

Issue 2 - May 2000

magazine



youth - training - europe

Coyote

Gender Sensitive:
Why Important?

Put on the Hats
for Conflict
Management

Keys to Quality
in European
Voluntary Service
Projects

Training,
Frustration and...

Open Space
Technology

Students for
Stability in South
East Europe



PARTNERSHIP

COUNCIL OF EUROPE & EUROPEAN COMMISSION
TRAINING-YOUTH



COYOTE

"Coyote - a resourceful animal whose blunders or successes explain the condition of life in an uncertain universe." (In: Jack Tresidder, The Hutchinson Dictionary of Symbols, 1997)

Coyote is a new magazine on issues around 'youth – training – europe'. It is addressed to trainers, youth workers and all those that want to know more about the world of youth worker training in Europe.

Coyote wants to provide a forum to share and give new insights into some of the issues that trainers face in their work, issues related to the diverse training concepts, methodologies, practices and realities across this continent. It also wants to inform about current developments in this field, especially at European level.

Coyote is published by the Council of Europe and the European Commission within their partnership in the youth field, with the aim to strengthen networking among trainers involved in European youth worker training and to promote the value of European level training for youth workers.

Coyote comes out twice this year: in May and October. It can be received free of charge.

Coyote is also published on the web at
<http://www.coe.fr/youth>



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Notes about the Contributors

Paper copies of Coyote are available at the European Youth Centre in Strasbourg. Coyote will be happy to receive your comments, ideas and suggestions for future articles. Please send all correspondence to the Editor at the European Youth Centre Strasbourg, e-mail: sonja.mitter@coe.int or sabine.vanmigem@coe.int

Many thanks to all those who have contributed to Coyote!



Welcome to Coyote !

The Council of Europe and the European Commission are preparing for a continuation of their partnership on European Youth Worker Training beyond the year 2000. In the coming years, the partnership programme will offer means to enable trainers in youth work to further develop their training qualities and competencies. More explicitly than before, the training will focus on the concept of active European citizenship and aim to qualify trainers to empower young people to participate in society and in the building of a Europe based on fundamental common values.

Coyote takes up these priorities by looking at concrete issues and values that trainers, youth workers and youth leaders are concerned with in training situations. One of these is the question of how youth work and training can help in dealing with conflicts. This refers to interpersonal and intercultural conflicts as they exist in every group of people, in particular at international level, but also to the geopolitical conflicts that different regions in Europe are facing today, especially in South East Europe. In this issue, two articles deal with this subject: Manja Klemenčič tells of her concrete experience of implementing youth projects in Kosovo, while Karolina Vrethem reflects more generally on how trainers can work on conflict management.

Coyote also wants to give visibility to less visible groups in society. In issues #0 and #1, attention was given to European Roma youth work and the work with Caribbean minorities in the Netherlands. In this issue, Josyane Pierre from Mobility International, organisation for disabled people, is presenting the organisation's initiatives of training and awareness raising for a Europe that includes all. Ulrika Eklund is concerned with another area where training can help overcome unequal opportunities: gender relations.

Another topical debate is around quality standards in non-formal education. Coyote does not directly deal with the question of setting standards for quality in training in this issue, but it does address the question of what quality concretely refers to in a specific context. Peter Hofmann describes an experience of training on "keys to quality in European Voluntary Service projects". Quality is also a question of setting and reaching training objectives. For Rui Gomes, coping with the gap that trainers might find between training objectives, participants' expectations, and training results is also a question of dealing with frustration in training.

These thematic articles are completed by Coyote's regular features on new topics: Training Methodologies (with an article on Open Space Technology), The Partnership (including a reflection about organisational management), Coyote Meets Trainers, Marker and Flipchart - Coyote's open forum about what goes on in training and youth work.

Last but not least, we are starting a new series with this issue: Coyote supplements! Trainers or participants sometimes create and try out interesting new methods to work on specific issues in training courses or seminars in a different way. Only few of them are developed further and made available for a larger public. Coyote supplements will present such new educational methods, especially for international or multicultural training situations. Voyage (supplement #1) is a simulation exercise that was created in a training course on intercultural learning. It has just been tried out again successfully in the most recent partnership course, Training for Trainers. We hope you will find it useful!

If you feel you would like to contribute to one of Coyote's next issues, don't forget to look at "What happens before we put Spiffy to bed". We would be happy to hear from you!

Enjoy your reading.

Sonja Mitter
Sonja Mitter

The Partnership between the European Commission and the Council of Europe

Training of *Youth Workers* in the New Youth Programme of the European Commission

The new Youth programme of the European Commission is coming into force this year. The youth worker training component of the programme is aimed at ensuring a high quality of youth exchanges, voluntary service projects and youth initiatives funded under the programme. The Commission aims at the establishment of a coherent training programme for youth workers as well as a system of support activities.

by Vegard Hølaas

At the core of the new Youth programme is recognition of the need to stimulate all young people's active participation in the building of Europe and to promote active European citizenship. The programme also recognises the need to develop young people's understanding of the cultural diversity of Europe as well as its fundamental common values, to step up the fight for human rights and against exclusion in all its forms, to remove discrimination and promote equal opportunities for women and men.

Youth exchanges and voluntary service projects are identified as activities that, in particular, can contribute to meet these needs, by contributing to mutual trust, the strengthening of democracy, tolerance, a willingness to co-operate and solidarity among young people. Furthermore, they include a non-formal educational process, which should lead to new knowledge, competencies and skills. They will also encourage young people's initiative, enterprise and creativity. Moreover, the actions undertaken under the programme should aim at encouraging the participation of those young people who would otherwise find it difficult to participate in Community actions.

These elements are essential aspects of the youth activities taking place under the Youth programme. They are also essential in the training component, which will have to empower youth workers, youth leaders and support persons (trainers, advisors, mentors, administrators, etc.) to contribute to the achievement of the objectives of the programme through high quality youth activities.

Aims and objectives

The training component of Youth aims "... to empower youth workers, youth leaders and support persons to develop high quality youth activities contributing to the achievement of the objectives of the programme". More specifically, the following objectives will be pursued:

- ... To train youth workers, youth leaders and support persons through training activities at both national and European level to act as multipliers and to develop high quality youth projects with a European dimension;
- ... To establish a system of activities to support the implementation of the training component, especially information activities, networking activities and the development of training material;
- ... To develop the area of non-formal education activities in the field of youth work, and especially focus on quality standards and recognition of non-formal education.

Activity areas

The following main areas of activity have been defined:

- ... The establishment of a three-step model for youth worker training, providing a training offer at national level, and basic as well as specialised training at European level;
- ... The setting up of support systems to ensure better information, co-ordination, planning, implementation and follow-up of activities relating to training;
- ... Development of the area of non-formal education, especially related to youth worker training.



Training of youth workers, youth leaders and support persons

Training activities under Action 5 will address youth workers, youth leaders and support persons. A variety of activities will take place at national and European level. This will allow those involved in youth work at different levels to find suitable training offers, and it will also open up possibilities for continuous training and development of youth workers e.g. by going from less to more advanced training in one field. However, this requires a coherent training programme and co-ordination between different actors offering training.

The profile of training activities at national level will depend on national priorities. Efforts will be made, however, to ensure more co-ordination and co-operation between the actors involved at national and European level.

The training offer at European level will be organised in basic and more specialised training activities. Basic training will be provided as an introduction to European youth work and the European training offer. It will focus on the aims and objectives of the Youth programme, such as the role of young people in Europe, active citizenship and the possibilities and working methods of the Youth programme. The aim is to give participants a possibility to further develop their understanding of Europe, its cultures, values and democratic tools and the possibilities of the Youth programme; to set standards for European training of youth leaders; and to provide a common starting point for further European level training.

Further development of knowledge, competencies and skills will take place in more specialised training activities, e.g. focusing on project management or intercultural learning. The training offer will be based on a needs analysis as well as an evaluation of existing training offers.

The concrete composition of each year's offer will be decided after consultations with the National Agencies of the Youth programme and other actors in the training field. It will also be co-ordinated with training activities provided by the Council of Europe.

The European training offer will be implemented by the Commission, in co-operation with the National Agencies and institutions and organisations such as the Council of Europe, and Youth NGOs. A network of training resource centres will be established. This network will play an active role as co-ordinator of European level training and of transnational activities by National Agencies, in the dissemination of information, etc. The Commission intends to continue the co-operation with the Council of Europe on training activities, hereafter focusing more on areas where the highest added value of joint projects can be found. NGOs, training institutions and other structures could also be invited to provide training on specific items. In addition, youth organisations and others would be eligible for receiving grants for their internal European level training supporting the Youth programme.

Support activities

The work of surveying the situation and of exploring existing materials, as well as developing new materials, will continue. So far,

the following areas have been given priority: intercultural learning, project management, organisational management, methodologies in language learning and best practices in youth work. The aim is to cover a wide spectrum of activities relevant to work in youth projects and youth organisations.

The pool of trainers will be continuously updated and further developed as a tool for those organising European level training. The establishment of a forum for trainers will be considered, giving trainers and others involved in training activities, a meeting point and a possibility to exchange and compare practice and theory.

Internal communication between different involved actors and external communication with users, institutions, etc. will be of utmost importance. Tools will be e.g. this magazine Coyote, a web site and reports. A special focus will be on exploring the possibilities of using the Internet in communication with, and between, youth workers.

Development of the area of non-formal education

The field of non-formal education plays an important role for the integration of young people into society, but there is a need for recognition and development of the field. In the area of youth worker training, focus will be on the development of non-formal education activities with an emphasis on quality standards, recognition of non-formal education and promotion of non-formal education practices.

Conclusion

The Commission has chosen a more proactive approach to training of youth workers, wishing to be more able to meet the needs often expressed by those involved in youth work from local to European level. The hope is that the training component of the new Youth programme will benefit youth workers all over Europe and, by doing so, will also benefit young people involved in youth activities.

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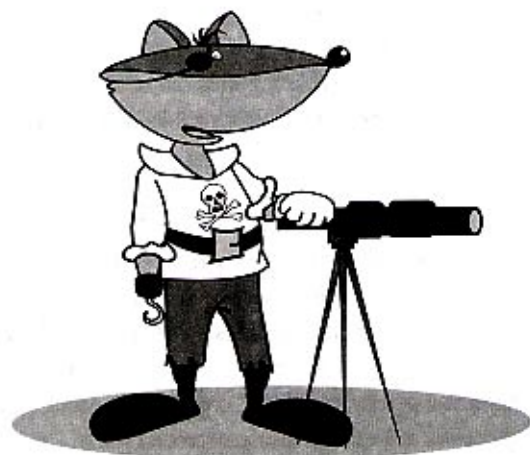
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Travelling through Organisational Management



What elements determine the management of your organisation? The quality of the results, the needs of the people working for it, the fun of being together, values and contents? How can your organisation improve its management?

A training course that was run within the partnership on European Youth Worker Training last year provided the frame to take a deeper look at these questions. Paola was one of the trainers on this course and is embarking on a journey of discovery about organisational management - a journey about "people, projects, processes and ourselves".

Organisational Management is a wonderful journey towards the discovery of oneself through the history of others. Undertaking this journey allows us to discover our attitude towards people, projects, processes and ourselves.

It is about navigating in a calm sea full of islands to explore. Some are visible from far away and therefore better known. Others, which have only recently been discovered, are less attractive because of the complexity and unusualness of their landscape. All of them have fruits and berries, different in taste, shape and colour, and preference for them changes from time to time.

On every journey there may be storms. In this part of the sea the only storms are inner ones. Outside the sun is always shining. Therefore, pay attention to your emotions.

Here you can find some directions in case you would like to undertake such a journey with your organisation.

The departure harbour

Youth organisations take off from the harbour of Values, named after the strong wind of values always blowing over the region. The characteristic of this harbour is that the quays are named after each youth organisation and identified by their missions. All of them deal with human rights, development and solidarity. They fit nicely together.

The wind of values is the driving force of the sailing boats. Values allow for many types of activities, but not all, and are therefore sometimes seen as a

limitation. In reality however, they are essential for each youth organisation. Without values, youth organisations cannot sail. Many skippers come along and stay for a while. There is an ongoing learning and training process. Little is written down, talking and meeting others is more important.

The neighbouring harbour

In the next bay there is another harbour named Market. Each commercial organisation has its own quay there, but all of them look similar. However, there is one big difference: the prevailing wind blowing over here is called Profit. It is a very crowded harbour. There are always many people wanting to have a place for their boats and competition is very high.

The main stops

Islands peopled by thinkers theorising about Management fill the sea in front of the two bays.

Task Island is the most organised one. As everything there is economic, each person does what he or she is requested to do, neither more nor less. Everything is rationalised, scientifically organised and controlled. It is the most visited island. Youth organisations do not like this island. An unfamiliar language is spoken there and they find the island rather boring, too technical, bureaucratic, hierarchical and with little understanding of democracy.

On *Human Resources Island* it is people's needs that are cared for. Jobs are allocated according to motivation and the ability to perform. Informality is allowed, but power must be understood as well as authority. There is a co-presence of managers and



by Paola Bortini



**... On Management
By Objectives
Island ... Planning is
a key word ...
Motivation factors
coincide with tasks to
perform ...**

leaders encouraging participation in decision-making. Youth organisations often spend time on this island because they like the mixture of formality and informality. This mixture reminds them of their own organisations' practices, procedures and norms but it particularly reminds them of flexibility and involvement. It is not by accident that this island faces *Task Island*. The final aim of people on this island is always profit and therefore everything is done with an economic perspective.

On *Management By Objectives Island*, everything is done because there is an objective to be achieved. Tasks and assignments are clear and drive people in their actions. Planning is a key word. Projects are the best way to operate. Motivation factors coincide with tasks to perform. Youth organisations are quite familiar with this island. Often they come to prepare their projects and to learn all the different technical languages that the donors oblige them to speak. One problem is that fun and the pleasure of being together are not allowed as objectives on this island.

On *Total Quality Management Island* every detail is taken care of. The quality of products and services is very high, but not that of personal relations. Youth organisations find this a bit strange. They suppose that this situation is due to the fact that personal relations are not marketable.

Knowledge Island is the most recently discovered island. On this Island each person is valued according to how much and what he or she knows. Knowing is more important than being. There is information everywhere. People read a lot and try to remember everything. Information is the island's official currency. Youth organisations are a bit afraid to come to this island because it makes them feel disoriented: there is just too much information.

NGO Island is very different from the previous islands. People living there are able to combine fun and work, pleasure and duty. Games and adventure are tools for learning, and the latter is a tool for working. Working, in its turn, is a way of promoting rights and meeting needs. There is a mixture of situations, some appearing to oppose others. Each individual has the big responsibility of taking an active role in translating all of these situations into his or her own language.

This island is the furthest away from the harbour and therefore each sailing boat requires a long journey, good stamina and patience to reach it. Youth organisations have dared to travel here. Lately, some boats from the neighbouring harbour have also

come to visit and have taken back many fruits, selling them with their own labels.

The final destination

Each journey is safely completed when, once back home, there is the joy of talking about the experience. Comparing this journey with other experiences and discovering what can be applied in everyday life make of it a permanent journey of self-understanding.

Stopping at each island can provide youth organisations with different landscapes to which they can adapt their behaviour according to the situation they are in. Organisational Management is therefore a way to relate yourself and your organisation to yourself, the organisation, people, processes and material resources around you.

Have you ever thought about such a journey?

Let's take a minute to concentrate and think about your own organisation and yourself in it.

Is your organisational management driven by the Values wind?

Have you got a space in the harbour of Values or in the harbour of the Market, or in none of them?

Which islands do you visit the most?

Have you discovered any new islands? What are they called?

Free sailing is a great exercise when you know the sea, the islands scattered in it, and especially when you take off from a safe harbour.

Note by the author

The Islands' names come from some of the most well known management theories. I have made a deliberate selection as this article is not a management compendium. For further reading please wait for the T-Kit on Organisational Management, which will soon be published by the Council of Europe and the European Commission (foreseen date of publication: June 2000).

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The Partnership Programme: Future Perspectives

The present partnership agreement (the second Covenant) on European Youth Worker Training between the Council of Europe and the European Commission is coming to an end in September of this year. The concrete programme offer of the new partnership agreement still needs to be finalised, but the perspectives are clear.

Continuing the partnership is considered a priority by both institutions and work towards a new agreement is under way. The Commission is currently reviewing its training strategy and wants the partnership to be a major part of it.

Training, support and visibility within a long-term framework

The main aim of the partnership remains to promote active European citizenship and civil society by giving an impetus to the training of youth leaders and trainers working within a European dimension.

The institutions would like to set up a longer-term framework contract which will guarantee the stability of the co-operation but also allow for flexibility in defining the concrete programme offer. To begin with, a plan is drawn up for a three-year period (the third Covenant). Concrete budget calculations and content descriptions are now being developed for the coming year (July 2000 - June 2001), to be followed by a second period of two years (July 2001 - June 2003).

It is intended to develop a coherent programme which should consist of two main strands: a training offer and visibility and support materials.

Training offer

The training offer should aim to train youth leaders and youth workers to act as multipliers and to empower young people to participate in society and to create a Europe based on common values. It is envisaged to give emphasis to two main types of training.

Training courses on European citizenship could have as their main objectives to integrate the European dimension into the lives of young people at local and regional level and to involve them in the building of Europe. These courses might focus on the concept of citizenship in its variety of expressions and work on the levels of knowledge, attitudes and skills, especially those necessary to develop quality youth projects with a European dimension.

Long-term training courses for trainers could focus on capacity building of trainers in the youth field to enable them to prepare, run and evaluate training activities competently at multilateral level. These courses might be composed of different thematic modules, open to trainers with previous training experience and willing to act as trainers in multilateral training activities after the training, especially with NGOs, National Agencies and the European institutions. The different modules would stand on their own, but be offered as one entity. They would be validated separately, but participants would be expected to participate in all of them and get a full certification by the two institutions upon completion of all the modules.

Visibility and support materials

Training materials, Coyote, publicity materials and the web-site should be further developed to stimulate the exchange of information and

networking, to support the training offer and to enhance the visibility of the partnership.

4 Training Kits (T-Kits) are being produced under the present partnership agreement (see below). Further T-kits on other subjects are planned to be published regularly (three T-kits per year). Envisaged themes for the next T-kits are How to Plan and Run an International Training Course, Citizenship Education and Voluntary Service Projects.

The institutions intend to continue to issue Coyote twice a year. Its web version should be revised to create possibilities for a more active and spontaneous exchange between readers. Coyote on paper, Coyote on the web and Coyote supplements should be further developed promoting the inter-activity between the different tools of the partnership.

Bi-annual Conferences on European Youth Worker Training and Citizenship are envisaged in order to encourage greater recognition of the non-formal education sector and promote non-formal education practices and political recognition of European youth worker training through the partnership programme.

Associating the institutions' partners with the development of the partnership

It is planned to create a 'Curriculum Development team', composed of trainers, representatives of the training resource centres of the National Agencies, experts and representatives of the institutions, which would further develop the concept of the training offer and the quality standards to be applied for it.

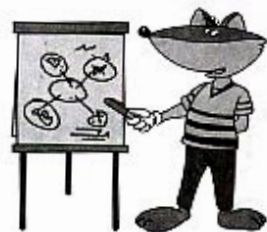
Finally, Trainers' Forums are foreseen to associate trainers, working with the institutions, with the development of the partnership programme, to ensure a better co-operation with them and increased understanding among trainers of the role of the two institutions in the development of European youth worker training towards European citizenship.

The above programme proposals will be further developed during the course of this year. The new partnership programme activities should take place from the beginning of 2001. Details and application procedures for the training courses will be sent, in due course, to all partners working with the institutions. They will also be published in the next issue of Coyote.

Four T-Kits on the subjects of Intercultural Learning, Project Development, Language Learning and Organisational Management will be published this June and also put on the web. Copies can then be obtained from the European Youth Centre in Strasbourg.



flipchart



Flipchart is a forum of exchange about what is going on in Europe in the field of European Youth Worker training. Here, youth workers, trainers, youth organisations and others working in this field can announce up-coming events, new publications and reports, innovative methods or any other piece of news which they would like to make known to a larger public.

The International Year of Volunteers 2001

Did you also think 2000 was the first year of the new millennium? Actually, despite the "millennium mania" witnessed recently, the real kick-off for the next 1000 years will be 2001. The United Nations General Assembly knew this well when, in 1997, it declared 2001 as the International Year of Volunteers (IYV 2001). It was an eloquent way for the Assembly to remind us all of the tremendous importance of volunteerism in the future, to convey the notion that the success of the next millennium will depend on a global civil society committed to sustainable human development.

The Year aims to recognise, promote, facilitate and network volunteer action and to encourage the partnership of volunteers and volunteer organisations with Governments, the UN system and the private sector. United Nations Volunteers (UNV) has been designated as the focal point for the Year, and an international team is in place at UNV headquarters in Bonn to promote and co-ordinate international planning and preparations.

However, for IYV 2001 to be truly successful, each and every country has to seize the opportunity and make the Year its own. It is hoped that each nation will take two steps. First, to hold a process of national consultations bringing together volunteers and other partners at the local, regional and national level to identify objectives and priorities for IYV 2001. Second, that this process lead to the formation of an IYV 2001 National Committee, made up of a wide variety of partners: (NGOs, Governments, universities, the private sector, individuals, etc). This Committee will plan and implement IYV 2001 and recommend measures to reach IYV 2001 objectives nationally. The Netherlands, Switzerland, Spain, Japan, Colombia, Mali, Burkina-Faso, South Korea, Canada, the United States and the Republic of Moldova, to name a few, are among the countries already well involved with this process.

The Council of Europe has also joined in. IYV 2001 has served as a "springboard" to encourage the signature and ratification of the "Convention on the promotion of a transnational long-term voluntary service for young people" so it can enter into force in 2001. And, a motion for a recommendation entitled "Improving the social status and role of Volunteers as a contribution by the Assembly to the International Year of Volunteers 2001" is underway at the Council's Parliamentary Assembly.

In January, IYV 2001 was featured in "Towards a United Strategy", a Study Session at the Youth Directorate which brought together participants from all over Europe representing International Cultural Youth Exchange, Youth Action for Peace, the Alliance and Service Civil International. As an outcome, the delegations from Italy, Slovenia and Austria have already become actively engaged in planning and preparations for IYV 2001 in their countries.

You will find all the information on the Year at the IYV 2001 **web site**: <http://www.iyv2001.org>.
Should you have any questions, comments, ideas, please contact Diana Perez-Buck at
e-mail: diana.perez-buck@iyv2001.org



IDRIART Legends of Peace Festival, Castle Borl, Slovenia, 17 - 30 July 2000

An official Flagship Event of the United Nations International Year for a Culture of Peace.

IDRIART (Initiative for the Development of Intercultural Relations through the Arts) and Legends of Peace are organising an intercultural youth Festival in the magical Castle Borl in Slovenia. The Festival will have two main parts: Legends of Peace, where people who have prepared Legends to perform in advance will present them, and people will have the chance to work on their own Legend; and the workshops, along the themes of non-violence, intercultural learning, ecology and creativity, using a wide variety of different artistic and creative methods. There will be lots of amazing people there from all over the world - don't miss it!

If you would like further information for participants and / or workshop facilitators, please contact:

Peter Merry, Legends of Peace, Van Blankenburgstr. 25, 2517 XM Den Haag, Netherlands; **tel./fax:** +31 70 360 2060

e-mail: peacelegends@beyondtheface.com;

web site: <http://www.gn.apc.org/peacelegends> OR

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web site: <http://welcome.to/idriart>

International Youth Parliament 2000, Sydney Australia, 19 - 28 October 2000

Young people around the world are getting excited about an event which will take place in Sydney later this year! The International Youth Parliament 2000 (IYP2000), an initiative of Community Aid Abroad - Oxfam Australia, will present an opportunity for young people from around the world to have their say on issues relating to poverty, conflict and cultural activism and to share their strategies for working towards positive social change and community development.

Organisers are receiving expressions of interest from all over the world. These include applications to attend from people working on projects such as; a youth radio service which promotes awareness of health issues (including HIV) amongst young Brazilians; an arts centre working to rehabilitate ex-child soldiers in Sierra Leone, an Anti-corruption organisation in Bulgaria and rural development projects in India and Thailand.

Deadline for applications: **30 May 2000.**

For more information visit the IYP2000

web site: www.caa.org.au/parliament or contact the Partners and Delegates team at

e-mail: janeh@caa.org.au

Youth in Action - A youth leadership training course in inclusive youth work, Krakow, Poland, 20 - 30 June 2000

Including young people with disabilities in (international) youth work is one of the objectives Mobility International set itself at its creation. The time has now come for all youth organisations to ensure their activities are open to all young people. In this way, young people with disabilities have access to "mainstream" organisations where they can participate actively and take on a leadership role and are not limited to participate in activities and organisations created specially for them. It is within this context that Mobility International and its member organisations - Seitti, PSON and PHAB NI, - specialised in the field, have developed "Youth in Action" a youth leadership training course in inclusive youth work.

Youth in Action is based on a very successful pilot project in Northern Ireland last year. The programme will include training sessions on The Principles of Youth Work; The Role of the Youth Leader; Team Building and Personal Development Tasks; Intercultural Learning; Equity and Diversity; Action Centred Leadership. The programme will also involve study visits of local youth projects, inclusive outdoor activities (e.g. sailing, orienteering, etc.) and cultural visits of Poland.

The training approach is a very practical and active one - participants will learn through active participation - working in small groups. The trainees (who are young people with and without disabilities with a background in youth work) will be provided with not only theories but a space to experience inclusion throughout the week. For the last two days of the training course, the programme will be handed over to the trainees who will run their own practical tasks workshops. This commitment to inclusive youth work will take the form of a concrete (inclusive) project within their own youth organisations as a follow-up to this training course.

Deadline for applications: **3 May 2000**

This training course has been made possible with the support of the European Youth Foundation and the Youth for Europe Programme of the European Commission. For more information, please contact Susan O'Flaherty, Projects Officer, Mobility International, Bd Baudouin, 18 B - 1000 Brussels, **tel.:** + 32 2 201 56 08, **fax:** + 32 2 201 57 63, **e-mail:** mobint@arcadis.be



Two-week Russian Language Course, July and August 2000, Estonia

Russian can be taught also in Estonia, where 33% of the population speaks Russian as a mother tongue and 90% of the population can communicate in Russian. The stay and programme of this Russian language course is organised by the Training Center Koguva Koolitus OÜ. The course includes three hours of lessons per day. The teaching is in Russian, but the teachers are also able to communicate in English. During their free time, the students can improve their pronunciation and understanding of Russian with the help of Russian students. Courses are available for beginners as well as advanced students. Classes have at most 10 - 12 participants. For beginners the organisers recommend a preliminary one-week stay with 8 hours of daily lessons with a private teacher.

Course dates: 1 - 14 July, 16 - 28 July, 30 July - 11 August, 13 - 25 August

Price per person: 475 \$, not including travel costs to Tallinn.

Deadline for registration: 30 days before the beginning of the course.

For further information and registration contact: Monika Sulg, Koguva Koolitu OÜ, Roosikrantsi 10A-5, EE10119 Tallinn, Estonia, **tel.:** +372 6 441 839, **fax:** +372 6 440 880, **e-mail:** koguva@hot.ee

Association EuroMed - Vocational Education

The newly established Association of Teachers in Vocational Education in Algeria "EuroMed - Vocational Education" would like to participate in research about educational methods and methodologies, exchanges between Algerian and European youth, European Voluntary Service projects and orienting young people towards vocational education. They also want to provide humanitarian help to motivate young single people to establish a home.

You can contact them at: Association EuroMed - Formation Professionnelle, Mr Boussaad Hadouelhadj, 85 rue Oued L'Orange, 16340 Bouzareah, Alger, Algeria

Books and Games on Intercultural Learning

ICYE and CIS have been developing materials on intercultural learning. They have re-printed the following books and games: Intercultural Games, North South, Uniglobe. All three publications are available in French, English and Spanish. The books and games have been created to increase intercultural awareness and have been used with success. You have the opportunity to get your copies before they run out of stock.

You can send requests for the publications and any questions to Frank Malais or Azmina Keshani at ICYE European Association, European Office, Prins de Lignestraat 22, B - 3001 Leuven, **tel.:** +32-16-23.37.62, **fax:** +32-16-23.39.25, **e-mail:** icye.info@tvd.be

Young People and Leaders Try out Record of Achievement for Youth Exchanges and International Youth Projects

Taking part in a youth exchange is one way for young people to meet each other, have fun and learn new skills, almost without realising it.

The Youth Exchange Centre of the British Council, the national agency for the Youth Programme in the UK, has developed a Personal Record of Achievement for Youth Exchanges and international youth projects. This record helps young people to recognise and record what they are learning in terms of key skills and global and intercultural awareness, abilities so sought after by employers in the new global workplace. The key skills are communication, working with others, problem-solving, learning and improving your own performance, application of number and information technology. Young people can use the record of learning in these areas towards their portfolio of achievement, and also as evidence for National Vocational Qualifications (NVQ's). These qualifications are a flexible accreditation system, which was devised principally for education in the vocational/professional sector, where it seeks to recognise skills and competencies that the student can demonstrate by doing things successfully. This system is now spreading into more informal sectors like adult education and youth work.

'It helped us to think about our experience more and identify key skills'. 'A really useful tool and a welcome introduction to the whole youth exchange process'.

These were some of the comments from the twenty-five groups of young people and organisers from all over the UK who tried out the Personal Record of Achievement for Youth Exchanges and International Youth Projects (PRA) in summer 1999. Although the whole process of recording achievement was new for some, most groups found it helped them to think about what they were doing at each step, and how it was relevant for the exchange as a whole. One leader wrote that all records of achievement are helpful for young people, especially low achievers, who may not have other forms of recognition. It is a great help for personal development, and focuses the mind on what is achievable. Another group even based a follow-up training weekend on building C.V's on the Record of Achievement.

The advantage of the Record is that it provides a gentle introduction to recording achievement, which is a new concept for some in the field of informal education. The PRA has no levels at present, so even small amounts of learning can be highlighted. Thus, it is designed to be a confidence-building tool for all young people. Groups like scouts who were used to keeping records found that the PRA compared well. Others preferred a more structured award, such as the Youth Achievement Awards, in which young people can be awarded bronze, silver, gold or platinum awards according to the level of responsibility taken. There are an increasing number of awards being devised, so that there is a variety to choose from.

Work is continuing on the PRA, especially the possibility of accreditation through the Open College Network, a UK qualification awarding body. Meanwhile, all exchanges receiving support from the Youth Exchange Centre in 2000 will be offered the possibility of using the Record of Achievement when they first ask for an application form.

If you are leading or taking part in an exchange this year and would like to use the PRA, please contact:

Hazel Patterson, Project Development Officer, Youth Exchange Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, **e-mail:** hazel.patterson@britishcouncil.org.uk, **tel.:** +44 171 389 4213, **fax:** + 44 171 389 4033

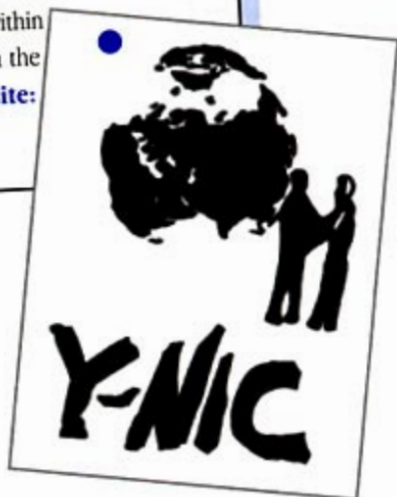
Details about the Record can be found on the Youth Exchange Centre's **web site** on <http://www.britishcouncil.org/education/yec/bulletin.htm>

We welcome your ideas and comments.



Database of Youth Projects

The European Youth Foundation has granted financial support to a Swedish organisation, the Social Change Centre, which manages YNIC BASE - an on-line database of youth projects (over 400 projects are currently available). Through this grant, the Foundation aims to facilitate information exchange between youth activities throughout Europe and promote projects developed within the framework of the Council of Europe's youth programmes. You can search the database free of charge and register your project via our **web site**: www.coe.fr/youth/DB/databases.htm



Coyote would like to find out more about these issues:

Have you written a university paper or thesis about a subject touching youth work or intercultural learning?
Quite often we hear from or about people who write a paper or thesis at university about a subject touching youth work or intercultural learning. A lot of relevant information seems to be out there! Why not collect it and make it available for other people? Sharing information instead of "re-inventing the wheel"? You can help Coyote get an overview of what has been written but never published. **Send your paper or thesis to the library of the European Youth Centre in Strasbourg with a note to inform Coyote about it.**

To what extent have you been able to use any of the experiences from international training courses?
Participating in an international training course can be an exciting experience! Spending some days with other young people from different countries who are involved in youth work can give you new methods, skills and knowledge and a push of motivation for your work. But how can we as trainers really evaluate the impact that a training course has had on the participants? Often we know very little about how participants use the training experience once they have gone home. This is important, however, to evaluate the relevance of international training courses and to make such courses useful for the participants. Coyote would like to learn how you have been able to use experiences from international training events. **Send us your comments!**

You can send all letters and comments to the Editor at the European Youth Centre Strasbourg and your paper or thesis to Genevieve Woods at the EYC library (**e-mail**: genevieve.woods@coe.int, **tel.**: +33 3 88 41 23 01). For the address see Contents page.

Deadline for announcements on Flipchart in Coyote's October issue:
31 August 2000.

Pools & Networks of Trainers

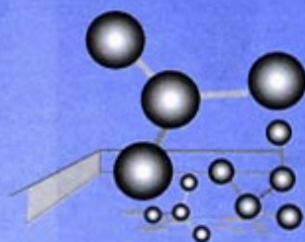
With the increasing importance given to training in European youth work, many organisations and institutions have developed, or started to develop, their own pools of trainers.

At European level, the Directorate of Youth and Sport of the Council of Europe has been recruiting trainers from its pool for several years to complement the work of its educational team. The European Commission has started to collect information about the trainers working with the National Agencies. Also the European Youth Forum runs its own trainers pool.

Coyote wants to help create some visibility about the existing trainers pools. What are their aims? How do they function? Who can join and use them? In its past issues, Coyote introduced the trainers pools of the European Youth Forum and the Council of Europe Directorate of Youth and Sport.

In this issue, Josyane Pierre, Director of the non-governmental European organisation of disabled people Mobility International, gives an overview over her organisation's initiatives in this field.

Also trainers need training. In her article on the training event on conflict management that the European Youth Forum held for its trainers pool last November Karolina Vrethem presents some thoughts inspired by a trainers pool in action. ▶▶



Partners for **Change**

The Integration of Young Disabled People in Society is **Everyone's Responsibility**

Without prejudice to the other provisions of this Treaty, and within the powers conferred by it upon the Community, the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament, may take appropriate action to combat discrimination based on sex, racial or ethnic, origin, religion or belief, disability, age or sexual orientation.

by Josyane Pierre

Article 13 of the Treaty of Amsterdam

Since it was set up in 1982, Mobility International, a European non-governmental organisation of disabled people, has upheld the right of people with disability to be independent. This campaign concerns all aspects of daily life: studying, working, travelling, broadening one's horizons, obtaining information, having a family life, finding accommodation and participating as a full member of society.

An initiative to provide training

Since it was founded, Mobility International has, thanks to the support provided by the European Youth Foundation and the European Commission, enabled many young disabled people to take part in exchanges, training courses and seminars held in various parts of Europe. These activities have made a major contribution to the participants' lives. They have become aware of their abilities and of their responsibility as citizens to combat discrimination against people with disabilities.

It is still difficult for disabled persons to achieve independence because of the many financial, physical and psychological barriers that often result from ignorance of their real needs and potential.

A pool of disabled trainers was therefore set up to organise training on disability issues. A computerised database, which is accessible on the Internet, enables organisations to call on young experts in the various fields relating to disability. It is designed for all public or private organisations which wish to hold training courses or seminars on various disability issues (legislation, accessibility, violence against disabled persons, disability and femininity, etc).

● Francesca, a young active member of Mobility International, was invited to address the Economic and Social Committee in Brussels on the initiatives taken by young people in the field of civil society. The lack of access to the conference room facilities meant that she could not reach the speakers' podium but had to address the audience from the back of the room.

It has also led to the establishment of a service which provides training in and advice on disability issues and offers the assistance of disabled persons in training able-bodied professionals in the public or private sector. It offers training courses on the following subjects: obstacles to participation - attitudes, information, architecture; interaction with disabled persons: language and behaviour; working as partners: ensuring that disabled persons can find jobs; disability as a civil rights issue; etc.

● François suffers from cerebral palsy, a disability that leads to unco-ordinated movements and difficulties in speaking clearly. People who do not take the time to get to know him because his disability embarrasses them will never find out that he is a highly esteemed journalist.

In setting up its Youth Committee in 1997, Mobility International decided to take a number of steps to promote the inclusion of disabled people, in particular young people, in youth activities in general.

Mobility International's training and advisory service also meets specific requirements by designing

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individual training courses to match applicants' needs.

Providing information to increase public awareness

Information plays a prime role in heightening public awareness of the abilities of young disabled people and their activities. Our organisation has therefore decided to pay special attention to finding ways of informing the public at large.

For example, last year a special issue of our magazine "CONNECT" was devoted to young disabled people and published personal accounts of their achievements and how they had overcome the wide range of obstacles they had encountered:

- Mirien decided to serve three months in the European Voluntary Service. She left Germany for Ireland, where she worked with young disabled Irish people. Her own blindness did not prevent her from drawing up a training programme to help Irish remedial trainers cater for blind students.
- Tatiana left Belarus for Northern Ireland on a 2-week training and project-development course. Since she returned home she has been preparing an exchange project involving young disabled Belarusians and young people from other countries.
- Lars, who comes from Finland, decided to travel to Strasbourg to take part in a seminar organised by the European Youth Foundation. He was naturally somewhat worried about the accessibility of the accommodation that he would be offered and about being integrated in a group of young people but he decided to run the risk and, according to his account of his stay, it was well worth it.

An information booklet presenting the Youth Committee and its activities has been published. It calls on other young disabled persons to join the Mobility International youth network and take an active part in its work.

A publication entitled "Getting involved in Europe" has been compiled on the basis of a European survey of the reasons why young disabled persons do not take part in youth activities. It contains statistics and information on the different disabilities as well as advice on how to involve disabled people.

Finally, in partnership with the European Youth Forum, a handbook entitled "Youth Access" has been published. This handbook is really a practical guide for youth organisations which wish to include young disabled persons in their activities. It provides information and advises organisations on small practical details which will help them to make it possible for everyone to take part in events, exchanges and seminars:

- ▷ How to make sure that a meeting place is accessible to participants with limited mobility;
- ▷ A checklist to ensure that accommodation is accessible;
- ▷ Information on the different types of disability and related difficulties;
- ▷ Information on how to improve communication with deaf or blind participants.

We hope that our training activities will interest many organisations and that we will be able to set up partnerships for change with a view to achieving disabled persons' full participation in society and to ensuring that more and more able-bodied people feel at ease communicating with people with disabilities.

All of the publications mentioned in this article can be obtained (in English and French) from the Secretariat of Mobility International:

18 Bd Baudouin, B-1000 Brussels,
tel.: +32 2 201 57 11, fax: +32 2 201 57 63
e-mail: mobint@arcadis.be
website <http://www.mobility-international.org>

Europe, if it is to exist at all, must be for everyone



... Information plays a prime role in heightening public awareness of the abilities of young disabled people and their activities ...



Put on the Hats for Conflict Management

A Training Session of the Trainers Pool of the European Youth Forum

by Karolina Vrethem

If you hear the word "conflict" - what do you think about then? Quarrels, disagreements, blockage of roads, people throwing stones, war...? One of the challenges in discussing conflict management is the range of issues the term "conflict" covers. The term is also used to cover both the cause (e.g. a disagreement) and the outcome (e.g. fight). Moreover conflict management is a rich subject to look into, since it is inseparable from subjects such as communication, emotions, power, relations etc, all of which are worth exploring on their own.

Is conflict management not part and parcel of managing a society or any group of people? It is also a personal issue that most people easily relate to. Few of us, if any, have gone through life without being involved in personal or societal conflicts. As soon as there is social interaction, there is potential conflict. Some have even said that conflict is the essence of social relations and that all our communication behaviour is aimed at preventing or solving conflict. If, which I believe, had communication is the norm and good communication is a skill, this idea is reinforced. Conflict management is increasingly asked for in training. Whether this reflects an increased awareness of the potential central role of conflicts in any relation or is a response to the state of the world and our societies would be interesting to know.

Doing the hat-trick

The pool of trainers of the European Youth Forum addressed the issue and focused its first training event specifically for the Pool on Conflict Management. The trainers pool is a group of active youth trainers open to member organisations of the European Youth Forum. Member organisations are invited to contact the pool if they want additional skills in seminars or trainings. As members of the pool we come from different realities and have different experiences. The training was therefore designed as a 'laboratory' where we would try out and experiment with methods as well as discuss theories. Afterwards we would then evaluate how

useful we thought this was and in which circumstances the methods could be used. This meta-reflection was done through a hat-trick. Every participant put on a (self-made) hat to step into the role of reflector after each session. As a tool it was very useful. I have put on my hat to do some reflection for this article.

What is conflict?

To start with we looked at different causes of conflict. Mentioned as causes of conflict were a range of issues such as misunderstandings, suppression, different values or needs. We then identified steps of escalation and of constructive management. Looking at the steps of conflict evolution it was evident that within the group we more than often saw conflict as leading to a destructive confrontation rather than to increased learning. Maybe this way of thinking is related to the disastrous effects conflicts can have if ill-managed and so we see them as a cause of problems. Is this the reality or are we just used to recognising conflicts when they turn into flames? Working with conflict management we need to ask ourselves how we regard conflicts. How often do we acknowledge or see the scope of the potential learning with which conflicts provide us? Are more conflicts managed poorly rather than constructively? In conflict management training the Chinese sign for conflict is often introduced. It stands for risk and opportunity and it is worth thinking about. What would happen with our conflicts if we could see them as learning opportunities and as possibilities for finding new and creative ways forward?

Trainers as facilitators in conflict

One way of changing the chain of events and to see alternatives to "discomfort" leading to "crisis" is to look at where and how you can intervene. Mediation and facilitation were chosen as a focus of the training. Different skills were identified as well as the importance of looking at needs. Needs which in the first instance seem incompatible might very well not be. Expressing what we *want* might not be expressing what we *need*. If we look at underlying



needs and the reasons for them, we are a big step closer to managing the conflict. When talking of mediation or facilitation, the learning process should be encouraged rather than seeing mediation and facilitation just as methods of prevention and avoidance of conflict. Both mediation and facilitation emphasise the process, but a mediator would take on a more prominent role than a facilitator, engaging her/himself also in the content, providing alternative solutions or expert influence.

We concluded that as trainers we probably find ourselves more often in the role of facilitators than as mediators. By letting everyone express themselves, create safe environments and propose a process, facilitators can play a major role in managing or resolving conflicts. A facilitator can help to balance power in unequal situations, encourage people to break the dead-lock and look at things from different perspectives. A key to successful conflict management is to explore what the conflict is really about.

Importance of qualities rather than skills

Trainers can have many roles which relate to conflict management. We train to prevent crisis situations and on how to work in conflict. We end up in conflictual situations between ourselves and others, we encounter conflicts between individuals or groups with whom we work. Some of us work with young people who live in or come from a conflict or post conflict society and who suffer the consequences of destructive conflict management. To tackle some of these issues we set up a few workshops during the week-end. We realised for example that knowing how to train conflict management skills and theories was not enough when working with people directly involved in conflicts. A workshop was therefore arranged on how to work with young people who are directly bruised and/or angered by tensions between groups in a society or by geopolitical conflicts. The main outcome was the importance of the personal qualities of trainers. To understand oneself was chosen as the most important competence of trainers working with people in conflict, followed by qualities such as creativity, care and an open mind.

How interesting are conflicts?

Other issues which were highlighted through the workshops were the role of emotions and of active listening. We also discussed negotiation

and win-win solutions. A lot of interesting theory surrounds negotiation. The win-win solutions are generally seen as the most favourable outcome of a negotiation and relate to situations in which both parties get what they want. In a conflict (of different interests or of wanting the same) it is easy to think that one party needs to lose in order to make the other win. In simple words the win-win approach says "I want to win but I want you to win too".

There is much more to be said about our training course and about conflicts. For example: would you agree that as much as we might avoid our own conflicts, we are attracted by the conflicts of others? (Would gossip magazines be as popular without conflicts to indulge in? How interesting would Kosovo be to us if there had not been a conflict?) If this is so, what does that say about conflicts and what does it say about ourselves?

Many questions pop up. I need to take off my hat but I would like to invite everyone who has thoughts or experiences to share on the topic to do so. After all - if you excuse the cliché - living is not about winning or losing - it's about learning.

Contact address: Karolina Vrethem, Proni Institute of Social Education,
Central Bosnia, e-mail: proni.tr@bih.net.ba
web site: <http://www.proni.se>

If you are interested in the full report of the training course contact
Carol Ann Morris at the European Youth Forum secretariat,
tel.: +32 2 230 21 23
e-mail: youthforum@youthforum.org
web site: <http://www.youthforum.org/www.forumjeunesse.org>

危机

Sign
Conflict in Chinese



Picture
Trainers Pool meeting on
conflict management



FOCUS



Gender Equality and Education

Gender Sensitive – *Why Important?*



"As a trainer I have the opportunity to make male dominance visible and to change the situation." Taking up findings from feminist research, Ulrika explains why it is important to be sensitive to gender issues in training situations and puts forward some ideas about how trainers can work towards gender equality.

by Ulrika Eklund

Women and men, boys and girls are all individuals. Does it matter how I act as a trainer? Can I and should I be gender neutral?

As a trainer looking at life, training and gender-equality, I can adopt one of the following attitudes:

- There is no male dominance. Society gives women the same rights and possibilities as men so there is no problem and, as a trainer, I need take no action.
- Male dominance exists but it is because women generally are not as capable as men. As a trainer I am simply dealing with individuals. If one of the sexes takes up more attention and space it is because they deserve it and it is up to the other to show its competence.
- Male dominance is part of society but in reality women are just as capable. As a trainer I have the opportunity to make male dominance visible and to change the situation.

In society there is a male norm and men as a group are in power. But does this affect you as a trainer? My answer is; yes, it does. If you as a trainer do not work gender-sensitively, which sex gets the attention, the space and the time? Which sex is encouraged to continue with new and harder tasks, and which is merely encouraged to confine itself to familiar things? Which sex is remembered as individuals and which is remembered as a group? Which sex is

encouraged to continue putting across its point for the longest time in any discussion? What methods are being used? What subjects and themes are being discussed? Who is the role model?

One third - not more

Many pieces of research have drawn attention to the common perception that women are dominating a situation if they take up more than 30 percent of time or space. This may be in the classroom or at a meeting or in the media. Classroom studies have shown that teachers tend to speak two-thirds of the time, boys tend to speak two-thirds of the remaining time so that only one-ninth of the total classroom time is left for the girls.

Other research has shown that the same text tends to be viewed differently depending on whether the writer is thought to be a woman or a man. When people think that the writer is a man, they judge it more positively than when they are told that it was written by a woman.

Berit Ås, Professor of Social Psychology at the University of Oslo has found that the general reaction to a woman who has spoken more than 33% of the time is that she has dominated the conversation. Even people who are very aware of this react in the same way.

In the 1970s Professor Ås drew attention to five very common 'suppression techniques' in the language of power which men use to assert their dominance



in conversation, often at the expense of women. These are:

- ▷ Making someone invisible
- ▷ Making someone look ridiculous
- ▷ Withholding information
- ▷ Damned if you do and damned if you do not
- ▷ Burdening someone with guilt and shame.

We should learn to recognise and resist these very common techniques in men's language of power.

The winner takes all....

So maybe the winner will be the male participant on training courses, if we do not pay attention to the gender aspect. Perhaps the male participants get more attention and more space. In which case, you have to be aware as a trainer and use methods that are gender sensitive, even though if we look at the numbers of young people participating in projects supported by the European Youth Foundation and in the activities of the European Youth Centre, we can see that the participation is equally divided between the sexes. The activities receiving grants from the European Youth Foundation in 1998 had 46.8 % male participants and 53.2 % female participants; in 1999 47.2 % male participants and 52.8 % female participants. And at the European Youth Centres in Strasbourg and in Budapest in 1998 there were 46.9 % male participants and 53.1 % female participants, and in 1999 45.8 % male participants and 54.2 % female participants.

Making the situation visible

It is also important to make this situation visible in education. One way to do this is by using statistics. The Swedish Association of Local Authorities had a mainstreaming project to find a tool with which to make an equality analysis of municipal activities. Gertrud Åström was the project leader and presented the 3R-method. The first R stands for Representation, the second R for Resources and the third R for Realia. Representation answers the question, "How many women and how many men?" A count was made in the different bodies and activities. Resources answers the question, "How are

our common resources such as money, space and time distributed between women and men?" Realia answers the question, "Why is it that the representation and resources divided between the sexes are as they are?" It is more about norms and values, and recognising the situation for what it is; about whose interests are being looked after and whose needs are being catered for. It is the quantity aspect which answers the first two questions about Representation and Resources and the qualitative aspect is answered in the third question regarding Realia. You cannot measure the Realia, it is the analysis of the situation of the two first Rs.

These questions above are the ones that are needed to mainstream an activity. You have the statistics and also the possibility to discuss which norms control the activities. To mainstream means to permeate the whole situation with gender equality thinking, from the analysis and the report to implementation and evaluation.

The European Union and Council of Europe have decided to work with gender mainstreaming. Gender mainstreaming as a concept appeared for the first time in international texts after the United Nations Third World Conference on Women (Nairobi, 1985). If you want to work with gender mainstreaming here are five points worth thinking about.

- Make the situation visible with statistics by using the 3R model for example.
- It is important that the leaders and decision-makers firmly establish the legitimacy of gender mainstreaming. On training courses this means that both the trainers and the organisation are involved.
- Knowledge - you can never have too much. Show the facts.
- The mainstreaming should permeate the whole activity, from planning to evaluation, so that it presents a comprehensive picture.

... you have to be aware as a trainer and use methods that are gender sensitive ...



... if you do not talk about it male dominance will continue ...

- Distribute/redistribute resources equally between women and men. For example, financial resources or the amount of time spent with the trainers.

Social or biological?

There might well be a discussion about whether gender is socially or biologically constructed, but instead of remaining confined to this discussion, try to take it further. The important thing is to change the situation and the answer is never black or white. There are social and cultural influences however, and for me they are easier to change than the biological ones.

Fifty - fifty

When is it equal? Should it always be the case, that women and men be exactly fifty - fifty in everything? The important thing is not always the fifty-fifty situation, but that you are aware that one sex is losing out on something where the other sex benefits, the choice is deliberate. Use this only when you want to gain something else, otherwise a good rule could be to keep it fifty-fifty.

Strategies for gender education methods - small things you can do as a trainer

Here are some examples of methods that you can use to work with the question of equal time-sharing. Some of them are used in feminist pedagogy.

- ... Be aware!
- ... Divide the time and the floor - give alternate questions to women and men or give men and women the same amount of time.
- ... Use speaking rounds as a method. Sit in a circle; let people speak one at a time, use the circle. Do not let people interrupt the speaker.
- ... Work with unisex groups. Maybe the answer will be the same in both women's and men's groups but the way of working could be different.
- ... Work in small groups, 6-8 persons.
- ... Use both male and female trainers and speakers.
- ... Use examples from both the male and female "world".
- ... Be aware of the suppression techniques and be conscious of them.
- ... When preparing the invitation - whom does it address?

... Decide on a strategy with the team leader, how you are going to work with this question.

... Presentation is important - make people feel confident and give them the opportunity to speak. Think how you are going to furnish the room. Have time for "coffee talk".

... Use games and discuss things like the role of gender, use games like Abigale, Albatross and value exercises like Where do you stand ? or Theatre of the Oppressed.

I am not saying - force "silent people" to talk. But just to be aware that they have to sit and listen to the "talkers".

I am not saying - quotas are a goal in themselves. But only that it is a method, so long as women and men are not on an equal footing.

I am not saying - that women and men are exactly the same or that all women are the same or that all men are the same. But simply that women and men should have the same opportunities in today's society where male dominance prevails.

I am not saying - that all men are oppressors or that all women are oppressed. But let it be known that men as a group have more power today and woman as a group have less power.

Dilemma

The dilemma about talking about gender difference is that you might end up widening the gap instead of decreasing it. But if you do not talk about it male dominance will continue. This is the dilemma for a feminist concerned with the issues of gender and education.

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SOHO International . . . or Keys to Quality in European Voluntary Service (EVS) Projects

Thoughts Around an **Innovative Training** Event Held in Arnhem (NL), 20-24 November 1999

How can organisations be better prepared and equipped for taking part in European Voluntary Service projects? The participants in a training event for EVS supervisors, organised by four National Agencies, had the chance to look at some of the key challenges organisations face in running quality EVS projects. Here are some reflections about the training and its results.

by Peter Hofmann

Background to SOHO International

Since the beginning of EVS in 1996 it has been obvious that one of the biggest challenges the programme faces is to keep a balance between the demands of quantity and quality. On the one hand, Ex-Commissioner Edith Cresson dreamt of 100, 000 young people going through an EVS experience while, on the other hand, the programme is in fact designed as a fairly structured approach to informal learning with a number of high-reaching objectives, such as:

- Inclusion of young people with little or no access to other Youth Mobility schemes
- Integration of young people into the labour market
- Contribution to a European civil society
- International exchange of good practice in fields where volunteers are active

After three years and the participation of some 6, 000 young people in EVS, it is hard to say if the programme and its operators have managed to reach this balance between quality and quantity. The answer will vary from person to person according to perspective and role in the programme and the quality criteria applied.

Looking at the elaborated set of quality standards for the programme that the National Agencies for EVS have developed, I would say most of it is functioning – especially when it comes to support and training structures which are in place for the volunteers. To enable the young people to reflect on and make use

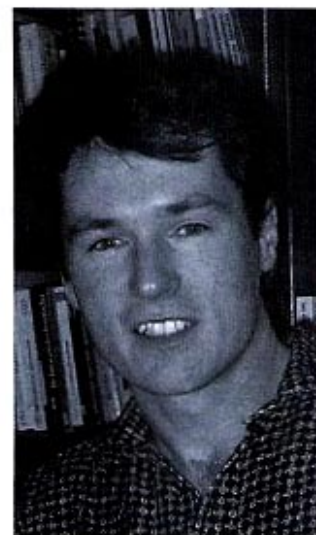
of the experience they are going through, a number of training events before, during and after their service are an obligatory part of the programme. These training events are specially designed to lead young people to become responsible for their own learning process.

What about the organisations involved?

The success of the programme depends to a large extent on the ability of the organisations involved to foster and support the young people's learning process. An analysis of the problems that have occurred in projects over the last three years clearly shows that the shortcomings were often on the side of the organisations: a) lack of communication and/or co-operation between Sending and Hosting Organisations; b) not enough opportunity provided for contributions from the volunteers; c) clash between expectations and reality on the side of the Hosting Organisations, and so on.

Primarily, these are not the fault of the organisations themselves; in most cases the organisations were not sufficiently prepared or trained enough to fulfil their role in the projects. Organisations have their own agenda and interests in participating in EVS. They do not take part simply for the sake of helping and guiding young people through an important learning process. Their attitude is perfectly understandable.

Problems arise when programme organisers, in this case National Agencies, ignore the interests and agendas of the organisations and merely concentrate





on the volunteers. For the success of the programme, the organisations, meaning their responsible representatives, have to be supported and trained in a way that acknowledges that they too are LEARNERS in the projects and not just receivers of the services that young people offer through the programme. They can gain a lot once they are prepared to LEARN, in other words, are prepared to CHANGE. Ideally EVS projects are a constant confrontation between the three partners involved (Volunteers, Sending and Hosting Organisations) – a confrontation in the context of exchange and dialogue.

For this process to succeed, it is vital to have sufficient training and support structures for the organisations taking part. And with the numbers of volunteers expected to increase over the next few years, there should be a clear focus on the organisational level to ensure that there are a sufficient number of supported and well-prepared organisations taking part. Otherwise the balance between quantity and quality might suffer.

SOHO International is one example of the kind of training which is relevant for organisations taking part in EVS.

Origin of SOHO International

SOHO International as a training concept was formulated during the seminar on "Training in European Youth Projects", held in Austria in April 1999. At this meeting Peter Barendse (EVS Agency in the Netherlands), Paulos Berglöf (EVS Agency in Sweden) and myself sat together to think about an international training project for actors in the framework of the EU-Youth programme European Voluntary Service. We agreed to involve volunteer supervisors from Sending Organisations and Hosting Organisations from four different countries - SOHO International was born.

Since there was a strong commitment from all three of us to make this plan a reality the development of the training project went very smoothly and quickly.

We also wanted to have participants from Southern Europe in order to have a wide spread across the EU and a fourth partner country was found with Spain. The Dutch Agency agreed to host and largely fund the activity; the other three Agencies (AUT, SWE, ESP) also agreed to contribute financially and to recruit participants. The trainers' team was agreed on in a joint effort by the three "founders" of SOHO International. I offered to be one member of the team and to use this concrete experience as the practical part of my participation in the Long-term Course Training for Trainers in European Youth Projects (see information below). My colleagues Peter and Paulos agreed and searched for two more trainers for our team. In October 1999 our complete SOHO team met for a two-day preparatory meeting, the three trainers (Ninni Magnusson, Maike Hubers and myself) and Peter and Paulos representing the organisers.

SOHO International content and outcome of the training

Who exactly came together for four cold autumn days in the beautiful small town of Arnhem in the Netherlands? Altogether 24 so-called EVS

supervisors (6 per country) from Sending as well as Hosting Organisations. By the term supervisors we mean the representatives of the organisations directly in contact with the young people. We did not want administrators, we wanted the "volunteer managers" with at least some EVS experience to draw on.

Aims and objectives

As initiators, the training team was driven by two main aims:

- To develop a model for a very practical training for EVS supervisors on an international level, which could be offered regularly with different combinations of countries involved
- To contribute to more quality in EVS projects.

With these aims in mind, we designed the training course in a way that would enable participants to attain the following learning objectives:

- To raise awareness of the individual role and responsibilities of an EVS-supervisor
- To raise awareness of the intercultural dimension of EVS projects
- To raise awareness of the international dimension of EVS projects and of the "Added Value" of international partnerships and co-operation.

We were very conscious of not offering a skills-oriented training since it carries the risk, especially at international level, of losing out on a number of participants due to over- or under-challenging contents. It was obvious from the beginning that the group of participants from four different countries would be very heterogeneous in terms of experience, knowledge and skills.

We did not want to provide the participants with a "golden book of supervising in EVS projects" or with a list of the ten most important tasks of an EVS supervisor. We prepared the programme with the main intention of making the participants think, and of raising their awareness of their own personal role/part in an EVS project. The participants should be aware of what it means to enter into international partnerships such as EVS projects. The training should help them to reflect on what they can give and what they can gain by linking up with a young volunteer and an organisation in another country.

Content

The three full training days were dedicated to the following topics:

- ... The role of a EVS Supervisor
- ... The Intercultural Learning dimension of EVS projects
- ... Partnership and Communication within EVS projects

We used a mixture of methods during the training - working groups, simulation exercises, role plays, individual reflections, etc. But the most important part of the Training was the in depth sharing of experiences available in the group - with the different perspectives from Sending and Hosting Supervisors from different countries.

The role of an EVS supervisor

Participants exchanged their experiences and opinions in two key areas: 1) the tasks of an EVS supervisor, and 2) the qualities considered necessary for an EVS supervisor to possess. Based on a set of questions we had prepared in advance, the participants discussed their views and experiences in working groups. It was important that all participants could contribute and understood that there is no "ideal" EVS-supervisor.

At the end of the day the groups tried to summarise their discussions about the roles that are to be fulfilled by an EVS supervisor, and interestingly enough, all the qualities that emerged fitted two main functions: those of an organiser and of a communicator. Many participants strongly identified with the role of a communicator as a networker - linking people to create a net which provides security as well as something to learn from (volunteer to hosting community, volunteer to working colleagues, current volunteers to former volunteers, etc.).

Another facet of the communicator is as listener and guide. In the one-to-one relationship with the young volunteer the supervisor should try to build up trust and negotiate the volunteer's needs with the expectations and requirements of the environment. We closed the day with a practical exercise illustrating this aspect of the role. Participants paired up and, in turn, one was blindfolded and guided by the other without words through the surroundings of the seminar site.

The intercultural learning aspect in EVS projects

The design of this day had taken the least time to agree on in the preparation phase. It seemed so perfectly logical to start with a short theoretical input on intercultural learning (ICL), continue with an exercise to reflect individually on one's personal associations with this term ("ICL-DNA") and then, as the "highlight" of the programme, a big simulation exercise focusing on behaviour patterns when being confronted with different rules ("BARNGA BARNGA"). Finally we planned to facilitate working group discussions, linking the results of the exercises to everybody's realities.

Our original satisfaction about this part of the programme was a bit shaken while running the sessions, and even more doubts surfaced reading the evaluation forms of the participants. This part was the one almost everybody considered only "moderate" when it came to its relevance for the daily work. What had happened?

Whenever a European level training event is planned within the framework of the EU Youth Programmes it seems to be an unwritten law, not to be questioned, that some elements about intercultural learning have to be a part of it - no matter what the topic or how short the event. It is so tempting to take one of these fancy simulation exercises, build a programme around it and meanwhile to forget about the needs of your target group in the training.

In our team evaluation meeting afterwards we discussed this matter at length and came to an unspectacular but very important conclusion: Good and relevant training is not about impressive methods but about adequate methods for the aims and objectives you want to achieve. We agreed that in the short time available it would have been much more worthwhile to help the participants reflect on the invisible culture of their organisation - the informal decision-making process, the subtle hierarchies, the unofficial musts and must-nots, etc., all the elements forming an organisational identity, something that a young volunteer is confronted with and that a supervisor should prepare him/her to deal with it. But to do so the supervisor must be aware of this culture.

Partnership and communication: the international dimension of EVS projects

Obviously, the international dimension of the group was an important element in the learning process with which we intended to stimulate the participants. A lot of project failures are due to insufficient communication and co-operation between the partners in the EVS-project, especially between the Sending and Hosting Organisations. The participants should become aware of the importance of the "triangular partnership" (Sending and Hosting Organisation and Volunteer) and the prerequisites for its success.



Picture
Playing BARNGA, a
simulation game on
intercultural learning





With the help of concrete case studies the participants could focus on the needs of this particular partnership beyond filling in grant application forms. How can co-operation built on trust avoid some problems or deal with them constructively? There was a strong agreement among the participants that you should have met your partner face-to-face before exchanging young volunteers - even more so if you are talking about young people with special needs.

During the last 2 hours on this day we opened a "Marketplace" where the participants could profit from the resources of the group once more and negotiate about concrete partnerships, collect more information, review some of the things learnt through the training, and whatever else each participant deemed necessary for him/herself to strengthen their confidence as an EVS supervisor.

The SOHO theme

For the whole programme design it was vital to create an atmosphere where the participants felt comfortable to open up and exchange thoughts, ideas, experiences - failures as well as successes, weaknesses as well as strengths.

One element of the training that helped considerably to create the right atmosphere was the use of an overall theme - in our case SOHO, the abbreviation derived from the target group (Sending Organisation & Hosting Organisation) but at the beginning it was nothing but an image without any characteristics. We decided that SOHO would be whatever the group made it.

Nevertheless, we felt it necessary to set up a starting point to inspire everyone and to show that we as a team were prepared to contribute to the development of the characteristics of the SOHO theme. To welcome the participants to SOHO land we dressed up on the first day in a fairly "cyber-spacy" way, offered people drinks and snacks in various bright colours and took pictures of them standing underneath our silvery arch. Many participants appreciated this welcome since it soon made them feel comfortable and got people talking and laughing together from the very beginning.

During the training, groups had to think about their interpretation of SOHO for the last night. Working on this task became a clear link among the participants, and something like a SOHO group identity developed. Every morning the SOHO Times was "published" with all the news and gossip fit to print. It certainly provided enough source of fun and laughter, its highlight being on the last night with all kinds of funny games, role plays and little sketches (for details please contact one member of the team).

According to the feedback and the written evaluation forms, we succeeded in creating a comfortable atmosphere. There was a strong group identity, the "SOHO group"! One quote from an evaluation form reads: "The idea of having SOHO as a theme was great - it got everybody involved. Since there were no concrete answers at the beginning, we created SOHO together; that's why it was the most important part of the training".

The future of SOHO

Overall, "SOHO International" was a very successful training. In our team evaluation meeting in January we concluded that we had reached most of our set objectives - with the exception of the part about intercultural learning. Certainly the participants, some of whom were very experienced, reflected on their role as EVS supervisors and became more aware of the importance of international partnership and co-operation. A lot of participants mentioned that they had learnt tremendously from the others in the group. One participant even voiced that he would try to convince his colleagues in his organisation to totally rethink their approach to hosting volunteers.

We have agreed that we will offer this kind of training again with other countries involved. We will also produce a report about the first SOHO training including a description of the major training elements. Through wide distribution it should work towards increasing the number of training activities of this kind, because we strongly believe that the organisations involved in EVS need more international training if the balance between quality and quantity is to be maintained in the coming years.

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Training for Trainers for European Youth Projects

This Long-term Training Course was organised by the Interkulturelles Zentrum, Vienna, and funded through the Youth for Europe programme. The course was designed by an international group of experts in the field of training. It contained six phases and included three seminars and one practical experience. Every participant had to have one concrete training experience as a part of the course. The course began with an 8-day seminar in May 1999 in Austria, continued with a second 8-day seminar in September in Budapest and finished this March in Italy.

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Students for Stability in South East Europe

During the past year, ESIB - the National Unions of Students in Europe - has organised two projects in Kosovo and has helped to initiate a number of others in Kosovo and the whole region of South East Europe. ESIB has taken an active part in the political developments of the Stability Pact as a partner in the Task Force on Education and Youth. In this article I will reflect on our experiences of working in Kosovo as well as on developments within the Stability Pact relevant to young people.

by Manja Klemenčič

Working with students in Pristina

"It was a unique experience such as one rarely gets in life", my colleague said as we were sitting in a little hamburger place in Pristina facing the central building of the student dormitories where the student union UP-SUP has its centre. It was Saturday, 24 July 1999, our last day in Pristina, and this place was our usual breakfast place during our five-day stay in the city. The seven of us from all over Europe were reflecting on our experiences of the past five days in Pristina, moved by the enthusiasm and energy of the local students and their willingness to study, organise projects, run activities and be part of the European student community. We were still shaken by our visit to Peç (Peji) the previous day, where local students had taken us to places that used to be their homes; shaken by bursts of gunfire in the middle of the night, by euphoric evening walks of supporters and former soldiers of the Kosovo Liberation Army UCK on the main boulevard and by the constant presence of KFOR soldiers. Suddenly, all our little daily troubles back home seemed nothing in comparison to what we saw in Pristina.

Our first project was part of the initiative by the European Youth Foundation of the Council of Europe to support young refugees from Kosovo as the bombing of Belgrade stopped. We were one of the 16 different organisations that received support to organise activities, and by the time we came to Pristina in mid-July we were the first and only one to run activities for students. At this time of changes and uncertainty our aims were modest: to gather students, to assist them in organising themselves, to lead discussions on their role in rebuilding the University in Pristina and Kosovo society, to show them that we wished to include them in our activities and to work together with them. To call upon the students in Pristina we put up notices in faculty buildings and cafes, and on trees; we made

announcements on the local radio, and talked to students in the street. The following day, 80 students came to the introductory meeting, which started with a moment of silence for all the students who died in the conflict. Those who came stayed with us for the next four days and brought their friends along.

Looking back on the meetings I can say as a trainer that despite the language barriers and with students translating we had full participation in the sessions, and more than this. By making our purpose clear and by showing interest in students' experiences, their knowledge and especially their ideas and plans on how they could participate in rebuilding Kosovo, we overcame the first tensions. It was sometimes hard to manage emotions about the past and keep to the programme. We tried to provide enough space for personal stories that students really wished to share with us and still work on planning the future of students' organisations and students' projects, of the University in Pristina and Kosovo as a whole. The evenings were social events with music, traditional dancing and story telling. At one point or another, each participant shared the story of his or her life with some of us.

We returned to Pristina in October and December for our project "Exercising Democracy - Student Elections at Pristina University", which was supported by the Council of Europe Directorate of Education, and we organised public debates and training on self-government of student organisations and project management. Our experience was somehow different this time. The students were studying; many of them were working for international organisations or looking for jobs. The euphoria of July was gone, and many students were worrying about earning their living. Their needs, however, had become clearer and their wish to work was more evident than ever. They presented ▶



thousands of ideas to us about what they would like to do. Their message was clear: they wanted to learn how to develop and manage projects well, to take part in our projects and learn where and how to find support to implement their projects.

Preparing the ground for future support of youth work in the region

Just at the time when our last project ended in December 1999, the Directorate of Youth and Sport of the Council of Europe held an evaluation meeting for leaders of the Kosovo projects which had received support from the European Youth Foundation. The meeting introduced a plan to support youth initiatives in the region of South East Europe. The highlight of this plan is certainly the possibility to support many small-scale projects in the region, which will, in my opinion, involve many young people and bring results far beyond the level of the financial input. This plan of the Council of Europe provides for flexible and immediate support for young people in the region.



ESIB is also involved in preparing the ground for future support for youth work in the region. Through taking part in the Working Group for Youth and the Working Group on Higher Education, which are part of the Enhanced Graz Process of the Stability Pact for South East Europe, we are developing some possibilities for youth and students' organisations in the region to receive support for implementing their projects. We also want to create possibilities for other organisations like ESIB to receive support for offering training to local organisations and for involving them in our activities, as a contribution to capacity building of some of the most promising actors in the region.

This work is based on one of the recommendations on goals and principles of action in support of the region of South East Europe made by the Conference on Educational Co-operation for Peace, Stability and Democracy, which took place in Sofia in November 1999. These recommendations include under priority areas for action; "Support to youth and student organisations in the region as key partners with the motivation, creativity and responsibility to carry through the transition process". (Recommendations, Expert Conference in the framework of the Enhanced Graz Process, Stability Pact for South East Europe - Working table 1, p.3)

Finally, I would like to appeal to all youth organisations in Europe to undertake activities in South East Europe, use the possibility offered by the Council of Europe and other partners in the Stability Pact and share an experience which exceeds by far the results of our regular work.

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Reports of ESIB projects are available at <http://www.esib.org>

Stability Pact for South East Europe

The **Stability Pact for South East Europe** was launched in June 1999 in order to respond to the need to establish peace, stability and economic development in the region. In this framework, three Working Tables were created and made operational through Task Forces to develop and co-ordinate the initiatives of different governments, institutions and organisations in different priority areas. Following the so-called Enhanced Graz Process, the Task Force on Education and Youth was set up within Working Table 1 on Democratization and Human Rights. A Working Group on Youth has been established within this Task Force. The current partners of this Working Group include the Council of Europe (Directorate of Youth and Sport), European Commission (Directorate for Education and Culture), World Bank (Budapest Office), European Youth Forum, ESIB, and representatives of the Foreign Ministries of Hungary, Greece and Romania. Peter Lauritzen from the Directorate of Youth and Sport is the co-ordinator of the group. Manja Klemenčič from ESIB has been appointed regional representative.

More information on activities in the region of South East Europe and on the Stability Pact is available at <http://www.see-educoop.net>

Pilot fund for youth activities in South East Europe

As an immediate support initiative following the war in Kosovo, the European Youth Foundation of the Council of Europe created a special pilot fund for youth activities in the refugee camps in the spring of 1999. 16 projects with children and young people from Kosovo were supported within this framework during the year. This year, the EYF has enlarged its action to provide support for youth pilot projects in the region of South East Europe as a whole.

More information, including criteria for grants, can be found at: <http://www.coe.fr/youth>

Contact persons at the Council of Europe Directorate of Youth and Sport: Peter Lauritzen, André-Jacques Dodin or Jean-Philippe Restoueix (for address see Contents page)

Ethics in Training

Training, Frustration and ...

"Happiness? Sorrow that has not succeeded."

Leo Ferré

It was our colleague and friend Jean-Marie Bergeret who, at the end of one of the first Long-Term Training Courses of the European Youth Centre in the early 1990s, told us that "...training is always a matter of management of frustration". For some unknown reason, I have registered that statement in my mind and keep using it, especially in team meetings when it appears clear that the gap between what we wanted to do and what we were able to achieve is wider than what we had reckoned on.

by Rui Gomes

Frustration: a circumstance or act that prevents the satisfaction of an aroused physiological or social need of a person. (...) some frustrations are (even) socially constructive, for they may cause the person to discover new solutions to problems.

(Encyclopaedia Britannica)

We never really asked Jean-Marie what he meant by it, because it seemed so natural and so obvious to us. It was only later that we started to look more closely at its actual meaning and implications for what we spend most energy on: preparing training programmes and evaluating them.

Apart from more or less pathological tendencies to see things negatively, including creating conditions which will secure our future frustration through strategies that Paul Watzlawick¹ has named "the pursuit of unhappiness", our work as trainers in non-formal education is bound to generate frustration. Fortunately, it also generates other more positive and motivating feelings and attitudes. Going beyond the negativeness of frustration implies taking into account at least three other issues: management of expectations, making full use of evaluations and coping with the limits of a training course.

Frustration and the management of expectations

In pursuit of the autonomy and participation of trainees in the learning process, it has become very common to associate them with the shaping of the programme of the training or, at least, to ask them to identify their own expectations, motivations and sometimes also their perceived training needs. Such self-reflection and examination is indeed very important for the trainee - or for a candidate for training - in order to review what he/she needs, is looking for or wants to develop. And it still constitutes a very important tool or indicator for the trainers of the probable priorities of the

trainees. Leaving aside the differences that exist between expectations, motivations and needs (not always clearly defined or definable), and also leaving aside the question of the accuracy of that self-perception, one of the common consequences of such self-reflection is that it invites the trainee to believe that (1) this is what s/he needs, (2) this is what s/he will get and (3) that s/he has a fundamental right to demand it. Unfortunately, as regards creating frustration, it also sometimes means that the trainee feels that in the absence of what he has asked for, nothing will work or, at least, that the training has not been successful.

There are in fact at least two principles that enter on a collision course at this stage: participation and adjustment to participants' needs on the one hand, and realism and limitation of resources on the other. It is very nice (and very empowering too!) to involve participants in their own learning process and to invite them to think about and to express what and how they like and need to learn. But it is also a fact that no team will ever be able, in the normal conditions of space and time of the average European and intercultural training course, to cater for the needs and expectations of ten, twenty or thirty participants. And we are still assuming that participants actually know enough about the training to identify specific needs. Hence the honest answers to the question about "Your training needs" on some application forms: "an overhead projector", "to be trained" or "everything".

The fact is that we more or less inevitably set the conditions that create later frustrations. Of course, we can cover up the problem by declaring that the programme is exactly what the participants "wanted, expected and needed". (It has happened more than once that this was done without even checking what the participants had actually identified!). This is no



¹ Watzlawick, Paul, *The Situation is Hopeless but not Serious. The Pursuit of Unhappiness*, New York: 1983.





doubt still the best way to comfort participants ('Don't worry, we will take care of it'. 'Trust your team.'). What this does in fact however is to transfer the frustration from the participants to the trainers (because in most cases trainers are aware of their limits). And if it does not produce frustration, it should.

The challenge that remains for many of us is precisely how to distinguish the task of identifying training needs and motivations from the obligation of the team to (try to) answer them. Without hypocrisy, and with professionalism. Ideas and experiences are welcome.

Using and abusing evaluations

The supreme moment of frustration for the trainers and, to a lesser degree, for the trainees, is the final evaluation, usually at the end of the course or seminar. Despite everything we may learn and train about evaluation, it is still very much the moment at which criticism and dissatisfaction are voiced, and somehow we are more sensitive to this than to the expressions of appraisal, appreciation and thanks.

If participants do not express dissatisfaction with anything in particular or at least regret that this or that has not been dealt with at greater depth, then we, the trainers, may legitimately conclude that their level of awareness (of their own training needs) has, unfortunately, not improved; or that their critical spirit and attitude, so crucial in many ways for the development of personal autonomy and a critical mind, have not sufficiently progressed. We may, indeed, adopt attitudes and methods that, regardless of what happens, will lead to frustration in one way or another. This obviously has a positive side since there will be always be areas to improve and motivations to do things differently next time. Including experiencing new frustrations.

It can also legitimately be argued that planning a course by objectives - and evaluating it by objectives (inevitable, to some extent) - is itself a generator of frustrations, because not all objectives will ever be fully achieved, or to the same extent. The issue is not new, and there are indeed training approaches that give a much higher priority to the results or to the process (but one could still argue, that they should nevertheless be transferable into objectives).

I read a debate some time ago between two computer engineers about the possibility or impossibility of the prevention of the year 2000 computer bug, and how easy - argued the first of them - it would have been to prevent the problem by adding one or two lines to some computer programme 20 or 30 years ago. To which the second expert replied that although now it seemed extremely easy and simple, at that time it was virtually impossible. In fact, the article concluded, that we tend to ignore or to forget that high technology hardly works. Training should sometimes be considered part of high technology, too. I was recently talking to a participant and we were commenting on what would happen if our system of translation into three languages failed. Nothing too serious, I said. Yes, she replied, but now imagine if a trainer broke a leg, or if two trainers got flu and had to stay in bed, or if the group got food-poisoning or if there was an airport strike and nobody could land for a week. She was just imagining, but I really thought that yes, indeed, after all it is a small miracle that most courses happen without any major incident or accident. That would be really adding tragedy to frustration.

Incidentally, our research into the number of training courses that we would have had to cancel if the year 2000 bug had struck was inconclusive. That was really frustrating!

The limits of a training course

Possibly the best way to understand, absorb and channel frustration into something useful and constructive is to accept our own limits as trainers and the limits of what can be achieved in one training activity.

It is only to be expected that participants want to learn everything they feel they should know about European Youth programmes, filling in application forms, fund-raising, European institutions, group dynamics, intercultural learning, games and ice-breakers, leadership and communication skills, conflict management, project management and report writing, networking and public relations (...) in a five day training course (that should also include free time, sports activities, sight-seeing and 'individual time!'). It is only to be expected, because we are curious, we want to learn, and we don't want to miss anything. And also because we have access to very few education or training activities in which the trainers bother to ask participants what they need or would like to learn. Working with participants who are motivated and inspired for action motivates the trainer to go further, and to deliver the best possible content, method, advice.

Both participants and trainers sometimes act as if this Chance for Training was a question of "now or never". Other attitudes, such as participants requesting more methods, practical tools and immediate solutions to challenges they meet with groups, frequently reflect a similar anxiety, equally healthy and potentially positive.

"Now I know better what I need to learn more about" - a more positive re-formulation of "now I know what I don't know" - is a perfect example not only of the limits of one training activity, but also of how positive events (learning, self-development) can generate frustration, or at least be interpreted as such (and therefore "hopeless but not serious", as Watzlawick puts it). The trainer should probably feel partly frustrated not because of what s/he has not done but because of what could not possibly have been done.

Accepting the limits of training - and enjoying living with the frustration it may create (no masochism involved) - is in fact accepting the limits of what the trainer can accomplish, whether s/he is an inspirer, teacher, leader, expert, motivator or guru. For, at the end of the day, or at the end of the course, one can also say that what worked well was in a particular setting of space and time. And it is a reminder that if the training had continued for the three extra weeks that the remaining needs would require, the magic between trainers and trainees would probably have been broken and frustration might have turned into bitterness and dislike. And then frustration would really start.

At the end of the day, we are just trainers. Not gods, not gurus, not even teachers. Not even colleagues. Just trainers. And that too can be very frustrating. And empowering, too.

Carpe Diem.

P.S. Who will dare to write the first article about empowerment?

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Coyote Meets Trainers



Coyote is a curious little creature and is fond of wandering around across Europe to meet trainers in the field. Are you interested in getting a picture on how your colleagues in the field of training think and feel? Then this is your section.

Arne is of German origin and lives in Amsterdam. He recently cut his ties and decided to try the other side of the coin. Having worked for about ten years in posts including international project manager at the Anne Frank House, Amsterdam; vice-chairman of AFS Interkulturelle Begegnungen, Germany; at EFIL and, of course, as a trainer on a number of international training courses, he has just moved into the profit-making sector.

Interview

Coyote:

No ringing in your ears yet, Arne?

Arne:

It is as if I were making my umpteenth intercultural exchange. I am also very curious about the enterprise culture in the management sector. They say that it is different. People are credited with fewer social skills. And there are few political considerations and little motivation to work actively for political change. It is not so usual to play with the idea that the behaviour of an individual, a group, a structure, has effects on community life.

Coyote:

Those who work for profit presumably think that we are constantly bleating, without achieving much?

Arne:

Aha, the question about measurability, or about the rumour that, in the non-profit sector, results are not measurable, and therefore do not exist. That's not true. The results are there. It is just difficult to measure them. And that's something I wish to get across: how results which can't be measured can be made visible. You just need to persuade people, encourage them to support your idea.

Coyote:

Convince me that training is worth it in this day and age.

Arne:

Openly trying out mad ideas, testing yourself and questioning yourself, as well as reinventing the wheel. This is often viewed negatively. But it is important so as to work together, so that it is the same wheel that you have invented between you. And who knows, perhaps you can make that wheel even better, even faster? There are things which you have to do yourself, for nobody can explain how to do them. Training multipliers is a long-drawn-out battle for which few resources are available, but the task is a noble one. The task is crystal clear. Sad to say, there are few trainers who dare quite explicitly to give priority to this task: problems of globalisation, the rise in racism and regionalism, the concept of intercultural identity...

Coyote:

Are trainers afraid of their own shadow, then?

Arne:

Trainers have power, an idea which can put fear into your heart! If you take a modest, but realistic, view of ▶



Arne Gillert



yourself and realise that you probably have greater knowledge in certain areas, it is, in my view, one component of training to try to get that knowledge across as well as possible. You must remember at the same time that there are people who know more than you about other fields, and that your knowledge is worthless unless the trainees can make use of it for themselves. Passing on experience need not involve manipulation. You need to put it in a different context and decide which part of your experience you are going to pass on. You must put yourself neither on the same level as, nor on a higher level than, the participants - when I am a participant, I find neither approach satisfactory.

Coyote:

Is it possible to teach intercultural learning?

Arne:

No, you have to use simulation. Or you work in an international group, and then you naturally make better use of the genuine intercultural experience you have at that point in time. When you reflect what you see, and thereby set off trains of thought, you begin to give the participants the courage to call themselves into question. This is certainly a process you can start during training, but you very quickly come to a point where almost everything is relative, everything can be doubted.

Coyote:

On top of that, intercultural learning is always relevant to everything, so is it difficult to keep it apart from other topics during training?

Arne:

Yes, a good example is training based on project management in multilateral projects. You ask trainees what they wish to achieve through their projects, and you teach them how to structure them. But any theory which is based on a linear step-by-step approach to project management is very much culturally defined. Some members of the group react enthusiastically to such a theoretical model, while others fail to appreciate it. That is when you should find it possible to work on intercultural learning. But in accordance with the rules of project management, a step backwards usually has to be taken with the group.

Coyote:

Does training about intercultural learning have different effects than those produced by the study of anthropology or the making of intercultural exchanges?

Arne:

Clearly, training has its strong points. Often, it's a matter of more rapid awareness of models enabling you to understand your own behaviour better, and you receive feedback. You usually gain experience on your own, as during an exchange. Or you study theoretical models, as in anthropological study. We organise training so that you hold up a mirror for trainees to look into. In a secure environment, you might be a little more daring. You are not actually working in a real situation, and you create distance through simulation. You can also practise other models. You can try various ways of acting and reacting to see if they are an option for you, and you can do this with other people.

But we must also adopt modest positions as trainers. I also learn a lot through intercultural learning during everyday life with my Romanian girlfriend. And that certainly involves no structured learning process. I have no trainer by my side who provides feedback. The process is a very down-to-earth one. Everything has to be made clear. Everything, and that's a great challenge, and huge fun. One of the funniest obstacles is the roles of the man and the woman. This experience is far from involving no obligations, for I was brought up in the more emancipated belief that women and men shared the same roles, and that this was best. So I sometimes find in a given situation that I like to react in a more emancipated style than she does. And on other occasions, it is as if I discover very masculine aspects or really dreadfully feministic parts of her behaviour. The result is an emotional challenge to both of us. You find yourself thinking very intensively about yourself. The fact is that you have to spend all your time thinking up solutions, which by definition are not standard solutions. Indeed, on the contrary, the arrangements you come up with are often crazy, sometimes impossible to make head or tail of. Viewed in retrospect, you say "But that's crazy!". But at the time, they ensure that you can get on well with one another. At that moment, practical intercultural learning is in progress.

Coyote:

If people had done more intercultural learning in the thirties, would they have given the Jews more help during the Second World War? Better still, wouldn't it have come to war?

Arne:

No. I have grown a little more cynical about the concept of intercultural learning. The real question is



how to tackle it realistically. If you ask yourself whether this is one way of finding out about yourself and of having the courage to call yourself into question, but also of daring to devise a policy and take action and of helping people on the "other side", I must express some doubt. I do not think that intercultural learning would have made it impossible for the Second World War to happen, with all its racist-inspired atrocities. If you want to combat the far right, I think that has more to do with empowerment than with intercultural learning. But nor is it a question of one or the other. Perhaps it is precisely by combining them that you strengthen both tools: empowerment in an intercultural context. And thus you take one more step towards your goal.

I am firmly convinced that the extreme right wing prospers because of poor policy. When people feel that nothing is changing, and that, on the contrary, corruption is increasing, the circle is complete. People want to hear and see that problems are being raised, studies presented and solutions put forward in plain language, and that real change results. And that makes me think about the principles of the profit-making sector, which we in the non-profit sector find so difficult to cope with. It is really important to achieve results, to change something and to make that change visible.

Coyote:

Training really can make a contribution, but that contribution is limited and often more frustrating than problem-solving?

Arne:

Training is not psychotherapy. So it is not really the intention to create frustration, but a subsidiary aim is to see how people react. I feel sure that frustrations can be helpful, enabling the trainer to show human emotions that can serve as an example. The great problem for me comes when I, as a trainer, am myself the source of frustrations... How can the trainer-trainee relationship then remain an honest one, something which is a basic condition in my view? At that point, as a trainer, you become part of the problem, because you are in a position of power over the trainees and can place them in situations where they have no option but to become frustrated. The main thing then is not to ask why the participants are so frustrated, for that would be very dishonest, in my view.

Coyote:

An example could be helpful here.

Arne:

There is one activity which, through simulation, intends to give people some insight into the persecution of the Jews. As part of this activity, people were told to obey orders and to deport people. Participants did what they were asked to do. In the debriefing afterwards, when the trainees were asked why they had behaved so badly, the discussion was truly awful. What really happened was that advantage was taken of the participants' wish to learn. They accepted the responsibility so as not to falsify your result.

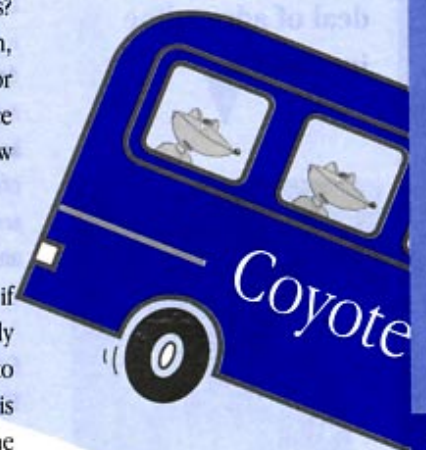
The underlying philosophy is that the "vaccination" technique used is effective. If you let people simulate an aspect of a problem, they spot it in real life more efficiently and more rapidly. But I believe that care must be taken when using play acting of this kind. My problem here is that you have the power, as a trainer, to place people in a situation where they can just display bad behaviour. And then they still have to find a solution. I wish, in my criticism, to take account of participants' own views, which is at least as important as academic discussion. Do they also think about this in ethical terms, or do they regard it as trainers' empty talk among themselves? Perhaps trainees rightly consider that we over-protect them. What image of the participants have I, as a trainer, if I do not believe that they can act for themselves? Have I created an atmosphere where reaction, criticism or refusal is possible? In one way or another, you have instilled in the trainees confidence in the reasonableness of this method. When and how is that confidence abused?

Coyote:

In my opinion, their confidence is abused if intercultural learning is reduced to the purely individual level. Then training is very similar to therapy. The individual is the focus, while the goal is the unanswered questions. Where do you think the boundary lies?

Arne:

What is ethically justified? How far can you challenge people? You are fortunate to work in an intercultural team. Boundaries are often elsewhere. Your team can then be a mirror or a sounding board for the things the trainees get involved in. For how long do you still play a useful role as a trainer and remain within the terms of your contract with the participants? They give you a certain power. As their trainer, you can put them into a difficult situation. If you take a respectful approach, you must know where to draw the line. And there are various fields: ➤



... Training in an international context can be like a kind of drug. There is a great deal of adrenaline involved ...

a "comfort zone", a "challenging zone" and a "danger zone". In my personal view, taking people into the "danger zone" is not in your contract, while the "challenging zone" certainly is.

As a trainer, you also find your place in the zones. Ultimately, you always end up being yourself, and you must have the courage to laugh at yourself. In principle, I expect my trainees also to accept me, with all my limitations. I can only go so far. I have to accept my limitations myself, too.

Coyote:

What are your training needs?

Arne:

I look for methods that do not involve forcing people into behaviour that can be merely negative. Such as role-playing without set roles, which can be very emancipating. The effect must be a little like that of art, able to convert a situation into something more abstract, where it is perfectly possible for the participants to have a different interpretation, and where, first and foremost, creativity is stimulated, and different points of view can be fully, and even physically, experienced.

Coyote:

Do you recognise your trainer's role in your star sign?

Arne:

Apparently I was born in Pisces when Libra was in the ascendant. I am quite happy with that. The balancing of two extremes suits me. That is my aim. Piscean sensitivity and empathy make me get back to myself and allow the group to play the role it needs to at the time.

Coyote:

The new sociologists are now carrying out studies as if they were Euro-nomads, intervening in their professional capacity throughout the continent. They work on a freelance basis, dashing from one European project to another and from one country to the next. Do you also feel like a Euro-nomad?

Arne:

No, I travel a lot, which is fun. But I've learned to hurry back home, to put an end to the process of being away again. My home is important to me: my own place, my girlfriend, my roots, being surrounded by a group of people who do different things from me. Training in an international context can be like a kind of drug. There is a great deal of adrenaline involved. You're on a high, then you're

exhausted. It can be addictive and give you your kicks. When it's over, you can suddenly feel as if you're in a cold turkey situation.

Coyote:

And the famous "bad trip"?

Arne:

They happen, of course, when openness, the willingness to open up in the group, turns out to be feigned. You believed in it, but in fact it didn't exist and you have been fooled.

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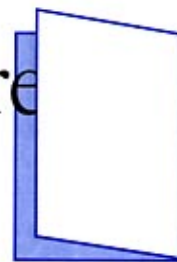
This interview was conducted by Leen Laconte.



Training Methodologies

Open Space is Everywhere

Open Space Technology - A New Way to Hold Large International Meetings of Youth Organisations



In youth meetings "...the real excitement often comes in the coffee breaks and informal moments". Or in an Open Space, a method where a large part of the responsibility for the learning process is handed over to the group and which engages participants' passion and creativity.

*"It is not about having better meetings, although that certainly takes place. It is about experiencing the mystery and power of **self-organization** to the end that we might learn to be at home in this rather strange, possibly new, universe."*

Harrison Owen

by Maria Frerichs

Have you ever been to meetings, organised in a traditional manner? Speeches, lots of overhead slides, papers, panels chaired by a few "experts" on the stage, sitting for hours, boredom and an apathetic audience. The real excitement often comes in the coffee breaks and informal moments.

I first met Open Space in a meeting on community building 1998. I was amazed and fascinated by the energy and simplicity of how a large group of about 60 people found ways to really tackle topics without any inputs from outside.

I learned more about the dynamics of large groups in a training course in Berlin 1998 with 100 people with Harrison Owen, the "originator" of Open Space Technology. I then tried it in several international conferences and training courses with youth workers. And it went brilliantly, so I want to tell you about it.

What is Open Space?

Open Space Technology is a process that was "discovered" by Harrison Owen in 1985. The main point is that there is no pre-defined agenda, there are no speeches, no experts. But how does the agenda come about?

The first part of the meeting is a time for the group to identify each person's passions regarding the topic. Everyone sits in a big circle. There are no

speakers or experts or trainers, just a facilitator who explains the 4 Principles and the Law of Mobility (I'll explain these later in the article).

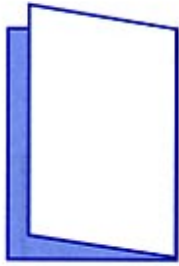
Before my first Open Space I had never sat in such a large circle and was quite anxious to see what would happen. I was very nervous in those few seconds after the facilitator invited people to stand in front of the group and announce their theme. What if no one came forward? What if all they wanted to do was discuss the process without ever getting to the topic of the meeting?

At this moment, the facilitator is, quite possibly, the only one in the room who has absolutely no doubt that this group of 20, 200 or 2000 is going to fill that large empty wall with a detailed agenda that will keep everyone working, playing, and learning for the duration of the conference. The energy is so high in that moment that even the planners of the event are often a little nervous, and eager for the agenda to appear.

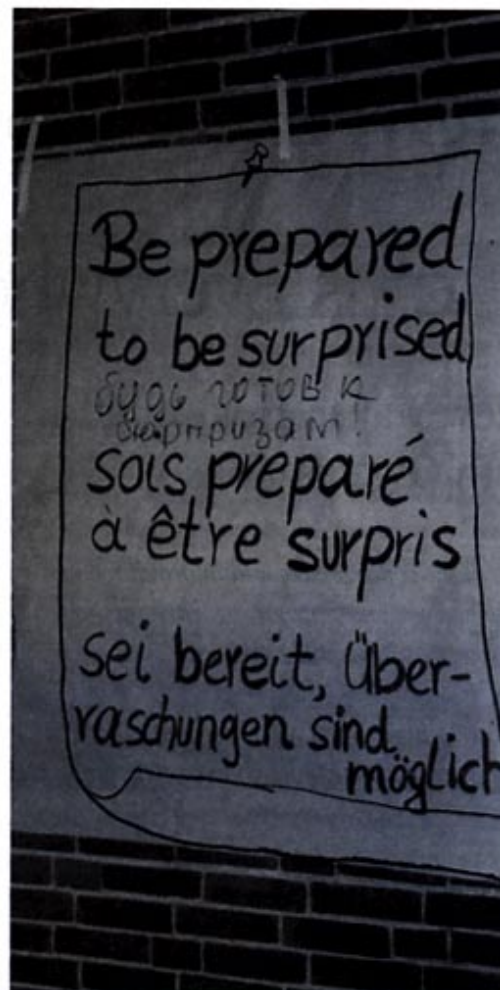
But first, a few instructions must be given, a few simple principles introduced, one basic law explained. All of this is also presented on the handful of posters that are scattered around the room.

After this brief introduction anyone who wants to has the opportunity to go into the centre of the circle ►►





Picture
Open Space Technology,
in action



and propose "sessions" related to the main topic. Participants nominate a theme that is important to them or one they would like to work on with a group of volunteers. Within 30 minutes, most groups have more than enough topics posted to "fill" the time allotted for the event. Once all the themes have been written up on a wall and the times and locations have been decided, everyone goes to whichever group they want to join in. This is the "marketplace". Once this is over, the workshops start. These last between 1 and 2 hours and there are always several running concurrently. So everyone can choose which to join in with. Some work in groups of 5, some 12, some 30. From that point forward, the group has become self-organised and usually "runs" itself for the rest of the event. The only meetings of the whole group of participants are each morning and evening at the main circle.

There are recommendations concerning the meeting's length. One day meetings are good for raising issues and opportunities and can set the groundwork for good communication. A two or three day meeting will go deeper into the issues and opportunities as well as identifying priorities, and developing these into steps for action. In three days, all of the most important ideas, data, recommendations, conclusions, and plans for further action can be elaborated.

At the end of the whole meeting every participant receives a report. Each initiator of a workshop has been invited - sometimes begged or asked - to insure that a record of the group discussion be prepared. The reporter may not be the initiator of the group, but someone else. Therefore people need access to a sufficient number of computers. At the end a comprehensive report is printed and given to the participants when they leave.

The theme or topic of an Open Space needs to be open, broad, and demanding a creative, collective response. An Open Space is best used for envisioning the future and identifying the issues and opportunities to realise a desired future. Appropriate themes or questions are:

"What do we stand for?"

"How should we do better in youth exchanges?"

"How can we feel more involved and alive in international projects?"

Passion and responsibility

When the heart is engaged, passion is close. Passion and responsibility are the engines that fuel Open Space. They are best described in the 4 principles and the one Law:

The Four Principles of Open Space

- ▷ 1) Whoever comes is the right people
- ▷ 2) Whatever happens is the only thing that could have
- ▷ 3) Whenever it starts is the right time
- ▷ 4) When it is over, it is over

1) The first principle reminds people in the small groups that getting something done is not a matter of having 50 people in the group. The fundamental point is gathering people who care to do something.

2) Whatever happens is the only thing that could have, keeps people focused on the here and now, and eliminates all of the could-have-beens, should-have-beens or might-have-beens. What is - is the only thing there is at the moment.

3) Whenever it starts is the right time reminds people of the fact that inspiration and creativity rarely pay attention to the clock. They happen (or not) when they happen.

4) Lastly, when it's over it's over, alerts people not to waste time. Do what you have to do, and when it's

... Whatever happens is the only thing that could have, keeps people focused on the here and now ...

done, do not hang around just because the time is not yet over. Move on to something more useful.

The Law of Mobility

If at any time you are in a place where you feel you are neither contributing nor learning you alone have the responsibility to remove yourself from that place and find a place where you CAN contribute and learn.

This law simply encourages you to visit another group, or even have a walk outside into the sunshine. No matter what, don't sit there feeling dull or miserable. One of the most profound impacts of the law is to make it clear that responsibility for the quality of a participant's learning resides with the participant.

Experiences with Open Space Technology in youth work

Working as a trainer in the international education centre Jagdschloss Glienicke, Internationale Begegnungsstätte für Jugendliche und Erwachsene, I have organised youth exchanges and courses for more than 15 years. One of my professional highlights is the annual meeting between youth workers from East and West Europe. In 1999 we celebrated the 10th anniversary of this meeting. We wanted to do something new and exiting and dedicated two days (duration of the event 5 days) to Open Space Technology.

Our leading topic was "Towards exciting dimensions and new challenges in international youth projects", a theme wide enough to give space for individual contributions and future-orientated enough to open minds and hearts to creativity.

Here are some workshops that participants proposed:

- ▷ exchange tools on language animation
- ▷ play games and do exercises for the beginning and the closing of training courses
- ▷ how to cope with fear and anxiety towards foreigners
- ▷ teach each other typical and popular songs of our respective countries
- ▷ international teamwork, exchange of experiences, barriers, challenges
- ▷ what do westerners think about post-communist countries?
- ▷ codes, rules, signals and symbols of love in youth exchanges
- ▷ youth work 1989 - youth work 1999: what has changed, how do we act?

In a final evaluation we asked people to describe their experience in Open Space. Here are some quotations:

- ▷ it was a process in learning to fly
- ▷ opening spaces to my feelings, to others, to what is important to me
- ▷ I got in contact with my competencies and shared them with others
- ▷ I feel full of energy
- ▷ Open space means freedom
- ▷ Open space is something very natural, that we have practised for years without having had a name for it.

The lesson from Open Space is a simple one.

In an Open Space meeting, you will discover how to flow with the energy of the moment, and with the team spirit of the participants.

... you will discover how to flow with the energy of the moment ...



Picture
Open Space Technology,
in action



Where do You stand ?

You may know this exercise. All participants are asked to come to the middle of the room. On two walls opposite each other are two posters. One says "yes" one says "no". A trainer or facilitator shows the participants a statement dealing with an aspect of a specific subject and then asks them to decide, spontaneously, - do you agree or disagree with this statement? Participants then move towards the poster that best expresses their opinion. Once two groups have formed, they explain to each other why they chose to agree with "yes" or "no" and discuss the issue until the trainer stops the discussion and presents another statement.

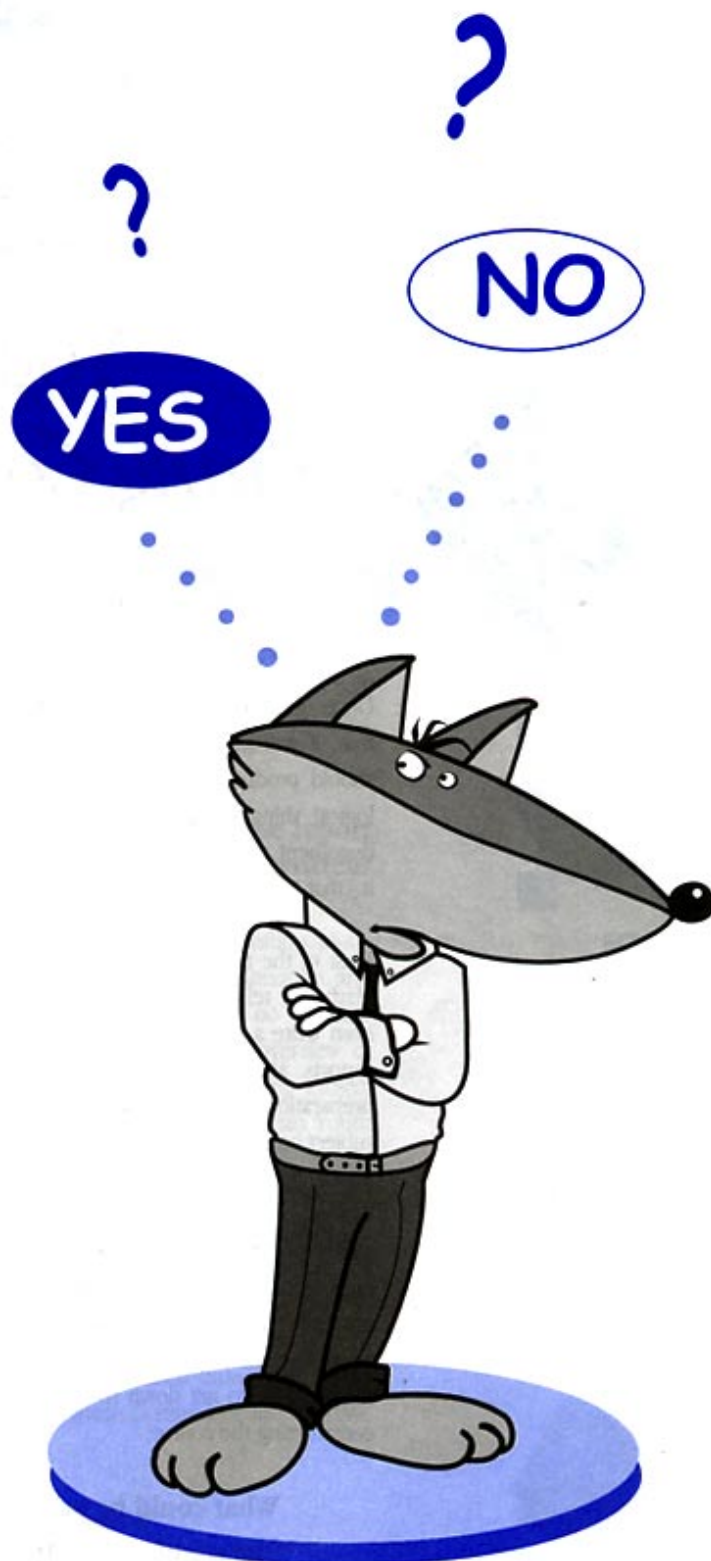
Finding arguments to explain their opinions to each other is a way for participants to start reflecting about a subject and the different arguments presented. This exercise is also about listening to one another, learning more about oneself and taking a stand.

"Where do you stand" is an exercise which, like many, can be played in different ways, with different objectives and on a variety of issues.

Gender-equality Issues: Where do you stand?

- 1. Men have more power than women.
- 2. Women are stronger than men.
- 3. Women need special women's organisations.
- 4. Men need special men's organisations.
- 5. The biggest obstacle to women's standing up for themselves is their low self-confidence.
- 6. Quotas are a good method of achieving greater sex-equality in organisations.
- 7. I would not hesitate to dress my baby boy in pink clothes.
- 8. Differences between women's and men's behaviour patterns are due to the biological differences between them.
- 9. In youth organisations, women and men (boys and girls) have the same influence.
- 10. Women can better take care of children.
- 11. Gender equality means that things should be the same for every one.

Statements by Ulrika Eklund. For her contact address and reflection on gender issues in training see Ulrika's article in this issue of Coyote.





"Marker" is a regular column in Coyote, written by Mark Taylor, looking at issues in training and hoping to encourage debate. Feedback from you will be really welcome.

You Read **any** Interesting Training Course Reports Lately?



Once upon a time, someone somewhere decided that, if you get money for a training course, you should produce a report about it. This is quite a logical thing to request and it makes sense to document activities, but the logics of actually doing it - that is a different matter.

Most of the things we do in life, we just do them. Maybe we tell other people about them, maybe we even write a letter or an e-mail - we seldom write reports about them. At some point during a preparation meeting for a training course, the hot subject comes up: who is going to write the report? Suddenly, the bird sitting on the tree outside the window becomes incredibly attractive, or the colour of the laces of the person sitting opposite. Eyes do not meet anymore. At last, somebody volunteers or makes the stunning suggestion that the person who wrote the grant application should do it. Then the team is able to get down to the "real business" of constructing the course.

What could be passing through the minds of the training team when they think about the report?

- quite obviously you can only know what happened in a training course by BEING THERE! a report will never be able to give you the real flavour of the event

- I won't be able to contribute as I can't write good English/French/Russian or whatever the language has to be
- what if someone takes (or steals) our ideas and uses them in their training courses?
- look, we have to write a report - it is just a fact of life - so let's get the job done
- even if we produce the best report in the world - who is going to read it apart from our funders and the participants?
- it will be great to have a report, to remind the participants of what they experienced and give them some tools to use back in their own projects

What are the choices available?

The team has to decide what the report is for, who the readers should be and how much effort and resources they want to dedicate to its production. One of the most important considerations will be whether or not the team sees the course as a self-contained project, or as a contribution to the wider picture of knowledge we have about training. Some organisations take great care to write reports which analyse both process and content of courses; they

are kept in-house and not easily available to outsiders. Such an approach helps the organisation to develop, as the reports are very useful for teams which are looking to prepare similar activities. At the other extreme we find reports which are kept to the bare essentials: the programme; a fairly boring day-by-day description of what happened; a one page conclusion stating that everyone was very positive about the course; and a list of participants. Most reports end up being somewhere in the middle with both strong and weak points.

Get the participants involved

Last year I was observing a training course, where a team member was introducing the second day's programme and telling the participants about the previous evening's team meeting, "...we talked about the request of many of the participants to have a collection of the methods used in the course. Here is our response". He stepped towards the flip chart and cut a piece of tape holding a roll of paper. The paper unrolled revealing the words:

**YOU
DO
IT!**

And they did.

Other course teams choose to delegate responsibility to the participants to write and compile the whole report during the course itself. This can produce some very strange results, which is only to be expected when participants are sitting at computers very late at night full of strange intercultural substances and international viruses. One approach which is quite common is to divide participants into teams with responsibility for particular days, they then have the task to describe and evaluate the day and collect all the methods used. Using the resources of participants in this way has some great advantages: a) participants decide what is important for them and b) the report is finished when the course is finished. The process can be fairly stressful and without some form of editing, the differing reporting styles can be confusing for outsiders. Enthusiastic gathering of materials makes for mammoth reports - I just found an exciting new example which totals some 250 pages, which means nearly 9000 copied pages for just participants and team to get a copy.

Use a "reporter"

Some organisers give themselves the "luxury" of employing someone who is only there to gather

impressions, materials and questions in order to write the report after the course. As one trainer put it to me recently, "...it's great to have a person to do the boring stuff". That is a rather sad way to put it, but there is a certain validity in the statement. Having an extra pair of eyes and ears around can also help a team evaluate its work each day. (A step further on from this, would be definitely worth considering within the Partnership Project's series of training courses: engaging external evaluators to assess the courses on the basis of agreed criteria.)

Wait a minute, why doesn't the team write the report?...

Also a possibility and quite common, as it is felt to be fair and it ensures that the trainers responsible for particular elements in a course get to write up those parts of the programme. The reader can be relatively sure that care has been taken to describe the methodology used and adapted for that particular course. What is difficult with this approach? Any hope of objectivity goes out of the window, the trainers are in the middle of the process and may miss many important details of what happened. Getting people to write up "their" part of the programme after the course can be a thankless task as some trainers are more interested in planning their next project!

What happens to the report after it has been written?

Who cares?

Sorry, of course this is an important question. Much will depend on the responsible organisation and who funded the course. There are no statistics available to help us get a European overview of report distribution. Reports of Partnership Project courses are all available from the European Youth Centre. Some organisations send their reports around to others who they think will be interested and some have started to put their reports on the Internet. The picture remains very patchy. There is a wealth of experience around, it is just very hard to find it. It would be nice to see a compendium of training course reports taken from the Youth Directorate and European Commission archives one day.

But then, who would read it?

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What happens

If you are thinking of writing an article for Coyote, this comic strip may help you, read on... What happens before we put Spiffy to bed?



Comic strip by Carol-Ann Morris

<p>IN THE FIELD OF EUROPEAN YOUTH WORK MANY EXCITING IDEAS WERE RUNNING AROUND</p>	<p>THEN UNDER THE PARTNERSHIP PROJECT BETWEEN THE COUNCIL OF EUROPE AND THE EUROPEAN UNION, THERE WAS THE IDEA TO BRING ALL THE IDEAS INTO A MAGAZINE BUT HOW?.....</p>	<p>A GROUP OF FOUR REPRESENTATIVES IN CONNECTION WITH EUROPEAN YOUTH TRAINING WERE BROUGHT TOGETHER TO "SPIN OUT" ALL THE IDEAS INTO A MAGAZINE, AND SO, SPIFFY THE COYOTE WAS BORN</p>
<p>ON REACHING ISSUE #2 THE EDITORIAL TEAM CAN ALSO SEE THE ROCKY PATH AND THE CHANGES THEY HAVE MADE TO MAKE SPIFFY'S TRAVELS EASIER WHEN IN SEARCH OF ARTICLES.</p>	<p>FIRST SPIFFY MAKES A PLAN OF WHERE TO FIND ARTICLES OR INVESTIGATES AN ARTICLE SOMEONE HAS SAID THEY WOULD LIKE TO WRITE... THIS IS THE JOURNEY SPIFFY TAKES LOOKING FOR AN ARTICLE....</p>	<p>THE AUTHOR IS CONTACTED AND BRIEFED ON WRITING FOR AN INTERNATIONAL PUBLICATION AND A CONTRACT IS DRAWN UP AND THEN THE AUTHOR GETS WRITING... BUT WHAT IF.....</p>
<p>WE THOUGHT IT WOULD BE USEFUL TO TELL YOU THE STORY OF SPIFFY'S TRAVELS, SO READ ON IF YOU ARE THINKING OF WRITING AN ARTICLE, AND YOU CAN FOLLOW THE STEPS TAKEN, TO ENSURE 'SPIFFICITY'.....</p>	<p>EDITORIAL COMMITTEE FOR COMMENTS - BACK TO THE AUTHOR - A SECOND DRAFT WITH CHANGES, A SECOND SPIN, AND THEN THE ARTICLE IS READY FOR TRANSLATION...</p>	<p>READY TO GO TO LAYOUT - WHICH PHOTO WILL GO BESIDE THE ARTICLE. DO READERS HAVE THE AUTHORS DETAILS IF THEY WANT MORE INFORMATION, CAN THE READER TRAVEL EASILY AROUND THE WHOLE MAGAZINE?</p>
<p>... THE AUTHOR MUST RUN, NO MORE TIME TO WRITE! SPIFFY MUST HAVE SOME CONTACTS FOR POSSIBLE REPLACEMENT ARTICLES... PROBLEM SOLVED AND THE FIRST DRAFT ARTICLE FROM THE AUTHOR SPINS AROUND THE...</p>	<p>SO NOW YOU SEE THE JOURNEY OF AN ARTICLE... SPIFFY KNOWS THAT THERE ARE LOTS MORE IDEAS OUT THERE... ARTICLES ARE NOT THE ONLY WAY TO CONTRIBUTE, LOOK AT SPIFFY'S FLUCHART ABOVE TO FIND OTHER WAYS.</p>	<p>...AHA... SO YOU HAVE AN IDEA... SPIFFY IS ON HIS TRAVELS AGAIN AND LOOKS FORWARD TO MEETING YOU!</p>

Notes about the contributors

Paola Bortini is a member of WAGGGS and has worked for the development of the movement in Central and Eastern Europe. She has always been interested in management theories and believes in the role of the non profit sector and the contribution it can make to changes in society. Paola has a Master of Arts in Comparative European Social Sciences and now works in the South of Italy in the field of professional training and local development.

Ulrika Eklund works as a free lance trainer and web designer. She has run projects for Youth for Europe in Sweden, in particular as a trainer in the Cocktail projects I and II. She has also been working in the National Council of Swedish Youth Organisations (LSU). Her interests and experiences are especially focused on gender issues, leadership, creative meetings, using the Internet and teamwork.

Maria Frerichs is a trainer on intercultural learning for the international centre for youth and adult education in Berlin, Germany, Jagdschloss Glienicke - Internationale Begegnungsstätte für Jugendliche und Erwachsene. Her major areas of work include intercultural learning, international team work, communication and leadership training and organisational development.

Rui Gomes has been working as a full time free-lance trainer and consultant since 1996. He has just moved from Sweden to Hungary where he has taken up the function of Programme and Training administrator at the European Youth Centre.

Vegard Hølaas worked as National Expert in the European Commission for the last two and a half years, until December 1999. He has now returned to the Ministry of Children and Family affairs in Norway, where he has been working on child and youth policy since 1989.

Peter Hofmann was involved with the AFS Intercultural Programmes in Vienna for seven years after a year as an Exchange Student in England. He has studied history and political sciences in Vienna. He was in charge of the EVS National Agency in Austria from 1996 until June 1999. Since then he is focusing on training at European level mainly within the European Voluntary Service programme.

Manja Klemenčič comes from a little village in the vineyards region in the East of Slovenia. She graduated in International Management from the University of Maribor. As a student in the U.S., she got involved in competitive debating, imported the concept to Slovenia and started a Slovenian high school and university debate programme. She became a trainer in formal debate for the Soros network and, in 1997, a member of the Governing Board of the International Karl Popper Debate Association. Since 1998 she has worked as Director of ESIB - The National Unions of Students in Europe. The highlights of 1999 for her were ESIB's projects in Kosovo. Manja has just moved from Vienna to Brussels, where ESIB has its secretariat since January of this year.

Leen Laconte studied Comparative Cultural Studies in Gent. She developed "The Imagination", a national project on youth-(sub)culture, the arts and multicultural society. After that she was a lecturer and tutor in a school for social workers (or Sociale Hogeschool). Until the

beginning of this year she worked as a project officer for the Flemish Youth for Europe Agency in Belgium.

Sonja Mitter lives in Strasbourg where she works at the Directorate of Youth and Sport of the Council of Europe. As a member of the educational team since 1995 she helps to run study sessions with youth organisations and is part of training teams for international training courses organised by, or in co-operation with, the European Youth Centres. She has been particularly involved in intercultural learning, Euro-Mediterranean youth work and youth work in Bosnia and Herzegovina. Her background is in history with a focus on migration issues.

Carol Ann Morris is the Project officer for Training and Membership Services at the European Youth Forum She is responsible for the co-ordination of its Pool of Trainers and the training programme. She deals with membership applications and as an information service to the 88 members. Other responsibilities include liaison with the Council of Europe Youth and Sport Directorate concerning training courses and the ACACS programme; working on the Coyote and T-Kit editorial teams; working with the European Commission in the selection of projects for funding through the YOUTH programme. With a background in counselling psychology, she used the latter as a basis for her training and project work with international and local development organisations in India and the UK.

Josyane Pierre is French and lives in Brussels, where she has been Director of Mobility International since January 1998. She has always been working with disabled people, first at the Rehabilitation and Re-education Centre in Mulhouse where she was involved in setting up an individualised training system for young disabled people doing vocational training, then as an expert for the European Commission within the HELIOS programme for the integration of disabled people. She is convinced that taking on responsibilities, training and confidence building are important for the integration, social and political participation, of young people with disabilities. Josyane has a background in social studies and economics, education and information sciences.

Mark Taylor works as a freelance trainer and writer. Until 1993, he worked for four years (1986-89) at the Youth Exchange Centre, London, as development and training officer, and then three years (1990-92) at the European Youth Centre, Strasbourg, as a tutor. Since then he has worked throughout Europe for a wide range of organisations, institutions, agencies and businesses, acting as co-ordinator, trainer, supervisor of teams, or general rapporteur. He has long experience in writing publications for an international public. Major areas of work: intercultural learning, international team work, human rights education, training for trainers, constructive internet use, international youth projects.

Karolina Vrethem works as international coordinator for the Proni Institute of Social Education in Travnik, Bosnia and Herzegovina. Her former experiences include her work as international secretary of the Swedish Youth Council and as vice president of CENYC, the Council of European National Youth Committees, before it merged in to become the European Youth Forum. She also does training for youth organisations and the Council of Europe, mainly in Eastern Europe.



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