speaking to?

Take care with the audience. Use yourself as a “tool” to reach your audience. Bring the audience to you.

Tip 14

I.R.A.

Information

- Did they give the required information regarding the program?
Yes.

Reflection

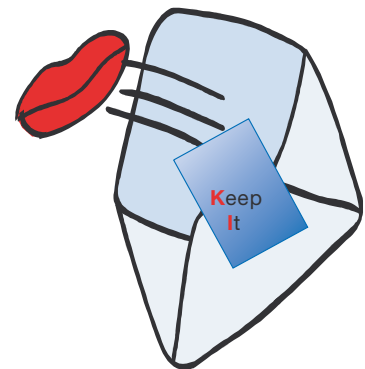
- Did they reflect?
Yes, they did.

Action

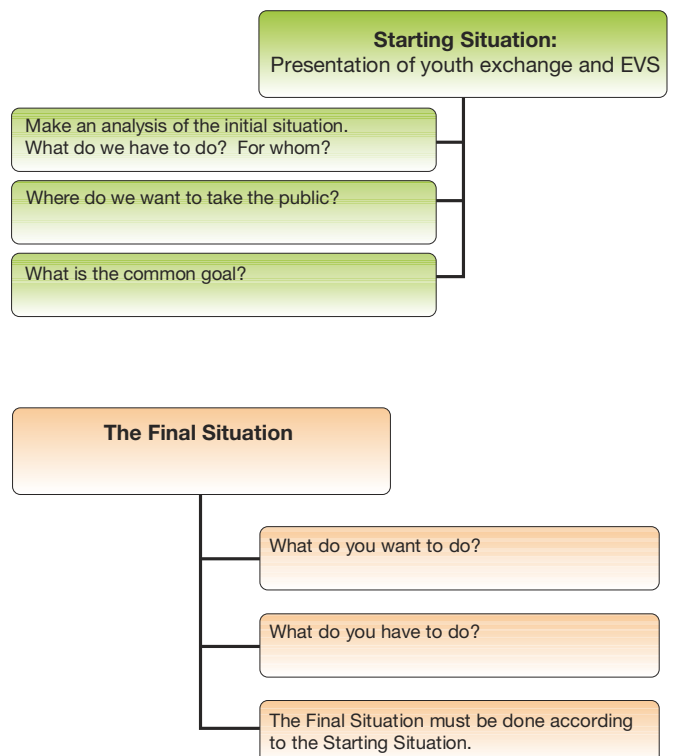
- Was there enough action?
No, there wasn't.
- The video clips are not action.
- The team members moving around is not enough action.

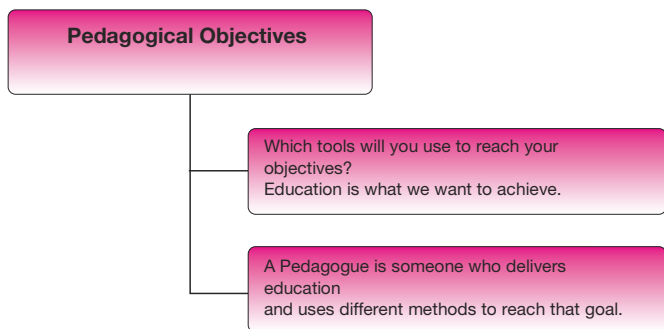
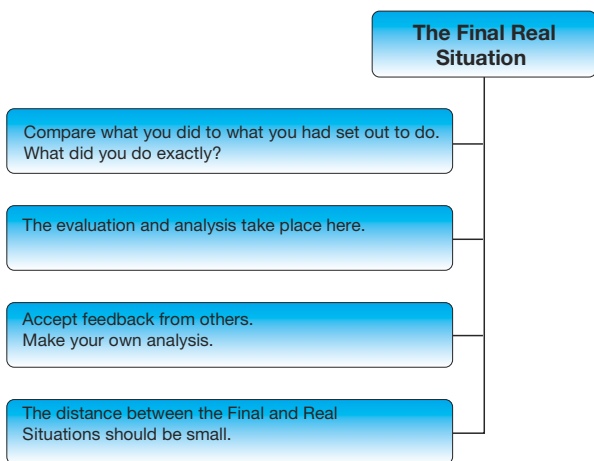
Tip 15

- Keep**
- It**
- Simple**
- &**
- Specific**



Tip 16



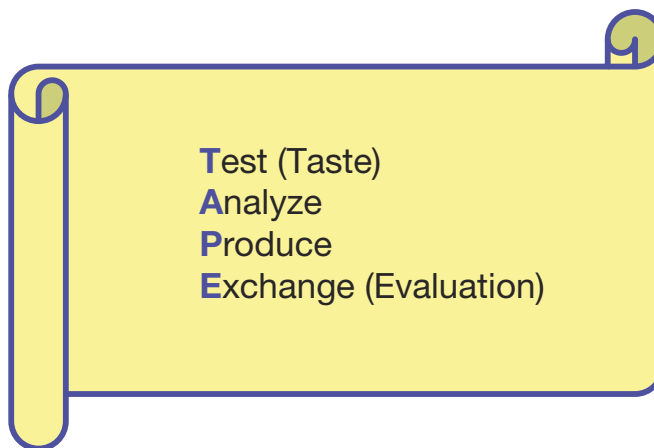


Tip 17

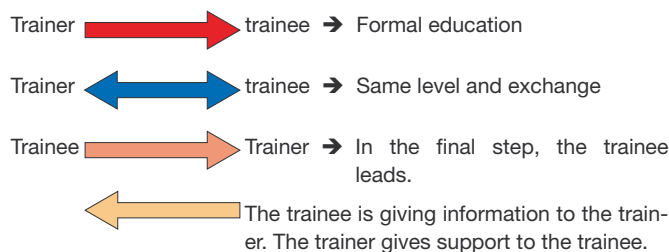
How to Identify Your Audience -

Better Analyze the Target Group

1. What level of knowledge does the target group have on the subject?
 - Find appropriate tools.
2. What is the level of expression of the participants?
 - Can they speak in public or not? If not, they should present.
 - Divide participants into groups.
 - Is the language adapted to the subject?
 - Should the subject be adapted to the language?
3. What is the level of motivation?
 - Be certain that the audience is motivated. If they are not, they will have to be encouraged to become motivated.
 - In the North, the target group is 'individuals'. Whereas in the South, it is more of a 'collective community'. Living in a society, there are certain rules in order to live better. Should the individual be 'pushed' in order to create identity, and then the community?
4. What is their experience about the subject and about training?



Tip 18



Tip 19

- Always have alternatives and other solutions.
- Story-telling is one way to have the audience react.
- Never write things and read them yourself.
- Play a game with questions, having the participants find the answers in the User's Guide.
- The concept with a sleeping public is not good. Action is needed.
- Xenophobia can be about dress and religion. An example to present this is to start a video clip, then play a game and finally go into the presentation.
- Use the Euro-Med Training Box for Beginners.

Tip 20

A meeting / information session has three functions.

1. Production
 - Each meeting needs to produce something.
 - Let participants produce ideas.
2. Facilitate
 - Did they present you with easy access to new things?
3. Explain
 - What was done?
 - What was not done?
 - Did you receive clarification? Go deeper into the topic?

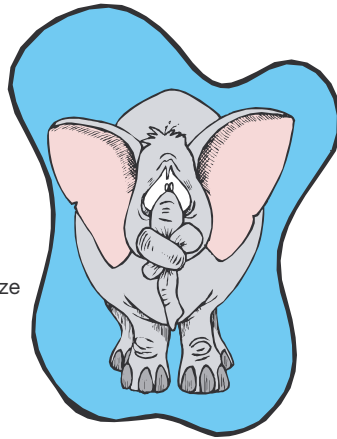
Take care not to get tied up!!

NEEDS

OBJECTIVES

STRATEGY – how to organize according to needs

EVALUATE



Tip 21

Expression using images

- Use appropriate tools.
- Data show, paperboard etc. are tools to support what is said and reinforce oral expression.
- Create a tool.
- The language must be adapted to the situations.
- Try to be creative and introduce new ideas.
- Use the projective technique which consists in applying, in a considered and rational way, the following 5 steps for creating ideas:
 1. Formulation - ask the question: What is the problem we have to solve?
 2. Permeation - perceive, feel, speak. Everything must be examined and dealt with in the light of a single question: How could this help to solve the problem?
 3. Standing back or distancing theory: Step back and view the problem from a different angle. Visualize what you want to do actually happening (imagine it).
 4. Confrontation: compare imagination and reality.
 5. Evaluation: projective techniques; learn how to manage the audience and adapt the tools to your needs.

Oral expression

- Control voice and body language.
- Your voice and body language are your best tools.

- The subject has to be presented in a clear and structured way.
- Plan the organization of the session in accordance with the objectives.

Interference

It is important to transmit the idea or the information focusing on key points rather than on the speaker's knowledge of the subject. To avoid content being 'lost in transmission', messages should be:

- Few in number and carefully chosen.
- Clear.
- Short and sharp (to help people remember them).

When preparing a presentation, it is necessary to identify the points you want to get across, rank them in order of importance and select the key points to build your message.

Methodology

Time and space are important elements in dealing with your theme. You need: thesis/antithesis/synthesis. You can do this using the SOSRA plan (Cf. Tip 7).

Approach

1. Needs (reality).
2. Aims.
3. Means, strategy or planning.
4. Method.
5. Technique.
6. Tools.

Recommendations

- PowerPoint as a presentation tool.
- Use of Arabic.
- Adapt to the situation.
- Update the presentation
- Be in charge - manage the content and the audience.
- Do not use "I" when presenting.
- Be in touch with your audience, either physically or with your voice.
- Use a general approach: an example from Bernard about how to prepare a presentation: Make what is familiar, unusual and what is unusual, familiar. Take care of the meaning and the words will take care of themselves. (Lewis Carroll).

Final Evaluation

The Final Evaluation was divided into four steps:

First: Group Evaluation.

Second: Self Evaluation - in two steps.

Third: Active Evaluation.

Fourth: Evaluation Form.

First the participants were given information about a creative exercise on how to produce an evaluation grid.

There are two objectives in this evaluation:

1. To create evaluation tools - grid and form.
2. To evaluate yourself.

1. Group Evaluation

Rule #1:

Each participant works alone, not close to another. They have ten minutes to write ten skills that a Euro-Med Multiplier has to have.

Rule #2:

Two participants team up to put their grids together into one.

Rule #3:

Four participants come together to combine their work.

Rule #4:

Six participants finally gather into groups to decide on their grid.

The participants form two groups. The two groups have half an hour to design their grid on a flip chart.

Feedback mostly revolved around these points

1. Creativity
2. Management
3. Communication
4. Self-Confidence
5. Time Management
- your rhythm, your chronological body time



6. Stress Management

- Your stress – If you can manage your stress, you are self-confident, because you have the knowledge and are structured.
- Public's stress

7. Decision Making

- This is related to your own identity.

8. Personality

- Your personality determines many things. It is your identity. It is you.
- You build your house. You put up your pillars.
- Some people are not adapted to work in public. They are better at working behind the scenes, at a computer, doing research.

9. Body Language

- Confidence is part of body language skills
- You need to know who you are.
- Even the best person knows his limits.

10. Knowledge

- It is your heritage, part of your identity and your culture.
- It is technical.

11. Leadership

- You need knowledge, self-confidence, management skills.

12. Accuracy

- You should understand and act in an orderly, structured way.
- To be accurate is when someone imposes rules on himself, promises to do certain things, and then fulfils his goals.
- Can you learn to be accurate? Yes or No? It is about being responsible, professional, conscientious and educated.

13. Evaluation Skills

- Evaluation is the starting and ending point of project management.
- You do not act without feedback.

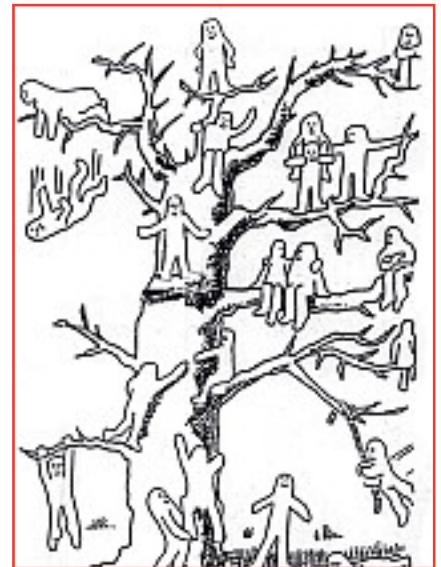
“The starting point must always be to know who you are. It is easier to develop your knowledge rather than your identity. Your identity is something you bring with you. Then, you learn and acquire skills.”

Bernard Abrignani

2. Self-Evaluation



A) The ‘tree drawing’ exercise aims to encourage the participants to self-evaluate



themselves. They were asked to look back on the one-week training course and choose a position on the tree drawing that represents their present feelings about where they stand after the course. Finally, the participants expressed their feelings about their position on the tree.

Example of the answers delivered:

- I didn't take everything. I took some things, and I am waiting for more.
- I have a high spirit, and have unexpected results on my part.
- I saw different things. I didn't get everything.
- It is good to be evaluated by someone.
- Good cooperation with others, good teamwork
- I feel like I am in a strong place.
- I still need to continue.
- I received some information, but I need to continue.
- At the beginning, we started something, and I need to continue with it.
- I was a bit up and down.
- I am at the top of the tree. I now realize where I am.
- I have a solid base.
- I am on the way to becoming more involved.
- I made new friends.
- I need more help.
- I am waiting to learn more.

B) Following is the method used by the trainers to evaluate each participant's performance on a daily basis. This technique was introduced to the participants asking them to evaluate themselves at the end of the training course. Here is an overview of the results of the trainers' evaluations along with the participants' evaluations of themselves. It is worth mentioning that in every training session, participants were asked if

Final Evaluation

they wished to have personal feedback on their performance in public or in private. It was interesting to note that each time participants chose to have the evaluation in public, which reflects the openness and solidarity that was created between the group members during these 7 days.

Example of the points covered:

I. Knowledge

- If you do not have a culture, it would be difficult to illustrate
- What you want to say
- Your heritage and what you bring with you
- What you are
- What you know in general

II. Behaviour

- Your personality
- Your identity
- Your behaviour
- Your self-confidence
- Your leadership skills
- Empathy – do you like being social with other people, understanding them, showing compassion towards them?
- It is more difficult TO BE than to acquire skills.

III. Applying skills

- Technical skills:
 - Knowledge of the Euro-Med Youth Program
 - Project Management – someone who coordinates or leads
 - Facilitating skills
 - Creative activity
 - Tools – knowing how to use different tools available
 - Use of body and voice as a tool
 - Adaptability to public – adapting self to others, the place and the situation

IV. Transferring skills

- Methods – “Come with me on the way to knowledge.”
- Pedagogical tools
- Educational tools

3. Active Evaluation

Third and finally, in the active evaluation the participants were asked to move from one side of the room to the other depending on how they felt about each question. One side of the room was for good feelings/impressions, the other side for bad, and in the middle was neutral. Example of the questions asked.

QUESTION	BAD	NEUTRAL	GOOD
1. Tools: The Rope			
2. Refreshing E.M.			
3. How were Group Presentations in general?			
4. Time in Wadi Rum			
5. De-Briefings			
6. Photocopy of a tree – Place yourself on the tree and explain.			
TOTALS:			

Example

EVALUATION QUESTIONNAIRE

Technical aspects of the course

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

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

Please, name the three technical elements you appreciated most during the training course.
Also name the three technical things that you missed most.

I really used and appreciated...	I really missed...

Programme Elements

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

Element	Score	Comments
DAY 1		
Introduction to the Training Tape and Star Ice breakers		
DAY 2		
“Energizer”		
TOOLS : Presentation of tools brought by participants		
Presentation of tools brought by trainers		
Exercise: check your knowledge of the Programme		
Rules of the “game” Introduction to the “situations” Constitution of the teams		

■ Final Evaluation

Element	Score	Comments
DAY 3		
“Energizer”		
Preparing the situations		
DAY 4		
“Energizer”		
Continue preparing “situations”		
Break Time in Wadi Rum		
DAY 5		
“Energizer”		
Finishing the preparation		
Performance of groups		
Debriefing of presentation		
Opportunity to have a Meeting “Face to Face” with Team members		
DAY 6		
“Energizer”		
Evaluation : Preparation by participants of their own evaluation grid Creation of a common self-evaluation grid		
Self-evaluation by participants		
And what’s happening now? Training Strategy of the European Commission and the role of the Salto Euro-Med Resource Centre		
Evaluations of the training course Dynamic style and questionnaire		

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

Please, name (maximum) the three sessions of the programme you appreciated most. Also name three sessions you would have liked to get and you didn't.

I really appreciated...	I really missed...

How do you evaluate your own contribution to this course?

■ **Final Evaluation**

After this TC which advice would you give to a future Euro-Med multiplier?

Did this training course motivate you to go further in the Euro-Med Program? Please explain.

Any other comments / messages for the team?

Thank you for your kind helps in completing this questionnaire!

Inter-Regional Seminar for Euro-Med Multipliers - Lebanon

After one year of carrying out the multipliers' training courses in 6 Meda countries, an Inter-Regional Seminar was held in Lebanon. This Inter-regional Seminar was significant because it was the first South-South seminar.

Aims and Objectives of this Seminar:

- To have an evaluation and overview of the *journey* each Euro-Med multiplier had this past year. All those who are EMM should be motivated to develop the Euro-Med Programme.
 - An evaluation is needed because this is the first experience that we have from South-South. The Commission has already asked for the development of this cooperation. The aim is now to further develop partnerships and collaboration at this level.
- Look at the future and follow-ups regarding the role of the EMMs, their needs and expectations.
- Exploring Training Bag: the EMMs should test, analyze, produce, finalize. The EMMS can be included in the follow-up phase.
- Discuss what the EMM has to face and cope with in order to develop Euro-Med cooperation at a wider level, with particular reference to the political framework and to Islam-phobia and its sensitivities especially after September the 11th. This was done through an exercise called 9/11. (Explained later in detail)
- Producing the Euro-Med Multipliers' Charter. (See Annex at the end of the report).

On Saturday, September 11th...

The following exercise was used as a tool for the Euro-Med Multipliers to reflect on where they stand after September 11th, 2001. The exercise was also used by the team to examine the mindsets and trends among the Euro-Med Multipliers.

The EMMs were asked:

Are you, as the Euro-Med Multiplier, closer to one chair, which represents a policy and its influence or to another? There are three chairs each representing a different policy.

Chair #1: International Policy

- General Political Framework
 - Euro-scepticism
 - 9/11
 - Terrorism
 - Islam phobia

Chair #2: Own National Political Framework

Chair #3: European Policy

- Euro-Med for MEDA

	Chair #1: International Policy	In between Chairs #1 - 2	Chair #2: National Policy	In between Chairs #2 - 3	Chair #3: European Policy	In the Centre
# of EMMs		1	5	9	1	9

The Triangle



The Euro-Med Youth Programme is based on three points. The National Governments signed a Protocol at the Barcelona Process. The more balance between the two sides, the better.

In the following exercise, the Euro-Med Multipliers were asked to identify which side is the weakest. Which side has the greatest influence on the quality and development of the Euro-Med Youth Programme?

The EMMs were divided into three groups. The triangles from the groups had very small differences. They realized that the multiplier could be like a ball in the middle, which is subjected to events. Stability will help improve the situation. The question was asked, "But if there was another 9/11 tomorrow, how would this balance change?" A reply came from one of the multipliers. "It is amazing to me that the issue of terrorism can be mentioned, when Algeria has been affected by terrorism on a daily basis."

In the Plenary Session, it was seen that the weakest point was a lack of national policy in the countries represented. It was agreed that they all have national problems and lack of a national youth policy and that it is up to the people at the national level to work on the situation to help improve it. Furthermore, it was said that nobody is working to imple-

ment the policies. The Governments are excited about the political aspects, but at the same time, are sacrificing the youth policy.

Generally speaking, it was noted that international policy could have had a negative influence. However, the European policy has helped to improve that. This has been the one element that has affected the national policy the most. It was noted that only in Syria is the European Union not helping as it should be.

Various comments from the EMMs during the Plenary Session:

- The solution is not always in our hands. For example, the EVS visa doesn't have a different status than a normal visa. To whom are we talking? And until when?
- Should MEDA countries contribute to the budget? Is it an equal partnership?
- The National Coordinator should facilitate the mission of the EMM at the local level. The NC and the national region should raise awareness about the Euro-Med Youth Programme.
- There should be equality in the budget - between the EU and MEDA countries.
- We have to do our best within our own - capabilities.

Facilitator's Comments:

"You are very realistic, but not pessimistic. But how can you convince others? The framework today is difficult.

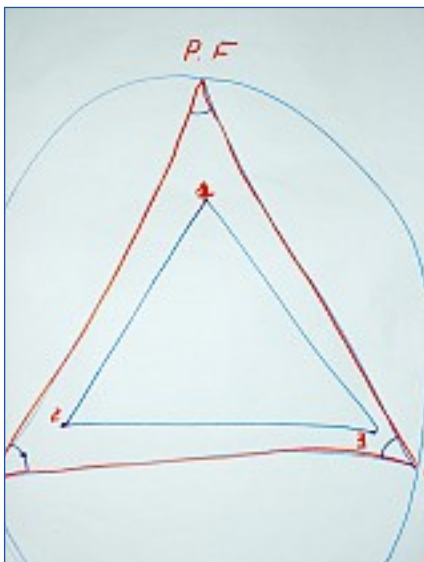
How can you be a full citizen?

- Be educated, read.
- Be open to what is happening around you.
- As a youth worker, you can open people up to the realities, adapting to the situation.
- Continue believing that we can do something together and make a contribution.

The Triangle: results

Three poles: international political framework; national internal policy and the EU

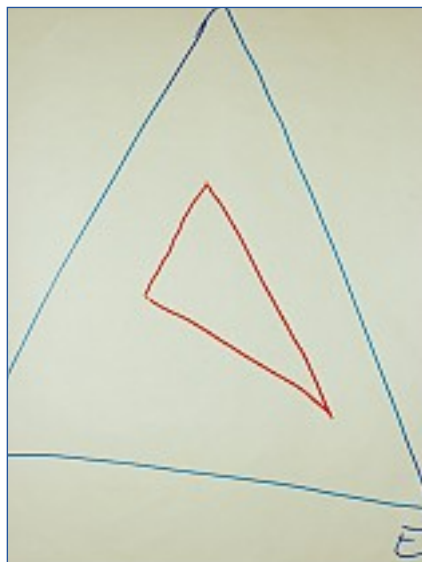
Three groups of EMMs, each group was composed of multipliers from different countries. Each person explained the position of



her/his own country in relation to this triangle.

After looking at drawings made by the groups, the three groups did not have exactly the same positioning.

- The first group placed itself in the middle, meaning that the three poles affected their work equally. The political issues influenced the general situation permanently; country internal problems often troubled the daily work and the European Union caused some other difficulties (Visa, budget, delay...)
- The second group stated that the political framework affected their activities to some extent but without direct impact on the national youth work strategy. It is actually more at the national policy level that

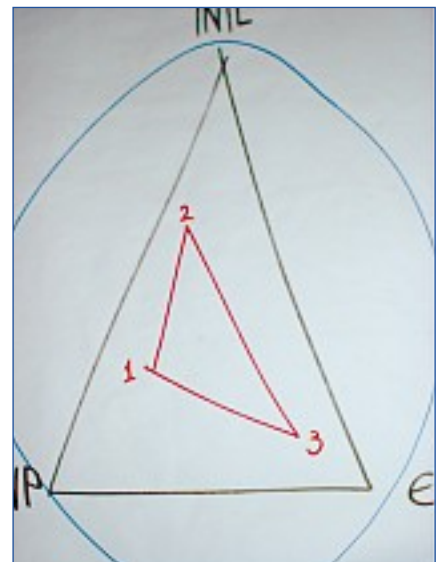


sometimes they feel a lack of organisation which may upset the activity of multipliers towards the promotion of the Euro-Med Programme. A positive point is that the European Union is supporting the work done at the national level as well as the multipliers' work.

- The third group has a similar opinion to the second one. They brought up the example of Syria where there is no National Coordinator. This situation does not favour the local implementation of the Euro-Med Youth Programme.

The multiplier's charter: the exercise

An exercise was used to establish the multiplier's chart.



Description:

People were asked to sit together two by two and put on paper **5 duties** and **5 rights** concerning a multiplier. After that they were asked to form groups of 4 people and merge their work and then to repeat it all in a group of 8.

After 30 minutes, 3 large papers were ready to be discussed in plenary session with the NC's.

The points were discussed one by one with the help of the facilitator and after one hour of discussion the chart was ready to be typed and signed by everyone.

To have a look at the charter, please refer to annex p. 54.

Training Seminar for European and Mediterranean Multipliers Jönköping - Sweden

This training seminar took place in Sweden in May 2005 with the aims of sharing, exploring and analyzing what it means to be a multiplier in EU and Meda countries. Another objective was to encourage development between the regions.

The concrete objectives were

To exchange methods and tools and to compare roles.

To work, create and produce together.

To build partnerships.

To explore local youth work and the situation of young people.

The methodology of the TAPE and STAR were used:

Test /Taste	Solidarity
Analyze	Tolerance
Produce	Autonomy
Evaluate/ Exchange	Responsibility

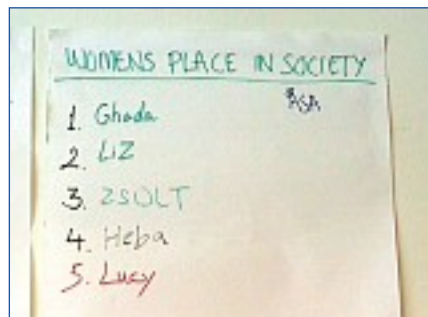
The seminar began with *Information* concerning the current youth situation in the host city and the use of terms such as multiplier and the Meda context. It then moved on to *Reflection* by the participants during the preparation of their sessions and finally to *Action* when the participants led these sessions.

Information
Reflection
Action

Then they were ready to produce:

5 Groups & 5 Topics about the Thematic Priorities: Fight against Racism and Xenophobia; Place of Women in Society; Protection of Heritage and Environment; Active Citizenship; Minority Rights.

After one and a half days of preparation, each group had to lead one session on one



of the thematic priorities of the Euro-Med Youth Program. Each session lasted one hour followed by debriefing.



Participants shopping for dinner



Participants welcomed by their Swedish family



Eating their delicious food together!

At the same time participants worked on team building with an interesting intercultural dimension. Intercultural Adventure in a Swedish family!

Aim: to experience intercultural learning through team work.

The task was to prepare a dinner in a Swedish family. Their common task was to prepare a dinner together in the kitchen of a local Swedish family and to enjoy eating the dinner with the family. For this they would work in groups of 5 to 6 people.

Each had an envelope with all details: which family, how/when to go and how much to spend.

Find out all about it in the following photos



Trying to find the way to the Swedish family



Everyone busy cooking!



Eating their delicious food together!

The Impact

Interviews with participants after 2/3 years...

Before this work comes to an end, we thought of contacting some of the participants that took part in this training programme to know where they are 2 or 3 years on from SALTO' TEMM. The feedback you see here comes from four participants: Rami Massad from Palestine SALTO' TEMM 2005, Heba Tibi and Muntaser Almasry from Jordan SALTO' TEMM 2003 and Hassan Ali from Egypt SALTO' TEMM 2003. They had three questions to answer and here is their feedback:



Hassan Ali.



Heba Tibi.



Muntaser Almasry.



Rami Massad.

1. Please provide example/s of any direct or indirect impact on your work or personality after the SALTO' TEMM TC?

Rami: Impact on work: I am a trainer in the Palestinian Youth Unit. Through the SALTO' TEMM I developed my training skills. I gained new training methods and tools based on non-formal education. I have used the experience that I gained in SALTO' TEMM in the youth training courses that I have done with my organisation on different topics.

On a personal level: I had the opportunity to get to know other youth workers and people involved in the field of youth, especially people from different cities in Palestine who are not very easy to meet due to mobility hardships between Palestinian cities.

Heba: As I continued with the Euro-Med Youth Program, this training course was a directly related experience in the field. It helped me identify weaknesses in order to overcome them and strengths so that I can work on enhancing them. In addition, the training course helped in shaping my organizing abilities, which I use in all different aspects of life both personal and professional.

Hassan: A- Personally: during the TC I acquired new skills and went through several learning experiences that added to my personality. The skills included communication skills, team working, and presentation skills.

B- Concerning my youth work related activities: the TC opened new horizons for me as, after the SALTO' TEMM, I took part in a TC in

European Youth Center in Budapest with the Council of Europe and as a result organized a training course here in Egypt.

Muntaser: It influenced the way I think. I learned how to prepare myself for work, for a meeting, how to benefit from time, self confidence, accepting others' opinions, self evaluation, playing different roles and team work.

2. In the past year/s, have you been in contact with participants from your training course?

Rami: Yes, I have been in contact with them either on a personal basis or through conducting different training courses with the National Coordinator of Palestine about "How to develop projects in the Euro-Med Youth Program", and through implementing different activities within the cooperation between our organizations.

Heba: Yes, but not all of them. I still have contacts with those who continued working within the program.

Hassan: I have been in contact with very few people, mostly with people who were colleagues and acquaintances before the TC.

Muntaser: Unfortunately, I have not been in strong contact with them. I have met some of the participants on some occasions.

3. Now that you have had over one year to reflect on the training, what would you say is the most useful thing learned from the SALTO' TEMM?

Rami: How to work as a team and how to use your material and time to present your work in the best possible way.

Heba: Team work, planning and organising skills are a few among others.

Hassan: Presentation skills! During the TC we need to use our presentation skills on a daily basis. So I learnt to break the fear of addressing the public.

Muntaser: Team Spirit.

Final Words ...

I have not personally undergone a SALTO'EMM, but as a youth leader and someone who has been involved continuously in the Euro-Med Youth Program since 1999, I was asked to send some participants who would be potential multipliers. I saw these participants at the beginning of the training course, during the training (while

leading their sessions) and at the end of the 7 days. I can comfortably say that these people have changed. The energy that I saw during the sessions, the openness, the enthusiasm and even the stress that was clear at certain moments, all added up to a great satisfaction at the end. And, at the end of the day, what more can a trainer ask for? An

empowered young person with high motivation and self confidence is what a concept like role playing offers and is what I saw during the week of training. I will close with a line from Yiota's article at the beginning of this report quoting one participant: "We were 'pushed' by the trainers so as to bring out the best we have".

SALTO Training for Euro-Med Multipliers Certificate

PRESENTED TO

**For active participation and acquirement of skills and tools to act as a Multiplier
within the EUROMED YOUTH Programme and under the responsibility and authority
of the National Coordinator of.....**

**Bernard Abrignani
Coordinator
SALTO Euro-Med Resource Centre
INJEP (France)**

**National Coordinator
Euro-Med Youth Programme**

Annex

The Euro-Med Multiplier's Charter of Duties and Rights

I. Introduction

A. What is a Euro-Med Multiplier?

In the past year the SALTO Youth Euro-Med Resource Centre has carried out five training courses of Euro-Med Multipliers (SALTO'EMM) in each of the following MEDA countries: Lebanon, Jordan, Egypt, Algeria and Tunisia. This TC will be implemented in the five remaining MEDA countries in the near future.

This kind of training responds to the needs expressed by the National Coordinators to train and develop a network of "resource people" (the Euro-Med Multipliers) able to support their work by promoting and presenting the Euro-Med Youth Programme nationally. **The concept behind SALTO'EMM was to prepare a future pool of Euro-Med Multipliers on three levels: local, national and international, acting on behalf of their National Coordinator.**

Through the SALTO'EMM, the Euro-Med Multipliers enhanced their knowledge of the Programme and acquired skills for using and adapting different tools in order to become "qualified" to deliver information and training sessions about the Euro-Med Youth Programme.

The SALTO'EMM participants are chosen and selected by the National Coordinator, while the Euro-Med Multipliers are nominated by the National Coordinator together with the Salto training team.

The Euro-Med Multiplier has duties on two levels. The first is as a citizen of an NGO, and the second, as a representative of a governmental institution.

In a democratic process, the Euro-Med Multiplier can contribute to the National Coordinator's strategy.

Each country would have to have an appendix to correspond with that country's specific situation.

Both the Euro-Med Multiplier and the National Coordinator must sign the Charter. It is a moral contract. This Charter constitutes a pact between the Euro-Med Multiplier and the National Coordinator. In this case, the Euro-Med Multiplier is officially bound. However, the National Coordinator has the power to decide to no longer have the Euro-Med Multiplier continue in this capacity.

This Charter has been prepared in order to assist the Euro-Med Multiplier and the National Coordinator in understanding the duties and rights of the Euro-Med Multiplier.

B. Duties

1. To cooperate with, assist and support the National Coordinator in promoting the Euro-Med Youth Programme.
2. To draw up the Action Plan in cooperation with the National Coordinator.
3. To have in-depth knowledge of the Euro-Med Youth Programme and continuously be updated, informed and trained on their own initiative.
4. To develop and enhance technical and personal skills (to be a good model, highly committed, motivated, with communication skills and time management).
5. To adapt and create new tools and allow the transfer of knowledge to others.
6. To assist NGOs to develop A1, A2 and A5.
7. To network among NGOs and other countries.
8. To follow up young people and NGOs.
9. To be committed to the objectives and implementation of the concrete action plan.

- 10. To respect the philosophy of the Euro-Med Programme.
- 11. To be available for the National Coordinator.

C. Rights

- 1. Has the right to be viewed as a legitimate representative acting on behalf of the National Coordinator, and therefore should be accredited by the National Coordinator, the Ministry and the European Union.
- 2. Has the right to receive fees for her/his contribution as a Euro-Med Multiplier.
- 3. Has the right to be trained, informed and involved by the National Coordinator and SALTO-RC and to benefit from everything linked to the task of being a Euro-Med Multiplier.
- 4. Has the right to be involved by the National Coordinator in discussions and brainstorming sessions.
- 5. Has the right to participate in three meetings per year held by the National Coordinator to be informed, to reflect, to evaluate, to share and to propose.
- 6. Therefore, has the right to contribute and support in the general strategy of how to implement the EMP at both the regional and national levels.
- 7. Has the right to be insured after negotiations with the National Coordinator.
- 8. Has the right to use the National Coordinator’s office, and therefore use material and tools adapted to the task she/he must do.
- 9. Has the right to be reimbursed for purchase of materials, travel costs, accommodation and/or anything else related to her/his task following negotiations between the Euro-Med Multiplier and the National Coordinator.
- 10. Has the right to network among NGOs to promote the Euro-Med spirit.

I,, declare and promise that I will exercise the functions entrusted in me as a Euro-Med Multiplier, and that I will uphold my obligations as set out in this Charter.

Euro-Med Multiplier’s Signature:

National Coordinator’s Signature:

Date, Country:

SALTO-YOUTH

stands for “Support and Advanced Learning & Training Opportunities within the **YOUTH IN ACTION** programme”.

It is a network of eight Resource Centres to enhance the implementation of the **YOUTH IN ACTION** programme by providing support, information and training to National Agencies and EuroMed Youth Units. In particular **SALTO-YOUTH** EuroMed Resource Centre aims at enhancing cooperation in youth work between the two sides of the Mediterranean area. Accordingly we run specific international and national training courses, produce educational material as well as disseminate good practices in youth work. We operate in close partnership with several European and Mediterranean institutions.

SALTO EUROMED: TRAINING OF MULTIPLIERS

This report compiles all the documents created by youth workers – already involved in the Euro-Med Youth Programme – who participated to national training courses in Meda countries from 2003 to 2005.

The aim of the report is to share the tools, the tips and the experiences of all these participants with you.

We hope you will find this educational report useful.

Read it, Enjoy it, Use it!



SALTO-YOUTH
EUROMED
RESOURCE CENTRE



Education and Culture

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

Etablissement public du ministère
de la Santé, de la Jeunesse et des Sports :
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)
Caroline Mayaudon (Project Officer)
Publication Director: Hervé Mecheri (Head of INJEP)
Chief Editor: Bernard Abrignani
Editor: Sally Salem
Design and layout: Bialec s.a.s
Printing: Bialec s.a.s - D.L. 68521
95 bd d'Austrasie – B.P. 10423 – 54001 Nancy Cedex (France)
Tél. + 33 (0)3 83 37 10 58