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# THE USE OF IN A SALTO'TEMM

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

**SALTO'TEMM is a relatively new term.**

**Its meaning is Support and Advanced Learning & Training Opportunities - Training of Euro-Med Multipliers. The overall aim is to empower more Euro-Med Trainers, increasing the awareness of the Euro-Med spirit. 5**

## **PARTICIPANTS**

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

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

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

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

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

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

## **THE ROLES AND TECHNIQUES USED**

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

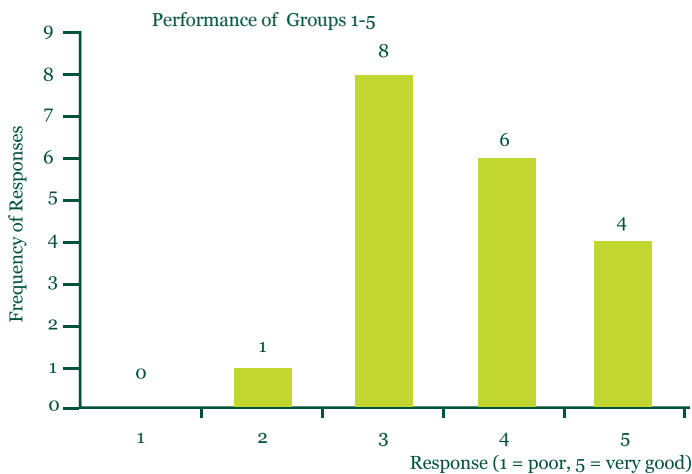


Role-playing works best with informed participants who already have some knowledge of Euro-Med Actions 1, 2 and 5. It was in SALTO'TEMM training courses where the participants already had knowledge of the Youth Programme that the role-playing exercises were most productive. There were cases, such as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

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

# ROLE-PLAY TRAINING COURSE

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



## THE TRAINERS

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

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

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

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

## THE ACTORS

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



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

They step out of their normal roles and into another role.

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

### The actors' responsibilities are to:

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





## THE AUDIENCE

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

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

## THE OBSERVERS

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

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

## THE REPORTERS

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

## THE IMPACT OF ROLE-PLAYING

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

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

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

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