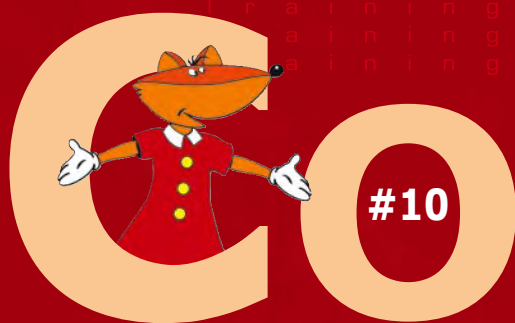


Issue 10 - May 2005



Y o u t h • T r a i n i n g • E u r o p e

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Coyote theme

Year of Education through Sport

Wide Angle

Quality in training
- Myth or Mystery?

Coyote Spirit

Spirituality in Human Rights
training in India

Training methodologies

Plan B - a simulation
reality exercise

Turning session outlines
into «Modules»

Y o u t h
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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 Hutchison Dictionary of Symbols, 1997)

Coyote is a magazine dealing with issues around “youth – training – europe”.

It is addressed to trainers, youth workers and all those who 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 informs 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 every year. It can be received free of charge from the European Youth Centre in Strasbourg (subject to availability) and is published on the Partnership web site under **<http://www.training-youth.net>**.

Coyote is not responsible for the content and character of the activities announced in this magazine. It cannot guarantee that the events take place and assumes no responsibility for the terms of participation and organisation.

Coyote aims to use a form of English that is accessible to all. We aim to be grammatically correct without losing the individuality or authenticity of the original text. Contributions can be made in any European language and will be translated into English by professional translators. There is a range of language ability in the editorial team and so comments can be made on early drafts in many cases prior to translation.

Our aim is that the language used in the magazine reflects that used in the activities described. Some articles are offered by contributors and others are commissioned by the editorial team in order to achieve a balance of style and content. If you have an idea for an article then please contact the editor.

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have contributed to this issue
of Coyote.**

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and ideas at the same address.

#10

C o n t e n t s

Welcome to Coyote

2

Editorial by Jonathan Bowyer

Wide Angle

3

Quality in Training – Myth or Mystery? by Andreas Karsten

5

The secret of a tasty training Paella by Marc Garcia

7

Organisation training strategy

Lithuanian Youth Council by Gaja Bartuseviciute

Coyote Theme – Year of Education Through Sport

10

All hands on Deck

by Jarrko Soininen and Nienke Dijkstra

13

Movement in training and the training movement

by Jean Luc Frast and Jacob Schouenborg

17

ICL through sport - ENGSO

by Rosemary Paul-Chopin

19

Fan Clubs

by Vasili Petrakov

Updates

22

Council of Europe Directorate of Youth and Sport

by Goran Buldioski

23

European knowledge Centre by Bryony Hoskins

24

SALTO Training Calendar by Tanja Kaltenborn

26

Developing the Euromed T-Bag by Bernard Abrignani

Coyote Spirit

28

Spirituality in Human Rights Training in India

by Kanwal Preet Kaur

32

Favouritism and the closeness-distance balance

by Georges Wagner

35

Den Helder to Beirut - a love story by Mathieu van der Hert

Training methodologies

38

Plan B - a simulation reality exercise by Jo Claeys

42

Turning session outlines into "Modules"

by Goran Buldioski

Marker

45

Marker

by Mark Taylor

49

The adventures of Spiffy

by Mark Taylor

Welcome to Coyote!

WELCOME TO COYOTE NUMBER 10 !

Welcome to Coyote number 10! It has taken a while to produce it but we hope you find the content worth the wait. It is the biggest issue yet and the last of the second covenant between the Council of Europe and European Commission on training in the youth field. We do hope to continue into the new covenant so watch out for issue number 11 later in the year.

The theme for this issue is the European Year of Education through Sport. We hope you will enjoy reflecting on the year and some of the activities that took place. As with all topics that are the subject of a “European Year” – or any other time-bound initiative – there is a risk that with the spotlight off the subject will be forgotten. My hope is that this will not be the case but that the benefits of education through sport will continue to be realised and developed in the European Youth field. The wide ranging benefits are reflected in the variety of articles from football fan clubs to seminars on sailing ships.

Our series on spirituality in training continues with a wider-than-European view as Kanwal Preet Kaur from India brings us a personal account of integrating spirituality into Human Rights Training. The Coyote Spirit section; where we look at matters spiritual and philosophical, contains two further articles for reflection. First Georges Wagner tackles the sometimes difficult issue of balancing closeness and distance between trainer and participant and second we have the personal account of a trainer and participant who battled with some stereotypes and fell in love. What strikes me about these three articles is that while they may talk about spiritual or philosophical issues, they are also very down-to-earth.

January this year saw many trainers - along with colleagues from other sectors - attending “Bridges for Recognition”, the European conference on recognition of Non-Formal Education and Youth Work. For the trainers at least, one highlight was the discussion about recognition of trainers. We are grateful to Andreas Karsten for his brief introduction to the discussions that took place there and the potentially revolutionary proposals that were made. You can find out more about Bridges and the wide range of work being done on this issue at www.salto-youth.net/bridges

There are too many articles to mention them all here, but we hope you will find something useful in every one. As always we welcome your feedback (see Mark’s Marker) – in particular on the content of the magazine but also on the format. Enjoy reading, reflecting and responding.

Jonathan Bowyer



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by Andreas Karsten

Wide Angle

QUALITY OF TRAINING MYTH OR MYSTERY?

The discussion about the quality of non-formal education and training is progressing quickly. At the “Bridges for Recognition” conference in Belgium in January 2005 the trainers present agreed that it was about time for them to voice their own opinion.

Do you know how good non-formal education really is? I mean, it must be good – there is an ever-growing demand for it, people feel good and enjoy themselves much more than at school or university, and one can feel, sometimes even see the impact. But do you really know just how good it truly is?

You don't? I don't either. And I don't believe anyone who says they do. Like many good things in life, non-formal education is slightly absurd: One reason it's so good is that nobody is tested to see what they have learned. No tests, no grades. It puts people's minds at rest and makes participation a choice rather than a duty. That freedom has a price, though: it makes it rather difficult to analyse the level of quality of learning.

That's the crux of non-formal education. You can't start giving people grades to show how very well they have done on your training course, because if you did they wouldn't do well anymore. Yet, as more money and hope flows into the sector, pressure and demand are increasing to prove how good this whole non-formal education business is. The whispered stories of success; are they myths to be disproved or the truth wrapped in mystery?

For quite some time these questions have been at the centre of discussions in pubs and meetings alike. Where else could the debate progress better than in Leuven, the city of beer, at “Bridges for Recognition”, the latest conference to promote recognition of youth work across Europe?

Consequently, it was right for more than 45 trainers to agree there and then to voice their own opinion more strongly.

We the trainers, and our qualifications, have been discussed for quite some time. Irritated and agitated, we reluctantly followed the process, usually pointing out that defining quality standards (not to speak of quality assessment!) is against the nature of non-formal education. After all, what good is non-formal learning when it all becomes formalised?

On the other hand we claim that trainers and teachers are alike; that educators have an enormous amount of responsibility. Responsibility for the money which they spend and which others, of course, invest. But we especially mean the educational responsibility, constituting a power which is easily misused and sometimes even abused.

Who can blame the rest of the world for wanting some measure of accountability? We tell parents that something magical is going to happen to their kids, asking them to entrust their children to us for training courses, youth exchanges, and even outdoor education activities. We tell funders that non-formal education stabilises democracy, promotes human rights and human dignity, facilitates intercultural communication and produces mature young people with social skills unheard of, and invite them to finance our educational programmes. We tell politicians that our work complements formal education to a near-perfect match, and call for more recognition and support.



MYTH OR MYSTERY?

Our call has been heard: The sector of non-formal education has grown in terms of financial investment, political recognition and educational influence. This, in return, has given rise to a demand hardly any of us imagined in the beginning and which almost everyone tried to ignore for a long time. As a result people also want us to prove that our work is as good as we say - and make others believe.

This is a request no one can sensibly argue with as it's by all means justifiable. People want to see that their money is money well spent, and that their trust in our educational skills is based on fact rather than hope. From this point of view it seems just a little inconsistent to me to categorically refuse accountability for the trust we previously requested with such insistence.

My feeling grew stronger that the youth movement, once so successful in lobbying for the recognition of non-formal education, was disconnecting itself from the change and progress made over the past years.

But in the spirit of Alan Kay, the trainers attending "Bridges for Recognition" decided to predict the future by inventing it themselves. After all, who is better qualified and trained to set quality standards and criteria for non-formal youth trainers than us?

Our ad-hoc "hot-issue" workshop was joined by a surprising number of stakeholders: researchers, trainers, and representatives from international institutions, national agencies, the European Youth Forum and national governments. There was clearly support for the idea!

And the result is not bad either: The workshop drew up a proposal for an open, transparent and inclusive process to establish an occupational profile of non-formal youth trainers - a first at European level - and a proposal to the Training Partnership between the Council of Europe and the European Commission which can't be ignored.

Of course, this proposal, which can be read and discussed on the you@etv virtual platform (<http://communities.trainingvillage.gr/youth>) cannot provide answers to all the questions arising. Neither can I, to be honest with you - I don't even know all the questions which have to be asked and answered. But I believe in the truth of the following words by Sir Arthur Charles Clarke: "The only way to discover the limits of the possible is to go beyond them into the impossible."

It may seem impossible today to think of a reliable and adequate set of quality standards and a just and open system of quality assessment in non-formal education. But the day will come when we know better.

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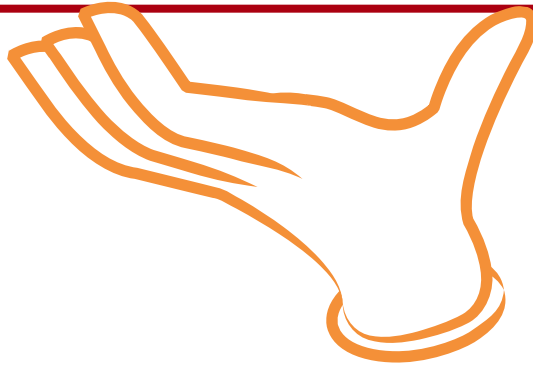


Clarke, Arthur Charles (1962):
Profiles of the Future: An Inquiry into
the Limits of the Possible.



by Marc García
Cebrian

THE SECRET OF A TASTY TRAINING PAELLA



It was summer 2004, we were in Barcelona, had just woken up and were looking out of the window. Barcelona's very essence is sunlight and humid sticky weather, so we concluded that we had chosen the right season to spend a few days in the city before and during the World Youth Festival Barcelona 2004.

Gazing at the sunrise, we wondered what kind of a day we were going to have – just as is sometimes the case with training, with issues such as how to deal with the unexpected.

So there we were, waiting for our partners to arrive from all over Europe to spend two weeks together. We had a full menu for the period: for breakfast, a bowl of volunteers to train towards a shared sense of belonging to a group; for lunch, a tasty annual meeting of the Pool of Trainers (PoT); and for dinner, a spicy small card with an invitation, “Kiss me”, a PoT activity as part of WYFB’04.

► **But... what were the ingredients in our full menu?**

To begin with, we had a diverse target group of trainers working as cooks. We can assure you of their sense of belonging to a team : they had met in Kyiv nine months earlier at the PoT meeting and had been working together since then. This time, they were all working as a big team with a concrete aim : they had to provide a large group of volunteers with skills to communicate and enable them to assist thousands of participants from all over the world who would be arriving a week later.

Through themes like presentation methods, intercultural learning, conflict, communication and energisers, we seasoned the Festival volunteers, producing a tasty paella: a mixture of flavours, with none overshadowing the others

and all merging to achieve a common goal. In order not to miss any ingredients, we split the participants into six groups headed by a couple of trainers responsible for leading them through various stages. To begin with, we introduced the volunteers to the importance of creating a climate of confidence among Festival participants, with energisers being the best ingredient here. But, of course, they were not enough! So we had to go deeper into communication skills - a useful resource for listening actively to participants' needs and assisting them throughout the event. After that, we were able to mix these elements with the main ingredient of paella: rice. For that, we had intercultural learning, which is as obvious for trainers working in multicultural groups as rice is the basis of paella. Lastly, conflict-management and problem solving workshops were the final, secret ingredient, just as saffron gives paella its famous colour and flavour.

After this wonderful experience of working together with fellow PoT members and excited volunteers, we started the PoT meeting in high spirits. The meeting was an opportunity to get back to our roots, to the sense of being a trainer, with the skills and methodologies we can develop, while also highlighting the challenges of the PoT and the benefits it can offer member organisations of the European Youth Forum. The synergy within the PoT was immediately reflected in our planning of the PoT activity for the Festival, following on from the PoT meeting; another great opportunity for us to join forces and pool our resources!

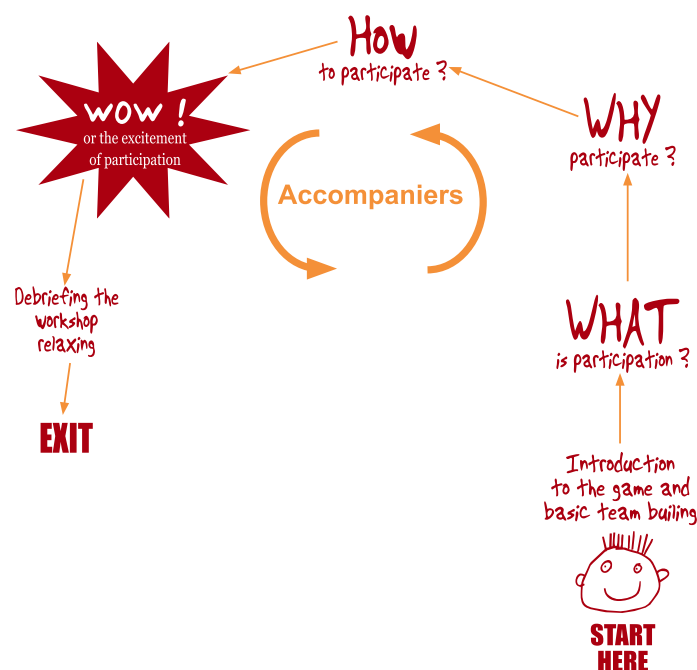


► So, how to be sexy, attractive or even explosive? ► “Modern participation methods”

That was the point: how to attract the attention of a large number of people moving around in a huge arena full of concerts, circuses and multi-media exhibitions and get them to join in our activity and also enjoy it? Our session was about Modern Youth Participation Methods – an important issue, but maybe not attractive enough among the countless other activities taking place within the Festival programme. As we therefore had to devise a marketing strategy, we had the idea of using trainers’ favourite material: post-its, with a clear statement, which we stuck on participants’ chests:



The marketing campaign planned at the PoT meeting, which had a big impact on participants, was a great invitation to get them to come and take part in an activity called “Modern participation methods.” It worked: they came in large numbers and shared their thoughts on participation in civil society:



Being sexy is not the point, of course: behind any marketing strategy, there is a concrete aim, with a consciously designed method to achieve a goal. To some extent then, our aim was to raise awareness about how participation is inherent in us, as individual human beings, whenever we interact in different spheres of civil society. We wanted to encourage the Festival participants to look for suitable ways of taking part themselves in the decision-making which shapes their lives. In a way, that is a guarantee of democracy, which helps sound the alarm when things go wrong.

We therefore decided to set up a “tunnel of participation” in the activity room. Groups of 20 people would be built at the entrance to the tunnel and would then embark on the “participation adventure” accompanied by a guide. On the journey participants would stop for various exercises, brainstorming, debate about what participation is, confrontation over “why participate?”, non verbal communication focussing on how to participate. They would then finally meet “wow” the participation guru and taste the participation excitement! Relaxation in the tunnel’s oasis was then essential before the debriefing.

We all joined the PoT as active youth workers/trainers because it is an effective channel for participation through empowerment of other young, active citizens. The PoT activities in Barcelona were a great opportunity to show our commitment. We hope that we managed to move one step closer to our goal: activating youth participation in society.

Our commitment to the Pool is central to the concept of participation, just like hunger is inextricably linked to the human need to eat. Given the sense of belonging and the common goal they involve, we must highlight the fact that community-building tasks are, indeed, the tastiest meal you can ever eat.

Don’t you think so?

Try a bite!





by Gaja Bartuseviciute
International Secretary
of the Lithuanian Youth
Council

That's the way **We** do it!

Training in the Lithuanian Youth Council

The Lithuanian Youth Council (LiJOT) was established in 1996 by the biggest Lithuanian youth organisations, with the aim of strengthening youth policy in the country and co-ordinating and supporting the work of youth organisations at all levels. LiJOT is an umbrella organisation covering national youth organisations and regional youth councils and currently has 51 member organisations. More information can be found at www.lijot.lt

For many years now LiJOT has been seen at the national level as a provider of quality training events and is well known for its highly qualified trainers and of course for Druskininkai (a town in the south of Lithuania, just 20km away from the border with Belarus) where the training courses are usually held.

► How did it all begin and develop and where do we stand now?

After the establishment of the Lithuanian Youth Council, training and capacity building was a top priority. This was due to the nature of changes that the country and civil society underwent after the fall of the Soviet Union and the re-establishment of Lithuania's independence. There was a huge demand for the training of youth leaders, for a new generation of the youth movement after the communist youth movement ceased to exist. Thanks to the expertise that came from other countries and resources that were available in the field, there were opportunities to run a couple of courses a year focusing on the basic skills of team building, managing organisations, project management and international youth work. Furthermore, when LiJOT successfully lobbied the government to adopt its well-known co-management system, there was a need for more training in the field of youth participation and active citizenship. Therefore

training courses were based on the natural needs identified by youth organisations. Later, after the demand for training at the national level had been met, LiJOT shifted its priority to work in the regions, with the grassroots, to facilitate the establishment of regional youth councils (round tables). Training courses were held in many municipalities and their effect was impressive. This spurred the establishment of youth organizations in the local communities, helped improve the quality of youth work and raised awareness in relation to the local authorities. It gradually gained momentum and brought us to the point where we stand now.

► So what is on offer?

Training needs are estimated in accordance with the needs of organizations. LiJOT has followed this policy ever since its establishment. Therefore training courses that are offered mostly address issues concerning the development of organisations rather than personal development. This approach has both pros and cons. Investment in the organisation is much more sustainable and it is easier to ensure dissemination of the learning experiences, while focusing on personal development ensures direct follow-up to the learning process and the training of qualified leaders to act as peer educators or trainers in the future. A little bit of everything is just the mix you need.



Three categories of courses are being developed:

- **Organisational Skills** (organisations nominate participants): organisational and project management, public relations and communication, work in international youth structures, team building, conflict management, fundraising and financial management
- **Leadership** (leaders of youth NGO's are encouraged to apply) : development- oriented. Strategic management, human resource management, quality management
- **Personal** (anyone can apply) development-oriented: Presentation skills, body language, negotiation skills

The main difference between the categories is the target group. For the organisational skills category, LiJOT encourages youngsters who have strong support from their NGO's and will later serve as disseminators of knowledge. The leadership development category is focused on the current leaders of youth NGOs. They should show commitment and willingness to invest their skills further in their work. Personal development courses are open to anyone who might wish to have a training experience.

At international level, LiJOT has developed a quite successful training scheme that was used in the "Trainstorm" programme where Lithuanian, Flemish, Dutch, Luxembourg, Latvian and Estonian youth councils have co-operated.

Trainstorm is a way to brainstorm. It encourages participants to see things from another angle and perspective and to do several things at the same time. Trainstorm is a training programme module developed by LiJOT. Training for trainers and Summer Academy are the two activities that constitute the programme.

1. Training for trainers

For young people who have proved to be group leaders and who show an interest in developing their capacities as trainers. No previous training experience is required but participants must show openness and flexibility throughout the learning process.

There should not be more than 12 participants in all, 2 or 3 from each country. Training lasts for one week. The programme includes building a strong team of people, the concept of training, understanding ways of learning, learning from each other and intercultural misunderstandings. It is important that the programme includes thorough debriefings to allow personal and group reflection. On day 3, participants work on planning for an international activity which will take place a month later. And then after one month...

2. Summer Academy

All the newly trained trainers get together to finalise their preparations one day before the participants arrive for the Academy. Once the participants have arrived, the programme organisers and trainers explain the process that is going to take place in the Academy for the entire week. The first days are led by the trainers and are focused on getting to know each other, expectations, intercultural learning, and debating experience. At a later stage the participants divide into the training courses that they wish to attend, not more than 12 people per group. This is the moment where newly trained trainers take over. In the evenings there is a moment when all participants in the different courses come back into the plenary and an activity is prepared by the pair from the T4T course. All activities are interspersed with some free time and the agenda is supervised by experienced trainers. At the end of the course there is a joint evaluation and a focused evaluation with the new trainers.

This activity was organized by LiJOT in 2004 and financed by the COE European Youth Foundation and EC Youth Programme. The trainers in this activity were Luis Pinto, Renata Kalivod and Renaldas Vaisbrodas.

The Trainstorm programme has proved to be a success. The new trainers had their best experiences; they challenged themselves and learned a great deal. Participants in the academy have said that they enjoyed being with a trainer who is learning and discovering things with the group; they felt at ease and felt that they had ownership of the training process.

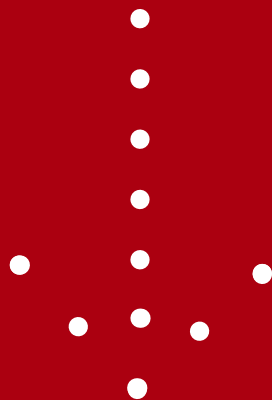
LiJOT provided a wide-ranging opportunity for learning that was rich in terms of experiences and output. The model is now being reviewed to see how it can be adapted to national circumstances. In LiJOT we believe that by offering training to our members, we ensure the future of the youth council. This logic makes us convinced that learning is a key factor in the development of the organisation.

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COYOTE THEME

YEAR OF EDUCATION THROUGH SPORT

SUPPORTERS' CLUBS
IN RUSSIA

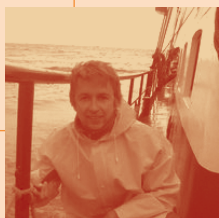


ALL HANDS ON DECK !
SPORT CONTACT-MAKING
SEMINAR ON A SAILING SHIP
WADDENZEE, NETHERLANDS, AUGUST 2004

MOVEMENT IN TRAINING & THE TRAINING MOVEMENT

THE EUROPEAN YEAR OF
EDUCATION THROUGH SPORT

FROM THE PERSPECTIVE
OF A EUROPEAN NON-GOVERNMENTAL
SPORTS ORGANISATION



by Jarkko Soininen
with support from
Nienke Dijkstra
and Peter Barendse



ALL HANDS ON DECK !

SPORT CONTACT-MAKING SEMINAR ON A SAILING SHIP

WADDENZEE, NETHERLANDS, AUGUST 2004

► *First orders for the seminar*

It was a stormy night when 28 people from 13 European countries arrived in Harligen harbour in the northern Netherlands. They all knew that it was the European Year for Education through Sports and that the seminar aimed to bring potential project partners together, establish new partnerships and develop new sports projects under the YOUTH programme.

They were all aware that sport is a good tool for bringing (young) people together, getting them to co-operate and increasing mutual understanding.

While they knew that there were surprises in store for them, they did have some information already. During the seminar, they would be full members of the crew of the 100-year-old sailing ship "Iselmar", hoisting the sails, cleaning the deck, (not) feeding the ship's cat and other duties that would be assigned to them every morning in the "Captain's orders". The trainers for the seminar, Nienke Dijkstra from the Netherlands and Jarkko Soininen from Finland, assisted by Peter Barendse from the National Agency of the Netherlands, knew that there would also be sessions concentrating on learning through sports, exchanges of experiences and concrete co-operation.

On the first night, they found out that the participants in the contact-making seminar were actively involved in work with young people as youth workers, as sports community workers or in sports organisations. It was nice to discover that many of the participants were planning to set up international youth projects using sports, or with sport as a theme. The participants also had an active and sporty attitude, and it was really important that they were all able to swim!

► *The ship*

The Iselmar is a beautiful, hundred-year-old lady. Go to www.rederij-vooruit.nl for more information about her.

► *Learning through sports and active sailing*

The seminar was based on learning by doing, with the sailing being used as an active part of the seminar. The only crew on board were the captain and her shipmate, so everybody else had the pleasure of taking part in sailing the ship.





The focus of the seminar was how to use sport as a tool for learning. During the seminar, the participants also had the opportunity to share experiences about their work with young people and to see how to transfer their experiences of sailing to the reality of their everyday work with young people.

We found out that learning through sports is not a simple matter. It is clear that learning is something that happens all the time. When Swedish and Spanish youth organisations put on events based on football, it can be said that the young people concerned will learn a lot. While that is true, as youth workers, it is important to be able to define the different learning aspects. That is a vital part of a quality youth project. In sport, the talk is often about the action. While it is the very lifeblood of sport, from the point of view of youth workers, facilitating learning has the same function.

► **Contact making through sports and sailing**

The ship offered an ideal environment for making contacts. As one participant said, it was 24-hour co-operation and teambuilding. Limited space created intimacy among the group, while also meaning that respect was required for living together on board.

The balance between sessions and active sailing provided an opportunity to process all the information. As one participant put it, "Sailing was a break for my brains and work for my hands." The sailing spirit was a special feature of the seminar. It gave the whole event a unique feeling. One participant said that respect for nature (wind and sea) had taught them to be patient and flexible. A lot of flexibility was indeed required, as the weather was determined to play a big role. On the first sailing day, we had to stay in port because of a storm. In that kind of environment of constant changes, the meaning of teamwork took on crucial significance.

► **At sea, example of one day**

The first day we stayed in port. We would all have liked to go out to sea from the very beginning of the seminar. All the same, it was good to start the seminar in port and concentrate on getting to know one another and the work that people were doing. In the evening, Peter Barendse

gave a very clear and informative presentation of the Youth Programme, especially from the point of view of the programme and sports projects.

The second morning started with high expectations: "Are we going to sail today? Is the wind still too strong? What is the weather forecast like?" The trainers went to have a meeting with the captain. She was still a bit worried, but the decision was taken: we would set sail. The timetable for the whole seminar was determined by the tides. Every breakfast started with low tide. It was 20 August 2004 and breakfast was at 8.15 am. Every evening, the participants were divided into small groups and each group was assigned different tasks for the next day. One group had to get up earlier and prepare breakfast. After breakfast, the "Captain's orders" were posted on deck at 9 am. We were happy and relieved to see the programme for the day. Yes, we were going to sail! The theme of the day was "Learning through sport". Before setting sail in the morning, we had a guest speaker from an organisation called Tukker in the Netherlands. He gave a presentation on the work they do with young people from criminal backgrounds and how they use sports, in particular sailing, as tools for learning and rehabilitation. Even though we were talking a lot about sailing, the focus was constantly on the elements of sports that could be used as tools for learning.

After the presentation, the captain came out and ordered everybody to the upper deck to prepare the ship for sailing. Some time later, the ship was ready and we set off for the islands in the Waddenzee. A few hours were taken up by the sailing itself. The participants were divided into small groups, each of which had different responsibilities. Individual groups took care of the front sail, the middle sail and other duties. After a while, we called all the groups together and gave them more tasks. In the individual groups, the participants were asked to discuss the Tukker presentation, experiences of the actual sailing and the Youth Programme presentation. On the basis of these examples, we wanted them to share experiences and ideas about how they used or would like to use sport as a learning tool with young people. We asked them also to think about what kind of added value the Youth Programme could bring to their everyday work. As one of the outcomes of the discussions, we asked them to compile various learning aspects they had identified in sport.

After a few hours' sailing, we arrived at one of the islands in the Waddenzee. The island had nice dunes to which we quickly headed and where we carried on with the group work. All of the groups had already identified many learning aspects in sport. Now was the time to put the ideas into practice. Each group had to choose one learning aspect and devise a game that included it. Later on, we played some fun games on the beach. In the evening, we had dinner on the ship. The rest of the evening was spent reflecting on the day's events and sharing more examples from the participants' actual experiences.

► **Feedback from the participants**

As it was a contact-making seminar, it was good to see that many participants really did make new contacts. A large number of participants also found partners for joint projects. One big issue mentioned in the evaluation phase was the motivation, inspiration and confidence that the seminar gave rise to. Some participants mentioned that they sometimes felt lonely in their particular fields, but had gained a sense of support from the seminar. The participants also found out a lot about the Youth Programme and how it could bring added value to their work. Peter Barendse's Youth Programme presentation and the fact that he was on the ship answering questions concerning the programme was mentioned as a very positive element.

Many participants indicated that they would set up new projects with the contacts established during the seminar. Youth exchanges were mentioned most often, followed by EVS. One of the participants is planning to go volunteering herself. For some people, the seminar was a starting point for introducing international youth activities into their own work. Concrete outcomes of the seminar have included the

approval of projects between Spanish and Scandinavian organisations and also a project presented by the Romanian participant. A great deal of information has been swapped through the e-mail group since the seminar and ideas for more projects have also been put forward. As the seminar on a sailing ship proved so successful, the organiser is planning to repeat the exercise with a different theme.

Some participants found the methods used during the seminar particularly interesting and plan to use them in their work with young people. The Tukker presentation and the metaphors of sailing and life gave other participants "food for thought."

The experience of being a participant instead of a youth leader or trainer was mentioned as having been very positive, as it put the participants' daily work into perspective. One of the participants mentioned the personal experience as part of a team on a sailing ship and the meaning of it to their life. Some participants would have preferred to have more time for informal discussions, as the programme was intensive and the days were long.

► **Last orders from the captain**

It was a really special seminar. The ship was an ideal place for contact making, especially in the context of learning through sports. It created a special atmosphere among those taking part. There was no need to generate enthusiasm for the work. The ship did that for us.

Provided there is a bit of imagination and people who are willing to try out something new, innovations of this kind are truly to be welcomed as part of the training activities under the Youth Programme.

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by Jean-Luc Frast



& Jacob Schouenborg

MOVEMENT IN TRAINING & THE TRAINING ≡ MOVEMENT

At the beginning of the European Year of Education through Sport 2004, we knew that many people were happy that some attention was being given to sport and its educational value. We also had the impression that many people in training circles were shaking their heads: “What does sport have to do with quality training and education?” Or: “This is just another platform for the millionaire soccer players to get media coverage”.

In fact, there are some interesting twists to the story. ► **A new view of sport**

In this article, we will outline these, emphasize our understanding of the concept of education through sport, give concrete examples, and point to some future possibilities in the field. For now, we dare to claim that “All serious youth trainers should consider using sport and physical activities as part of their work!”

► A political twist

Why wasn't the “European Year of Education through Sport” not just called “European Year of Sport”? Why add “Education”? Well, the answer is – at least partly – political. The European Commission can only engage actively and support policy areas that are described as community priorities in the treaties of the EU. And sport is not one of these priorities (it is in the new treaty, as we shall see, but this is not in effect yet). That means that the European Commission cannot simply deal with sport as sport in itself. However, if you add that little word “Education”, the picture changes. Education IS in the treaties, and using sport as a tool for education is more appropriate from a constitutional perspective. Problem solved!

So was it in fact just a cover-up, using the educational perspective for political purposes? Probably not only that. To the best of our knowledge, sport can in fact be an excellent tool for learning, socialisation, integration, value-discussions, etc. But this requires a certain view of sport; one on which there is far-reaching consensus.

Millions of Europeans watch, breathe and live for their favourite top-level soccer team. Players are idolised, games are televised and sport is a business of enormous economic proportions. The Olympic Games too, are a world event with no expense spared. The last television deal between the International Olympic Committee and the US-based TV-station NBC for example, brought in 2.300.000.000 US\$ for the coverage of three consecutive Olympic Games.

If you read the newspaper sports sections in an ordinary EU country, the focus is on a few, male dominated, elite/professional sports – and the results of the last game or race. And let's admit it – a lot of people read these sections!

We do not mean that elite/professional sport should be dispensed with. Not at all. There are certainly serious issues to be dealt with in elite/professional sport – poor finances in the clubs, doping, an increasing number of injuries and health problems, corruption etc. But these are issues that should be dealt with by those concerned. Our point here is that there

is a different world of sport altogether. One in which the emphasis is on broad participation, voluntary commitment, education and citizenship, to mention but a few. And this is where Education Through Sport comes into the picture.

Sport, when practised at local level – in clubs, in the streets and in schools – has great potential for educational purposes. We call it “Sport for All”. And it is important to note that we consider this a much broader view of sport. Sport can indeed be soccer games or swimming or running. But it may also be traditional games or dances or simply a new game invented for the occasion. The common factor is therefore the physical movement rather than the existence of different “regulated” sports.





Why then is “Sport for All” interesting in educational terms? Education through sport is for us a question of non-formal training – that is, training outside formally approved schools, high schools, universities etc. And we are not speaking just in terms of training to become better at a particular sport. Take, for instance, the distinction made in a recent study on the differences **between education for, by and through sports**.

Education **for** sport develops technical competences. This is normally linked to well-defined disciplines of competitive sport. In our concept of training, this is of limited interest.

Education **by** sport uses physical activity instrumentally to attain certain social goals such as ethnic reconciliation, public health, citizenship or social integration. “Sport for All” is therefore closely related to public welfare. And in training terms this is certainly relevant, having regard to the thematic objectives of the European Commission and the Council of Europe.

Education **through** sport is physical exercise which creates existential learning between human beings. Popular sport is personal development through physical encounter, it is a “school for life” and for creating trust. Here, education is a way of enabling the human being, of encouraging exercise, of empowering people. Obviously we are talking here about learning in a very broad sense – but a concept of learning that seems to be gaining ground in political and training debates recently.

Using these two distinctions (elite/professional sport vs. Sport for All and Education for, by, and through sport), we can start a meaningful discussion on the educational value of sport as a tool. And in our experience, sport should not just be used as a tool in formalised clubs. It is just as good (maybe even better) when used in training with a broader outlook, for instance for discussing European values, democracy and citizenship.

Example

Using a soccer game as an experiential approach to conflict management, leading to a discussion based on the sporting conflict.

Talking the talk and walking the walk

From our perspective, the European Year of Education through Sport 2004 was not only a great opportunity to promote this view of sport but also to increase the amount of actual training taking place in this field. That is why our organisation the International Sport and Culture Association (ISCA, see more in the box) applied to the European Commission for funds to establish an International Academy of Sport for All (IASFA, see box and www.iasfa.org). It offers a range of international training opportunities for top leaders, youth leaders, employees and instructors in sport, culture and youth NGOs.

► **Young people and education through sport**

Young people are a special target group of IASFA and, a particular sub-programme called the International Youth Leader Education programme, IYLE, has therefore been set up. It aims to offer specific training opportunities and experiences to young people working in the field of youth, culture and sports. IYLE combines different forms and structures of non-formal education, always using sport and physical activity as a tool to promote discussion and exchange on social issues: issues such as intercultural learning, health issues, environmental protection, democracy, project management & international cooperation.

► **Sport and physical activity as a tool for social change**

Sport and physical activity have a huge potential to attract people from all kinds of social and ethnic backgrounds. Indeed, a large proportion of the NGO world is made up of sports organisations, local clubs, leisure time groups, etc.

These organisations have a major impact on the living conditions of individuals as well as an enormous potential to influence the social cohesion of society. Here, we are not talking about training to achieve excellence in a particular sport, but the benefits of participation in the social and organisational life of these associations.

The IYLE programme aims to use that great potential in enabling young people to become active members of their club, local community and wider environment. To achieve this goal, IYLE offers young people the opportunity to take part in different non-formal educational activities; like a 4-month training in open Danish adult education centres, 1-week international training courses, international forums and youth camps.

► **Moving and improving**

The IYLE programme will train about 600 young people in the next 2 years and will create strong links for networking and setting up new projects. The creation of a training manual containing lots of training activities combining physical activity and social issues will certainly be one of the highlights of the next two years' IYLE campaign and will serve as a vital resource for NGOs interested in Education through Sport. Last but certainly not least, IYLE will successfully contribute to the understanding and help build bridges between individuals, groups, local communities and Europe.





► Moving on

To sum up, we feel that a broader understanding of Education through Sport is needed. We suggest focusing on physical exercise and Sport for All as a tool for learning and training. Not just in sports clubs, but in all training situations. The tools are continuously being developed, and we encourage you all to establish partnerships to use them more widely – feel free to contact us by email.

As we already pointed out, sport is mentioned in the treaty that is to be ratified by member states in 2005 and 2006. That gives the European Commission some leverage to establish further programmes for sport. It provides opportunities – but it also poses threats: the main protagonists, such as the UEFA, IOC, elite/professional clubs, TV-stations etc., may take the opportunity to have EU policy turned to their advantage. We would prefer to place emphasis on making use of the potential in sport for training and education – “Sport for All.” While we wait for that movement, we intend to use the present year (2005), which has been declared the UN Year of Sport and Physical Education, see www.un.org/themes/sport, to highlight the possibilities and strengthen our network to enhance Education through Sport!

ISCA

International Sport and Culture Association (ISCA) is an international umbrella organisation for sport, culture and youth organisations. It was founded in 1995, and now has 140 member organisations from five continents.

ISCA

- promotes worthwhile events and experiences for member organisations
- seeks to encourage debate, clarify definitions and influence sports and cultural policies
- organises international festivals, exchanges, conferences, seminars, training courses and tournaments

For more information, please see

www.isca-web.org



IASFA

International Academy of Sport for All (IASFA) is a project initiated by ISCA with support from the European Year of Education through Sport 2004.

For the course calendar and more information, please see



www.iasfa.org

For more information on the distinction between education for, by and through sports, see



<http://www.iasfa.org/literature.htm>

IYLE

ISCA's “International Youth Leader Education” programme is specifically designed to integrate different ‘education through sport’ activities to promote social integration and non-formal education among youth. The activities include camps, non-formal training courses, seminars and forums. The integration of these activities creates a diverse yet cohesive programme that provides training, cooperation and exchange of information among young people.



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by Rosemary PAUL-CHOPIN

SPORT FOR ALL AN NGO PERSPECTIVE OF THE EUROPEAN YEAR OF EDUCATION THROUGH SPORT

• Coyote theme

Since 2004, European Year of Education through Sport (EYES), the situation in Europe has been increasingly favourable for the creation of a legal basis for sport. Indeed, the constitutional treaty includes an article on sport; sport has been made part of the new generation of the “Youth IN Action” programme (2007/2012) and the United Nations has declared 2005 “International Year of Sport”.

A good opportunity therefore exists for those organisations which are fighting for greater acknowledgment of the benefits these ideas can bring. ENGSO Youth, a European sports organisation for under-35s, is working for greater recognition of sport for all and of sport as a vehicle for social values. Sport is a wonderful tool, performance not being an end in itself but providing a means of self-fulfilment, of participating in the formulation of a club's education and sports policy, and of socialising and learning the rules of democracy within an association. The aim is to promote balanced sporting activity, in which every individual can play a part, catering for different groups of people (minorities, isolated or marginalised groups) regardless of age or sex, provided that they play by the rules and respect opponents.

In this spirit, ENGSO Youth makes a contribution to European policy on young people and sport and defends the interests of young sportsmen and women within the European institutions. It co-operates with other youth organisations in respect of youth activities in which sport can be a useful tool for improving society and helping young people to flourish; and it is constructing – by democratic means – a network of young club officials from the European sports movement. It also encourages the application of ENGSO Youth guidelines concerning children and young people in the following areas: women and sport, sport and health, sport and integration, sport and work....

One of the guidelines much discussed during the last term of office was on the “co-determination of young people”. Nowadays, young people do not automatically belong to traditional associations and clubs. They demand more responsibility, but ask for help to fulfil their commitments. So it seems necessary to give them means, tools and suitable conditions to enable them to climb the ranks and defend their projects and voluntary commitments. The voluntary sector in the world of sport, ENGSO Youth in particular, is working to help the young people who wish to become involved in sports bodies to express their views and obtain training and assistance, so that they can be real players, aware of their options.

► *A few examples of projects in the context of EYES 2004:*

ENGSO Youth participated in the running of a European project called “European Crossroads: Sport - Front Door to Democracy” organised by the Council of Europe and the City of Strasbourg, together with the European Commission Directorate-General for Education and Culture, as part of EYES 2004. This event took place in Strasbourg from 13 to 16 May 2004.



For the “Crossroads” conference, the ENGSO Youth Committee was asked to:

- explain the origins of the ENGSO guidelines on children and young people and how these deal with this issue.
 - gather and study documents on sport and young people in Europe.
 - lead and contribute to the workshops which took place during the event:
- How to motivate and recruit young people into sport leadership?
 - How to include young people in the decision-making process in sports organisations?
 - How to prevent young people from dropping out of sports clubs?

The event was held for governmental and non-governmental representatives working in the fields of youth and sport in CDDS member states. The idea was to demonstrate the value of sport as a tool for education in democratic citizenship by providing examples of good practice and to promote the role of youth sports organisations involved in democracy and human rights education and in teaching youngsters new skills and helping them to integrate.

► ***The youth committee of the Hungarian Sports Confederation, a member of ENGSO Youth, organised a project as part of EYES 2004.***

Some of our members’ projects were accepted by the European Commission, such as that of the youth committee of the Hungarian Sports Confederation. Its project took place during our study visit in mid-September to Budapest, where we took part in an open day organised by young people for their peers and parents. During the event there were opportunities to meet representatives of local public authorities and sports clubs, as well as Athens medallists, in order to debate, try out new activities and have fun, at the same time as finding out about the advantages of locally backed neighbourhood sports activities. There were many

stands offering all sorts of information for the children, and some fun activities were laid on to show them what sports were available and easily accessible in their local areas. They were helped and encouraged by experienced athletes, who gave them advice and signed autographs. Mini basketball and chess tournaments were organised, and some young gymnasts put on a beautiful demonstration. There was also a climbing wall for those wishing to scale its heights and discover qualities such as patience, suppleness, selflessness and accuracy... The day ended with a grand draw with some original prizes, such as invitations to try out and discover a new sport.

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To exchange ideas and experiences on our platform: conference, website, “Book of Good Ideas”...



www.engso.com



Documents available :

Flyers
Information circulars
European documents on sports policy
Study on youth and sport in Europe

Contact :



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by Vasili Petrakov

SUPPORTERS' CLUBS IN RUSSIA

As we think about sport, we should not underestimate the world of professional sport and the many tens of thousands of people who watch and actively support their local and national teams. In this environment sport is not used directly and a tool for personal development. It does however provide a platform for young people – often those who do not normally engage in organisations – to meet together for a range of non formal (and sometimes more formal) educational activities.

Work with fans clubs around Europe has developed over recent years – particularly in response to violence and hooliganism in and around sports stadiums.

In this article, Vasili Petrakov presents a less well-known piece of work involving young people who are supporters of football clubs in Russia. We hope that this will both inform and inspire you to explore ways of working with similar clubs and young people who might otherwise not engage in non-formal learning.

At the beginning of 2005, there were several dozen supporters' clubs covering various types of sport: football, ice hockey, basketball, volleyball, rugby, field hockey, etc. In the European part of Russia, the largest and most numerous supporters' clubs are attached to the Premier League football teams, the main ones being in the Moscow region (Spartak, CSKA, Dynamo, Torpedo, Lokomotiv, Moscow and Saturn) and in three other cities – Zenit (St Petersburg), Krylya Sovetov (Samara) and Kuban (Krasnodar).

We will begin with these last three cities, where a single team represents a large region in the Premier League. The high attendance at home matches, the tremendous popularity enjoyed by players in the local community and the attention and support given by the authorities, the press and television all help to swell the ranks of the supporters' clubs, which are often organised and financed by the football clubs

themselves. The three supporters' clubs referred to here are extremely well run, with various initiatives designed to help fans find out more about the life of the team and individual players.



The supporters' clubs operate shops selling merchandise, and publish newsletters and "fan-zines". They also play an active part in organising group outings to away games. Up to 10,000 supporters, for example, regularly make the 650 km trip from St Petersburg to Moscow for crucial matches, and some 12,000 people travelled 1,100 km from Samara to Moscow for the Russian Cup Final.

All three supporters' clubs operate according to the same principle, with each football club having its own department for dealing with the fans. Usually, an Honorary President is chosen from amongst prominent

members of the local community to attend major events. The real work, however, is done by paid staff and volunteers. The members of the supporters' clubs are people of all ages, drawn from all sections of the local community, and local politicians, businessmen and artists are all proud to be involved in the life of the local club. The clubs have no need to compete for support in their own cities, for the simple reason that there is nobody to compete with.

In the stadiums, the atmosphere is usually good humoured and it is only with the arrival of the Moscow teams that a mild hysteria, fanned by the local media, sets in, but then anti-Moscow feeling tends to run high in all sections of society.



The battle for supporters is more intense in the Moscow region, where each of the seven football clubs has its own hard core of active members and its own traditional following. After the collapse of the Soviet Union however, and with the advent of the market economy, most of the older fans (over the age of 40) stopped attending matches, preferring to watch them on TV. The widely publicised brawls between supporters in and around the football grounds have not helped either to draw older fans back to the game. Whereas in 1989 for instance, average attendance at Spartak's home matches was over 50,000, by 2004 the figure had plummeted to 5,000 or so. And whereas in the aforementioned cities of St Petersburg, Samara and Krasnodar, the games regularly attract between 20,000 and 30,000 spectators, in Moscow the turnout is much lower. It is no coincidence moreover, that in recent years the Moscow teams have consistently come bottom of the league in terms of home game attendance. People may still turn out for particular matches (such as the Russian Cup Final or Eurocup) but in general most football fans show no interest in the internal competitions, even though both the standard of football and the calibre of the players have greatly improved.

The Moscow supporters' clubs have not been idle, however. Mindful of the difficulty, nay the impossibility, of winning back the older generation of supporters, the clubs' managers have turned their attention to schoolchildren and students.

The battle for young supporters is intensifying, moreover, with the introduction in secondary schools of branches of supporters' clubs which even have their own web sites. Leading the field here are those supporters' clubs which have the fewest older members, namely Lokomotiv and FC Moscow. A prime example is the web site run by school No. 506 – www.FCMoscow506.narod.ru.

Since as far back as the 1970s, hostility between supporters of the different Moscow clubs has alternately flared and faded. Supporters of CSKA and Dinamo (which, in the Soviet era, represented the army and the militia) currently find themselves ranged against Spartak and Torpedo (which used to represent the trade unions). Lokomotiv and FC Moscow play practically no part in these stand-offs because of the small number of older men among their fans.

Over the past two or three years, there has been much talk of creating a single, overarching body for football supporters in Russia. Granted, we do still see the occasional politically or commercially motivated flare-up between football fanatics, and there have been well-known cases where supporters have been paid to make trouble at party meetings but these days most fanatics realise that violence is not the best approach and that what is needed is positive interaction between supporters and a pooling of energies to form a single organisation, the Russian Supporters' Association.



All supporters have the same problems, whether legal or financial, which are best addressed through a joint approach. The new organisation would help to improve the situation at Russia's football grounds and could spearhead the campaign against violence, racism and chauvinism among young people.

The setting-up of a Russian Supporters' Association would pave the way for a large, unifying movement embracing all supporters, which would soon be joined by fan clubs in other former post-Soviet states as well.

In the meantime the leading supporters' clubs are endeavouring to involve their members in active sport by organising various football, bowling and darts tournaments both for their own members and between supporters' clubs. This year sees the third competition among fan clubs to find the best merchandise. There is also a newsletter entitled "Fan" which contains information on all the supporters' clubs and their social activities as well as the latest news.

One interesting development concerns an initiative by the FC Moscow supporters' club : supporters are invited along to computer clubs where they are divided into teams and play various computer games.

The winners receive prizes from the supporters' club. Plans to hold a championship among supporters' clubs encompassing various games are now being considered. The same computer clubs regularly organise on-line question-and-answer sessions with FC Moscow's top players, an initiative that has proved extremely popular with supporters from all over Russia.

Over the past two years, each supporter's club has provided back-up for the militia at home matches. Volunteers from the club, dressed in brightly-coloured vests, have helped maintain order in those sections of the stadium where their fellow supporters are gathered. Since 2004, special training

courses have been organised to teach volunteers how to deal with potential problems in the stands: fires, fights, acts of terrorism, etc.

For several years now, many supporters' clubs have been acting as patrons to children's homes, organising New Year parties there. The children are given free seats at football matches and kept posted on the latest news from their favourite teams.

The Spartak supporters' club acts as patron to a juvenile offenders' unit. Members visit the inmates on a regular basis, bring gifts and play football with the local team.



The FC Moscow supporters' club has teamed up with the Moscow Education Committee to develop a scheme whereby players from FC MOSCOW tour secondary schools, conducting master classes. They teach pupils the basics of football and organise mini-tournaments. In these schools (there are around a hundred of them) branches of the supporters' club have been set up, and there are special information stands with all the latest

news from the team. Before the start of FC MOSCOW home matches, the best school teams take part in relay races, and in the intervals, the winners have the chance to take 11-metre penalty shots at FC Moscow's second goalkeeper.

The supporters' clubs are extremely active in promoting "yard" football, forming teams among young fans who then go on to participate in district competitions. It has been discovered that teenagers who belong to supporters' clubs are, on average, only half as likely to become involved in crime as their peers from the same schools, and are less liable to develop substance abuse problems. Most supporters' clubs are also actively involved in the anti-smoking campaign.

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Reference :

Some useful information about related activities and organisations can be found on the following web sites:

<http://www.farenet.org>
<http://www.kickitout.org/>
http://www.coe.int/T/E/cultural_co-operation/Sport/Spectator_safety/



UPDATE

COUNCIL OF EUROPE DIRECTORATE OF YOUTH AND SPORT

by Goran Buldioski

News I

The new working priorities of the youth sector 2006–2008

The Council of Europe's concept of Europe is based on values which are commonly held among young people, namely democracy, peace, social justice and human rights.

Through the work of the DYS, the Council of Europe has helped the youth sector make a comprehensive contribution to human rights education, the promotion of peace and democracy and the development of European citizenship awareness. The Council of Europe youth sector has made a significant contribution to the development of youth policy, youth work structures and youth organisations in a growing number of member states, especially in central, eastern and south-eastern Europe.

The Joint Council on Youth therefore approved the detailed working priorities for the next three years at its 12th meeting held in the European Youth Centre Budapest in February 2005:

PROGRAMME 1: YOUTH PROGRAMME ON HUMAN RIGHTS EDUCATION AND INTERCULTURAL DIALOGUE

- Youth promoting global solidarity and the peaceful transformation of conflict
- Youth promoting intercultural dialogue, inter-religious co-operation and respect for cultural difference
- Developing networks of trainers and multipliers in Human Rights Education and intercultural dialogue with young people
- Supporting and promoting good practice in Human Rights Education and Intercultural Dialogue at local level
- Supporting the recognition of human rights education and intercultural dialogue in formal and non-formal education

PROGRAMME 2: YOUTH PARTICIPATION AND DEMOCRATIC CITIZENSHIP

- Promoting and sustaining the role of youth organizations in the development of democratic participation
- Promoting citizenship education and participation of and by young people
- Promoting young people's access to decision-making

PROGRAMME 3: SOCIAL COHESION AND INCLUSION OF YOUNG PEOPLE

- Facilitating young people's access to working life and social rights
- Youth work and policy responses to violence

PROGRAMME 4: YOUTH POLICY DEVELOPMENT

- Developing and promoting standards for youth policies in connection with child policies in the Council of Europe and member states
- Fostering the recognition of youth work and non-formal education competencies in the member states
- Developing and sharing knowledge on the situation of young people
- Support measures for the quality and sustainability of European youth work training and policy

The new working priorities will be submitted for approval at the next Ministerial Conference on Youth that will take place in Budapest, Hungary from 23 to 25 September 2005.

News 2

THE NEW VERSIONS OF THE EDUCATION PACK AND DOMINO ARE NOW AVAILABLE!

It is easy to say “I have no prejudices” or “I am not racist, so it has nothing to do with me” or “I did not invite those refugees”. It is hard to say “I may not be to blame for what happened in the past but I want to take responsibility for making sure it does not continue into the future”

The two publications produced back in 1994-95 as part of the Council of Europe’s Campaign “All Different – All Equal” are now coming out in new refreshed, digital, modernised editions. Furthermore, they can both be downloaded at <http://www.coe.int/compass> in HTML format and linked with another milestone publication of the Directorate of Youth and Sport, “Compass” – The Manual on Human Rights Education for Young People.

Soon after their publication in 1994 and 1995, the Education Pack and Domino became the preferred references for those involved in intercultural education and in training young people across Europe and beyond. The Education Pack “all different – all equal” was translated into many different languages and remains one of the most successful and most frequently used Council of Europe publications.

This year, 2005, marks the 10th anniversary of the “all different – all equal” campaign and provides an excellent opportunity to give these useful materials a new life.

The usefulness of the publications stems from the variety and creativity of the methodologies proposed. Ten years after the campaign started, the role plays, simulation exercises, case studies and cooperative group work that are available still inspire many youth workers, trainers, teachers and other people actively involved in intercultural education. Although the Campaign officially ended in 1996, European societies have unfortunately continued to suffer from growing hostility and intolerance towards different groups of people, in particular towards minorities. The increase in violence and insecurity in global terms has only emphasised the need for intercultural youth work and the relevance of these materials remains unquestionable.

You can find the on-line versions of these two Manuals on :
<http://www.coe.int/compass>

To get hard copy please contact:
The Council of Europe Publishing
<http://www.book.coe.int>

Contact :

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EUROPEAN KNOWLEDGE CENTRE FOR YOUTH POLICY

UPDATE

WWW.YOUTH-KNOWLEDGE.NET

by Bryony Hoskins

Have you ever been stuck trying to find the latest information on young people in a country or across a group of countries in Europe? Are you trying to run training courses on a topics but do not have the necessary knowledge? Do you feel you waste time by searching across many disparate websites? Do you get frustrated that you have to subscribe to particular journals in order to read one or two articles? If these experience sound familiar I am pleased to inform you that help is on the way in the form of the European Knowledge Centre for Youth Policy or EKC. www.youth-knowledge.net

The EKC is a 'state of the art' knowledge management system that will, for the first time, provide the European youth field with a single entry point to retrieve accurate up-to-date research based information in a user friendly manner. It was developed within the framework of the Youth Research Partnership between the Council of Europe and European Commission. The EKC is a tool for the implementation of the White Paper on Youth and in particular the European Commission common objectives on a Better Understanding of Youth and the Council of Europe monitoring of youth policy. The concept for the tool is to promote evidence based policy making and practice and provide a central place for the exchange of information and dialogue across the youth field.

The EKC is supported by a European wide network of European Knowledge Centre correspondents who were nominated by the member states ministries. In the pilot project 15 countries were selected to participate and in 2006 all European countries will be involved. The correspondents answer questionnaires directly into the EKC on the topics of Youth Policy, Participation, Information, Voluntary Activities and a Better Understanding of Youth. The answers can be found in the core content of the EKC which has a specific search mechanism that allows the user to search the information by multiple countries for one question and one year and for multiple years for one question and one country. There is a glossary to help with the terms used. The type of answers you will find are both quantitative (e.g. the numbers of young people who belong to youth organisations) and

qualitative (e.g. an overview of the youth policy in a country). In order to find more in-depth information on young people there is a powerful searchable database of documents from research, policy and practice and pages of background information. Here you can use the search features such as key words to help find the type of document you are looking for. You can find the latest news from on youth related topics. When you are registered you will receive news according to your profile which you can keep updated. There are many other features such as an ABC guide to youth policy, expert database, examples of good practice on participation (working in collaboration with the CoE charter on participation) and online applications for research seminars.

► *How you can be involved*

Anyone can register into the EKC and all registered users can participate in the development of the European Knowledge Centre by contributing information. You can send in news through the 'submit a story' feature. You can submit examples of good practice on the topic of youth participation so that other people can learn from your experience. You can add to the database of documents by uploading texts on youth research, policy and practice that are relevant to the youth field. All entries go through a validation process to ensure basic quality standards. You can also comment on the EKC tool and discuss what you think about the evidence provided in the discussion forums.

► *The Launch*

The first launch of the EKC pilot project will be during the Luxembourg Presidency Conference 16-18 June on the topic of a Better Understanding of Youth. The second launch will be at the Council of Europe's Youth Ministers conference, September 2005, Budapest. Future developments of the European knowledge Centre will include the sharing of data with other knowledge management systems of interest to the youth field and the developments of virtual communities to enhance networks and dialogues between actors in the youth field.

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SALTO'S EUROPEAN TRAINING CALENDAR: GREATER POSSIBILITIES FOR PUBLIC ACCESS

by Tanja Kaltenborn

When SALTO's website was relaunched in 2004, the calendar listing international training courses, within the YOUTH Programme and beyond, also changed decisively. Training organisers outside the closed community of National Agencies, National Co-ordinators, and other actors in the YOUTH Programme have, for the first time, the possibility of inserting their training proposals into the European Training Calendar themselves. They can also use this working tool to present their concepts of international youth work and to promote their training activities.

SALTO-YOUTH (Support and Advanced Learning and Training Opportunities within the YOUTH Programme) has completely redesigned its website.

At <http://www.salto-youth.net>, the new site offers an attractively designed, single point of access to all of the eight different Resource Centres (RCs) which are united under the SALTO umbrella:

- Cultural Diversity
- Eastern Europe and the Caucasus
- Euro-Med
- Inclusion
- Information
- South-east Europe
- Training and Co-operation
- Youth Initiatives

The different working tools which SALTO has developed for actors in international youth work also appear directly on the front page:

- TOY – Trainers Online for Youth
A data bank with an ever-growing number of experienced trainers for international training activities in the youth field.
- Toolbox for Training
A collection of training methods, simulation games, background texts, presentations, and course reports.
- The European Training Calendar
Everything at a glance: training within the YOUTH Programme and beyond!

The European Training Calendar was introduced in 2001 to improve the quality and show the diversity of activities organised within the European Union YOUTH Programme at national and European level. Since then it has established itself as a valuable working tool for potential beneficiaries from the YOUTH Programme to find training proposals that directly support national training strategies and the Training and Co-operation Plans of the National Agencies (NAs). To increase the number of training events in the European Training Calendar (185 between January and September 2004) as well as the number of visits (10,568 during the same period of

time), SALTO Training and Co-operation RC is continuing to promote the calendar and constantly making it more user-friendly. One of the latest developments is the opening of the online calendar to the public.

The calendar contains current training proposals from different institutions and organisations such as SALTO, the NAs and the National Co-ordinators (NCs) of the YOUTH Programme, non-governmental youth organisations, the Council of Europe Youth Centres and the Partnership Programme on European Youth Worker Training. They are aimed at disseminators, group leaders, mentors, and other specialists as well as young people involved in international youth work.

The calendar no longer works as a one-way street from which you gather information about international training courses published by the NAs and the NCs of the YOUTH Programme. It is to be used as a platform from which you can present your own training proposals. External training organisers have the opportunity to add training events to the online calendar themselves.

To be published in the European Training Calendar, the training activities should at least meet the quality standards of YOUTH Action 5 projects and/or the minimum requirements established by SALTO. They should concern European, non-formal, open and non-profit making training events in the youth field

Go to SALTO's new web site, take a good look around, and seize the opportunities offered by the European Training Calendar at <http://www.salto-youth.net/training/>!

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by Bernard Abrignani

EUROMED UPDATE THE EUROMED TRAINING BAG



There was once a resource centre called “SALTO-YOUTH EuroMed”. It had been set up by the European Commission to support the development of Euro Mediterranean co-operation and partnership. After three years of intensive work, which had enabled over 600 trainees from 35 different countries to take part in 40 training events, Salto decided that it was time to capitalise on and disseminate all of the tools that had been used or developed. The question was: in what form?

On Salto’s initiative, a meeting was therefore held at the INJEP (National Institute for Youth and Community Education, Marly le Roi, France). All the leading institutions working on the subject were invited:

ANDRADE, Marcos (*Council of Europe North-South Co-operation Centre*) - ASLANIAN, Elisa (*EuroMed National Co-ordinator, Lebanon*) - BARA, Luiza (*European Youth Forum*) - BUTTIGIEG, Giovanni (*EuroMed Youth Platform, Malta*) - LAANAN, Fatima (*National Agency of the Youth Programme, Belgium*) - MARTINEZ, Alejandra (*European Commission YOUTH Unit*) - All of the staff of SALTO-EUROMED: Bernard ABRIGNANI, Flavia GIOVANELLI, Marc MULLER

The result was the EuroMed Training Bag. The name was chosen so as to highlight links with the training kits and the EuroMed Training Pass. We did not actually produce a “T’Bag”, which was not really our “cup of tea”. Under the guidance of Mark Taylor, however, the “companions” began by deciding what the tool should be, what it should not be and what it should be used for:

WHY SHOULD THERE BE A TRAINING BAG?

- To meet the needs of the national agencies/ national co-ordinators
- To pass on the EuroMed spirit
- To publicise and highlight best practice
- To explain the context of EuroMed co-operation
- To underline the thematic priorities
- Institutional recognition / legitimacy
- Because of the number of issues that exist
- To have a check list
- Because it can have a snowball effect

WHAT SHOULD BE IN THE TRAINING BAG?

- The five EuroMed thematic priorities (women, environment, minority rights, citizenship, anti-racism)
- Religion
- SALTO training reports
- T-Kits
- EuroMed T-Kits
- Annotated bibliography
- Discography
- Webography
- Where to get more information and contacts
- How to deliver presentations
- A section for additions, further development and suggestions
- «Brief Guide» on how to use the Training Bag
- The Youth User’s Guide
- A EuroMed Youth Map
- SALTO and Platform Newsletters
- Coyote Magazine
- CD-ROM, mixed media
- Training programmes with examples and tips about cultural sensitivities
- Evaluation of Training Bag and development suggestions for new editions
- Leaflets about the Commission, Council of Europe and Platform
- Reference to other relevant programmes
- Summit conclusions
- The wider political context
- Recent developments
- History of EuroMed
- A funding sources guide

THE TRAINING BAG SHOULD NOT BE

- Static – It should be constantly updated and “under construction.”
- Heavy, confusing
- Dogmatic
- Limited
- Too simple – Stimulation and creativity are needed.
- A manual
- Single level – It should cater to all needs and levels of knowledge.
- Too specifically focused
- Only in English
- Insensitive to realities and difficulties
- Euro-centric
- Mono-type – It should be multi-disciplinary.
- Cynical by not providing answers
- Exclusive – It should cover various minorities.

On that basis, work then started on the design of the tool. Several scenarios were devised and considered in relation to presentation and content. The direct outcomes which emerged were as follows:

- Create a Training Bag for two types of people: those with Internet access and those without
- CD-ROM - each CD presenting a separate theme, ie, the political framework, the added value, technicalities, etc
- Guide-like CD book (visual) helping user find his/her way around
- Not too heavy, not too big. The suggested size is A4.
- Sturdy, durable, good quality
- Folding map of MEDA
- EuroMed-related material
- List of where to get resources: T-Kits, reports, documents, speeches
- Could be a CD in a CD holder with a booklet summarising what is in the CD.

The participants then devised a logo which would be sufficiently clear and would not require any explanation. They selected the dolphin; a very Mediterranean animal, which connected one shore to the other and sometimes supported humans in difficulty.

Finally, after four days of hard work and heated discussions, the design of the end-product was put forward; **covering all of the necessary parameters, as well as the target groups, means of dissemination and the image and format.**



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WHO ARE THE TARGET GROUPS?

- National agencies
- National co-ordinators
- EuroMed multipliers
- Youth NGOs
- European Institutions dealing with training

THE FINAL PRODUCT

At the end of the one-week meeting, it was agreed that the final product would include a CD-ROM allowing quick and easy access and use. In addition, there will be a CD holder, where all the relevant CDs, containing T-Kits, copies of the Coyote and Platform magazines, reports on the EU partnership with the Council of Europe, a specialised bibliography, discography and inspirational videos can be placed and easily accessed.

It was also agreed that various situations taken from the SALTO*TEMM training courses in the six MEDA countries should be included in the Training Bag as examples of best practice, along with the new tools developed by the multipliers during some of the training courses.

To give an idea of what the final product will look like:

- * Case studies relating to training or information: approximately fifty
- * A number of datasheets describing tools linked to the technical aspects of the programme, Actions 1, 2 and 5, and with general information on the same subject.
- * Datasheets presenting various aspects of the political framework of the programme: for example, the Barcelona declaration.
- * 5 sets of datasheets of different colours (1 colour for each thematic priority): fight against racism and xenophobia, place of women, minorities, environment and heritage and active participation, with each referring to a relevant CD comprising videos, useful Web links, documents, etc.
- * A series of datasheets on other topics such as religion, history and human rights.
- * 35 country profile sheets including statistical indicators, photographs, etc.

Under the “case studies” heading, users can look for situations similar to those which they will have to deal with in training or information sessions: they can then consult the datasheets for each category to find lists of the relevant tools before turning to the CD for the tools themselves.

Naturally, space is left in the form of blank sheets and empty CD sleeves to enable users to add their own tools. After all, it should be remembered that one of the principles of this “Training Bag” is that it is intended to be developed further and that individual trainers have to adapt it to their needs.

The Training Bag is a unique tool that will stimulate users to make the most of it both for themselves and also with a view to passing on the relevant knowledge to other beneficiaries.



by Kanwal Preet Kaur

Spirituality in Human



“Spirituality and human rights??!! Phew, what a weird combination.” That’s the reaction I get from most people on this topic. And the participants in my training courses have tended to turn out in large numbers, being initially more “curious” than “serious” about the subject.

So, what IS the link between spirituality and human rights as I see it?

Human rights are primarily the state’s responsibility, and state laws govern relations between wo/man and wo/man and not Wo/man and God. Spirituality is perceived to be a human being’s inner relation with the Divine Power (whatever name might be given to it). The link between the two started becoming evident to me (although I cannot go into detail here because of word limits) both in conceptual terms and as regards its implementation in practice, ie implementation of human rights law, while I was studying for my PG Diploma in Human Rights law a few years back. Although I cannot boast of being a master of spirituality or the like, I do belong to those fortunate enough to have had the opportunity to enjoy close contacts with holy people in India for over a decade now. My personal encounters and experiences in spirituality enabled me to see how beautifully its foundations were articulated and materialised in the form of international human rights law.

What did I do after this inner revelation?

I did a dissertation on the “Spiritual perspective of human rights” as part of my diploma and was surprised to see my professors did not know what to ask me in my viva, as they did not “understand” or “perceive” as “practical” what was written in front of them. (Just for the record, they passed me with A grade). At that point, I realised that I was alone on this journey and would have to do all the work myself, from conceptualising, theorising to education and training.

How and when did this desire materialise?

The next whole year after my viva was full of overwhelming inspiration and inner motivation to make this very specific contribution to the human rights movement. On the outside, I started looking for likeminded individuals and organisations that shared my vision and passion, while inside ideas kept flowing with full force and opportunities kept coming my way..... it was as if a Divine force was helping and guiding my way through step by step. I finally decided to take the plunge with my perspective, with my own limited resources and funds. I chose young people as my audience and colleges, where else, as my venue.

Why did I choose young people as my target group?

Simply because they are easier nuts to crack than oldies with all their hardened attitudes and stereotyped thinking and, of course, they hold the keys to the future. In human rights training, the emphasis is on living life on the basis of the principles of equality, non-discrimination and mutual respect. The strategy adopted here is to bring about changes in attitudes and behaviour. Spirituality also teaches the art of living through its universal transformative powers reflected in humane behaviour in daily life – something which human rights trainers aim for. It infuses a sense of personal justice in the participants and helps them cultivate values like compassion, empathy and service – values which the human rights movement is in urgent need of.

Rights Training Experiences from India

In my pilot training courses, I gauged the mood of the young people and found them desperate for positive change and in search of alternatives. The most surprising and motivating factor for me as a human rights trainer was their inner inclination towards wanting to “know” and “engage” in spirituality, but not knowing “how to” or “where to” fit it into their busy schedules.

What are the facilitating factors in India?

India is redolent with a practical spiritual culture where people from varied religions share a common bond of devotion and faith and have “lived, studied, worked and enjoyed” together for centuries. Respecting diversity comes naturally to them, although they are yet to become the utopian society human rights advocates dream of. Nevertheless, religion and spirituality have deep roots in popular culture and people relate to spirituality with a good level of understanding and trust.

So, how do I actually conduct the training?

Well, I begin by creating a positive atmosphere in which my audience start talking openly to me. Then I gauge their current perceptions and understanding of the concepts of human rights and spirituality: definitions, impact on their daily lives, etc. I move forward by linking their understanding of human rights violations that surround them in a local context to legal definitions, international human rights law and the role of the United Nations and the Indian Government. We reach a common level of understanding of human rights and discuss some local issues such as sexual

harassment, gender discrimination, female foeticide and AIDS, etc. Now comes the interesting part: I stop the talking and again gauge their perceptions of how they FIT into all this - do they see a role for themselves?

The whole idea is to raise their awareness of the horrific state of the world they live in and make them feel GUILTY for not contributing enough to positive social change.

Social change is discussed in brief, with all its complexities and intricacies, and the emphasis is placed on the importance of individual change before any social change can even

be contemplated. This is where spirituality comes into play. Spirituality is discussed as a universal tool for bringing about positive inner changes and then outer transformation in behaviour and spreading these changes to the people around us – a sort of institutionalised positive chain reaction of human behaviour.

In terms of actually unravelling spirituality and lin-

king it to moral values and ethical principles, the approach is based on the following three pillars of understanding:

1. Freeing religion and spirituality from the clutches of religious leaders and presenting them as a personal experience leading to a balanced art of living.
2. Relating spirituality to commonly used terms like prayer, good wishes, noble thoughts, etc, in terms of the dormant powers in the human mind.
3. Unleashing the dormant powers in the human mind by developing a personal connection / relationship with the Divine power in order to cultivate and rejuvenate the humane values we all have in us.

The aim here is to trigger a “change in mindsets”, with people’s belief systems and rationality being questioned – as people do behave in accordance with what they think and believe!



Spirituality is also emphasised in terms of a conceptual basis for human rights and a tool for turning rhetoric into reality. More importantly, it is made clear that young people share an equal responsibility as agents for change in civil society, alongside government officials, the UN, NGOs and the media.

Outline of my training courses:

1. Creating a positive atmosphere.
2. Introduction to human rights (purpose, principles, myths, rights and duties, international human rights law, whose responsibility, the naked hypocrisy in reality, power play, exercise on understanding).
3. Role of urban youth (the guilt trip, their powers, the barriers, undisciplined minds - the real culprit of every human rights violation).
4. Universal remedy called spirituality - link with human rights, answering nagging questions - why spirituality, who can be spiritual, definition, philosophy, gains for individual and society, fitting it in daily life).

Why do I focus on «spirituality» being an integral part of human rights training?

Human rights education differs from normal education, as it not only involves instruction and information, but also makes bold attempts to shape attitudes and behaviour by changing mindsets around universally agreed standards, while building the target group's skills and their ability to go out and make human rights a way of living their daily lives. However, a task as daunting as this CANNOT be «taught» in lecture mode at all. Any attempts to do so are bound to end up being no more than a waste of time, money and resources. Attempts can, however, be made to trigger reflective thinking that would facilitate the necessary changes.

Such thinking would serve as an inspiration to live human values by switching the mind from hatred, self-centredness, jealousy and greed to tolerance, empathy, compassion and contentment. Spirituality identifies this as the journey from a state of unconsciousness to consciousness. This inner journey facilitates the above switch-over of values, while corresponding practice renews and cements individuals' faith in humanity.

Spirituality's role in developing a sustained will:

I see the following as a successful human rights trainer's strategy:



Renewed faith in humanity makes peace and justice a «personal goal» for individuals, which in turn develops into a sustained inner will to reject any kind of injustice that surrounds them. If a human rights trainer is able to achieve that, I believe more than half the battle has been won. For it is totally impractical to imagine trainers remaining in close enough contact with the target groups so as to keep their motivation and commitment up after the training. And human rights training with no follow-up is not what we are looking for, is it? Information and skill development are also things people can do on their own initiative, as access to them is widely available. I therefore strongly believe that human rights training must include a module on spirituality to bring practical meaning to human rights.



But how does spirituality help human rights advocates, trainers and participants specifically?

Spiritual values, education and practice are a must for the participants themselves and for the training to have a sustainable impact:

- * Give a sense of purpose to the participants – Their inner journeys show the purpose of life to be much more than mere materialistic gains.
- * Keep their inner motivation high – With newly developed personal goals, they feel very much part of the global human rights movement.
- * Move them away from the realm of “only my miseries” to “theirs” - A realisation sinks in whereby self-focused actions give way to a sense of “selfless service” as empathy develops. The tsunami waves proved to be a great “trigger” for the sleeping humanity in all of us!
- * Provide them with a sense of Divine protection and security – This stems from faith in the Divine power that it is there with you and is always ready to help you overcome the obstacles of daily life.

Specifically, the approach helps participants develop a sustained will after their very personal inner experiences of spiritual practice and enables them to take the initiative for positive change in their respective societies.

How I have changed since my first training course?

Each course has been a learning experience for me, too, and has proved to be a building block for my next course – in terms of both concept and methodology – and relating to a new audience with such a volatile subject!

The young people have been extremely enthusiastic and active in the training courses and have helped me “simplify” the link between human rights and spirituality so that the lay person can recognise and relate to it. As far as methodology is concerned, I have experimented with lectures, exercises, role playing, visual aids and rapid-fire sessions, alongside in-depth discussions, and feel that one size does not fit all - even with the same target group at different venues. Each group has its own understanding and academic and cultural backgrounds. I now go to the courses prepared with a potpourri of methodologies and customise on the spot!

What next?

Although it is obvious that I am enjoying my work and feel a sense of inner satisfaction after each course, the journey has only just begun. We have a saying in India that goes: “I was walking alone and didn’t notice that a caravan had formed behind me.” While not being over-ambitious, but with spirits and motivation all riding high, I plan to complete this phase in my training courses and move on to the next phase of conducting intensive workshops with carefully selected youth leaders who have the potential to become what I would call “Spiritual Human Rights Warriors” (SHRW).

The idea behind building a force of SHRW within civil society is not to force young people into adopting human rights as a career option, but to develop a sustained interest in the topic on their part and a knowledge base about local human rights violations that surround them and, most importantly, to have a concrete end-product at the end of the workshop in the form of a “customised action plan” for each participant on the issues they are interested in. They would be assisted while carrying out their plans and would be monitored, with the results being evaluated. I hope to develop a model based on my experience.

While this was a short-term strategy, in the long run and God willing, I plan to link the SHRW to resources and organisations working on various issues – making this a supply chain of SHRW for as many human rights issues as possible!



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by Georges Wagner

TRAINER-PARTICIPANT RELATIONSHIP

The following article aims to tackle one of the most complicated soft factors in a training course: participant(s)-trainer(s) relationships. How close or distant should trainers be to participants and vice versa? Which kinds of motivation might have an impact on the trainer-participant(s) relationship? At the end we introduce a short questionnaire which could help trainers avoid falling into the “closeness” trap.

“Favouritism” – a never-ending story?

Do you remember your school time when the teacher had his/her favourite pupils or students? Perhaps you can even remember some of your own experiences, looking for ways to get closer to your teacher or trainer, seeking personal advantages or simply trying to “seduce”...

No, this time it's not about love affairs between trainers and participants (for further comments see pp 100-101 of t-kit N°6 about “Training Essentials”), even if many aspects of “favouritism” and other proximity-related problems have similar causes: they include the different roles and responsibilities of trainers and participants and the associated power relationship.

Case study

From the very beginning of a tri-national training course, Moussa, one of the male participants from a Maghreb country often tries to be “near” the male trainer: he usually sits next to him in the plenary session or during meals, wants to carry his bag and addresses him the whole time as “my professor”...

❖ For you as a trainer this behaviour may be pretty strange and you try to keep a certain distance. After a few days you realize that the participant is being teased by other participants from the 2 other countries and being described as “a little bit strange”.

During one of the team meetings, you try to develop a strategy to deal with the situation.

- Who is involved in the dynamics of this potential conflict?
- What could be the different reasons for the participant's behaviour?
- What could be different reasons for the teasing behaviour of the other participants?
- What could the trainer or the team do to improve the situation

At first glance the case presented is perhaps not a typical one but it provides us with a few important points for a more general consideration of similar group interactions:

- There are at least two people involved (at least one trainer and at least one participant).
- The “behaviour” of the participant(s) and the trainer(s) may have an impact on the group dynamics (or, from a systemic standpoint, the group dynamics may have an impact on the participant).
- There can be many reasons for the behaviour of the participant(s) and the trainer(s).
- To develop a proper strategy to deal with the participant(s), it is important to understand the reason(s). Incidentally, in our case study we may have to deal with an intercultural misunderstanding, caused by the participant's different cultural perception of trainer roles (Facilitator vs. teacher). He could create homophobic reactions on the part of the trainer and the other participants may just think he's looking for “Brownie points”.

Theme-centred interaction (TCI) and relationship management in a training course

The above example also shows us that proper relationship management during training courses entails a dynamic relationship balance between trainers and participants. The Theme Centred Interaction (TCI) model (See t-kit N°6, pp. 84-86 and Coyote N°7, pp. 31-33) can give us some valuable assistance in understanding the possible dynamics and how to avoid or neutralize them.

For a trainer one of the most important goals in TCI is to help the individual participants become part of the learning group working on a subject which everybody considers to be important. This view also calls for a sensitive balance between the individual participants, the learning group and the course content.

MANAGEMENT AND FAVOURITISM



Favouritism would destroy this balance by not allowing certain individuals to become an equal member of the learning group because of their “special” relationship to the trainer(s). There also is a danger that other participants will react towards this situation, for example by excluding the participant from the group-building process or by no longer respecting the trainer in her/his role as facilitator and as the person responsible for the group process.

On the other hand, participants who are not aware of their own boundaries or who do not respect the trainer’s boundaries can also be a major challenge to clear relationship management. This happens more often with participants who know the trainers from other events, perhaps in a different role (e.g. as participant).

The TCI model also gives us some advice on how to improve the situation. One possibility could be to help the participant and the group with relationship building activities to

strengthen the group. Another method could be for trainers to make sure that all the participants can see that they are keeping both the participant they know and the rest of the group at an equal distance during the official training activities. If this is not successful because the participant does not respect the trainer’s boundaries, you could have a personal talk with the participant explaining to him/her that you have to divide your attention among the whole group.

Why participants and trainers sometimes seek closeness during training courses

The following chart was developed during a brainstorming session at a “Train the trainers course”. It looks at some of the reasons why trainers and participants try to have closer relationships.

Some reasons for seeking a closer relationship with the trainer or participant:

Trainer	Participant
❖ Raise one’s own self-esteem	❖ Raise one’s own self-esteem
❖ Personal loneliness or isolation	❖ Personal loneliness or isolation
❖ Feeling excluded from the team	❖ Excluded from the group
❖ Need for power	❖ Need for power
❖ Sexual or emotional needs	❖ Sexual or emotional needs
❖ Lack of personal attention	❖ Lack of personal attention
❖ Cultural reasons	❖ Cultural reasons
❖ Competition amongst trainers	❖ Competition amongst participants
❖ Manipulation	❖ Obtain personal advantages
❖ Same organisation or former contact	❖ Manipulation
❖ The desire to be always liked by everybody	❖ Same organisation or former contact



It is obvious that a trainer has little influence on some of the participants' motivations. Depending on our willingness to think constantly about our role as a trainer and the power associated with it, we can do more to change our own attitudes: this allows us to develop our personalities by improving our self-awareness.

A professional trainer should be aware of his or her social needs

Now it starts to become interesting: what do we personally need as trainers apart from the wish to be successful and meeting our "training objectives"? Having some idea of our own social needs is part of a professional attitude towards ourselves and our work.

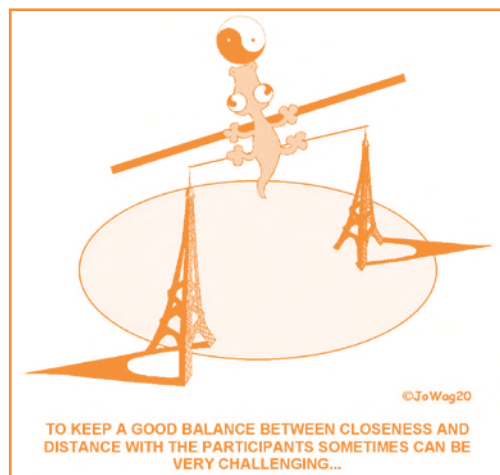
Not only do participants arrive with their personal psychological baggage, including their recent experiences or actual living contexts like their relationship(s), study or work experience. The same is also true for the trainer (team). ***Trainers have their own expectations... and personal needs, even during training courses.***

The following questionnaire could give us some ideas as to how we consider our relationships with the participants:

Do I need

- To be friends with everybody?
- To get close to some participants?
- To get close to men in particular?
- To get close to women in particular?
- To get close to certain participants I know already (from other training courses or as former participants or colleagues)?
- Do I feel lonely in the team or in the training course in general?
- Do I need to be respected/loved/worshiped in a very visible way? If yes, what could this mean for your work as a trainer and as a team member?
- Am I attracted by certain participants more than by others?
- Do they remind me of somebody (same appearance, voice, habit or behaviour)?
- The same could be said about people from whom you keep too much distance because you don't like them: what exactly "pushes" them away from me? Who do they remind me of?
- How can I maintain a supportive and growth-inducing closeness-distance balance towards the participants?

It is a fact that it is easier to maintain the right distance if you are a few years older than the participants than if you are of a similar same age to (as often happens in peer group education projects).



For political and/or cultural reasons, some youth organisations also explicitly expect a certain amount of closeness between trainers and participants. Sometimes this demand for equality, sharing of power, ownership of training or at least a flat hierarchy, is misunderstood and can bring unaware trainers into a major role conflict: the boundaries between trainers and participants are no longer clear. This affects trainers' abilities to assume their responsibilities for the training or facilitation process.

On the other hand it's a fact of life that we can't "love" everybody in the same way. However we can respect equally...and give our attention and support to every one.

In conclusion

To be quite clear: we aren't talking here about those trainers who are so cool that they could be a fridge on two legs. We are talking about people who are able to build up an empathic relationship with the participants. This contact and relationship should be well-balanced and include enough closeness to create a trustful working relationship and distant enough to allow the participants the right amount of autonomy for the upcoming learning process And avoid negative impact on the group dynamics level.

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by Mathieu Van der Hert

Den Helder to Beirut, a EuroMed love story

You sometimes start a cruise without knowing what the next port of call will be. I almost didn't set out on the cruise at all, as the invitation came late and I had already cast it aside. However, the route of the trip, all around the Mediterranean, made me change my mind at the last minute.

The first leg of the trip took me to Estoril in Portugal. While the ship was being refuelled, I attended a EuroMed training course called Step At, organised by Salto EuroMed Resource Centre.

In the cruise brochure, I read that one of the aims of the EuroMed youth programme is building bridges across the Mediterranean to establish co-operation between organisations on both sides of it.

Standing at the railings looking at the dark blue sea with all its strength, mystery and pride, I realised that these bridges are built over dangerous waters, infested with dangerous species like stereotypes and prejudice. But I also knew that motivated builders from both sides of the Mediterranean could overcome these dangers and set up projects with a profound influence on the lives of the people taking part in them.

What the brochure didn't tell me was that this profound influence could stretch so far as to change my life completely.

I knew from earlier experiences of training courses that they provide opportunities to meet people, to find new partners and to develop new youth programmes. But I never expected to find my life partner, get married in Cyprus and build a life in Beirut in Lebanon.

Den Helder – Nicosia

When establishing new projects, one of the first steps is contact between two people, in which mutual interests and possibilities for co-operation are explored. Our first contact was on a trainee - trainer basis, me the trainee and Fabiola Joseph Dina as one of the trainers at the course.

However, as anyone who works with the EuroMed programme knows, at the start of new projects, informal moments often carry more weight than official ones. Our informal moments were innocent; neither of us attended the training with a desire for short-term physical contacts.

We spent time together on the seafront between Estoril and Cascais on the Portuguese Atlantic coast; during strolls in the sweet, warm ocean wind, we explored each other's experiences and personal past, present and future hopes. This led to an agreement to work together in the summer of 2004. Every summer, my organisation in Holland, Richter, organises a multilateral exchange called a North East Westival. Dina would be part of the Richter team and would also help me with preparing a big European project, as she had experience in that area.





On the journey back to Holland, I noticed that I missed her presence and our walks and wondered whether she had the same feelings. It turned out that she did. In the months before the multilateral exchange, we shared daily telephone, text-message and msn moments and gradually developed a closer friendship. At first, we didn't know where this friendship would take us, but we certainly did not expect it to lead to a trip to Nicosia to exchange wedding vows five months after we had first met.

I guess the readers of Coyote magazine don't read the magazine for its famous series of love stories, but for the information, messages and challenges they can find in it for their daily work. The main story here is not our own story but the stereotypes and prejudices we encountered and still do on our journey, which they also might encounter when setting up projects under the EuroMed programme. It's a positive message for those brave builders of Mediterranean bridges, encouraging them to keep on building and not give up even when the construction process does not seem to be going as planned. It is also an appeal for the bridges in question to be publicised widely so as to foster recognition of these non-formal learning projects.

I've already thrilled readers with the beginnings of our own story and explained why this article should be useful for Coyote readers, so now we can move on to the laughter, joy and amazement of our encounters with stereotypes. It might be useful here to begin with a definition of stereotypes. The Oxford dictionary tells us that a stereotype is "a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality."

Of course, our reality is that of a Dutchman, who wears wooden clogs and eats cheese with tulips in his hair and some legal dope in the corner of his mouth, and a Lebanese woman, an Arab terrorist who does nothing all day but talk politics, play tic tac and smoke the hubble-bubble!

The multilateral exchange in Holland was the first place where our love was confronted with raised eyebrows, dropped jaws and shocked expressions. During the "getting to know each other" sessions, we heard questions like: "Doesn't she come from the country that is in civil war? And: "How did she enter Holland after 9/11 and 9/3?"

But multilateral exchanges are also a wonderful opportunity for young people to work together, live together, get to know one another and overcome and straighten out their fixed ideas about one another. So, at the end of the event, people went home with different ideas about an Arab woman and Lebanon.

A holiday together can often relate to group experiences of this kind. In many cases, it is a baptism for a couple to see how strong their co-operation is or may become.

After a short weekend in an overcrowded Paris full of Tour de France crowds anxiously awaiting the arrival of the man in yellow, we went on to Beirut to meet her family and discuss our future together.

For many people, youth projects are a new experience in working with the unknown on the other side of their national borders. Our own particular "border" during our first time together in Lebanon was not a national border but the border of the surface of the Mediterranean. We decided to start diving lessons together - the ultimate experience of trusting each other literally with each other's life.

Sitting on the seabed, helping each other through frightening but enjoyable moments, we realised that we never wanted them to stop. To maintain an international partnership is an achievement, maintaining a long-distance relationship is an accomplishment.

After knowing each other for five months we decided that our next step was to get married and start a life together. Making the decision as a multinational couple to get married is one thing, getting married is quite another.

Getting married in Holland was impossible; the paperwork required exceeded the content of three t-kits. And, worse of all, the Dutch government was unable to give us any idea of how long their decision on our application would take. A marriage in Lebanon was also out of the question because there are no civil wedding ceremonies there, only church weddings, and that was not what we wanted. To achieve our dream of marrying, we had to change course and head for Cyprus.

Cyprus – Beirut

Our wedding took place on 20 September at Nicosia town hall. It became an even more international event because our witnesses were Cypriots, namely two Yiota's, one of them the municipal marriage officer, and the other Yiota Karamatos, an active member of the EuroMed programme and contributor to Coyote magazine.

Our marriage also raised the vexed question of where to set up home. Lebanon won the day. This gave rise to new confrontations with stereotypes such as “who can be so mad as to leave Holland for Lebanon?” Or comments to my wife: “Mabrouk (congratulations), now you can get a Dutch passport and leave this country!” Yes, the grass really is always greener on the other side.

Beirut

Many people still confront us with their stereotypes and fixed ideas of how Dutch people live and their ability to adapt to life in Lebanon. Our latest skirmish was with an English-Lebanese lady, who refused to accept that Dutch people do eat fresh homemade food. No, no, you only eat fried stuff like burgers and hotdogs with lots of beer, she said. With comments like that from a European, who can blame the Lebanese?

Encounters of that kind now bring smiles to our faces; we're getting used to them and in a bizarre way they have travelled the road from anger to enjoyment. In other words, our very own EuroMed project has a firm foundation on which we can build our life together.

We come from two totally different cultures, yet we have managed to find common ground to live together and even set up a family. It is not always an easy ride, but it is a journey worth all the sacrifices and compromises.

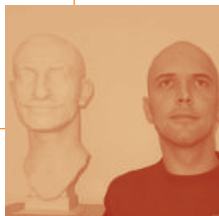
As Step At was our portal for co-operation, we hope that EuroMed continues to build bridges over the Mediterranean and give young people life-long experiences and new insights on outdated, fixed ideas.

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by Joe Claey's

PLAN

A SIMULATED REALITY

Here we have an article presenting an in-depth reflection about how a simulation exercise can stimulate people's minds. Do not expect a detailed description about how "Plan B" should be run, but you will get a vivid picture of the concept and some of the controversial issues lived in the simulation. You are encouraged to share your reflections with the author!

I am not a scientist, a psychologist or a sociologist, I am a trainer. I develop games and exercises on social issues (social exclusion, origin of conflict and war, active citizenship etc...). The following text is based on observations and feedback from participating groups and includes my personal understanding of what has happened in trying out PLAN B.

I am aware that some of you might react to several of the harsh statements that appear, I encourage and welcome this. In contrast to the simulation exercise on social exclusion ("Social in EXclusion"), Plan B is "protected". While "Social in EXclusion" can be downloaded freely from the toolbox of the SALTO site (www.salto-youth.net), PLAN B is an exclusive exercise. Because of the rather astonishing results of PLAN B, this article is dedicated to the outcome rather than to the running and details of the structure of this simulation exercise.

It happens often ... people sitting in a bar (or anywhere else), listening to others around them commenting on decisions taken by politicians. Looking at the screen above the counter, people are seen signalling approval or disapproval with what they see and hear. As the evening progresses discussions often become heated, people become more animated and make statements about what they would do if they were a politician and how they would do things differently. This is the catalyst for PLAN B, if you "talk the talk", lets "walk the walk".

Plan B has quite a history so far. When Youth Express Network invited me in 1999 to be part of the trainers' team for a training course on "Youth policy", I was quite excited. Not knowing yet how to approach this topic, I had plenty to think about. Training can be organized using many different strategies and many different methods and approaches. When I realized that for me an essential part of talking about

"policy making" was to live the experience, it was clear we needed to get into the shoes of the politicians themselves. Plan B slowly became a reality with participants relying on their own beliefs and convictions for the exercise.

A simulation exercise seemed the most appropriate method. Now, after 5 years of trials, updating and adapting PLAN B, the course and the results of the exercise have become very predictable. I discovered that PLAN B had become a powerful tool for working on "active citizenship" with youngsters and adults. This process has produced the following results.

Informative games

As the title already reveals, an informative game is basically an exercise which focuses on passing on information, using techniques based mainly on board-games. This information can be related to clear knowledge on a subject, or knowledge of feelings, emotions and attitudes (your own and those of others). My experience shows that youngsters and adults retain and have a better understanding of information gained through this type of activity which in turn aids analysis. The main advantage of PLAN B is however that the feelings and actions are authentic and real. Everything happens in simulated reality and therefore has only personal consequences in accordance with the facilitation process in the debriefing and the individuals' capacity to learn.

Most informative games (actually, the name "exercise" would be more appropriate) can therefore also only be played one time. Once the information has been passed on, the exercise in itself is no longer of any real use. It is nevertheless possible to play these games a second time, taking into consideration that people know what will happen and why, and therefore your exercise acquires a different aim and purpose. I have always - except on two occasions - used PLAN B with "first time-groups".



EXERCISE?



Action during a TC on Crossborder co-operation in EYCB

What is ...Plan B?

The aim of this exercise is to expose and explore interactions/ attitudes between other groups which have received the same challenge. To explore one's own behaviour in decision-making and the consequences of these actions in the simulated society.

The different steps in this exercise are:

1. Discussion in small groups (3) on the definition of democracy and citizenship.
2. Feedback from the groups through plenary discussions.
3. Individual work on the values one expects from a politician.
4. Group work on desired values. Each of the three groups also creates a flag, a name and an imaginary hero for their group.
5. Presentations of the different work. At the beginning of the exercise the three groups are told that we are one country and each group (=region) receives instructions, rules, population and money.
6. For 1 hour, the groups are confronted with different situations such as refugees and the creation of different commissions to oversee the construction of roads and houses for their population. If this is not done within a set timeframe, people will die.
7. Debriefing (+ link to reality)

The players are confronted with the complexity of a society. The participants try to create their own dream-society and while playing, discover how difficult this is. Different sub themes that are linked:

- The role of the politician in society
- Active citizenship
- The refugee issue
- Civilisation versus nature
- Mutual understanding and cooperation

Outcome concerning some of the different issues tackled:

►Corruption as a spontaneous result

At the beginning, two groups are given an extra envelope containing more money. They are told that the other groups are not aware of their better financial position. It is for them to decide whether they keep this a secret, use the money, or inform the others of their good fortune.

To date none of the groups have revealed this at the beginning of the exercise, in sharp contrast with the “desired values” they defined 15 minutes earlier. They have instilled mistrust in themselves, and revealed an ability to be corrupt in their dealings with others. Once this takes place, it is very hard for the groups to undo. At a later stage in the exercise, several participants have tried, but when revealing their money (and corruption), they incur the consequences, ie disbelief and mistrust.

The different groups become “business” orientated. Initially there is only co-operation if it clearly benefits their strategy.

►“Regionalisation” and national identity

I have been confronted with a clear tendency towards the former but not the latter. Once the three subcultures are created in the exercise, most participants lost the common feeling of belonging to the same unit. The different groups –almost automatically- see the others as opponents rather than ‘comrades’. The groups tend to do a better job alone instead of reaching a common “best solution”. Individual pride and a desire for recognition becomes an important part of their subculture rules.

Towards the end of the exercise there are often attempts, through a process of co-operation, to embark on joint decision making. However, due to the initially installed “hidden corruption” and time-stress factor, most attempts fade away in the chaos and the initiative-takers are left with three choices: join the chaos of individualism, continue to try establishing joint decision-making or simply stopping their active involvement in PLAN B (in real terms: becoming merely a member of society instead of an active citizen).

► Communication: too much or too little

Talking, listening, comparing, discussing, negotiating... all of this happens from the very beginning till the last minute. There is a continuous hubbub of voices and eventually, the overdose of voices and opinions results in a lack of constructive communication. In the heat of the exercise, enforced by the time pressure and intensified by the installed corruption, the groups become alienated from each other. And this distance does not only occur between the different groups, but also within each of the groups.

Some participants get nervous in their attempt to keep track of all the decisions and opinions whilst trying to keep a democratic process in their group. As facilitator I only encourage this process. I play fast rhythm music in the background (sometimes even military marches). On a few occasions participants have interfered to shut down the music, but most of the time participants don't even notice it and express surprise when it is pointed out to them.

When the groups seem to have found their stability and it seems they all are about to reach a certain level of co-operation, a "Commission of Representatives" is created. Each region is invited to send 1 or 2 members to this Commission. This small group receives a package of 9 important facilities, which include a school, a hospital, a supermarket and an old nuclear power plant. They have 45 minutes to place all these on the map. If one of the buildings does not get placed, all groups face a financial penalty. The Commission meets in a separate room, not accessible to the other players.

I've experienced 2 main common points over all the trials. First, the old nuclear power plant (if not refused) is always placed in a remote corner of the country. Secondly, the creation of this Commission creates a new dimension in the exercise. Where the Commission starts working together, the groups around the map return to their initial behaviour of separate work. Moreover, the physical distance and the lack of communication between the members of the Commission and their initial groups, divides the groups internally. Often the members of the Commission are regarded as "not-to-be-trusted-anymore" and find themselves on an in-between level.

Information, agreements and decisions start contradicting each other and the lack of organised communication gives rise to conflict.

► The Council of Wise People

Once the groups have created their own culture, it is announced that a special Council will be created. Two regions can send a member to this Council. This council will work in the interests of all, provide advice on conflict issues and keep an eye on the environmental aspects of the country (eg. protection of valuable natural areas). It is basically the only body that works on a neutral and global level. As it has no real power in decision-making but can only offer advice, it is often ignored by the three groups. It is considered a waste of valuable time, as it has nothing to offer in concrete terms. The only way this Council manages to exercise its influence in decision-making is by concealing its lack of power from the groups. Once the groups realise this, it becomes a mere "gadget".

The Council is the only group that is manipulated under PLAN B. The Wise Men are told to be neutral and honest, except for one of them. He/she is clearly instructed always to favour his/her own region. During the debriefing it takes time to explain to the other players that the role he/she had was not an authentic one.

► The victim group

One of the regions is systematically victimised, from the very beginning till the end. Except for the group itself, no one else really seems to care about its situation. Some players don't expect differences between the groups, others don't pay attention and yet others simply don't care: "bad luck". When a group does support this 'victim group' by donating money or natural resources, it is done in a paternalist spirit with a World Bank attitude.

This region faces a large number of disadvantages:

- A territory with very few natural resources.
- Very little money to start with given the size of its population.
- No extra envelope with money.
- Only 1 representative on the Commission of Representatives while the other groups can send 2 representatives.
- More refugees but less money.
- Longest distance to the factory.
- They can not send a representative to the Council of Wise People.

Solidarity is a beautiful concept but hard to initiate and put into practice, even in Plan B which is just a game...

► The refugee issue

Groups of refugees arrive in the different regions. Each has different circumstances and finances. If these groups are not accommodated, they die.

Next interesting observations:

- In 50% of the cases, refugees die during the simulation exercise. These sudden deaths have always sent a shockwave through the whole group and the ensuing protests have changed the rest of the course of the exercise.
- Most groups prefer to keep their natural resources (trees and animals) instead of exchanging them to improve infrastructure or take in refugees. It makes us think about the value of a human life. Is reality any different...?
- Some groups opt for a regional distribution of the refugees while others (sometimes with clear purpose) set up huge ghetto-like camps.
- Once this exercise was used on a training course for youth workers from different corners of the world. And surprisingly, a group of refugees was rejected very categorically by a youth worker from Central Africa: "We (at home) have them, I know what I'm talking about. We (in the exercise) reject them." It made us all wonder if accepting refugees without question or hesitation is a luxury of the rich North, which has never had to deal with large waves of refugees...?

▶ PLAN B as a game versus an exercise

In Plan B, as in many simulation exercises, some participants play the exercise as a game, with the corresponding superficial game-spirit, while others are very serious. And this is good.

This mainly has two clear consequences:

- 1) Conflict and misunderstanding between those playing with the heart and a serious mind versus the “players of the game”.
- 2) In comparison with reality, it is only fair to state that in our society too and especially where those in leading positions (politicians, leaders...) are concerned, emotions do not come into some decisions, which are simply a way of solving a problem quickly for practical or egocentric reasons. For those involved in society with honest intentions, this is discouraging and causes conflict.

The debriefing

As in other simulation exercises (“Social in EXclusion”, Limit 20, etc), the debriefing plays an essential role. One of the hardest parts for participants and trainer (but also the most interesting) is dealing with the feelings that Plan B generates; in particular knowing that each feeling and emotion is authentic and very personal. Each of them has experienced a newly created situation.

There will always be people who love the exercise and others who ... dislike it. Some people have clearly understood the aim and see the traps, dangers and possibilities while others stay behind still puzzled and needing time to understand more about what they have been through.

Debriefing of PLAN B happens in different steps. Besides talking about emotions and very practical situations, the crux of the debriefing is the link(s) to reality.

One of the first questions to the participants is where they would live in the society they have created. The majority point to the villa by the lake instead of the block of flats in the “ghetto” neighbourhood, despite the fact that they were responsible for building both of them - an interesting starting point for further discussion on how we (as social / youth workers) organise social action towards equality and quality of life for all! Moreover, how much and how deeply do we believe in these values, given the possibility to change roles in society (from youth worker to politician).

Through comparing the results of the exercise with what happens around us, participants become aware of the hidden forces and motivations of society’s leaders. It allows us to look behind the scenes and to understand better the decision-making process, which in turns allows us to act and react more appropriately to existing injustices.

Human behaviour as the key element.

People have the potential for the use or abuse of power in their hands. Will it change them?

I believe power does not change people but brings out what is somewhere inside each one of us. Just as clowning is the search for the inner-child, the inner-idiot, this exercise explores our basic human instinct for self-preservation to our own benefit.

In PLAN B money is the trigger to the use and abuse of power. Is it any different in reality?

To conclude, several key elements in this simulation exercise give PLAN B its strength. Besides the very realistic approach in the exercise, the fluctuating prices on the housing market etc. and the fact that none of the players has a role outside of their “own being”, this exercise also has practical advantages. It is visually attractive on account of its size, use of colours and materials and is easily prepared and run by one facilitator.

I’m looking forward to meeting you on one of the future PLAN B constructions and sincerely hope you prove me wrong.



In 2003, PLAN B got developed in high quality materials. With thanks to co-operation with Centre of Informative Games – Belgium (www.spelinfo.be)

PLAN B

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by Goran Buldioski

Turning water into

or turning sessions plans into modules – and other

► *Issues of relevance to every trainer and/or training organiser in youth training in Europe today.*

Situation 1 : How many times in your training career has a participant asked for the slides you have just used for your presentation? And then you have caught yourself thinking “Ok. I am in favour of having an “open source” policy, I don’t mind that I spent the entire night working on this presentation and now have to hand over the file, as long as the source is quoted. But, how can I be sure that the presentation will not be misused? This presentation is part of a session with an overall objective, preceded by a particular exercise and followed by directed discussions in small groups”. You know that the presentation would be less effective if taken out of this context. *What do you do?*

Situation 2 : You have just finished an international course and are very satisfied with the outcome. You feel that, if supported by the organisers, most of the participants in the course could disseminate the contents and methodology on a national, regional and local level immediately after the course. The big question you face now is how to help the participants, knowing that you have neither the financial resources nor the time for extensive follow-up work directly with them. *What do you do?*

Situation 3 : I recall a conversation, some years ago, with a friend of mine who worked as a trainer and consultant in the business sector. When I told her about the length of the training courses we organise and the number of hours on the daily programme, her eyes widened and the pitch of her voice dropped as she muttered “Pure luxury!”. A few minutes later she explained her reaction: “You could never, ever imagine the same courses in my work – It would be too long and too expensive”. Today, when I see that most international donors are cutting down on training courses under the EU Youth Programme, limiting most courses to 5 working days, I realise that she had a good point some years ago. Not that I agree, but it is also becoming standard practice in youth work. More but shorter activities for more

people, with less money and time spent on follow-up, but with more expected of the participants nevertheless. So, how can one organise shorter courses and still get the best out of them, especially when it comes to participants’ follow up? *What do you do?*

Situation 4 : October 2004, three big folders with 580 application forms for the Training for Trainers in Human Rights Education course lay on my desk. After days of reading, pre-selection, selection and a team meeting, we had cut the number down to 42 participants to be invited to the course. And there were easily 70-80 applicants with very positive evaluations from the assessor, with the right profile and fully eligible to attend the course. But, there are no resources to accommodate such a large number. How could we help the rest of the applicants (who will not make it to the course) in their work? How could we bring the training closer to them? (given that solutions like e-learning possibilities are still expensive for some course organisers). *What do you do?*

Writing an extensive report describing everything that happened and everything that was said during a training activity has for a long time been one of the answers to the challenge of documenting courses and ensuring that there is a good basis for follow-up. But when did you last read a full report, from page 0 to page 173?

Another method, often used by trainers, is to document something that by common agreement we call a “Tool Box” and usually contains all the descriptions of the exercises used during the activity and/or a collection of project proposals / examples of good practice presented or developed during the activity.

Not writing anything after a training activity is also an alternative for some ☺.

Wine



reflections on documenting training activities

☺ **Warning!**

If you have a structured, rational mind, please continue reading this text.

If you prefer an unstructured, non-formatted approach to learning, please equip yourself with “a large amount of tolerance of ambiguity” and continue. Do not let the proposal scare you! ☺

In the remainder of this text, I will humbly suggest that you consider another alternative for documenting your activities, that is to create modules.

So, what are modules as defined here, and how can they help trainers to resolve the issues raised above?

The use of the word “*module*” and the examples given in addition to this text are taken from the work done before, during and after the training courses: Training trainers in Human Rights Education with Young People, held in the Budapest European Youth Centre in 2003 and 2004*. The teams in charge of these training courses started by using “session plans” to plan the courses but soon discovered that this template was insufficient for both processes: planning before the courses and for proper documentation after the courses.

The team running the first course, therefore, decided to develop educational units called “modules”. Each module covered a part of the course programme that had an overall educational aim and was a self-functioning “entity”. The length of the sessions “covered by a module” varied from 1.5 hours to a full day’s programme. The modules contained not only the aims, programme outline, different steps for facilitation (as in regular session plans), but maybe even more importantly the background information, methods and methodology used, the outcome and evaluation of the session and its use in the training course. Each module was completed with all handouts, a summary of presentations/speeches and presentation slides used during the sessions of the module and a summary of participants discussions (if they were considered useful and necessary).

What is in a module ?

Written before the sessions

Title

The name or title given by the Trainers’ team to the module or session

Background

Why the module is necessary, the context in which it is intended to be used (number and profile of participants, what happens before and what comes after...); elements to be taken into account (group development stage, atmosphere in the group), relation to the needs of the target group or sub-groups...

Aims

The general purpose of the module in the training.

Objectives

The concrete objectives or goals that the module seeks to achieve. As far as possible, it should also address the learning or educational objectives on the basis of: Knowledge, Skills, and Attitudes.

Skills

The main skills, which should be practised during the given session.

Methodology and methods

The methodology includes the approach for ensuring that the above-mentioned objectives are achieved. This is a simple outline of the methods – not a description of the methods themselves. (The source of the method is referenced here; if a new method is developed, its description is included in the Appendix to the Module).

Programme

Timetable of the actual programme implemented.

Background documents, handouts and further reading

Supporting material used during the session(s), distributed to participants or documents created by participants. It also refers to documents participants might wish to read to further their learning.

* This text is indebted to all members of those teams who have invested an enormous amount of time, effort and creativity in the creation and preparation of the modules



Outcome

What was actually achieved through the module? This part includes issues that arose or were raised by participants in the plenary or groups.

Evaluation

Both from the module sessions (whenever there was feedback) and from other evaluation and feedback opportunities, such as the Reflection Groups held at the end of the daily programme. These feedback notes focus on the format of the module and its sustainability – not on all possible aspects on which participants may give feedback.

Notes for further use

This is a sort of conclusion from those in charge of the module (or the module team). It addresses issues similar to the tips for facilitators or the Variations, used in the Compass – The Manual on Human Rights Education for Young People (<http://www.coe.int/compass>).

The word “module” may seem pretentious and even misleading for many trainers and educators in both formal and non-formal education. In all modesty, for the teams of trainers who initiated the process for the TtT HRE course in 2003, ‘module’ was the term that most clearly expressed the intention of providing a practical set of documents to help the trainers/multipliers/users in their own work, mainly on national and regional training courses on human rights education for young people.

Two key criteria were used in developing the modules for the HRE courses:

- The modules should provide enough comprehensive information so that trainers/ educators can make well-informed decisions.
- Every module was designed so as to be easily adapted to a specific context and target group, but still remind future users that successful use of the module on the TtT HRE course in Budapest does not guarantee success in their own training activities.

The modules had been used as preparatory documentation before the courses, and the trainers in charge of their development completed them after the sessions.

Now let us take another look at the questions and situations at the beginning of this article. How can this way of documenting the course help in those situations?

Situation 1 : Preparing and handing out a Module to participants instead of giving out only the presentation slides reduces the risk that the presentation will be “misused” or used in the wrong context. At least it leaves trainers with the feeling that they have provided the entire set of materials that contextualise the presentation and have done their best to prevent “misuse”. In addition, every “non-formal education literate” trainer could make use of the given material.

Situation 2 : Organising structured and comprehensive documentation from a short course can provide a solid basis for any follow-up in future. This is an especially useful approach when training trainers and multipliers. It does not replace any follow-up work, especially not the follow-up directly with participants. However, it provides the complete material ready for use. If the organisers of the training course could afford to establish a structure for “receiving feedback” from everyone who has tried the Modules in a local or national context, they could gather new ideas and resources to assist more participants (not only those attending the course).

Situation 3 : Short training courses. *Uhhh*. This is a tough one. A long-term training course with an in-depth approach to the subject cannot be replaced by anything else.

Furthermore, one should not use the Modules as Lego cubes combining them freely in any combination (of programme and participants). But who could prevent participants and trainers from doing so?

Nevertheless, having sections in the modules such as background information, outcome and evaluation of the session, helps participants and trainers who will use the materials from the course for their own work. This is useful especially to pre-assess the importance of certain modules and decide which modules they could use or emphasise in their own activities and which ones they can drop for shorter courses.

Situation 4 : The modules are not a substitute for attending a training activity. Nothing can replace the interactive nature of attending a course. Yet, if the number of applicants is high – as in the case of TtT HRE – sending a document as a Compendium of Modules from the course could bring two-fold benefits:

- provide all interested people with a useful and comprehensive resource relevant to their work (given that they have applied to attend a course on the same subject)
- acknowledge the applicants’ efforts and to a certain extent keep them informed and involved in the area of work concerned.

Finally, to make it clear, this approach is only one of many possible approaches. It is far from being a recipe for documenting every single training activity. Organising the course documentation in modules is just an attempt not to write “super-long” reports, but still gather the course documentation including the results in an effective manner.

An excellent example of this type of documentation can be found in The Training Trainers on Human Rights Education with Young People courses in 2002 and 2003 at:
<http://eycb.coe.int/eycbwwwroot/hre/index.asp>

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by Mark Taylor



MISTAKES, BOATS, LOVE, ACRONYMS AND THE POWER OF TRIANGLES

«Marker» is a regular column in Coyote, written by Mark Taylor, looking at issues in training and hoping to encourage debate and reflections. Triangular feedback is especially welcome.

“The best way for me to answer is to tell this story:

As part of an external project evaluation, we decided to hold discussion groups with teachers who had been trained in developing pro-tolerance workshops in their schools. When asked what it was like for her to participate in the project, one of the teachers said:

“The best way for me to answer is to tell this story:

Once upon a time, a long time ago, there lived a man who said he believed in God. One day it started to rain and did not stop. It rained and rained. It rained so hard that the roads turned into rivers and water started to come into the houses. The man climbed onto the roof of his house to escape the water. A short time later, a boat came to his house and the captain shouted to the man: “Come into my boat and I will take you to safety!”. The man replied: “No, I will not come – the Lord will save me”. So the boat went away.

Learning from our mistakes

As someone who is also an advocate of experiential learning, I was reminded recently that we should be a bit careful in our claims for it. Yes, I have been reading again and this time about a fictional character called Sir Arthur Streeb-Greebling who was the invention of Peter Cook, the best comedian Britain ever produced. When asked if he felt he had learned from his mistakes, Sir Arthur replied: “I think I have, yes, and I think I could probably repeat them, almost perfectly”.

And the rain kept raining and the water got higher. Late that night another boat arrived and the captain shouted to the man: “You must act quickly, please get into my boat and I will take you to safety!”. Again the man replied: “No, I will not come – the Lord will save me”. So the boat went away. And the rain kept raining and the water got so high that it reached the top of the house and the man had to hold onto the chimney to keep from drowning. A third boat came to the man’s house and the captain shouted: “This is your last chance! Get into my boat and I will take you to safety!”. Again the man replied: “No, I will not come – the Lord will save me”. So the boat went away. And the rain kept raining and the water got so high that the man drowned.

When he arrived in heaven, he asked God: “My Lord, why did you not save me? I waited for you for so long!”. And God replied: “But, my child, I sent you three boats!”.

For me, this project was the third boat and I got in it!”

An impressive story, which also made an impact on the funders of the project. If you have any such stories, please let me know.

Is love (at least part of) the difference?

Over the last few months, I have been discussing differences between training for various target groups – or perhaps I should say “clients” in this instance... Georges Wagner explores relationships between trainers and participants elsewhere in this edition of Coyote and he makes valuable points concerning often hidden social needs. If you are invited to work as a trainer outside the NGO sector you will find that these needs are rarely, if ever, talked about. One of my closest friends even goes so far as to say that the big difference in working in the business world is that there is no love involved.

Participants (and especially their employers) do not love their trainers and their trainers do not love them - the process has always to be at the service of the product. They pay, you deliver. End of relationship.

Take the short cut!

How many times have you seen in a training programme or on a flip chart or as part of a Power Point presentation the following appearing:

ICL
HRE
NFE
PDP
FEAR

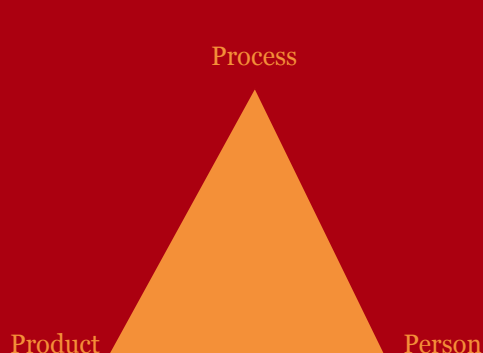
We even use these abbreviations in speaking together. Ah, acronyms, don't we just love them?! And I must be honest, I start to hate them. Within a restricted group of people who know what they mean, acronyms do indeed have their uses. The problem, for me at least, is that too often they are used outside such groups and make those who do not know feel really stupid and excluded. Think about it...

The power of triangles

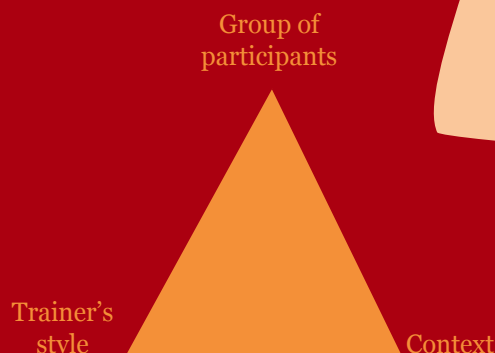
It may well be that my brain is getting smaller as I grow older and yet I can't help being increasingly attracted by triangles. For instance, triads make much more productive discussion groups than randomly selected “buzz groups”. When starting with strategic planning it can often be useful to try and define the three most important elements and then attach further triangles to each one. Triangles can also be very useful in helping us think “outside the box”, to

get away from either-or thinking. Did you know, by the way, that our traditional view (based on Euclid's theories) that the interior angles of a triangle have to add up to 180° is not always true? If you draw a triangle on a globe with the top at the North Pole and take the other two points on the Equator, then the angles only add up to 90° !

And, of course, there is the famous triangle for evaluating team work of:



Last week we invented a new triangle for use as a filter for choosing methods:



No, it's not anything spectacularly new! Still, when used in conjunction with some connected triangles it really seemed to help participants choose the methods for their workshops...

Do you have any nice triangles to share?

References, influences and sounds



William Cook (ed.) (2004): *Goodbye Again - The definitive Peter Cook and Dudley Moore*, Century. ISBN: 1844134008

Marian Keyes (2005): *The Other Side of the Story*, Penguin. ISBN: 0140295992
There are three sides to every story!

Flann O'Brien (1993): *The Best of Myles na Gopaleen*, Paladin. ISBN: 0586089500

Flann O'Brien (1993): *The Third Policeman*, Flamingo. ISBN: 0586087494

Tinariwen (legendary poet guitarists and soul rebels from the southern Sahara desert): *Anassakoul* – on Independent Records Ltd

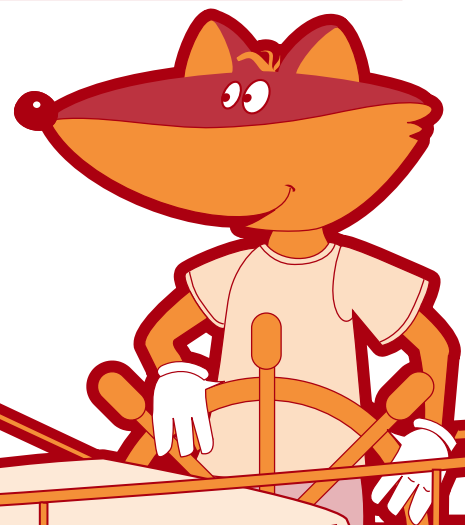
The Arcade Fire: *This Must Be The Place*, Live with David Byrne

Georg Riemann was the 19th century mathematician from Germany who explored the geometry of triangles on globes. Thanks to Martini **for this**.

More about him here:

<http://www.groups.dcs.st-and.ac.uk/~history/Mathematicians/Riemann.html>

Madzinga! Report on a training course from experiential through intercultural learning:
www.outwardbound.be/madzinga



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Contributors notes...

Andreas Karsten is based in one of the most exciting capitals of Europe, Berlin, and works as a freelance trainer, writer and consultant for national and international NGOs, foundations, political parties and companies. He is a partner in a tutoring company and a language school. But he does not only profit from life-long and non-formal learning - he also believes in its concept and added value after having experienced and worked for formal education institutions for too long a long time...

Marc García has been involved in international youth work since 1998, mainly organising international youth activities in Eastern European countries. Since March 2003 is member of the Pool of Trainers of European Youth Forum, representing the National Youth Council of Catalunya (CNJC). He currently works as International & Cooperation Officer of Esplais Catalans (Esplac) and develops the sensibilisation project about Millennium Development Goals.

Gaja Bartuseviciute works as the international secretary in the Lithuanian Youth Council (LiJOT). Since 1997 she has been actively involved in international youth activities and various trainings. In LiJOT Gaja is responsible for international seminars, trainings which are mostly addressing issues of organizational development.

Jarkko Soininen was born in 1971 and is currently living in Finland. He is a freelance trainer. He has been involved in several training activities such as 'Salto- Youth: Training course on Tolerance and diversity' (Manchester and London) and in several SOHO (Training course for Sending and Hosting organisations in EVS) courses.

Jean-Luc Frast was born in 1978 in Luxembourg and is currently living and working in Copenhagen, Denmark. He is employed as an ISCA Youth Coordinator and IYLE project officer and has been active in the field of youth policy and training since 1998. Before joining ISCA, he was working as a trainer and acting Director of the European Peer Training Association EPTO; trainer for 4motion - Education for social change, project officer at the National Youth Council of Luxembourg CGJL and the European Youth Forum Jeunesse YFJ.

Jacob Schouenborg was born in 1974. He is Danish and is employed as an international project manager for ISCA (International Sport and Culture Association). He holds a Masters in political science and has previously worked with international affairs and sport at the Danish Ministry of Culture. Engaged as a volunteer in the Danish Gymnastics and Sports Associations and previously in the youth committee of ISCA, he has been a trainer in several youth training courses and camps.

Rosemary Paul-Chopin has been a member of the ENGSO youth group since 2002 and represents the youth commission of the National French Sporting and Olympic Committee. In April 2003 she became the President of the ENGSO. Since 2001 she has been working at the Sporting Federation for all UFOLEP as assistant to the Director. Rosemary has also studied physical geography (masters) and sport management (DESS) in Sophia Antipolis University in Nice. She is currently studying towards an international Masters in sports management under the International Olympic committee. She now lives in Paris and in her free time enjoys playing tennis.

Vasili Petrakov has worked for more than 20 years as a head of FC MOSCOW (formerly FC TORPEDO MOSCOW) Supporters Club. This year he became head of Russian Football Supporters Association.

Tanja Kaltenborn - lives in Bonn, Germany, and works for the German National Agency JUGEND für Europa, where she is assisting Udo Teichmann at SALTO-YOUTH Germany. She is responsible for Actions 1 and 2 of the YOUTH Programme as well. Before she started working for the German National Agency, she studied Anglistics and worked for a German daily newspaper for a couple of years.

Bryony Hoskins is responsible for the European Knowledge Centre as part of the partnership on Youth Research. She was involved in the evaluation of ATTE - the Advanced Training for Trainers in Europe. Bryony has a PhD in Youth Research on young people's sexual practice but she is not a traditional academic. She completed an internship with the Youth Unit in the European Commission, working on the Youth Programme and particularly Action 5. What is most important to her is empowering young people's voices particularly within youth policy and academic youth research.

Kanwalpreet Kaur is a Gold Medalist MBA specialising in Human Resource Development and has a Masters in Human Rights and a PG Diploma in Human Rights Law. She lives in New Delhi and is currently working as a human rights consultant and has written frequently on human rights and spirituality. She is currently conducting training courses for college students in New Delhi under a project titled "Human Rights Spirituality and Role of youth". Other ongoing training involves senior Delhi Government Officials for Gender Sensitisation in a project funded by Delhi Government and Delhi Commission for Women. Kanwal is also a member of the Complaints Committee for Sexual Harassment at Workplace of Kamlia Nehru College of Delhi University in New Delhi.

The Luxembourg **Georges Wagner** is a consultant and trainer in the international youth field and co-author of the t-kit N°6 on "Training Essentials". Actually based in Bonn he also works as an intercultural trainer, coach and supervisor for European NGO's and supranational organisations on organisational development and the impact of structural racism and gender issues. Apart from developing "Croc Monsieur" cartoons, he also enjoys cooking "around the world" and loves camels.

Mathieu van der Hert is Dutch born. He was educated as social worker at the Social academy in Amsterdam. Since October 2004 residing in Lebanon, currently project manager for the Mediterranean Discovery Foundation; a foundation for integral youth work in Lebanon.

Jo Claeys is a freelance trainer, youth worker and clown. Active on national and international level, he combines 'training' and 'entertainment' into entertraining. He is a regular trainer in BTM and TICTAC TC's. Through working for several European institutions, Networks, Agencies and organisations, he was able to study common human behaviour. He now uses this experience in the creation of 'informative games' where he explores social issues using human behaviour as a corner stone. Currently living with his wife in Lisbon, they 'clown' there together when not abroad.

Editorial Team

Jonathan BOWYER is a consultant and trainer in the field of youth and community, organisation development and partnership development. In the European context he has worked with Connect Youth (the UK National Agency for the YOUTH Programme), was co-author and editor of T-Kit No 1 on Organisational Management and is a member of the T-Kit team for Funding and Financial Management. His other current clients include a Regional Health Authority and a University. Jonathan lives in the English Lake District with his wife and two sons.

Mark Taylor is a freelance trainer and consultant currently based in Brussels. He has worked on projects throughout Europe for a wide range of organisations, institutions, agencies and businesses. In addition to training and consulting activities, he has long experience of writing publications for an international public. Major areas of work include: intercultural learning, international team work, human rights education and campaigning, training for trainers, and co-animating the you@etv virtual platform for Cedefop. A founding member of the Coyote magazine editorial team, he is the editor and co-author of the Intercultural Learning T-Kit and the Evaluation CD-ROM published by SALTO UK. brazav@yahoo.com

Nienke Dijkstra, born in 1969 in the Netherlands. She is working as a coach and trainer for the Youth Program now for 5 years. Besides that, she has been a captain on big sailing ships, is theatre director and supports schools in implementing art-education in their school system. She is a creative person who can help people to bring their dreams alive.

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Bernard Abrignani works as a civil servant at the French Ministry of Youth and Sports and as a Project Officer at the National Institute for Youth and Community Education (INJEP). He is specialised in youth participation, community development, education, prevention of delinquency, intercultural learning and international youth work. He is coordinator of the SALTO-YOUTH Euromed Resource center.

Luiza Bara is the Policy Officer for Training and Membership in the European Youth Forum. She is responsible for the development and implementation of the European training policy and programmes and the co-ordination of the Pool of Trainers of the Youth Forum. Her duties also include the liaison with the European Commission and the Council of Europe in the field of training, especially focusing on the partnerships on training. Luiza has a background in political sciences and European policies.

Marta Medlinska has worked as training officer for the Polish National Agency of the YOUTH programme in Warsaw since 2001. She was a participant in ATTE (Advanced Training for Trainers in Europe) and the first TOT (training for Trainers in European Youth projects). Marta is a member of the MONET group; a group of National Agency representatives which assists SALTO Germany in the coordination and quality development of the National Agencies network trainings: namely BiTriMulti, SOHO, TOM (Training of Multipliers) and TOT (Training of Trainers).

Goran Buldioski has been an Educational advisor at the European Youth Centre in Budapest since 2000. His interests are Training for Trainers, Human Rights Education, Youth Work to prevent violence, Organisational Management and Human resource Development. Goran is a passionate Jazz fan and an active sports player.



The Adventures of Spiffy

Mark Tagler The Big Family

N° 26
sic

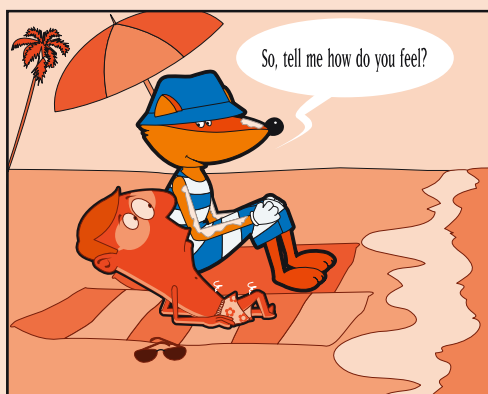
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