Youth Participation and Intercultural Learning through Euro-Med Youth Projects

A long-term training course for youth workers involved in Euro-Med youth projects

February 2004 – June 2005

COURSE DOCUMENTATION

Budapest, December 2006

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TABLE OF CONTENTS

PREFACE

The long-term training course "Youth Participation and Intercultural Learning through Euro-Med Youth Projects" was run in the framework of the Euro-Med Youth Partnership between the Council of Europe and the European Commission. Within the Council of Europe, the Partnership was jointly managed and developed between the North-South Centre and the Directorate of Youth and Sport.

The long-term training aimed at involving youth workers and youth projects as the core group of the Euro-Med youth programme and potential multipliers of and through the programme of activities of the Directorate of Youth and Sport and of the North-South Centre. Other activities in the Partnership addressed trainers (through the training course for trainers known as TATEM), partners in youth policy development and non-formal education actors interested in human rights education.

The stated aim of the long-term training was "to develop intercultural learning and youth participation through Euro-Med youth exchange projects by supporting the capacity of youth workers to plan, manage and evaluate sustainable Euro-Med youth projects aimed at promoting the democratic participation of young people".
The potential of the course went, however, much beyond these. As a learning opportunity for both participants and their organisations, trainers and the institutions behind the course, it aspired also to test concepts and practices in youth work, to introduce new training concepts and to verify the feasibility of long-term training approaches in international youth work projects. The course was planned as an experiential learning experience, to which the diversity and richness of the European and Mediterranean contexts added an incredible variety of contents, issues, conflicts and opportunities for learning together.

The process of the course was not an "easy" nor a regular one. Sometimes it suffered from the uncertainties and the limits of the Euro-Med Youth Programme itself; sometimes it was the possibility for involvement of non-programme countries. The status of the participants/youth workers in their associations, and sometimes the associations themselves were subject to high levels of precariousness of status, funding, leadership and autonomy. The effective possibilities participation of young people in projects were very disparate, owing to work traditions, competences of youth workers, motivations of the young people and conditions of the social environment. Participation in the course itself was a reflect of these challenges: the number of youth workers in the final seminar was nearly just two-thirds of those attending the first phase of the course in Budapest. The search for better professional opportunities, difficulties with visas, projects that were not realised and different political-personal opportunities were a mirror of many of the participants projects themselves and of the young people they work with.

What makes a training course a long-term one is not just its duration. It is also that the learning process and achievements are sometimes only visible in the long run, i.e. when the participants could finally implement and evaluate their projects and draw conclusions applicable in other projects. This is what gave meaning to this project as well. The sometimes existential doubts of trainers and participants ("does this make sense?", "is it work it?") can only be dissipated when confronted with the after-course participants experience and expertise, with the feed-back received directly and indirectly. All tend to confirm what we know but are sometimes forced to forget by the imperatives of programme and applications' management: change requires time.

The concern with the learning and organisation of the course left this documentation orphan at many times. The time it took to record, edit and review the main contents and moments of the course can not be justified by the length of the course alone.

It is also the result of various accidents and changes in the structures of the Partnership, which by now encompasses the Euro-Med dimension and what used to be the ones on youth research and youth training. And, to a large extent, it confirms that when it comes to youth work, youth workers and organisers are sometimes better at doing than at writing, explaining or analysing.

In a project like this, it is difficult to see what is (still) essential and what is accessory. Weighing these, and deciding what to keep and what to delete, resulted often in further hesitations and delays. In publishing this documentation, we are fully aware that many things that may be essential for key actors in the course are perhaps not found in this report and, similarly, others will wonder why we seem to have chose report on things that they may hardly remember.

These are dilemmas that are inherent to training activities. Activities that are often so intense as personal learning experiences that it is impossible to document them, no matter how thorough, analytical or synthetic one can afford to be. This documentation is no exception. On the contrary: we are fully aware of the limits of the documentation. We have, for example, not documented on the crucial interim period between the first and second seminar – the time when the fate of many projects was sealed – not because we did nothing during that time, but because it was impossible to do it in an intelligible manner. This should obviously not be understood as "nothing happened", because as a matter of fact we did a lot: interim meetings were organised between participants, trainers and organisers in Spain, Greece, Hungary and Morocco. Along the same line, the inclusion of some projects over others does not reflect any opinion on their superior quality (we believe that every youth work project has quality as long as it is designed with and for young people by competent youth workers), this was mot often decided by the information we actually had at our disposal.

The same limits apply to acknowledging the contribution of everyone to the training. While the role of the participants and trainers is fairly known and documented in the report, many other active partners in youth work played key roles, although invisible: the representatives of the European Commission and of the North-South Centre in the project, the work of administrative assistants, accountants, translators and interpreters, the national coordinator for Euro-Med in Jordan, the members of the Partnership Monitoring Group, the participants' colleagues and supervisors, and many others.

To all of them, and very especially to the trainers of the course and the editors and contributors to this documentation, our most heartfelt thanks.

Rui Gomes
Course director

4

1. INTRODUCTION

Partnership between the Council of Europe and the European Union: a joint effort for further quality training in Euro-Mediterranean youth work

It has become a commonplace to state that the history of Europe has been shaped by the exchanges and interaction between peoples and cultures across the Mediterranean Sea. What is less obvious at present is to what extent and in which ways and in which spirit such exchanges will happen in the future.

The interdependence among peoples and societies bordering the Mediterranean is often stated as a political objective by all those concerned, but it often fails to materialise in practical, tangible terms. Instead of co-operation, young people are often confronted with suspicion, mistrust, borders and barriers, obstacles to mobility and youth exchanges that are as much the result of a "fortress Europe" mentality as of typical forms of xenophobia, prejudice and ignorance about each other. Yet, young people are crucial for the future of Euro-Mediterranean co-operation.

The Euro-Mediterranean Youth Action programme of the European Commission was initiated in 1999 and is based on the shared concern to combat prejudices and stereotypes that prevail across the Mediterranean and persistently determine mutual perceptions. The Commission's resolve to increase dialogue and co-operation across the Mediterranean finds its roots in the Barcelona Process that involved the 15 EU Member States and 12 Meda partner countries[1]. For the Council of Europe, the promotion of human rights and the development of democratic forms of participation are crucial objectives to further consolidate pan-European co-operation. The promotion of peace, co-operation and human rights in Europe, however, cannot be disconnected from the realities around Europe, in particular across the Mediterranean.

It is within this framework that the Council of Europe and the European Commission have agreed to develop together a two-year covenant on Euro-Med youth training. The activities in this covenant are complementary to the activities of both organisations, notably the activities of the Euro-Med Salto Centre.

A long-term training course for youth workers involved in Euro-Med youth projects "Youth participation and Intercultural learning through Euro-Med youth projects"

Within the Euro-med Youth Programme, the role of youth workers is obviously crucial. Youth workers are not only the interface between policies, organisations and young people. They are also the irreplaceable connection between projects for and groups of young people involved in youth exchange projects.

The realities of youth work and youth workers are full of contrasts within Europe, with regard to social and professional status, training and career opportunities, role and function in youth and social projects, etc. These contrasts are even bigger when we take into account the realities of young people and youth work in the *Meda* countries. The function of youth work as such is more varied and so are the forms of youth work – often more informal, relying strongly on the

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[1] By "Meda" countries we refer to the 12 countries signatory – with the 15 member states of the European Union – of the Barcelona Declaration: Algeria, Cyprus, Egypt, Israel, Jordan, Lebanon, Malta, Morocco, the Palestinian Authority, Syria, Tunisia and Turkey

commitments of individual volunteers and organisations. If the training opportunities for youth workers within Europe have considerably increased in the recent years – at least within the youth programmes of the European Commission and the Council of Europe – they remain largely insufficient with regard to the needs. In *Meda* countries the situation is generally different: although young people represent a significantly higher proportion of the population, the training opportunities for youth workers are not proportionally high, either due to a lack of resources, differences in youth policies or different functions of youth work altogether.

In these contrasting backgrounds, the role of youth work and youth workers in the Euro-Med Youth Programme is nevertheless the same: to be initiators or mediators of projects of exchange and co-operation among young people concerned with the Euro-Med Youth programme, projects that have an intrinsic intercultural dimension and are based on the participation and aspirations of young people. Quality projects, in this respect, depend on qualified and trained youth workers and on adequate support structures at the national and at the European levels.

Within this context, the Covenant on Euro-Med youth co-operation in the field of youth training seeks to explore new ways of training and involving youth workers; local youth leaders and exchange organisers by providing opportunities for training and project development. This long-term training course (LTTC) was innovative in as far as it anticipated the realisation – and the evaluation – of a concrete youth exchange project, itself a practical objective and a way to learn further.

The course addressed two key issues in youth work and in youth exchanges: <u>participation of young people</u> (in society, in the development of forms for the exercise of democratic citizenship, and through youth work) and <u>intercultural learning</u>. How to promote both? What does intercultural learning mean in the practice of everyday youth work? What can the role of an international youth exchange be in developing the participation of young people in developing forms and structures for democratic citizenship the local level and which opportunities does it represent for the young people's future?

2. BACKGROUND AND CONTEXT OF THE LONG-TERM TRAINING COURSE

2.1. Aims, objectives, methodology and calendar of the course

Aims of the long-term training course

This pilot course aimed to develop intercultural learning and youth participation through Euro-Med youth exchange projects by supporting the capacity of youth workers to plan, manage and evaluate sustainable Euro-Med youth projects aimed at promoting the democratic participation of young people.

It also aimed to initiate a series of local youth pilot projects addressing the priority issues in Euro-Med co-operation (such as citizenship, participation, environmental protection, women's rights and human rights education).

Specific objectives of the long-term training course

- To train 30 youth workers and youth leaders youth participation and intercultural learning through and within the Euro-Med Youth programme;
- To initiate innovative Euro-Med youth projects on participation, democratic citizenship and intercultural learning;
- To support and promote youth participation in Euro-Med youth exchange projects;
- To reflect on the manifestations and relevance of issues such as identity, nationalism, Europe, and Euro-Med co-operation in Euro-Med youth projects;
- To enable participants to prepare, run and evaluate a Euro-Med youth project;
- To enable participants to use and adapt the existing opportunities within the Euro-Med programme for developing youth participation and intercultural learning;
- To motivate and enable participants to share their acquired knowledge and experience and to act as multipliers;
- To contribute to the reflection about the meaning and the practical relevance of intercultural learning and participation in future Euro-Med youth projects;
- To gather contributions for the development of the Council of Europe and of the European Commission's projects on Euro-Med youth cooperation.

Methodology and calendar of the course

The course took place in three phases, with an initial training seminar (February 2004), a project implementation phase, and a consolidation and evaluation seminar (June 2005). The course was designed as an open learning process based on experience and exchange among the participants, complemented by inputs and proposals from the team of trainers and invited experts.

During the two residential training seminars, the multicultural group of participants - ideally balanced between participants from Europe and the Meda countries - was in itself a forum for intercultural learning and the framework for personal development. The programme and contents of the seminars were organised so as to allow for the maximum participation of the group using active and participatory methods based on project development as an interface of the learning process. A team of experienced and representative trainers organised the learning process and

provided guidance on the development and evaluation of the project work. They were assisted – whenever relevant – by resource persons and invited experts.

During the project implementation phase, advice and support was provided by the team of trainers and, where appropriate, by the National Agencies and National Co-ordinators of the Euro-Med Youth Programme.

The course relied on practical experience provided by the project work as it was expected that each participant would develop a project based on intercultural learning and participation, if possible together with other participants. The participant's project is both a tool for learning and a concrete initiative that should contribute to improving the participation opportunities of young people, contribute to the development of democratic citizenship and intercultural learning opportunities for young people.

Phase	Dates	Place	Function
Initial training seminar	15-28 February 2004	European Youth Centre Budapest, Hungary	- exploring the key issues and institutional framework of the course - development of the projects with the assistance of the trainers and the other participants - basic information on Euro-Med youth work - work on the concepts of participation and intercultural learning - project planning and management skills.
Project phase	March 2004 – January 2005	Participants' countries and organisations	- implementation of the projects by the participants in their countries - support from the team of trainers, including specific visits to projects that require them - networking with other participants and projects across Europe - regional meetings from European, Maghreb and Mashrek participants (exact venue and dates will be agreed with the participants of the course).
Consolidation seminar	June 2005	Regency Hotel Amman, Jordan	- evaluation of the projects - completion of skills training - contributions for the development of networks amongst participants and their organisations - reviewing the key educational approaches and preparing for the course follow-up.

2.2. Participants

The course was organised and planned for youth leaders and youth workers who were:

- active in local associations, community organisations or youth services within the Council of Europe member states and the signatory states of the Barcelona Declaration;
- interested in developing strategies and projects around participation and intercultural learning in their organisations;
- engaged or planning to engage in Euro-Med youth projects;
- willing and committed to undergo training and to set up a project within the framework of the training;
- ready and able to attend for the full duration of the course;
- supported by their organisation or association;
- aged between 18 and 30 years inclusive;
- able to work in English or French.

Recruitment and selection of participants

The Secretariat received 163 application forms from 41 countries. In the selection of participants, the team followed the criteria set in the description of the long-term training course, also making sure that there was a balance in terms of countries, sex, age, nationalities, etc. Sometimes, the level of the experience stated by the participants in the application forms was difficult to assess. Many applications forms were rejected because the project ideas were not specifically relevant for the Euro-Med programme, even though they often were valid and innovative as youth participation projects. The selection was made in consultation with the European Commission.

The team agreed on the selection of 30 participants, further 15 were put on the waiting list. Three participants cancelled their presence in the course at the last moment, which made impossible their replacement. As a result, the number of those who attended the initial training seminar was reduced to 27 participants (14 women and 13 men) coming from 23 countries.

2.3. Trainers

A call for trainers was sent out prior to the preparation of the long-term training course to the organizations represented in the Monitoring Group of the Euro-Med Partnership in order to disseminate the information among the trainers they are working with and whose profile met the requirements of the course. At the same time, the call was sent to the pool of trainers of the Council of Europe and that of the trainers involved in the courses organised by Salto Euro-Med Resource Centre. This ensured the transparency of the selection process.

Profile

The trainers involved in the course should:

- Have direct experience in developing local youth projects, preferably with an emphasis on youth participation or intercultural learning;
- Have a direct experience in Euro-Med projects (e.g. exchanges);
- Have been at least once in the team of a training course in the Euro-Med framework ;

- Be able to run training about project management and youth work;´
- Be familiar with the Euro-Med youth programme's structure and procedures.
- Be able to work in English and, if possible, French too. Knowledge of Arabic was a considerable plus.
- Be able to commit themselves for the two seminars of the course, and available for distance-learning support and regional seminars with participants during the practical phase (venues and dates to be decided).

The final team of trainers was composed of Gisèle Evrard, Erzsébet Kovács, Fatma Farah Cherif D'Ouezzan, Karim Ahmed Kasim, and Rui Gomes (course director).

3. THE INITIAL TRAINING SEMINAR

Specific objectives of the initial training seminar

- To enable the participants to develop youth participation with in a process of democratic citizenship;
- To prepare the participants to plan and run Euro-Med projects – taking into account specific approaches and tools;
- To create conditions for communication and common work among participants and trainers in the course;
- To explore the meanings and the forms of youth participation and intercultural learning;
- To provide the participants with information on the institutional framework of the Euro-Med programme;
- To explore the opportunities and the challenges for the Euro-Med co-operation (social and political context);
- To develop participants' competences for project planning and development;
- To discuss and deepen the criteria of the projects;
- To develop and structure the projects of the individual participants;
- To identify learning needs related to the projects developed by the participants;
- To initiate and support the networking among the participants;
- To plan the next phases of the course.

3.1. Sessions and outcomes of the sessions

Welcome words

The long-term training course started. Erzsébet, on behalf of the team of trainers, opened the programme welcoming the participants to the European Youth Centre and to Budapest. Being the day of arrival, the evening was dedicated mostly to ice-breaking and getting-to-know-each-other activities.

Objectives:

- to welcome the participants
- to get to know each other's names
- to start to get to know some participants (informally, but in a structured way)
- to break the ice between the participants
- to give a space to create dynamic interaction and interpersonal communication
- to support and initiate the process of group building and co-operation among the participants
- to get to know the working environment

Attitudes, skills and knowledge addressed:

- team work
- co-operation
- communication
- participation

Methods and/or techniques:

The activities run during the first evening were developed essentially as informal moments. The games proposed by the team, meant to be run with all the participants or in smaller groups, were starting points for the communication and tasters for what the programme brought later.

Icebreakers

4 Up

All the participants are asked to sit in a circle. The rule of the game is that four people should be standing at any one instant and that no player may stand for more than 10 seconds, though they may stand for less if they wish. There should be no attempts to communicate between players, but everyone in the group has to watch what is happening and share the responsibility to make sure that four people, nom ore, no less, are standing at any one time.

The aims of this icebreaker were to:

- get the groups warmed up
- help people to get to know each other
- encourage people to work co-operatively
- encourage interaction
- be fun.

Name-bingo

A list of questions was provided in order to offer the participants the opportunity to find out something more or less personal about each other through a participatory and interactive exercise. As the majority probably never saw each other before the course, the game was important as it helped them all to identify their place in the group and to a certain extent the other's background.

The questions provided relied on:

- length of the journey: who has travelled more than ten hours to come to Budapest?
- languages spoken by the participants: who speaks Berber?
- family: who has children?
- country of residence: who lives on an island?
- sport: who is from a country that has won the 2004 Africa Cup?

The second part focused more on the names of the participants. The questions referred to:

- the full name
- the meaning of the name
- the name being given to him/her by…
- because …
- other nicknames
- famous people with the same name as him/her…

"This is the Mediterranean…"

This was a name-learning game by repetition of the names of the participants. Although a common activity in the courses, the game is always useful in order to have the participants

associating names and faces and to facilitate the communication during the two weeks to come and after. The participants stood in a circle and passed a pen around repeating the phrase proposed by the initiator of the game and the names of the persons introduced before his/her.

"Drawing the participation…"

This activity was organised in smaller groups. They were asked to hold a marker and without any verbal communication, to draw the symbol of participation, and then explain the meaning of their drawings to the rest of participants.

The formal opening of the two-week-long initial seminar of the long-term training course…

Mr Rui Gomes, course director, on behalf of the Executive Director of the European Youth Centre Budapest, welcomed the participants and formally opened the seminar. An introduction of the participants and of the team followed, focused on their names and their supporting organisations, and their experience in the case of the trainers, as a step into the programme of the day and of the course. A brief presentation of the European Youth Centre as the host institution was given by Rui Gomes, as administrator in charge with the programme and the training.

This first morning was important as it was meant to introduce the course and all the elements involved in it: participants, trainers, institutions, methodology and the educational aspects of the initial training seminar. It aimed to provide the participants with the guidelines on the course as a yearly process as well as to clarify the context and the objectives, with an emphasis on the initial training seminar and its relation to the participants' background.

Motivations and expectations of the participants

After the opening session, the programme continued with ice-breaking activities and methods designed to help participants to know each other, and allowing everyone to express themselves in smaller groups. It was also a self-reflection on how participants themselves and what they wanted to share with the others. It gave space and time to all of those who need more time to reflect and need written guidelines to talk about themselves. They could afterwards verbally share the information and give feedback for the session.

The session included three parts:

1. The first part consisted in splitting the group into smaller groups of six people in each working group, to allow them to get to know each other more by moving around the room and finding more about each other's similarities or what they have in common, as well as their experience and acquired knowledge.

2. The second part of the session was to divide them into trios to allow them to talk about themselves, and then write about themselves in flipcharts in the form of coat of arms shape, including information about oneself and family, the organization and the country, the experience in youth work, a 5 year perspective and one's motto.

3. During the last part, one spokesperson within the trio group had to present three of their common points and the mottos of his/her group to everyone in the plenary after the break, and

the flipcharts were hung in the room for everyone else in the group to learn more about the others.

Objectives:

- to develop group communication and build group work by sharing information about each other
- to enable participants on how to express their motivations about the course and their projects
- to enable the participants to work in small groups, to participate and have others to participate equally
- to enable the participants to envision their future in youth work
- to enable the participants to share their personal motto with the group

Attitudes, skills and knowledge addressed:

- to become more at ease by sharing information about oneself and one's experience
- to start building networks between the participants within group works
- to develop communication and reflection skills
- to learn more about the participants and their motivations and background makes one feel part of the group

Methods and/or techniques:

The group was divided into 5 small groups of 6, by asking those who speak French and English to go to one side (7); those who speak French only to go the other side (5); and those who speak English only (18) into 3 groups of 6. They received guidelines on what needs to be covered during the 15 minute discussion.

The participants were split in trios; they received a flipchart to do the coat of arms, to write about their backgrounds (family, organisation, youth work) and motivations (the future and a personal motto). They had 50 minutes at their disposal.

Trios/duos: Alliatte, Mustafa

Maali, Glikeria, Tom

Fayrouz, Marcus, Borislava

Maha, Hassan, Arianna

Smadar, Ekaterina, Joao

Zeidan, Pieter-Jan, Ouahiba

Laila, Anis

Khalid, Ewoud, Laetitia

Kyriakos, Rasa

Susanna, Latifa, Jebnoun

After the working groups, the participants had 60 minutes to express the mottos of the trios in the plenary and hang the flipcharts on the walls.

Outcomes

During the sessions, the participants did not seem to have all understood the meaning of motto/slogan, due to an unclear presentation but also to linguistic limitations of some. Some trios were unable to find 3 common things they shared, they either found less or more. Very few expressed in drawing, more in writing and oral presentation.

Evaluation

The days was long and very symmetric in terms of morning activities versus afternoon activities. The chairing of the sessions went well and the timing was good, although the day was fast and heavy with too many things. The dynamic of the group showed that the participants had great potential.

Introduction to the context, objectives and methodology of the training course

The long-term training course was introduced as a pilot programme. Being a one-year-long process, a presentation of the context, of the objectives and of the methodology was necessary, as the course has its specificity in comparison with the other activities developed by the Directorate of Youth and Sport of the Council of Europe. Therefore, the points the presentation was focused on were:

- the overview of the Euro-Med context of the covenant
- the overview of the methodology of the initial training seminar, the practical phase and that of the consolidation seminar as the three phases of the one year long training course
- the answers given to questions in order to clarify the course objectives and methodology.

The purpose of this element of the programme was to explain the methods which were to be used during the course and its aims and objectives in order to emphasize the development of intercultural learning and youth participation through Euro-Med youth exchanges and focusing on the personal development as well as the project development during the three phases, and the how and the why of each part.

Objectives:

- to enhance the importance of the context in which this training course take place, and learn more about Euro-Med co-operation objectives through this long-term training course
- to enable the participants to understand the long-term process of the course (one-year process)
- to prepare them to learn from each other and to share knowledge with each other, to enhance communication between all in order to implement the communication within their working regions
- to ensure the participants the freedom of expressing issues related to their region during the course

Attitudes, skills and knowledge addressed:

After this session, the participants were expected to be able to identify the context and the objectives of the course as well as to have an idea of the methodology of the course. Also, they worked on:

- the ability to look at one's identity as part of the Euro-Med region
- the development of their interests in the long-term process as a means of sustainable projects
- the creation of conditions for a better communication and common work in the group
- the setting of democratic work conditions during the course to enable the participants to import the model back home
- the feeling and the understanding of being responsible for the planning to implement their project throughout the year and therefore to act as multipliers and work on a sustainable project that fits the need of their region

Methods and/or techniques:

A 20-minute session was used to give an overview of the context of the course – which will be developed more during the module for the presentation of the Euro-Med Youth Programme and of the Partnership on Euro-Med Youth Co-operation in the field of training -, the objectives of the one-year process and of the methodology of the innovative course.

Presentation of the methodology and programme of the initial training seminar of the long-term training course

The following step in the logic framework of the programme after the overview of the whole course and its three phases, the presentation of the methodology of the introduction seminar was based on the specific information concerning its implementation and the detailed programme of the course. The participants discussed the content of the programme. The idea was to get them engaged in the learning process and to tell them what to expect in the following days.

The methodology of the initial training seminar was based on the principles of non-formal education and experiential learning.

The session focused on the specific objectives of the introduction seminar, namely youth participation, intercultural learning and project management.

Objectives:

- to present to the participants the areas to be covered during the seminar
- to enable the participants to organize their ideas and questions according to the themes related to the scheduled sessions
- to move from generalities to the specificities of the course, from the one-year process to the detailed programme of the introduction seminar

Attitudes, skills and knowledge addressed:

- to be able to visualize the final schedule
- to identify the objectives and methodology of the initial seminar
- to feel that things become more concrete
- to ensure better work conditions
- to prepare the participants to think about whether or not their expectations met the content of the course, to prepare for the next session

Methods and/or techniques

A 30-minute session was used in order to present the specific methodology and the programme of the first seminar of the long-term training course.

Preparation of the project ideas presentation: recall of criteria and procedures

Every participant in the course has sent, when applying, an outline of his/her project idea. This idea was important for the team of trainers to select the participants – namely to see whether the project could fit in the course's criteria and if it had room for development (e.g. if it was feasible, if it could be beneficial for the course and if it could be beneficial for the participants' learning process). It was expected that during the seminar the project evolved and, in some cases, changed radically.

As preparation, participants were asked to check with their colleagues, and with the young people they work with, the relevance and the opportunity of the project idea, the feasibility, etc. In many ways, the project was part of the participants' identity in the course: it set not only what they tried to achieve but also what were the issues and matters that were important to them and their youth work context. It was therefore important to introduce the project ideas to the course in the same occasion as the participants and everything that is part of the course's framework. Introducing it at the beginning served also to top curiosity of the other participants and to let off possible pressures to work on the project.

Objectives:

- to get to know better the participants and the context of their work
- to get acquainted with the projects and the context of work of the participants
- to place the participants and their projects at the centre of the course
- to continue to explore the framework of the course

Attitudes, skills and knowledge addressed:

- communication
- presentation skills

Methods and/or techniques:

It was important that each participant had his/her 'special' moment, that everyone presented their ideas to everyone. The project should have been developed with the support and contribution from everyone else. Hence the importance of individually presenting the project to the whole group. At the same time, 27 participants and a similar number of projects could be very time and

energy consuming. The presentation was, therefore, limited in time and prepared in advance. The team planned therefore time for individual presentations and, afterwards, a plenary presentation of a maximum 90 seconds per participant (presented in random order). The presentation took place in two sessions in order to break monotony and keep everyone "awake".

The criteria set for the presentations:

- be limited to 90 seconds
- use some form of visual aids (drawings, flip-chart, overheads, etc.)
- include an idea of where (place, social environment, target groups) and what will be done through the project
- include information about the present stage of development of the project.

Expectations and needs…

After a morning of presentations (participants, team, European Youth Centre Budapest, context and methodology of the long-term training course and of the initial seminar), it was very important to have the group reflecting individually and in small groups whether the course met their expectations and needs, whether they were comfortable within the group they were part of, and whether they felt that the outcome of the two-week course will be positive.

The aims of this programme module were to offer the possibility to all the participants to reflect on oneself as an individual within the group at the beginning of the course in order to see what one gained or lost at the end of the course. Also, they could express as a self reflection their fears from what was going on in order to use it at the end of every day and then at the end of the course to evaluate what has been achieved during the course.

Objectives:

- to get the participants to reflect individually, and in writing to be able to remember at the end of the seminar how one's attitude was at the beginning
- to have the participants sharing their reflections and learning from the other's reflections and expectations
- to evaluate the participants' evolution during the course

Attitudes, skills and knowledge addressed:

- self-reflection
- communication between the group in bringing up issues related to their needs and expectations
- exploration of intercultural differences and similarities in group reflection
- identification of their learning needs
- reflection on the opportunities and challenges of the long-term training course and most specially on the introduction seminar
- initiation of the reflection on issues related to their working realities, their regions, their backgrounds, their culture and their community in relation to the rest of the group

Methods and/or techniques:

A two-hour activity, divided into three part:

- half an hour of individual reflection ending by writing a letter to oneself
- 45 minutes in small groups exchanging ideas without the facilitators. Group reflections
- half an hour: back to the plenary to report about the group reflection only

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Reports of the working groups on expectations and concerns:

Group 1: Latifa, Laetitia, Anis, Khalid, Laila, Ewoud:

Expectations: involving the disadvantaged young people in Euro-Med projects, finding solutions to problems existing in the region, maintain contacts, running the projects, exchange of experiences, working together on long-term, sharing competences, improving working methods, having fun while working

Concerns: sustain intercultural learning during the projects, avoid conflicts, group work (not imposing ideas), fundraising for the projects, sustain participation and commitment

Group 2: Ouahiba, Mehdi, Kyriakos, Rasa, Joao

Expectations: reinforce the organisational management competences, how to address intercultural learning when working with young people, meet new partners, improve competences on running Euro-Med projects, acting as multipliers, sharing the information, supporting the team

Concerns: leave Budapest without nothing

Group 3: Ekaterina, Susanna, Pieter-Jan, Zeidan, Smadar

Expectations: contacts and relations, project management, exchanges (formal, informal), fun, personal development, methods and tools, organisation networks

Concerns: support, methods (non-formal education approach), professional implication, follow-up, group

Group 4 : Fayrouz, Borislava, Marcus, Maha, Hassan, Arianna

Expectations: funding possibilities, finding partners, new ideas, acquiring skills needed for Euro-Med projects, visit Budapest, improve network, personal development, getting first hand information

Group 5: Tom, Maali, Mustafa, Glikeria, Alliatte

Expectations: acquire knowledge and skills, learn more about Euro-Med projects, dialogue with partners, sustainable networking

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Introduction to Project and Reflection Groups…

P/R Groups based on one main question: what does my work consist of?

Each team member introduced the ***Organizations Forum*** principles and "criteria" in his/her group.

Such training course is a unique opportunity to gather many different types of organizations. It was therefore a unique chance for participants to exchange information about their organizations, their backgrounds, their work or their role within them.

Objectives:

- to get to know about the other participants' organizations
- to identify potential partners for the project
- to start networking on long-term perspective

Methods and/or techniques:

It was up to the participants to be creative and to develop their presentation panel, but still with some important elements to indicate, such as:

- name of the organization and country where it is located and where it is active
- aims and objectives (in key words) of the organizations
- target group of the organizations
- main activities
- contact person + details

The "space" was divided in three parts, and the participants in three groups. Two groups had 10 to 15 minutes to visit the third one, and so to make sure that there is an appropriate time for the fair, but not making it too long (30-45 minutes in total).

3.2. Intercultural learning

Sessions and outcomes of the sessions

Intercultural learning: starting points and definitions

Intercultural learning was one of the two main issues and themes of the course, together with youth participation. It was also one of the main criteria for the projects of the participants. Intercultural learning, as we know it and as it is generally understood in the European non-formal education context, is also a pre-condition and a characteristic for the process of the multicultural group of participants to function as a "learning by doing and by living" context.

In this triple function of intercultural learning, a lot needed to be introduced, experienced and analyzed in the initial training seminar. For while it is fair and expected to assume that the understanding and the practical meaning of intercultural learning will only be fully developed as result of the project work and of the consolidation seminar, the truth is that what participants made of it in this seminar and in their projects depended on what was provided and offered as a common learning framework in the initial training seminar.

It was therefore important to secure:
- A common understanding of intercultural learning, sufficiently broad and understandable so as to be used in the project work;
- An experience of intercultural learning, likely to impress participants and to serve as a practical example of working with intercultural learning;
- An introduction to the issues related to intercultural that may contribute to explore the issue in relation to the group and its context (Euro-Med cooperation);
- An awareness of the potential for communication and misunderstanding, due not necessarily to culture diversity but to existing stereotypes and mutual perceptions.

The aim was to develop a common understanding of intercultural learning and of its importance and practical use in youth projects and in the course as such.

Objectives:
- To share and explicitly address the open mutual perceptions of Euro-Mediterranean relations and cooperation;
- To introduce intercultural learning and other related concepts and notions;
- To provide a common experience in intercultural learning methodology and to use it for the group development and communication;
- To explore the meaning and the limits of the concepts of culture and culture difference;
- To address the role of prejudice and ethno-centrism in Euro-Med co-operation;
- To look into the relations between intercultural learning and a culture of human rights;
- To identify principles and guidelines for work with intercultural issues in the "daily" youth work practice and in Euro-Med youth projects.

Attitudes, skills and knowledge addressed:
- Intercultural learning and the ability to integrate it in youth projects
- Understanding of the notions of culture, prejudice, stereotype and ethnocentrism in the context of intercultural learning;

- Dealing with difference of cultural backgrounds in youth activities;
- Approaches to integrate intercultural learning in youth projects;
- Addressing intercultural learning in Euro-Med youth activities.

Methods and/or techniques:

The complexity of the theme and the plurality of objectives called for a series of methodological approaches that are complementary and serve/address different learning styles and learning needs.

At this stage of the course, the methodology should also have allowed to use the intercultural learning issues in the group of participants to (1) learn about intercultural learning and (2) to use intercultural learning as a tool to shape and understand the communication and cooperation within the group of participants.

The methodology should, therefore have:

- Made use of participants experiences and concerns;
- Provided a common methodological and experiential reference to all participants and trainers;
- Used the group as an environment for learning about intercultural learning in the Euro-Med context;
- Provided sufficient "anchors" for participants to develop their own understanding of intercultural learning,
- Contributed to the participants self-assessment of their own learning needs in relation to intercultural learning;
- Been usable of or usage in the definition and implementation of the projects.

Mutual perceptions of Euro-Mediterranean relations

In two or four working groups the participants were asked to draw how they perceive Euro-Med relations. By the way of drawing a map, they identify the issues that influence and the factors that determine the state of Euro-Med cooperation. The group get together and share their maps.

Alternative: in trios, the participants identify and discuss elements that play a role in Euro-Med perceptions and relations. They identify, draw or cut clips of pictures that symbolise those issues. At the final stage of the exercise, they are all placed in the same "Euro-Med map". Contributions and comments were to be as specific (country or participants-related) as possible.

Reflection on the cultural element of intercultural learning: what do those perceptions and issues have to do with culture?

_____

Project/reflection groups on how the perceptions may influence Euro-Med youth projects

Analysing the mutual perceptions of diversity and equality in Euro-Med co-operation, the participants took into account the following elements:

- economy

- society

- culture

- politics

- religion

- history

- human rights

- peace and violence

Intercultural learning exercise

The participants took a step further into intercultural and look into intercultural learning matters as they might arise in a group, perhaps also in participants realities. The discussion was focused also on traditions – and filled participants' possible imaginations – about intercultural simulations. The main point was really to provide a common reference to everyone, and to debrief it accordingly.

Intercultural learning – practical activities

The morning started with an introduction and instructions about the Monomulti exercise. The cultures were:

* Coldonia with Farah in room D (in French)

* Smilia with Gisèle in room 001 (in English)

* Turtelina with Karim in room 301 (in English)

Practicing cultures

It was important to make sure that the main elements of each group's culture were clear and practiced by the participants.

There were 2 observers in each groups (briefed by Erzsébet).

First meeting of the mixed groups
- on rules of the workcamp
- on building's design

Back to culture groups
2nd meeting of the mixed groups
- on rules of the workcamp
- on building's design

Reviewing in culture groups

The debriefing started with a little de-rolling exercise (for example, asking them to make a turn, say their name, where they are, or removing some object of the culture the practice etc). It was important that they get out of their roles.

First question to ask was about their feelings, how they felt in general. Then followed the reviewing guidelines (hints).

It ended by giving the floor to the observers.

Reviewing with the whole group in plenary

Key principles and concepts behind intercultural learning

(e.g. culture, identity, cultural identity, ethnocentrism, stereotype, prejudice, minorities and majorities) and attitudes (empathy, tolerance and ambiguity, distance to social roles).
Lecture, questions and answers.

Concepts

Perceptions

References	=> way to ethnocentrism
	=> cultural messages carried over by every generation
	=> role of education
	=> interpretation of facts related to the level of knowledge

Identity	=> what makes me unique
	=> determinist approaches (someone is somehow because of…close to chauvinism)
	=> differences (social, economical, in terms of power)

| Culture | => what I share with the others, what I have in common with the others |

Mix of culture

| and identity people | => cultural identity: what defines a person, but it's common with some other |

| Culture | => forms of externalization: language, symbols, rituals, social organisation (forms of life, state organisation, market) |
| | => mental structures (values, concepts, ideas, ways if thinking) |

ICL	=> see hands out
	=> relation between the person /groups/society
	=> attitudes: empathy – I have to learn to accept the fact that I cannot know everything
	=> distance to social roles (we carry certain roles despite ourselves)
	=>competences

Report from working groups

"What does this mean , practically, for our projects and youth work practice?"

Groups reported with sets of guidelines for intercultural learning in projects and practices.

Conclusions and proposals of the working group 1:

<u>To do</u> list:

- access to cultures – give the possibility to young people to express themselves
- to discover new cultures
- to diversify the component of the group by country
- to fight the prejudices against the institution
- to give a theoretical base on the values of human rights
- to favour the informal moments as privileged timing for intercultural learning

<u>Not to do</u> list:

- exclude the others
- impose an ideal model
- stigmatize a community based on its origin
- reinforce the stereotypes and prejudices

Conclusions and proposals of the working group 2:

The aim of intercultural learning is to increase cross cultural tolerance and understanding (we are responsible for transmitting ideology).

<u>To do</u> list:

- to build intercultural awareness (the ability to be aware of cultural diversity)
- to accept the difference
- comparing and contrasting
- interpreting messages (misinterpretation, negotiating, meanings)
- select adequate tools and methods
- start by using the experience, diversity of the participants
- measures for success (monitoring, evaluation)

<u>Not to do</u> list:

- not to feed stereotypes
- not to judge
- not to make expectations
- not to limit interpersonal communication
- no to fasten the process

3.3. Youth participation

Sessions and outcomes of the sessions

Youth participation

After the introduction to the programme of the day, the team proposed "Knots" (see Compass p. 60) as an energizer.

This activity made a good ice-breaker and energiser. It involved co-operation and decision making.

Introduction to youth participation and citizenship

Youth participation is the first of three themes addressed by the long-term training course. The introduction to this theme and to the democracy in youth work was made after a brainstorming in which the participants were asked to concentrate on:

- what is participation
- what is citizenship
- what is democracy

All the responses expected needed to be related to the youth work within the Euro-Med context in order to understand the concepts/skills.

The aims was to help the participants reflect on these three essential concepts in youth work and be able to participate in building an understanding of the concepts.

Objectives:

- try to generate ideas around these concepts
- develop an understanding and become aware of the importance of participation, citizenship and democracy in youth work
- become aware of everyone's responsibility to have to implement these concepts in the future youth work
- become motivated to learn more about these concepts

Attitudes, skills and knowledge addressed:

- learn how to work better together in a group
- learn how to share better the knowledge and the skills
- learn that participation has to be equal between all participants in the process of building a project and completing it together
- start building an understanding on the importance of decision making as a group, within consensus

Methods and/or techniques:

The participants received written guidelines with clear questions such as:

- what do you think about participation in youth work
- how do you define democracy
- what comes to your mind when you hear citizenship?

A brainstorming was organised by using post-its to write different ideas regarding the three concepts and paste them all over the wall; every concept was on a different colour.

Following the brainstorming, a discussion was held in plenary to clarify all the ideas written on the wall or those that need clarification, using flipchart to sum up and then rank the definitions according to the most important to the least important.

Results of the brainstorming:

Youth participation is a right !!!!!

What is participation?

- take part in
- to do something
- to be part of
- to feel part of
- to contribute
- to be responsible
- to be involved
- to be active
- to initiate
- to share
- to serve
- to be open to ideas

Elements to be taken into account when discussing participation:

- me
- this course
- my professional development
- my commitment

Working:

- with
- for
- by young people

Individual work – reflection

The session and the list of questions were introduced to participants in order to reflect on them individually:

- youth participation in your society
- Who participates in what?
- Who does not participate?
- Who is excluded from participating?
- Is it the same for boys and girls?
- What/how this relates to Citizenship and Democracy?"

Group work – young people in their countries: interests, problems, how they participate

FARAH introduced:

- the tasks of the working groups
- the composition of the groups (composed by Erzsébet & Gisèle),
- the two main questions in order for the small groups to discuss them and then report back in the plenary just the common challenges and the specific challenges (to certain countries).

Questions for the session:

1. How do young people participate in the social and political life of your country? What are the challenges to their participation?

2. How do young people participate in youth work

After an introduction and a brainstorming on setting a common ground of the definitions of Participation, Democracy and Citizenship in youth work, the individual reflection about the participants' own context and youth work participation was followed by group work in small groups. The session prepared the participants to reflect more, first individually, and within small groups about their own realities in their own countries.

The aims of this session were to be able to look at the ideas in practice, and try to transfer them into reality. The participants reflected on their own realities in relation to the learning skills they had gained in the previous sessions. Therefore they could be self-critical about their role within youth work and youth participation.

Objectives:

- to enable participants to think about their own environment and youth work participation in the light of the common definitions that were the outcome of the previous exercise;
- to learn how by working within a group and having participated equally in making a decision about how to define the concept of participation, they were able to learn quickly and gained everybody's satisfaction
- to learn from the participants in small groups how the others react to youth participation within their own realities, and learn from similarities, differences and the richness of their experiences
- to feel the need to gain motivation and competencies in facing the problems of own's realities by listening to the others' concerns and difficulties, by communicating one's challenges and by feeling not alone

Attitudes, skills and knowledge addressed:

- learn how to transfer theory into practical life by thinking and reflecting upon and then start planning on how to implement it
- become aware of one's realities and compare it to those of the others
- learn how to reflect, talk and play roles of the one's own environment with people who are from a different environment to share, learn and build new skills and a new thinking, without being self-defensive
- ensure participants that co-operation is better than competition

Methods and/or techniques:

- 15 minutes individual reflection about one's reality and environment; the question was: if you think about your country and within your organization, how does youth work participation take place? Who does what and who makes the final decisions?
- 1 hour and ½ (including break time) to work in small groups of 6 people in each group to prepare a role-play about youth participation.

Report of the working groups in plenary

This session came after the individual reflection and group work to explore in plenary the attitudes and the results of the learning process. The role-play was important to raise issues and to reflect more on the various realities. The aim was to present the common work of small groups to all and to offer a better image of the participants' realities.

Objectives:

- to help the participants to better understand each others' realities
- to raise issues related to individual and small groups' real life
- to enhance everyone's responsibility towards participation in youth work within the context of the euro-med context
- to enable everyone to participate in reflecting and presenting youth work participation in the group
- develop a team work attitude within small groups
- to enable small groups to transfer to the rest of the group their own ways of analysis and approaching an issue

Attitudes, skills and knowledge addressed:

- learn how to be clear in reporting to a group issues that the small groups have explored
- ability to transfer real life situations to plays, giving an insight to the rest of the group
- taking responsibilities as part of the group to participate fully and equally
- use of acting skills in expressing, communicating and co-operating

Methodology and methods

The participants did pantomime.

Conditions to participation

Introductory - Statement exercise

The introductory exercise based on statements was planned as a continuation of the work on a better understanding of the participation and its importance in the youth work. The basic idea of the game was to make a statement about the conditions of youth participation to know and to show where one stands.

1. Employment is more important than youth participation

2. There is no youth work without youth policy

3. Where there is political democracy there is youth participation

4. There is no youth participation possible in a country where there is no culture of participation

Objectives:

- to enable the participants to think in depth about different issues related to youth participation
- to enable the participants to take a side and make a statement to reinforce their sense of responsibility
- to enable the participants to express themselves in a different way than speaking or acting, as it is a non-verbal exercise
- to learn how to take position and make a decision

Attitudes, skills and knowledge addressed:

- enable the participants to get into a long thinking process
- learn how to be confronted to different issues and have to decide quickly on where one stands
- to prepare the participants to start thinking about the diversity of opinions, the differences between people and about the arguments to defend one's position
- to learn how to convince other people about one's argument or accept to be convinced by the other's position
-

Outcomes of the Statement exercise

1. *Employment is more important than participation*

    - arguments for and against

    - basic needs have to be met in the first place

    - employment is a form of participation

2. There is no youth work without youth policy

    - strategies/governmental policies

3. Where there is political democracy there is youth participation:

    - democracy enhances participation

    - but so does the lack of democracy

    - democracy is a factor, but not the factor

    - liaison between democracy and participation

4. There is no youth participation possible in a country where there is not cultural youth participation

  - if we agree with the statement we exclude the possibility of learning new things

  - one has to guarantee youth participation

  - culture is the most important factor that affects our personalities (according to psychologists)

Conditions to participation: structure, access, motivation, competences, resources

The session following the statement exercise was planned as to sum up the conditions of participation and highlight the starting points. The facilitators presented the conditions to participation and started developing each of them during the following sessions.

The aims of this session was to set the conditions to participation according to the objectives of the seminar and its context, to have a sum up of what participation means.

Objectives:

- To clarify the meaning of participation and its conditions
- To enable participants to put themselves into the context needed for the course
- To learn about the policy of youth work participation
- To know how to get resources related to the issue in their own environment
- To set a framework for participants to start thinking about their realities

Attitudes, skills and knowledge addressed:

- To know that youth participation has conditions and resources
- To understand that youth participation requires group work competences
- Be on the same track as a group

Methods and/or techniques:

15 minutes to sum up all the ideas that came up from the morning activities around youth participation to come up with the conditions of participation. Write them on a flip chart and explain each one of them briefly. Every condition will be developed in details in the next sessions during the rest of the day and the following morning.

Challenges and obstacles to participation – Reports and conclusions from the working groups

a) pairs: Question: "How would you rank these conditions of participation within your own realities? What is most important and what is least?"

b) working groups: Question: "For the young people that you work with (target group) what are the most important factors that condition participation?"

Participants did a pantomime and expressed verbally issues that they addressed in their small groups but could not express in a pantomime. Team members were only observing.

Group I: Laila, Tom, Hassan, Arianna, Mustafa (Karim):

Their theme was: the right to vote. The challenges that they encounter are linked to tradition, economical conditions and lack of faith in making a change. The way to participate in youth work was always through volunteering and that was there common point.

Group II: Glikeria, Zeidan, Maali, Rasa, Aliatte, Marcus (Rui)

They found that to define participation was in itself a challenge, as they come from different realities, Palestinian Authority, Lithuania, Lebanon (Palestinian refugee) and France (migrant society). The obstacles are economical, political and social, and the participation has to be done through institutions. Their main challenge is how to motivate young people to participation.

Group III: Kyriakos, Katia, Susanna, Ewoud, Fayrouz, Maha (Erzsi)

Their common challenges were around money and apathy.

Group IV: Smadar, Joao, Anis, Bo, Laetitia (Gisèle)

Challenges are: apathy, discouragement, scepticism, social exclusion, bad communication, cultural values and low youth political participation.

Group V: PJ, Khalid, Latifa, Ouahiba, Mehdi (Farah)

The obstacles are: it's difficult to make young people participate, most of them have economical problems, there is a lack of freedom of expression, lack of training for trainers, lack of opportunities for young people (Algeria, Morocco), lack of motivation and lost opportunities (Belgium).

Euro-Med amazing night

The Euro-Med amazing night was an opportunity for all participants to have a common time to socialize and build trust. Through cultural activities, they will be able to communicate in more informal ways. This will help remove any barriers left after the first ice-breaking activity.

Participants are asked to bring some materials about their respective countries. Costumes, food and/or music are some of the main elements that will be used in the activity.

The aim was to help participants learn about the cultures and traditions of their countries in a harmonies atmosphere that add up to building trust and harmony between participants to better work together.

Objectives:

- To enhance communication between participants.
- To learn about different cultures and ways of life.
- To present his/her country.
- To change any stereotypes or prejudices toward certain countries or against certain group of people.
- To have FUN.

Attitudes, skills and knowledge addressed:

- Organizing cultural activities.
- Presentation skills.
- Communication.
- Respect and tolerance.
- Building trust.

Methods and/or techniques

Cultural evenings are usually an informal activity that is organized, developed and implemented by the participants themselves. Leaving space to creativity and innovation is important while providing the facilities is essential too. Tools also will be provided to participants to produce any kind of innovative presentations about their countries.

Outcomes

The night was basically part of the process of breaking the ice and getting people more familiar with each others as individuals and as representatives of particular culture(s). that was exactly what the night achieved in the sense that participants were able to have their own space to talk, present, and share themselves in an atmosphere of informality and fun. Participants were able to learn better about their respective countries in a visual way, where people were asked to stand in relative locations to certain geographical reference points in the Mediterranean area.

Evaluation

The overall evaluation of the activity is relatively good. The activity was successfully implemented with some short comes that will be addressed shortly. Having the event in the beginning of the seminar was good to help facilitate the process of breaking the ice between participants. The activity's time management was left totally up to the participants, which has some bad effect on the group spirit. Some people were able to talk than others, while the ones who were left to the end were getting bored or upset.

As the course is a Long-Term one, the learning process is continuous and extensive. The activity suppose to have laid the foundations for more intercultural exchange based on the speciality of each participant's cultural background. Introducing countries and their cultural to each others was a starting point for many of them to follow up and learn more about places of great interest to him/her. Also, the activity has helped participants to do business (projects) with other participants and organizations from countries he/she have been introduced to and found interesting to work with. On the other hand, the team of trainers is keen to insure support for any cultural based activity that the participants find interesting to hold during the course.

Introduction to the role of the youth worker (triangle youth participation, youth policy, society)

After the introduction of the programme of the day, the facilitators gave guidelines on the youth worker participation in his/her work, society and his/her relation to them and to the policy of youth participation. This session came after a series of sessions dealing with concepts, conditions and the contexts of youth participation, to identifying the personality of the people who do the work and their relationships within their environments to different issues

The aim was to identify the place of the youth worker in relation to his/her environment and work.

Objectives:
- Develop an understanding of where a youth worker should stand in relation to the work, the youth policy and the environment
- To enable participants to the importance of the youth worker position, attitude and role in relation with the organization he/she works in
- To enable participants to the importance of the youth worker position, attitude and role in relation with the work he/she is doing
- To enable participants to the importance of the youth worker position, attitude and role with the youth policy
- Learn about leadership styles in relation to youth participation

Attitudes, skills and knowledge addressed:
- Enable the participants to have general guidelines about what a youth worker should do and not do
- Ensure the participants that the personal attitude of a youth worker is as important as his/her role within the youth work participation process
- Start thinking about themselves as youth workers and feel the need to look at their position, attitude, role and competences within their own environment

Methods and/or techniques:
- Give written guidelines
- Identify the areas of personal: attitudes, competences, roles of the youth worker in relation to youth work participation in order to allow the group to go into the working small groups to brainstorm and discuss more the issues
- Prepare the ground to be able to have different issues discussed by different groups

Group work: attitudes, competencies, role in relation to youth participation, projects, organizations, youth policy, Euro-Med

After an introduction to defining the youth worker position within youth participation, the group was divided into small groups to reflect more together on specific issues.

This session prepared participants in small groups to reflect more on youth workers attitudes and roles in relation to different aspects of youth participation and contexts, to be able to inform the rest of the group in the plenary about their results as a group about aspects that the other groups did not necessarily discuss

This activity enabled the participants to work in small groups and approach aspects of the youth work environment that are different from the ones that the other small groups are working on, enabling them to understanding more the importance of working together as a team of workers completing one another by informing each other and sharing knowledge with each other.

Objectives:

- To enable participants to work within small groups but hopefully with other participants to getting to know and work with more people
- Enable the participants to think about youth workers attitudes and roles in relation to one aspect of the context of youth participation
- Enable them to focus on one area and be responsible for discussing it fully within their groups in order to be able to report it in the plenary

Attitudes, skills and knowledge addressed:

- Become more focussed
- Feel the need of the other groups work to complete one's knowledge.
- Ensure participants that youth work participation is not the work of one group alone, but that it needs cooperation and competences
- Understand the importance of the youth worker attitudes and roles
- Learn that all components of the environment of the youth workers are important in youth participation

Methods and/or techniques:

The participants received clear guidelines to work together in groups of 5 and 6 in a two hour session. Every group had a facilitator joining to clarify things if needed, or just to observe if the reflection is going to the point. Every group discussed a different aspect of the context of youth participation in relation to the role and attitude of the youth worker.

Group 1: Roles and attitudes of the youth worker in relation with young people

Report from the working group:

- through direct work with young people within the framework of the youth work
- difference between roles (the way they accomplish the tasks)/functions (tasks to be accomplished)

Group 2: Roles and attitudes of the youth worker in relation with the projects

Report from working group :

Steps:

- team building and idea
- planning
- implementation
- evaluation (clear results, obvious influence)
- follow-up (continuity)

Role of the youth worker:

- supportive not dominant
- open communication
- recognition for all the stages
- involvement from the start
- needs analysis
- share information
- marketing in the organisation

Important:

- timetable
- setting goal
- team building
- resources
- clear objectives and tasks
- share the power evaluation

Group 3: Roles and attitudes of the youth worker in relation with the organization

Report from working group

- encourage, empower, networking (paper work, administrative support)
- each member of the group has different roles within the organisation: administrative support, involvement in the decision making process, volunteer, multiplier, co-ordinator of youth camps, exchanges, communication

Group 4: Roles and attitudes of the youth worker in relation with youth policy

Report from working group

Group 5: Roles and attitudes of the youth worker in relation with Euro-Med

Report from working group:

- the role of the multiplier and of the youth worker in disseminating the information about the programme

Reports on discussions – use colour cards to express agreement or disagreement

This session came after the group work to expose in the plenary every group's results and discover what each group has to share with the others. It was also a session that allowed linking the previous work on youth participation to intercultural learning and its role in youth work, which was approached in the afternoon sessions

The aim was to present the works of every small groups to the rest of the group in order to build the puzzle of how youth work should be.

Objectives:

- To learn from each other
- To enhance everybody's responsibility toward reporting the results of one's group discussion to add a piece to the puzzle of defining youth work relations.
- Develop a team work attitude within the large group
- To enable small groups to transfer to the rest of the group what is missing to have a full picture of the issue

Attitudes, skills and knowledge addressed:

- Learn how to build together a project without necessarily working close to each other.
- Learning from each other
- Enable participants to discuss in the plenary their results and defend them

Methods and/or techniques:

Each small group had 10 minutes to present their results

The last 10-15 minutes were for feedback and conclusions

Outcomes and evaluation

The Youth Work Participation Unit was the most challenging part of the Introduction Seminar of this long-term training course, due to the diversity of participants' backgrounds, knowledge, learning needs, approaches and the variety of projects' ideas.

There were also different levels of participation and different personalities in terms of their abilities in self reflecting and in self criticism. The fact that most of the participants are leaders in their own organizations –even if several of them lacked training in the field and lacked analysis- made it difficult to start this long-term training course without feeling that they all seemed to want to prove to the team of trainers and to the group of participants that they were advanced. This attitude had negative impacts on the results and outcomes of this unit. Participants seemed not to be ready to communicate (maybe even afraid to do so), listen, discuss, analyze and think which led the team of trainers to decide to allocate more time to the participants.

During the team meeting following this, trainers have considered that these issues should be addressed as part of the learning needs for the consolidation seminar.

On the other side, the team of trainers itself presented the same variety and diversity of ways of working and approaching the course, that has made the process slower; and I should mention

here that I am mainly talking about myself as a new trainer in the field of Youth Work Participation in the framework of Euro med.

Evaluation:

During the working groups' sessions, during the plenary reports and through the comments, discussions and questions following the inputs, it seemed that the fixation that most of the pax had over their project ideas was such that they were unable to reflect or interact or even learn from the other people reflection; it seemed from their attitude that they were more self defensive, or at times aggressive and therefore not open to accept and learn from anything different.

During the project reflection, on 18 February, the general evaluation - about the feedback to the past two days in terms of the learning process and whether or not it had any meaning to the project ideas- was that participants claimed that they needed more time within small groups as well as for their workshops' presentation. Out of seven participants, two found the youth participation unit very useful; one participant found that the seminar as it is going is starting well and giving her a good base; one participant felt that there was no excitation and that the "sessions are still far from the essence"; two participants found that these training courses are becoming repetitive.

Follow Up:

The difficulties encountered in presenting this unit made it clear that:

- Intercultural Learning is necessary
- Introducing simulation games
- Allowing more time for discussion within small groups without necessarily asking for reports in plenary
- And having the participants become more involved by doing things.

It also appeared from the outcomes and evaluations of participants and team of trainers that the consolidation seminar may need to include more training on how to implement the conditions for participation within the participants' realities to help gain the right attitude as a youth worker. Several participants agreed that the lack of motivation, of resources, of competence, of structure for participation and lack of information are the reasons behind the problems they encounter in their work.

After the introduction seminar and the phase of project implementation in their own realities, the participants will need a different approach to these concepts. Workshops presented by the participants might be included in the next seminar to allow them to share with the others what they have learned in practice and to assess the impact of their project on their environment and their own personality. Another idea is to approach in a more concrete way the idea of the group work and the leadership, the decision making, the volunteering part of youth work as a valuable aspect, as well as the communication aspect between people. All these components help in the sustainability of the on-going project and may help consolidate and complete the initial seminar.

3.4. Euro-Med Projects

Sessions and outcomes of the sessions

Presentation of the institutional framework of the Euro-Med Youth Programme

- The Council of Europe and the Euro-Med Youth Covenant, with Mr Marcos Andrade, North-South Centre of the Council of Europe
- The Barcelona Declaration and the Euro-Med Youth Programme, with Mr Laszlo Földi, representative of Mobilitás, the Hungarian National Agency of the Youth Programme
- Introduction to the projects funding possibilities for projects within the Council of Europe and within the Euro-Med Youth Programme

Workshops:

- European Youth Foundation
- Euro Med Youth Programme

Euro-Med Forum

This session is to be seen in the context of Euro-Med youth work in general. It is important for participants to have a good understanding of the context in which their projects will be organized. Euro-Med cooperation implies several elements to be taken into consideration (social, political, cultural) that participants needed to know or at least need to be given the possibility to exchange on these issues.

The session on Euro-Med cooperation and the Forum will aim at providing the participants with a space and guidance to deepen social and political aspects of Euro-Med youth cooperation.

Objectives:

- To provide the participants with possibilities to deepen social aspects of Euro-Med cooperation
- To provide the participants with possibilities to deepen political aspect of Euro-Med cooperation
- To "confront" the participants with stereotypes and prejudices from both sides
- To enhance dialogue and exchange of those issues
- To guide the participants through the process

Attitudes, skills and knowledge addressed:

The team explored competences (attitudes, skills and knowledge) of the participants related to specific topics they would like to share, discuss about or deepen.

Methods and/or techniques:

Participants were asked to propose topics they would like to discuss or exercises / methods they would like to share and experiment with the rest of the group.

At the end of the process, several workshops have been proposed (and run):

- One workshop on immigration (how are people perceived, how far "label" we put on people influenced their behaviour, what could be the "travel" of an immigrant when arriving to a new country)
- One workshop on preparation and evaluation of young people who take part in our activities
- One workshops exploring several aspects of human rights education and intercultural learning (exploring what is culture of human rights for us, how is this perceived and apply in our countries, looking at the "Swapping cultures" approach and doing through practical exercises related to intercultural learning).

Outcomes:

Through that afternoon, participants had the opportunity to get some additional "food for thoughts" about some issues (Culture of Human Rights, intercultural learning, immigration) but also to experiment some methods and exercises (about intercultural learning, preparation and evaluation of participants).

Evaluation:

In general participants were quite satisfied to have the opportunity to exchange and experiment methods and exercises they knew or wanted to know, but also to develop them according to the feed-back they got. It has also been an opportunity for them to go though a different dynamic, and to explore their facilitation and communication skills.

The initial aim of the Euro-Med forum has not been achieved though, due to the absence of workshops of topics about social, political, economical context of Euro-Med cooperation. Some workshops have been touching some issues such as Human rights and gender equality, immigration, but nothing more in that respect. It was probably not the time yet for the group to deepen some sensitive topics that can be present in a Euro-Med cooperation context.

Participants have expressed their wish to repeat that type of "open workshops" session, although this has not been possible according to the programme of the rest of the seminar.

Mid Term Evaluation

Monitoring and evaluation are two crucial elements that contribute to the success of any activity. Monitoring is usually done all the time, where trainers are involved almost all the time with the participants. On the other hand evaluation needs special time and activity to be conducted. Therefore two step evaluation is to happen during the initial training seminar; med term and final evaluation. The med term one is a step in the middle of the course time to make sure that the seminar's objectives are met in the first half of the event.

The aim was to assess the relevance of the seminar's objectives and the way they were achieved or not achieved.

Objectives:

- To assess the participants initial understanding of the course.
- To evaluate the activities of the first half of the seminar.
- To get the participants' feedback on the work flow.
- To provide the participants with the chance to comment on their satisfaction or dissatisfaction with the activities.

Attitudes, skills and knowledge addressed:

- Involvement
- Participation
- Objectivity
- Self expression
- Analytical thinking

Methods and/or techniques:

Each and every participants were allowed to say whatever they wanted about any activity or session in the first part of the seminar. Also they were allowed to evaluate the logistics and administrative issues in case there is any problem to be avoided in the future. Writing down on papers helped participants to mention what they feel with no discomfort while help them put their ideas in shorter but comprehensive style. Participants also had the chance to learn about each others evaluation and ideas by reading the post-it after hanging them in a well-seen place.

Project development…

The learning process of the long-term training course relies heavily on the project work and on the learning experience provide by that. Amongst the offers provided by the course and the expectations of the participants, project management was one of the highest.

In fact, the long-term training course did not only expect participants to develop and run a meaningful project (including an intercultural and youth participation dimension), it also used that experience for learning about how to develop, implement and evaluate a youth project.

The idea of a project-based training is certainly not new nor exclusive to this long-term training course. This does not mean, however, that is known and practiced by all participants in the same way. And while no trainer can ever guarantee that all trainees understand the issues and guidelines in the sane way, it was their responsibility to make sure that the guidelines provided were the same to everyone.

At the same time, the development of the participants' projects was done with the contribution and positive/critical feedback from the trainers and from the participants.

This obviously required a common understanding of the terminology and of the methodology proposed for project development and implementation within the long-term training course.

This complex process was all but a purely theoretical exercise. It was the very basis upon which the participants' projects should be developed and, further on, evaluated. It was not important to

have a single, agreed upon common framework of reference for project development (it was the results and changes that mattered, not so much the terminology used or the approach preferred by the project leaders) . But it was essential, for the success of the course – even more if it is bi-lingual! – that the terminology and the concepts used were commonly understood by everyone in the course, not because they are universal truths but because the long-term training course requires a common language.

This meant also a common approach to project management. Otherwise, contributions and suggestions are likely to be misplaced and misunderstood.

The aim of this session was to provide and develop a common framework and structure for the development of the project ideas and to, together, develop the ideas of participants to the stage of feasible projects, suitable for the purpose of the long-term training course.

Objectives:

- To develop a common understanding of an approach to project planning and management to be used throughout the course, including adopting a common terminology;
- To develop the project ideas of the participants into feasible projects that respond to the demands and criteria of the projects;
- To develop participants capacity to plan a project based on the participation of young people and intercultural learning;
- The prepare the second phase of the training course for the participants and their projects;
- To promote mutual support and cooperation among the participants;
- To develop participants' practical understanding of youth participation and intercultural in the context of the Euro-Med youth programme;
- To verify and clarify the criteria of the projects in the framework of this course.

Attitudes, skills and knowledge addressed:

- Project planning and development methodology, including:
- Using needs analysis as a starting point for projects;
- Defining aims and objectives
- Considering/assessing the resources required for project implementation
- Elaborating of a calendar/programme of activities;
- Writing project proposals;
- Insights into the role of evaluation in project management;
- Co-operation skills and group work;
- Co-operation and networking for Euro-Med youth projects.

Methods and/or techniques:

In the second part of the seminar, the participants had to understand project-planning methodology and to further develop their project ideas. In a classical experiential and learning-by-doing approach, this process combined both dimensions into one.

Furthermore, as part of the intercultural dimension of the course and as a contribution to cooperation projects, each participant's project could benefit from the ideas, support and positive criticism of other participants.

The sessions considered in this outline ought to integrate these different dimensions and requirements in a way that allows for:

- Individual responsibility and ownership of the project;
- Group support and solidarity for the development of individual can common projects;
- A shared (in the whole group) concept and terminology of project management, even if only for the sake of the course "community".

The programme was therefore be developed according to a general methodology that included:

- Plenary introductions to the essential steps of project planning methodology;
- Individual work allowing those general concepts and guidelines to be translated into each participant's project idea;
- Intensive and regular group work where each project is presented and develop with the feedback and contribution of each of the group members (the "project groups").

The methodology allowed also a step-by step approach in project planning, hence fostering the learning of the different stages of project development by all participants.

The project planning methodology adopted in the course was based on the approach provided by the T-Kit number 3 (Project Management), because it is widely available, proposes a simple methodology and is translated into the languages of the course.

Given the tendency of many youth workers to think about outcomes and activities first, the work on project planning followed several clear steps, namely:

- Social analysis and needs identification
- Defining aims and objectives
- Elaborating a Programme of Activities
- Defining the resources required for the project

A practical example of project management: exercise + reviewing

The aim was to create and develop possibilities for youth participation in local affairs among young students in Erd and to develop intercultural awareness in the wider community

Objectives:

- to start two participation clubs
- to train 8 youth leaders in peer-group education and leadership skills
- to organise cultural and leisure activities for young people in disadvantaged areas of Erd
- to initiate an "arts and culture" project with young Roma in the community
- to increase the level of participation of young people in the local and European elections by 50%
- to organise an international youth work camp about intercultural European identity and "Mediterranean in Hungary"
- to organise a hosting project and to receive 2 EVS volunteers
- to send 15 young people to work camps and youth exchanges abroad
- to sensitise the city council to raise the budget for youth by 50%

Development:

- organised: practical
- planned: visible output agreed – communication building resources
- process: by a group or not to fulfil some aims or objectives
- carried out in a certain time
- sponsored by the organisation
- evaluation

Introduction to project planning – emphasis on social/needs analysis

Context in which you want to work – the community, young people (target group, whom do you intend to involve in the project.

Needs analysis

- your way of seeing things can influence the group and the development of the project
- what do you want to change in the community and in the young people
- why
- what is realistic/achievable

Personal motivations and competencies

- what do you want to learn
- what skills do you acquire during the course
- what are your interests and are they related to the project/organisation?

Organisation's role and aims

- what do you set to achieve on long-term(aim)
- what for (objectives) not because

The groups will remain the same for the other project planning sessions. The methodology will be the same for the other project planning steps: plenary introduction, individual work, group work.

The trainer/facilitator of the group will pay attention to time planning, so that each project is dealt withy in each session and that everyone get feed-back and suggestions.

It may be a good idea to finalise session with "home work" plans (e.g. for the next session it would be good if everyone brings their tentative aims re-written)…

Quality criteria – reports from working groups

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1. Intercultural approach: Glikeria, Tom, Katia, Maha, PJ, Fayrouz, Marcus

a) to what extent the target group become independent from the organisation (to what extent I changed my identity throughout the course?)

b) involvement of people from different cultural background

c) communication to co-operation between different cultures

2. To be concrete and pertinent: Smadar, Alliatte, Khalid, Zidane

a) how to empower:

- local vs. regional aspects of the problem: the constrictions within the communities make that the project has to be taken to international level
- lack of organisation: social, economic, political situation (e.g. refugee camp)

b) indicators:

- join an already existing organisation
- create a local organisation
- be a reference point within your community for everything related to youth policy

c) steps:

- before: fundraising
- during: active participation
- after: local activities

d) including the youth in lectures, workshops, international exchanges

e) the importance of motivating people, organising volunteer campaigns, discipline and moral values

3. Be run by and for young people: Laila, Joao, Kyriakos, Anis, Ouahiba

- participate during the planning, the setting of the objectives
- high level of motivation
- needs: how much time spent on needs analysis
- the percentage of participation
- the extent to which the project meets their needs
- planning: how much time dedicated to the project
- level of responsibility
- empower:
  - number of activities
  - number of people involved
  - number of follow-up initiatives
  - quality of knowledge/competencies gained by the community
  - level of awareness on intercultural understanding issues
  - number of conflicts

4. Being carried out within the framework of one's organisation

The following elements are very important in order to encourage youth participation at local level through Euro-Med projects carried out within the framework of one's organisation:

- the association has to allow the participants to implement their projects at the same time involving all the members of the group

- the association has to create and put into practice a work process which is simple and easy to handle
- the youth workers have to be able to identify and describe within his/her organisation the most important elements concerning youth policies
- the projects have to contribute to the quality of services offered
- the projects have to contribute to the planning and the improvement of youth participation at local and Euro-Mediterranean level allowing them to: express their needs, encourage their initiatives, encourage their creativity
- the youth worker has to present the outcomes of the evaluation and give advices on the future phases.

5. Have an Euro-Med dimension

- discussion on:
    - being European
    - coming from the Mediterranean region
    - belonging to a minority – do people lose their culture/identity?

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Working group on fundraising

This workshop was part of the process of providing the participants with practical tools to be used when working on the development of their organisation.

It tackled fundraising understanding and mechanisms in general. It is important to keep in mind that this session focused a bit more on individual and corporate fundraising, and not so much on European institutions (Council of Europe, European Union). Still, mechanisms can be applied for both public and private funding.

This workshop aimed at providing participants with an overview of fundraising mechanisms with practical exercises and examples, with a focus on Youth NGOs.

Objectives:

- Learn about what is fundraising (private/public, telemail, direct mail, grant applications, donations…)
- Funding youth NGOs: cultural and ethical aspects to consider
- Learn about how to promote and sell your organisation?
- Learn about the essential aspects to consider when writing an applications (case for support, cover letters etc)
- Contacting and meeting with funders
- Fundraising follow-up

Attitudes, skills and knowledge addressed:

- A better overview of basic fundraising principles
- Some ideas to develop a fundraising plan or strategy
- A better identification of the needs and possibilities of the organisation

Methods and/or techniques

The overall approach of the workshop will be inductive. Therefore the main part will consist in using participants' experiences to illustrate and contribute to the understanding of fundraising mechanisms. Some theories about fundraising will be used at the end.

- Small working groups for some exercises (such as "how to promote / sell your organisation" or "case for support")
- Role plays on meeting/contacting funders
- Discussions/debates
- Theoretical input

Working group on Budget

Budget is a crucial element to project planning and project management. It is the responsibility of the youth worker to establish a balanced budget for the project that includes the costs and the resources. At the planning stage, the budget is usually approximated, but after looking at the type of projects, its components, the needs, and the potential extras, the budget becomes more realistic. The responsibility of planning budgets and managing finance is such that it is meant to ensure adequate resources and strategic planning during the implementation phase.

This workshop was one of three workshops which are part of a session addressing competencies for the financial managements of projects.

The aim was to provide the participants with skills, information and basic tools for project financial planning and management with emphasis on budgeting in this workshop.

Objectives:
- To learn about what is a budget
- To learn how to plan, monitor, manage and control a budget in a realistic way and develop responsibility for it
- To ensure adequate resources in order not to be limited during the implementation phase
- To acquire some accounting methods, such as preparing a global budget and a more specific budget per activity
- To learn that proofs of expenses should be kept (invoices) for the financial report

Attitudes, skills and knowledge addressed:
- Acquire some basic knowledge about accounting and establishing an approximate budget for one's project
- Learn that the budget is the most important part if one want to submit a proposal or is presenting an application, for sponsors and funders
- Learn to balance between expenses and incomes
- Learn that the budget needs revision in mid term and at the end of the process
- Learn that there is not a unique budget for different projects
- Learn that a project can have different proposed budgets depending on the aims, the organisation's management, the manager's skills, the environment, the target group
- Understand that keeping records and invoices is key to financial report

Methods and/or techniques:

The session started by giving a common understanding of what is a budget and its importance in planning, managing and financing a project. This was a 10-minute input.

The participants were split in small working groups which lasted 2 hours including the break.

Examples of work carried out in groups:

- the group has to prepare a budget for a two-day training course or a two-day workshop; they receive guidelines about the location, the time of the year, the number of participants and organisers, the duration and the purpose of the project for which the workshop is organised.
- they prepare a budget for a project to plan in their community and have to think about the skills, attitudes, tools needed.

They report to the group their findings and explain using written materials; the group will be challenging them by asking questions (1 hour report, discuss, give feedback).

Workshop on non-formal education

 (Laila, Khalid, Rasa, MC, Fayrouz)

Workshop on Dealing with conflicts

(Laetitia, Ouahiba, Latifa, Joao, Kyriakos, Glikeria, Smadar, Tom, Susana, Alliatte)

Ten participants attended this 3-hour workshop on dealing with conflict. Its main objective was to address the three steps of dealing with conflict: prevention, transformation and resolution.

Role play: ***In Our Block*** from The Education Pack

During the role play, 3 participants out of the group tried to deal with the conflict by transforming it into a positive situation to get something out of it. 5 participants were enjoying the conflict and making very difficult to move to transforming it or resolving it, but instead added more issues to the initial problem. The outcome of the session led us to trying to help understand the several types of conflict, the causes and the ways of dealing with them.

The types of conflicts are:

- the personal
- the inter personal
- the social
- the intercultural
- and the national.

The causes are:

- Misconception and miscommunication
- Stereotypes and predominance of certain values on others
- Strong leadership
- Hyper sensitivity, victimization

Methods of dealing with it:

- Managing emotion
- Willingness to resolve conflict
- Share hopes and fears with other part of conflict
- Respect others and their values; equal
- Compromise, negotiation and mediation
- Preventing conflict again

Evaluation:

The workshop went well in general, the time was respected, and the discussion was very interesting. The participants feedback varied from this is helpful, interesting, to it is ok.

Follow Up:

Dealing with conflict should become part of the consolidation seminar, especially that after the implementation phase, several participants if not all would have encountered one or more types of conflict, and may need to be able to prevent them in the future if well prepared.

Workshop on Team work

(Mehdi, Anis, Ewoud, Zeidan, Hassan, PJ, Katia, Marcus, Maha, Arianna, Maali)

This workshop is to be seen in the context of the work to be performed by the participants during the course, but in particular during their personal project development.

It will have a particular importance for the intercultural aspect of their work in multicultural teams.

It will tackle elements essentials when working in teams such as team building, roles in teams, decision-making process, work process in teams and will include some practical exercises.

This workshop aims at providing participants with an understanding and tools regarding teamwork in general and in an intercultural learning context in particular.

Objectives:

- Learn about what is a team
- Learn about team building process
- Learn about roles in teams
- Have some practical experiences (exercises)

Attitudes, skills and knowledge addressed:

- A better understanding of team work in general
- Tools to analyse team work and team building process
- Basic elements to consider while building the teams for their projects

Methods and/or techniques:

The main part of the workshop consisted in using participants' experiences to contribute to the various input and in particular for the exercise.

- Discussions (in a smaller group)
- Theoretical input
- Practical exercise

Outcomes

As an outcome of this workshop, participants have got a better idea of what can be the differences between a group and a team, what are the specific aspects of a team, the process of working in teams, and the characteristics of efficient work in teams. They also got some ideas about what could be the different roles in teams, how to identify them, and how to make sure that people do complement each other (by designing a profile for team members or by identifying what are their potential in terms of roles and competences, and how to work on them).

Evaluation

The workshop, because of its duration, could not address all the issues, but has been focusing a lot on the communication, negotiation and decision-making process in teams through the "lost in the Pacific Ocean" exercise. In general participants were satisfied but maybe some more aspects of team work have been missing (practical tools) or some methods should have been deepen (e.g. when looking at roles in teams and how to use such form).

Project planning methodology: defining and planning the programme of activities

Project planning methodology: planning the resources

Networking

- intro in the plenary: consultancy, meetings, visits
- group work: discuss/identify wishes and means for C+N
- offers in/from the group
- expectations for consultancy

The long-term training course was not a short training course for few days or weeks but rather a long interactive group of processes that involved participants and trainers for one year. Therefore a clear and constructive communication framework was needed to network between all stakeholders. The framework helped all participants and trainers alike to keep the momentum of working together as one group or as individuals between each others. Trainers were also able to follow up and provide support to the participants through out the course. Not only remote communications are the way of networking but also the possibility of organizing meetings through the Euro Med context is another possible way to bring people of same geographic area together.

The aim was to ensure the sustainable flow of communication between participants among themselves and between them and the trainers.

Objectives:

- To keep the participants in touch through out the course duration.
- To maintain a strong communication between participants.
- To facilitate a sharing experiences and best practises between the participating individuals and their organizations.
- To follow up with the participants' projects development.
- To provide support to the participants remotely when needed.
- To make use of the Euro Med in organizing meetings and gatherings according to the geographic locations of participants.

Attitudes, skills and knowledge addressed:

- Cooperation and team work to achieve a common strategy for all.
- Analytical thinking.
- Using technology to facilitate communication.
- Presentation skills.
- Communication.

Methods and/or techniques:

Mainly, the participants had to develop the solution that was relevant to them. Moreover, the communication and networking strategy had to meet their expectations in a way that was easy to use. They had to brainstorm, discuss and agree on the best way of networking

Outcomes:

- Understanding the importance of keeping and making best use of the network that was created during the training in the future.
- Realizing the importance of working together.
- Realizing the necessity of networking during the whole period of the course.

Evaluation:

The activity was simple but influential. After days of working together the activity came in the right time to build on what has been accumulated of knowledge on intercultural learning and youth participations and other aspects of youth projects.

Identifying learning needs for the 2nd phase (SWOT) individual/duo/written - Reports of the working groups

a) Project development

- criteria for good projects
- project management
- project ideas discussion
- more info about Euro-Med projects
- assessment

b) Methodology

-   more interactive activities
-   open space technology : benefit more from the group's knowledge
-   more exchange of experiences, learning by doing, learn more games

c) Networking

-   exchange of future project ideas
-   finding partners
-   new projects together
-   get to know each other better

d) Group dynamics activities

-   visit of Budapest
-   more free time
-   disco

Presentation of the projects developed during the initial training seminar

Some guidelines for the presentation of the projects developed by the participants were set by the team.

Each presentation did not have to exceed 3 minutes. It had to contain the title of the project, the synopsis and something special about it. The participants did not have to use any words, flipchart or any written materials.

Evaluation

1) Groups

The participants were asked to evaluate the initial training seminar of the long-term training course by answering the following questions:

a) How do you evaluate the contents and the methods of the initial training seminar?

b) What would you:

-   keep
-   change
-   further develop for the consolidation seminar?

a) The participants were split into working groups. The outcomes were as it follows:

- the role plays and games were appreciated
- project methodology should be "discovered" by the participants
- the training was vague for certain participants
- it was difficult to connect the first week to the second one
- the second week was very rewarding, but too intensive and quick
- the practical activities were successful
- the first week was too slow, the second too fast
- the subjects should be addressed in a deeper manner
- the participants needed more free time

b) The participants expressed their suggestions for the follow-up of the long-term training course:

- to have smaller project groups
- the creative methods take too much time
- serve cookies with the coffee
- the working groups were all organised
- more time for social group time
- to keep the project development groups
- to plan more time for the project development
- to start the projects earlier

2) Final round

The participants were asked to share with the others the most special moment spent in Budapest during the initial training seminar of the long-term training course.

3) Closing

Rui closed the initial training seminar reminding the participants some of the most important steps to be taken during the implementation phase of the long-term training course. They should:

- take their time and talk about their projects within their organisation
- consult their learning plans
- keep an eye on the calendar or activities
- be aware that this is not only about the projects; it is mostly about learning and personal development
- do not get stuck; ask for help from the consultant
- keep the network working: use the distribution list, the list of participants and the projects' synopsis, liaise through the Secretariat when needed, send information for the newsletter

On its side, the team will:

- compile the documentation
- make it available
- publicise the course, informing the European Commission, the National Agencies and the National Co-ordinators
- organise the newsletter.

3.5. Evaluation of the initial training seminar and preparation of the next course phases

The evaluation meeting of the initial training seminar took place at the European Youth Centre Budapest from 12 to 14 May 2004.

Opening of the meeting and setting of the agenda

The team agreed on the following agenda:

1. General update from the team
2. Evaluation of the initial training seminar
    - participants' evaluation
    - team's evaluation
3. Update of information on participants and projects
4. Learning plans
5. Next steps in the 2nd phase of the long-term training course
6. Documentation of the initial training seminar
7. Internet service
8. Interim meetings and project visits
9. Evaluation and consolidation seminar
10. Any other business

General update on the members of the team

After setting the timetable for the duration of the meeting, each member of the team gave a short update on their current professional activities.

Evaluation of the initial training seminar

The team members received a summary of the participants' evaluation forms prepared by the Secretariat. They distributed the evaluation's four main points among themselves in order to work on the conclusions. Individually they analysed and proposed a synthesis of the main contents of the evaluation forms.

Participants' evaluation

a) *realisation of the training objectives*.

Erzsébet drew attention to the large number of objectives (12 objectives had been identified for the initial training seminar). The participants positively evaluated the achievement of the objectives. They valued highly the Euro-Med co-operation and the issues related to it, and not that highly, but still positively, youth participation and the identification of the learning needs.

The evaluation forms showed that the participants are aware of the need to further develop their competences in project management.

The team commented on the fact that there are two elements which need to be taken into account. Firstly, the process did not go deep enough; some of the participants did not see the link between their work and the three dimensions of the course; it was difficult to put the theory learnt during the course into practice, at least within groups, instead it had to be done individually. There was a lack of understanding of youth participation and intercultural learning; it remains a challenge for the team to see how they can help the participants to understand these concepts. Moreover, the evaluation of youth participation and intercultural learning was done long after the sessions had finished, when the participants had been focusing more on project development. The mid-term evaluation's conclusions were that the first week of the training was too cognitive/theoretical, while some participants were more orientated towards practical learning.

b) *the content and the methodology of the course*

Farah summarized the participants' evaluations regarding *the content and the methodology of the course.* According to the evaluation forms, the content of the course focused more on project management, although the other aspects were necessary and welcome.

Some participants mentioned that the course focused too much on theory. The criticisms expressed by them were very constructive and pertinent. As considerations for the future, the team agreed that the content of the consolidation seminar should be more practical, emphasizing the team-building activities and giving the participants the opportunity to freely choose the working groups. Some of the issues should be approached in a deeper way.

c) *learning and participation*

The conclusions from the participants' evaluation of the *learning and participation* were presented by Gisèle. Overall, the participants understood the meaning of the concepts, but there should still be space for self-reflection and acceptance of others. The group focused more on project management than on intercultural learning and youth participation. Working in an international group had a clearer impact on participants.

The team agreed that the political aspect of the Euro-Med co-operation should have been emphasized and with perhaps more theory to support the practical side; a feeling persisted that the participants from Meda countries <u>had</u> to carry out Euro-Med projects, unlike the participants from European countries (which would explain the responses regarding the content and the methodology).

It was observed that some of the participants did not seem to put much effort into overcoming the language barriers, there was however, a good awareness of the communication difficulties in the group.

d) changes and transfer for the future

Karim summarised the point concerning the *changes and the transfer for the future* as they were evaluated by the participants. The outcome was quite positive: the participants had the opportunity to share their knowledge and expertise, to start projects together and to identify their needs. One of the issues the participants focused on was funding: some of them did not know how to deal with it since the seminar did not provide all the necessary information, the working

group on funding being held in parallel with two others on different themes. The participants should be ready to put the theory into practice and look not only for public, but also for private funding. The team agreed to some revision on the subject to be taken into account for the interim meetings and the 3rd phase of the training course.

As a consideration for the future, the trainers decided to check with the participants, within the consultancy groups, to what extent the issues they raised in their evaluation forms are still of actual concern.

Team's evaluation

a) of the objectives

According to the team's evaluation, the overall objectives were achieved to a high level (especially those related to the framework of the training course and communication); however, some issues were not tackled deeply enough (such as the political and social context, the Israeli-Palestinian conflict, etc.), although the team had planned the framework for discussions on the political and social context in the Middle East (the Euro-Med Forum did not develop the way the team envisaged). These issues could be addressed again during the next phase. One proposal was made to record current events from the Euro-Med region which may be interesting for the participants and to create the space during the next seminar to allow the participants to express themselves on the issues.

A generally positive attitude in the group was noted. The participants stayed neutral in order to avoid creating problems and discussions among the group; some participants were not used to the practice of democratic participation, critical thinking, etc. These attitudes were also due to the different profile of participants: they did not have the same level of interest in the issue and they were not willing, or not comfortable, to take their knowledge further and actually discuss some of the sensitive issues in the Euro-Med region.

More team-building activities would have been necessary during the first two days of the course.

The framework of the course was good, but some participants had difficulties in integrating the concepts of youth participation and intercultural learning in their projects. This had an effect on the development of the projects: some participants had to change their project ideas, while some could not integrate the information on intercultural learning and youth participation in their projects.

For the future, the team should provide additional learning materials for the participants (see about supporting documents).

b) of the content and methodology

The team was satisfied with the methodology, which worked very well although the members had different experiences.

Some difficulties were met with the participants from North Africa, but these were due not only to the language barriers, but perhaps also to the educational system existing in the countries from the region. The rest of the participants, however, had the same problem of not being able to provide support and assistance to the other participants.

Most of the issues were addressed in the right way, but some of them, such as human rights the environment, could be revisited during the next phase of the LTTC.

The diversity of the group played an important role in the development of the seminar. However, a "western" based mode of communication was noted during the course.

The team agreed that the following issues should be taken into account for the next seminar:

- the use of more case studies and simulation games
- the development of new exercises in order to address more successfully youth participation and intercultural learning
- the guidance to be offered to participants during the course

The venue for the 3rd phase of the course should be used as a tool for intercultural learning, where the international participants could relate to the local reality. Also, social time should be used to create a trusting atmosphere between the team and the participants.

c) of the learning and participation

One impression that came out of the evaluation forms was that the team had not taken enough time to assess the learning needs and expectations at the beginning of the seminar.

The team agreed on the fact that the seminar being more cognitive had definitely an impact on the *learning* level of participants, which will have to be followed up during the 3rd phase since not all the participants were able to reflect on their learning process. For some participants, participating in the course was quite a challenge; most of them were receivers rather than initiators of participation.

The general idea was that the group had been very active and have had a high level of potential. There was a link between the level of participation and the learning process; by being more 'open', some participants could learn from others and could share their own experiences with the others.

d) of the changes and transformation

The evaluation of the changes and transformation during the course was very positive (according to the forms filled in by the participants). This was to be checked during the rest of the long-term training course, especially for the elements related to the completion of the projects.

Update on the projects and participants

Each trainer updated the team on the communication with the participants in their consultancy group and the development of their projects. Most of the participants replied to the messages sent by the co-ordinators of their consultancy groups, though not all of them provided them with details on the development of their projects. Generally, it was concluded that things were in motion and partnerships had been set up among the participants in the long-term training course.

The team committed itself to:

- contacting all the participants again
- making sure that all the applications for funding are submitted on time
- assisting the participants if they need help before the 1st of June.

Synthesis of learning plans

While working on the synthesis of the learning plans, the team agreed to focus on:

- the needs identified
- the needs which require the team's support in order to be met

Not all the learning plans were sent. The team noted that the needs were related to the projects and the personal development, not only to learning. The participants expressed the need for information (e.g. on the Middle East) and understanding of concepts addressed during the course, but also the need to develop skills (how to develop a project, or different phases of project management).

According to the participants, the other partners and the internet were identified as learning resources . The trainers, however, were not defined as learning resources; their role was rather to remind them of the plans/projects and to provide information.

The objectives set by the participants were to overcome the obstacles they might meet during the implementation of their projects, to work on personal development and confidence, and to participate in different training courses, etc.

A common feature of the learning plans of the French-speaking group was that of the need to learn English and acquire more information on financing and project management, and also to be able to work in a multicultural environment .

The strengths identified by the participants were the support of the local authorities. Not many weaknesses were listed, although the participants identified many learning needs.

Next steps in the second phase of the LTTC

Communication with the participants

The team should contact the participants about the learning plans; they should revisit the learning plans and plan their learning objectives, to combine the long-term and short-term objectives, putting the project practice in a broader context or at a deeper level of understanding

The participants should be aware that the 2nd phase is not only about projects, but also about the learning process.

The team should make itself available to the participants and provide support and consultancy throughout the year; they should circulate the requests from the participants among the members of the team. The participants should be able to communicate and open up to all members of the team. There should not be just exclusive individual communication with the consultant, although one-to-one communication between the participant and the consultant is sometimes important in order to establish a trusting relationship.

The team should:

- help with the project work and/or participants' proposals, if needed
- check how the participants are keeping to the project plan in relation to the project application
- check how things are going with the partners: whether it is possible to plan an interim meeting for those involved in the same project

Communication within the team

The team should:

- send an email to each other between the 1st and the 15th of each month, asking questions and asking for reflections related not only to the projects, but also to the training
- meet the participants whenever possible; if an invitation is received to take part in a project, it is advisable not to accept, as the trainer could find him/herself in a difficult position

Internet service – www.coe.int/euromed

The team was invited to consult the website of the Partnership and, in particular, the pages dedicated to the LTTC. The following functions of the website were identified:

- uploading the documents; a list of documents to be uploaded has to be drawn up
- contacting the participants using the email list
- adding the team's pictures
- presenting the abstract of trainers' presentations
- checking how well the team and the participants in their consultancy groups are communicating
- uploading of the newsletter (plus its content, its dates of issue, its organisation, its contributors, together with one or two further issues)

E-Communication

The team decided on a new structure for the restricted website page for the long-term training course.

Functions of website restricted area:

- *project market*:
  - *calendar*
  - *partner finding*
  - *offers/requests*
  - *exchange of ideas and good practice*
- *documentation and evaluation of the initial seminar*
- *thematic learning resources*
  - *Euro-Med co-operation*: Barcelona Declaration, Communiqué of ministers (Rui)
  - *Intercultural Learning* (Erzsébet, Rui, Gisèle - webography)
  - *Youth Participation* (Erzsébet)
  - *Useful resources* – links

- newsletter

The participants were invited to send documents related to the themes.

Interim meetings and project visits

Depending on the needs of the participants, *the project visits* have to be related to their participation in the course because, in that case, the Council of Europe pays for it); the trainers will not be invited as lecturers. The participants have to specify what they want or need, the profile of the person invited or needed, etc. The invitation should come at least one moth before the project visit. If organised at the right time, the project visits can help the participants to find the right solutions and/or partners.

The project visits are requested by participants. They can be organised between June 2004 and January 2005. The team should already be thinking where and when they can be held, and if there are any other events which can be used as occasions to meet.

Interim meetings:

Depending on the budget, the team has to see how many interim meetings can be planned between June 2004 and December 2004. It should also be checked whether it is possible to benefit from synergies with other meetings. The interim meetings should be:

- organised for participants from the same region

- structured, with 1 or 2 trainers

- requested either by the participants or the team

- planned as 2-day meetings

During the interim meetings the team should work with the participants on their learning plans and offer them support related to training. The programme of the interim meetings should be developed by the participants with the team's help. Proposals for a planned and structured meeting should come with a draft budget attached to it : some contribution should come from the hosting organisation, while the Council of Europe pays for the travel of the trainers and participants (if they are not already covered. Administrative agreements can be signed with the hosting organisations.

Evaluation and consolidation seminar

When deciding the location of the evaluation and consolidation seminar, the local and cultural situation should be taken into account.

The dates for the *preparatory meeting* were fixed: 17-19 November 2004, subject to final confirmation. The venue is to be confirmed.

The team agreed on discussing the methodological framework of the seminar in November:

- Small working groups
- More use of trainers' competencies
- Alternative options
- P/R groups.

3.6. Appendixes

3.6.1. Hand-out Session on Team work

Training session: team work

Introduction of the training session

What makes a group a team? (with focus on multicultural teams)
Plenary brainstorming about *what is a group* and *what is a team*

Much of what happens during training courses happens in groups, be it the group of participants, working or evaluation groups, informal groups, or the group of trainers. "Group behaviour has ranged from total chaos to dramatic success, but it is increasingly evident that groups enjoy their greatest success when they become more productive units called teams" (Maddux, R.B. 1990, p.10).

Groups and teams are not interchangeable terms, nor is 'team' a feel-good label for what is clearly a group.

A group becomes a team when
- ❑ its members feel a sense of ownership for their work and a commitment to commonly established objectives
- ❑ there is a shared understanding that personal and team goals are best reached with mutual support
- ❑ there is participative decision making
- ❑ members can contribute their personal resources, qualities and competencies to the success of the work
- ❑ there is a climate of trust and encouragement to express ideas, opinions, disagreements, feelings and questions, where members make efforts to understand each other's point of view
- ❑ members are encouraged to develop their skills and apply them during the work
- ❑ Conflict is considered a normal aspect of interaction and is viewed as an opportunity for new ideas, creativity and improvement.

Forming a team

What means diversity when forming multicultural teams (in a international youth work context)?
A variety of aspects can be considered when composing a 'diverse team' for a seminar or training course: country or region of origin, ethnic or cultural background, organisational background, age, sex, etc.

Take few minutes (alone) alone to think about:
1. Which factors do you consider important when selecting members for a training team?
2. Are there institutional requirements of your organisation or service that you need to consider? What are they?
Then buzz with your neighbour and exchange your answers.

The team contract: why not make a contract for your team?
- ❑ We will strive to communicate with each other honestly.
- ❑ We are committed to all team meetings
- ❑ We will strive to be together during the training course as much as possible.
- ❑ We will have daily assessments of each other's performance
- ❑ We will not interrupt each other's sessions.

❑ We will try to contribute constructively during each other's sessions by mentioning at the end of the session any additional learning points that the session co-ordinator might have missed.

Ask participants if they are used to do such contract in their teams in general, being a ad hoc one or a regular one (board etc)?

Elements you consider important to make your team work
Several elements are important when forming a team and aiming at effective team work.
For example:

- Communication aspects: having a common language + communication skills within the team
  Some suggestions for successful team communication
    - Listen to each other and sincerely try to understand what the other person is saying
    - Ask questions
    - Clarify concepts and understandings (training? facilitating?)
    - Deal with emotions
    - Offer support
    - Give also positive feedback
    - Give constructive criticism
- Have a balanced team (geographical, gender…) that would ideally reflect the participants' group (in the case of an activity such as a seminar or a training course)
- Team building aspect (allowing members to get to know each others and to find their place in the team. Basis for creating a climate of trusts and respect to encourage personal contribution and expression). Team building includes:
    - Expectations of the team members (for the course, the project, the organisation..)
    - Motivation(s) for being part of this team
    - Getting to know people's way of working
    - Getting to know people's strengths and weaknesses
    - …

The 3 Ps *or elements for an effective work in teams*

Product (objective, task)

Procedure   People
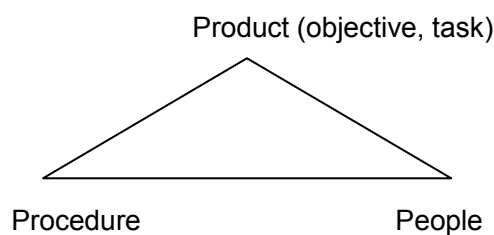
The triangle of the 3 Ps – product, process and people – represents the different poles that any team needs to consider in its work.

Product: many teams tend to focus on the product, on the result to be achieved, as this seems to be the most effective way to work, given that time is always limited. As this text has continuously argued, making sure that the different factors are in equilibrium always enhances a training.

Attention to the **individual members** in the team is important. How do they feel about the work and the team? How does this impact on the team process?

Allied to this, to organise its work a team needs some **structure, some rules and a division of responsibilities and tasks**. Too much of this, however, can be detrimental to creativity and spontaneity.

Between the product, the procedure and the people, it is the balance that counts. The model of the 3 Ps can be used in different ways.

Roles in teams (Belbin model)

Introduction of Belbin's eight "useful people to have in teams" + time for questions…

We all know these situations: some people talk a lot, others less. Ideas presented by some people are usually taken up by the team, while other ideas are ignored. Some people have a talent for coming up with creative ideas, while others tend to get stuck on practical details. Some push the team forward and challenge its work, while others ask painstaking questions. Some members have a strong sense of objectives, while others are good at promoting team spirit. There are many roles that people can take on in a team. All of these roles are important and can be complementary for productive teamwork. Depending on the team composition and the particular situation, people might change their roles. Different people bring out different qualities in us and a specific situation can demand specific behaviour and action.

For effective and fulfilling teamwork, it is important that all members can contribute according to their abilities and take on roles that they feel comfortable with and that are recognised and valued by the others. This is easier said then done. Behaviour that is different from our own easily annoys us. Understanding theoretically that people have different needs and ways of contributing is far from being able to accept this situation and to use it constructively. This is especially true for multicultural teams, where personal and cultural factors intermingle in determining team behaviour. Last but not least, good teamwork also depends on how we value the work with our team colleagues as a chance for personal learning and on how the team fosters this development. Reflective team analysis and careful feedback are essential elements in this process.

Exercise: Lost in the Pacific ocean
See appendix for details of the exercise;
- Individual exercise
- Team exercise (with 1 observer)
- Debrief: (see question for the debrief)

Extra elements to take into consideration

Leadership, ownership and participative decision-making
Some questions worth asking yourself are:
- ❑ Does your team have a clear leader, possibly to the expense of the other members in the team?
- ❑ How are decisions taken?
- ❑ Can everyone in the team contribute to her full potential? If not, why is that the case?
- ❑ What happens, for instance, if someone is too dominant and if someone else is very quiet?
- ❑ Who decides what priorities are set when?
- ❑ When does the result become more important than the process?
- ❑ How are tasks distributed?
- ❑ Who gets the attractive tasks (such as running a nice exercise or giving an important plenary input), and who does the necessary yet invisible, less attractive work?
- ❑ What can the team do to create equal chances for participation?

Conflict in teams *or an opportunity for improvement and creativity*

Sometimes we assume that our team works best when it works harmoniously, without major disagreements. Working in harmony is of course very nice, as long as we are sure that it is harmony for everybody. While not suggesting that everything is not always what it seems, sometimes apparent team harmony is the avoidance of disagreements and frustrations that exist

but are not expressed. We would argue that constructive teamwork includes working with conflicts among team members and accepting them as a normal element of team communication.

Conflicts in teams mostly evolve for four different reasons:

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┌─────────────────────┐                          ┌─────────────────────┐
│ Differences in needs,│         ╲╱╲             │ Differences in       │
│ objectives, and values│        CONFLICT         │ perceiving motives,  │
└─────────────────────┘         ╱╲╱             │ words, actions       │
                                                  │ and situations       │
┌─────────────────────┐                          └─────────────────────┘
│ Differing expectations│                         ┌─────────────────────┐
│ of outcomes – favorable│                        │ Unwillingness to work│
│ versus unfavorable   │                          │ through issues,      │
└─────────────────────┘                           │ collaborate, or      │
                                                   │ compromise           │
                                                   └─────────────────────┘
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Many European and U.S. theories suggest that conflicts are best dealt with if they are addressed openly, consciously and directly. In some other cultural contexts, however, openly and directly stating disagreements and related feelings might not be acceptable and conflicts are dealt with in more indirect ways.

Evaluation and feedback

Evaluation is a means to improving our work in the future and is therefore a central part of teamwork. The team should evaluate the programme, the participants, how it is reaching the objectives, and also its own work. When evaluating teamwork, it is necessary to consider such elements as team performance and dynamics, leadership, decision making, roles, communication and conflict management.

Some ideas of how to evaluate your teamwork:
  ❑ Evaluation rounds
  ❑ Our teamwork: where do you stand?
  ❑ The triangle of the 3 Ps.
  ❑ Questionnaire about team co-operation (see appendix)

Some guidelines for giving feedback:
  ❑ Consider the needs of the person receiving the feedback.
  ❑ Describe behaviour only - do not attempt to interpret.
  ❑ Focus on behaviour that can be changed.
  ❑ Be specific. Give examples.
  ❑ Wait for feedback to be asked for.
  ❑ Do not judge.
  ❑ If possible, give feedback immediately after the behaviour (if asked for it).
  ❑ Allow the freedom to change or not to change.
  ❑ Express feelings directly (e.g. 'It makes me insecure when you…').
  ❑ Also give positive feedback.

Some principles for successful team work

  ❑ Commitment! A team can only work effectively if every member wants it to work.
  ❑ Take the time needed to discuss basic approaches and ideas, to evaluate your teamwork and give to feedback to each other.
  ❑ Make a contract; everyone is in charge!
  ❑ Act on the basis of commonly established basic values and objectives.
  ❑ Accept yourself and the others.
  ❑ Self-responsibility: I am responsible for my own actions and behaviour.
  ❑ Trust in and support each other's abilities and performance.
  ❑ Respect everyone's limits.
  ❑ Be ready to take the risk to do something new, challenge yourself.

- ❑ Accept mistakes as a chance for learning.
- ❑ Process-oriented thinking: the objectives are important, but the process is important as well. The team is able to improve itself by examining its procedures and practices.
- ❑ Establish some procedures to analyse situations and solve problems.
- ❑ Be ready to accept emotions as part of the work process.
- ❑ Keep a balance between efficiency and social quality.
- ❑ Have pride in the accomplishments of the team.
- ❑ Teamwork is also fun! If it is not, something is wrong.

Recommendations of the Curriculum and Quality Development Group of the Partnership of the Council of Europe and the European Commission on "Quality standards for European youth worker training" with regard to team work:

- ❑ International composition of the team of trainers
- ❑ Balanced composition of the team of trainers with respect to nationality, origin, gender and other significant factors.
- ❑ The team composition should be reflective of the composition of the participants' group.
- ❑ Common working language for the team of trainers
- ❑ The composition of the team of trainers should reflect the knowledge and competence necessary to implement the course.
- ❑ Preparatory meeting of team of trainers well before the training course.
- ❑ Acceptable and fair economic conditions for participants and team of trainers.
- ❑ Clear agreements between all actors (team organiser, team of trainers, participants, sending organisations).

Most of the session elements can be found or are adapted from T-Kits on Training Essentials.

Guidelines for the observer for the "lost in the Pacific Ocean exercise"

Tip: try not to judge, and focus on the fact, on what you can see.

Spatial arrangement:
- - How are the people placed in the space (close to each others, keeping distance…)?

Roles in the team
- Is there a leader? If yes, is he/she designed or does he/she takes "naturally" a leading role?
- Are other group members resisting to that leader or not?
- Is the leader involving the other group members? How?
- When one person of the group speaks, what do the others (verbal and non-verbal communication)?
- How far one decision has influenced the general decision-making process?

Other important elements you have noticed?

A group becomes a team when…

- its members feel a sense of ownership for their work and a commitment to commonly established objectives
- there is a shared understanding that personal and team goals are best reached with mutual support
- there is participative decision making
- members can contribute their personal resources, qualities and competencies to the success of the work
- there is a climate of trust and encouragement to express ideas, opinions, disagreements, feelings and questions, where members make efforts to understand each other's point of view
- members are encouraged to develop their skills and apply them during the work
- Conflict is considered a normal aspect of interaction and is viewed as an opportunity for new ideas, creativity and improvement.

Example of a contract in a team

- We will strive to communicate with each other honestly.
- We are committed to all team meetings
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- Who decides what priorities are set when?
- When does the result become more important than the process?
- How are tasks distributed?
- Who gets the attractive tasks (such as running a nice exercise or giving an important plenary input), and who does the necessary yet invisible, less attractive work?
- What can the team do to create equal chances for participation?

Some ideas of how to evaluate your teamwork

- Evaluation rounds
- Our teamwork: where do you stand?
- The triangle of the 3 Ps.
- Questionnaire about team co-operation (see appendixe)

Some guidelines for giving feedback

- Consider the needs of the person receiving the feedback.
- Describe behaviour only - do not attempt to interpret.
- Focus on behaviour that can be changed.
- Be specific. Give examples.
- Wait for feedback to be asked for.
- Do not judge.
- If possible, give feedback immediately after the behaviour (if asked for it).
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- Express feelings directly (e.g. 'It makes me insecure when you…').
- Also give positive feedback.

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- Respect everyone's limits.
- Be ready to take the risk to do something new, challenge yourself.
- Accept mistakes as a chance for learning.
- Process-oriented thinking: the objectives are important, but the process is important as well. The team is able to improve itself by examining its procedures and practices.
- Establish some procedures to analyse situations and solve problems.
- Be ready to accept emotions as part of the work process.
- Keep a balance between efficiency and social quality.
- Have pride in the accomplishments of the team.
- Teamwork is also fun! If it is not, something is wrong.

Conflicts in teams mostly evolve for four different reasons:

Differences in needs, objectives, and values

Differences in perceiving motives, words, actions and situations

CONFLICT

Differing expectations of outcomes – favorable versus unfavorable

Unwillingness to work through issues, collaborate, or compromise
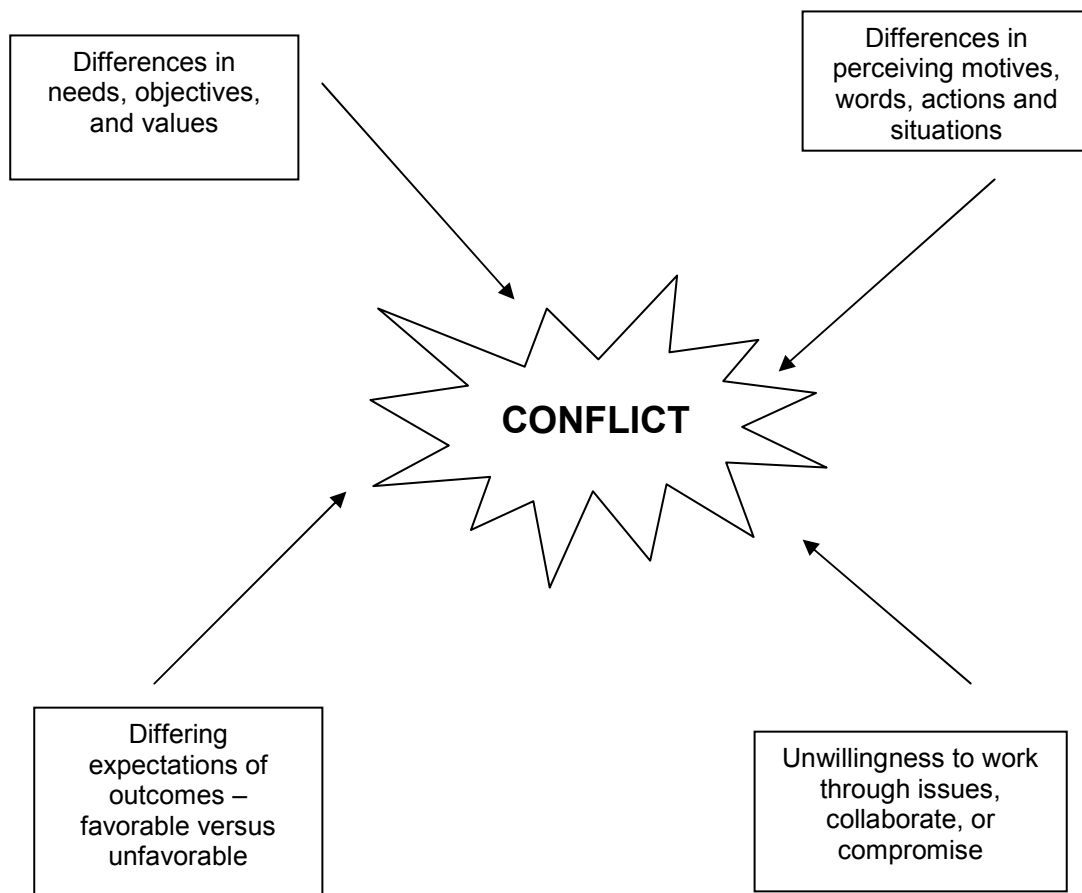
3.6.2. Hand-out session on fundraising

1. Introduction of the session: aims and objectives. Precise the fact that session elements will be "compact" due to the short time schedule we have.

2. What is fundraising (pax's input): ask participants what comes to their mind when they hear "fundraising" (positive and negative)

3. Principles and methods of fundraising:
- Types of funders: private (individuals, corporate) and public (governmental, international institutions, some foundations. Short explanation about the importance to consider cultural and ethical aspects in fundraising (use picture Ford Foundation)
- Fundraising principles: the Donor Pyramid. The Donor Pyramid illustrates the principle of donor cultivation. It is essential to understand the steps of the pyramid as they represent one of the most important principles of fundraising (use handout)
- Fundraising methods: grant request (see support to Youth NGOs). Budget fundraising: telemail, direct mail, special events. Budget fundraising is traditionally where you raise a steady stream of small gifts from a large number of people for the organisation's day-to-day operational expenses. Budget fundraising is aimed at a very broad audience.

  1. <u>Direct mail</u> is where you write to a large number of people asking them for a specific gift through the mail.

  2. <u>Special Events</u> are designed to attract people and interest to your organisation and raise funds. Generally, special events take a great deal of time to organise for a limited return. However, one of the aims of special events is to attract volunteers to your organisation. Examples of special events are black tie dinners, auctions, raffles, movie nights, reunions, fetes, etc.

  3. <u>Telemail</u> is a fundraising method that involves sending letters to prospective donors and then telephoning them to ask them for their gift. You need a large number of volunteers to help with telemail fundraising to make the phone calls.

 Use handouts for main principles + paper copies of examples of direct mailing:

4. Prospect research

Introduction of prospect research. What is it? Why is it one of the key points of a fundraising process?

Major gifts or capital fundraising is 90% research and 10% solicitation. To be successful, you must be able to identify a large number of potential prospects.

Exercise: draw up a list of all of the likely sources of names for a prospect list.
Sources may include: past/present volunteers and their families, leads from Board and staff, people with an association or history with your or other institutions, donor lists from other organisations, industrial directories/chambers of commerce, names from newspapers/magazines, business journals, published and unpublished sources, corporate annual reports, other NGO annual reports, current/lapsed donors, suppliers to your organisation, local companies

Four steps to identify the best prospects:

- Primary research (primary research is the essential information needed to assign a prospect an equitable gift range. For individuals it includes: Prospect name and age, address, title and company, marital status, children, recent giving history, institutional

affiliations…). Ask pax what they would look at from companies and foundations when conducting primary research?

- Assigning gift ratings (assigning gift rating is usually done by several people who have a good knowledge of the organisation's community. The criteria is WHO and WHY? WHO will give to your appeal and WHY?
- Secondary research (secondary research is now more detailed and can be focused on organisation's best prospects. This research will include: biographical information on spouse, education, clubs, organisations and civic activities, hobbies and special interests, directorships, religion, political affiliation, gifts to other institutions, prospect evaluation…). Ask pax what they would look at from companies and foundations when conducting secondary research?
- Prospect evaluation: you have now profiles on the organisation's best prospects. The task now is to ask several of your volunteers to "evaluate" your best prospects. This type of evaluation would include: suggestions on people who would go on the actual fundraising call, the prospects possible areas of interest, advice on planning the "ask", whether the prospect is a candidate to serve as a volunteer

Many organisations fail to raise funds because they fail to solve the prospect problem. Research and prospect selection are certainly not the most glamorous parts of fundraising – but they are the most important.

Exercise (in plenary): each person write down the 10 best prospects for their organisation, whether it be individuals, companies or foundations and how much you believe they can give. Discuss as a group WHY those prospects would give to your organisation.

5. Contacting your potential donors

After conducting your prospect research and understanding the aims of a corporation or foundation you must make contact with them. The first step is to telephone the organisation in order to find out the name of the person in charge of giving. You want to be able to personalise your letter or phone call.

1. Telephone the foundation or corporation and try to talk to the person in charge of giving.
   a. Introduce yourself
   b. Explain that you feel that the aims of your organisation meet the aims of the corporation/foundation
   c. Explain to them that you realise that they receive hundreds of requests and that you do not want to waste their time sending a proposal if she/he does not feel it is an appropriate fit.
   d. Ask them if they have a moment to discuss your project
   e. Explain to them the similarities of your project and their foundation
   f. Thank them for their time and request the opportunity to submit a request within the next two weeks.

→ Writing the Introductory Letter
   1. Always address the letter to a person (not Sir/Madame).
   2. If you had the opportunity to speak to them over the telephone as listed above, thank them again for taking the time to talk to you over the telephone.
   3. Refer back to your conversation, i.e., as we had discussed over the telephone, X corporation believes in X, as does our organisation.
   4. Immediately relate to the similarities of your organisation to their company. For example, just as X company serves youth between the ages of 18 – 21 so does our organisation.
   5. Tell them how your organisation will help them to meet their goals.
   6. Show them the benefits you will provide their company
   7. Explain your programme as briefly as possible

8. Give them a date that you will telephone to make an appointment and to discuss the project further
9. Thank them again for their time and consideration

→ The follow-up telephone call
   1. Always telephone them on the date you stated in your letter
   2. Ask them if they received your letter
   3. Ask them if they would be available to meet in person to discuss your project (you are more likely to receive a donation once you have met face-to-face.)
   4. If she/he will not meet in person, ask them if you can submit a full proposal or would like further information.
   5. Ask them what their gift range is (what would be an appropriate range to ask for.)

Exercise: If enough time, ask participants to either draft an introductory letter, or to make a follow-up call.

6. How to promote your organisation: How does your organisation currently get its name out to the general public?

It is important that the people in your community know who/what you are. If people within this community do not know you, how would major corporate funders both inside and outside of the community know it? Donors want to give money to organisations that they have heard of. This will give them greater name recognition through association.

There are a number of ways to get your organisations name out.
   1. Newspaper "Feature" articles written by both the organisation and its volunteers
   2. Newsletters
   3. Website
   4. Cause Related Marketing
   5. Active voice in the community through schools and service clubs
   6. Contribute to the Editorial pages when related articles are in the newspaper
   7. Brochure
   8. Annual Report
   9. Special Events

Open discussion using handout with main guidelines and pax inputs.

7. Selling your organisation
Exercise:

   1. Write down the top 10 things that make your organisation unique.
   2. Write down what you like the most about your organisation.
   3. Write down the top three reasons why you stay involved with your organisation?

How can you move people to give money? Sell them the passion from what you listed from the three questions above.

For more ideas on what to sell, talk to some of your volunteers. Ask them what they like about your organisation. Why are they involved? Sometimes it takes other people to open your eyes to the beauty that is right in front of you.

→ Selling points that attract individual donors
   1. Show them how they can make a difference by supporting your organisation.
   2. Show them how your organisation is "really getting things done."
   3. Involve your donor
   4. Show them that there is "hope" and that you are making change/progress.
   5. They can see "positive" outcomes.

We all get passionate about positive feelings. We do not get passionate over negative feelings. If something touches your heart, you are passionate about it. If it does not, you cannot get passionate over it and ultimately will not give money to the project. Think about what will help to you're your potential donor passionate about your project.

→ Potential selling points that attract corporate donors
1. Association with your clients: if they give money to your organisation, they may have a better opportunity to attract the people you serve.
2. Marketing purposes: interested in naming something at your organisation in order to get their name in front of the public.
3. Association with your Board members and with your other donors.
4. Publicity through numbers: your organisation may reach a large audience, they may see it as a selling point that they will reach a certain number of people such as 1000 readers of your newsletter etc.

→ Benefits you can provide your donors
It is important to try to understand what "benefits" your potential donors want.
A representative from American Express shared practical guidelines for nonprofits to follow when they are approaching businesses. He stated the following;

1. Try to understand the thinking and the minds of corporate executives
2. Find out about the interests and values of the company. Understand them and be able to quote them.
3. Manage your non-profit well.
4. Corporate decisions concerning philanthropy are always made by a small group of individuals. Get to know them and their personalities.
5. Timing is crucial. When a corporation first enters the market, they are most eager to give. They want to show that they are part of the public community.
6. Understand the people with whom you are working. Remember that people are often motivated by their egos
7. Your non-profit must be able to identify the value of the benefits the company will receive
8. Your organisation must have an action plan identifying how you will be raising the money
9. Once your non-profit receives money from the corporation, recognise, recognise, recognise.

8. The Case for support
To be successful, an organisation must know where it wants to go, how it will get there and what resources it will need for the trip. Such information, gathered together in a logical, readable style is called the Case for Support.

→ Using the Case for Support: The Case for Support is used primarily as a source document. It focuses the organisation internally on its objectives. It is also used to recruit volunteers to help with fundraising and to provide volunteers with all of the information they will need. The answers to all of the likely questions posed by potential donors should be found within the Case for Support.

The Case for Support is also used to provide information for all of the other publicity items that may be used in promoting a fundraising campaign. These may include: a brochure, speech material, special presentation pieces or submissions, question and answer booklets, audiovisual production…

The Case for Support therefore details:
▪ Historical data and background information
▪ Plans for the future
▪ The immediate needs and an estimate of costs likely to be incurred in meeting those needs
▪ Current financial situation
▪ Arguments that will influence prospective donors to support the programme
▪ Fundraising objectives

Exercise: Discuss what types of information need to be included in each of the above six sections of the Case for Support.

9. Meeting your donor

Introduction of the fundraising visit
The most effective way to raise money from individuals and corporations is to meet with them face-to-face. It is very important that the right representatives from the organisation accompany the person who will go to this face-to-face meeting.

For example if a board member of your organisation has a good relationship with the person with whom you will be meeting, the board member is the right person to accompany you to the meeting. In the same sense, if you are meeting with a corporate representative and no one on your board knows him or her personally, select a board member that is seen as his or her peer in the corporate world.

→ Whom else can you take on the fundraising meeting?
Active or past volunteers, current staff that are working on the particular programme that you are asking funding for, the organisation's President, leader in your community…
Team of two or more is the best strategy. Always offer to meet the prospective donor at a location that is most convenient for your donor. It may be at their home, office or a coffee shop.

Send a thank you letter after your solicitation meeting. Reiterate one or two points from your conversation to help them make their decision. Point out the significance of their donation.

→ What to say on the fundraising call?
The person who has the relationship with the potential donor introduces everyone. If there is not a clear relationship, it is the fundraiser's job to introduce everyone and to carry the conversation.
- ☐ Introduction
- ☐ Friendly small talk (for example, look around the persons office and take note of family photos, hobbies/interests such as a golf photo or fishing plaque, university diploma, travel photos) start the conversation by talking about "them". For example, you may start by asking: "I noticed you have four children, where do they go to school?" Find common point of interest "Oh, my sister teaches there" or "I went there" etc. If you are lost for things to say always carry the image in your head of a house with the sun above and an airplane flying over the house. Why?
  - ▪ You can talk about the weather: "Can you believe how warm it has been these past three days"
  - ▪ You can talk about travel: "Have you every been to Egypt?" We have programmes in Egypt.
  - ▪ You can talk about family: "Do you have children?" "Have they been active in a volunteer programme?"
  - ▪ Or about where they live: "Are you from Brussels?"
    - − Bring the conversation back around to the project. It is your job as the fundraiser to bring the conversation back to why you are there.
    - − Allow your board member to discuss why he/she is involved.
    - − Make the request. The best person to make the request is you. Most other people will be uncomfortable asking for money. You do not want to make your board member uncomfortable so you need to do it.
    - − Do not say anything until the potential donor responds to your request.
    - − If they say "yes" they will support your project. Thank them and tell them you will send them the materials so that they can make their donation.

→ Follow-up of a meeting

After your face-to-face meeting. You must send a thank you letter immediately. They like to feel that their time was appreciated. Write a thank you both to the potential donor as well as to your board member that accompanied you on the fundraising call. (If they know they are appreciated, they will continue to volunteer.)

The follow-up letter should thank them for agreeing to make a donation. It should have a short description of the programme and what their donation will do for the programme. A copy of your charitable status should accompany the letter so that they can receive a tax deduction. Also enclose a self-addressed, stamped envelope.

Role Play

Ask participant to play with a partner and simulate a visit to a potential donor. Have the partner serve as the potential donor.

Follow-up: progress Report

After three months of your programme, write a progress report letter to your donors. Let them know how many youth volunteers are involved and at what stage your programme has progressed to. Thank them again for helping to make the programme happen. You can also:

- Include a thank you from the programme officer
- Include a thank you from one of the student volunteers
- Include a photo of the project
- Include a newspaper article about the project

Continue to keep in touch with your donor throughout the year (every three to six months). Mark your diary to remind yourself it is time to send another report. The more they hear from you, the more they will feel that you appreciate their donation and the more the likely they are to give again. It is a perfect way to make people feel good about their giving. Also remember that companies are made up of people so you must apply the same method.
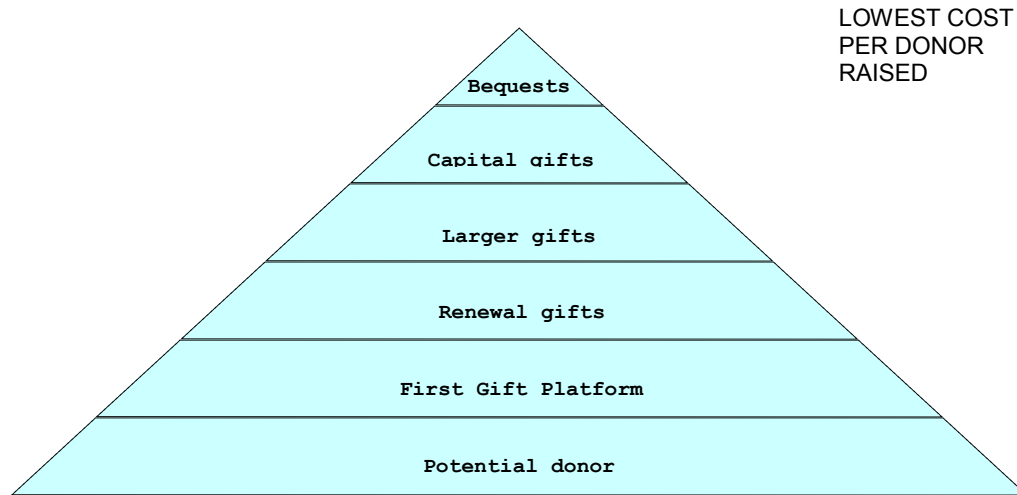
Evaluation closure

1. Short explanation about other fundraising steps and about available documents in the final report
2. Round table for a short evaluation

Enclosures
- Donor Pyramid
- Principles of fundraising (same content as workshop plan with more details)

CHARACTERISTICS OF THE DONOR PYRAMID

LOWEST COST
PER DONOR
RAISED

HIGHEST COST PER DONOR RAISED

Each platform of the pyramid represents a marked 'shift' in emphasis. It also marks for you a level of advancement in your fundraising efforts.

To explain briefly the platforms -

i) Potential Donors -Your Base
This level represents your total audience. For some organisations it may take in
virtually every man, woman and teenager capable of making a gift. For others -
say a Men's Choir -it may take in just a few hundred prospects.

ii) First Gift Programme
By casting your net into the potential support base and asking for your first gift, you are seeking to identify those whose means, interests, personal concerns or just social conscience says, "Yes, here's my gift". Such a first gift is called "donor acquisition", and usually involves small gifts. In fact, the whole exercise of donor acquisition can cost some organisations more than the money it raises. This should not be a real concern, however, as it is the lifetime value of a donor that is important, not the size of the initial gift.

iii) Renewal Gifts

a) When your first time donor gives again, he or she is renewing the original commitment. On this platform level you pay very little for each gift, in contrast to the acquisition levels, and it is in renewals that the high profit cash flow becomes evident.

b) It is not uncommon for an organisation to achieve 20% or 30% response rates, in subsequent mailings to recently acquired donors. Over time, response rates will actually improve, due to the loss of the "not quite committed" donors. Even so, at the end of ten years, you should still retain the support of 20% or more of your original donors.

iv) Larger Gifts

a) After two or three gifts, significant efforts should be made to upgrade donor giving levels. Such donors are already demonstrating loyalty to your cause and they will do even more if you ask - and never be afraid to ask for an increased amount.

b) There are also the special donors who you can identify as wealthy or who are already giving very large amounts. They should be approached in a special way to make a significant gift on an annual basis.

c) A personal approach is the most effective way of achieving this result. Mailings can be used, but you can see that if you're asking a person who gives $500 a year to increase the gift to $1,000 or more, a face-to-face meeting has the better chance of success.

d) Another interesting process takes place at this stage. The donor really gets involved, becomes committed and enters the cultivation process for the next two steps to the top of the pyramid. So upgrading, or commitment, is a vital stage, which must be handled skilfully and positively.

v) Capital Gifts/Major Gifts
The people most likely to make a large, special gift for a once-only capital expenditure are mostly those who know who you are and who are already committed to your cause. They have identified themselves and clearly constitute far better prospects than people or companies with no history of support. This is not to say that where you have an established reputation and have provided a vital service to a captive constituency, a properly planned, directed and coordinated appeal will not achieve significant success.

vi) Bequest and Deferred Giving

Bequests inevitably will come from your donor panel. They will be from people who have stepped all the way up the donor pyramid. Rarely will a person include your organisation in a Will without a prior involvement - would you?
A deferred gift may be the establishment of a Trust for your use in their lifetime or making provisions for your cause in their Will payable after death.

Discussions with donors about Wills and bequests are a matter for face-to-face interview by intelligent, caring people.

THE 80-20 RULE

The strange characteristic of the Donor pyramid is that, after five years or so, 80% of the funds raised will come from the top 20% of donors. But remember, the broader the base, and the more active you are in taking donors through the steps of the Pyramid, the more money is raised.

Various fundraising methods may be used but, in all cases, modern fundraising produce first time donors, asks them to repeat gifts on a regular basis and, finally, provides you with donors committed to your cause.

3.6.3. Application form

Long-Term Training Course
**"YOUTH PARTICIPATION AND INTERCULTURAL LEARNING THROUGH
EURO-MED YOUTH PROJECTS"**

15-28 February 2004 (EYC Budapest), and

14-25 February 2005 (EYC Budapest) [2]

APPLICATION FORM
*Please **type** or write **legibly**. If necessary, please attach an extra sheet.*

I. INFORMATION ON THE APPLICANT:

1. Name: Sex: ☐Male/☐Female   Age: Nationality:
2. Working languages: ☐English ☐French ☐Others (specify):
3. Contacts – Please note all correspondence will be sent to this address – please ensure it is complete.   Postal address (street, number, city, postal code, country):   Telephone: Telefax: Mobile telephone: e-mail:

II INFORMATION ON THE ORGANISATION:

3. Sending organisation or institution   Name: Postal address: Telephone: Telefax: e-mail: Internet address:

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[2] Venue and dates to be confirmed

4. In what way are you involved in Euro-Med youth work?

☐ an international youth organization   ☐ a national youth council (name):
☐ a national youth organisation   ☐ a local/regional youth organisation
☐ a National Agency   ☐ a governmental institution
☐ a Euro-Med national co-ordinator's office   ☐ a minority or minority rights association
☐ other *(please specify):*

5. What is your role/responsibility within your organization?

☐volunteer   ☐ employee   ☐ board member (elected)
☐active member   ☐civil servant   ☐other
Please specify:

III. EXPERIENCE

6. What is your experience of the Euro-Med Youth Programme?

☐ I organised an exchange   ☐ I participated in an exchange
☐ I attended a Salto Euro-Med training course   ☐ I attended a seminar or study visit
☐ I participated in an EVS project   ☐ none
☐ other - please specify

Please provide details about the two most recent relevant experiences (dates, venue, participating countries, organisers, etc.)

7. What type of training have you followed in youth work or in project management?

8. Please describe the social context of your youth work practice: social profile of the target group(s) of young people, type of activities developed, etc.

9. Is your youth work practice related to youth participation and intercultural learning? If so, in which ways?

10. Have you applied for, or attended, any other training or language course of the Directorate of Youth and Sport, of the North-South Centre or of the Salto Euro-Med Resource Centre? If so, please give details.

11. Have you any special needs or requirements (e.g. dietary, disability, etc.)

12. Visas
If you are accepted as a participant on this course, will you require assistance in obtaining a visa for Hungary? ☐ No   ☐Yes
If yes, please indicate:

Date of birth:	Passport No.:	Issued at:
Place of birth:	Date of expiry:	Place:

IV. MOTIVATIONS, NEEDS AND PROJECT:

13. What is your motivation for taking part in this course?

14. What are your training needs? What do you expect to learn? Which competences do you expect to develop?

15. Please give a short description of the aims and youth activities of your organisation/association:

16. Please give an outline of your project idea[3]:

    a. What is your project idea? What do you intend to do?

---

[3] The project idea of the participants may change and develop as a result of the initial training seminar.

b. when and where will the project take place?	
c. Which group of young people will be involved in the project and what will be their role?	
d. In which way do you envisage that the project will contribute to the development of youth participation in your social environment or community?	
e. In which way does the project promote intercultural learning in the Euro-Med region?	
f. What do you expect to achieve with such a project?	
g. What kind of support do you have from your supporting organisation to carry out such a project? ☐ Full support and financial backing for any quality project that I suggest on the topic ☐ Full support and financial backing for any quality project that is in line with the organisation's programme ☐ Support but no financial assistance for any quality project that I suggest on the topic ☐ Support but no financial assistance for any quality project that is in line with the organisation mission ☐ Limited support ☐ No support	
17. Any other relevant information	

Date: Signature:

**The 4 pages of this form must be sent together with a <u>letter of support</u> from
your organisation/association/service to the European Youth Centre Budapest**

Before 20 December 2003

3.6.4. Learning plan

Learning plan
LTTC Euro-Med Initial Training Seminar
Budapest, 15-28 February 2004

My learning needs in relation to my project	My objectives and priorities for learning during the project practice phase	How will I achieve these objectives?	When?	Whom am I going to cooperate with?	Self-evaluation of my project learning

Myself in relation to my LTTC Euro-Med project

Strengths	Weaknesses
Opportunities	**Threats**

Comments

3.6.5. Evaluation form

EVALUATION

This evaluation, as part of an ongoing evaluation process, will help us all in understanding the achievements of this training course.
It is also helpful to the Euro-Med Partnership agreement and the team in charge of implementing this long-term training course. Therefore, we would appreciate you to review the Initial Seminar and to answer all the questions in a manner as comprehensive and complete as possible.

I. Realisation of the training objectives

.In your understanding of this training, how far have the objectives of the Initial Seminar been reached?
(1:poor, 6:fully)

	1	2	3	4	5	6
To enable the participants to develop youth participation within a process of democratic citizenship						
To prepare the participants to plan and run Euro-Med projects – taking into account specific approaches and tools						
To create conditions for communication and common work among participants and trainers in the course						
To explore the meanings and the forms of youth participation and intercultural learning						
To provide the participants with information on the institutional framework of the Euro-Med programme						
To explore the opportunities and challenges for the Euro-Med co-operation (social and political context)						
To develop participants' competencies for project planning and development						
To discuss and deepen the criteria of the projects						
To develop and structure the projects of the individual participants						
To identify learning needs related to the projects developed by the participants						
To initiate and support the networking among the participants						
To plan the next phases of the course						

Comments :

II. Content and methodology of the seminar

1. The themes and topics

The most important/interesting topics for you	Why?
The least relevant topics:	
What did you miss?	

2. Which methods did you find appropriate to the content of the seminar? Why?

   Which methods did not fit the objectives and contents of this seminar? Why?

3. In what way did the trainers team contribute to your learning process?

4. In what way did the group of participants contribute to your learning process?

5. What would you do different in the programme of the Initial Seminar? Please explain.

6. How do you evaluate the project development work, considering the following aspects:

- common understanding of project and critical factors of project management

- the process of project development

- the support from the trainers

- the support from participants

III. Learning and participation

7. What have you learned in the following areas:

a) Project development and project management

b) Intercultural learning

c) Knowledge on different youth work realities

d) Euro-Med youth co-operation

e) Different practices of youth work

f) Working in international group

g) Other….

8.   How would you estimate your own contribution to the training? (1: poor, 6: fully)

	1	2	3	4	5	6
Your active participation						
Overcoming the language barriers						
Sharing information and experience						
Supporting other participants						
Bringing constructive proposals to the group work						
Being critical						
Other …………………………..						

Comments:

IV. Changes and transfer

1. What has changed in your understanding of youth participation?

2. As a result of this seminar, what do you feel more confident in doing and undertaking

a) within your organisation/institution or community

b) within the Euro-Med programme

c) in international co-operation

3. How will this training help you to integrate/develop the intercultural learning dimension of your youth work?

V. Possible future co-operation

1.Did you identify potential partners among participants for future co-operation in different fields of youth work?

☐ Yes   ☐ No

2. If yes, how: ☐by country
                       ☐by organisation profile
                       ☐by project profile
                       ☐by positive personal experiences with other participants

Comments:

3. If no, the reason of it:

VI. Generally speaking, how far has this seminar of the long-term training course responded to your needs and expectations?

0%
(not at all)

100%
(fully)

VII. Any other comments

Thank you for your work!
Erzsébet, Farah,
Gisèle, Karim, Rui

3.6.6. Project development form

LTTC Euro-Med
Initial seminar, EYCB 15-28 February 2004

Project development form

Project identity

1. Title/Name of the project

2. Name of participant (+ country)

3. Name of the organisation

4. Partners in the course (in any) – names and country

5. Dates of the project: beginning and ending

6. Venue(s) of the project

Project synopsis (an overview of the project in no more than 200 words)

Project description

1. Social context and background of the project

2. Description of the target group(s) of young people

3. What are the needs of the target groups concerned by the project?

4. Place/role of the project in the organization's programme

5. Aim of the project

6. Specific objectives
   <u>Social</u>

   <u>Educational</u>

7. Educational approaches – please provide details about:
   - the role of the young people in the project

   - how the project contributes to intercultural learning

   - the Euro-Mediterranean dimension of the project

   - other considerations regarding the edcuational approach

8. Calendar and programme of main phases and activities of the project

9. Budget of the project

I. EXPENSES / Dépenses	Euros
a) Preparation	
b) The activity / L'activité	
c) Follow-up / Les suites à donner	
TOTAL EXPENSES/Dépenses	
II. INCOME / Recettes	
TOTAL INCOME / Recettes	

10. Evaluation and follow-up
   - how the project will be evaluated

   - follow-up measures envisaged

Next steps (after the initial training seminar)

3.6.7. Programme of the initial seminar, 15-28 February 2004, European Youth Centre Budapest, Hungary

Sunday 15 February

Arrival of participants

19:00   *Dinner*

20:30   Welcome evening and ice-breaking activities

Monday 16 February

09:15   Welcome and introductions. Opening of the course by Mr Rui Gomes, Programme and Training Administrator, European Youth Centre Budapest

09:40   Working groups on the background and motivations of participants

10:30   *Break*

11:20   Introduction to the context, objectives and methodology of the training course

11:40   Presentation of the methodology and programme of the introduction seminar

12:15   Practical information

12:45   *Lunch*

14:30   Individual and group work on the expectations and needs of the participants.

16:15   *Break*

16:45   Presentation of the project ideas by the participants

17:15   Introduction to the Project/Reflection groups

17:30   Project/Reflection groups about the youth work realities of the participants

19:00   *Dinner*

20.00   Preparation of the Organisations' Forum

21:30   Opening of the Organisations' Forum

Tuesday 17 February

09:15   Introduction and the programme of the day

09:35   Introduction to Participation and Citizenship and Democracy in youth work

10:15   Individual work and group work about youth participation in the participants' countries.

10:45   *Break*

12:00   Report of the working groups in plenary

12:45   *Lunch*

14:30   Conditions for youth participation: introductory exercise

15:00   Conditions for participation – starting points

15:15   Challenges and obstacles to youth participation (in working groups)

16:15   *Break*

17:15   Reports and conclusions from the working groups

18:15   Individual reflection

19:00   *Dinner*

21:30   *The Amazing Euro-Med Evening*

Wednesday 18 February

09:15	Introduction and programme of the day
09:20	The role of the youth worker in relation to young people's participation and to youth policy
09:45	Group work: attitudes, competences and role of the youth workers in relation to youth participation
10:30	*Break*
11:45	Reports of the groups and conclusions for further work on youth participation.
12:45	*Lunch*
14:30	Intercultural learning: starting points and definitions
15:00	Mutual perceptions of "Europe" and "Mediterranean" culture and issues.
16:15	*Break*
17:15	*"Is it cultural?" – Reflection about the role of culture in intercultural learning*
18:00	Project/Reflection groups
19:00	*Dinner*

Thursday 19 February

09:15	Introduction and programme of the day
09:15	Address by Mr Ralf-René Weingärtner, Director of Youth and Sport of the Council of Europe
09:45	Intercultural learning: practical activities
10:30	*Break*
12:00	The role of prejudice and ethnocentrism in shaping mutual perceptions
12:45	*Lunch*
14:30	Principles and guidelines for intercultural learning in intercultural projects – plenary introduction
15:15	Principles and practical applications of intercultural learning in the practice of youth work in Euro-Med projects – in working groups
16:15	*Break*
17:15	Presentation of the conclusions of the groups
18:15	Individual reflection
19:00	*Dinner*
21:00	*Film evening*

Friday 20 February

09:15	Introduction and programme of the day
09:25	Presentation of the institutional framework of the Euro-Med Youth programme:

- The Council of Europe and the Euro-Med Youth Covenant, with Mr Marcos Andrade, North-South Centre of the Council of Europe
- The Barcelona Declaration and the Euro-Med Youth Programme, with Mr László Földi, representative of the Hungarian National Agency of the Youth Programme

10:30	Introduction to the projects funding possibilities for projects within the Council of Europe and within the Euro-Med Youth Programme.
11:00	*Break*
11:15	Workshops on the criteria and application procedures in the Euro-Med Youth Programme and in the European Youth Foundation
12.45	*Lunch*
14:30	*Euro-Med Forum:* challenges and opportunities in Euro-Mediterranean cooperation
	- programme run by and with the participants
16:15	*Break*
16:30	Euro-Med Forum continued
18:00	Mid-term evaluation
19.30	*Dinner in town*

Saturday 21 February

| | Free day |
| *19:00* | *Dinner* |

Sunday 22 February

09:15	Introduction and programme of the day
09:25	Introduction to the work on the course projects
09:45	Defining projects: *what is a project?*
10:30	*Break*
11:00	Youth projects: criteria and examples of good practice
12:15	Introduction to project planning methodology
12:45	*Lunch*
14:30	Competences for the financial management of projects – parallel workshops on:
	- Fundraising
	- Preparing a budget
	- Preparing applications for financial support
16:15	*Break*
16:35	Workshops continued
18:00	Project/Reflection groups
19:00	*Dinner*

Monday 23 February

09:15	Introduction and programme of the day
09:25	Introduction to the quality criteria for the projects in the course
09:45	Practical implications of the criteria and indicators for their evaluation in the projects (in working groups)
11:00	*Break*
11:30	Working groups continued

92

12:15	Reports and conclusions of the working groups
12:45	*Lunch*
14:30	Project planning methodology: social context of the project needs analysis and definition of aims
15:00	Project development in project groups
16:15	*Break*
16:35	Project groups continued
18:15	Individual reflection
19:00	*Dinner*

Tuesday, 24 February

09:15	Introduction and programme of the day
09:25	Project planning methodology: defining objectives for the project
10:00	Project development in project groups
11:00	*Break*
11:30	Project development in project groups
12:45	*Lunch*
14:30	Competences and skills for youth work projects – parallel workshops on:

- Principles and practice of non-formal education methodologies
- Dealing with conflict
- Team work

16:15	*Break*
16:35	Workshops continued
18:00	Project/Reflection groups
19:00	*Dinner*

Wednesday 25 February

09:15	Introduction and programme of the day
09:25	Project planning methodology: defining and planning the programme of activities
10:00	Project development in project groups
11:00	*Break*
11:30	Project development in project groups
12:45	*Lunch*
14:30	Project planning methodology: planning the resources
15:00	Project development in project groups
16:15	*Break*
16:35	Project development in project groups
18:15	Individual reflection
19:00	*Dinner*

Thursday 26 February

09:15	Introduction and programme of the day
09:25	Finalisation of individual projects
11:00	*Break*
11:30	Finalisation of individual projects
12:35	Closing of individual project work
12:45	*Lunch*
14:30	Networking and communication among for the projects and the participants
16:00	*Break*
16:45	Identifying learning needs for the second phase
18:00	Project/Reflection groups
19:00	Dinner

Friday 27 February

09:15	Introduction and programme of the day
09:25	Plenary presentation of the individual projects
10:45	*Break*
11:15	Evaluation of the introduction seminar
12:45	*Lunch*
14:30	Evaluation of the introduction seminar (conclusion)
15:30	*Break*
16:00	Planning the support and communication in the second phase
18:00	Closing of the evaluation seminar
18:30	Reception offered by the Executive Director of the European Youth centre Budapest
19:00	Dinner
21:00	Last evening party at the European Youth Centre Budapest

Saturday 28 February

Departure of the participants

3.6.8. List of participants

PARTICIPANTS	
Algeria	
Latifa LAKER	Association des activités des jeunes
Ouahiba MAHTALI	Graines de paix
Belgium	
Pieter-Jan UYTTERSPROT	Oelalaa
Ewoud ROES	FYEG – Federation of Young European Greens
Bulgaria	
Borislava DASKALOVA	Human Rights Club at BCRD
Cyprus	
Kyriakos MICHAEL	Intercultural Centre of Cyprus
Egypt	
Hassan Aly Fahmy Abdel-Shafek	OYC "Orouba Youth Centre"
Finland	
Susanna Maria LAMMASSAARI	The youth and sports office of Ranua
France	
Alliatte CHIAHOU	Association des travailleurs maghrebins de France
Laetitia SORNET	Centre social culturel et sportif
Greece	
Glikeria ARAPI	Centre of Intercultural Education "Cosmos"
Israel	
Smadar BAKOVIC	The Young Israeli Forum for Co-operation
East Jerusalem	
Maali EDRIS	Youth Development Department
Italy	
Arianna TOMASSONI	Associazione Culturale Marasma
Jordan	
Fayrouz Y.M.R. ZGHOUL	Jordanian Youth Forum for Culture
Lebanon	
Zeidan TAHA	Social Communication Centre "Ajial"
Lithuania	
Rasa VISOCKIENE	Panevezys County Non-Governmental Organization Information and Support Centre
Morocco	
Khalid OUASSOU	Réseau Amazigh pour la citoyenneté
The Netherlands	
Tom ROTTINGHUIS	Jonge Socialisten in de Partij van de Arbeid (JS)

Palestinian Authority	
Maha M H ABU SHAMA	Youth Development Association
Portugal	
Joao Paulo DOS SANTOS PIMENTEL FERREIRA	Centro Social Paroquial Cristo Rei
Spain	
Laila PALAUDARIES	Casal d'Infants del Raval
Tunisia	
Mehdi JEBNOUN	AERE (Association de l'éducation relative à l'environnement)
Anis HAMDA	Club UNESCO Alecso Ezzouhour - Tunis
Turkey	
Mustafa Cenk AKGOL	Youth Initiative for Human Rights
United Kingdom	
Marcus LAU	Minorities of Europe
Ukraine	
Ekaterina KUZNETSOVA	NGO "Debate Centre"

TEAM

Gisèle EVRARD
Karim Ahmed KASIM
Erzsébet KOVÁCS
Fatma Farah CHERIF D'OUEZZAN
Rui GOMES

LECTURERS

Marcos ANDRADE, North-South Centre of the Council of Europe
László FÖLDI, The Hungarian National Agency for Youth

SECRETARIAT

Mariuca MATANIE, Council of Europe, European Youth Centre Budapest

4. EVALUATION AND CONSOLIDATION SEMINAR

The evaluation and consolidation seminar of the long-term training course was held at the Regency Hotel Palace in Amman, Jordan, from 23 May to 2 June 2005.

Review of the Objectives of the LTTC

The team reviewed the objectives of the Euro-Med LTTC, as follows:

- To train 30 youth workers and youth leaders on youth participation and intercultural learning through and within the Euro-Med Youth programme
  - *only 27 were present during the initial training seminar*

- To initiate innovative Euro-Med youth projects on participation, democratic citizenship and intercultural learning
  - *the projects developed by the participants were only partially innovative*

- To support and promote youth participation in Euro-Med youth exchange projects
  - *to re-address objective, due to the change of context operated in the Euro-Med Youth Programme*

- To reflect on the manifestations and relevance of issues such as identity, nationalism, Europe, and Euro-Med co-operation in Euro-Med youth projects
  - *to deepen*

- To enable participants to prepare, run and evaluate a Euro-Med youth project
  - *to go deeper, to see the importance of each phase/step of a project; to address the rift between theory and practice and the idea of simple project management as a circle which needs to be completed*

- To enable participants to use and adapt the existing opportunities within the Euro-Med programme for developing youth participation and intercultural learning
  - *addressed and accomplished*

- To motivate and enable participants to share their acquired knowledge and experience and to act as multipliers
  - *the participants in the interim meeting asked to work on this during the evaluation and consolidation seminar; to see how they can use it in the future to assess the exchange of experiences and to share experiences with other youth workers/trainers in other networks and thus act as multipliers*

- To contribute to the reflection about the meaning and the practical relevance of intercultural learning and participation in future Euro-Med youth projects
  - *to extract conclusions from the course on what can be used in a wider Euro-Med context*

- To gather contributions for the development of the Council of Europe and of the European Commission's projects on Euro-Med youth cooperation
  - *difficult to assess*

Other issues that have been worked further in the seminar:
- social and political issues
- team-building activities
- more case studies and simulation games linked to the understanding of youth participation and intercultural learning
- more use of films and documentaries

Things explored:
- the reason why participants did not send news about themselves and their projects (e.g. when and where held)
- no trainers were invited to visit any of the projects – symptomatic for the role they give to the projects within the framework of the course and also of the relationships with the trainers (poor use of resources)
- the participants' confidence in themselves and in the team
- communication with the participants: messages sent most of the times around the deadlines for funding applications, participants not always responding, see what could have done things differently

After discussing the above, it was agreed that:
- the team should have been more actively supportive (not necessarily to wait on permanent feedback, but to inform the participants that they could always consult them)
- the team should have found a theme for communication which was not project oriented
- the team should have asked for information from participants on their development and project evaluation during the 2nd phase
- the team should have looked at the personal learning plans and see how they could have use them during the consolidation seminar
- the team should have explored the issue of communication – it is difficult to develop a Euro-Med co-operation without communication

The course was held in French and English with simultaneous interpretation.

4.1. Seminar Brief

The tightly packed workshop agenda had the participants working from 9:30 a.m. until 7:00 p.m. for nine full days.

"Welcome back" evening:

It was mostly the first visit to Amman for the eighteen participants who were already present during the welcoming night.

The first few minutes were very important in reconnecting the group, as most of the participants were not in contact between the two seminars, and were anxious to meet each other after this absence. They all knew each other. Some of them have completed their projects and others either failed in completing or starting with them.

The welcoming night aimed to welcome back the participants, refresh their memories, energise and rebuild the teamwork in an informal way. It also meant to remind them about each other's projects by using anecdotes and pictures from the initial seminar for group-building purposes.

The evening started by recalling the last day in Budapest; the conference room, the entourage and the participants' places. The participants passed this test with distinction. They were asked to give a brief introduction about themselves mentioning one false statement. Participants were able to predict all the wrong statements…This is what I call a "really good memory and mutual solid relationships".

The last activity "All those who…"- chair game energised the participants and retrieved the sense of belonging to the team of the LTTC. This group dynamic proved to be very successful in re-introducing the group to each other, most importantly to highlight the fact that they are present to finish what they have started back in Budapest 15 months ago.

Day One:

First day was divided into three parts:
- Part one: the official opening held under the patronage of Princess Sumaya Bint Al Hasan and a representative of the European Commission Delegation in Jordan.
- Part two: orientation on aims, objectives and methodology use in the evaluation and consolidation seminar and updates by the participants on the standing of their projects.
- Part three: a lesson of the Arabic mostly useful words in daily life. This activity was followed by a discovery tour to some carters and centres of life in the Capital Amman.

Days Two, Three and Four:

A thorough evaluation of all projects was done during the second, third and forth day. Participants were divided into groups of four or five, and each project was re-evaluated according to the achievement of aims and objectives of the LTTC and the original draft designed in Budapest and carried out through the last 15 months. Projects that did not take place were discussed in an attempt to point to the reason why they were not materialised or stopped at the beginning.

The fourth day concluded the evaluation phase in a plenary session. An exercise of "the treasury box and the trash can" was acted out. Participants were asked to tell what they would keep from

their projects, what they would leave behind, and what they would keep but develop out of the experience acquainted through the implementation of projects.

Days Five and Six:

Dr. Mahmoud Al-Sarhan from the Higher Council for Youth in Jordan provided an overview of the National Youth Strategy for Jordan for 2005-2009 that has the following objectives:
- Enhance environmental knowledge and awareness amongst Jordanian youth, and facilitate their access to information.
- Facilitate the active contribution, participation and leadership of youth in national environmental sector as development programmes and strategies.
- Promote the environmental sector as development opportunity for youth at the individual, local, and national levels.
- Promote youth participation in fighting desertification.
- Promote youth awareness in regard to standards and metrology, especially those related to the environment.

The fifth day also hosted workshops on leadership and democratic citizenship, while the issues of conflict and prejudices were discussed on the sixth day in groups from different angles (religion and prejudices, human rights: universality and relativism, and gender equality).

Mr. Baker M. Al-Hiyari from the Royal Institute for Inter-Faith Studies gave a presentation on Orientalism. Participants seemed motivated throughout the session and a mixture of discipline and cheerfulness characterized the workshop, lots of questions and answers followed the session. (See appendix 6.2. and the notes on this session later in this report).

Day Seven:

Participants on the seventh day explored the issue of intercultural learning within the socio-political context of the Euro-Med. The participants designed their calendar of events of the last 15 months. The calendar helped them perceive how the socio-political events influenced the Euro-Med youth work.

Day Eight:

The day treated two important issues: the first was "multipliers and multiplying effect" and the second was the criteria of Euro-Med projects.

Day Nine:

The last day was a collective work of the overall evaluation process done through the Seminar. There were future recommendations and action plans for more Euro-Med activities and especially more LTTC projects due to the arousing need for similar programmes as a follow up to this outreaching work. A training certificate was distributed on all the participants in the evening, and was a good ending for a constructive workshop with all the dedicated participants.

Ms. Sahar Al-Fayez gave a short review of the history and progress of the Euro-Med programmes in Jordan. She also outlined the difficulties the programme faced and provided solutions to solve them (see appendix 6.4.).

Despite the tightly packed workshop agenda, the team hosted several events that took the participants away from the workshop atmosphere. This allowed the participants to be introduced

to the cultural space of Amman as well as to get more acquainted with each other and have the opportunity to further discuss issues raised in the training sessions. An afternoon trip was also organised for the participants to the Dead Sea.

Participants were accommodated at the Regency Hotel, which is centrally located in the middle of Western Amman. The workshop took place at a conference hall in the Grand Hotel, which is located next to the Regency that proved very convenient for the participants.

The team members advised on the programme, supervised, and monitored the implementation of the training agenda and the achievements of programme objectives. Moreover, they coordinated all logistic and programme preparation. Their presence was invaluable as they contributed greatly to the smooth implementation of the programme's objectives by providing a good moderation of the workshops and good facilitation of information.

In the Folder, the participants received the following:
- CD Rom containing some of the files previewed through the seminar, list of participants' addresses and photos taken through the seminar.
- CD Rom on "How to Evaluate projects", a CD Rom produced by Salto-Youth to encourage good practice in the use of evaluation in training.
- Hardcopy of the address list

4.2. Sessions Outlines

Day One

Opening Session: Official Opening

The Seminar was officially opened by HRH Princess Sumaya Bint El Hassan, Mr. Jussi Närvi, representative of the European Commission Delegation to Jordan, Mr Rui Gomes, Head of Unit Education and Training of the Council of Europe's Directorate of Youth and Sport, and Ms. Sahar Al Fayez, National Coordinator for the Euro-Med programmes in Jordan.

In the opening, reference was given to the LTTC aims and structure, the Euro-Med programmes and goals, and the importance of such programmes to the development of youth all over the European and Mediterranean countries, emphasising the role of young people's active participation and the challenges that they may face.

Mr. Gomes said that in the last 14 months of the LTTC on intercultural learning, the participants were empowered to understand more about local youth needs and human rights. The LTTC helped them to learn and to pass the experience to others. He explained the choice of Jordan, as the hosting country of such Seminar, was because it is considered a multi religion, multi cultured society, and a fertile ground for learning about interculturality due to its demographic features.

Mr. Närvi pointed to the developments of relations between the West and the East (especially the Middle East) and the slight deceleration in its growth due to the political happening in both areas, particularly after the 11th September turmoil. This poses a great challenge to all the parties and organisations working with youth, as they must act on democratic basis in order to be efficient for, by, and with the youth. He hoped that such projects would strengthen participants' ability to face these challenges.

Princess Sumaya Bint El Hassan reiterated on the closeness of people in the North and South. She expressed the importance of multiculturalism; the understanding of one's own culture, and the ability to deal with other cultures without fear or hesitation, the ability to make boundaries disappear, but at the same time keeping ones own identity. She looked into the elements of a multicultural education quoting from an American author:

- context integration,
- knowledge construction and others understanding,
- equity pedagogy, which means adapting to different teaching methods in transmitting the information according the culture of the opposite person,
- prejudice reduction, and
- empowering school culture.

Session One: Aims and objectives and methodologies of the consolidation seminar

"We don't start with equal opportunities", with this thought the session started, by discussing its validity.

The main objectives for evaluation the projects were to deepen intercultural learning and youth participation, and to review the course criteria, preparation and follow up (see appendix 6.1. for the presentation of the consolidation seminar of the of the LTTC).

Session Two: News from the participants and updates on the second phase

The Course is organised and planned for youth leaders and youth workers who are:
- Active in local associations, community organisations or youth services within the Council of Europe member states and the signatory states of the Barcelona Declaration;
- Interested in developing strategies and projects around participation and intercultural learning in their organisations;
- Engaged or plan to engage in Euro-Med youth projects;
- Willing and committed to undergo training and to set up a project within the framework of the training;
- Ready and able to attend for the full duration of the course;
- Supported by their organisation or association;
- Aged between 18 and 30 years inclusive;
- Able to work in English or French.

Out of 27 participants who started in the programme, 20 attended the consolidation seminar in Amman. Seven could not due to examinations, inability to secure a leave from work, involvement in compulsory military service, while with two participants the communication was lost at some point in the second phase till the time of the seminar.

The below table summarises the progress of the projects implementation by the participants.

Name of participant	Status of projects prepared in Budapest	Attendance in Amman
Alliatte:	Not implemented In process	Attended
Anis:	Implemented	Attended
Arianna:	Under preparation	Attended
Borislava:	Postponed	Attended
Ekaterina:	Postponed	Attended
Ewoud:	Implemented Acted as a resource person because he left the organisation	Attended
Fayrouz:	Postponed	Attended
Glikeria:	Not implemented due change of priorities in the organisation She is working on the translation of Compass into Greek	Attend the first half of the seminar
Hassan:	Implemented	Did not attend due to examinations
Joao:	Implemented and, a Partner in the project organised in Cyprus by Kyriakos and Fayrouz	Attended
Khaled	Under preparation and development	Attended
Kyriakos:	Implemented	Attended
Laetitia:	Implemented	Did not attend

Name of participant	Status of projects prepared in Budapest	Attendance in Amman
Laila:	Implemented	Did not attend She is presently working in Guatemala
Latifa:	Under preparation	Attended
Maali:	First project was not approved by the Commission Second project approved and to be implemented She took part in the training course for multipliers organised in Palestinian Authority by the National Coordinator	Attended on the 3rd day due to overlapping with training course in Palestinian Authority
Maha:	Implemented Involved in several projects; Participated in the training course organised by the NC in Palestinian Authority	Attended on the 3rd day due to overlapping with training course in Palestinian Authority
Marcus:	Project under preparation	Attended
Mehdi:	Not implemented fully due to the lack of support and change of priorities for the participant	Did not attend
Mustafa:	Project was postponed, as the participant was called for military service	Did not attend Currently doing his military service
Ouahiba:	Postponed, due to difficulties in finding partners, timing and financial aid	Attended
P-J:	Under preparation	Attended
Smadar:	Implemented The same project line is going on in the organisation	Attended
Susanna:	Implemented	Did not attend
Tom:	Postponed	Attended
Zeidan:	Project cancelled	Did not attend
Rasa	Implemented	Attended

Group Reforming and Activity:

Personal/professional landmarks in the last 14 months:

The participants were asked to make a time line of all the events and activities that took place on both national and personal levels.

The participants were asked to complete in groups.

Time line:
February 2004_____May 2005

- Project flashes/Road signs (Plenary)

The participants used road signs to show how it went with the projects, for some the road was very smooth and for others there were lots of turbulences, and sometimes dead-end.

> ***Traffic signs: to describe the development of the project and the difficulties participants faced during the implementation of their projects:***
> - Dead end (project is dead)
> - Stop (it stopped for time being for external factor)
> - The parking (they decided to stop for internal reason)
> - The flag of formula one when you arrived (for people who finished their projects)
> - Turn back/ U turn (when they changed completely)
> - Under construction
> - Roundabout (turning around)
> - Hospital (to repair the projects that need reparation)
> - Question mark (for people who do not know where they are)
> - "New" sign (for new project, for those who did their project and are working on new ones)

Re-forming the Groups - The Sociogramme

How to safeguard your work from what is happening in the world:

- improvise
- use and activate the network
- use intercultural learning and non-formal education
- projects adaptable and flexible to meet changes
- community contribution

Can you use what is happening in the world in the intercultural learning / Euro-Med youth work?

- projects according to what is happening in the world
- stimulate and motivate political issues to be solved
- mark, reflect, and use what is happening in the workshops

Session Three: Intercultural Experience in Amman

Words and phrases in Arabic:

As part of the intercultural education experience and to broaden the interaction of participant with the Jordanian society, they were taught some important words and phrases in Arabic:

Some words in Arabic / Quelques mots en arabe			
French	**English**	**Arabic pronunciation**	**Arabic**
Je ne parle pas Arabe	I do not speak Arabic	La ahki 'arabi	لا أحكي عربي
Salutation (en General)	Greetings (in general)	Salam alikum	سلام عليكم
ou / or		Marhaba	مرحبا
Au-revoir	Bye-bye	Ma'a salama	مع السلامة
Comment allez-vous	How are you	Keef ilhal	كيف الحال
Mon nom est…	My name is…	Ismi …	إسمي ...
Je viens de …	I come from …	Ana min …	أنا من...
S'il-vous-plait	Please	Min fadlek	من فضلك
Merci	Thank you	Shukran	شكرا
Merci beaucoup	Thank you very much	Shukran ktir	شكرا كتير
Je vous en prie	You are welcome	'Afwan	عفواً
Euro-Med	Euro-Med	Euro motawasiti	اليورومتوسطي

Discovering Amman

This was an observation exercise. The participants were asked to leave in group* into some lively centres in Amman, and stay there for some time to observe and contemplate the life of young people in these areas, the cultural diversity in Jordan and to try to relay it with the Euro-Med relations. (Taking into consideration that each participant bases his observations, and benchmarks differently from others):

They were asked to observe:

- The non-verbal and verbal communication in general
- The environmental settings (houses, traffic, activity etc)
- The young people: what do they do, do they stay together or mix with the rest of the people etc. What can be said about them? How do adults deal with children or younger people?
- The cultural diversity: mixed communities, mixed groups, multiculturalism of Amman.
- The Euro-Med relations: are they any? What remind the participants of Euro-Med cooperation,
- What can be grasped from the society, and what surprises or impressed the participants the most?

*Note: Groups were divided on regional basis (Middle East, Northern Mediterranean, Maghreb, Western Europe, and Balkans).

The groups brought back pictures, and few objects, to illustrate their observation and these were shared with the rest of the group.

- **Group 1 destination**: Jordanian University: The group were impressed by the university, it did not differ from other European universities with it's buildings, squares and diversity of students (Age, gender, ethnic, etc) but the only thing that clearly observed was the gathering of students, as most of the time, girls were sitting together and guys sitting together in separate groups.

- **Group 2 destination**: Al-Abdali Bus Station, King Husein Street: The group reported that this area was very jammed and busy; people were from all ages, social levels and interests, this was very clear looking into them, Also people look tiered and preoccupied going from and into the different transportations, without mixing with others except for asking the directions or the time of leaving.

- **Group 3 destination**: In front of the grand Husseini Mosque, Downtown area: The group came back with some popular dance accessories, they liked the old streets yet clean and wide, and the simplicity of people in that area, people are from all ages going in and coming out of shops, but doing it fast.

- **Group 4 destination**: The Hashimite Piazza (Sq.) near the Roman Amphitheatre: the people in this area were mostly guys of 20-30 years old, walking in groups, talking, and smoking with no specific activity, and mixing with others through finding a common interest(asking about time, a cigarette or directions…).

- **Group 5 destination**: In front of Greater Amman Municipality, this area was calm, only cars and few passengers were there, some children were riding on bicycles, guarded by their parents: parents did not mix, but children mixed with other while playing.

Days Two and Three

Project Evaluation

For three consecutive days the participants evaluated their own projects from the following points of view:

- According to the LTTC criteria
- Objectives set: they revised their objectives according to the criteria of Euro-Med programme, and the SMART objectives:
  - Specific" able to answer where, and who are, why, how long…"
  - Measurable "can be evaluated"
  - Achievable
  - Realistic
  - Timed
- Project management (planning and management aspects):
  - What was the project and what was done and how.
  - Evaluation of the objectives
- Achievements (so far…)
  - in relation to the social reality / community
  - the target group
  - Participant himself (as a youth worker, as a learner, as a person)
- Assessment and impact of results
- Others

The work was done in discussion groups. Participants were confronted with the challenge of dealing with different levels of project implementation in each group. Grouping of participants considered involving participants from different projects in order to look into all projects. Implemented and not implemented projects had a share in this evaluation.

Through the evaluation sessions, the following points were presented and discussed by the participants:

- The Importance of:
  - Training: it enables participants to involve in a practical act to develop competences (skills, knowledge, attitudes, and values)
  - Seminar: helps exchanging knowledge, informing and deepening an issue
  - Study session: to look into one subject from different points of view
- Definition of Intercultural: process of socialization to promote respect and understanding between countries and cultures.
- Bringing people together in it self is not an intercultural activity (such as tourism for example).
- Equity pedagogy is very important in making every one learn and use what they learned in the education process (language, approach, methods, and activities)
- Values differ from one culture to another, equality and gender issues also differ from one country (or group) to another.
- Thing should never be taken as granted, and using the same words does not necessary has the same significant.
- Knowing the target group easy the way of communication and determine it.

- And, regarding the evaluation process:
  - Evaluation should be held in medium-term (during realising the project to see if the aims and objectives are still the same and if they were SMART), then at the end of the project, to see what was done, how and what changes needed to be done.
  - Participants agreed that if what was done in the self-evaluation with the group was done in an earlier stage, it would have been more helpful to the projects.
  - The evaluation was quite good for the learning process and facing questions that never occurred to mind while planning and carrying out the projects; there are always difficulties in planning, anticipating and being precise in the project.

Day Four

Session One: Conclusion of Evaluation Groups

Evaluation groups concluded and groups got back together for the plenary session.

- Practices to Share:
    - Relevant and symptomatic
    - Project management
    - Youth participation
    - Intercultural learning

- Roles and responsibilities:
    - Project leaders
    - Participants/ target group (s)
    - The organisation
    - Other partners: what have been their roles? / what could have been different?

Session Two: Grouping

The group summarised the output of their previous discussion through a short exercise, which made the process more practice-oriented and helped putting things in a situation or context that can be directed to certain issues.

At the end of the evaluation sessions, each participant was expected to reply to the following questions:
- **Things to Avoid 'Bin'**, what to forget and what to leave behind (when problems spott in working groups could not be solved).
- **Things to be developed further or to Improve 'Laboratory'**: what would he like to further develop and has a potential for the future (if he was not sure how to solve a problem or to see what could have been done differently in order to solve it).
- **Things to recommend" Treasure Box"**: best achievement(s).

This exercise opened a hot discussion between the participants; some thought that they had nothing to throw because they should learn from everything, develop and improve. Others had an opposite opinion, one cannot improve everything in reality, thus, there are many things that should be dumped and put in trash.

Good aspects to keep (the greater success: on participant, personal, achievement, stakeholders, quality and quantity, and on Euro-Med dimensions level):
- A certain number of young people were motivated and did participate in the preparation.
- The 'standard' community was surprised by the initiative the young people took.
- The cooperation and new project ideas that exist between European organisations and Meda partners
- The network inside the universities
- Planning and coordinating the project from the beginning (to the end)
- The organisation and partners are carrying on the project
- The great support of the partners in developing new and future projects
- Better awareness on how projects with young people should work

Laboratory:

- If the group is not working as a team but only communicating for carrying out the project, then it will not be very efficient and there will be lots of difficulties, so the entire group should share all and the planning to carry out everything together and all the team should be designed on agreement as a group
- To improve is to develop a better communication between the young and their families, when preparing projects.
- Develop and working while using all the facilities prepared by the trainers and organizers (Organisations) (Like read books given through the trainings and the preparations)
- Good planning of project prevents many issues and problems such as isolation of the same language speaking groups from others.

Before leaving the plenary groups chose one of the following sessions to work in on Saturday morning:

- Motivation
- Leadership
- Democratic citizenship

Day Five:

Session One: Recalling the Role of Young Participants in the LTTC:

Quality criteria of Euro-Med youth projects:

- With and by young people (the participants separated these criteria): it's dynamic and situational, and influences the process
- Empowerment (making connections between private situation, troubles and public policies)
    - Develop certain skills, attitudes, and knowledge (empower personal and social development)
    - Young people citizenship, recognizing this they will have the will and the ability to change public policies and act as active citizens to their living place and environments.

Competence empowerment:

- Communication skills
- Negotiation skills (in public consultation)
- Interpersonal skills (how to relate to others, self perception to others)
- Understanding and identifying with others
- Action planning
- Self-awareness
- Self esteem
- Value development
- Ability to ask critical questions
- Problem solving
- Learning from experience

- If one does not know all the needed information about the young people (outreach work), one will not be able to give the service designed. One needs to know the needs and expectations of the target group to develop a sound project.
- Analysis is a very important factor.

Session Two: Workshop on Leadership

Leadership is the skill of motivating, inspiring, giving direction, organising and influencing people towards the achievement of goals and objectives. When planning, implementing and conducting a project, a team needs a leader to get people started and to orient them. Leadership skills can be developed before, during and after the planning and the implementation of one's project.

The aim of this workshop was to develop further competences related to youth participation in youth projects with working groups addressing leadership.

Objectives
- How to lead a project, a group while creating an open-minded atmosphere
- How to make things happen by inspiring, delegating and trusting people
- To develop personal leadership skills and use tactical planning by accepting responsibility, taking risks and achieving results
- To communicate, cooperate, make people participate and stimulate them by promoting good ideas, learning from failures and successes, developing feedback and encouraging networking
- Learning while leading

Competences addressed
- Teamwork
- Co-operation and trust
- Communication and networking
- Participation and sharing
- Motivation and feedback
- Leadership and responsibility

The participants discussed how someone could become a leader (be selected, elected or appointed, take over, grow and this always comes with functions and responsibilities).

They named many leaders that they respect for their ability to lead people and mobilise them around a cause. This activity was done on an individual and pair work bases, followed by working groups trying to define competences according to four dimensions: knowledge, attitudes, skills, and values.

Below are the findings of the different groups:

Knowledge	Attitudes	Skills	Values
To have the interest in what s/he is doing	Posses a style	Develop along the way	To believe in what we are doing or what we want to do
Optimal knowledge is not a must but at least basics and willingness to learn	Positive energy	Evaluation of the cooperation (Partners/ team)	To have positive values
Know whom to contact "experts"	Believe in what s/he is doing	Conflict management	Know when one compromise and when one cannot
Give tasks	Understand that you are not better than the rest but facilitator	Preparation	Trustworthy
Allow others to take responsibility	Try to make himself "useless", hard worker but "useless"	Matching of mutual expectations	Honesty
Willing to share information	Love other people and feel them	(Manage, Mobilise, achieve)	Responsibility
Distribute responsibility	Respect differences	Creative	Tolerance

Knowledge	Attitudes	Skills	Values
Understand and is aware that everyone is allowed to make mistakes	Point out positive and negative things	Know how to give attention and how to react according to the situation and the context	Pluralism
Know the social, economic, cultural, political, background of the targeted group- general knowledge	Share decision making, understanding and patience	Communication skills	
Know the work field	Flexible	Facilitation	
Know theoretical and practical youth policies and work.	Good listener	Empowerment	
Life-long learning process	Present	Commitment	
	Motivated and motivating	Inspiration	
	Cultural sensitivity	Motivation	
	Gender sensitivity	Animation	
	Making people feel comfortable and trusted	Provider	
		Accessible	
		Project management:	
		Planning/ implementing	
		Funding	
		Evaluating	
		To lead a project, a group by engaging people	
		To make things happen by inspiring and trusting people	
		To develop the skills and use tactical planning to accept responsibility, take risks and achieve results	
		To communicate, make people participate, consult with them, develop feedback and encourage networking	

Participants discussed the different leadership styles. And the group presented the variety of styles: controller, guide, consultant, facilitator, initiator, commander, manager, democratic, authoritarian… The discussion led to the conclusion that a leader should use different styles of leadership according to the different situation.

The following scale shows where the leadership varies from the extreme of rigidity to the extreme of flexibility. A leader should know where to stand according to the circumstances, the environment, and the degree of emergency.

Authority of leader   Autonomy of the participants

| The leader decides and announces | The leader presents alternatives, seeks advices and decides | Team decision-making (leader co-decides with participants) |
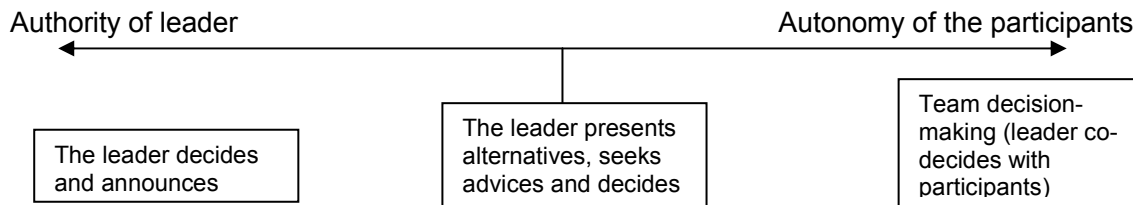
Workshop on Democratic Citizenship

A PowerPoint presentation:

Taking part!
"If liberty and equality, as it thought by some, are chiefly to be found in democracy, they will best be attained when all persons alike share in the government to the utmost"

Aristotle

Why politics and government are found in Human societies?
- Natural process without which Human cannot fulfil his potential
- Humanity is sinful by nature therefore in need of government
- Human societies would be insecure or endangered without government.
- Working collectively "people" can achieve goals and solve problems they could not achieve or solve alone.

Civic life and political community levels
What is the importance of the citizen's relationship to:
- The world; awareness
- The people; consciousness of membership in the polity
- The overall political system; civic activism
- Government institution; participation, M&E
- Other citizens; civility, tolerance, respect of rights and cooperation.

Alternative ways of understanding the individual role in any political system;
- Communal membership'
- Familial
- Ethical
- Religious
- Tribal

Discussion
- Young people are citizens are not they?
- What are the roles, rights and responsibilities of the citizen (young citizen)

Time to take sides; *(two groups)*

- One represents a group of young people who wants to develop a youth project.
- The other one is a board of directors that is going to make the decision whether to accept or reject their proposal.

Use all methods/ways (legal of course!) to well present your proposal and make sure they accept it.

The state of the world and its impact on Youth work (Euro-Med Context)

Think global act local;
Think about this statement in a different way; what happens in the world does affect you locally

What happening global affects local!
For instance how youth projects (Euro-Med or others) are taking/not taking place?

Participation challenges:
Globally:
- Policies
- International relations/agreements
- Wars
- Difficulty of movement

Locally:
- Laws
- Culture
- Fear
- Passiveness

Notes from participants after the presentation:

Being an active citizen as a young worker depends on the state of the country, if the regime is democratic or not. But there is a big difference between democracy and governing term, that if a citizen takes an acting role in his country as a real citizen then he will live the democracy.

There are different types of citizenship and this plays role in the kind of citizenship participation. Every one is citizen by law but how you take responsibilities and what rights they have make the difference.

Some of the participants mentioned that there is general assembly every 2 years or so to change the constitutions in their organisation and this is a kind of citizenship for young people.

The problem of most of the organisations is that the leaders hear what young people have to say and then decide what is best from their point of view, but this could be a serious problem in democratic citizenship because maybe leaders do not think that young people are responsible at the age of 18 for example, though they have the right to vote.

We do not trust young people sometimes, and young people are passive in expressing their role.

These 2 factors are very important in democratic citizenship.

The role of organisations to young participants is sometimes negative because they act like machines to carry out the organisations aims and projects.

It is different from one country to another as in Italy they have projects and they look for the money and this causes competition between all the organisations, while in Cyprus government gives the money to the organisation in order to carry out her own projects, this affect the democratic citizenship.

Session Three: Jordanian Youth Policy

A local guest speaker: Dr. Mahmoud Al Sarhan of the Higher Council for Youth in Jordan provided an overview on National Youth Strategy for Jordan - A plan for 2005 to 2009.

The presentation generated many comments regarding the Strategy's mechanism and outreach, the participants also provided the speaker with several suggestions for implementation giving examples of the best practices from their own countries.

The discussion addressed the following:
- *The relations between the Euro-Med Youth Programme and "their" youth policy (in relation to the international co-operation)*
- *How should the projects promote youth policy, and the youth policy to promote participation*
- *Differences and similarities in terms of youth policies*
- *How youth would reach these policies and know their implementation and explanation (as a start)*
- *How they pass it so people would understand it*
- *Measurements and evaluations*

Day Six

Session One: The Power of Prejudice- the Case of Orientalism

Mr. Baker Al-Hiyari, Executive Director of the Royal Institute for Inter-Faith Studies, treated the case of "Orientalism" as an example of prejudice in action (how the Europeans perceive the Middle East and North-Africa and the other way around) (see appendix 6.3.)

The note generated many discussions related to the "clash of civilisations", power and domination, manipulation of knowledge, political Islam and terrorism, interpretation of Islam, the current situation in Iraq and the US led attack, the "hijab" issue in France, majority-minority relations, respect of majority tradition, the role of media in promoting prejudices and the roles of individuals and young people in the mid of this all.

One of the main raised questions is the individual role in helping to solve the different issues in regard to west and east, and to fight misunderstanding and stereotypes, if was not educated on how to understand the differences and defuse the information.

Session Two: Competencies on ICL

To further develop participants' competencies in ICL, as it was a challenge to integrate in their projects, this session aimed to understand how the learning process happens, how to monitor it, how to deal with prejudices and stereotypes, and how to help resolve prejudices as well as human rights.

The participants were asked to consider the elements of ICL when evaluating their projects. The team worked with the participants' individual experiences and learning plans, and related them to stereotypes and prejudices. They also worked on how to deal with them.

The ICL was the framework for the discussion on stereotypes and prejudices.

Objectives
- To learn that ICL is not only about culture
- To learn how to integrate ICL in issues related to youth participation, project management and youth work
- To self reflect about one's own stereotypes and prejudices in relation to each participant's project
- To learn how to work with prejudice and stereotypes
- To raise awareness to Orientalism as a form of prejudice
- To learn how to deal with conflict
- To learn how to deal with a sensitive issue from different methods: input, self-reflection, group work, discussion in plenary, workshops, film watching...

There was a focus on some important aspects of ICL based on the participants' experiences. Starting with a self-reflection about prejudices, guided by the team, the participants in the plenary recalled the different stages of ICL, collected and wrote their experiences in their learning process and in their projects. The session was oriented by the team of trainers in order to draw the participants attention to other dimensions of ICL that are important to the sustainability of their project and its consolidation as well as in their personal development in youth work and youth

participation. These dimensions are: conflict and prejudices, religion and prejudices, human rights education, gender equality. In addition, working groups attempted to answer:

- How Orientalism shapes participant's mutual perception?
- What influence prejudice has had on their Euro-med work?

Session Three: Workshop on Religion and Prejudice

The workshop was designed to address three aspects of discrimination related to religion: anti-Semitism, Islamophobia, and prejudices.

The first session tried to focus on a participative approach to integrate the ICL competencies in youth participation, project management and in project evaluation. The workshop on Religion and Prejudices was part of the evaluation process and follow up to the participants' development within the Euro-Med context.

It aimed to start a discussion around the power of prejudice in shaping people's view to the other, to understand the difference and to deal with diversity in an atmosphere of tolerance, and to discuss discrimination as a victim and as a guilty person.

Objectives
- To be aware that we all have been discriminated against
- To be aware that we have all discriminated against someone
- To learn that discrimination is due to prejudice and that all our prejudices come from different sources, and usually serve to evaluate other people and other cultures on the basis of our stereotypes, our ignorance of the other and our misunderstanding towards people's behaviour and ways of life.
- To understand that prejudices often lead to discrimination, xenophobia, racism, intolerance, and are strongly influenced by our ethnocentrism and refusal to accept the difference.
- To explore how our prejudices about the other often shape our understanding or misunderstanding about a culture, a religion, a person.
- To overcome ethnocentrism and prejudice
- To explore possible communication and cooperation between people of different religious background and enhance tolerance and respect of the "other".

Competences addressed
- Understanding and tolerance
- Co-operation and communication
- Dealing with prejudice and discrimination
- Teamwork and teambuilding

Individual reflection about discrimination and forms of discrimination
Pair sharing followed by round of table about feelings when discrimination occurs against oneself; when we discriminate someone; and when we are witnessing discrimination, how do we react?

Expectations (Individual reflection) :
- Give a situation where you have been discriminated against (15 minutes)
- Round of table: When you were discriminated against how did you feel? (30 minutes)
- Give a situation where you have discriminated against someone (15 minutes)
- Share in pairs (30 minutes)
- You witnessed an act of discrimination, did you react, did not you react? What made you react, not react? / Discussion
- Raising questions about anti-Semitism, Islamophobia, prejudice and open discussion, suggesting answers from the ones who raised these questions.

Day Seven

Session One: The Political and Social Context:

Referring to the Calendar of the Events of the last 14 months, created by participants, on social and political development, participants were requested in groups to focus on:
- The Influence the events had on the Euro-Med Youth work?
- The Influence the events had on participants' own work?
- How to safeguard their work from what is happening in the world?
- How can they use what happens in the world in ICL Euro-Med youth work?

Participants agreed that the political and social events have an influence on the Euro-Med youth work and the participants' own work. The talk about issues widely discussed in the media influence the subjects approached by the participants when thinking and applying for a project, and the level of youth involvement in it. In addition, organisations have influence on what projects can be done as per the position of the organiser, and from where funds is obtained.

Session Two: Learning to Learn Intercultural Learning

The socio-political context of the Euro-Med region is crucial to youth work. Participants' projects have been influenced by the world's events of the last 14 months. The impact those events had on Euro-Med Youth Work is necessary to the learning of ICL through the Euro-Med Youth Programme.

This session aimed to use the Euro-Med dimension within the world's political and social context in order to understand the importance of ICL in the participants personal and youth work development.

Objectives
- To explore explicitly issues that were not tackled during the initial seminar
- To use potential of the group of participants to collect impressions about the film, the speeches of the opening sessions, the input on ICL and the calendar of current events in order to open up the discussion around the real issues that seem to have been avoided in the initial seminar, such as conflicts...
- To explore the differences and learn how to understand them better

Competences addressed
- Intercultural learning and the ability to integrate it in youth work
- Understanding of the differences between people's views around the same event, the same movie and the same programme in the context of intercultural learning
- Dealing with difference of cultural backgrounds in youth work
- Learning to learn ICL

Using the feedback on the films put on show Sunday's night, the calendar of events, the opening sessions and a statement exercise to bring the participants into more participation and discussion around the real issues of ICL in order to use ICL as a tool to shape and understand the communication and cooperation within the Euro-Med youth programme.

Statements questions:

In this session the team proposed a number of statements concerning the Euro-med cooperation and Euro-med youth projects to be discussed; agree, disagree or need improvement.

- **It is the European Union, which has the main interest in the Euro-Med Cooperation.**

  - Half of the participants agreed and the other half disagreed
  - The phrase was edited to be: It is the European Union, which has the main interest in the Euro Med Cooperation and the associations in the Mediterranean benefit as well

- **The Euro-Med is the hostage of political relations between states.**

  - Most of the participants agreed. The rest did not oppose but not totally agreed.
  - Anis gave the example of the Palestinian-Israeli conflict, to illustrate the influence of political issues on the Euro-med cooperation, some of the participants did not agree with this example, Euro-Med for them means cooperation between the two sides of the Mediterranean and this does not mean that the only way to do this is through courses, we do not need relations between states, but relations between people, human beings, we do not rely on the subventions, the visa problems, but we should improvise, be flexible and do it, overcome the obstacles.

This discussion helped in changing the opinion of some participants, and the participants suggested rewriting the phrase as follows.
  - The Euro-Med is affected by political relations between states
  - The Euro-Med opens dialogues despite the political relations between states/ or though Political relations affect it.
  - Political relations between states are often obstacles for cooperation (All participants agreed)

- **In Euro-Med youth projects we learn about cultures not from cultures.**

Most of the participants disagreed; none of them agreed and couple of them had no opinion.
Suggestions of new statements:
  - In Euro-Med youth programme we should learn about the culture from the culture
  - Euro-Med gives the floor/opportunity to overcome the stereotypes and prejudices

- **The Euro-Med Youth Programme is mainly for well off and well-educated young people.**

Half of the group agreed and the other did not. Suggestions for statement, to reformulate:
The EM Youth program has 2 degrees of participation:
  - Well-educated participants
  - Participants with less opportunity

Day Eight

Session One: Multiplying and Follow-up

This Session included:
- An input on multipliers/multiplying and planning multiplying
- An Individual work on perspectives and follow-up
- A consultation on: funding, strategic development, human rights education, youth participation
- A group work focused on networking and group communication
- Sharing results and project ideas

Input on multiplying:

The concept was linked to the expectations of participants, their role in different situations, the status and the importance of the LTTC, etc. Participants talked about their roles in their organisations as multipliers.

Participants agreed that Multiplier is not a resource person, lecturer, trainer or participant but these can act as multipliers.

They defined the following roles of multipliers:

Multiplier: Helps, motivates, inspires, supports, co-ordinates, invents and innovates , has young leadership qualities, involved and experiences in Euro-Med programme, and acts as a networker.
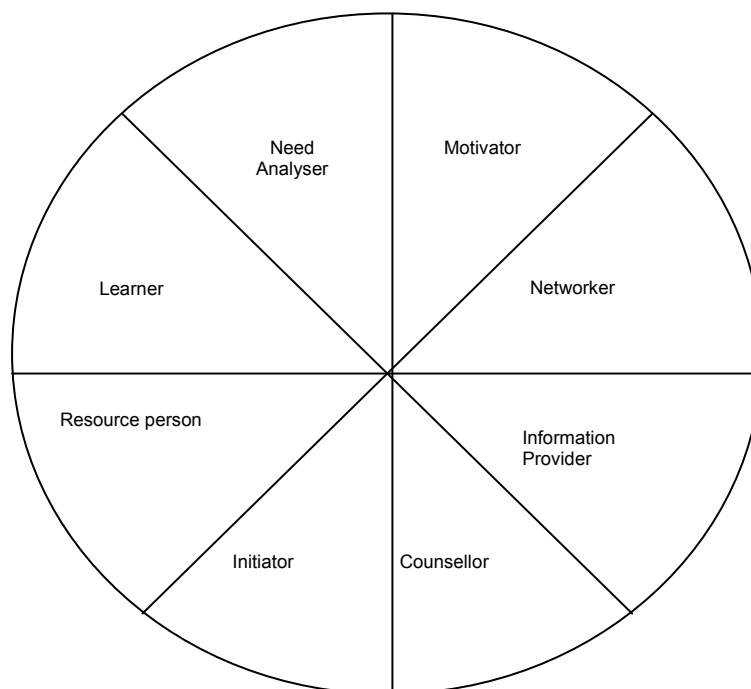
If the youth of leaders/ workers are working in the same group or on one group then they are not multipliers, but if they have a network to work on, and they transmitted the information to other organisations and associations then they are multipliers.

Multipliers should present practice in a way that people will learn from it, and should have a kind of prepared education on how to be a multiplier.
Participants came up with the following descriptions that come to their minds when hearing the term "multiplier effect": snowball power, knowledge, transmission, dissemination, change, passing on information, action (objectives and results: accumulated effects).
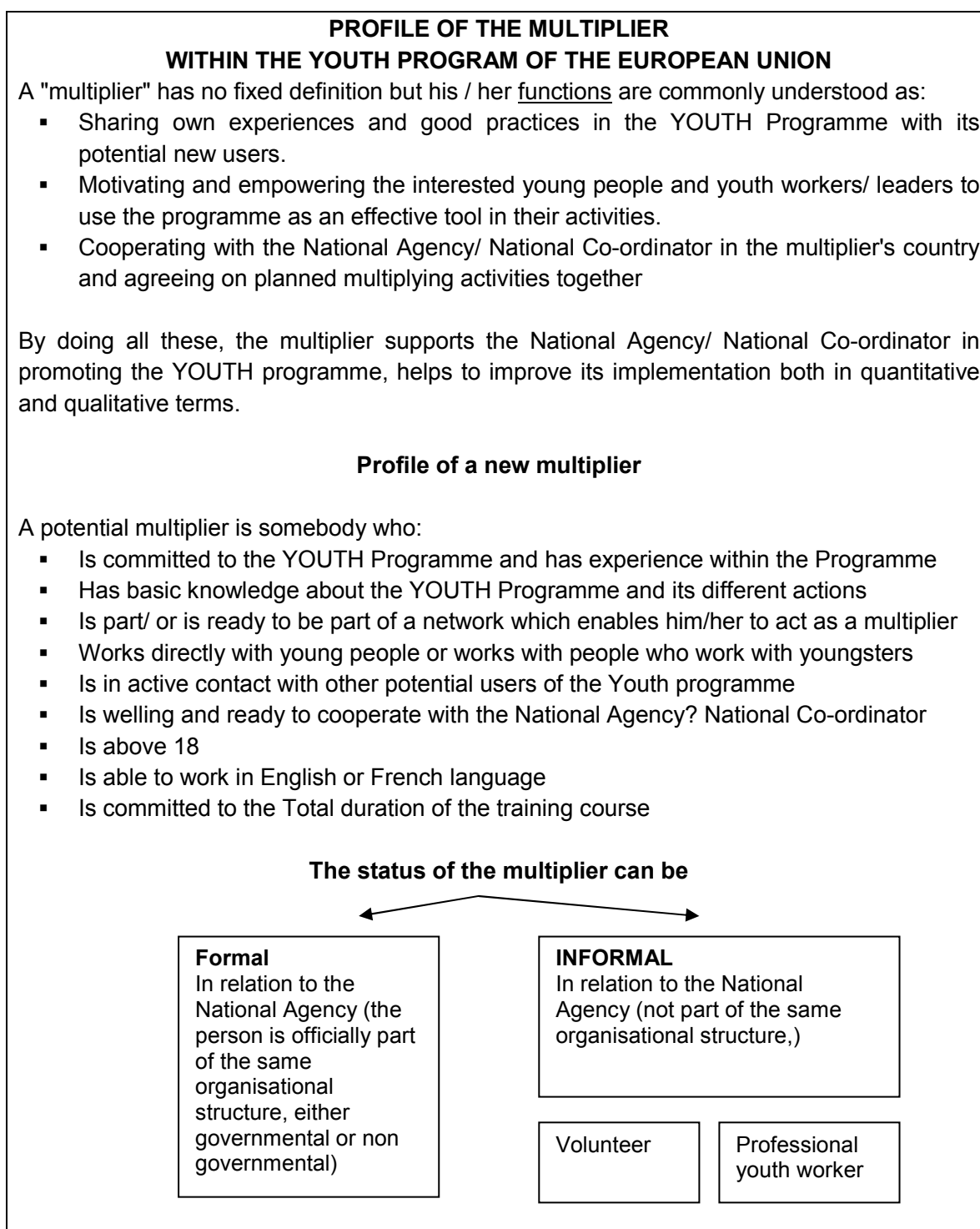

PROFILE OF THE MULTIPLIER
WITHIN THE YOUTH PROGRAM OF THE EUROPEAN UNION

A "multiplier" has no fixed definition but his / her <u>functions</u> are commonly understood as:
- Sharing own experiences and good practices in the YOUTH Programme with its potential new users.
- Motivating and empowering the interested young people and youth workers/ leaders to use the programme as an effective tool in their activities.
- Cooperating with the National Agency/ National Co-ordinator in the multiplier's country and agreeing on planned multiplying activities together

By doing all these, the multiplier supports the National Agency/ National Co-ordinator in promoting the YOUTH programme, helps to improve its implementation both in quantitative and qualitative terms.

Profile of a new multiplier

A potential multiplier is somebody who:
- Is committed to the YOUTH Programme and has experience within the Programme
- Has basic knowledge about the YOUTH Programme and its different actions
- Is part/ or is ready to be part of a network which enables him/her to act as a multiplier
- Works directly with young people or works with people who work with youngsters
- Is in active contact with other potential users of the Youth programme
- Is welling and ready to cooperate with the National Agency? National Co-ordinator
- Is above 18
- Is able to work in English or French language
- Is committed to the Total duration of the training course

The status of the multiplier can be

Formal	INFORMAL
In relation to the National Agency (the person is officially part of the same organisational structure, either governmental or non governmental)	In relation to the National Agency (not part of the same organisational structure,)
	Volunteer / Professional youth worker

THE ROLES OF MULTIPLIERS

The most common understanding of the role of multipliers puts the emphasis to spreading information on YOUTH Programme, its values, structure and procedures. Collecting and providing information is certainly one of the functions of multipliers but not the only on and not always the most important one.

Trainers of multipliers, in the agreement with representatives of National Agencies, identified the above eight roles of multipliers.

Performing different roles can have a better impact to the improvement of quantity and quality of projects within the YOUTH Programme.
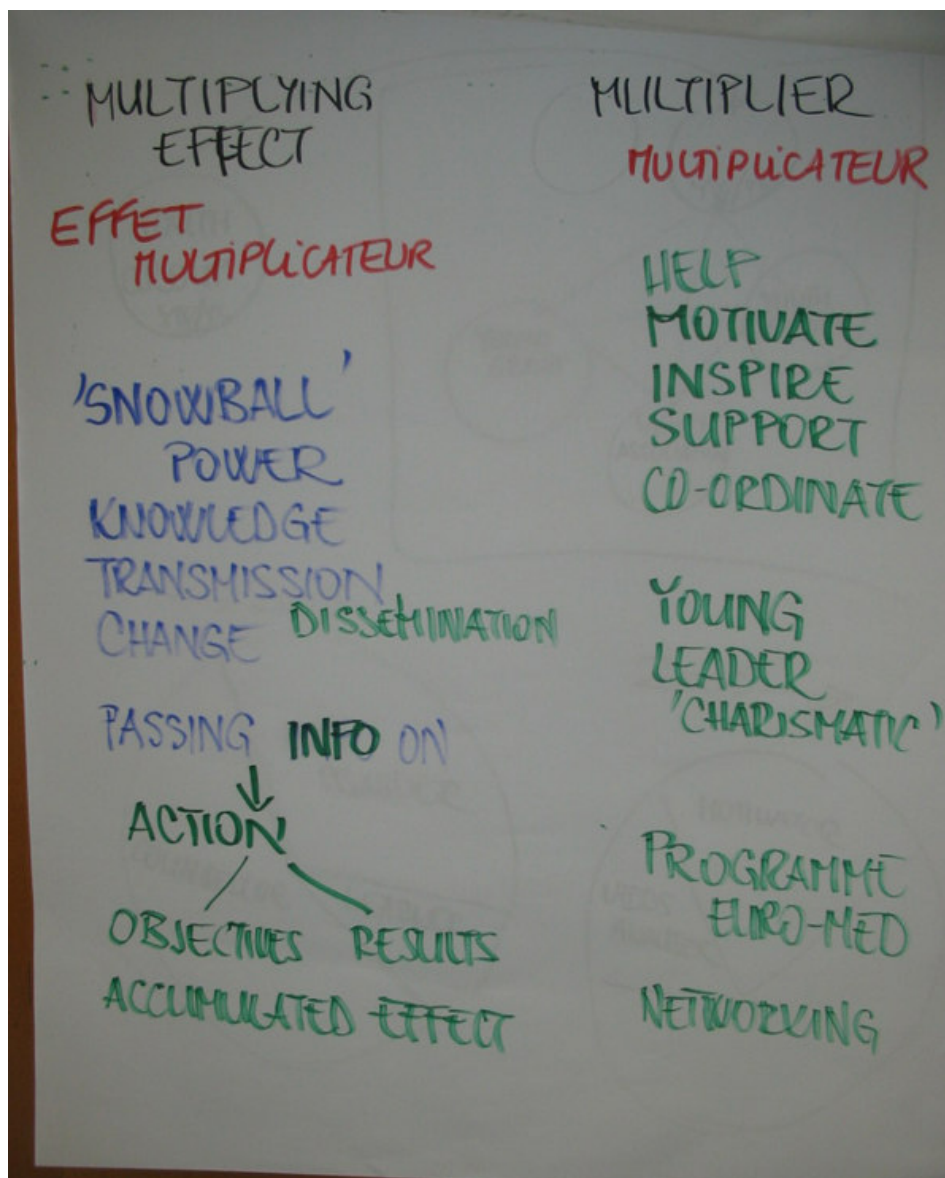
Session Two: Criteria for the projects

The projects developed within the course must have conformed to the following criteria.

▪ ***Aimed to empower young people and support their participation at the local level and in Euro-Med youth projects***

Empowerment and participation should have been understood in a broad sense as work strategies and approaches to promote active democratic citizenship and social cohesion and deal with or overcome situations of social exclusion, marginalisation or isolation. These could be pursued, for example, through education, training projects, structures for participation, associative development, etc.

▪ ***Concrete and relevant***

Reflecting the situations and challenges faced by young people in the Euro-Mediterranean context. They should have been rooted in a particular local community or youth group, but they should have also considered connections with other youth groups, communities and organisations in the Euro-Med region. They should have been based on real needs and aspirations of the targeted group(s) and have represented an added value to the community or to the organisation within which the participants work.

▪ ***Based on an intercultural approach***

The aims and activities undertook by the project should have contributed to a better understanding and acceptance of cultural diversity and its expressions in the Euro-Med context. In particular, the projects should have also considered the role and the rights of social, ethnic and religious minorities and equality of opportunities for young women.

▪ ***Have clear aims and objectives***

The projects must have a beginning and an end - even if a follow-up is anticipated - so as to allow an evaluation and assessment of the results achieved. For the course, a project was thus more than a single activity or a youth exchange and should have been concrete enough to be adequately managed and evaluated.

▪ ***Run by and for young people***

The initiators of the project were youth workers or youth leaders. Participation being a key feature of the course, young people should also have a central role in the project. In other words, the project must have also been an example or model of participation and democracy. The project should have, therefore, young people as the ultimate target group or had promoted their interests as an ultimate aim. Young people should have been involved in their definition, implementation and evaluation, not just as "participants" but also as truly concerned partners.

▪ ***Be carried out within the framework of an organisation or association***

Purely individual projects were not accepted; as far as possible, the projects should be supported by and correspond with the priorities of the participants' organisations. The nature and size of the organisation or association could vary (from small and local to national or European organisations) and so may the form (informal association, foundation, federation, etc.).

- ***Started during the course***

Since the nature and size of the projects were very different, it might have not always been possible to finish the projects before the evaluation seminar. But to benefit from the support of the course team and in order to allow for an evaluation, at least some activities should have been undertaken before the end of December 2004.

LTTC Quality criteria revision:

In the following table participants were out in 3 groups and decided whether the above mentioned criteria were still good, accurate and relevant, and if they needed reforming.

Quality criteria	Group 1	Group 2	Group 3
Aim to empower young people and support their participation at local level and in Euro Med youth projects	Ok	Stop after participation word	Help people become more active also within their organisation not only the Euro Med.
Be concrete and relevant, reflecting the situation and challenges faced by young people in the Euro-med context	Add: need of the youth people, because it's different from the situation and challenges	Using a Euro Med dimension after the phrase 'young people'	Ok
Be based on the intercultural approach	Very general, re written	Intercultural learning approach	Ok
Have clear aims and objectives	What is clear to someone might not be clear to others, achievable that can be realized, and meet the smart objectives.	Ok	Focusing on clear activities as well helps to structure the project
Be run by and for youth people	Ok	Done for and with young people/ can be done with unqualified people to run projects	Ok (debate)
Be carried out within the framework of an organisation or association	Ok	Within the long term of the organisation	See new criteria
Be started during the course	Some started before the Budapest (debate)	General	Finalized and implementation

Indicators of good practice:

- Joint projects between participants, which combined their ideas (team effort from the beginning to the end) to create the idea together instead of everyone creating his/her own project / preparatory phase.
- Clearly checked with other organisations the aims and objectives, carried by all partners, not only by the hosting country, making difference between objectives and activities because people tend to mix.
- The project was realistic but challenging at the same time.
- Target group: if this is the target group that we wanted to work with when the project was designed.
- By the end of the project people mingled with other groups (and group did not stay with their same nationalities).
- Expectations and what was achieved.
- Partners wanted to work again with each other in other projects.
- Concrete follow up activities.
- Long-term effect.

Participants were asked to work in groups and to write common reports, then to present these conclusions the next day.

Day Nine

Session One: Input on Euro-Med: Euro-Med update and LTTC quality criteria

Euro-Med: Latest Information (see appendix 6.4.: Euro-Med youth programmes in Jordan, Sahar Al Fayez, National Coordinator of Euro-Med Projects in Jordan)

Notes on the session:

- The first phase was late two years: from September 1998 to September 2000, because there was not enough national coordinators in "Meda" countries (and still missing in Syria)
- Selection of the projects:
    - In Europe the national agency is decentralized; it takes care of all the process of choosing a project, reports to the European Commission and gets the grant.
    - In Meda countries the national agency is centralized, projects are sent directly to European commission and the EC carries the process.
- Youth in Jordan have many bilateral exchanges agreements with neighbours, out of the Euro-Med context.

Session Two: Other Projects/Ideas and Follow-up

Proposals were given by participants and discussed with the team on their individual plans for the future: these proposals were interesting and worth being developed and implemented; (concrete tools and methods that can be used in order to promote intercultural learning, long-term project for minorities in the region, evs with the meda countries, time to meet for a dance, participatory, natural heritage, religion and prejudice, islamophobia and anti-semitism, etc…)

Session Three: Evaluation (of the Seminar and of the LTTC)

Seminar evaluation: Contents and methodology

Positive points:
- The methodology of the seminar: group, division, discussion then plenary was successful;
- Jordanian national night was fun;
- More working in groups;
- Partners working in the same group as Budapest;
- Evaluate the period between the first stage and the other stage;
- See the down sides of Jordan.

Negative points:
- The programme missed sometimes the communication between the participants as a team;
- The timing was not punctual as most of the sessions did not start on time;
- The schedule was very full, lack of time;
- Lack of documents from the team and written materials on the workshops and sessions, which makes it hard sometimes to follow.

Own participation: What was for you the main function of this seminar?

The followings were the answers given by the participants after discussing them in groups, and each function was presented in a form of a short sketch.

- Meeting again in Amman;
- Help directing the projects in the correct sense and improving it so it will end as perfect;
- Giving birth to new projects and with help and orientation from the team to end as perfect as they can;
- Consolidating the knowledge and doing more projects together;
- Getting to know more about Jordan.

Relation to political social environment

Social and political context have an evident effect on Euro-Med projects and on youth work, individual work, and small group work

- We need to incorporate the youth work with what is happening in the world;
- When planning and running projects (Euro-Med projects), treating the themes based on the events happening now in the world, and treating the mostly discussed issues is very important, it helps in the non-formal education over the subject, through taking a stand about the event;
- Also in the planning of a project, organisations have influence on which projects can be done in the current social environment and where funds can be obtained on this stage; finding grants and partners are the most important issue in planning a Euro-Med programme;
- Again what is happening in the world influences the intercultural learning and the Euro-Med youth work, the different events: (ex. the Euro, the unemployment, the elections, and the approval on the law against terrorism…) can be treated differently by partners and observing each other in taking different positions to one issue is a non-formal intercultural education.
- We should not forget that personal events are important in explaining aspects of the project process as the international and the national events.

LTTC evaluation (specific values of a LTTC)
- Learning process
- Communication
- Objectives
- Structure
- Co-operation
- Group
- Support
- Impact/sustainability of project work
- Personal development

Achievements for participants in LTTC:
- Developing competences and awareness
- Empowerment
- Making friends
- International and intercultural experience
- Discovering themselves
- Enhancing sense of responsibility

Personal:
- Writing the application
- Developing skills for planning and organizing projects
- Conflict management
- Flexibility
- Lessons learnt and memories (enriching the photo album)

Organisation:
- Commit youth leaders
- Contacting partners
- Credibility
- Motivate members

Stakeholders:
- Receive the grant
- Sponsorship
- Support
- Cooperative need analysis
- Sensitise towards Euro-Med objectives

Euro-Med dimension:
- Establishing networks
- Giving countries faces
- Breaking stereotypes
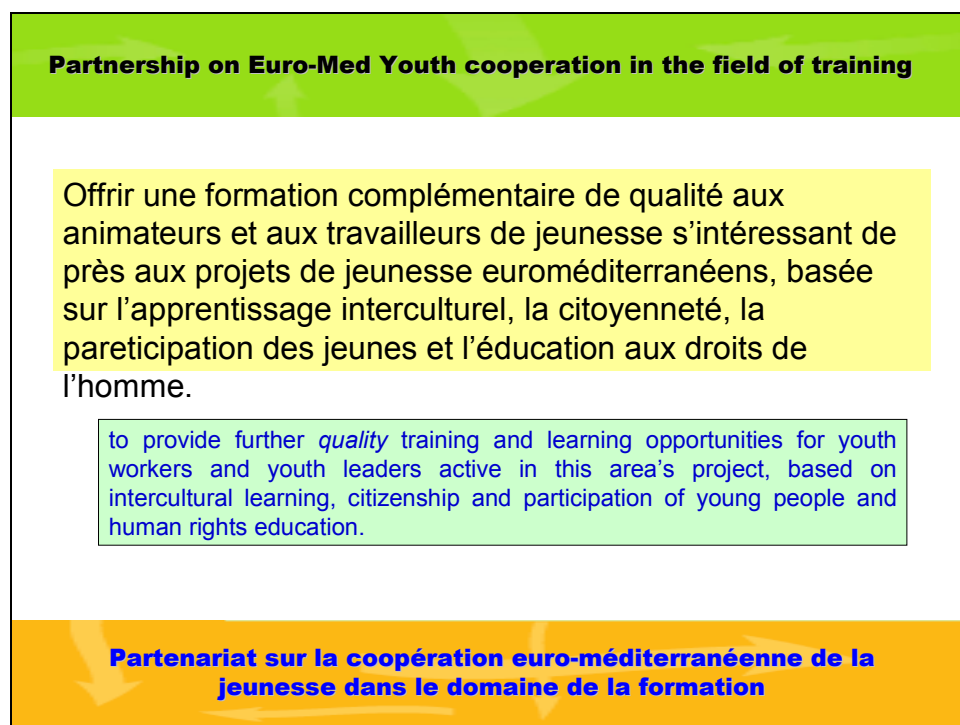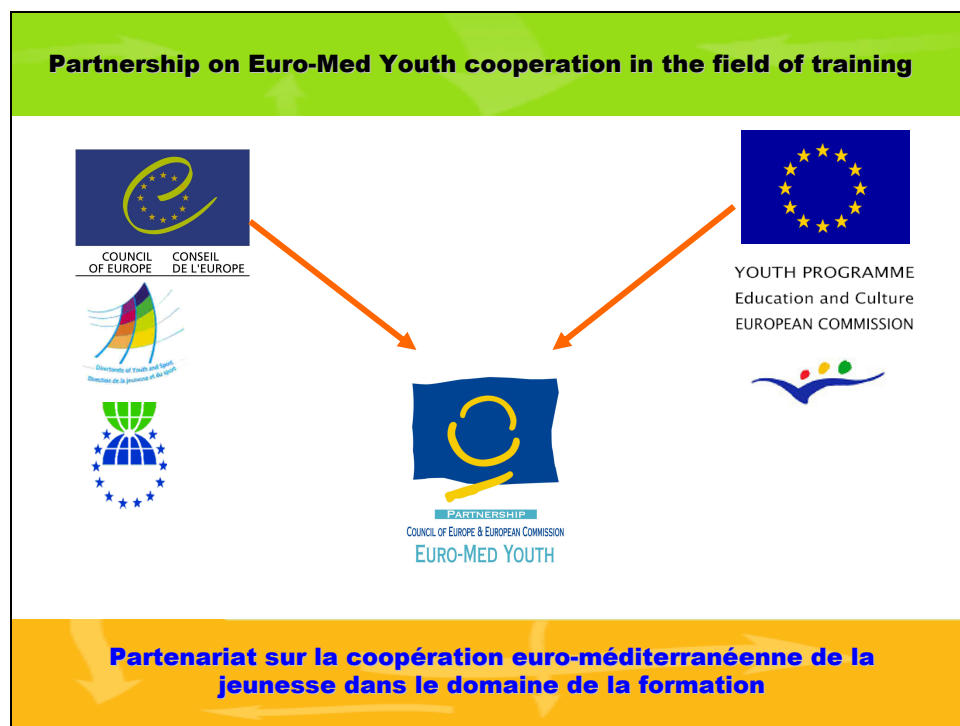- Learning about cultures
- Learning from differences

Quality & Quantity:
- Combination of theory and practice
- Best use of resources " Manuals + Materials"
- Constructive evaluation

4.3. Appendixes

4.3.1. 'Presentation of the consolidation seminar of the LTTC', by Mr. Rui Gomes, Council of Europe

Partnership on Euro-Med Youth cooperation in the field of training

Training course

Intercultural learning and human rights education in the Mediterranean

Training course

Citizenship matters: Participation of women and minorities.

Long –Term training Course

Projects for youth participation and intercultural exchange

Training course

Training Course for Trainers

Production

T-Kit on methods.

Partenariat sur la coopération euro-méditerranéenne de la jeunesse dans le domaine de la formation

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LTTC Euro-Med "Apprentissage Interculturel et Participation…"

Développer l'apprentissage interculturel et la participation par le biais de projets euro-méditerranéens - en développant la capacité des travailleurs de jeunesse à préparer, encadrer et évaluer des projets viables destinés à promouvoir la participation démocratique des jeunes.

To develop intercultural learning and youth participation through Euro-Med youth projects - by supporting the capacity of youth workers to plan, manage and evaluate sustainable Euro-Med youth projects aimed at promoting the democratic participation of young people

Buts et objectifs du stage

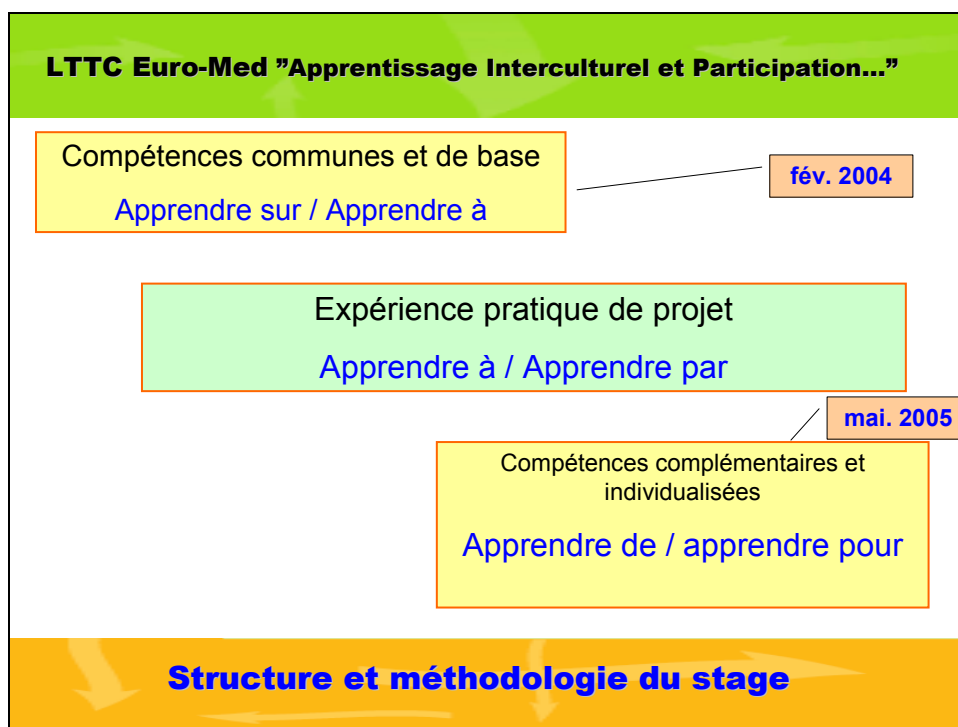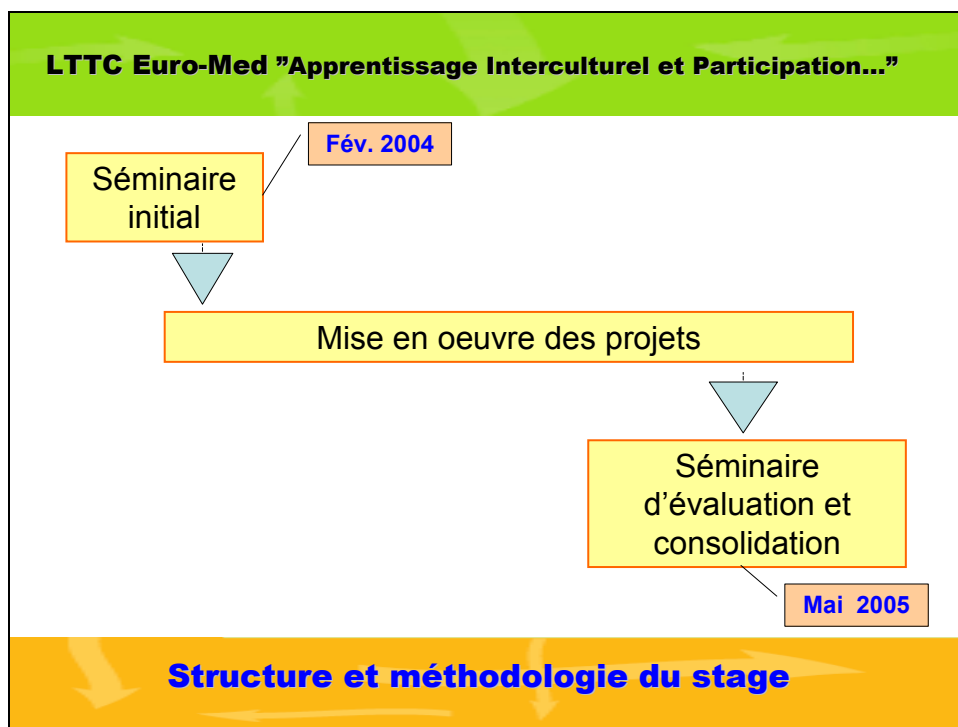**LTTC Euro-Med "Apprentissage Interculturel et Participation..."**

- Former 30 responsables et animateurs de jeunesse à la participation de la jeunesse et l'apprentissage interculturel dans le cadre du programme jeunesse Euromed ;
- Développer des projets de jeunesse Euromed novateurs centrés sur la participation, la citoyenneté et l'apprentissage interculturel ;
- Promouvoir la participation des jeunes aux échanges euro-méditerranéens ;
- Réfléchir aux manifestions et à l'importance de facteurs tels que l'identité, le nationalisme, l'Europe ou la coopération…

- To train 30 youth workers and youth leaders youth participation and intercultural learning through and within the Euro-Med Youth programme;
- To initiate innovative Euro-Med youth projects on participation, democratic citizenship and intercultural learning;
- To support and promote youth participation in Euro-Med youth exchange projects;
- To reflect on the manifestations and relevance of issues such as identity, nationalism, Europe, and Euro-Med co-operation in Euro-Med youth projects

Buts et objectifs du stage

LTTC Euro-Med "Apprentissage Interculturel et Participation..."

- Permettre aux participants de préparer, réaliser et évaluer un projet de jeunesse Euromed ;
- Permettre aux participants d'exploiter les opportunités du programme Euromed pour la participation et l'apprentissage interculturel ;
- Motiver les participants et leur permettre de partager les connaissances et l'expérience acquises et de jouer le rôle de multiplicateurs ;
- Contribuer à la réflexion sur et l'intérêt pratique de l'apprentissage interculturel et de la participation dans les projets Euromed à venir ;
- Réunir des contributions pour le développement des projets du Conseilde l'Europe et de la Commission européenne sur la coopération euro-méditerranéenne.

- To enable participants to prepare, run and evaluate a Euro-Med youth project;
- To enable participants to use the existing opportunities within the Euro-Med programme for developing youth participation and intercultural learning;
- To motivate and enable participants to share their acquired knowledge and experience and to act as multipliers;
- To contribute to the reflection about the meaning and the practical relevance of intercultural learning and participation in future Euro-Med youth projects;
- To gather contributions for the development of the Council of Europe and of the European Commission's projects on Euro-Med youth cooperation.

Buts et objectifs du stage

LTTC Euro-Med "Apprentissage Interculturel et Participation..."

Fév. 2004

Séminaire initial

Mise en oeuvre des projets

Séminaire d'évaluation et consolidation

Mai 2005

Structure et méthodologie du stage

LTTC Euro-Med "Apprentissage Interculturel et Participation..."

Compétences communes et de base

Apprendre sur / Apprendre à

fév. 2004

Expérience pratique de projet

Apprendre à / Apprendre par

mai. 2005

Compétences complémentaires et individualisées

Apprendre de / apprendre pour

Structure et méthodologie du stage

LTTC Euro-Med "Apprentissage Interculturel et Participation..."

- to evaluate the development and results of each project
- to share experiences and best practices in youth projects
- to explore the social and cultural environment of Amman
- to evaluate the process of individual and group learning
- to review the criteria for youth participation and intercultural learning
- to develop competencies for project evaluation
- to further develop participants' competencies in relation to the practical and conceptual aspects of youth participation and intercultural learning
- to prepare the follow-up of the course
- to review and deepen the political and social context of Euro-Med co-operation
- to develop participants' critical understanding of the relations between Euro-Med youth projects and youth policy
- to evaluate the LTTC

Séminaire d'évaluation et consolidation

LTTC Euro-Med "Apprentissage Interculturel et Participation..."

Checking up

-**The projects**

- **Amman**

Evaluating the projects

Deepening intercultural learning and

Youth participation

Reviewing the course criteria and preparing the follow-up

Structure et méthodologie du seminaire

4.3.2. 'Introduction to Orientalism and its influence in Mutual perceptions in the Euro-Med Context', by Mr. Baker M. Al-Hiyari, the Royal Insitute for Inter-Faith Studies, Jordan

Ladies and gentlemen,
Distinguished participants,
Good morning.

I feel a sense of privilege to address this distinguished and promising gathering of youth workers, involved in a long term training course for building and advancing Euro Mediterranean understanding through collaborative youth projects. Under the broad umbrella of the process entitled "Youth Participation and Intercultural Learning".

I consider it fitting for this encounter to take place in Amman, the city of peace, tolerance and pluralism- the city of brotherly love (Philadelphia) as its ancient name denotes. I commend the fact that it is the product of the initiative of the Euro-Mediterranean Youth Cooperation, whose seminal mission is the promotion of the ethos of peace and understanding across the great shores of the Mediterranean seas.

My vocation, my calling if you will, having been affiliated with the Royal Institute For Inter-Faith Studies whose visionary founder and patron is HRH Prince El Hassan bin Talal, is dialogue- intercultural, cross-religious dialogue.

The Royal Institute for Inter-Faith Studies was established in Amman in 1994 to provide a venue and a forum in the Arab and Islamic worlds for the interdisciplinary study of religions and religious, cultural and civilizational interaction, whether locally, regionally, or internationally, including the historical and contemporary stereotypes which have resulted from these processes. Particular emphasis is given to the Christian contribution to Arab/Islamic civilization throughout the ages, as well as the contributions of other non-Muslims, Arab and non-Arab, and the importance of preserving religious and cultural diversity in this part of the world.

The Royal Institute for Inter-Faith Studies has since broadened its field of academic interest with a view to becoming a clearinghouse for knowledge and ideas relating to culture contact in the broadest possible sense.

From our original focus on questions of religion and religious diversity, we have widened the scope of our activities to make them interdisciplinary, covering all fields of the humanities and social sciences that bear on cultural or civilizational interaction; and from our original concentration on regional issues, which remain one of our main concerns, we have turned more and more to the global, in a world where regionality can no longer afford isolation.

The work of RIIFS involves research and publication, as well as the organization of lectures, conferences and workshops.

Dialogue, in a world beset by turbulence, violence, injustice and irrational hatred, is undoubtedly a pursuit that is- while not being a cure or remedy for all the ills that afflict the world- a method for dealing with prejudice, misperception and stereotyping- all of which are phenomena which fuel conflict.

The formative impulses of the civilization to which I belong are the Judeo-Christian tradition and its consummating circle, the Islamic religion. Jordan, my beloved country, under its enlightened leadership, powerfully embodies in its social reality, political ethos, foreign policy and intellectual orientations the values of tolerance, openness and the acceptance of the "other".

Allow me to quote from the Qur'an a verse which underscores the universalism of our culture's worldview and its openness to diversity and pluralism:

"The (Muslim) believers, the Jews, the Christians, and the Sabaeans – all those who believe in God and the Last Day and do good- will have their rewards with their Lord. No fear for them, nor will they grieve." (2 The Cow / al-Baqara: 62)

The verse I cited captures the universal ethos of Islam that espouses tolerance, coexistence, pluralism and multiculturalism. Against this background, it deeply saddens us, in both Jordan and the Arab world, that Islam, according to some in the modern world, is unfairly equated with extremism, fanaticism, terrorism and authoritarianism.
From a sacred text I will turn to a geometric configuration, which I will metaphorically draw upon in this context: the form of the concentric circles: It is my belief that our religion and culture contain, so to speak, a circle of values, beliefs, norms and practices that all of human civilization may overlap with at particular points.

In the endeavour to pursue dialogue and foster mutual knowledge-based understanding, it is important- if not imperative- to expand the commonalities and recognize differences as the illustrious Muslim jurist Imam Shatibi so eloquently expressed it.

I will, in this context, offer a few examples: In the epistemological realm, Islam emphatically espouses an empirical approach to dealing with existence, through the Qur'an's perpetual focus on knowing God through using the senses to apprehend the laws of God in the universe, in the horizons, in the heavens and earth, in the mountains and seas.

Having said that, we can deduce that Islam is averse to an extreme metaphysical approach that marginalizes an empirical-rational approach to apprehending and dealing with reality.
In this sense, it overlaps with empirical-rationalism- at certain levels-, which is the hallmark of the modern enlightenment.

At the religious level, Islam's ultimate thematic is the affirmation of divine unicity- a transcendental, Omnipotent and compassionate, Omniscient God.

In this sense, its circle of monotheism interlocks and overlaps with that of Christianity and Judaism, which both affirm the monotheistic truth.

However, there is a point of divergence with Christianity, which lies in Islam's disagreement with the Trinitarian doctrine- namely, God as constituting, the father, the son and the Holy Ghost.

Yet another circle, is the spiritual quest that Islam enjoins (didn't the Qur'an say: He knows the whisperings of the soul and He is nearer to the self than the jugular vein)- which opens the path for dialogue, positive interaction and cross-cultural transfusion with all world cultures whose proclivities emphasize the quest of the spirit.

And yes, in terms of the modern liberal democratic ethos, there are overlapping concentric circles of commonalities- as well as divergences.
- The values of human equality,
- The unity of the human race,
- Government by consultation (or shura),
- Freedom of expression,
- Social justice,
- The safeguarding of private property accruing as a consequence of individual initiative etc.

These values are all enshrined in and intimately entwined with the Islamic system of ideas. These are all a part of the cherished traditions of Arab Islamic civilization- aspects that are amenable to reaffirmation and revival.

I will note that during the sordid historical chapter of the Cold War, which has now fortunately come to an end, Islamic ideology played an important role in fostering the rejection of Communism, to the extent that its values legitimize:

- The institution of the market,
- Freedom of expression,
- Intellectual pluralism,
- A balance between the individual and society, human dignity and rights- and of course,
- Faith in God and spiritual existence.

I must mention that some of the excesses of capitalism are likewise criticized by Islamic thinking, in terms of, for instance:

- Limitless personal freedoms,
- A lack of sufficient balance between the realm of the spirit and the realm of matter,
- The encouragement of hedonism in particular manifestations of the culture.

In effect, some of our thinkers have affirmed the notion that- just as the Middle East is a geographic terra media- its seminal values emphasize moderation at all levels of human thought and activity.

In Jordan, we deeply value this ethos of moderation and consider it crucial for the continuity and stability of our pluralistic social system.

In an age when the end of history has been proclaimed by some and the triumph of a monolithic human paradigm has been announced, (the thought of the Hegelian Japanese American thinker Francis Fukuyama is a case in point), what lies ahead, I wonder, for the reification and hypostatization or embodiment of the aim of achieving a global reality of human equality and justice, and relations of symmetry among all societies and cultures?

Lamentably, the end of history approach- perhaps echoing a social Darwinist orientation- and the Huntigtonian "Clash of Civilizations approach to the history of humanity" (I am sure you all know that after Islam… the newly identified threat to western civilization or "the free world" as identified by Huntington is the Hispanic/Latin American threat), does not foster a multi-cultural global reality that is tolerant and affirming of diversity, which is one of human history's perennial and inexorable facts.

What I intend also to share with you is that the processes of cultural transfusion ought to be given precedence over the processes of cultural- let alone- political dictation and undue hegemony.

Plato crossed the Mediterranean and sojourned in Egypt- whose great ancient culture was an impetus for the monumental intellectual edifice, which he bequeathed, to human culture. If as has been claimed, that western philosophy is a footnote to Plato's thought, then ancient Egyptian culture should be cited in the texts that address the history of philosophy.

In effect, our region is the cradle of civilization and is essentially related to the totality of phenomena and developments which have occurred in all the civilizations that have existed, or continue to extent, across the globe and throughout the great drama of human history.

It is no doubt a fact that societies under siege are not very inclined or encouraged to true dialogue- which can only occur between equals and under equitable circumstances. Presently, the Middle East is again under siege by this age's revived imperialism.

The great American president Woodrow Wilson epitomized an admirable commitment to the self-determination of nations- an ideal that is currently marginalized by the quest for domination, control and reshaping the cultural face of societies deemed non-conformist witness the notion of the axis of evil.

Do other axes not exist in the international system that violate human rights, subvert the genuine processes of democracy, and occupy other nations' land?

For purposes of objectivity, one also has to say a word of defence for the United Sates, whose universities have educated hundreds of thousands of Arabs, whose hospitals have treated countless ill people, whose technological achievements have improved the living conditions of innumerable souls, whose culture - both the positive and negative aspects of it - has influenced and captured the minds of millions of people.

But the philanthropic and moral aims of American power are unfortunately receding relative to the new imperialism that asserts an asymmetry in the relationship between the West and the Middle East- that is more interested in Israel's interests and oil interests than in the welfare of Arab societies and the Arab individual.

While we very much welcome the evolution towards greater balance and objectivity in America's Middle East policy, we salute the position of some European governments, which have underlined the importance of international legitimacy as a framework for international relations and conduct.

I ask: how many UN resolutions are ink on paper when the matter relates to achieving a just solution of the Arab Israeli dispute and redeeming the rights of the Palestinian people; but are buttressed by force and direct intervention when the matter is related to an Arab country such as Iraq.

While the horrible and morally unjustifiable 9/11 attack led to the death of 3000 innocent people, we must remind ourselves that a million Iraqis died as a result of the economic siege and sanctions, and more than one hundred thousand died as a result of the invasion of Iraq.

Moreover, it should be mentioned that Iraq never posed a threat to the US, and was never involved in terrorism against it. After this long introduction, which I thought necessary, allow me, my friends, to come to the heart of my discourse with you today, Orientalism.

Orientalism has exercised great influence in shaping the configuration of relations between the West and the Middle East.

The late great thinker Edward Said addressed the issue of how power and domination have an influence on the world of ideas. He posited that Orientalism decodes the power relationship between the Occident and the Orient to analyze how the West manipulates knowledge of and for the Orient, and to elaborate how the East is influenced and exists in knowledge.

Orientalism- the theme which the hosts of this event kindly asked me to address- is very much relevant to the symbiosis or the clash of civilizations that has gained currency- in particular, after the events of 9/11.

To define Orientalism is to say that it is the study of near and Far Eastern societies and cultures by "others" mainly Westerners.

The fact of the matter is that our world is divided economically to "North and South" and Culturally to East and West". It may prove to be worthwhile to consider the scope to which our world is divided to "a Northern west and a southern east". My personal opinion is that there is an interdependent association here.

Orientalism can also refer to the imitation or depiction of aspects of Eastern culture in the West by writers, designers and artists.

In the former meaning the term is becoming obsolete, increasingly being used only to refer to the study of the East during the historical period of European imperialism in the eighteenth and nineteenth centuries. Because of this, and because of the historical process itself was a result of an interest agenda based on inquisitiveness and driven by hegemony and a logic of supremacy, whether on the military, economic, religious or socio cultural and human level, the term "Orientalism" has come to acquire negative connotations in some (or may I say most) quarters, implying old-fashioned, prejudiced and sometimes condescending interpretations of Eastern cultures and peoples.

Like the term "Orient" itself "Orientalism" derives from a Latin word Oriens referring simply to the rising of the sun, to imply "the East" in the most general sense. "Orient" and "Oriental" have been used in English to refer to both near and Far Eastern countries.

Similar terms are the French-derived "Levant" and "Anatolia" from the Greek Anatole, two further locutions for the direction in which the sun rises. Little did it occur to the early orientalists that with the sun comes the inspiration of all enlightenment!

When used with a racial meaning, "oriental" is usually a synonym for "East Asian", excluding Indians, Arabians and other more westerly peoples. This can cause some confusion about the historical scope of Oriental studies.

The phenomenon, which is generally known as Orientalism, is but one aspect of Western misrepresentation of the Arab and Muslim civilizations.

Today, most Muslims in the West would probably agree that the majority of distortions about Islam emanate from the media, whether in newspapers, television, magazines or the Internet.

It scares me to think of the number of people who are fed information from these sources; the mass media certainly has more of a widespread impact on the West's view of Islam than do the academic publications of Orientalists, Arabists or Islamicists.

In recent years, the academic field of what used to be called Orientalism has been renamed "Area Studies" or "Regional Studies". These politically correct terms have taken the place of the word "Orientalism" in scholarly circles since the latter word is now tainted with a negative imperialist connotation, in a large measure due to the Orientalists themselves.

However, even though the works of scholars who pursue these fields do not reach the wider public, they do often fall into the hands of students and those who are personally interested in learning more about Islam.

As such, any student of Islam, especially those in the West, needs to be aware of the historical phenomenon of Orientalism, both as an academic pursuit and as a means of cultural exploitation.

The Orientalist academic heritage and documented legacy, logically connected to certain historical periods, and governed by the previously mentioned superseded hegemony paradigms, although no longer the direct source of acquaintance with this part of the world, unfortunately remain the foundation for the attitude on which the modern day "psudo experts" of the global infotainment industry, base their analysis and interpretation of contemporary events and share them with the general public.

The state of mind and consciousness of the western general public on the Middle East and Muslim world is being programmed on the basis of distorted facts and irrational, and to some extent erratic interpretations. The western public acceptance, recycling and affirmation of these perceptions is streamlined by the natural variation of the human family.

Because we look different, speak another tongue, use another idiom, and relate to our shared space and social order differently, the possibility of "the other", in this case Arabs and Muslims, embodying the evil other becomes very valid.

On the contrary, and as a foot note on the margin related to the previous observation, Islam, in principle has a different approach to the other, the Qur'an says (People, We created you all from a single man and a single woman, and made you into nations and tribes so that you should get to know one another. In God's eyes, the most honoured of you are the ones most aware of him" (49 – The Private Quarters / al-Hujurat: 13)

If we are to consider the nature of the events that make the headlines nowadays, and the value of its substance, then we as Arabs and Muslims are indisputably guilty as charged.

When used by Muslims, the word "orientalist" generally refers to any Western scholar who studies Islam regardless of his or her motives and thus, inevitably, distorts it. Said devoted some of his unrelenting energy to exposing the shortcomings of Orientalism which he defines as follows:

"… by Orientalism I mean several things, all of them, in my opinion, interdependent. The most readily accepted designation for Orientalism is an academic one, and indeed, the label still serves in a number of academic institutions. Any who teaches, writes about, or researches the Orient and this applies whether the person is an anthropologist, sociologist, historian, or philologist either in its specific or its general aspects, is an Orientalist, and what he or she does is Orientalism."

On page 4 of his masterpiece "Orientalism", Edward Said writes: "To speak of Orientalism therefore is to speak mainly, although not exclusively, of a British and French cultural enterprise, a project whose dimensions take in such disparate realms as the imagination itself, the whole of India and the Levant, the Biblical texts and the Biblical lands, the spice trade, colonial armies and a long tradition of colonial administrators, a formidable scholarly corpus, innumerable Oriental "experts" and "hand", an Oriental professorate, a complex of array of "Oriental" ideas (oriental despotism, oriental splendour, cruelty, sensuality, (and sexuality), many Eastern sects, philosophies, and wisdoms domesticated for local European use. The list can be extended more or less indefinitely".

Having rendered only a tiny portion of Said's passionate critique of Orientalism, which was echoed in two of his other fascinating books "Covering Islam" and "Cultural and Imperialism" it ought to be mentioned out of intellectual honesty that Orientalists have undertaken a monumental effort in discovering Arab-Islamic civilization by means of studying its religious texts, literature, philosophy, science, historiography, geography, art, etc.

In fact, the spectacular achievements of Orientalism were conveyed to the Orient and were an impetus for the modern renaissance and myriad revivalist movements- the Arab East having been in a state of stagnancy and decline for several centuries.

It was through Orientalism, that parts of our culture, contributions to the sciences, art and ways of life were conserved and recorded. Artists, missionaries, archaeologists, historians, soldiers and others, have captured and recorded, and thus preserved some aspects of our affluent culture that would have otherwise unsurprisingly disappeared.

I would, at this point, like to challenge one of the premises of Said's paradigm in analyzing Orientalism, namely, the total entwinement of power and knowledge at an ontological level.
But one surely must ask, is knowledge entirely motivated and engendered by power? Have their not been orientalist scholarly works that have been motivated by many, many impulses- such as:

- Intellectual curiosity,
- The quest for objective knowledge and truth,
- Religious affinity,
- The quest for intellectual, spiritual or aesthetic inspiration,
- Or simply economic motivation that does not profoundly impinge on the quest for fairness and intellectual honesty.

The Arab / Islamic world continues to be viewed with mistrust by western public opinion. Opinion polls and Events have shown that Europeans and Americans associate this part of the world with some of their greatest fears:

- Terrorism,
- Dictatorship,
- Weapons of mass destruction,
- etc.

These perceptions have served over the years to justify and legitimize (in our perception) uncivilized western behaviour towards us. For example:

- The severance of diplomatic relations,
- The application of economic sanctions,
- Even the use of military force.

The fact of the matter is that different rules apply to the west's conduct of relations with the rest of the world. This may be to a great extent attributed to existing preconceptions and prejudices that originate, mainly from Orientalism.

How can this historical predicament be solved?

Answering this question is never simple. In my humble opinion, the solution lies in the recognition that we share a common future, whether we wish to concede it or not. The makeup of our future and the future of the human race lies in our cooperation.
The challenges we all shall face in the future be it on the social, economic, ecological and natural resources level, will require much more than merely our reciprocated understanding of each other; it will demand our collaboration. For the sake of our continued survival, we need to grant confidence in new traditions of peace, trust and understanding.

It goes without saying that this is a two way process.

We, in this part of the world, are to blame as well. We recognize that we must to be more proactive by in our advance to the rest of the world.

- While we call on the west to review the process on which their research, information, academic and media institutions perceive us, we need to emphasize projecting the better / true image of our selves,

- While we demand the West to respect us and treat us as equal citizens of this world, without double standards, we must develop the necessary mechanism and style of interaction with others,

- The west, being the richer and more powerful, should and must encourage more human interaction with the Arab/Islamic world through business and tourism, while we must seriously review our standing on issue of concern to the west, issues like human rights, philanthropy vs. lavish hospitality, and recourse to legislation,

- While we demand from the west some concrete measures to monitor and correct the distortions and misrepresentations of our images by the western media, we have to reconsider the role of our media agencies, both state operated and private.

(There exists a large number of Arab satellite television stations, I was told more than 150 stations, but what are they doing in terms of getting our message across?). We need responsible media.

- Finally, we must actively continue to engage together in a comprehensive long-term Euro-Mediterranean process based on cultural, artistic, educational, partnership on the non-governmental, civil society multilateral / track 2 levels, the people to people level.

It has become obvious that the formal, official, governmental, bilateral track 1 level interaction, although very useful, not enough.

It's a joint responsibility to bring attention to issue of soft human security. I am sure that all of you have heard this saying before in relation to security: " The priority lies in drying the swamps than, squatting the Mosquitoes".

Youth on all sides of the Mediterranean will have a deep influence on the future. Peace, cooperation and mutually fruitful interaction are essential ingredients for a better morrow.

Transcending stereotyping, overcoming prejudice, fostering understanding and mutual respect are the challenge of the present and the future. Let us then strive for self-knowledge and for knowing each other, and in so doing, "expand the commonalities and respect the differences".

<u>Before I close what I think has become a lengthy monologue, I wish to leave you with two thoughts that I hope you find worth pondering:</u>

1. For some time, sociologists, anthropologists and political scientists have been describing the consequences of increased organizational and technological complexity and global interconnectedness (through communication networks, particularly television) as producing 'risk society'.

Yet, paradoxically, as risk becomes the organizing principle of societies, governments are less able to control global complexity. Rather than seeking to analyze complex crises, they respond by simplifying the issues. In the West, the state's focus upon the risk of terrorism and the strategy of containment neglects the complex nature of international crises requiring global cooperation.

Not only violence, but poverty, epidemics, hunger and global warning are all evidence of states' neglect of or incapacity to care for and protect their citizens, let alone assume larger humanitarian responsibilities for non-citizens. Social problems are becoming increasingly compounded, creating highly marginalized social worlds.

Instead of the logical conclusion that after all the developments the world has witnessed, we should be living in a world characterized by hope, justice, peace, happiness and prosperity, we live now in a world characterized by fear, risk and grave injustice.

This is surely reflecting negatively on the quality of life, interaction and harmony among peoples, societies, and cultures. Instead of building more bridges we are erecting more walls and barriers!!

While we are getting closer and more connected to each other on the virtual level, the gaps are increasing and the distances between people in reality, and on the human level are growing rapidly.

This realization should be very alarming, it looks to me that this is our calling and it's our responsibility to do some thing about it.

2. In an attempt from our side to promote interaction on all levels, and hopefully contribute to the process of redefining the relationship between the West and the Arab Islamic world, and creating a new healthy mechanism for and orient / oxidant exchange, especially on the cultural, educational and academic level, Jordan will organize next June in Amman the Second World Congress for Middle Eastern Studies (WOCMES-2).

This will be the first time that experts on the Middle East coming from all over the world and all branches of the humanities and social sciences (including economics, political science, media studies and others) will assemble together in the region to share and exchange their research, experience and ideas, and to discuss the challenges of methodology vs. theory and praxis vs. politics and their possible resolutions. It promises to be an unprecedented event that will finally bring Middle Eastern studies to the Middle East.

A priority for WOCMES-2 is to ensure a balanced Academic Program that showcases the contributions of scholars from the Arab East and Maghreb countries, as well as from the developing world.

WOCMES-2 will be the first time in history that a major Middle Eastern Studies conference is actually held in the Middle East.

A Cultural Program will complement the Academic Program of WOCMES-2.

I urge you all, to take part and encourage this process, both individually and institutionally.

Thank you one and all.

4.3.3. 'History and progress of the Euro-Med programmes in Jordan', by Ms. Sahar Al-Fayez, National Coordinator of the Euro-Med Youth Programme in Jordan

"I will go through the Euro-Med Youth Programme; providing you an overall view of the programme.

How is this programme implemented?

Our Directorate General of External Relations decides through the foreign ministries of the partner countries what are the priorities we must follow. Directorate General Europe Aid will also follow the guidelines and establish the political guidelines for the concrete implementation of the programme. My Directorate General, where Silvia and I are working is responsible for the management of the programme through a sub delegation. We therefore implement all the operational activities. For this, a network of National Agencies and National Coordinators has been created. They are also responsible for the implementation of the Euro-Med Youth programme. National Coordinators are often appointed by the competent authority in agreement with the Commission and they will be responsible for the promotion of the programme, to provide training to organisations about the activities of the programme, to provide support to organisations that would submit projects in our centralised selection.

Who implements the Euro-Med Youth Programme?
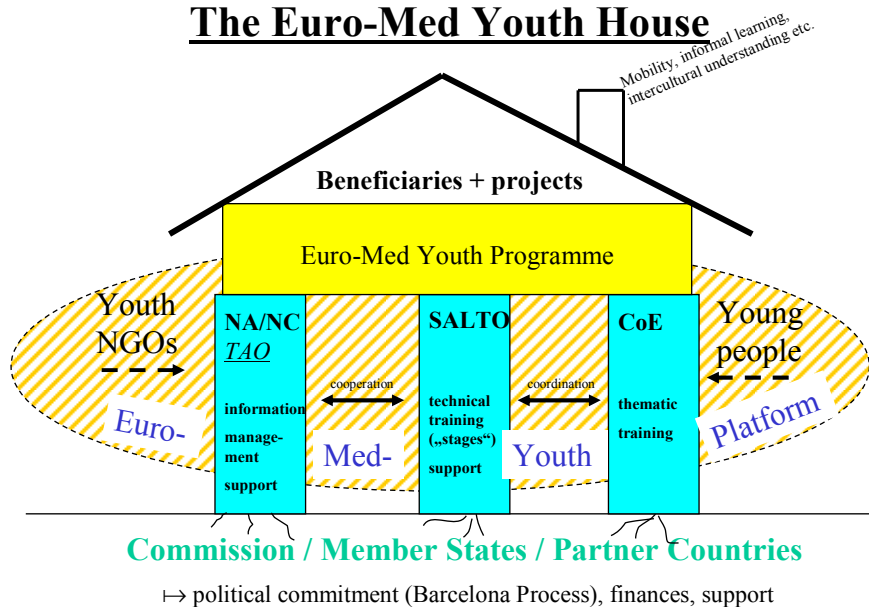
In September 1998, the first phase of the Euro-Med Youth programme was approved by the Commission. The programme used the already developed activities of the Youth Programme and tried to adapt them to the Euro-Mediterranean reality. This first phase was a pilot phase, where everything had to be build. It lasted three years and in November 2001, the Med Committee and then the Commission approved a second phase of the programme in order to improve the pilot activities that had been implemented in the past. In order to well define the priorities of this phase, the Commission launched an evaluation of the programme. The conclusions were very useful for the design of this new phase. As you will see through the presentation, we have achieved a lot of things for a relatively short period of time. Today, in 2004, we are launching another evaluation and preparing the launch of a new phase that will cover 2005 and 2006.

There are almost 96 Million young people in the Euro-Mediterranean region of which more than 50 % live in the Mediterranean partners. Travel and education broaden the mind and are the best antidotes to ignorance and prejudice. The multiplier effect of young people telling others about their experiences should not be disregarded and can only benefit the cause of mutual understanding.

4.3.4. Final course evaluation form

This evaluation concerns the whole educational process of this course, starting from the moment you filled in your application to this very moment now, including your own preparation, the seminar in Budapest, your work with the project in the practical phase, and this consolidation seminar.
This evaluation will help us all in understanding the achievements of this course. Therefore, we would appreciate if you would review what this course represented for you during the last fifteen months, to read all questions carefully and to answer them in a manner as <u>comprehensive, complete and detailed</u> as possible.

I. LEARNING AND TRANSFER

1.   What can you say that you have learned through your participation in the course?

2.   What can you say that has changed in your perception of the role of youth work in addressing intercultural learning and youth participation in the Euro-Mediterranean context?

3.   Please mark the statements that best correspond to the development of your competences since the beginning of the course.

fully   *1: Not at all 6:*

"As a result of this course I now feel more comfortable in…"	1	2	3	4	5	6
…running a local project on participation and intercultural learning						
…training other youth workers about intercultural learning and participation matters						
…running activities on intercultural learning in youth work						
…integrating human rights n youth work						
…promoting the participation of young people						
…advise other youth workers on how to develop, implement and evaluate a project with young people						
…explaining the values of the Council of Europe						
…fundraising for activities						
…engage in activities against discrimination						
…developing new Euro-Med youth projects						
… explaining the priorities of the European Commission regarding Euro-Med cooperation						
…playing role as a multiplier						

4.   How do you plan to follow-up the results of your participation in the course within your organisation or community?

II. ROLE OF THE PROJECT

5. The project played an important part in the programme and methodology of the course. Looking back at your needs, expectations, plans and evaluation of your project, what would you propose to change or improve in the way the project was dealt with during:

a) The preparation for the course (from the application to the initial seminar in Budapest)

b) The initial seminar in Budapest

c) The project phase between March 2004 and May 2005

d) The Interim meetings

e) The consolidation seminar in Amman

III. THE ROLE OF THE SEMINARS

6. Looking back at the programme of Budapest and Amman.

a) What would you do differently in the programme?

b) Which programme contents should be emphasized or further addressed?

c) Which contents were superficial or useless?

IV. METHODOLOGY AND STRUCTURE

7. Suitability of the duration of the course:

of the whole course	□ too long	□ too short	□ just right
of the initial training seminar	□ too long	□ too short	□ just right
of the project phase	□ too long	□ too short	□ just right
of the interim meetings	□ too long	□ too short	□ just right
of the consolidation seminar	□ too long	□ too short	□ just right

8. Please comment on the suitability of the structure and methodology used of the course

9. Your evaluation of the role of the group in relation to:

	Not at all	A little bit	Just useful	Very important
Your intercultural learning				
Learning about youth work realities in the Euro-Med region				
Finding partners for projects				
Learning about participation and intercultural learning				
Sources of inspiration				
Support				
Others (specify)				

Comments

10.   Your comments on the team of the trainers (composition, competences, performance)

11. Your evaluation of the financial, administration and practical conditions provided for the course

Secretarial support	□ poor	□ sufficient	□ good	□ very good
Financial conditions	□ poor	□ sufficient	□ good	□ very good
Living and working conditions in EYC Budapest	□ poor	□ sufficient	□ good	□ very good
Living and working conditions at Regency Hotel	□ poor	□ sufficient	□ good	□ very good
Living and working conditions at interim meetings	□ poor	□ sufficient	□ good	□ very good
Information and communication (including the web-page and the newsletter)	□ poor	□ sufficient	□ good	□ very good

V. ACHIEVEMENT OF THE COURSE OBJECTIVES

12. In your understanding of the course, how far do you think the course objectives (as written in the course presentation) have been reached in this course?

1: Not reached at all - 5: Fully reached

Course objectives	1	2	3	4	5
1. To train 30 youth workers and youth leaders youth participation and intercultural learning through and within the Euro-Med Youth programme;					
2. To initiate innovative Euro-Med youth projects on participation, democratic citizenship and intercultural learning;					
3. To support and promote youth participation in Euro-Med youth exchange projects;					
4. To reflect on the manifestations and relevance of issues such as identity, nationalism, Europe, and Euro-Med co-operation in Euro-Med youth projects;					
5 To enable participants to prepare, run and evaluate a Euro-Med youth project;					
6. To enable participants to use and adapt the existing opportunities within the Euro-Med programme for developing youth participation and intercultural learning;					
To motivate and enable participants to share their acquired knowledge and experience and to act as multipliers;					
8. To contribute to the reflection about the meaning and the practical relevance of intercultural learning and participation in future Euro-Med youth projects;					
9. To gather contributions for the development of the Council of Europe and of the European Commission's projects on Euro-Med youth cooperation.					

Comments:

13. From your experience in this course, how do you evaluate the relevance of this training course in the Euro-Med youth co-operation context?

□   *Of major importance and usefulness*
□   *Very Important*
□   *Important*
□   *Not so important*
□   *Unimportant*

Comments:

VI. YOUR CONTRIBUTION

14. How do you evaluate your own contribution to this course?

1: Very passive – 6: actively participated

Your active participation	1	2	3	4	5	6
Comments						

1: not at all – 6: fully

Supporting other participants	1	2	3	4	5	6
Comments						

1: not at all – 6: fully

Bringing constructive proposals to the group discussions	1	2	3	4	5	6
Comments						

1: not at all – 6: fully

Being open to learning	1	2	3	4	5	6
Comments						

1: not at all – 6: fully

Contributing to intercultural learning	1	2	3	4	5	6
Comments						

VII. THE IMPACT OF THE TRAINING COURSE

15. According to you, what has been the impact of this LTTC on…?

1: no difference – 6: great impact

You as a youth worker	1	2	3	4	5	6
Comments						

1: no difference – 6: great impact

Your Organisation	1	2	3	4	5	6
Comments						

1: no difference – 6: great impact

Your local community	1	2	3	4	5	6
Comments						

1: no difference – 6: great impact

	1	2	3	4	5	6
The society you live in						
Comments						

VIII. ANY OTHER COMMENTS, SUGGESTIONS, CRITICS

Name (optional)_____   Thank you!

4.3.5. List of participants of the evaluation and consolidation seminar

PARTICIPANTS	
Algeria	
Latifa LAKER	Dar el Beida, Alger
Ouahiba MAHTALI	Graines de paix, Annaba
Belgium	
Pieter-Jan UYTTERSPROT	Oelalaa, Buizingen
Ewoud ROES	European Youth Forum, Brussels
Bulgaria	
Borislava DASKALOVA	Human Rights Club at BCRD, Plovdiv
Cyprus	
Kyriakos MICHAEL	Intercultural Centre of Cyprus, Nicosia
France	
Alliatte CHIAHOU	Association des travailleurs maghrebins de France, Argenteuil
Greece	
Glikeria ARAPI	Centre of Intercultural Education "Cosmos", Athens
Israel	
Smadar BAKOVIC	The Young Israeli Forum for Co-operation, Jerusalem
East Jerusalem	
Maali EDRIS	Youth Development Department, East Jerusalem
Italy	
Arianna TOMASSONI	Associazione Culturale Marasma, Fano
Jordan	
Fayrouz Y.M.R. ZGHOUL	Jordanian Youth Forum for Culture, Amman
Lithuania	
Rasa VISOCKIENE	Panevezys County Non-Governmental Organisation Information and Support Centre, Panevezys
Morocco	
Khalid OUASSOU	Réseau Amazigh pour la citoyenneté, Rabat
The Netherlands	
Tom ROTTINGHUIS	Jonge Socialisten in de Partij van de Arbeid (JS), Amsterdam
Palestinian Authority	
Maha M H ABU SHAMA	Youth Development Association, Jerusalem via Israel
Portugal	
Joao Paulo DOS SANTOS PIMENTEL FERREIRA	Centro Social Paroquial Cristo Rei, Monte da Caparica

Tunisia	
Anis HAMDA	Club UNESCO Alecso Ezzouhour – Tunis, Cité Ezzouhour, Tunis
United Kingdom	
Marcus LAU	Minorities of Europe, Coventry
Ukraine	
Ekaterina KUZNETSOVA	NGO "Debate Centre", Simferopol
EXCUSED:	
Egypt	
Hassan Aly Fahmy Abdel-Shafek	OYC "Orouba Youth Centre", Heliopolis, Cairo
Finland	
Susanna Maria LAMMASSAARI	The Youth and Sports Office of Ranua, Ranua
France	
Laetitia SORNET	Centre Social Culturel et Sportif, Angouleme
Lebanon	
Zeidan TAHA	Social Communication Centre "Ajial", Beirut
Spain	
Laila PALAUDARIES	Codespa Foundation, Ciudad de Guatemala
Tunisia	
Mehdi JEBNOUN	AERE (Association de l'Education relative à l'Environnement), Hammamet
Turkey	
Mustafa Cenk AKGOL	Youth Initiative for Human Rights, Istanbul
TEAM OF TRAINERS	
Erzsébet KOVÁCS Hungary	
Gisèle EVRARD Belgium	
Fatma Farah CHERIF D'OUEZZAN Morocco	
Karim Ahmed KASIM Egypt	
Rui GOMES Council of Europe European Youth Centre Budapest	

KEYNOTE SPEAKERS
Baker M. AL-HIYARI Royal Institute for Inter-Faith Studies Jordan
Dr. Mahmoud AL-SARHAN Higher Council for Youth Jordan
Sahar AL-FAYEZ National Coordinator of the Euro-Med Youth Programme Euro-Med Coordinator Higher Council for Youth Jordan
SECRETARIAT
Erzsébet BANKI Council of Europe European Youth Centre Budapest
VOLUNTEERS
Ata NOFAL Technical Support
Reem KARAMAN Help Desk
Inas AL-JBOUR Higher Council for Youth Jordan
RAPPORTEUR
Carol SHOMALI Jordan

4.3.6. Programme of the evaluation and consolidation seminar, 23 May - 2 June 2005, Amman, Jordan

Monday, 23 May

	Arrival of participants
19:00	*Dinner*
20:30	"Welcome back" evening

Tuesday, 24 May

09:15	Official opening of the seminar, with
▪	Her Royal Highness Princess *Sumaya Bint El Hassan*
▪	*Mr Jussi Närvi,* Delegation of the European Commission in Jordan
▪	*Mr Rui Gomes*, Council of Europe's Directorate of Youth and Sport
10:00	Pause
10:30	Aims, objectives and methodologies of the consolidation seminar
10:45	News from the participants and update on the second phase
13:00	Lunch
14:15	Discovering the social and cultural environment of Amman
19:00	Dinner at the hotel
21:00	"Once upon a time…" evening

Wednesday, 25 May

09:15	Introduction and programme of the day
09:55	Input on evaluation of projects
10:45	Introduction to the Projects' Evaluation Groups
11:00	Break
11:30	Projects' Evaluation groups
13:00	Lunch
15:00	Projects' evaluation groups continued
18:00	Plenary check-point
19:00	Dinner in town

Thursday, 26 May

09:15	Introduction and programme of the day
09:30	Projects' evaluation groups continued
18:00	Plenary check-point
19:00	Dinner at the hotel
21:00	Evaluation of collective projects

Friday, 27 May

09:15	Introduction and programme of the day

09:30	Projects' evaluation groups concluded
10:45	Plenary feed-back on the projects evaluation and achievements
12:45	Practical information about the afternoon's programme
13:00	Lunch
	Excursion to the Dead Sea
	Free time
19:00	Dinner

Saturday, 28 May

09:15	Introduction and programme of the day
09:25	Recalling "Youth participation" in the LTTC
10:00	Workshops on youth participation in youth projects:

- Leadership
- Motivation
- Democratic citizenship

13:00	Lunch
14:30	"The role of youth participation in youth policy development in Jordan", input by Dr Mahmoud Al-Sarhan, Secretary General Assistant at the Higher Council for Youth (Jordan), with the participation of youth workers from Jordan
15:15	Break
15:30	Working groups with guests and participants with focus on:

- Issues addressed by the speaker
- The relations between the Euro-Med Youth Programme and national youth policy
- The projects role in promoting youth policy and youth policy's in promoting projects

17:30	Questions and conclusions from the groups
18:15	Dinner in town and optional visits to youth work projects in Amman

Sunday, 29 May

09:15	Introduction and programme of the day
09:30	Reviewing intercultural learning and its role in Euro-Med youth work
10:00	"Orientalism and its influence in mutual perceptions in the Euro-Med context", by Mr Baker al-Hiyari, Deputy Director of the Royal Institute for Interfaith Dialogue, Amman.
11:15	Break
11:30	Workshops on intercultural learning in relation to:

- Conflict
- Religion
- Human rights
- Gender equality

18:15	Plenary check-up
19:00	Dinner

21:00	Film evening

Monday, 30 May

09:15	Introduction and programme of the day
09:45	The political and social context of Euro-Mediterranean relations – working groups on:

- Its influence on Euro-Med youth work
- Its influence on the work and projects of the participants

11:45	Learning to learn intercultural learning
13:00	Lunch
	Free afternoon
19:00	Dinner in town

Tuesday, 31 May

09:15	Introduction and programme of the day
09:30	Multiplying and follow-up

- input on multipliers function and role
- individual work on perspectives and follow-up
- consultations
- group work focused on networking and group communication

12:00	Sharing results and project ideas
13:00	Lunch
15:00	Revising the criteria for projects of participation and intercultural learning in Euro-Med youth work – individual and group work
19:00	Dinner

Wednesday, 1 June

09:15	Introduction and programme of the day
09:30	Information and discussion on the future perspectives of the Euro-Med youth programme
11:00	Break
11:30	Presentation of the groups' conclusions about the criteria for projects of participation and intercultural learning in Euro-Med youth work
12:00	Projects and ideas for follow-up
13:00	Lunch
14:30	Evaluation of the seminar and of the long-term training course
18:00	Certificates and celebration
19:00	Dinner
21:00	Farewell party

Thursday, 2 June

Departure of participants

5. PARTICIPANTS' PROJECTS

Project 1: Empowering Youth Participation and Project Promotion

Name of Participant: **Kyriacos Michael**
Country: Cyprus
Organisation: **Intercultural Centre of Cyprus, Nicosia**

A. Synopsis

Based on the poor participation of youth in Cyprus in local activities and national organizations, this project aimed to develop the competencies and share the experiences of participants in the youth participation issue and project promotion in order to help them benefit from their gained experience and spread it in their local societies.

B. Context and Motivation

The idea of this project came up in Budapest during the long training course "Youth Participation and Intercultural Understanding through Euro-Med Youth Projects". The idea was based on the poor participation of youth in Cyprus in NGOs and other youth activities, the idea was further discussed among the potential partners during the course and the communication followed after.

After identifying common problems and concerns regarding the participant organisations, the group decided to take action in order to develop their competencies and to share their gained experience in a very crucial domain such as youth participation and project promotion.

The function of partner organisations was based mostly on volunteers who were materializing the project proposals addressing the general society. Obviously the importance and the usefulness of this project were closely associated to the existence of the organisations. They were expecting to experience new ways to empower participation and to develop methods and strategies to promote their projects and get more youth to join local organisations.

C. Preparation

Several aspects of the issue were discussed during the long training course in Budapest in February 2004. After coming back to Cyprus, Kyriacos Michael informed the board of his organisation, about his intention of hosting a training course and developed it more with them. The participants in this project also consulted the National Agency of Youth Programme and examined the feasibility of the project. In cooperation with all partners who brainstormed several aspects and oriented the training needs; the training needs were evaluated and given to experts in order to prepare the training programme. Furthermore, suggestions and ideas from other local organisations were collected and hosted a discussion between youth leaders from the local community. The preparation included the production of data by interviewing youth leaders, young volunteers and other related people where possible.
Concerning the financial issues, the plan was to find donors from the local community.

D. Objectives

- To examine aspects and reasons behind limited active youth participation.
- To develop youth leaders' competencies in empowering youth participation by exploring methods for the recruitment and sustainability of new volunteers.
- To provide the participants with tools and methods for promoting effective teamwork.
- To experience and evaluate methods for building external relations with the stakeholders.
- To establish a network for future cooperation in the field.

E. Beneficiaries

- The direct beneficiaries of the project were youth leaders / workers / trainers, and the indirect beneficiaries were volunteers / young people, the people from the local community and the society in general.
- After the project a CD was created and disseminated containing the outcomes of the project.
- Youth leaders from local organisations were invited and the gained knowledge was multiplied through short seminars or presentations organised by the participants.

Local communities and youth involved in the project

Cyprus:
- Intercultural Centre of Cyprus (ICC), Nicosia
- Youth for Exchange and Understanding (YEU), Limasol
- Cyprus Family Planning Association (CFPA), Nicosia
- Gardas, Nicosia
- Cyprus Youth Council (CYCIC) Nicosia
- Turkish Cypriot community (Occupied Nicosia)
- Youth for Peace (Y2P) Nicosia

Participants directly involved in the project

Cyprus : - Intercultural Centre of Cyprus, Nicosia
- Youth for Exchange and Understanding, Limasol
- Cyprus Family Planning Association, Nicosia
Portugal Centro Social Paroquial De Cristo Rei, Almada
Netherlands Jonge Socialisten in de PvdA, Amsterdam
Turkey Gencev –Youth and Culture House Association, Ankara
Palestinian Authority Youth Development Association (YDA), Ramallah
Jordan Jordanian Youth Forum for Culture (SHABAB), Amman

* Participants were genderly equal.

F. Working methods

Generally, the training method during the seminar was based on the theory of action learning. The participants were asked to present their present projects, and all the workshops reflected on the implementation process. The training course included:

- Short presentations by the participants about the situation in their organisation regarding youth participation and project promotion.
- Lectures from experts in the field of youth participation and project promotion.
- Interactive workshops from youth trainers.
- Group and plenary discussions.

G. Intercultural Dimension

During the project the participants who came from various social environments and backgrounds, had the opportunity to share information and to understand the social effects on youth participation. They presented aspects of their culture and built a network for further cooperation in the Euro-Med context. They also had the chance to evaluate different approaches and examine how certain practices could be implemented according to different cultural environments.

H. Follow-up and Evaluation

- At the end of each working day the participants evaluated the sessions attending small reflection groups.
- At the end of the training course a plenary discussion was held to reflect on the course and examine suggestions and ideas for further action and cooperation.
- The participants filled in a questionnaire and the results were disseminated by email.
- An exchange project was discussed, it took place in Cyprus during summer 2005; this gave the partners the opportunity to put the gained knowledge into action.
- Seminars and presentations by the participants in their organisations and local community.
- Established a network between the participants for future cooperation and exchange information and experience.

The outcome of the project was measured based on the following criteria:
- Number of young people who participated in later activities organised by the participating organisations.
- The level of enthusiasm of the participants in later activities organised by the participating organisations.
- The level of impact of future projects in the local community.
- The results of the promotion strategies of future projects.
- The level of implementation of the gained knowledge by the participants.

Name of Participant: **Rasa Visockiene**
Country: Lithuania
Organization: **Panevezys County Non-Governmental Organisations Information and Support Centre** (Panevezio apskrities nevyriausybiniu organizaciju informacijos ir paramos centras (PANOIPC))

A. Synopsis

The Euro-Med project "Start to know – Stop to fear; Lets make a Carnival" took place in Lithuania in Panevezys region from 02 to 11 December 2004. Participants came from 5 different countries; 3 from EU (Lithuania - PANOIPC, Netherlands - Young Socialist in the Labour Party and Cyprus - Cyprus Family Planning Association) and 2 from Meda countries (Egypt - "Development No Borders", Israel - The young Israeli forum for Cooperation). In total 6 youngsters from Lithuania and Netherlands, 4 from Cyprus, Egypt and Israel.

B. Context and Motivation

The project was based on the needs of society and young people who live in periphery. Young people in small villages usually are out of new technologies, Internet, and have no access to information. In the villages lots of people have lost their jobs and as a result of this unemployment, alcoholism and isolation were quite a big problem. Young people do not feel as part of the society, they are passive in society live. People who live in villages still feel isolated (as it was in post Soviet Union), and suffer from lack of economical resources to meet or to visit different cultures. For that reason usually members of communities or young people feel fear of foreigners especially if s/he belongs to other race or believes (religion) or have "strange" way of dressing, or "strange" looking. People in the villages have relatively many stereotypes and fears formatted by TV and press, unknowing about people from other countries and different cultures.

C. Objectives

The main goal of the project was to give an opportunity to young people from different countries to meet and to know each other by discussing, working, sharing and communicating.

The main themes for discussions and for workshops were:
- Stereotypes impact in their life
- How stereotypes can contribute to xenophobia
- Involving of local communities

The aim of the youth exchange was to raise awareness of young people that everyone has his or her opinion based on national and personal background, and to discuss what the negative and positive sides of stereotypes are.
Participants also had the possibility to improve their English language skills (as language was sometimes a problem in communicating through the project process), and gave the chance for the participants to learn more about each other cultures.

This was an opportunity for young people to learn to work together in an international environment and to discover which stereotypes they have about each other.

Another aim was to highlight the Euro–Med dimension in Panevezys region. Therefore the Lithuanian group consisted from different members of NGOs located in Panevezys County.

Another role was to involve young people in local society. Cultural evenings were opened for local people and local youth. Many locals joined the evening programs and had direct contacts with project participants. The aim was to help young people to become more active in society life and at the same time to involve local communities (8 different schools from Panevezys city, region and Riokiskis city), as well as to empower young people in active participation in local community life.

D. Objectives achieved:

- Involved youth local communities in youth activities by visiting local schools, inviting school children to collaborate: meetings were arranged with eight schools, school children were informed about the project before meeting 40 participants (some of them prepared paintings about xenophobia and stereotypes, school children were invited to attend cultural evening nights).
- Encouraged youth participation and involved youth in active society life: After the project, participants and youngsters from the schools wrote five projects from which three were from Action 3 designed for local youth and local communities, and during the project, participants visited government offices using local transportation and presented the project.
- Provided information about international youth cooperation in the Euro-Med context: after the seminar, the hosted organisation" Panevezys County Non-Governmental Organisations Information and Support Centre" organised a seminar with organisations who wished to start projects with The Euro-med programme, a good number of people at the end of the project have been informed about the Euro med programme through direct connection.
- Increased skills, competences and experiences of intercultural learning through workshops and cultural activities with international groups: through different workshops and discussions, living and working in intercultural small groups, and through informal communication.
- Provided young people with space to work on stereotypes, xenophobia, during the project and on local levels: they had the space and also they put forward their own points that they wished to discuss.

E. Beneficiaries

Young people who live in periphery and who were more or less active in NGO activities on local, regional or national level; the youth in periphery were still quite isolated from intercultural communication. They have many stereotypes formatted by films, unknowing of others or personal believes, who do not have the possibilities to meet with different cultures, and to know them. Youth from villages have fewer opportunities to get experience by intercultural learning.

The age of young people was from 16 to 25, consisted of members from different NGOs located in Panevezys region, who looked to increase their English language skills and to identify different ways of communication, to find partners, common ideas for future collaboration, and to start their own activities in Euro-Med programme with their local NGO.

F. Working Methods

During the project all participants were involved actively in participation through workshops, teams and personal work, also through discussions, presentations, visits, and meetings with local communities. In parallel with the programme there have been a number of issues and activities running in the background. For example there were wallpapers, where one could write questions and opinions on various global aspects.

The programme was "people and process" oriented. When an issue was raised, a group of discussion on that issue was formulated, for example, one was done on the "attitudes to sexuality", using the method "Fishing Bowl".

Participants were also encouraged to take over an active leader role. There have been a number of activities run by participants themselves: a number of energizers, snow-art contest, nominations, etc

The project was based on the needs of young people and the role of intercultural learning at local levels. The organisation took this into consideration when designing the project. They involved young people in the designing phase reflecting on their hopes and worries, and encouraging them to take up this activity as their own and inviting friends from other NGOs, as well as sharing information with local community and international partners.

G. Intercultural Dimension

The basic needs were to meet other cultures, other individuals, to know them and to see how these encounters can impact their perception.

The participants were from 5 different countries (Lithuania, Israel, Cyprus, Netherlands, and Egypt). Every group had a cultural evening with national food, dances or songs. During visits to local schools participants shortly presented their countries and had the possibility to see on spot the life of local communities, working on stereotypes and prejudges as well as communication among young participants allowed them to learn about differences and similarities in an intercultural society.

H. Role of the LTTC in carrying out the project:

Finding the partners was done through the initial seminar held in Budapest, and through the LTTC the participant learned about "intercultural learning" and the "Euro-Med dimensions" and about "active participation", "project planning" and the "importance of communication during the whole process".
The main role of the LTTC was raising the quality of the project.

I. Achievements

- The project gave opportunity to local society and local youth to be involved in the project activities (directly and indirectly).
- At least six Lithuanian organisations participated in the project, and got the opportunity to learn about the Euro-Med projects.
- The members of the Lithuanian group presented projects in their schools and their communities.

- The participants increased their competences, skills and experience on intercultural learning.
- Young participants have the opportunity to find out, by different workshops and discussion groups, that the number of stereotypes and prejudices could be decreased by communicating and by working together.
- Young people now are applying to the Euro-Med projects by themselves (Action 1 and Action 2)
- Seeing the negative points and facing the difficulties through the implementation of this project, gave experience to better planning and handling of the future projects, and empathised the importance of pre-meetings and feasibility study in the planning process.
- The project leader and participants in the LTTC learned a lot about organizing a Euro-Med project, planning, implementing and participating, especially in Action 1 projects.

J. Follow up and Evaluation

- The first evaluation was held at the end of the project to see the personal development of participants and to give an opportunity for young people to compare their expectations and their achievements, and it was clear that the number of stereotypes and prejudices has decreased.
- Participants presented the project results to their NGOs, and local communities in each country.
- Youth participation was increased in the local community and involved local young people and members from local community.
- The second evaluation was based on collective and personal hopes and achievements and was made by each group after a short period.
- The last and the deepest evaluation was made during the last phase of the LTTC in Amman personally between the project coordinator and in cooperation with other colleagues.

Project 3:	**Crossing the Mediterranean- Opening up the Dialogue between Young People on Migration and Refugees in and around "Fortress Europe"**

Name of Participant: **Ewoud Roes**
Country: Belgium
Organisation: **FYEG: Federation of Young European Greens**

A. Synopsis

This project aimed to create a Euro-Mediterranean network of youth NGOs and young green organisations that share concerns about the issues of migration, refugees, and human rights.

B. Context and Motivation

This project was set up by and for young people and youth leaders in Europe and the MEDA countries, who were active in their communities, youth organisations and/or the (young) green movement, sharing concerns about the issues of migration, refugees and human rights.

The idea for this project was born in a study session on migration, organised by the Federation of Young European Greens at the European Youth Centre in Budapest in December 2003, this project aimed to create a Euro-Mediterranean network of youth NGOs and young green organisations that share the same concerns of laying the basis for an ongoing dialogue between young people from both sides of the Mediterranean, and to enable them to increase their knowledge, experience and insight in these fields, and help raising awareness of the complexity of these issues among the participants and their organisations and/or communities. This network made the young people involved, better equipped to participate in the public debate in these issues and to take social action.

C. Preparation

During a study session prior to this project, the following needs became obvious:
- A lack of knowledge, experience and insight to participate in the public debates on complex issues like (labour) migration and refugees.
- A lack of (access to) quality public debates on these issues, involving different (cultural, geographical, political…) perspectives.
- Only sporadic contacts (if any at all) and hardly any exchange of opinions with young people from countries that border the (enlarged) European Union – countries which were mostly affected by refugees or migration flows and by European migration and refugee policies – especially from countries in North Africa and the Middle East.

This was found to fit within the general mission of FYEG as well as within its present priorities. FYEG's mission included the following:
- Promoting cooperation of green youth organisations from all over Europe to encourage mutual understanding and common action to promote a greener Europe
- Providing training and education for the members of its member organisations, to raise standards of working methods and political debate.
- This project was born, as a tool to achieve the above needs.

D. Objectives

This project aimed to establish a network of NGOs and young green organisations from both sides of the Mediterranean that share concerns about the issues of migration, refugees and human rights, this network was the platform of an ongoing dialogue between young people through which participants increased their knowledge, experience and insight in these fields, and raised their awareness of the different perspectives, and became better equipped to participate in the public debates on these issues:

- Established a core network of 7 to 12 partner organisations (young green organisations, youth organisations and NGOs that work with young people) from Europe and the MEDA countries – in which the number of European partners and MEDA partners was more or less balanced: so the project was presented to the FYEG member organisations, with an identification of the target group involved, the project was presented as well to AL Taller organisation, Tunisia for partnership and other Meda countries.
- Consolidated this network through a contact-making seminar held in Barcelona, February 2005, during which the objectives of the project were fine-tuned, added and modified.
- Organised a youth exchange with 30 (40, including group leaders) young people from the three target groups in August/September 2005 near Tanger, and discussed the issues of migration, refugees and human rights, the application was submitted on the 1st of June 2005 and still waiting for the approval, another youth exchange is foreseen for January 2006.
- Created a project website with materials, information on the state of the project and (information about) any other product that came out of the project, until the moment the project webpage exists on the FYEG website but not a separate URL yet.
- Created products (e.g. a brochure, a documentary, a website, a game, a campaign, an action kit…) that enhanced the visibility or the effect of the project that the participants and their organisations can use in the future, many ideas were proposed but few became concrete.

E. Beneficiaries

- Young people active in the member organisations of FYEG
- Young people from MEDA countries, active within the partner organisations
- Young people that were not affiliated with any of these organisations, but who were active in their community or another youth organisation and who contributed to the success of the project

F. Working Methods

The project had two main phases:
- The first phase in which the contacts between the partners were consolidated, a network was established in which the objectives of the second was fine tuned, added to or maybe modified
- The second phase in which the young people from the partner organisations gathered for a youth exchange in Tangers, Morocco, and discussed migration, refugees and human rights from a wide range of perspectives, using tools for intercultural learning and participation.

As for the first phase, the partners were encouraged to involve the young people they work with in the preparation of the Action 5 contact-making seminar. FYEG also kept all its member

organisations updated on the development and implementation of the project (not only those that chose to become a partner) and they were invited to provide input. It was the young people themselves that came up with the project during the study session in Budapest in December 2003, so it was important that they remain involved in the following stages of the development and implementation.

As for the second phase, that is to say the Action 1 youth exchange and the preparation of this exchange, a lot of personal input and creativity was expected from the participants. They played an active role in both the preparation and in the following meeting itself by sharing experiences, knowledge and ideas and by being creative in all ways during the whole project (writing for the report, contributing to the website, making a video or audio report, doing interviews or role plays, acting, painting, telling stories, etc…). This was facilitated by the methods used during the preparation and the exchange itself (preparation: development of the website, setting up an e-mail group, etc.; exchange: acting workshops, report committee, experiential learning methods, creative workshops, bed time story evening and a flexible programme).

The young people were at all times encouraged not only to discuss and reflect on these topics, but also to create products (of whatever kind – e.g. a brochure, a documentary, a website, a game, a campaign, an action kit…).

G. Intercultural Dimension

The participants in the project came from a wide range of cultural backgrounds. Intercultural learning tools were used during both phases of the project (the contact making phase and the youth exchange) to ensure that the whole project was a successful exercise in the intercultural learning process, and that a productive and enriching intercultural dialogue was developed.

It was very important to learn from other peoples' experiences and from projects that took place, in this case they use these examples (lobbying, support to member organisations, centralised selection panels, etc.)

The European Youth Forum contributes to policies of youth participation in the European Commission, EU level, and also COE, and is engaged in several activities on the subject and is currently working on human rights education, without the intercultural dimension; such work can never be comprehensive or objective.

The experience that LTTC participant gained from the LTTC programme will definitely be reflected in his daily work as EU Advocacy Officer in the European Youth Forum. This includes lobby work towards the commission on the Euro-med Youth Programme and Youth in Action as well as working with members on improving the 'implementation' of the youth programmes in intercultural context.

H. Follow up and Evaluation

The evaluation belonged in the first place to the participants in the exchange and the young target groups. They were given sufficient space to give shape to the follow-up of the project.

The final evaluation of the project was based on several evaluations throughout the project, in which all the partners and activities were involved. The following evaluation moments were included in the project:

- On-the-spot evaluation at the end of every activity (evaluation activities with the participants, discussion);
- Mid-term evaluation involving the partner organisations after the first phase (February 2005) (questionnaire, check list with objectives);
- Evaluation at the end of the second phase, involving all the participants and the partner organisations (questionnaires, check lists, internet forum);
- Writing of the final evaluation report by the team on the basis of the previous evaluations.

I. Follow-up:

- Extending the network with new partner organisations;
- Further projects in the same field (EVS, seminars…);
- Extending the scope of cooperation between the partners (including other topics);
- A new FYEG statement on migration and/or a modification of FYEG's political platform;
- The establishment of a new regional network that facilitates future cooperation between the MEDA partners in the project (cf. the Cooperation and Development Network for Eastern Europe that has been set up after a previous Action 5 project by FYEG: www.cdnee.org).

Name of Participant: **Joao Paulo Dos Santos Pimentel Ferreira**
Country: Portugal
Organisation: **Centro Social Paroquial Cristo Rei, Monte da Caparica**

A. Synopsis

The project was about "the impact of gender role in youth participation", in Almada, Portugal. It aimed to increase awareness about the importance of gender in the involved organisations and in the social environment, exchange experiences, and also to debate or arrange strategies to minimise the lack of participation of women in Centro Social Paroquial De Cristo-Rei organisation, and in the life of the Almada Youth hostel community, as well as to develop strategies to sustain this participation.

The project was carried on through partnership between organisations from Cyprus, Jordan, Portugal, Netherlands and Palestinian Authority.

B. Context and Motivation

In Almada multicultural community the people are in most of the cases from the ex-colonies of Portugal like Angola, Mozambique, Cabo Verde, Guine, and there is a big community from Roma, most of the young people born already in Portugal, but some of them are still considered by the Portuguese state foreigners.

The young people concerned by the project were those with problems such as:
▪ Lower academic formation
▪ Economical problems
▪ Low quality jobs
▪ Unemployment
▪ Mono-parental families
▪ Drug problems, etc…

C. Preparation

▪ The first preparatory stage started with the parents of the young people. Intercultural understanding and prejudices are usually inherited from the family education before the integration with the society, and concepts are built according to the believes of the parent and the neighbourhood, talking to parents was very important in the first stage to convince them that girls can play football and can belong to a football team (main activity in the project).
▪ Also talking to young boys as well was very important, as mentioned above, they adopt the believes and concept of their families regarding gender role issues, and the idea of sharing the beach once a week with the girls to play was conveyed to them through the preparatory phase to accept.
▪ Meetings were held with young people, to explain to them what happened in the training course, and what can be done to profit the organisation, and the community.

- Motivated them for the preparation of the seminar; discussed what issues they wanted to debate.
- Discovered with the young people the expectations they had on this seminar/ project.

D. Objectives

- Realise and overcome social rules regarding what was imposed by the society;
- Assume new roles in the organisation as such for the community;
- Be motivated for further and active participation;
- Motivate other young people to take part in the life of their organisation;
- Understand gender according to the different cultures;
- Develop a strategy to sustain youth participation: currently there are 2 projects sustained (a group of young girls playing football, and a mixed African music dance group;
- Give competences to the young people to develop a small project that involved the same number of participants (male and female): two youngsters were given the chance to prepare a youth camp during the summer and work on it while having equal gender participation;
- Motivate the young people to understand intercultural issues, make young people understand the importance of human rights.

E. Beneficiaries

Young people who have lack of participation, specially females who are still very stereotyped, especially in the African and gipsy culture.

F. Working Methods

Until the realisation of the seminar the preparation was not only by the young people who participated in the seminar, but also the big group, this preparation was made through meetings, activities with the young people, by involving them in the organisation of the seminar.

After the seminar the planning phase of new activities was done in-cooperation between the young workers and the youth of the community.

G. Intercultural Dimension

The targeted young people were from different backgrounds but usually isolated by the families who still find themselves excluded being foreigners, as a result the parents and consequently the children had lack of self-confidence and they still do what society or families expect from them in an attempt to keep their roots and have an identity, one of the negative impacts of such an act was the low participation of the women in the local and social life.

The project's intercultural dimension was manifested clearly in this case, as it aimed to develop the competences of youth workers and young people on mobilised and sustained strategies respecting the impact of the social and cultural backgrounds on gender roles, and developing them to have more participation of young girls and young women in social activities.

H. Follow up and Evaluation

The project was evaluated through:
- The number of actions the young people carried in their organisations;
- The participation of women in the organisation;

- The realization of a youth exchange made and planned by the young people and that will take place in Nicosia, Cyprus soon.

The follow-up was done through a meeting with young people, where the participants gave an exposition of what happened in the seminar. And by activity plan designed by the young people, to increase more participation of the young people especially women.

I. The Project Role in Intercultural Learning

Participants had the opportunity to learn about other cultures "in loco" and to understand the impact of these cultures in the society and in gender roles; therefore they developed understanding, tolerance to the different cultures in contact, the participants could also see that the differences and the similarities existed in different cultures.

The project gave a clearer idea of what to do more to encourage the participation of young people and specially young girls in the community and to improve their competences in a non-formal educational context, the involvement of the parents as well as the young people in the project was unexpectedly pleasant, and more young girls joined the community and became involved in the main two projects (the football team, and the African dance group).

Having experience in the Salto and Euro-Med projects prior to realizing this project helped in implementing it well and in getting the desired results, also the support from the organisation all the way had a positive impact on the project, as well as the support from the European commission and the Euro-Med programme.

Keep on learning and getting more information on non-formal education and Intercultural learning as well as the human rights, helped the youth workers to deal with the young people who were in need of Euro-Med projects in developing their knowledge, and in empowering them to be more active citizens with an important role in changing the future towards a better life and a better world for all.

Youth workers should always look for new ways and methods to increase the participation of youth in social activities, and to sustain these activities.

Name of Participant: **Hassan Aly Fahmy**
Country: Egypt
Organization: **OYC Orouba Youth Centre**

A. Synopsis

Societies and nations nowadays demand and count on proactive young people who can actively participate and contribute in shaping their society and their future. Unfortunately, in most Mediterranean countries, and especially in Egypt, youth participation is alarmingly limited. According to a recent field study on Egyptian youth, 88% are not members in any political parties, 82% do not understand the term "volunteering", and 58% do not trust their leadership skills. These disturbing figures reflect a disturbing lack of awareness, and the reluctance and scepticism of young people to act as catalysts of development for their societies, and hence there is a great need to promote the concept of active participation and citizenship in these young people and to raise their educational and practical levels. With the help of this training course, we intended to assist youth leaders to explore further the issue of promoting youth participation and to provide them with adequate tools to act as multipliers and peer educators for other young people in their communities, and to provide a special emphasis onto ways of promoting democracy and active participation among underprivileged youth.

B. Context and Motivation

In a recent field study on young people in Egypt, published in the local newspapers, some very alarming figures were announced regarding the levels of youth participation in Egypt. The study revealed that nearly 80% of young people do not know how many political parties exist in Egypt, 85% do not vote and that the percentage of young parliamentarians (between the ages of 25-35) in the people's assembly has decreased from 7% to 5%. This situation is a result of many deeply rooted economical, social, and cultural problems, this challenge young people in Egypt and adversely affect their participation in their local community. The majority of them are subjected to the pressure of studying to be able to find a sufficiently paying job once graduated, and this represents the utmost of their dreams, leaving them no time, energy or willingness to act as active citizens in their communities. Adding to that the severely escalating unemployment rates, many young people are getting more and more depressed and unmotivated, with a significant number of them seeing immigration as their only option, particularly in rural areas, such as in Upper Egypt, youth participation is significantly limited, due to social aspects, especially among young women, whose participation remains limited to specific areas.

Another alarming fact is that the concepts of "volunteering" and "active participation" are basically unknown among the majority of young people. They feel they have nothing to give, they lack self-esteem and they doubt their capacity of changing or affecting their surroundings, hence they act passively towards the community they live in, blaming the circumstances or the government for everything without trying to take part in the development process of their local community.

This is why the project organisers believed that young people should be given a chance to look more into these ideas and to learn how to use their rights, to carry out their responsibilities, and

also to activate other young people to play a more effective role in their community. In addition, to allow them to learn and exchange experiences about democracy and their role in the democratisation of society.

This course, thus, aimed to train youth leaders and prepare them to act as multipliers for the concepts of active citizenship and democracy to the young people in their organizations, and the multipliers were from NGO's in different parts of Egypt, in order to spread such concepts among a wider circle of young people.

The project was a training course for youth leaders who were to act as multipliers for the concepts of participation and democratic citizenship. It took place between 20-26 February 2005 in Cairo, Egypt.

C. Preparation

The preparation for the training course started in Budapest during LTTC "Youth Participation and Intercultural Learning through Euro Med Youth Projects". This course allowed to start developing the idea with partners and also to consult it with the team of trainers.

1. With the hosting organisation:

As soon as the course ended, the draft of this project development was presented to the youth leaders and the decision makers in the concerned NGO, a project team was selected to start working on the idea, aims, objectives and programme of this training course to go along with the policy of the organisation in promoting a sense of democratic citizenship.

2. With local young people:

Organisers started weekly meetings with the young people in their NGOs, which were directly involved in the training course, in order to get their feedback and their expectations from such a course and what competencies they expect to acquire. As a result, the methodologies and program were adapted to match the needs and expectations of the targeted young people.

3. With partner organisations:

Partnerships were established during the LTTC "Youth Participation and Intercultural Learning Through Euro Med Youth Projects", so partners were aware of the idea from the very beginning, discussed it in the LTTC, then had the opportunity to modify and adapt it according to common and agreed principals and criteria.

After the end of the course, partners started discussing the project with their young people as well as with the decision-makers in their respective organisations and continued communications via email, untill a common agreement was reached regarding the basic elements of this training course.

4. With trainers:

A search was done for trainers experienced in the fields of active citizenship and democracy citizenship, communications were started with some trainers, about the idea and the objectives of the training course and how to modify the programme of the training course to meet the objectives, also communication via email "with foreign trainers" and meeting with national trainer,

were held to discuss methodology and the learning approaches until settled to meet the objectives defined.

To sustain sufficient communications with the partner organisations, trainers, and at the same time with the young people themselves, before, during, and after the training course, a Yahoo group was established for that purpose to be like a discussion platform in which everyone was encouraged to express their views and offer their contributions.

D. Objectives:

- Promoting sense of participation, citizenship, and democracy regardless of the regional obstacles or barriers between young people aged between 18 and 25 in the Euro-Med countries through non-formal education.

- Training 14 youth leaders on issues related to active citizenship and democracy to later act as multipliers and peer educators for the concepts of active citizenship and democracy within their organisations.

- Allowing an exchange of opinions, experience and knowledge between participants on issues related to citizenship, participation and democracy based on an intercultural learning methodology.

- Allowing participants to establish partnerships and develop common projects based on the theme of the training course.

E. Beneficiaries:

The direct target group was the youth leaders of local organisations in Egypt, as well as those of the Euro-Med partner countries who were trained to spread the ideas of active citizenship and democracy among young people in their local communities.

Participants came from the organisations from various Euro-Med countries: Youth City Council of Pylea – Greece, Young Women's Christian Association of Amman – Jordan, Ashab – Jordan, Panevezys County NGO's Information and Support Centre – Lithuania, Barcelona Volantaria – Spain.

The indirect beneficiaries were actually all young people willing to become active citizens and to change something within their community, who were supposed to acquire these experiences about youth participation and democracy through the participating youth leaders.

F. Working methods

As mentioned earlier, the training course focused on the individual, and attempted to provoke a change on the personal level, at the same time avoided stereotypical words and terms associated with this topic.

The following model illustrated the order of tackling the issue of citizenship.

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Humanity

Society

Community

Individual
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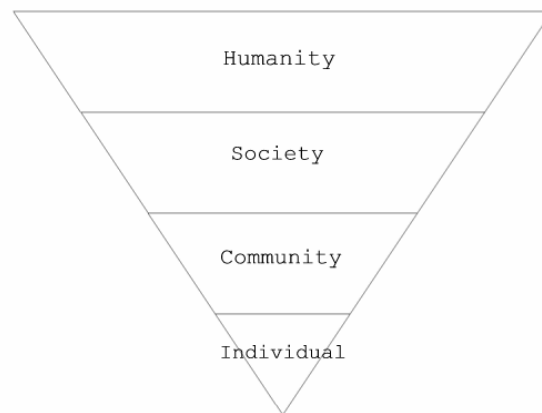
The methodology was based on climbing up this pyramid starting from the individual ideas, attitudes, and knowledge about the topic, then to the interaction between the individual with his own community, society and humanity in general, pointing up the interdependency of all parts of the pyramid.

The methodology was based on non-formal educational methods and included the following aspects:

- Group discussions on the vocabulary used in the training course around the meanings of being "active", words "participation", "citizenship" etc.;

- Workshops of skills exchange;

- Using projects development as means to tackle planning, project management, and quality of projects;

- Role-play and case studies to allow exchange of ideas and experiences;

- Use of art to express feelings and ideas;

- Simulation games for intercultural learning and group development.

G. Intercultural Dimension:

The participants of the project were from different Euro-Med countries and from different backgrounds, different cultures, different attitudes and different religions. Getting closer to each other raised the awareness about the importance of learning how to respect the other; thoughts, beliefs, and culture, regardless of origin or backgrounds, and that made them aware of the possibilities to combat xenophobia and racism as well exchanging ideas and sharing experiences, learning from each others, and having a common base of understanding and mutual cooperation.

H. Achievements:

- The inclusion of young people with fewer opportunities was one of the issues that came up during the projects planning, since most participants were active in NGO's that deal with youngsters with fewer opportunities, the planned projects mainly targeted youth with fewer opportunities.
- Although the theme of the training course was frequently tackled, yet the team of trainers did their best to avoid the cliché terms and methods usually related to the topic and focused instead on making the participants think about themselves first, then how to share this among a wider circle of youngsters. Hence the methods chosen avoided giving "answers" or "theory" but rather invoked "critical thinking" and focused more on attitudes.

I. Difficulties:

There was a big problem in communication between the people involved in preparation. And through the implementation of the training course as meeting with the decision making figure in the organisation and getting things done was very hard, and many issues were delayed due to not having the decision-making within the young people themselves.

Another difficulty was that only three organisers and two volunteers were available to give hand during the implementation of the project. As a result, instead of focusing on the learning process and the training course itself, Hassan Mousa had to worry with the others about all the logistics and hardly followed up with the training course itself.

J. Results:

- The team of trainers attributed the achievement of objectives to the methodology of the training course, which was based on individual approach, attempting to provoke a change on the personal level, rather than just introduce a number of workshops and theoretical inputs on citizenship. The trainers attempted rather to touch personal experiences each trainee had in the field of youth work, and encouraged them to translate this into concrete projects to serve a wider target.
- According to the evaluation forms, the training course helped the participants to reflect and to work on the training course theme, as well as other issues, such as working in groups, project planning and intercultural learning.

H. Follow up and Evaluation:

- A daily evaluation was organised in addition to mid-evaluation and final evaluation. The evaluation processes were according to some indicators and criteria mainly related to the performance of the participants and the progress they made in the educational process.
- The participants were expected to act as multipliers in their organisations so the team evaluated them according to the promotion of young people participation in their local community.
- The promotion of young people's participation in the political life.

- Some measures were taken into consideration so as to assure the follow up of the training course:

- Each participant was responsible for organising a local activity involving his youngsters (participation on a local level).
- Each participant was responsible for organising a Euro-Med project involving his youngsters (participation on an international level).
- Each participant was responsible for organising workshops and sessions with his young people to promote their sense of participation and to give them the access to means of participation.
- A Euro-Med network was built in order to keep the communication between the participants and to share and exchange their ideas.
- The continuation of the youth parliament: activating it and promoting its role.
- During the training course the participants came up with some ideas, and agreed on formulating them in projects to be implemented. Some were related to the theme of the training course, while others were far from the theme.

I. Empowerment of Young People by the Project

- Communicative skills
- Negotiation skills
- Understanding and identifying with others
- Action planning
- Ability to ask critical questions

J. Role of LTTC Help in Carrying out the Project:

Actually the LTTC was the training course which taught the organiser what was what, and how to organise a youth event ensuring the intercultural dimension, doing the LTTC and its various intercultural activities had a great importance in creating organiser's background as well as formulating his understanding, also helped to differentiate phases of planning, and implementing a youth event.

Name of Participant: **Alliatte Chiahou**
Country: France
Organisation: **Association des Travailleurs Maghrebins de France "Association of work Maghreb workers in France"**

A. Synopsis

The project aimed to better raise the motivation of young generations to involve more in the every day life of their communities, on local, national and international levels, and to be more active as Citizens.

B. Context and Motivation

The survey carried out during 2003, by the Association des Travailleurs Maghrebins de France, to diagnose the needs and expectations of young people aged 18 to 25, in the Val D'Argent neighbourhood showed that it was crucial to tackle the issue of participation and the involvement of young people in city life through opening to other cultures, especially to those cultures with special history. Accordingly, it was decided to organise an intercultural exchange to cover this issue.

This project "Participactive" took place in Egypt from 19 December 2004 till 2 January 2005 and concerned beside France 2 other European countries that deals with minorities (such as Spain, Belgium, Netherlands, or United Kingdome, and three Mediterranean countries from the south side (Morocco, Tunisia, Egypt).

Every country was represented by a mixed group of 7 participants (genderly balanced).
This project was designed in an attempt to aware youth on the participation concept on local levels.

Based on the questionnaire done by the association, the hosting organiser was able to understand more about the need of the targeted group (Youth of 18-25 years old) for more involvement in the daily life of this Val d'Argent neighbourhood.

it was noticed from the questionnaire that the majority involved youth were unprivileged (unemployed parents, difficult social situation such as being a single parent, not very educated or have left school very early…)

The weakness in the participation of those young people came from their feeling of rejection by the society because of their situation. They were interrogating their real identities: "were they French, immigrants or both?" in their attempt to integrate in the society.

This diagnostic was shared with other partners: House of Youth and Culture, Working Youth Lobby, City Youth Service and the Intercommunity Society of Youth, who work specially with the targeted group of youth (18-25 years old) in different neighbourhoods in the city.

C. Beneficiaries

This project addressed 100 young males and females aged 18 - 25 from Val d'Argent living in a bad social context. Also the project addressed the unprivileged youth, with poor educational and professional backgrounds, or who never went to schools, very passive in the social life, and did not belong to any association.

D. Objectives
- Informing on the opportunities for participation offered by the different parts and developed on the local, national and European levels (ex. the need to agitate…)
- Meeting with other young people from outside the neighbourhood who were opened to other cultures.
- Identifying the notion of participation and stimulating the integration process.
- Monitoring the process of citizen's participation towards a progressive integration in the life of the city.
- Building the needs of achieving a success.

E. Role of the project in the LTTC

This project agreed totally with the objectives of the organising association; fighting for the equality of rights, citizenship, and for the consolidation of the two sides of the Mediterranean, and achieving a real democracy based on mutual respect, tolerance of others and for human rights.

This project helped as well in reinforcing the objectives of the ATMF concerning the youth through the realisation of the youth centre, something that neighbourhood involved was very much in need for hosting youth.

F. Aim of the project

The aim of the project was to develop citizenship and the participation in social life for the unprivileged youth of 18-25 years, in the Val d'Argent neighbourhood.

G. Specific Objectives

- Raising the awareness of the youth on the importance of voting in the regional and European elections.
- Developing a partnership between the organising association and other parties who were interested in working with youth (18-25) in Argenteuil.
- Motivating all departments, unions and governmental institutions (Directorate of Youth and Sport) to support and develop projects from this type in (Argenteuil, Val d'Oise)
- Reconfirming the idea of establishing a youth centre for youth of 16-25 under the direction of ATMF and located in the heart of the Val d' Argent.
- Motivating the youth to implement their own small projects.
- Guiding the youth in the process of implementing their projects.
- Encouraging the young to involve in the existing associations, and building an interest in associations' projects.
- Developing self-confidence and give youth motivation to act actively in the local society (establishing an association).
- Emphasizing the role of ATMF in the society, and in motivating youth in the neighbourhood.

- Organising an intercultural exchange for youth aged between 18 and 25, with a Mediterranean – European dimension.
- Involving the youth in the preparation and implementation of the project
- Developing a partnership between hosting association and the Euro-Mediterranean workers for the participation of young people.
- Motivating the youth to establish a network to deal with the issue of immigration in Europe.

H. Educational Approaches: The role of the youth in the project

- Participating in the preparatory meetings;
- Finding a local fund;
- Passing information to other youth;
- Participating and involving in the youth centre and other activities or associations;
- Choosing a group of youth, and a leader to participate in a youth exchange, with a food festival and cultural preparation on order to be able to have a cultural night during the exchange that really reflects their culture;
- Arranging a celebration night after the exchange inviting youth, families and partners to strengthen and carry what was done and learnt during the exchange to others.

I. The Euro-Mediterranean Dimension in the Project

The participation of young youth in this exchange, where two European countries dealing with the immigration issue and introducing their experience in the youth role and place, in putting the concepts of citizenship to practice, had a clear Euro-Mediterranean dimension.

This project helped in gathering the two sides of the Mediterranean, in which there has always been immigration.

The fact that this project was carried out by young group of multicultural background proved that differences reflect richness, and shared the success of multicultural societies in integrating in the European and Mediterranean countries.

J. The role of the project in intercultural learning

- For the youth who participated in this project, the exchange represented an opening to other cultures
- For the youth of Val d'Argent, this represented a chance to learn about other cultures than the only one they know (monoculture)
- Meeting with others and other cultures changed the way of seeing others and helped the participants passing over the prejudice and stereotypes of others
- In the meantime, such project emphasized one's own culture
- The participation and the learning about others was the catalyser for the participation

K. Calendar of the program, phases and activities

- Contacted partners and finalized the project and its financial plan
- Informing the participants about each partner
- Holding a preparatory meeting
- The exchange

- Contacted local partners
- Recruited youth for the youth centre project
- Running activities related to the exchange for self-financing
- Official opening of the youth centre
- LTTC evaluation

For the agenda of the exchange, the organizers of the project discussed the following point prepared in collaboration of partners:
- Participation
- Intercultural exchange
- Secularity, religion and believes relation to tolerance
- Human rights
- Methodology of the main project
- Euro-Med dimensions
- Immigrations, integration and citizenship

L. Evaluation and follow up

Evaluation of the exchange was done with the partners, and the participants on the achievements of the expected results.

The evaluation done by country, and by the intercultural group, helped in consolidating the relations in one group, and in motivating the youth into leading a more dynamic participation on different levels: local, national and international.

M. Follow up after the initial seminar

- Reporting to the council of administration and/ or the association office.
- Re-implementing the project (complement, precision…) with the support of the training team, partners and the qualified personnel (CEJ, INJEP, CEDJ…)
- Keeping communication with the participants of the initial seminar.
- Observing and fulfilling the specific and additional needs of the project to better carry it out till the end

N. Achievements

- Dynamic participation by youth
- Partnership with 2 local communities
- Motivated partners for financing the project (e.g. Directorate of Youth and Sport)
- Involved the association in the project
- Raised the competences of participants at local levels through the methodology of the project.

Name of Participant: **Susanna Lammassaari**
Country: Finland
Organisation: **Nuorten Areenary**

A. Synopsis

The project was based on an intercultural approach. Organisers hoped to spread the knowledge of multicultural education methods gathered during the project to local communities, through the participants (i.e. "The Action Day"). They also hoped that the active young participants would share the experiences - gathered during the project - with others in their home communities.

To gather and share the experiences, a youth exchange was organised. The idea of the multilateral exchange (26 November -7 December 2004) was to share experiences, tools and methods of youth work, focusing on intercultural and multicultural education. There were in total 30 participants and 6 leaders from 6 different countries from Europe and the Mediterranean area.

During the exchange ice-breaking and intercultural activities were held, as well as workshops, discussions, individual and group reflections, simulation or role playing games and field visits.

And during the week period of the exchange one day event for local youth "The Action Day" was carried out. Between these activities the participants got to know Finnish culture and the local environment (field visits etc.).

B. Context and Motivation

This exchange concentrated on participative multicultural and intercultural education, and on the methods of teaching them to youth, because these are important aspects in everyday work/studies. The Finnish group which took part in the exchange came from the Northern part of Finland; Lapland, where there are not many people from other cultural backgrounds living in the area. The contacts with different cultures and foreign people were quite (in some places very) infrequent. Now that Europe is uniting, multicultural issues have started to become an important part of everyday life, even in the rural areas so it was very crucial to be able to give young people information about tolerance, racism, prejudices, stereotypes etc. The main aim was to find methods to spread the knowledge of multicultural issues and in consequence to increase the tolerance and respect toward other cultures and foreigners. For all participants this exchange was an intercultural learning process. And they were encouraged to be more initiative.

Participants were from different Euro-Med countries (Egypt, Italy, Jordan, Palestinian Authority and Portugal), and approval of this project was received from the European Commission.

C. Preparation

Project was based on young people's voluntary activities and active participation. The exchange was not planned by adults for the young people but it was planned by the young participants by themselves. All these 36 young people were responsible for planning and carrying out the programme for the exchange. The exchange was not carried out just in the ten days when the groups met in Finland. The preparation started long before the exchange. To make the group

united and to get everybody involved in the project, and to get to know each others better. An interdiction (video, cd, pictures, letter, etc.) was done. The groups found out and planned information about their country, organisation, and youth work in their own country (e.g. participative methods of multicultural education and youth work). Participants taught their own special skills and competences for the others. All this planning happened through emails, letters, faxes and other ways of communicating from distance (They also created an msn internet community among all participants). To make this all work the Finnish group and (Susanna Lammassaari, the organiser) had the responsibility of coordinating the exchange and making sure everybody was involved.

D. Objectives

- Sharing experiences of youth participation and making new ideas on the intercultural level by the youth exchange with participants from European and Mediterranean countries. Also developing intercultural awareness among young people.
- Developing skills and competences which promoted youth mobility, participation and active citizenship especially in intercultural and multicultural education. All young participants were working with young people (as volunteers) in their own community or they had an interest in working with youth.
- Empowering the participants, supporting their participation and sharing thoughts about youth work.
- Spreading the knowledge of multicultural education methods gathered during this project to local communities through the young people who took part in the exchange from all participating countries.

E. Beneficiaries

Young people in Lapland, especially in Rovaniemi city but through the participants the beneficiaries were also all the young people with whom they will be working in the future.

F. Intercultural Dimension

The youth exchange provided an opportunity of meeting other young people from different cultures. Project's aim was based on an intercultural approach. The aim was to spread the knowledge of multicultural education methods gathered during this project to local communities through the young people who took part in the exchange from all the participating countries hoping that the active young participants will share the acquired experiences with others in their home community. The programme included exercises that dealt with intercultural learning.

G. Follow up and Evaluation

- Emailing before the exchange and the preparation visit
- Feedback and discussions with group leaders during the exchange on daily bases
- Reflection groups every other day during the exchange
- Feedback from the whole group during and at the end of the exchange (questionnaire and activities)
- Feedback from the Action Day from the participants
- New exchange application for another exchange to follow.

Other Projects

Maali Edris
Youth Development Department (YDD)
East Jerusalem, Palestinian Authority

Partners:
BALADANA Arab Youth Association, Israel
Pangea University Association- Naples, Italy
XARXA: Amb de Palestina- Barcelona
Vertigem, Portugal
Youth Development Department, Palestinian Authority

Venue of Implementation:
Jerusalem

Project Title:
Mediterranean: Different Nations, Similar Roots

The project meant to bring young people from different backgrounds to work together in order to establish a dialogue for better understanding about the cultural and historical bonds between the people of the Mediterranean area, particularly between Europe and Middle East, aiming to give the chance for the young participants to establish and understand the theme of being of different nations but similar root.

Target group(s):
Young People between the ages 18 – 25
University Students who are active in the Students Union and movements
Youth Workers

Youth Empowerment:
Communicative skills
Understanding and Identifying with others
Ability to ask critical questions
Problem solving and learning from experiences

Maha Abu Shama'a
Youth Development Association (YDD)
Ramallah, Palestinian Authority

Partners:
BALADANA Arab Youth Association, Israel
FYEG, Belgium
Green Party, Egypt
Joves, Spain
El Taller, Tunisia
Shabab Al Arabia, Jordan
Youth Development Association, Palestinian Authority

Venue of Implementation:
Ramallah, Palestinian Authority.

Project:
Gender Role Impact on Youth Participation

A seminar meant to provide a platform for discussion and exchange of experiences from the participating countries on the issue of gender and youth participation. The seminar lasts 3 days.

Target group(s):
20- 30 youth leaders, workers and volunteers from different cultural backgrounds.

Youth Empowerment:
Communicative skills
Interpersonal skills
Value development
Problem solving and learning from experiences

Marcus Lau
Minorities of Europe
UK

Partners:
Intercultural Centre of Cyprus- Cyprus
Young Israeli Forum for Cooperation (YIFC)- Israel

Venue of Implementation:
Turkey

Project:
The Bridging Role of Youth in Multicultural Society

It was training for raising the awareness and competence of youth leaders and youth workers on the issues of minority and human rights and intercultural learning. It aimed also to raise the awareness of the social and economical situations of countries from which individuals are seeking refuge. And to promote mutual understanding and respect between minority and majority groups as well as to break down barriers and stereotypes from within the youth leaders and youth workers themselves.

Target group(s):
-        Minority/majority youth leaders on the local, national and Euro Mediterranean level
-        Youth workers working with minority groups (local, national, Euro Mediterranean)
-        Minority youth

Youth Empowerment:
Communicative skills
Negotiation skills
Interpersonal skills
Understanding and Identifying with others
Self-awareness
Self esteem
Ability to ask critical questions
Problem solving and learning from experiences

Mehdi Jebnoun
A.E.R.E - Hammamet
Tunisia

Partners:
AL Jazouli -Morocco,
AREA-ED – Algeria
ERICA – Italy

Venue of Implementation:
Tunisia

Project:
Youth and Water of the Mediterranean Sea

The project was an exchange aims at attracting the attention of the youth to the water problems in their areas especially on the Mediterranean shoreline, encouraging them to discuss this issue and to suggest problem solving each from his point of view. The exchange aimed also at carrying out discussions on environmental issues.

Target group(s):
Young people who belong to associations dealing with environment and environmental problems, especially those living in countries situated directly on the Mediterranean Sea.

Youth Empowerment:
Communicative skills
Negotiation skills
Action planning
Value development
Problem solving and learning from experiences

Ouahiba Mahtali
Grains of Peace Association
Algeria

Partners:
To be confirmed

Venue of Implementation:
Annaba, Algeria

Project:
New Prospect, Youth Coming Together with All the Diversity of the 'Big Blue Sea'

This project aimed at providing disadvantaged young people with more information about other cultures and with Euro-Med actions. Making them familiar with youth issues in order to enable them finding out their important role in planning and changing the future, and thus becoming active citizens.

Target group(s):
Disadvantaged youth
Youth members of local organisations
Local community

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Action planning
Self- awareness
Value development
Problem solving and learning from experiences

Mustafa Cenk
Human Rights Education and Intercultural Learning For Minorities
Turkey

Partners:
Not Available

Venue of Implementation:
Istanbul, Turkey

Project:
Human Rights Education and Intercultural Learning For Minorities

The project was a training course on human rights education and intercultural learning. The project was to give an opportunity for the target group from different minorities to exchange their experiences and the effects the curfew had on them. The methodological approach of this training course was through intercultural learning, non-formal education and active youth participation.

Target group(s):
Youth from different ethnic, religious and cultural minorities and majority, of 15-25 years of age, who were living under curfew rules, which lasted for over 20 years.

Youth Empowerment:
Communicative skills
Negotiation skills
Understanding and identifying with others
Value development

Pieter – Jan Uyttersprot
Oelalaa
Belgium

Partners:
Anime et Tisse – France
Raci Tresselt – Italy
Olusum Drama Institute – Turkey
Chantiers Social Moroccans – Morocco
Shabab Al Arabia - Jordan

Venue of Implementation:
Halle, Belgium

Project:
The Big Europe of the Little Youngsters

Youth exchange on cultural Identity and active youth participation aimed at motivating youngsters on how to express themselves and their opinions in a constructive and positive way toward others.

Target group(s):
Not identified

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Action planning
Value development
Ability to ask critical questions
Problem solving and learning from experience

Latifa Laker
Association des activités des Jeunes (Club Vert)
Algeria

Partners:
Marasma – Italy
Club UNESCOezzouhour - Tunisia
Association des Travailleurs Maghrebins de France - France

Venue of Implementation:
Tizi Ouzou, Algeria

Project:
The Intercultural Action Towards National Disasters

The main aim of the project was to form a committee of multi-nationality young people who are ready to take action in case of natural disaster. The project was to start by a youth exchange informing the participants on how to act and deal with such sad incidents.

Target group(s):
Not identified.

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Ability to ask critical questions
Problem solving and learning from experience

Ziedan Taha
Cosial Communication Centre - Ajial
Lebanon

Partners:
Youth Development Association (YDD) - Ramallah – Palestinian Authority
Club UNESCO Ezzouhour - Tunisia
Association des Travailleurs Maghrebins de France - France
Association des activites des Jeunes (Club Vert) – Algeria
Grains of Peace Association - Algeria
OYC Orouba Youth Centre - Egypt

Venue of Implementation:
Lebanon/ Cyprus

Project:
Youth between Reality and Ambition

Since the Palestinian youth were in continuous worry over their unknown future because of the political economic social and security circumstances in Lebanon, they were exposed to social problems like, unemployment, immigration, and leisure, social afflictions and illiteracy. The youth in the Palestinian camps in Lebanon area exposed to ignorance, marginalisation, and isolation in some camps, also the lack of NGO`S which directed to the youth in these camps. In addition the Palestinian camps contain no clubs, social or entertainment centres. From here came the idea of organising a work camp gathering youths from different countries and different backgrounds to talk about their experiences.

Target group(s):
Youth between 16 and 25 years old, youth from different levels
Have the spirit of cooperation and voluntary work.

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Action planning
Value development
Self- awareness
Ability to ask critical questions
Problem solving and learning from experience

Smadar Barkovic
Young Israeli Forum for Cooperation (YIFC)
Israel

Partners:
AEGEE, France
Dialogue Lab, Germany
Palestinian Vision, Palestinian Authority

Venue of Implementation:
Stockholm, Sweden
(Each conference takes place in a different European country)

Project:
The European Role in the Israeli-Palestinian conflict

The project brought together 30 Israelis, Palestinians and Europeans who met in a European country for 11 days in order to dialogue and try to find solutions to the Israeli-Palestinian conflict. The project was created several years ago in order to enable Israelis and Palestinians to meet and dialogue in spite of the war they are all facing in their homeland. It concentrated on young people who aspire to become future leaders in their local and/or national communities and hoped to empower and encourage them to take an active part in resolving the Israeli-Palestinian lingering conflict

Target group(s):
Israelis and Palestinians from all religious, economic, social and political backgrounds who were concerned about the deterioration of the political situation in both Israel and Palestinian Authority and who were willing/able to dialogue and find constructive solutions to it.

Youth Empowerment:
Communicative skills
Negotiation skills
Interpersonal skills
Understanding and identifying with others
Value development
Ability to ask critical questions
Problem solving and learning from experience

Glikeria Arapi
OSMOSIS – Centre for the Arts and Intercultural Education
Greece

Education:
B.A. in Sociology
MPhil in Ethnic and Racial Studies of the Department of Sociology

Partners:
Not available

Venue of Implementation:
Athens, Greece

Project:
The Arts Festival

The Arts Festival was a 3-day local youth festival of various art workshops. The festival was an opportunity for the local youth to actively participate in organising and realising an artistic event through a process that eradicates the borders of the social exclusion it faces due to its cultural identity (Rom, Greek-Muslim community, refugees).

Moreover, the various workshops promoted teamwork and co-operation amongst all the participants using the worldwide language of arts and based on the notion of equality and Interculturalism. On the other hand, organizing for and participating in the festival was an occasion for youngsters to acquire knowledge in relative fields and at the same time to express themselves through other means than the structured and rational every day language.

Target group(s):
The local youth of Kerameikos: the youngsters who are willing to participate in the project (aged 7-18).

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Self esteem

Arianna Tomassoni
Associazione Culturale MARASMA
Italy

Partners:
The youth and sports office of Ranua - Finland
European Youth Forum - Belgium
Youth Development Department - Palestinian Authority
Jordanian Youth Forum for Culture - Jordan
OYC "Orouba Youth Centre" - Egypt
Codespa Foundation - Spain
Panevezys County Non-Governmental Organisation Information and Support Centre - Lithuania

Venue of Implementation:
Pesaro (Marche region) Italy

Project:
The Enterprising Spirit of Young People in Nowadays Society

This project was based on youth participation and intercultural learning. It was to be organised by the group of young people of Pesaro, in co-operation with other country interested in the same issues. The main topic was the spirit of initiative of young people. They was also to discuss some relevant issues connected with the topic as: The new challenge in youth participation and the role of women in different societies and in Euro-med countries

Target group(s):
Young people from Pesaro, students, workers, unemployed from 17 to 26 who live in the town as well as in the rural area.
Young from East Europe and Euro-med countries settled in the town and in the periphery.

Youth Empowerment:
Communicative skills
Interpersonal skills
Self Awareness
Self esteem

Anis Hamda
Club UNESCO- ALECSO Ezzouhour
Tunisia

Partners:
Barcelona Volentaria- Spain
Jeunes pour le Monde- France
Ahestrade- Italy
Bei Horizone de Santa Cruz- Algeria
Al Masrah Al Talaii- Morroco

Venue of Implementation:
Tunisia

Project:
Candles of the Scene

This project meant to produce a piece of theatre on the theme of the desired peace and the wishes and hopes of people.

Target group(s):
Local young people who believe in the universal values.

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Self awareness
Value development

Fayrouz Zghoul
The Iraq Al Amir Women Cooperative Society in collaboration with Jordanian Youth Forum for Culture (Shabab)
Jordan

Partners:
ARCI Nuova Associazione, Italy
Mediterranean SOS Network, Greece
Mernet, UK
New Chance E.V, Germany
Cic-Bata, Spain
Association of Friends of the Youth and Cultural House, Egypt
Association of Friends of the Youth and Cultural House, Tunisia
Palestinian Youth Union, Palestinian Authority

Venue of Implementation:
Iraq Al Amir village Near by Amman, Jordan

Project:
Critical Consumption: "Sharing Ideas for a Sustainable Future"

The youth exchange was to focus on critical consumption, which is a part of the major topic of globalisation and sustainable development. The topics being dealt with was to help seek the positive and concrete elements in order to compare experiences, analyse different fields of interventions, get acquainted to alternative ways of producing and buying, make participant and community aware, and plan new projects,

Target group(s):
Young people living in the village with less opportunities and motivation between the ages of 20-25, especially interested in developing their village and promoting the idea of intercultural understanding and international cooperation in the field of marketing and critical consumption

Youth Empowerment:
Interpersonal skills
Understanding and identifying with others
Self awareness
Self esteem
Value development

Ekaterina Kuznetsova
NGO "Debate Centre"
Ukraine

Partners:
Italy
Spain
Egypt

Venue of Implementation:
Crimea, Ukraine

Project:
The Way to Intercultural Tolerance

The project aimed to developing intercultural competence in the field of the gender equality among young women representing the national minorities of Crimea (Ukraine) and partner countries. Within the project it was planned to conduct several educational events, i.e. a series of trainings, an international camp and a conference, and to publish manual in gender issues through critical thinking development.

Target group(s):
Young women aged 18- 30 who will represent the national minority NGOs of partner countries. However, the project is open to accept young men in the project fulfilment, so that to create a balance in the society in the field of gender education.

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Self awareness
Self esteem
Value development

Laila Palaudaries
Casal d'Infants del Raval
Spain

Partners:
Finland

Venue of Implementation:
Barcelona

Project:
Empowering unaccompanied young people from Maghreb

The overall objective was to develop the capacities of young unaccompanied people from Maghreb to take part in civil society by starting self-initiative activities that represents their own interests.

Target group(s):
Young adolescents aged between 16 and 18 years old from Morocco in particular, but also from other Meda countries such as Algeria, who have immigrated alone, without any adult support to take care of their basic needs.
Also young people and children coming from Latin-American countries, African countries, Middle-East countries and Asian countries, along with Catalan young people and children.

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Self awareness
Self esteem
Value development
Problem solving and learning from experience

Laetitia Sornet
Centre Social Culturel et Sportif Rives de Charente
France

Partners:
Not available

Venue of Implementation:
Angouleme

Project:
Youth Participation and International Exchange for young people.

This project meant to involve the youth in an area in the dynamic life of this area, it was an exchange that helped the youth to learn more about other people, and discuss more the issues of racism, equal opportunities and human right.

Target group(s):
Adults from 15-18 years old from the L' Houmeau neighbourhood.

Youth Empowerment:
Communicative skills
Interpersonal skills
Understanding and identifying with others
Self awareness
Self esteem
Problem solving and learning from experience

Khalid Ouassou
Reseau Amazigh pour la Citoyennete
Morocco

Partners:
To be confirmed

Venue of Implementation:
Rabat, Morocco

Project:
Cultural Identity, Immigration and Citizenship

The project meant to show the importance of political and social integration of youth and consolidate the relations between youth associations. And to help analysing the situation of youth in the Euro-Med countries especially on taking decisions level, with giving more motivations to the youth to youth participation.

Target group(s):
Youth associations, students youth participating in political parties

Youth Empowerment:
Action planning
Value development
Problem solving and learning from experience

Borislava Daskalova
Human Rights Club
Bulgaria

Partners:
Minorities of Europe- United Kingdom
Human Rights Education and Intercultural Learning for Minorities- Turkey
Greece

Venue of Implementation:
Istanbul, Turkey

Project:
Minority Youth Education for Tolerance and Human Rights

The idea was to involve different minority youth leaders, youth educators and human rights professional (researches and trainers) in the establishment of a multidisciplinary team to provide human rights training youth, applying intercultural learning in non-formal settings.

Target group(s):
Minority youth
Minority youth leaders
Young Human rights activists (focused on Minority rights)
Young Human rights researchers
Young minority rights trainers

Youth Empowerment:
Communicative skills
Understanding and identifying with others
Problem solving and learning from experience

Tom Rottinghuis
Young Socialists in the Labour Party
The Netherlands

Partners:
Not available

Venue of Implementation:
Germany/ East Jerusalem

Project:
From Conflict to co-operation: Developing Integral Conflict Management for Youth Organisations

Training trainers and multipliers on dealing with conflict within and between organisations and between societies across cultural barriers. The training was to bring youth workers and youth leaders from different cultural backgrounds and disciplines together.

Target group(s):
Youth workers and youth leaders capable to act as multipliers and to work on a long term common project.

Youth Empowerment:
Communicative skills
Negotiation skills
Understanding and Identifying with others
Problem solving and learning from experiences