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Training Active Trainers *in*

*Euro-Mediterranean
youth work
November 2004 – November 2006*

Evaluation Seminar
5 November – 14 November 2006
Essaouira, Morocco

Documentation

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Introductory notes

The course directors of TATEM were Bernard Abrignani and Rui Gomes. The team of the evaluation seminar consisted of the two course directors as well as Farah Cherif D'Ouezzan, Nadine Lyamouri-Bajja, and Mark Taylor. The TATEM Team also included Essie Arbiv, Jamila Chahboune, and Goran Buldioski. The documentation was compiled by Andreas Karsten. Viktoria Karpatska was the seminar's administrator.



This documentation is the result of team work by many people, chiefly the trainers, directors and participants of the course, but also staff and volunteers of the Moroccan Centre for Cross-Cultural Learning and the Association "Dar Souiri" in Morocco as well as the European Youth Centre in Budapest, INJEP and the French National Agency in Marly-le-Roi, and the SALTO Euro-Med Resource Centre.

To receive further information about the Partnership between the Council of Europe and the European Commission and the Partnership's work and priorities in the field of Euro-Mediterranean Youth Work, please contact the European Youth Centre Budapest (eycb.secretariat@coe.int) or consult the Partnership's website (www.coe.int/euromed).

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1. Introduction

This report aims to document both contents and methodology of the evaluation seminar of the long-term training course «Training Active Trainers in Euro-Mediterranean Youth Work – TATEM». The course started in November 2004 and continued until November 2006. This evaluation seminar was organised in co-operation with the Centre for Cross-Cultural Learning from November 4 to November 15, 2006 at the premises of the Association "Dar Souiri" in Essaouira, Morocco and concluded the two-year programme of TATEM.

While the Council of Europe had considerable experience in training active trainers, this project in the context of Euro-Mediterranean co-operation was new when it began. It started as part of the partnership between the Council of Europe and the European Commission on Euro-Med youth work and training and meanwhile became an integral element of the Partnership Agreement embracing co-operation between the two institutions in the areas of youth policy, youth research and youth work.

The following pages will hopefully serve not only as a memory to all the actors of the training, but also as a tool for them and others interested in the topic. It focuses mainly on the rationale behind the different training sessions and their design and, in doing so, constitutes another element of the long-term training. The reflections of team and participants on the previous two years are another important aspect.

The report has been organised in seven parts. The first part is this introduction. The second and main part contains the session outlines of the consolidation seminar, which were developed by the team of trainers and course directors. They have been edited and formatted and are arranged in chronological order to document the programme that way. The third part summarises the workshops developed by participants during the evaluation seminar to share their previously made experiences and good practices. The fourth part consists of the articles written by participants about their field. The fifth part is dedicated to documenting some discussions and exchanges of participants, in particular about the war between Israel and Lebanon in 2006. The sixth part contains some complementary material needed and useful for a comprehensive understanding of the consolidation seminar and its context, in particular the framework in which the long-term training course and the consolidation seminar were developed and implemented as well as the different actors. The documentation is completed by a number of additional materials included in its seventh part.

I hope you will find this report useful and interesting, inspiring and educational. If so do not only thank me but all the people whose work and dedication has made that possible: First and foremost TATEM's team and participants, but also its interpreters, secretarial and administrative support.

Enjoy!



Andreas Karsten in December 2006

2. Contents of the seminar

a. Overview of Session Outlines

- SO 1 – Opening Session
Day 1 – Nov 6
- SO 2 – Evaluation Phase IV
Day 1 – Nov 6
- SO 3 – Moroccan Arabic Lessons
transversal
- SO 4 – Morocco: A Euro-Med Society
Day 2 – Nov 7
- SO 5 – Sensitive issues and hot topics
transversal
- SO 6 – Sharing good practices
Day 3 – Nov 8
- SO 7 – Pedagogies Medagogies Demagogies?
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- SO 8 – A journey into non-formal education
Day 4 – Nov 9
- SO 9 – Learning in Tatem
Day 5 – Nov 10
- SO 10 – Euro-Med Co-operation
Day 6 – Nov 11
- SO 11 – Workshops on evaluation, recognition, strategy
Day 7 – Nov 12
- SO 12 – Follow-up to Tatem
Day 8 – Nov 13

b. Structure of the Session Outlines

1. Title	The name or title given to the session
2. Background	Why the session is necessary, the context in which it is dealt with (number and profile of participants, what happened before and what comes after...); elements to be taken into account (group development stage, atmosphere in the group), relation to the needs of the target group or sub-groups...
3. Aims	The general purpose of the session in the training
4. Objectives	The concrete objectives or goals that the session seeks to achieve. It should be concrete and multiple. In as far as possible, it should also address the learning or educational objectives according to: <i>Knowledge, Skills and Attitudes</i> .
5. Competences addressed	The main competences to be addressed and trained during the given session.
6. Methodology and methods (<i>proposed and used</i>)	The methodology includes also the approach to make sure that the above-mentioned objectives will be made achievable. The methods presentation should be a simple outline – not a description of the method itself.
7. Programme (<i>proposed and realised</i>)	As in above, a draft of the timetable suggested and actually used in the unit.
8. Tips for the team and the participants	This is a short conclusion from those in charge (or the team) of the session. It addresses issues similar to the tips for facilitators or particular warnings future trainers should take into consideration.
9. Materials needed (<i>requested and available</i>)	A list of all materials wanted for and used in the session.
10. Handouts provided	Supportive material used during the session, such as documents distributed to participants or documents developed by participants.
11. Outcome	A short description of the outcomes (in relation to the objectives)

c. Session Outlines (chronological order)

SO 1 – Opening Session

1. Title	Opening Session, 6 Nov 09:30 – 13:00 hrs
2. Background	<p>Here we are at the beginning of the third and last seminar in the TATEM curriculum. Participants have been involved in more projects related to TATEM (and others of course!) and for quite a number the last year has seen very important developments in their private and professional lives.</p> <p>This first day is mainly about <i>re-connections</i>: with the group, with the team, with the course. Even though the group went through two previous seminars, the people still need some time in which to re-situate themselves and to feel comfortable again. And this day is about marking a new beginning in a new place.</p> <p>Last but certainly not least it is the first time this group meets again after the most recent war between Israel and Lebanon.</p>
3. Aims	→ To set the scene for the seminar.
4. Objectives	<ul style="list-style-type: none"> → To reconnect the group; → To gain first impressions of Essaouira; → To introduce the programme; → To introduce the new team; → To integrate the interpreters.
5. Competences	<ul style="list-style-type: none"> → Intercultural communication → Team work and co-operation; → Self-reflective practice;
6. Methodology	<ul style="list-style-type: none"> → Ice-breaking and group-building exercises → Active and reflective involvement of participants
7. Programme	<p>09:30 The TATEM world comes together once more...</p> <p>Welcome with background music and flashback: picture show as a reminder of last year's seminar</p> <p>Opening words by the hosts and course directors Introduction of the team, interpreters, participants</p> <p>Introduction to Essaouira and Morocco Arabic lesson 1: A few basic words in Moroccan Arabic</p> <p>What has been important for you in the last year, professionally and personally? Exhibition, discussion.</p> <p>Introduction to Essaouira: Explore and enjoy the city and bring back one object that says something about your first day in this town!</p> <p>What will help us to communicate well in this seminar? Brief input to remind everyone of the discussions and agreements during the previous consolidation seminar.</p>

	<p>Buzz groups to discuss whether any new elements should be added and to formulate recommendations. General plenary discussion.</p> <p>Introduction to the seminar programme: Overview of the construction of the seminar. Introduction to the spaces for inputs by participant-trainers. The role of this seminar in participants' (self-) assessment.</p> <p><i>13:00 End of the opening session</i></p>
8. Tips	<p>It is essential that people feel welcome in a warm atmosphere even if they know each other from two seminars and two years of co-operation; exercises have to be non-threatening, light and enjoyable.</p> <p>At the same time people should also feel that the seminar ahead will be different from the previous two: relying on their active involvement, dependent on their self-assessment, less consumptive, much more pro-active!</p>
9. Material	Music equipment, cds, pens, flipcharts, markers, beamer.
10. Handouts	Welcome pack (at the reception the evening before)
11. Outcome	<p>The activities run were successful in re-connecting the group. The level of participation and commitment was high and participants were eager to contribute actively to the organisation and implementation of the seminar.</p>  <p>(reconnecting)</p> <p>The team was introduced and the new constellation explained. The conditions in Essaouira were explained, the hosting organisation was presented and thanked for the invitation. The interpreters were welcomed and the mode of interpretation explained. Participants were introduced and an update was given on the situation of the absent members of TATEM.</p>

In flashback groups, participants explored the city. They used the time to discuss personal and professional events and developments of importance during the previous year and find something in common about that year.

Group 1 reported that they believed in their work and in the quality of Tatem. They were a community, had access to expertise, training opportunities and funding, and expanded networks and contacts across the Mediterranean. Skills were developed, knowledge increased, theory was turned into practice. Every member of the group had been involved in the development of opportunities that do not exist in Euromed so far.

Group 2 concluded that they shared an ongoing struggle between professional work and its obligations on the one hand and the need, wish and will to engage voluntarily on the other hand. The group also had a broad diversity and richness of experiences in common, which they were willing and eager to share with others.

Group 3 discussed their training experiences to discover that many successes, and many struggles, were similar despite different times and places. The group shared the need to explore some of these struggles in open discussions during this evaluation seminar.

Group 4 learned that their previous year was shaped mainly by personal events of importance: moving house, changing job, new environments; a war with all its consequences – but also the arrival of children and hope.



During their time of discussing in and exploring Essaouira, participants were invited to bring back objects representing their first day in the city.

The groups decided for a network of strings, fresh green mint, a banana and the wind:

→ a network of strings to show the connections of TATEM and the connections to be built here;

→ green mint in memoriam of the green march of Morocco and the national day on Nov 6, with green also being the colour of hope;

→ a banana, which is tough on the outside, but soft and tender within and which looks different than it tastes;

→ and the wind, symbolising the freshness of the day and the town, but also the new winds for those discovering this side of the Mediterranean.

	<p>The flashback groups also had the task to think about all that happened in Tatem in relation to communication, in particular during the previous consolidation seminar and ever since.</p> <p>From that reflection, the groups were confronted with this question: Which rules of communication can we derive from our experiences to animate this seminar? Try to summarise the type of communication you would like to engage in by means of three characteristics!</p> <p>For contextualisation you can find the outcome of the discussions held at the consolidation seminar in appendix 1. Based on these agreements and the experiences made on their basis, participants suggested four sets of characteristics:</p> <ol style="list-style-type: none"> 1. time-consuming, political, individual-based 2. based on needs, ups and downs, based on issues 3. efficient, honest, constructive, needs-based 4. open, respectful, co-operative, take it easy. <p><i>To conclude the opening session, the programme flow, structure and approach were introduced.</i></p> <p>When planning the programme of the evaluation seminar, three factors were taken into account by the team:</p> <ol style="list-style-type: none"> 1) the original objectives of the entire Tatem programme, to honour these in relation to participants, their organisations and the institutional stakeholders; 2) the learning outcomes defined at the beginning and resulting gaps of addressing knowledge, skills, attitudes, values; 3) the expectations expressed throughout the entire programme and also in preparation of this final seminar. <p>Based on these factors, the seminar aimed to evaluate TATEM and the learning process therein by assessing the previous 4th phase, by reviewing individual learning plans and self-assessment forms, by re-considering the profile of Euromed trainers and by evaluating TATEM as a programme in its entirety.</p> <p>Beyond this evaluative aspect, the seminar also aimed to deepen core issues of TATEM, in particular non-formal education, intercultural learning, pedagogies and educational systems, and critical reflections on Euromed social contexts.</p> <p>The methodological approach was explained to take into account the role of participant-trainers as active and reflective trainers: there would be programme parts for which participants would be directly responsible, and others in which they were invited to contribute actively and reflectively.</p>
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The programme flow was presented to be:

Re-starting the group – Evaluating phase 4 – Morocco and youth policy – Euro-Med and Youth in Action – Projects, experiences and tools – Pedagogies, methodologies, methodologies – Personal learning and development plans and self assessment forms – Hot issues and intercultural learning – EU, Meda and the future – Specific training needs workshops – Anything else – Evaluation and closing.



(the programme flow)

Participants used the opportunity to give feedback to the programme by underlining: that the spaces foreseen for discussion and exchange are needed; that this seminar has a special role to play as the only activity South of the Mediterranean; that it will require efforts from everyone to use the potential of being in Essaouira and in Morocco; that this seminar should also offer opportunities to explore fundamental issues such as how the recent war has affected us professionally and personally; and that the future of TATEM needs a specific moment in the programme to be discussed.

Appendix 1 to SO 1: Outcome of previous discussions on communication

The following was included in the previous report of the consolidation seminar as Appendix 4 to SO 2 (the introduction day):

Results of the discussion on communication

Group 1 suggested to

- pay closer attention to a more balanced and diversified group composition;
- use informal time to communicate more consciously and actively;
- make an effort to truly communicate more and more often with everyone.

Group 2 recommended to

- listen to others speaking in their mother tongues;
- pro-actively choose to communicate with people one knows less;
- find and accept other ways of expression than words only.

Group 3 proposed to

- continue to mix up groups and people;
- find ways of creating a common base and build a team spirit and atmosphere;
- try to communicate with everybody but leave the decision an individual choice;
- create opportunities to get to know one another better and deeper and more personal;
- talk about project ideas for the next phase earlier as foreseen in the programme.

Group 4 advocated for

- the adventure of staying crazy and foolish;
- more exercises like the football match on Tuesday morning, September 20;
- a treasure hunt outside for getting to know each other better;
- subject-related reflection groups, focusing on socio-political aspects;
- facilitate more and more intense communication between North and South;
- a fire camp outside in the evening to improve the group atmosphere;
- the creation of a Tatem logo.

Group 5 advised to

- make a personal effort and choose communication partners behind official moments in the programme, joint project teams or personal sympathy;
- try and find other things to communicate about such as visits to each other's country or reasons to work as a trainer in Euro-Med youth work;
- develop more common projects.

Additionally, several groups stated that the yahoo mailing list needs to be enhanced and better managed. Proposals ranged from appointing one moderator to a rotating team of moderators. Further ideas to enhance, facilitate and stimulate communication after this consolidation seminar included:

- the use of skype for real-time and real-life communication;
- a recreational and inspiring meeting of everybody in Olympus;
- the official unveiling of a trainer's academy award (Tatem Oscar);
- post cards from every project venue to all others;
- telephone chains to spread news;
- the formal inauguration of a Tatem Alumni Organisation (TAO).

SO 2 – Evaluation of Tatem Phase IV

1. Title	Evaluation of Phase IV, 6 Nov 15:00 – 19:00 hrs
2. Background	<p>Every learning process has to be followed by concrete action that will have a real impact on the environment of the participants. Training trainers is a very challenging process in which the accomplishment of learning outcomes is known only once the future trainers would have had the chance to perform.</p> <p>The participant's training projects in the second and fourth phase of TATEM were meant to be both a tool for learning and a concrete initiative that should contribute to the development of human rights, youth participation, democracy, intercultural learning and other thematic priorities of the Euro-Med Partnership. The course relies on practical experience provided by the project work as each participant (with few exceptions) planned and realised a training project.</p> <p>The evaluation of participants' first training project in the second phase was an integral element of the consolidation seminar; likewise the evaluation of participants' second training project in the fourth phase needs to be an integral element of the evaluation seminar – and both are a cornerstone in the entire TATEM course.</p> <p>Evaluation of the success, quality of planning and delivery, impact and other elements are important to conclude the previous parts of the course and to provide a starting point for the practice of participants after TATEM.</p> <p>The evaluation is based on the criteria for the participants' training projects as defined and known to participants. According to these criteria projects should:</p> <ul style="list-style-type: none"> → be compulsory for all participants and the participants have a direct and explicit role as trainers in their preparation, implementation and evaluation; → be planned in the course of the initial seminar; → be prepared and implemented with the advice of the team of trainers; → last between 5 and 10 days, excluding travel; → be conducted by a multicultural team, if possible with other trainers on the course – a maximum of 5 participants (ideally, 4) of the course may be involved in the same project. Trainers or partners from outside the course could also be involved; → be evaluated during the training course (during the consolidation and development seminar); → be used for preparing the consolidation seminar programme.

3. Aims	→ To provide participants with the opportunity to develop their training competences by evaluating their training projects in Euro-Med youth work and by exploring the quality criteria applied to these projects.
4. Objectives	<ul style="list-style-type: none"> → To identify which projects were carried out and which did not happen; → To evaluate relevant aspects of the training projects; → To identify quality criteria in participants' projects; → To identify what participants learned from their projects; → To go back to participants' Personal Learning and Development Plans – and start the process of revising them for the future.
5. Competences	<ul style="list-style-type: none"> → Skills, knowledge, values and attitudes to evaluate holistic training proposals adhering to the principles of non-formal education; → Skills, knowledge, values and attitudes to derive quality criteria from youth work practice and apply them to evaluation and assessment processes.
6. Methodology	<p>The methods included:</p> <ul style="list-style-type: none"> → overview on the status of participants training projects as defined during the previous seminar – getting updated → individual evaluation – personal reflection → evaluation group work based on the personal reflections → group discussions on quality elements and criteria → a moment for synthesis, generalisation and conclusions.
7. Programme	<p>15:00 Introduction to the session 15:15 Getting updated – status of participants' projects 15:45 Personal reflection on own training experiences 16:30 Quality in youth work training – group discussions 17:45 Feedback and discussion on the groups' findings 18:30 Experiences of the North-South Centre 19:00 Reflection groups</p>
8. Tips	For further information on evaluating and evaluation you can consult T-Kit 10 on "Evaluation" as well as the two related T-Kits "Organisational Management" and "Training Essentials".
9. Material	Report of previous seminar (pages 77-80) Personal learning and development plans of each participant
10. Handouts	List of projects to be implemented as agreed in Marly-le-Roi
11. Outcome	<p>This part of the programme had essential importance, as the evaluation served the learning of participants individually, and the learning and development of the group.</p> <p>It also prepared participants to deal better with the new programme generation and their focus on quality, and while participants looked at quality very differently, the fact that they had an opinion founded in practical experience can be considered a quality indicator in itself.</p> <p>The experiences of the North-South Centre complemented participants' discussions and provided another perspective.</p>

Appendix 1 to SO 2: List of projects agreed during the consolidation seminar

Training Courses

Name of the project:	Youth Against Violence
People in charge:	Mel, Suzy
Short description:	The training course combines Human Rights Education and peer education to empower young people to combat violence in their daily life. It would analyse the different forms of violence in society and look into measure of interference of young people. The participants are expected by the end of the training course to be able to act as multipliers in their organisations and to implement projects at national level.
Name of the project:	Euro-Med JAM – What's the rhythm of Euro-Med?
People in charge:	Rita
People involved:	Tugba, Bandi, Yassine
Short description:	The training course will use music as a language to discover Europe and the Mediterranean and share common as well as diverse cultural heritages.
Name of the project:	Minorities zoom in: Identity and sense of belonging
People in charge:	Tugba, Ljuba, Christin
People involved:	Leo, Tugce, Kaspars
Short description:	The training course aims to develop competencies of youth leaders, multipliers and educators working with minority youth. The course will focus on identity and senses of belonging as an important part of our culture and provide participants with tools of intercultural learning.
Name of the project:	Eurocitymed: A tale of our city
People in charge:	Taoufik, Aga, Tugce
People involved:	Tugba, Nadia, Ljuba, Sally, Bandi
Short description:	The training course will deal with active citizenship and participation of youth within Euro-Med contexts and will use creative modern arts as a tool to analyse the situation of citizenship in the Euro-Med region such as the lack of participation of young people or the lack of information amongst youth leaders.
Name of the project:	Inclusion through arts
People in charge:	Lucia, Clementina, Claudio
Short description:	The training course aims to explore how art can be used as an educational tool to include young people with fewer opportunities in Euro-Med projects and youth work. The course will concentrate on non-verbal arts such as dance or music.
Name of the project:	Mainstreaming minorities and protecting human rights
People in charge:	Djilali, Maali
People involved:	Suzy, Mel
Short description:	The training course wants to empower young people from minority backgrounds to understand, realise, as-

sess and engage with the situation of minorities within their societies and their relation with the majority.

Name of the project: Citizenship – what kind of ship is that?
 People in charge: Clementina, Ljuba
 People involved: Claudio, Nadia, Taoufik, Tugce
 Short description: The training course aims to develop competencies of multipliers working on citizenship and integration with young people in the Euro-Med region. The course will use outdoor experiential learning methods and will build on a first seminar held in Estonia in August 2005.

Name of the project: Cartoons and democracy
 People in charge: Tugba, Lucia, Aga
 People involved: Tugce, Taoufik
 Short description: The training course is going to use cartoons as a tool for human rights education and education for democracy. The course will produce new materials on democracy and human rights to be used by participants, active youth leaders and other multipliers.

Articles

Name of the project: What does it mean to be single in TATEM
 People in charge: Lucia
 Short description: The article will describe the reality of a single, non-parent participant in the reality of TATEM.

Name of the project: Euro-Med families and their children
 People in charge: Kaspars, Ljuba, Bandi
 People involved: Fabiola, Djilali
 Short description: The article will familiarise readers with international families, how they have met, who their children are, where and how they live and what they think of their life and future. Special attention will be put on the intercultural aspects of family life.

Name of the project: Active citizenship in Meda countries
 People in charge: Sally, Tugce
 Short description: The article will explore the question whether there can be anything like active citizenship for young people in Meda countries. The text will combine some theoretical considerations with real-life observations.

Name of the project: The place of non-formal education in Meda countries
 People in charge: Nizar, Nadia
 People involved: Maali, Sally
 Short description: The article will inform readers about the situation and needs for non-formal education and the challenges non-formal learning is faced with in Meda countries.

Name of the project: Gender Equality within the Euro-Med context
 People in charge: Christin, Ljuba
 Short description: The article will give an overview of the current situation on gender equality within the Euro-Med context

and will describe a vision for the future based on different concepts.

Name of the project: Euro-Med Women Game
 People in charge: Christin
 Short description: The article will share the information on the developed game on the role of women within Euro-Med contexts.

Name of the project: The place of arts in Euro-Med non-formal education
 People in charge: Claudio
 Short description: The article will describe how to use arts as a tool with young people in non-formal education in Euro-Mediterranean youth work, contextualising it within the framework of the Euromed Youth Programme.

Name of the project: Five daughters to five fathers
 People in charge: Bandi, Taoufik, Mathieu, Yassine, Claudio
 Short description: The article will be about personal experiences and feelings of trainers who became fathers while being participants of TATEM vis-à-vis their youth work in Euromed.

Name of the project: Preparing young people for intercultural experiences
 People in charge: Roy
 People involved: Georges
 Short description: The article will use the example of a concrete project to introduce different ways and best practises of preparing young people for intercultural encounters and experiences.

Name of the project: Euromed and local development
 People in charge: Georges
 People involved: Roy
 Short description: The article will look at the impact of Euro-Med youth work on local environments and situations and how the relations between people can help to deconstruct social differences and enhance integration.

Salto Course Proposals

Name of the project: Participation and citizenship
 People in charge: Georges, Roy, Leo, Christin
 Short description: The aim of the course would be to support youth workers and multipliers to acquire the tools and knowledge needed to identify the objectives to be reached in the learning process of citizenship and participation.

Name of the project: The role of Gender
 People in charge: Christin
 People involved: Roy, Claudio, Heba
 Short description: The aim of the course would be to raise awareness on the mechanisms existing in our society, generating and maintaining the inequality of sexes.

Name of the project: Media as a bridge between cultures
 People in charge: Mel
 Short description: The aim of the course would be to empower young people with skills of film-making, animation, graffiti and in digital photography as tools to show cultural diversity in Euro-Med, to combat stereotypes and to contribute to the establishment of alternative media.

Other project proposals

Name of the project: Tips, tricks and traps in Euro-Med – Booklet
 People in charge: Lucia, Leo
 Short description: The aim of this booklet, which is addressed to Euro-Med trainers and participants, will provide useful information on socio-cultural aspects and bureaucratic tricks and traps, aiming to facilitate Euro-Med youth work and possible approaches to different realities.

Name of the project: Popular childhood games in Euro-Med – CD and book
 People in charge: Maali, Tugce, Taoufik
 Short description: The aim of this production is to collect popular childhood games from all the countries in the Euro-Mediterranean area in order to discover our common heritage as well as our rich diversity.

Name of the project: EMMA 35 – Euro-Med Music Anthology - DVD
 People in charge: Bandi, Clementina
 Short description: The aim of this compilation is to collect different kinds of music of all Euro-Med countries such as a typical folklore song, a popular song from the Nineties and a recent hit. The music will be published on a DVD together with the lyrics and background information on the different countries, their musical culture and other bands and artists.

Name of the project: TATEM Diary – Series of articles
 People in charge: Bandi, Tugce
 People involved: Nadia, Taoufik
 Short description: The articles aim to inform the readers about what is and was going on in TATEM, highlighting the feelings and emotional developments of participants. It is envisaged to write the diary in co-operation with TOTEM.

Appendix 3 to SO 2: Quality elements as derived from Tatem training projects

Four different groups discussed one Euromed training activity participants had been involved in to abstract quality elements from these experiences (that could, at a later stage, possibly be further developed into quality criteria).

Group 1 suggested that quality elements have been:

- needs and expectations of young people
- concrete physical and social space
- themes and problems of immediate relevance
- partnerships with local actors

- communication between all parties involved
- language factor and its management

- exploring (and constructing specific) understanding of quality in a team
- is quality a common view point?

- monitoring, follow-up

Group 2 contended that quality elements were:

- the tools (money, technicalities everything we need)
- belief in the projects
- real partnership (especially between European and Meda countries)
- trust between the partners – from the beginning
- flexibility
- transparency
- reporting, multiplying, follow-up

Group 3 argued that quality elements have been:

- variety and balance among team and participants (in relation to aspects such as gender, regions, personalities, techniques)
- preparation and involvement of all stakeholders at all level
- consideration of special needs (technical, food etc)
- deepness and sensibility of the project
- respect to all parameters of a training course (e.g. local environment)

Group 4 stated that quality elements were:

- multicultural teams
- transferable skills
- sustainable networks
- reaching objectives
- achieving greater impact
- being participant-centred
- explicit intercultural learning process
- using non-formal educational approach

SO 3 – Arabic Lessons

1. Title	Moroccan Arabic course (transversal: every morning)
2. Background	In order to introduce the participants into the local Moroccan context, it was useful for them to learn a few basic words in Moroccan dialect. Even for Arabic speakers, Moroccan dialect is very special; thus this daily introduction was relevant to all participants.
3. Aims	→ To acquaint participants with a few basics of the Moroccan dialect.
4. Objectives	→ To learn the basics of how to communicate in Essaouira; → To share a little bit of the local culture with participants; → To set a nice atmosphere for each training day.
5. Competences	→ Intercultural communication; → Language comprehension and practice; → Ability to communicate with the local population.
6. Methodology	→ Basic elements of language learning.
7. Programme	09:30 Welcome and introduction to the day 09:35 Moroccan Arabic course 09:45 Continuation of the day's programme
8. Tips	Dependent on the daily programme, the vocabulary should be adapted to invite participants to use the new words actively throughout the day. More information about approaches to language learning can be found in T-Kit 2 "Methodology in Language Learning."
9. Material	Flipchart, markers, speaker of Moroccan Arabic
10. Handouts	List of words, if required and desired.
11. Outcome	<p>Participants did enjoy the course and had fun practising the words when meeting Moroccans on the street!</p> <p>All in all, some 40 different words and phrases were practised – which was enough for the purpose of the short moments each morning. (arabic lessons)</p> <p>The number of words also illustrates the scope and range of this particular approach (a transversal language learning element lasting 10-15 minutes every day).</p> 

SO 4 – Morocco: A Euro-Med Society

1. Title	Morocco: A Euro-Med Society, 7 Nov
2. Background	<p>The evaluation seminar being the only activity of the TATEM training programme that was held in a non-European country, expectations were high, from the side of participants and trainers, to use the possibility of being in "Meda" country to review the historical, political and cultural links between European and "Mediterranean" societies.</p> <p>This was also justified in view of the fact that it is important, in intercultural activities, for participants to have an insight about the society where they are (knowing the context in order to better understand the text).</p> <p>Approaching and debating the history of Morocco was to talk also about the relations between Morocco and Europe, present tensions due to migration, economic cooperation, etc., and, therefore, opening the way for dealing explicitly with conflicts and tensions in the broader Euro-Med context.</p> <p>Finally, it was important to use the session in bringing together these broader discussions with both theory and practice of youth policy and youth work in Morocco, and more specifically Essaouira.</p>
3. Aims	→ To get acquainted with the historical and modern reality of Morocco and to explore the reality of youth policy and youth work in Essaouira.
4. Objectives	<ul style="list-style-type: none"> → To develop participants' understanding of the history of Morocco and the role of Europe in it; → To explore the modern areas of tension and cooperation between Morocco and Europe and Morocco and other Mediterranean countries; → To broaden participants' views and understanding about the recent history and democratic developments of the Moroccan society and relate it with their own societies; → To stimulate discussion and exchange among the participants regarding current issues in the relations between European and Mediterranean countries and to look critically at their own countries' histories; → To make participants aware of the social, economical and cultural environment related to the venue of the course; → To get to know and critically reflect on the government's approach to youth policy in Morocco; → To explore the reality of youth work in Essaouira and become aware of advantages and disadvantages of the previously introduced political approach.
5. Competences	<ul style="list-style-type: none"> → Intercultural learning competences (tolerance of ambiguity, distance to social roles, curiosity upon other cultures and societies, ethnocentric perspectives on the world); → Knowledge about history as a key to understand modern

	<p>societies and issues;</p> <ul style="list-style-type: none"> → Critical thinking and attitudes in relation to current socio-political Euro-Med issues; → Knowledge about youth policy approaches in Europe and the Mediterranean, in particular Morocco; → Awareness about youth work realities in Essaouira; → Ability to reflect critically on the impact and relevance of youth policy on youth work; → Capacity to abstract principles and quality criteria of youth work from examples of local practice.
6. Methodology	<p>Lectures by two local experts, followed by discussions among participants with a particular role for participants from Morocco.</p> <p>Field visits to local projects.</p>
7. Programme	<p>09:15 Introduction and programme of the day 09:20 Arabic Moroccan Language Course 09:30 Morocco: Past and Present of a Euro-Med society, with <i>Dr. Abdelhay Mouddeh</i>, Professor of Political Science at the Faculty of Law of the Mohamed V University in Rabat. 10:15 Discussion, questions and feedback 11:00 <i>Coffee break</i> 11:30 Youth Policy in Morocco, with <i>Mr Alae Dine Fennan</i>. 12:30 Discussion, questions and feedback 13:00 <i>Lunch</i> 15:00 Introduction to field visits 15:45 Field visits to local projects 18:00 Discussion, questions and feedback 19:00 Re-flection groups 19:30 <i>Dinner</i></p>
8. Tips	<p>Good speakers – i.e. knowledgeable and credible – are essential for such a session, to which the participants should be at ease in putting questions or discussing among themselves.</p> <p>The presence of other people from the country or society concerned is essential in order to make sure that the views of the speaker or expert are not imposed on participants and can, instead, be challenged or complemented.</p> <p>The perspective of experts should, whenever possible, be balanced with insights into reality and practice. Getting to know a country does not work through the lens of theory alone. Yet, the opinion of experts is valuable and can provide an adequate frame for participants when exploring grassroots projects in the local environment.</p>
9. Material	<p>The outlines of expert's interventions are usually helpful, especially when interpretation is used.</p> <p>Some information material on the organisations and their projects might be helpful and supportive as well.</p>

10. Handouts	---
11. Outcome	<p>The first part of the morning successfully acquainted participants with the historical and modern reality of Morocco and sparked off a number of discussions that lasted well beyond the actual session.</p> <p>(See appendix 1 for a summary of the presentation and the questions addressed to the speaker.)</p> <p>The second part of the morning helped participants to gain an overview of the country's approach to youth policy and the official positions on the situation young people.</p> <p>(See appendix 2 for an overview of the questions provoked by the intervention.)</p> <p>This official position was contrasted by the field visits to local projects in Essaouira, which offered participants an insight into realities of youth work on grassroot level.</p> <p>The contrast between theory and reality exemplified the gap between the state-driven national youth policy on the one hand and locally organised youth work on the other hand.</p> <p>(See appendix 3 for the framework of the field visits, and appendix 4 for the main conclusions drawn by participants after the field visits. Please also see chapter 4.)</p>

Appendix 1 to SO 4: Presentation of Dr. Moudden and subsequent questions

Main points of the presentation

The professor began his intervention by introducing himself and suggesting that he merely wants to expose participants to a few thoughts to provoke dialogue – rather than the ultimate truth. The main points were:

Our past and present is a changing construction, ever changing. Because of that, it is manifold – there is no single reading of the past and present, and thus no single assumption of the future. There is plenty of discourse and debate along with plenty of contradiction and conflict.

The new concept of Morocco as a Euro-Mediterranean country is very much subject to such conflictual debate. While the Moroccan Atlantic coast is three times longer than the Mediterranean, Morocco also is the closest of the Islamic, Arabic and African countries to Europe. 70 % of the trade is with Europe, 8 % only with



Arab countries. Morocco is a member of Arab league though. On average, every 5th person of one family is living abroad, mostly in European countries.

Morocco has existed for five centuries closest to the colonial superpowers, but was itself only colonised in 1912. So contacts with Europe, while often confrontational, have existed for long. In 1912 the sultan signed a contract with Spain and France about a protectorate. The legitimacy of this 1912 contract is under disputation today. Was it really legitimate? With this contract in 1912 and the conquerors of France and Spain, the concept of nation states arrived and imposed borders on many colonies (which is why many borderlines are cut straight in Africa).

This contract led to a co-existence of colonial administration with traditional Sultan administration. The relation turned derogatory and contentious and the Sultan was sent to exile in Madagascar in 1953. Mohammed V eventually returned and that return is associated with the independence in 1956.

In 1975 King Hassan II sought the opportunity offered by the Spanish deterring progression from Franco's dictatorship to democracy to try and re-gain some of the territory lost by signing the 1912 treaty and by the borders drawn by the colonial powers. 350.000 civilians, 10% of whom were women, marched from Morocco across the border to Western Sahara to execute so much pressure of civil society onto Spain so that they would give up the territory. The problem was, though, that in Western Sahara an independence movement had established itself. The professor emphasised that these events remain history under construction, and that there are at least two different readings about the 1975 developments.

After 1956, a counter power to the monarchy emerged through nationalist movements, which split up into several political parties. In 2006, more than 40 such parties exist for 35 million inhabitants, and the numbers are rising.

Morocco is unique in that colonisation has been survived by the same dynasty, the Moroccan Aalaouites Dynasty going back to 1660. This makes it the only example of the same dynasty before, during and after colonisation.

Also unique is that the different dialects and mother tongues of the population are not formally recognised in Morocco. Yet, on a daily basis, citizens are exposed to 13 languages on average.

Some questions and conflicts, which were debated in Morocco at the end of 2006:

Does this make Morocco a European country? What is our identity? Who are we? Who do we want to be? How does the Arab and the European go together? Are we an Arab country after all? Are we losing our identity? Are we becoming more European? Should we really allow 10 million tourists annually into the country? Should we be multilingual? Should religion be part of our identity? Do we want to be a secularised nation? Do we accept minorities such as Arab Christians?

Most of these discussions and conflicts are held in peace, but there also are splinter groups fighting to recognise Arabic elements of identity, as well as officially rejected languages, but fundamentalism is too simple a term for these movements; identity and religion are intertwined, and they are complicated notions and constructions.

The decisive, positive development of today is that there is practically no taboo topic anymore to explore in the public sphere.

Summary of the questions and answers in response to the presentation.

Question: How do young people deal with the geographical tensions of being close to Europe, Northern and Southern America but also being part of the Arabic world. How do your students relate to Arab identity? Do they shift towards European identity or even towards immigration?

Answer: Arab identity is still very strong, also among young people: support for the Palestinian cause is very high, refusal of invasion of Iraq very strong. But there is a shift, because the Arab identity is not necessarily connected to a person, a leader anymore, but has become one strand of a Moroccan multiple identity. Immigration is not a matter of identity, but a matter of life chances.

Q. Why is Morocco interested in Sahara, and why not in the other Spanish enclaves in the North?

There are two Spanish enclaves in the North, Ceuta and Melilla. Eventually these two enclaves might become too costly for the Spanish to maintain, and that is what Morocco is hoping for. Presently, the existence of the enclaves is justified by the claimed number of illegal immigrants.

Q. What are the precise powers of the king?

The king has all the main constitutional powers in the semi-democratic Moroccan constitution. The real politics does not take place in the parliament that exists with 16 parties, which is why the king has never seen the need to veto a bill – decisions are taken elsewhere, in other circles. Nonetheless, all laws except the family law are secular. The present king is not using these powers directly, but is engaged in negotiating and finding an unanimous consensus.

Q. How does the current government or king see the identity? Where do they want the country to go? Do they want it to become European, do they push for islamisation?

The king and government are trying to balance the multiple layers of Moroccan identity by diversification of policies. The king is trying to manage the dilemma of globalisation while maintaining and preserving Moroccan interests and authenticity.

There is a ministry of religious affairs, the king's title is 'leader of the faithful' and he has many symbolic functions to attend religious ceremonies. But all this has been there, so an islamisation of the state cannot be observed – but clearly, an islamisation of society. Religion has gained influence on many things.

Q. 70% of trade is with Europe. How strong is the influence of Asia and China?

It is growing stronger, but the direct relation is presently very small.

Q. How many people are living in Western Sahara? How do these people consider themselves?

The population is estimated to be between 70.000 and 200.000, but there is a huge conflict over who should be considered a Saharoui and who not.

Q. What is the situation of the 70.000 Saharaouis living in camps in Algeria?

The Algerian Saharaouis moved there in 1975, when the Green March took place and initiated huge population moves. It is disputed as to why they actually moved there. Presently, they do not have a passport or citizenship, because the Republic of Saharaoui Republic does not have territory.

Q. Identity is sometimes compared to an onion: What are the two most important layers of your identity?

The construction of our national identity has only just begun, and it remains open which layers the onion will have in which order.

Q. Currently, does Morocco have a strategy for co-operation with Europe in the youth field?

Not per se, there is a willingness to solidify the relationships with Europe yet there is no strategy on state level or at government level.

Q. Is there such a thing as civil society in Morocco?

While the king remains a strong influence in civil society movements, civil society has grown stronger and is becoming, slowly, more and more independent. When continuing this way, we might come to a stage similar to democracies in terms of constructive criticism of the system.

Q. What is the situation of sexual minorities in Morocco, legally and practically?

A Moroccan author has, for the first time ever in publicity, declared himself openly homosexual. This is of course only a beginning, but gradually, society and politics will hopefully become more pluralist and tolerant.

Q. Is the period of Hassan II and the violation of human rights under his reign a topic these days? Could you explain the role of the Equity and Reconciliation Commission? Do you think the solution for Western Sahara is linked to a democratisation of Morocco?

This commission has recorded and documented human rights violations since Morocco's independence, including Western Sahara. These violations are now documented to a large extent. The documentation is publicly available. A fund is about to be established in support of historical research to take these issues further. And yes, this work including compensation of victims is a precondition for a solution to human rights problems in Morocco and Western Sahara.

Q. How do you see the expected raising of Islamic parties in Morocco in relation to terrorism?

Terrorists are from all kind of sects, and terrorism cannot be associated with the religion of Islam as such. Nonetheless, a rising of the Islamist Party in Morocco could lead to a similar situation as in Turkey.

Appendix 2 to SO 4: Presentation of Mr. Fennan and subsequent questions

Mr Alae Dine Fennan introduced Morocco's youth policy, which puts its main focus on the promotion of vocational education and training through a national government-operated programme with a duration of ten years.

His intervention provoked many questions as well as disagreement, in particular (but not exclusively) by participants familiar with the situation.

Plenty of questions were asked to the speaker, but while some minor inquiries were responded to, most major issues of dispute simply remained unanswered.

Question: How are the key points structured in one coherent policy?

The most important aspect of our structure is vocational education and training.

Q. Who implements the policies in the field?

More than 8.800 associations on all levels support the state in the implementation with a budget of billions of Dirhams, usually in partnership with other partners.

Q. What is the place of arts and drama education in this youth policy?

There is a royal institute conducting training of trainers in a centralised manner, but there are also many initiatives governed by different parts of the government.

Q. Would you agree that the policy framework is utopian, top-down, missing obligatory time-lines and lacking democratic representation of young people?

Q. How is the programme evaluated, if at all?

There are regular assessments, some annually, others with a longer time frame.

Q. How much is this policy respecting and involving young people themselves?

Q. When will the government and public begin to consider young people not as a problem?

Q. What is the professional status of people employed by the state to work in youth structures?

There are two- and four-year cycles of training, and the trainees are usually integrated into the Ministry. Other interested persons can also be trained; and training centres can be run in premises provided by the state.

Q. How does this youth policy address Morocco's largest problem: illiteracy?

Q. Are the activities provided by the state obligatory or voluntary?

Q. What are the age limits in youth policy activities?

The age-limit is 29 years of age.

Q. What are the challenges facing youth policy in Essaouira?

Employment, illiteracy, lack of interest.

Appendix 3 to SO 4: Framework of the field visits

Instructions for the field visits:

You will visit a Moroccan NGO located in Essaouira.

This visit will allow you:

To discover

the reality of the NGO you are visiting
the objectives, resources and the work done

To see:

if the past of Morocco is culturally influencing the work of this NGO

To put in perspective:

the work of this NGO in the framework of the National youth policy presented this morning

To reflect:

on the similarities & differences between this NGO and your own.

After the visit you have to give feedback in plenary to share with the other groups the outcomes of this visit. If possible you can also write an article to be included in the report (see chapter 4).

Appendix 4 to SO 4: Conclusions and feedback after the field visits

Group 1:

The first group reported on their visit to an organisation working with children with special needs.

What have trainer-participants gotten from this visit? In no order of priority: Information on the attitude in working with children with special needs. Understanding of the approach chosen by the organisation, focused on building trust slowly and taking the needs and hopes of children into account. The way in which they put their regular training and education into practice and in that way have created a learning organisation. That there is no youth policy framework and no financial support from state structures at all. That they are trying to legalise the existence of the kids they are working with. That a movie with street children was made about living on the street and the dream of three kids about immigration; and that the script of the movie has been co-developed by kids with the cinematographers and it raised some attention in international film festivals. That the organisation works on demystifying the big dream of Europe, where supposedly everything is so nice and wonderful, by taking kids to Europe to show them also what does not work.

Group 2:

The second group reported on their visit to an NGO active in the field of prevention of HIV / AIDS.

The office of the organisation is in a very prominent area, to allow people to visit without being exposed immediately. Their premises contain an information area, a

meeting room and a doctor/nurse office to allow direct analysis of people who suspect they might have aids. The organisation is supported by lots of volunteers. They work with people in all areas where the disease can be transmitted (drug users, butchers) as well as with sexual minorities as well as prostitutes of both genders and operate a toll-free number where people can contact them anonymously. They are about to launch a non-verbal campaign to overcome the strong problem of high illiteracy in Morocco. They are open to volunteer exchanges in both directions. A major emphasis of their work is to demystify aids locally through awareness-raising: until three years ago aids was a taboo and was claimed to not officially exist and the few existing cases were brought to Morocco by Africans transiting through Africa.

Group 3:

The third group reported on their visit to a women's organisation.

They were introduced to the situation of women in Essaouira and the region (highest rate of illiteracy in the country). The organisation is running many activities to empower women through trainings, information, human rights awareness raising and much more. It was amazing to see for participants how women who have educated themselves manage to do such powerful work in a mild and soft but determined and purposeful way. The more than 20 volunteers are mostly young women who don't find a job – despite their (often: university) education – and have decided to engage within this association. In doing so, they have to face many obstacles, fears and prejudices connected with their attempts to empower women. Over 60% of Morocco's population are illiterate, 84% of them are women.

The articles written by participants about the field visits are included in chapter 4.

SO 5 – Hot and sensitive issues

1. Title	Hot and sensitive issues (transversal element)
2. Background	<p>Among the expectations expressed at the end of the evaluation session of the second seminar in Marly-le-Roi and reiterated in the expectations of participants about the seminar in Essaouira, several participants expressed the wish and need to address, publicly and explicitly, "sensitive" issues that they have encountered in TATEM itself, in their projects or simply in their life as concerned Euro-Med youth actors.</p> <p>Many of the issues had been lingering since the very first seminar in Budapest and others were added during the consolidation seminar in Marly-le-Roi. Some of the issues were related to participants-participants relations, others concerned with geo-political and regional conflicts, and others connected with professional dilemmas.</p> <p>The war between Israel and Lebanon of July and August 2006 added to the list of problematic issues. TATEM brought together both Israeli and Lebanese participants and many of the other TATEM trainers were seriously disturbed by the war and by the discussions and messages placed on the email list of the group.</p> <p>At the very beginning of the seminar, several participants expressed the wish to address these "hot" issues as soon as possible, hence helping to clear the atmosphere in the group and creating the conditions for frank exchanges and debates during the seminar.</p>
3. Aims	→ To openly address and deal with sensitive and problematic issues and dilemmas in the group of participants and to develop an atmosphere of open and explicit communication among all participants in the course.
4. Objectives	<ul style="list-style-type: none"> → To discuss dilemmas trainers meet in Euro-Med youth activities; → To address and exchange about sensitive and problematic social and political issues in the Euro-Med sphere; → To develop an atmosphere of trust and tolerance in the group; → To develop basic skills and attitudes for dialogue and conflict transformation in the group.
5. Competences	<ul style="list-style-type: none"> → Communication skills (active listening, empathy, assertiveness); → Skills and attitudes for dialogue, conflict management and conflict transformation; → Intercultural learning skills (empathy, tolerance of ambiguity, distance to social roles); → Critical thinking and reflection on peace, solidarity and human rights issues.

6. Methodology	<p>In view of the need expressed by the participants to address the sensitive issues as quickly as possible, the trainers decided to address the issues in two ways:</p> <p>→ To randomly choose one issue identified by the participants, every morning for 20 minutes;</p> <p>→ To set aside one morning to address the remaining issues in the plenary (for those of concern to all or the majority of the participants) and in workshops facilitated by the participants who rose the issues.</p> <p>The process was coordinated and facilitated by two participants. They decided to collect the issues and topics from participants and use the different available time-slots to address one randomly chosen theme.</p>
7. Programme	<p>In addition to the many informal moments during which some discussions took hold, there were four distinctive slots in the programme allocated to this session, namely:</p> <p>Wednesday Nov 8 09:15-09:35 Thursday Nov 9 09:15-09:35 Friday Nov 10 09:15-09:35</p> <p>Saturday Nov 11 15:00-19:00</p> <p>On Sunday Nov 12 an evaluation of the process took place.</p>
8. Tips	<p>It is important to secure a good facilitation for the sensitive issues, respecting potentially emotionally charged situations where contradictory ideas of participants can contribute to a stressful and conflictual atmosphere.</p>
9. Material	<p>List of issues to be discussed</p>
10. Handouts	<p>---</p>
11. Outcome	<p>This is the list of hot topics and sensitive issues as suggested by participants (in no order of priority, and not all of these could be discussed in the official programme slots):</p> <ol style="list-style-type: none"> 1- Stolen Objects 2- Sexual abuse because of culture 3- Delayed reimbursement of money 4- Aggression by participants 5- TOTEM and a case of two Israelis 6- Lack of responsibility by partners 7- Relations between Arabs and Muslims 8- Relations between Christians-Jews-Muslims 9- Participants who came as tourists 10- Challenging behaviour between participants 11- Food issues and rooms division 12- Israeli-Lebanon War 13- The place of electronic devices in plenary 14- Addressing the identity of Europe 15- Absenteeism because of the War

	<p>While some topics were addressed in the three consecutive morning sessions, other issues were explored during different workshops on Saturday morning.</p> <p>In general participants concluded that it was important to deepen and discuss certain issues among colleagues, to learn from each other and to seek similarities between the situations presented by participants.</p> <p>The discussion/dialogue about the war in Israel and Lebanon was felt to have been crucial to clear the atmosphere, to review the meaning of Euro-Med youth work and the values of peace and human rights that must be at the basis of intercultural youth work in the Euro-Med context.</p> <p>Please note that further details on the discussions around hot issues can be found in chapter 5.</p>
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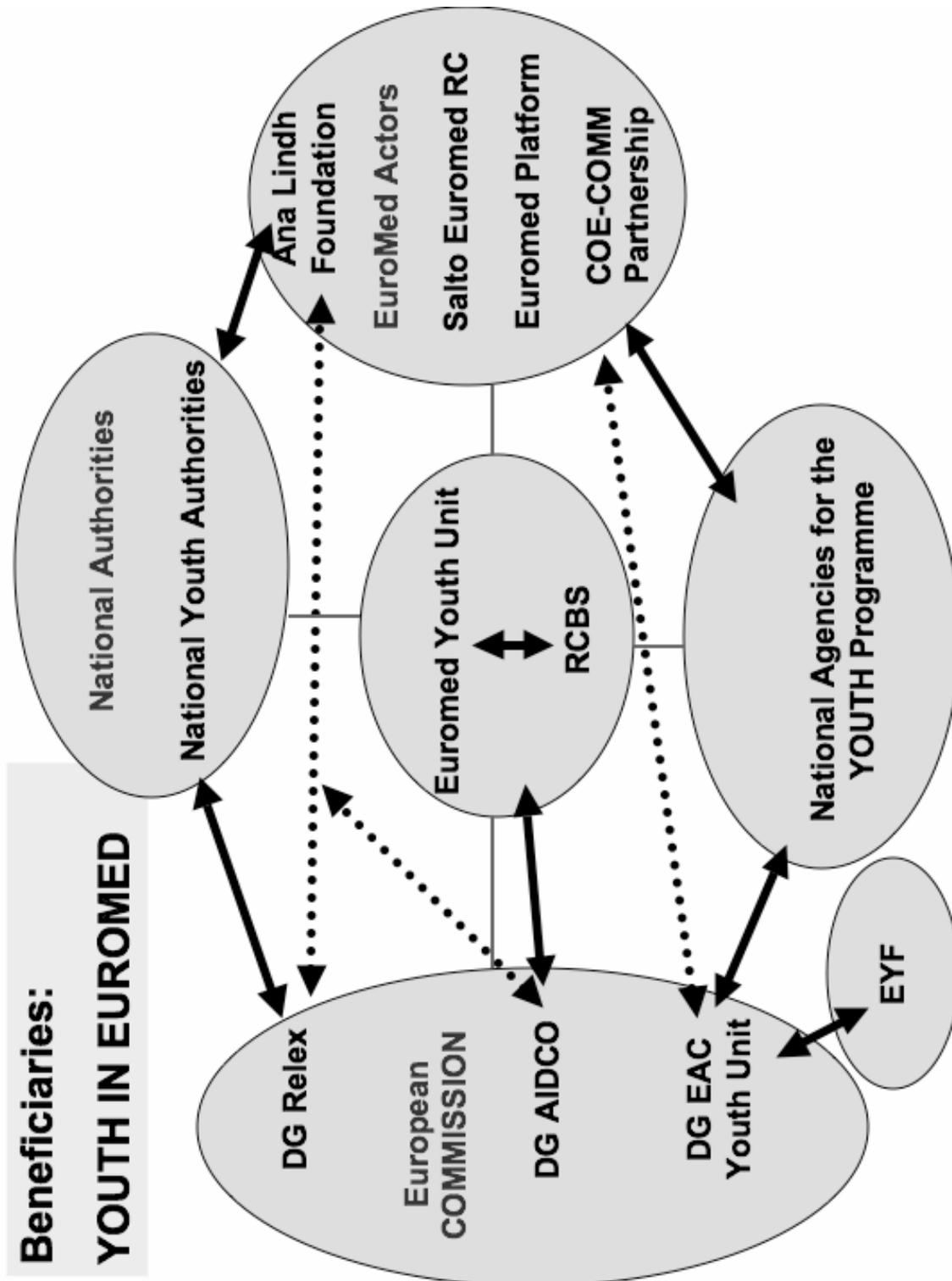
(attention was guaranteed during the many discussions of sensitive topics and hot issues)

SO 6 – Sharing good practices

1. Title	Sharing good practices, Nov 8
2. Background	<p>TATEM participants were actively involved in many training activities both at national and international level, many of them co-financed through European programmes.</p> <p>This session brought these two aspects together in the seminar by introducing the future of the European programmes in the beginning and providing sufficient time to share experiences made through activities within and beyond the scope of these programmes.</p> <p>The sharing of good practice was intended to exemplify the expertise in the group consolidated during two years of TATEM on the one hand, and to use this expertise for providing a forum for learning from the experience of colleagues on the other hand. especially since this is already the third phase of TATEM so it was time to see the production of participants.</p> <p>This programme element was requested by participants, and they consequently took responsibility for its organisation and implementation.</p>
3. Aims	→ To share and learn from experiences of the past two years of training related to Tatem and Euromed.
4. Objectives	<p>→ To encourage the participants of TATEM to share their experiences with each other;</p> <p>→ To give an organised space for the course participants to learn from each other (peer education);</p> <p>→ To inform one another about other possibilities available in the Euromed area in relation to training as well as material or games;</p> <p>→ To facilitate an exchange of good practices.</p>
5. Competences	<p>→ Presentation skills</p> <p>→ Analytical skills</p> <p>→ Self evaluation</p> <p>→ Giving and receiving feedback</p>
6. Methodology	<p>→ Parallel sets of short workshops</p> <p>→ Parallel sets of discussion groups</p>
7. Programme	<p>09:15 Introduction to the day</p> <p>09:20 Moroccan Arabic Lesson</p> <p>09:30 Discussion of "sensitive issues"</p> <p>10:00 Euro-Med and Youth in Action</p> <p><i>11:00 Coffee break</i></p> <p>11:30 Preparation of the workshops</p> <p><i>13:00 Lunch break</i></p>

	<p>15:00 Round I Intercultural and Interreligious dialogue Let's find the rhythm of Euromed Let's meet the three cultures</p> <p>16:00 Round II Education and civilisation Common memory – common heritage Training course on women's issues</p> <p>17:00 <i>Coffee break</i></p> <p>17:30 Round III Board game on women The experience of TOTEM Training course on cartoons</p> <p>18:30 Feedback on the sharing of experiences 19:00 Re-flection groups 19:30 <i>Dinner</i></p>
8. Tips	<p>Try to explain the timetable and the process of slot allocations clearly, so that no confusion arises and time is not wasted.</p> <p>Give each facilitator of the workshops one minute to explain what their workshop is about, to make the process of division easier and quicker.</p> <p>If you have decided on a maximum number of people in each workshop, encourage participants to respect this quota.</p>
9. Material	<p>Everything needed for the different workshops Clearly visible overview of slots and workshops</p>
10. Handouts	<p>Grid for workshop facilitators for documentation</p>
11. Outcome	<p>The session successfully introduced the future approach and structure of the European programmes relevant for participants, in particular Youth in Action and Euromed.</p> <p>The main focus of the session was on sharing experiences, and while the approach chosen by the different facilitators was very diverse, most workshops were meaningful in introducing a specific experience and extracting learning points for other participants.</p> <p>Participants expressed their satisfaction with the session at the end of the day in the feedback round.</p> <p>The different sessions, discussion groups and workshops are documented in chapter 3.</p>

Appendix 1 to SO 6: Overview of actors and stakeholders in Euromed co-operation



Appendix 2 to SO 6: Youth in Action – Programme Principles

The European Commission, the European Parliament and the Member States of the European Union have agreed to establish the «Youth in Action» Programme, which puts into effect the legal framework to support non-formal learning activities for young people. It will run from 2007 to the end of 2013.

The «Youth in Action» Programme makes an important contribution to the acquisition of competences and is therefore a key instrument in providing young people with opportunities for non-formal and informal learning with a European dimension. It contributes to the fulfilment of the aims set out in the revised Lisbon Strategy, the European Youth Pact, the framework of European Cooperation in the youth field and the Commission's Plan D for democracy, dialogue and debate, and aims to respond at European level to the needs of young people from adolescence to adulthood.

The «Youth in Action» Programme builds on the experience of the previous Programme "Youth for Europe" (1989-1999), the European Voluntary Service and the YOUTH Programme (2000-2006).

The general objectives stated in the legal basis of the «Youth in Action» Programme are the following:

- Promote young people's active citizenship in general and their European citizenship in particular;
- Develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union;
- Foster mutual understanding between young people in different countries;
- Contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;
- Promote European cooperation in the youth field.

These general objectives shall be implemented at project level taking into consideration the following permanent priorities:

1) European citizenship

Making young people aware that they are European citizens is a priority of the «Youth in Action» Programme. The objective is to encourage young people to reflect upon European topics including European citizenship and to involve them in the discussion on the construction and the future of the European Union.

On this basis, projects should have a strong European dimension and stimulate reflection on the emerging European society and its values.

2) Participation of young people

A main priority of the «Youth in Action» Programme is the participation of young people in democratic life. The overall objective for participation is to encourage young people to be active citizens. This objective has the three following dimensions, laid down in the Council resolution on the common objectives for participation by and information for young people:

- to increase the participation by young people in the civic life of their community;
- to increase participation by young people in the system of representative democracy;
- greater support for various forms of learning to participate.

Projects funded under the «Youth in Action» Programme should reflect these three dimensions by using participation as a pedagogical principle for project implementation.

3) Cultural Diversity

The respect for cultural diversity together with the fight against racism and xenophobia are priorities of the «Youth in Action» Programme. By facilitating joint activities of young people from different cultural, ethnic and religious backgrounds, the Programme aims to develop the intercultural learning of young people.

As far as the development and implementation of projects are concerned, this means that young people participating in a project should become aware of its intercultural dimension. Intercultural working methods should be used to enable project participants to participate on an equal basis.

4) Inclusion of young people with fewer opportunities

An important priority for the European Commission is to give young people with fewer opportunities access to the «Youth in Action» Programme.

Youth groups and organisations should take appropriate measures to avoid exclusion of specific target groups. The «Youth in Action» Programme is a Programme for all, and efforts should be made to include young people with special needs.

In close cooperation with the National Agencies and the SALTO Resource Centres, the European Commission has established a strategy for the inclusion of young people with fewer opportunities in the «Youth in Action» Programme, targeting in particular young people from a less-privileged educational, socio-economic, cultural or geographical background, or with disabilities.

Structure of the Youth in Action Programme

In order to achieve its objectives, the «Youth in Action» Programme foresees five operational Actions.

Action 1 – Youth for Europe

The aims of this action are :

- to increase mobility of young people by supporting Youth Exchanges ;
- to develop young people's citizenship and mutual understanding by supporting Youth Initiatives, projects and activities concerning their participation in democratic life.

Action 1 supports the following measures.

1.1 Youth Exchanges

Youth Exchanges offer an opportunity for groups of young people (in principle aged 13 to 25) from different countries to meet and learn about each other's cultures. The groups plan together their Youth Exchange around a theme of mutual interest.

1.2. Youth Initiatives

This sub-action supports group projects designed at local, regional and national level. It also supports the networking of similar projects between different countries, in order to strengthen their European aspect and to enhance cooperation and exchanges of experiences between young people. Youth Initiatives address mainly young people between 18 and 30. Young people from the age of 15 may be admitted if accompanied by a youth worker or coach.

1.3. Youth Democracy Projects

This sub-action supports young people's participation in the democratic life of their local, regional or national community and at international level. It is open to young people between 13 and 30.

Action 2 – European Voluntary Service

The aim of the European Voluntary Service is to support young people's participation in various forms of voluntary activities, both within and outside the European Union.

Under this Action, young people (aged 18 to 30) take part individually or in groups in non-profit, unpaid activities. The service may last up to twelve months. In exceptional cases, young people from 16 years old may participate in European Voluntary Service.

Action 3 – Youth in the World

The aim of this action is to support projects with the Partner Countries, in particular exchanges of young people and those active in youth work and youth organisations and the development of partnerships and networks of youth organisations.

3.1. Cooperation with the Neighbouring Countries of the European Union

This sub-Action supports projects with Neighbouring Partner Countries. It mainly supports Youth Exchanges, Training and Networking Projects in the field of youth.

3.2. Cooperation with other countries of the world

This sub-Action concerns cooperation in the field of youth, in particular the exchange of good practice with Partner Countries from other parts of the world. It encourages exchanges and training of young people and youth workers, partnerships and networks of youth organisations.

Action 4 – Youth Support Systems

The aim of this action is to support bodies active at European level in the field of youth, in particular the operation of youth NGOs, their networking, advice for people developing projects, ensuring quality by means of the exchange, training and networking of those active in youth work and youth organisations, encouraging innovation and quality, providing young people with information, developing the structures and activities needed for the Programme to meet these goals and encouraging partnerships with local and regional authorities.

4.3. Training and networking of those active in youth work and youth organisations

This sub-action supports the training of those active in youth work and youth organisations, in particular the exchange of experiences, expertise and good practice between them as well as activities that may lead to long-lasting quality projects and partnerships and networks.

Action 5 – Support for European cooperation in the youth field

The aims of this action are:

- to organise structured dialogue between the various actors in the field of youth, in particular the young people themselves, those active in youth work and youth organisations and policymakers;
- to support Youth Seminars and National Transnational Youth Seminars;
- to contribute to the development of policy cooperation in the youth field;
- to facilitate the development of networks in order to improve a better understanding of youth;
- to support cooperation with international organisations.

SO 7 – Pedagogies, Medagogies, Demagogies (?)

1. Title	Pedagogies Medagogies Demagogies, 9 Nov 09:15 – 13:00
2. Background	<p>One of the competences to be developed through TATEM was, for the participants of the course, to "be able to understand prevailing educational and pedagogic systems in the Euro-Mediterranean context". Behind this competence and expectations lied the need, and partly the assumption, that there may be significant differences in the educational traditions and systems in the European and the non-European countries part of the Barcelona process (or, to simplify a complex reality, between "European" and "Meda" countries).</p> <p>If these differences are true and could correspond to systems, they could result in participants being accustomed to different styles and ways of learning and teaching. This information, or at least awareness, would be useful for the TATEM trainers in understanding different learning styles in Euro-Med activities. And, in any case, it would always be useful to understand the diversity and complexity of the societies they work in, for education is certainly one of the key factors to understand a society.</p> <p>This assumption is, however, highly questionable: it would assume a certain "relativisation" of educational systems and approaches, especially if applied to a "European" and "Mediterranean" divide that is, in this respect as much artificial as it is widely present in the minds of most actors in European-Mediterranean cooperation projects. Therefore, a "Meda pedagogy" (Medagogy) can be seen as demagogic...</p> <p>In addition to these concerns, it is understood that one of the key areas of competence for any trainer in non-formal education is the awareness, if not the knowledge, of major educational systems of thought, approaches and methodologies, not only because they might/should influence the choices of trainers but also because trainers ought also to be able to conceptualise and explain to others their choices. And this means, ultimately, be competent in terminology related to learning and education, regardless of whether it is practised in a formal or non-formal education context.</p> <p>This area of work had been given less priority in the previous phases of TATEM because there were obviously more important and pressing issues. Placing it at the end of the course had also the advantage of providing the possibility for the participants to connect with their educational practice of the previous phases of the course.</p>
3. Aims	→ To develop participants awareness and knowledge about main schools of thought in educational science and to debate the relevance of a specific "Euro-Mediterranean" pedagogy.

4. Objectives	<ul style="list-style-type: none"> → To provide a common scientific framework to the main philosophies, approaches and methods in educational science; → To develop participants competence in using educational concepts and approaches in their work in a conscious manner; → To explore the relations or connections between education and socio-political realities in the broader Euro-Med context; → To share practices and methodologies in education and learning, in both formal and non-formal educational contexts.
5. Competences	<ul style="list-style-type: none"> → Knowledge about educational sciences, key concepts, approaches and methodologies; → Critical reflection on the role and function of education (and the educators) → Translating educational theory to practice; → Knowledge about the different realities and challenges related to educational systems in the countries of the participants; → Intercultural learning competences (knowing one's society, keys for understanding others).
6. Methodology	Lecture by an expert, complemented by group work in view of checking the validity of the of the concepts brought forward by the expert.
7. Programme	<p>09:15 Introduction to the day 09:20 Moroccan Arabic Lesson 09:30 Discussion of "sensitive issues"</p> <p>09:50 <i>Pedagogies, Medagogies, Demagogies(?)</i> - Schools of thought in educational sciences and their practice in the formal education contexts, with <i>Dr Mohamed Melouk</i>, Professor of Educational Science at the Mohamed V University of Marrakech.</p> <p><i>11:00 Coffee break</i></p> <p>11:30 Working groups on issues raised by the speaker: Which educational approaches and methods have you been most exposed to as a learner and which ones are you most likely to use as a trainer?</p> <p>12:20 Discussion with the speaker and concluding remarks on current challenges to the educational system.</p> <p><i>13:00 Lunch break</i></p>
8. Tips	If possible, it is useful if participants can do some research about the state of education in their country, especially regarding current educational reforms and challenges.
9. Material	The outline of the speech is usually helpful, especially when interpretation is used.

10. Handouts	None
11. Outcome	<p>The title of the session was, purposely, constructed as provocative, by playing on the association of the words "Pedagogy" and "Demagogy" to invent a new one, "Medagogy".</p> <p>This, however, had been poorly explained to the expert and effectively resulted in an attempt to de-construct the word and find a meaning for it. An interesting exercise, but it was not needed and could have been avoided if the expert had been adequately and fully briefed (!).</p> <p>Nonetheless, the session did provide participants with a thorough introduction to some key concepts of educational sciences (see appendix 1) and provoked many questions and discussions (see appendix 2).</p>

Appendix 1 to SO 7: Pedagogies Medagogies Demagogies by Dr Melouk

With permission, this appendix contains the slides of Dr Melouk's presentation :

<p>Pedagogies, Medagogies, demagogies.</p> <p><i>Main schools of thought in educational sciences</i></p>	<p>Outline</p> <ul style="list-style-type: none"> • Introduction. • Defining education and pedagogy. • Educational philosophies and their applications. • Pedagogical approaches. • Pedagogical methods (Teaching and testing). • Pedagogical techniques (Teaching and testing). • Concluding remarks.
<p>Introduction: Pedagogy vs. demagogy</p> <ul style="list-style-type: none"> • 'Pedagogy' is used loosely to characterise successful or unsuccessful features of human interaction and communication. Each individual may or may not be 'pedagogic' in his/her approach. • 'Pedagogy' is generally resorted to to achieve a goal or an objective (e.g. to influence, to inform, to educate, to persuade, etc.). Hence its <i>communicative</i> and <i>social</i> role. • The 'potential for demagogy'? Intentions vs. use. • 'Pedagogy' is universal but its uses are local. Does a 'Moroccan pedagogy exist'? Role of culture and socio-economic environment? • 'Medagogy'? A quest for a new approach? • In education, pedagogy is central to the whole process. 	<p>1. Defining education</p> <ul style="list-style-type: none"> • <u>Education</u>: (<i>Latin: educatio</i>) Generic: acquisition of good manners, good social behaviour, training and knowledge received during studies. • Foundations: (generic): Values, concepts, knowledge and practical experience necessary for the development of the individual and society. • Foundations: (education): Harmonious and dynamic development of the individual's potential (Affective, moral, intellectual, physical, spiritual, etc.); autonomy, responsibility, human values, happiness; dynamic, positive and continuous development. • An open system composed of: Resources, activities and knowledge • Education as a social system; • <u>Education</u>: Product, Aims, Goals/objectives, Process; • <u>Education</u>: Knowledge, communication, philosophy, psychology, sociology, instruction.

Defining pedagogy

- **Pedagogy:** Art and science of teaching, art of teaching children (*later andragogy: teaching adults*), teaching methods specific to a given discipline. Related term: Sciences of education.
- Pedagogy and pedagogical concerns span over the entire educational process (Curriculum design, syllabus and materials design, classroom management, teaching and testing techniques, curriculum evaluation.)
- The views and assumptions about 'education' largely determine the type of pedagogy to be adopted.
- Educational objectives determine the nature and type of pedagogy.
- When does 'Pedagogy' replace 'Education'?

Perennialism: *Realism*

- **Aim of education:** To educate the rational person, to cultivate the intellect.
- **Knowledge:** Focus on past and permanent studies, mastery of facts and timeless knowledge.
- **Type of education (pedagogy):** The teacher helps students think rationally; based on Socratic method, oral exposition; explicit teaching of traditional values.
- **Curriculum focus:** Classical subjects; literary analysis; constant curriculum.
- **Curriculum trends:** Great books; Paideia proposal

Progressivism: *Pragmatism*

- **Aim of education:** To promote democratic, social living.
- **Knowledge:** Knowledge leads to growth and development; a living-learning process; focus on active and relevant learning.
- **Type of education (pedagogy):** Teacher is a guide for problem solving and scientific inquiry.
- **Curriculum focus:** Based on students' interests; involves the application of human problems and affairs; interdisciplinary subject matter and projects.
- **Curriculum trends:** relevant curriculum; humanistic education; radical school reform.

3. Pedagogical approaches (1)

- Pedagogical approaches as a reflection of educational philosophies; they are based on a set of assumptions.
- Pedagogies represent explicit or implicit views and assumptions about education (Knowledge of the subject matter, process of learning, roles of stake holders, evaluation).
- Assumptions about learning/teaching and the goals and aims of education determine the choice of approaches.
- Behaviouristic and mentalistic approaches have been very influential in pedagogical approaches.
- The use of ICT and the views about the role of the learner have become very important factors.

2. Educational philosophies

- | | |
|--------------------|-------------------|
| • Perennialism | Realism |
| • Essentialism | Idealism, realism |
| • Progressivism | Pragmatism |
| • Reconstructivism | Pragmatism |
- (For more details, see e.g. the works of John Dewey, published by Southern Illinois University Press, Carbondale). Most philosophers (ancient, e.g. Aristotle, and modern, e.g. Kant) have been influential in the field of education.

Essentialism: *Idealism, realism*

- **Aim of education:** To promote the intellectual growth of the individual; To educate the competent person.
- **Knowledge:** Essential skills and academic subjects; mastery of concepts and principles of subject matter
- **Type of education (pedagogy):** Teacher is authority in his or her field; explicit teaching of traditional values.
- **Curriculum focus:** Essential skills (3 Rs) and essential subject (First language, science, history, math and foreign language (s)).
- **Curriculum trends:** Back to basics; excellence in education

Reconstructionism: *Pragmatism*

- **Aim of education:** To improve and reconstruct society; education for change and social change.
- **Knowledge:** Skills and subjects needed to identify and improve problems of society; learning is active and concerned with contemporary and future society.
- **Type of education (pedagogy):** Teacher serves as an agent of change and reform; acts as a project director and research leader; helps students become aware of problems confronting humankind.
- **Curriculum focus:** Emphasis on social sciences and social research methods; examination of social, economic and political problems; focus on present and future trends as well as on national and international issues.
- **Curriculum trends:** Reconceptualism; equality of educational opportunity.

Pedagogical approaches (2)

- Pedagogies are implemented directly or indirectly at the levels of : Curriculum design, syllabus organisation, classroom activities (in and out), extra curricular activities as well as at the level of designing teaching/learning materials, including textbooks and handbooks.
- Pedagogies are translated in terms of *teaching/learning methods, techniques, strategies, activities and assessment*.
- Pedagogies represent trends current in education as well as in other fields; they are a function of the existing socioeconomic and cultural environment.

4. Pedagogical (teaching) methods

- Teaching methods represent pedagogical approaches.
- Teaching methods draw on various sources: psychology (of learning), sociology, economics, information and communication technology, industry, military, etc.
- A teaching method is a coherent set of teaching/learning techniques congruent with existing pedagogical approaches as well as with current trends/fashion.
- Teaching methods are generally classified in terms of : traditional, modern, active, democratic, discovery, innovative, etc.
- Teaching methods are a function of the subject matter: methods evolve more rapidly in certain subjects (languages) than in others (certain content subjects).

Teaching methods: languages (2)

- Grammar translation
- Direct method
- Audiolingual
- Audiovisual
- Suggestopedia
- Community language learning
- Counselling learning
- Reading method
- Communicative methodology (method?)
- Computer assisted learning (CALL)

Teaching techniques (2)

- The value of a technique does not lie so much in its nature but rather in its capacity to implement and achieve an educational objective.
- A teaching/learning technique is a means; it should not be an end in itself (fashion, demagoguery, etc.)
- The choice of a technique is not a function of its sophistication, but rather its role in achieving a pedagogical objective. It is also a matter of style.

General Principles of the reform (The National Charter)

- The learner is at the heart of all decisions: any action will have to consider first and foremost the **needs and interest** of the learner.
- The **learner** and his/her **needs** are at the heart of the reform, making of his/her **intellectual, vocational and moral** development the ultimate aim of education and training.
- **The underlying educational approach will be competency-based.**

Teaching methods (1)

- Active method, problem solving method
- Analogical method (induction)
- Inductive method
- Deductive method
- Institutional learning method
- Interpersonal learning method
- Natural learning method
- Project training method
- Distance learning, distance education?

5. Teaching techniques (1)

- Teaching techniques are generally (but not exclusively) a function of the method adopted.
- Techniques can be considered from the perspective of 'teaching' or from the perspective of 'learning'; they are 'pedagogical practices'.
- Techniques involve both the use of 'aids' and 'what' the teacher and learners 'do' (pedagogical purpose and use).
- Teaching techniques vary from 'traditional' practices (lecturing, dictating, et.) to 'modern' ones (pair and group work, self learning, project work).
- Techniques also vary from the use of traditional means (slates, board) to technological ones (Multi media, the Internet, etc.).

5. The educational philosophy behind the reform of the Moroccan educational system

Provide the Moroccan citizens with the necessary **knowledge** and **skills** that will allow them to have access to science and technology;

- Instill in future generations values of tolerance, human rights, democracy and the culture of dialogue, which will allow them to interact positively, and productively with the rest of the world;
- Equip future generations with the necessary **competencies** and **skills** necessary for the job market. In this way, they will actively participate in the development of the country.

Major principles of the new curriculum

- The general objectives for each cycle (level of education) will be stated in terms of (output) *profiles* with the corresponding *competencies*.
- **Core** programmes and **options** will be established within the system and in relation to the active life.
- *Additional objectives* related to **learners' needs**, demands of our times and responding to the **expectations** of the various partners in the educational system will have to be identified, analysed and operationalized.

Objectives of the reform of higher education (1)

- Develop students' linguistic, communicative as well as methodological competencies.
- Develop autonomy and the sense of initiative.
- Develop a progressive guidance system.
- Adapt the current teaching practices to the requirements of the new system: from teaching to learning.
- Use of ICT.

Objectives of the reform of higher education (2)

- Achieve pedagogical autonomy and flexibility.
- Involve both students and teachers.
- Offer students the possibility of capitalising credits and changing programmes.
- Achieve a compromise between 'academic' and 'vocational' training.
- Operationalise a gradual system of guidance and counselling.

Academic vs. competence approach 1

- | | |
|---|---|
| <ul style="list-style-type: none"> • Academic: • Subject matter based • Normative evaluation • Grades • Limited evaluation (time and space). • Closed evaluation | <ul style="list-style-type: none"> • competence: • Outcomes based • Criterion evaluation • Scales • Continuous evaluation • Open/public evaluation |
|---|---|

Academic vs. competence approach 2

- | | |
|--|---|
| <ul style="list-style-type: none"> • Strong points • Theory oriented, limited to the classroom • Focus on memorisation and recall. | <ul style="list-style-type: none"> • No compensation all requirements must be met. • Practice based, real life and work related. • Emphasis on observable behaviour (competence). |
|--|---|

Some pedagogical challenges

- Integrating and operationalising 'competence' at the level of curriculum and programme design.
- Operationalising competencies in every day classroom practices : 'pedagogical competencies', 'professional competencies', according to disciplines (modules) and tracks 'filières'.
- Adopting a new view of evaluation practices according to the nature of modules (subjects) and the specificities of each track in the light of the type of evaluation adopted (continuous or final, formative or summative).

New roles for teachers: From a simple technician to a creative educator

- The teacher as a competence developer: functional and utilitarian teaching and learning.
- The teacher as a needs analyst and as a materials developer: Knowledge vs. needs and interests.
- The teacher as a classroom manager: Learner involvement and community participation.
- The teacher as a manager of learning: focus on learners
- The teacher as an evaluator.

New roles for the learner

- Active **partner** : involvement and participation.
- Committed to learning.
- Responsible for his/her learning (rights and duties).
- Freedom of choice (what to learn) according to:
 - Ability and competence
 - Needs and interests
 - Available choices
- Equal opportunity.
- Involved in his/her socio-economic and cultural environment.

Concluding remarks

- *Tell me, I'll remember, show me I'll understand, involve me I'll learn.* (A Chinese proverb).
- *You can take a horse to the river, but you can't make it drink.* (English proverb).
- الكراس في الرأس في العلم
- *Spare the rod spoil the child* (English proverb).

Appendix 2 to SO 7: Questions and comments addressed to Dr Melouk



Question: Is there any tool, document, publication specifying the methods and exemplifying their application in particular in the Euromed context?

There are so many books, mostly on individual countries, that the literature seems to be almost confusing at times. Unfortunately, there is no good entry-level book providing an overview of the techniques I have mentioned.

Q. Are there any recent findings or developments on the decrease of illiteracy in Morocco? Is the pedagogy applied to deal with illiteracy may be only demagogy, seeing nothing changes?

One of the reasons for the remaining high illiteracy in Morocco is that the campaigns were badly planned and badly implemented and designed without consulting of the people concerned.

If you allow me, I will come back later to this at the end of this morning session when talking about challenges of educational reforms in Morocco.

Q. What was your philosophy, approach, technique and method for the presentation?

My applied philosophy was pragmatism, I was invited to use the method of presentation and chose the technique of a powerpoint presentation.

Q. How could competence-based education be implemented in Morocco?

Let me refer to a slide in my presentation here that I didn't manage to address but you will receive the presentation as a copy soon.

Q. Can you elaborate by the meaning and relevance of education as a social system?

I have said that because the school is often considered as a microcosm of society and is a means of maintaining the system established, of replicating society. After all, teachers and students spend so much time in school, that the institution 'school' can be considered a social system.

Q. Do you know any educational philosophers and experts in the Islamic-Arabic part of the world?

If I had to suggest just one name, I would refer to Ibn Khaltoum. But there are more, of course.

Q. How do we learn, how does our brain learn?

To tell you the truth, we know very little about the brain. What we do know is that we generally make use of our entire capacity when learning, i.e. learning takes place in the entire brain and not in sections. There are some who believe that apparently different types of information are stored in different areas of brain. Even less is known about the complex process of retrieving and processing information and how people connect what they know with what they experience.

Q. How does the Bologna-Process influence knowledge and specialisation in your opinion?

It is indeed a danger of the Bologna-Process that study courses are made so comparably specialist that generality, globality, complexity get lost. My advice would be to start a process like Bologna at primary education, continuing through secondary education and culminating in higher education. Another advice is to train university teachers and lectures, which hasn't happen so far.

Q. Would you then agree that Medagogy cannot exist when taking into account the challenges?

It is a challenge everywhere to look at learners holistically and to professionalize education. I agree. The term suggests that medagogy is different from pedagogy, but that is untrue. The philosophy and approach remain the same, the method and technique allow and call for cultural adaptation.

Q. There seem to be four pillars to education these days: politics, religion, economy and thinkers. Do you see the danger that the cultural aspect of education is getting lost?

I see the danger, but there also is resistance. Not everyone wants to and allows to be trained as a consumer or producer fitting into capitalist systems. Pressure has increased so much that even the World Bank and the International Monetary Fund (IMF) have begun to humanise their approaches to development work.

SO 8 – Journey into non-formal education

1. Title	Journey into non-formal education, 9 Nov 15:00-19:00 hrs
2. Background	During the second seminar the session on non-formal education had to be replaced with another session deemed to be more relevant at the time. Participants' expectations before this one showed the subject to be still high on the agenda and the team agreed.
3. Aims	→ To explore non-formal education and participants' views on their own practice.
4. Objectives	<ul style="list-style-type: none"> → To open the subject in a non-formal way → To assist in the process of reconstructing the TATEM group → To compare views on what non-formal education is and its relevance today → To highlight the challenges posed in describing informal, non-formal and formal education → To look at the place of non-formal education in life long learning → To start the discussions about recognition of non-formal learning
5. Competences	<ul style="list-style-type: none"> → Group decision-making → Analysing educational processes → Understanding non-formal education and one's role as a trainer within such contexts → Gaining knowledge about recognition
6. Methodology	→ Intercultural football, group discussions
7. Programme	<p>15:00 Introduction to the session and the topic 15:10 Learning to play and about non-violent football</p> <p>Division of participants and four team members into three groups A B C. The task of all groups is to help another group to learn about non-violent football.</p> <p>A helps B B helps C C helps A</p> <p>The groups have 10 minutes to prepare and 5 minutes for the process of helping the other group.</p> <p>Each group could choose the venue of their session: either in the plenary or outside on a playground.</p> <p>15:35 Groups have 5 minutes each to instruct another group</p> <p>A instructs B B instructs C C instructs A</p> <p><i>The groups try out their approaches and play.</i></p>

	<p>16:00 Discussion in groups: What were the elements in the approach of the other group that can be identified as formal non-formal informal?</p> <p>16:20 Reports from the groups and discussion</p> <p>17:00 <i>Coffee break</i></p> <p>17:30 Discussion about the educational spectrum from formality to nonformality and informality: How can we place approaches, activities and ourselves in relation to this spectrum?</p> <p>18:15 Common brainstorming on the principles of non-formal education</p> <p>18:45 Short introduction to the recognition of non-formal learning</p> <p>19:00 Re-flection groups</p> <p>19:30 <i>Dinner</i></p>
8. Tips	The timing of the session was not realistic. Plan more!
9. Material	Football; flipchart.
10. Handouts	None.
11. Outcome	<p>The exercise around non-violent football took much more time to implement and debrief than had been expected; the discussion about what is non-formal education again required more time than foreseen with many participants joining the debate. Facilitation of the debate could have been improved.</p> <p>As a result, the implemented programme differed substantially from the programme as planned. For your information, the planned programme is presented below.</p> <p>In response, the team decided to add a workshop specifically on recognition of non-formal learning to the programme on Sunday afternoon (see separate session outline).</p> <p>15:00 Introduction to the session and the topic 15:10 Learning to play and about non-violent football</p> <p>Division of participants and four team members into three groups A B C. The task of all groups is to help another group to learn about non-violent football.</p> <p>A helps B B helps C C helps A</p> <p>The groups have 10 minutes to prepare and 5 minutes for the process of helping the other group.</p> <p>Each group could choose the venue of their session: either in the plenary or outside on a playground.</p> <p>15:25 Groups have 5 minutes each to instruct another group <i>The groups try out their approaches and play.</i></p> <p>15:40 Discussion in groups: What were the elements in the approach of the other group that can be identified as formal non-formal informal?</p>

	<p>16:00 Reports from the groups and discussion</p> <p>16:30 <i>Coffee break</i></p> <p>17:00 Recognition of non-formal learning – buzz groups: 1) What is the status in the different countries? 2) Why is it increasingly important to talk about recognition?</p> <p>17:45 Group discussions: How do you think non-formal learning and non-formal education should be recognised? Where are the limits? What questions do you still have about recognition? Do you have any further ideas or suggestions for development?</p> <p>18:30 Each group reports back with 5 key elements</p> <p>19:00 Re-flection groups</p> <p>19:30 <i>Dinner</i></p>
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Appendix 1 to SO 8: Intercultural football

Connection with the morning

"The afternoon will be based on the philosophies progressivism, reconstructivism and partly essentialism. There may be links to perennialism as well; after all, education is about choice. The approach will be primarily inductive and using non-violent football as an entry point."

Mark Taylor during the introduction to the session. Nov 9, 2006 in Essaouira



(instructions)

(testing)

Instructions for the groups

Help another group to understand how to play non-violent football. You have 10 minutes to prepare and discuss how you would like to do that. You have then 5 minutes to explain yourself to the other group, and another 5 minutes to test your strategy in reality by playing non-violent football according to your set of rules.



(preparatory discussions)



(sceptical local experts)



(instructions)



(more instructions)



(live action and attack)



(the goalkeeper is on the guard)



(celebrations)



(happiness)

Discussions in the groups after the different rounds of non-violent football

Following the phase of (1) instructions and (2) testing the three different sets of rules in practice, groups were invited to give a name to the group that instructed them.

A instructed B | B instructed C | C instructed A

Group A was named the Kissers.

Group B was named the Pretties.

Group C was named the Marschusch.

Afterwards groups were invited to reflect on the following question:

Which formal, non-formal, and/or informal elements did you find in the approach of the group that gave you instructions?

Approach of group A

Altogether, the approach of group A in instructing the pretties (Group C) was a non-formal process.

Approach of group B

Formal by giving facts, transmitting knowledge (football is a violent game)

Non-formal learning by doing (letting play and finding out)

Informal team learned how to play when playing without further help

Group B chose a non-formal method with a formal approach to instruct the Marschuschies (Group C).

Approach of group C

The approach chosen by group C to instruct the kissers was informal, but not very educational (the majority of the kissers felt that they didn't learn anything). Also, the meeting with the local kids was (unpredictable and) entirely informal.

Debriefing of the exercise.

Discussions in the debriefing of the exercise explored whether a separation of one educational approach into formal, non-formal and informal elements makes much sense or hinders coherence.

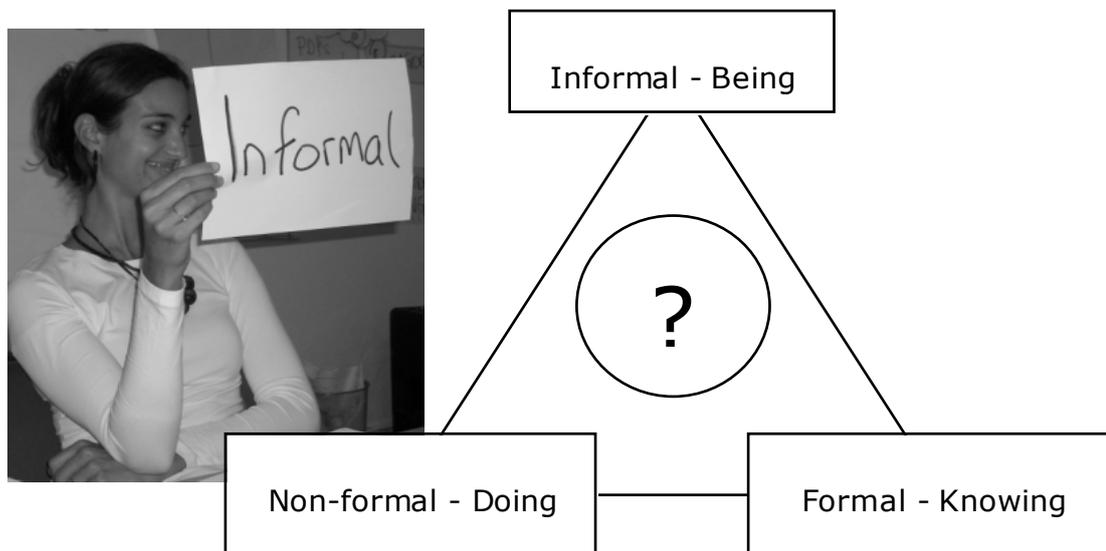
The comment was made that too often a formal approach is disguised by a non-formal methodology. The exercise also showed that it is difficult but nonetheless essential to think about all aspects of an educational process, not only about the method of instruction. Another exemplified element was that using games can be beneficial but also is dangerous because people tend to forget rules and values as soon as the playing begins. It was underlined that trainers need to be clear about the contents of their sessions, otherwise any method will be ineffective.

Buzzgroups after the exercise

In small buzzgroups, participants explored this question:

In which ways do you look at activities and approaches and how do you identify and decide what is formal, non-formal, informal?

The discussion first evolved around this triangle:



It was commented that the domains being – doing – knowing are not exclusive, but rather a priority in each area. It was further remarked that the triangle describes educational approaches very well, but not different types of learning. It was suggested that, in connection with the morning's presentation, the formal resembles deductive, non-formal inductive and informal accidental learning. It was noted that there are many other approaches and definitions, which often characterise education by the place, i.e. a school makes education formal.

The discussion concluded with the observation that education can have a different character ranging from informal to formal, and within each context the educational approach can be on a scale from informal to formal – and the resulting learning can again be anything on the scale from informality through non-formality and formality.

The group went on to explore the principles of non-formal education as being, amongst others and in no specific order of priority or importance:

voluntary and based on free choice and commitment of learner; free of individual knowledge assessment decisive for continuation, success or failure; learner-centred and based on their needs; holistic and coherent; group-dimension, learning from each other; having objectives; process-oriented; supporting creativity; results are difficult to measure; based on experience; supporting reflection; learner is responsible for his/her learning; experiential; not teachers but trainers; bridge linking outcasts and society for integration and inclusion; collaborative; accreditation-free.

For time reasons, this list couldn't be further explored at that moment.

SO 9 – Learning in TATEM

1. Title	Learning in TATEM, 10 Nov 08:45 – 12:00 hrs
2. Background	<p>During the first seminar, all participants filled in a self-assessment form. Two years later, at the end of Tatem's training programme, they received another self-perception inventory (SPI).</p> <p>The SPI should allow participants to determine their personal and professional development in terms of knowledge, skills and competences as related to training in Euromed contexts.</p> <p>Yet, not only personal reflections were important at that stage – also the feedback and opinion of colleagues were of great value. Thus, the session also contained an element of peer feedback.</p> <p>While the session was pretty short, it played an important role in providing a first closing point of Tatem's learning cycle.</p>
3. Aims	→ To get participants to think about themselves as trainers and to assess their developments since the beginning of TATEM.
4. Objectives	<ul style="list-style-type: none"> → To encourage and allow for personal reflection → To provide space and time for peer feedback → To encourage participants to use the feedback for improvement
5. Competences	<ul style="list-style-type: none"> → Self-reflection and personal assessment; → Receiving and giving constructive criticism; → Using criticism for personal development.
6. Methodology	The session used a questionnaire for the self-reflection, bilateral discussions for the peer feedback and sand sculptures to illustrate some learning points of participants.
7. Programme	<p>08:45 Introduction to the day's programme and approach</p> <p>09:00 Moroccan Arabic Lesson</p> <p>09:15 Discussion of "sensitive issues"</p> <p>09:45 Self-Perception Inventories: rationale and experiences</p> <p>10:15 Tandem: bilateral peer discussions and feedback</p> <p>11:15 Sand sculptures exhibition</p> <p style="text-align: center;"><i>Make a statue about the main information you received today about yourself!</i></p> <p>12:00 Departure to Marrakech for the free afternoon</p>
9. Material	Sand (in this case, the beach of Essaouira)
11. Outcome	<p>Participants used the morning in a very effective way to reflect on themselves as trainers, as well as on the impact of the TATEM process on their professional and personal development.</p> <p>The Tandem method was very much appreciated, helping participants to compare their own evaluation with the perception of others.</p> <p>Finally, the creative representation of the results enabled to get a physical representation of the outcome. In addition, each participant commented on his/her statue in order to summarise the main learning points.</p>

Appendix 1 to SO 9: Participants' feedback on the self-perception inventory

At the beginning of the session, after the reiteration of the rationale of the session, participants shared their impressions and experiences with the self-perception inventory. This appendix documents these statements as given:

"The assessment of what I am usually good at, what I often have difficulties in and one thing that I hate to do was painful and rather frustrating at moments."

"With my personal background and socialisation, the questionnaire has put me in an unusual situation to assess myself personally, honestly and deeply. It was very enriching."

"The process was very interesting and useful, because it highlighted the contributions of this TATEM programme to the development of my capacities and skills, values and attitudes. This result, unexpected for me, was quite extraordinary."

"The questionnaire was very useful in that it helped me to make sense of my learning."

"The questionnaire was both helpful and painful, because it not only showed me what I have learned but also what I don't know yet and still have to learn."

"The questionnaire was especially useful because it also showed me with my own, personal example how self-assessment in a training can work very well."

"The questionnaire was a surprise because I did not look at the first SPI from two years ago, and when comparing the two questionnaires I realised that I had done many more – and much different – things than I originally extended."

"The questionnaire helped me to remember all the people and learning situations I have been exposed to in the past two years and how these situations helped me."

"The questionnaire helped me to discover how emotionally and personally I am involved with and related to the region – even though I live very far away."

"The process was very educational because the questions (often the same than two years ago) had a totally different meaning than they had at the beginning of TATEM. Sometimes I even wondered: What did I think back then when writing this?!"

"The questionnaire showed me how much TATEM has helped me to develop my behaviour, attitude and understanding of all sorts of issues and topics."

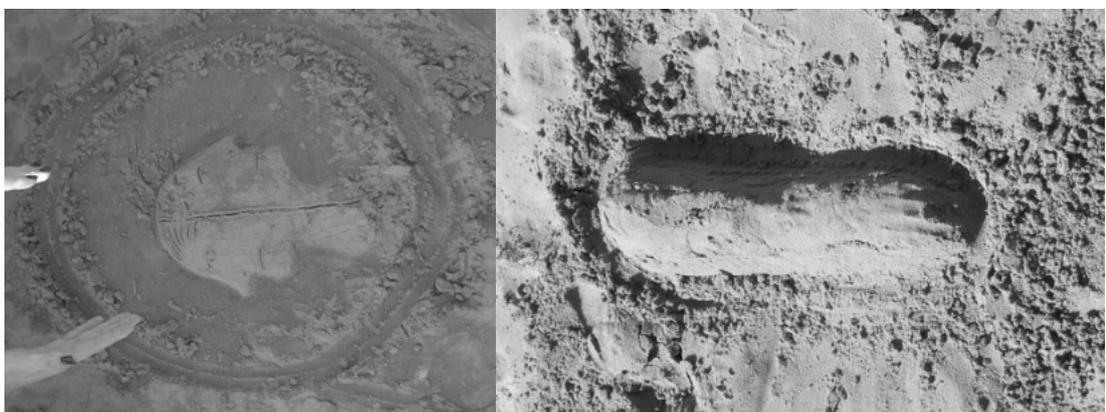
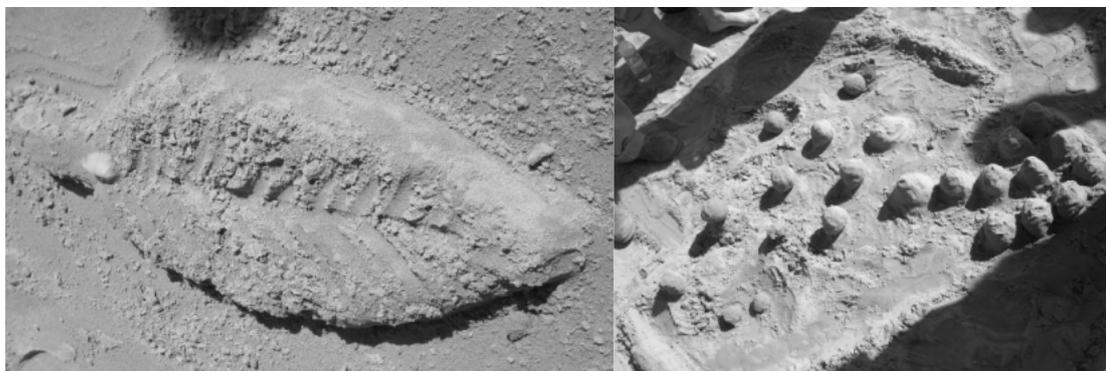
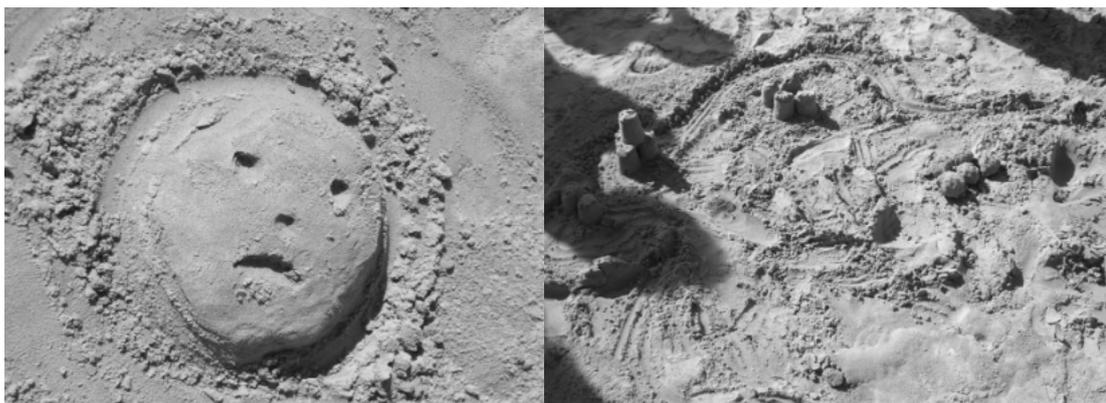
"The hardest part for me was to single out what TATEM's contribution was precisely, because this learning process of two years also intermingled with lots of other initiatives – my learning was connected and complex, and that makes it complicated to say: Ah, this comes from here, and that from here."

"Nonetheless, it was said in reply, it is possible to say that TATEM has contributed to the building of social capital – to identify what a person has learned in two years and how he or she has developed in that process and acknowledge that, while other influences clearly occurred, TATEM has made an impact. To point these out in terms of methods, approaches, knowledge, skills is more difficult."

"There are, of course – and this was the concluding remark of this moment of sharing – also a number of outside indicators: people moved on to other, better jobs. They moved house, bought cars, were financially and economically successful."

Appendix 2 to SO 9: Some sand sculptures

Clearly, this is not the space to introduce all sand sculptures but rather to present a selection to demonstrate the method and its effect.



SO 10 – Euro-Mediterranean Co-operation

1. Title	Euro-Mediterranean Co-operation, Nov 11 09:15-13:00 hrs
2. Background	<p>At the end of the evaluation seminar and the two-year training programme of Tatem, participants should be encouraged to look forward to new opportunities and challenges.</p> <p>This session provided a framework for participants to reflect on their own future and on their role as trainers in Euromed youth work.</p>
3. Aims	<ul style="list-style-type: none"> → to reflect on participants' positions as trainers and/or actors in the youth sector and in Euro-Mediterranean co-operation; and → to become conscious of the roles they could and would like to play in the framework of this co-operation.
4. Objectives	<ul style="list-style-type: none"> → To inform participants about the latest developments in European politics (institutional stakeholders); → To reflect upon these developments and their impact; → To give participants the opportunity and space to reflect on their own role as actors in Euromed co-operation.
5. Competences	<ul style="list-style-type: none"> → Critical analysis of relevant political developments and their potential impact on Euromed co-operation; → Strategic, political thinking and the capacity to relate policy to youth work and training; → Consciousness concerning own possibilities and/or shortcomings: self-evaluation and self-analysis.
6. Methodology	<p>The session started with an information market. At seven different stands, participants could inform themselves about:</p> <ul style="list-style-type: none"> → European Youth Policy → Euromed interests by country and Euromed projects submitted by country → Salto strategy 2007 → Key actors in the Euromed field → Youth in Action → Euromed Youth programme III → Partnership in Euromed 2007 and Pool of Trainers <p>Participants received a set of seven cards, corresponding with the seven themes. They were invited to use the cards for the purpose of answering remaining open questions to their best advantage and as they saw fit. Consequently, participants rotated from stand to stand according to their personal priorities and needs for information.</p> <p>The session concluded with a meeting of participants at a symbolic border between Europe and the Mediterranean. The setup was used to illustrate the different states of developments in countries involved in Euromed co-operation: How far is each country in preparing programme implementation? How much political interest is there in joining the Euro-Med co-operation framework?</p>

7. Programme	<p>09:15 Introduction to the day 09:20 Moroccan Arabic Lesson 09:30 Euro-Mediterranean Co-operation: Information Market <i>11:00 Coffee break included</i> 11:45 Visualisation of current state of the art: «Bringing both sides together at the border» 12:20 Remaining questions and answers <i>13:00 Lunch break</i></p> <p>15:00 Hot topics and sensitive issues – workshops [see separate session outline SO 5]</p>
8. Tips	<p>Always try to place yourselves in the framework of a global approach and the mindset of other actors: You in the shoes of a citizen, you in the shoes of a trainer, you in the shoes of a youth actor, you in the shoes of an advisor, you in the shoes of a decision-maker etc.</p> <p>Always be sure to regard things from a distance!</p>
9. Material	7 spaces, each with adequate equipment
10. Handouts	---
11. Outcome	<p>The session worked well in providing a variety of information in a flexible format, allowing participants to gain knowledge they needed without having to listen to something they already knew.</p> <p>Many questions arose regarding the future of Euromed co-operation, rationality of choices made, options to increase the visibility of the field of Euro-Med co-operation and possibilities to engage in and support the co-operation.</p> <p>Despite all current problems in the turnover of some programmes from one generation to the next as well as centralised operation to decentralised mode, participants considered themselves to be and remain active stakeholders of the programme who will continue to work with, for and through the Euro-Med Youth Programme and Euromed co-operation.</p>



(information market)

SO 11 A – Workshop on Evaluation Techniques

1. Title	Workshop on evaluation techniques, 12 Nov
2. Background	<p>At the end of the last TATEM seminar in Marly le Roi, participants had identified a certain amount of themes or topics they still needed training on. Before the end of the final evaluation seminar, the team provided the opportunity to address themes and topics, which had not been dealt with during the previous days, in workshops.</p> <p>Evaluation was one of the identified topics. Before the workshop, one of the participants collected all the points that were identified as being important within this workshop.</p>
3. Aims	→ To identify different evaluation techniques and methods and share participants' practices.
4. Objectives	<ul style="list-style-type: none"> → To explore existing evaluation techniques and methods; → To define and identify quality criteria for projects; → To share practical tools for evaluation; → To identify various actions to be taken for evaluation within a project.
5. Competences	→ Ability to understand, use and adapt diverse evaluation techniques in different educational contexts.
6. Methodology	<ul style="list-style-type: none"> → Short input with visual support → Self-facilitated discussion and reflection in groups → Exchange of experiences and peer education
7. Programme	<p>15:00 Identification of expectations/needs of participants 15:15 What is evaluation? – Input 16:00 What are quality criteria for evaluation? Do they have to be measurable? 16:30 Group work: Finding a visual method and formulating a few questions for a final evaluation. 17:15 Evaluation of the workshop 17:30 <i>End of the workshop</i></p>
8. Tips	---
9. Material	---
10. Handouts	---
11. Outcome	<p>Participants had very disparate levels of knowledge and experience with evaluation, so that some basic elements had to be reconsidered and discussed: Much time was spent, for example, on the objectivity/subjectivity of evaluation and if/how it can be measured.</p> <p>In the second part of the workshop, two groups worked in parallel on developing one visual evaluation method for Tatem, and on formulating concrete questions for the Tatem evaluation form respectively.</p> <p>The results of both groups were used for the Tatem evaluation on the following day (see appendix).</p>

Appendix 1 to SO 11A: Proposals for the evaluation of TATEM

Suggestion 1 - Columns:

Visual evaluation: Each column of the courtyard of the seminar's venue will be given a name of a subject that is to be evaluated. Participants will place their assessments from down to up on a scale, thus developing a visual indication on the group's evaluation of the different topics. This method will allow for everyone to get a first impression and have a glimpse at the overall appraisal of the course.

Suggestion 2 - Couscous:

Couscous is the outcome of the course and each participant has cooked his/her own couscous in the communal kitchen. Using this image related to the local environment and the culinary experience, an evaluation could address:

a.) the process

How did you cook your couscous? What kind of ingredients did you use? Did you have a recipe in advance or did you create it on the go? If not all the ingredients were available, what did you do?

b.) the outcome

in relation to the different senses, e.g.

seeing: the richness of colours; the way the plate is presented ...
tasting: richness and variety of taste; ingredients and their composition ...
smelling: first impression; delayed sensations ...
touching: consistency; ...
hearing: ...

Suggestion 3 - Threads:

Different threads, according to different questions/items to be evaluated, will be hung horizontally from one side to the other of the gallery on the first floor of the seminar's venue.

Each participant will have rings of different colour, where each colour indicates their assessment on an agreed scale (e.g. green: motivating; red: alarming; blue: supportive etc.).

As an outcome, a hanging net with colourful rings indicates the group evaluation.

SO 11 B – Workshop on Strategy

1. Title	Workshop on strategy, 12 Nov
2. Background	Like the other workshops, this edition on strategy responded to a need expressed by participants to learn more about strategy development and its potential for ensuring quality in their work.
3. Aims	<ul style="list-style-type: none"> → To maintain and develop the quality and quantity of the course participants (active trainers in Euro-Med) and their activities organised in the Euro-Med Youth field; → To provide support on how to implement a strategy for their work.
4. Objectives	<ul style="list-style-type: none"> → To contribute to the quality improvement of the current work of the participants; → To make an overall SWOT analysis; → To develop and reinforce the capacities of the course participants (active trainers in Euro-Med) to contribute to activities organised not only by their own organisations, but more general also youth organisations within the framework of the Euro-Med Youth Programme; → To contribute to the development of a Euro-Med network → To identify and analyse the specificities of actions in the Euro-Med Youth context.
5. Competences	<ul style="list-style-type: none"> → Ability to establish a strategy for the future; → Self-evaluation, in particular the capacity to competently design, implement and evaluate their youth work.
6. Methodology	<ul style="list-style-type: none"> → Information Reflection Action → Individual and peer reflection → Exchange, sharing of experiences
7. Programme	<p>15:00 Identification of expectations/needs of participants 15:15 Where do you work today? Current jobs and contexts 15:30 What is strategy? – Input 16:00 What is your strategy? Exchange of experience 16:15 How good is your strategy? Peer feedback 16:45 Short exercise 17:15 Evaluation of the workshop 17:30 <i>End of the workshop</i></p>
8. Tips	You can enrich your workshop by exercises such as queen of hearts or the wheel of human will.
9. Material	Flipchart, markers
10. Handouts	---
11. Outcome	Participants got a first insight into strategy development and potential ways of applying a strategic approach to youth work.

Appendix 1 to SO 11B: The three elements of a good strategy

Element 1 - Networking:

You shouldn't ignore any actors in your work. Have you covered all your stakeholders (your sponsors such as local government, for instance)? Are you in touch with your participants – whom you are working for – as well as their parents? What about other partners and the press?

Remember to provide everyone with regular and relevant information and data, for example through a newsletter.

Element 2 - Actions:

There are both visible and invisible actions. Try to combine!

Organise big events to present your otherwise invisible activities; share your visible actions with all partners and actors and try to publicise them on national and international platforms (such as the website of Salto).

Remember: Your camps, trainings and seminars will remain invisible – they usually only interest and get the awareness of the participants who benefit from them directly – unless you do something to bring them out into the open.

Element 3 - Production:

Nobody will know you and what you are doing unless you produce and share. Without a documentary after the camp, without a report after the course, nobody will ever know and learn about the potential and impact of your work.

You will never grasp any institution's attention and miss out on chances to secure further support. Without visibility, your chances to receive funding are hopeless.

Make sure to have a well developed website (with statistics, and do keep the records!)

«Always remember that your credibility relies on the quality of your work, so make sure you do good work and make sure that your work is noticed!»

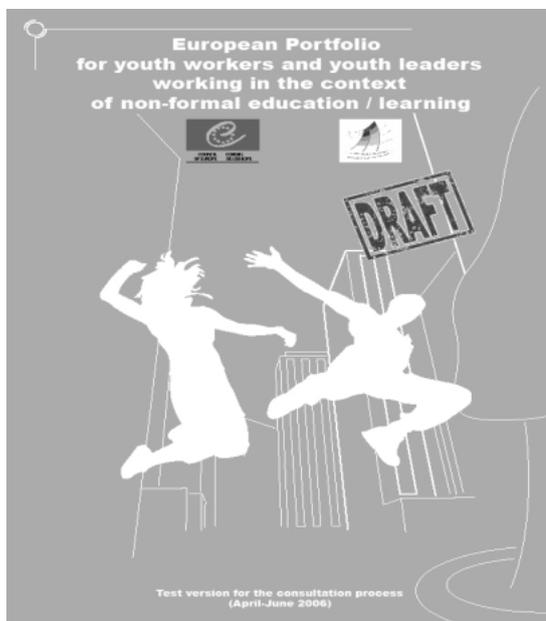
SO 11 C – Workshop on the recognition of non-formal learning

1. Title	The recognition of non-formal learning in the youth field
2. Background	<p>Like the other workshops, this workshop on the recognition of non-formal learning in the youth field responded to a need expressed by participants to further explore different approaches and tools for recognition.</p> <p>The workshop also followed up on the session on non-formal education, during which the question of recognition could not be dealt with (see session outline SO8).</p>
3. Aims	→ To look at current developments in recognition of non-formal learning in the European youth field.
4. Objectives	<p>→ To trace the recent history of recognition;</p> <p>→ To look at the objectives of recognition;</p> <p>→ To introduce and examine the Council of Europe's European Portfolio for Youth Workers and Youth Leaders and the instruments currently in development as part of Youthpass for the new Youth in Action Programme.</p>
5. Competences	<p>→ Critical examination of the concept of recognition of non-formal learning;</p> <p>→ Comparing the roles of trainers in recognition processes.</p>
6. Methodology	→ Presentation and discussion
7. Programme	<p>1) Analysis of the driving forces behind recent developments</p> <p>2) Presentation and discussion about the Council of Europe's European Portfolio for Youth Workers and Youth Leaders</p> <p>3) Presentation and discussion about the Youthpass for the new Youth in Action Programme, concentrating on the instrument being developed for participants in training courses and seminars.</p> <p>4) Looking at the use of "Key Competences" in self-assessment processes in youth work.</p>
8. Tips	<p>Participating in youth work is now seen increasingly as being an important contribution to helping young people lay the basis for what is known as "Lifelong learning". Learning how to learn, participating in decision-making with others, making plans for how to develop yourself, intercultural communication – such competences are vital for achieving the aims of lifelong learning:</p> <p>→ promoting active citizenship (without which our societies will not be able to function democratically and within a culture of human rights), and</p> <p>→ helping economic growth (which needs a workforce capable of learning new skills and adapting to change) and achieving the Lisbon goals.</p>

	<p><i>You can read more about recognition and related issues:</i></p> <p><u>Non-formal learning - background</u> The theme of issue 11 of <i>Coyote</i> magazine (published by the Partnership between the Council of Europe and the European Commission) concentrates on non-formal learning and education from the perspectives of the relevant European institutions, youth organisations and practitioners. http://www.training-youth.net/ Explore the history and current developments in informal and non-formal education on the informal education homepage: http://www.infed.org/ A good example of the thinking available here is Alan Rodger's article on a new paradigm for non-formal and informal education: http://www.infed.org/biblio/non_formal_paradigm.htm The UNESCO Task Force on Education for the 21st Century, including the Delors report: http://www.unesco.org/delors/</p> <p><u>Council of Europe</u> Youth Directorate of the Council of Europe: www.coe.int/youth Recommendation of the Committee of Ministers on the promotion and recognition of non-formal learning of youth http://tinyurl.com/z52r7 The draft version of the European Portfolio for Youth Workers and Youth Leaders is available for download here: www.coe.int/youthportfolio Joint paper with the European Commission on "Pathways to Validation": http://www.salto-youth.net/download/382/validation&recognition2004.pdf</p> <p><u>European Union</u> A broad introduction to the contribution of education and training to the Lisbon strategy: http://ec.europa.eu/education/policies/2010/et_2010_en.html Resolution on the Recognition of the value of non-formal and informal learning within the European youth field decided by the EU Council of Ministers: http://tinyurl.com/m7ske The European Youth Pact by the EU Council of Ministers: http://www.eurodesk.org/YouthPact_Mar05.pdf The Bridges for Recognition conference report is full of examples from around Europe of initiatives on giving recognition to different forms of youth work. http://www.salto-youth.net/bridgesforrecognition/ The development of the Youthpass with the "Youth in Action" Programme is detailed here: http://www.salto-youth.net/youthpass/</p>
9. Material	Information on the different tools
10. Handouts	See appendices

Appendix 1 to SO 11C: The European Portfolio for Youth Workers and Leaders

A step towards increasing recognition of youth work: the European Portfolio for Youth Workers and Youth Leaders working in the context of non-formal education/learning



When we look at the specific recognition of competences of youth workers and youth leaders, the decision of the Council of Europe's European Steering Committee for Youth (CDEJ) of 2003, to develop a portfolio on non-formal education of youth workers and youth leaders was a real milestone. Based on this decision the Council of Europe invited an expert group to produce an instrument to describe experiences and competences in the youth field as well as to enable users to assess and monitor learning progresses.

The European Portfolio for Youth Workers and Youth Leaders is based on a functional analysis of what youth workers and leaders should be and do; from this is drawn a framework of

competences which individuals are invited to use as a self-assessment tool and then to gain feedback from their peers and colleagues. A test phase involving a control group of some 150 youth workers and leaders from across Europe (plus those who are interested and download the portfolio from the internet) will lead to a finalised version to be published and distributed from the beginning of 2007.

Based on consultation across Europe, we see a need from youth workers and youth leaders in non-formal education/learning settings to have an instrument that could help them:

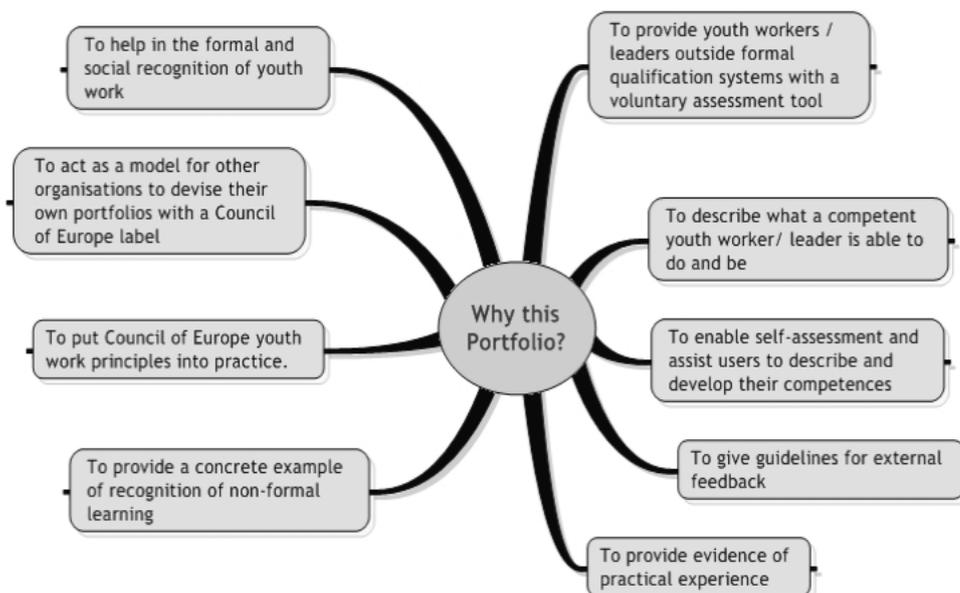
- a) to identify, assess and record their competences
- b) describe their competences to others, and
- c) to set their own learning and development goals.

And that is precisely what the portfolio is designed to do. This portfolio is intended for the use of:

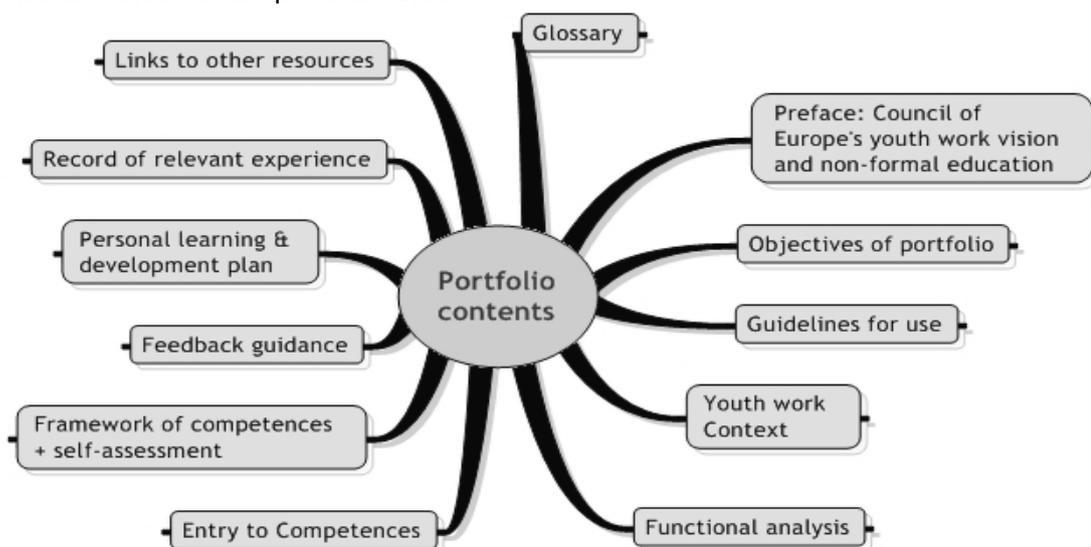
youth leaders - which we understand to refer essentially to young adults holding a responsibility in a youth organisation, network or any other youth structure, mainly on a voluntary basis, and youth workers holding the same kind of responsibility mainly on a professional basis.

Most of the users will probably be people who have gained experience and skills in youth work through being active as youth leaders or youth workers, without having any formally recognised qualifications in the field. Feedback we have already received suggests that the portfolio may also be useful for qualified professionals who would like to review their current situation and plan their continuing professional development.

The aims of the Portfolio are:



The contents of the portfolio are:



During the development phase we have been consulting a wide range of people about their opinions and criticisms (positive, negative and even constructive).

We feel that the portfolio is possibly an exciting tool for youth workers and youth leaders to try out! And that is why we have put in place a test phase, which ran until July 2006. During this time we ran a training course for multipliers whose job was to motivate others to use the portfolio and give us their evaluations – this resulted in some 150 evaluations. We also opened up the process and we know that thousands of people downloaded the draft portfolio from the Council web site www.coe.int/youthportfolio and from the nonformality blog.

Politically, the portfolio gained recognition itself in being mentioned twice in the Council of the EU's resolution on the recognition of the value of non-formal and informal learning within the European youth field. And it is linked to the development of the Youthpass, especially in the section for training and seminars.

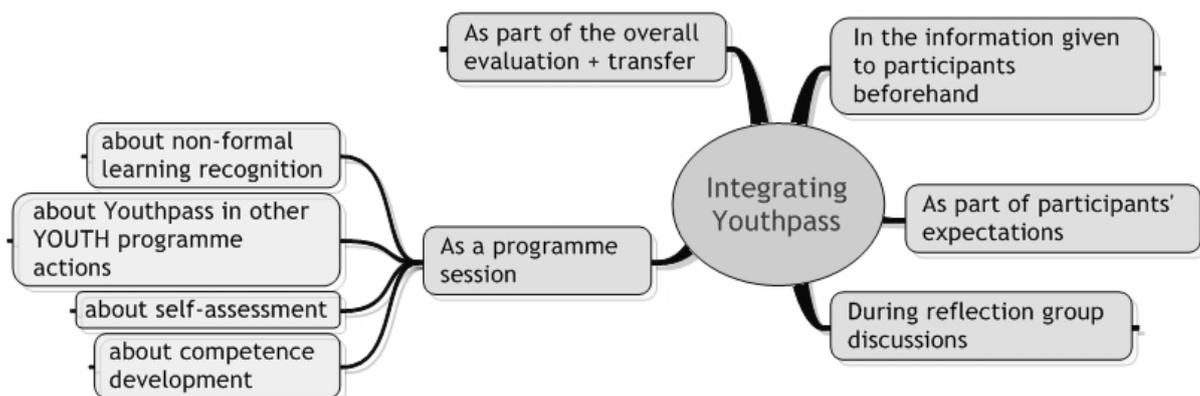
Appendix 2 to SO 11C: Youthpass

Educational explanations on using Youthpass in seminars and training courses

Youthpass is a new development within the YOUTH Programme (2000-2006) and the Youth in Action Programme (2007-2013) and is part of a concerted effort across Europe in the field of non-formal learning. Naturally it will take time to put all the support mechanisms in place to ensure that all concerned can make the most of this opportunity. Initial evaluations of the test phases for Youthpass in youth exchanges and European Voluntary Service have been very positive and now is the time to test this new instrument for multipliers who are crucial in their support of young people in the programme.

How to use the Youthpass within the context of training courses and seminars?

As you will see, Youthpass can be integrated into a series of normal training course or seminar programme elements. Here are some suggestions:



Using Youthpass should be included in the planning of the seminar or training course, so that it becomes a visible part of the programme. This means that participants should be informed beforehand about the background for Youthpass and that they will receive the Youthpass certificate as a result of their participation. Part of the certificate could be drawn from their own self-assessment of competence development. You may wish to distribute the documents related to Key Competences available for download on this web site.

At the beginning of many courses and seminars participants are asked to formulate and share their expectations. This could be an ideal moment to introduce an element in which participants are asked to define their learning goals for the course or seminar and to identify which competences they wish to work on during the event. Such moments are useful in themselves, but you may also wish to add that they contribute to the Key Competence of learning to learn.

Discussing with other participants or team members has been shown to be one of the most effective ways for people to become aware of and plan their own learning. Here it would be possible to use part of the reflection group process and/or coaching sessions with team members to facilitate participants' reflections during the course or seminar.

All those involved in youth work these days have an interest in contributing to the current debates about the recognition of non-formal learning and how young people can develop competences through their involvement. Therefore, an increasing number of courses and seminars include programme sessions on related issues. As Youthpass is part of these developments, you may wish to include such elements in your programme planning, for example :

- What is self-assessment?
- How to plan your learning?
- What is the European Qualifications Framework?
- How to use the European Portfolio for Youth workers and Youth Leaders?
- How to promote recognition of non-formal learning in my own country?
- etc.

At the end of the programme, participants should be given the time to complete a self-assessment exercise as part of the overall evaluation. This should allow participants to identify what they have learned and which competences they have developed. Again, if time allows, it can be very useful for participants to discuss their findings with each other and/or team members. This information is then integrated into the Youthpass certificate at the end of the event or sent to the participants after they go home.

An increasing number of courses and seminars allow time for participants to plan how they are going to use what they have learned back in their own realities. Here the *Key Competences* can be used as a resource document to help participants decide which competences they wish to develop in the future.

Every care has been taken to make this exercise as realistic as possible, knowing the limits of time and other resources available for short-term training courses and seminars. We hope that organisers of such events will also take the opportunity to make the links between Youthpass and more longer-term initiatives such as the European Portfolio for Youth Workers and Youth Leaders currently developed by the Council of Europe. This is important, as Youthpass instruments can be used to demonstrate experience and competences within a portfolio format.

For further information please take a look at www.salto-youth.net/youthpass/.

Possible flow in the use of Youthpass in a seminar or training course:

- 1 Preparation before the event: enter details of course or seminar and each participant in the certificate section of the Youthpass website.
- 2 Inform participants about Youthpass and the Key Competences.
- 3 Give time to the participants to do a self-assessment at the end of the activity, including a summary to be included on the certificate. If you have the technical possibility, then it would be more efficient for participants to type this information on a computer and transfer the data to you, so you can copy-and-paste directly into the certificate.
- 4 Print the certificates and give them directly to the participants during the farewell party (or send them by post afterwards!).

Appendix 3 to SO 11C: Key Competences in training courses and seminars

The background to the key competences.

1. Key Competences in the political context of the EU

In December 2005 the European Commission adopted a proposal for a recommendation of Key Competences, which creates a common ground for the development of European and national (youth) education policies in the framework of Life Long Learning. Life Long Learning as well as education and training strategies are the direction and strategies for programmes of the European Commission to build a competitive and dynamic, knowledge-based economy in Europe. Key Competences should be developed by everyone during initial education and training. Adults and young people should learn, maintain and update their competences through life-long learning, for example, through participating in the EU YOUTH Programme. Competence is defined as being a combination of knowledge, skills and attitudes.

2. Key competences in the YOUTH Programme

Using Key Competences as a tool to describe the learning outcomes from experiences gained within the YOUTH Programme is new. The decision to go down this path is part of an overall strategy to promote the recognition of youth work and the support of young people in their personal life-long learning. One part of the lifelong learning strategy is the focus on employability but the other part – which is even more important and closer to what we know as youth work - is the future life of young people and coping with challenges coming from changes in societies. With Youthpass both aspects will be highlighted.

* * *

We invite participants and team members to use the Key Competences terminology when describing the learning outcomes of training courses and seminars. They offer guidelines to focus on a common European approach and to start using a more coherent European language to report and present these experiences also in different environments. Especially in view of the new Youth in Action Programme, the use of the Key Competences here is intended to increase the quality of courses and seminars in supporting multipliers in their work.

Each of the Key Competences is described by the following points:

- 1) the original wording of the Key Competences, and
- 2) suggestions on how to apply this competence in the context of courses and seminars.

The Key Competences are:

Learning to learn; interpersonal, intercultural and social competences; civic competence; entrepreneurship; cultural expression; communication in the mother tongue and in foreign languages; mathematical competence; scientific competence and digital competence

Clearly, within short-term courses and seminars, it will not be possible to address every competence – this is one of the reasons why the form allows users to complete only those parts that are relevant for them at the end of a particular course or seminar.

Learning to learn

The original wording of the Key Competence: Learning to learn

"It is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence."

Suggestion for use in training courses or seminars

Crucial to an understanding of this competence is the responsibility of the learner within the process. So, questions that can help in reflection are:

- To what extent did you set your own learning goals within this activity?
- Which methods have you used to evaluate what you have learned?
- How do you intend to use your learning within your work at local, regional, national or international level or in your organisation?

Interpersonal, intercultural and social competences

The original wording of the Key Competence: Interpersonal, intercultural and social competences

"These competences cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary."

Suggestion for use in training courses or seminars

Much effort has been invested into such competences within the YOUTH Programme in the past, as these are vital building blocks for young people to be able to function within today's increasingly diverse societies. Questions that can help in reflection are:

- To what extent have you explored your intercultural learning process during this activity?
- Which social competences have you developed during this event?
- What part did you play (if any) in helping to resolve or manage conflicts in the group?

Civic competence

The original wording of the Key Competence: Civic competence

"...is based on knowledge of the concepts of democracy, citizenship, and civil rights, including how they are expressed in international declarations and applied by various institutions at the local, regional, national, European and international levels. Knowledge of main events, trends and agents of change in national, European and world history and current affairs, with a specific view on European diver-

sity is essential, as it presents knowledge of the aims, values and policies of social and political movements.

Civil competence equips individuals to fully participate in civil life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation."

Suggestion for use in training courses or seminars

Within the YOUTH Programme, much emphasis is placed on the concept of European Citizenship and how this can help young people understand and be active within society. Questions that can help in reflection are:

- How much were you actively involved in the event?
- To what extent did you participate in decision-making within this activity?
- To what extent did your knowledge of national and/or European structures increase?

Cultural expression

The original wording of the Key Competence: Cultural expression

"...Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts."

Suggestion for use in training courses or seminars

All forms of media can find their place in youth work and are the main reason for many young people to participate. Questions that can help in reflection are:

- To what extent were you able to use different media to express yourself during the event?
- Which skills did you demonstrate?
- How do you intend to involve young people in such cultural expression?

Communication in the mother tongue and in foreign languages

The original wording of the Key Competence:

Communication in the mother tongue and in foreign languages

"...is the ability to express and interpret thoughts, feelings and facts in both the oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts — education and training, work, home and leisure.

Communication in foreign languages is based on the ability to understand and the same abilities as in the mother tongue — according to one's wishes or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions, different languages and according to their background, environment and needs/interests."

Suggestion for use in training courses or seminars

These days, most participants in YOUTH Programme courses and seminars use a language other than their mother tongue to express themselves and, of necessity, most of the other participants have a different language. Questions that can help in reflection are:

- How well did you use other languages?
- What difficulties did you experience in communication? How did you overcome those difficulties?
- What are your future plans regarding learning another language?

Mathematical competence

The original wording of the Key Competence: Mathematical competence

"...is the ability to use addition, subtraction, multiplication, division and ratios in mental and written computation to solve a range of problems in everyday situations. The emphasis is on process and activity, as well as knowledge. Mathematical competence involves - to different degrees - the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs/charts)."

Suggestion for use in training courses or seminars

Apart from budgetary competences, it is a bit of a challenge to think how this competence can be addressed in YOUTH Programme events!

Questions that can help in reflection are:

- To what extent can you use maths in your projects?
- How can you use mathematical modes of thought to demonstrate results from youth projects?

Scientific competence

The original wording of the Key Competence: Scientific competence

"... refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to the perception of human wishes or needs. Both areas of this competence involve an understanding of the changes caused by human activity and responsibility as an individual citizen."

Suggestion for use in training courses or seminars

One of the key issues in current youth work is how to relate youth work practice with the growing area of youth research. This is especially important regarding the encouragement for those involved in youth work to become what is known as "reflective practitioners". Questions that can help in reflection are:

- To what extent do you contribute towards youth research?
- How do you integrate youth research results into your work and approaches?

Digital competence

The original wording of the Key Competence: Digital competence

"...involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in (Information and Communications Technology) ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via Internet."

Suggestion for use in training courses or seminars

The critical use of ICT is a growing area in youth work.

Questions that can help in reflection are:

- How well can you use and understand ICT tools?
- To what extent are you able to work with young people in a critical approach to knowledge available in the internet (for instance)?

* * *

NB: Depending on the target group of your training course or seminar, you might find it useful in the self-assessment to refer also to the functional analysis and competence framework to be found in the European Portfolio for Youth Workers and Youth Leaders [www.coe.int/youthportfolio] developed by the Council of Europe between 2003 and 2007.

SO 12 – Follow-up to TATEM

1. Title	Follow-up to Tatem, 13 Nov 09:30 – 11:30 hrs
2. Background	After two years in TATEM this was time to see what participants and course directors see as being possible plans for follow up.
3. Aims	→ To enable a first common reflection on ideas for follow-up to the Tatem training course.
4. Objectives	<ul style="list-style-type: none"> → To provide a different view on Tatem; → To enable participants to reflect about their ideas for follow-up by the group and the institutions involved; → To provide a space for participants and course directors to air their opinions about follow-up to Tatem.
5. Competences	→ Generating common ideas and strategy development.
6. Methodology	→ Group discussions and facilitated plenary debate
7. Programme	<p>09:30 Introduction to the day</p> <p>09:45 Reflection and action: Which taste do you (team and participants) associate with Tatem? Share your taste with at least ten other people!</p> <p>10:00 Group work on participants' suggestions for follow-up – individually; as a group; by the institutions</p> <p>10:45 Sharing ideas in plenary: first round about the role of the group in the follow-up; second round about ideas on follow-up by the institutions</p> <p>11:15 Reactions from the course directors</p> <p><i>11:30 Coffee break</i></p>
8. Tips	---
9. Material	---
10. Handouts	---
11. Outcome	<p>Participants proposed the following:</p> <p><i>a) for the group:</i></p> <ul style="list-style-type: none"> → to ensure that the group remains ACTIVE; → to use each other as a resource for future projects, advice and sharing ideas and knowledge; → to continue using the Yahoo group; → to consider organising a training course together using outdoor education in order to get to know each other better personally and professionally; → to find a way to give an identity to all trainers active in Euromed (possibly an association, or club). <p><i>b) for the institutions:</i></p> <ul style="list-style-type: none"> → not to leave the participants alone; → to make a full evaluation of TATEM, including participants' projects and the evolution of their competences; → to organise a seminar with TATEM participants; → to bring together the participants of TOTEM and TATEM to share experience and plan future strategies;

- to run another TATEM with new participants, possibly shorter in duration, with a focus on local level impact;
- to run training for trainers on specialised subjects such as human rights.

The course directors thanked the participants for their suggestions and replied with their own views and visions:

Bernard underlined the following points:

- Clearly budget and overall resources need to be managed in the best possible way for the benefit of the objectives of the respective programmes – and importantly for the benefit of young people – so immediate concrete answers would not be possible now;
- We need to keep the circle of Euromed trainers open to newcomers and indeed it would be good to see how to bring together TATEMs and TOTEMS sometime next year;
- There is an increasing demand to raise and prove the quality of what we do – this also means producing things of high quality and each individual trainer here should reflect on how to contribute to a common effort, for example, by producing good publications and contributing an article for MeetIn about participation in TATEM;
- All were encouraged to make proposals to their NA's and EMYU's for actions in the new programmes as SALTO could then give assistance when relevant;
- Participants were encouraged to contribute to the evaluation of TATEM;
- The idea of an outdoor education course for TATEM participants could be worth exploring if more concrete objectives could be defined – and participants should consider how to organise it themselves;
- It is planned to hold the launch of Action 3 of the new YiA programme at Injep in spring 2007, TATEM participants would be warmly received there, and in the new edition of the ToolFair, and as a unified force in the meeting planned for trainers by the German SALTO in autumn 2007;

Rui agreed in principle with Bernard's comments and concentrated on empowering participants by:

- Encouraging them to organise a well thought out follow-up meeting which the institutions would seriously consider supporting;
- Informing them that the institutions would indeed leave them alone, but assuring them that participants could count on the course directors as colleagues and also as friends;
- Informing them that refreshment seminars with a training function were under consideration within the Partnership – these would seek to deepen the skills and understanding of trainers in the future, possibly from 2008 onwards;
- Proposing to participants to assist with the evaluation of TATEM and to propose concrete ideas for follow-up.

3. Sharing good practices – participants' workshops

These short session outlines have been prepared by the teams of participant-trainers running the workshops.

Women in Euro-Med – Concept development

Name of the Project	Women in Euro-Med preparatory meeting : how to develop a concept
Team members	Bernard (coordinator) Lucia, Zurine (trainers), Flavia (rapporteur), Paloma Iznola (Spanish NA), Ricardo and Carmen (Programma Juventud Aragon)
Date and Venue	Jaca, Spain , 15-18 June 2006
Aims and objectives	<ul style="list-style-type: none"> → Redefining the TC aim and objectives → Setting priorities for the TC topics → Subdividing activities into type groups → Applying TAPE methodology to activities → Planning the daily programme of the course → Testing the board game to be presented → Analysing the handout material → Checking the settings for the TC
What would you like to share?	The approach for developing the TC concept
Methods and methodologies	Frontal presentation Discussion Proposals
Main activities	PPT and explanation on the different steps
Target group?	The TATEM participants and trainers
What would you change if you would do it again?	I would add a practical simulation.
Your recommendations?	To try to use it and adapt it.
Which exercise would you do with the TATEMIANS?	I would simulate it for a new concept.
Why did you choose this exercise?	Because it is an easy but new way of developing a concept which can be easily adapted in different situations
Was it difficult to share your experience with your colleagues?	No, on the contrary it was very instructive and constructive.

Euromed Training Course – "Let's meet: the three cultures"

Name of the Project	SALTO-YOUTH Euro-Med TC "Let's meet: the three cultures"
Team members	Cordoba – Bernard Abrignani, Hebah Al Tahibi, Claudio Kogon, Vito La Fata, Susana Lafraya Jerusalem – Bernard Abrignani, Hebah Al Tahibi, Claudio Kogon, Vito La Fata, Susana Lafraya Antwerp – Bernard Abrignani, Hebah Al Tahibi, Claudio Kogon, Giuseppe Marleta, Ann Staelpert
Date & Venue	Cordoba 2004, Jerusalem 2005, Antwerp 2006
Aims and objectives	<ul style="list-style-type: none"> → To introduce the concept of site-specific TC. → To allow participants to understand the programme as it was build originally and it's subsequent changes according to different implemented focuses. → To share good practice and reflect on the different experiences, its challenges and personal experiences of the facilitators as trainers and coordinators.
What would you like to share?	A site-specific TC. Personal experience as trainer. Personal experience as coordinator.
Methods and methodologies	PPT presentation, open sharing.
Main activities	Bahai Exercise, PPT, open sharing.
Target group	TATEM participants and team
What would you change if you would do it again?	Longer time, more discussion.
Which exercise would you do with the TATEMIANS?	Do you agree with? - Bahai Exercise
Why did you choose this exercise?	Allows reflecting on the similarities and differences of the different cultures/religions/faiths.
Was it difficult to share your experience with your colleagues?	No difficulties, on the contrary, it was a reflection moment greatly appreciated to share with my colleagues for the first time this experience.

Salto Euro-Med Training Course "Education and Civilisation"

Name of the Project	Salto-Youth Euro-Med TC "Education and Civilisation"
Team members	Leo Kaserer, Frederica Demicheli, Sally Salem
Date and Venue	Cairo, Egypt – 2005 Venice, Italy – 2006
Aims and objectives	→ To link the different civilisations of the Mediterranean with education and with the idea of volunteerism and EVS.
What would you like to share?	→ Presentation of the TC and its concept. → Showing some video slots of the TC. → Learning points. → Video Cartoon Disney film : Hitler
Methods and methodologies	Frontal presentation Discussion Proposals
Main activities	Presentation of the concept, showing the videos and the cartoon film on education made by Disney.
Target group?	The TATEM participants and trainers
What would you change if you would do it again?	I would try to add a simulation of one exercise.
Your recommendations?	To use an extra half an hour in addition to the already designated one hour.
Was it difficult to share your experience with your colleagues?	No it was not difficult to do but difficult to fit in time, still I managed to do all what I planned in exactly the needed time. I enjoyed sharing with my colleagues and their questions were directed constructively to the process.

Game "Zoom in, zoom out"

Name of the Project	Game "Zoom in, zoom out"
Team members	Theresia Thylin, Yasmina Haider, Jika, Christin Voigt
Date and Venue	December 2005 – March 2006
Aims and objectives	→ To create a game as an educational tool focusing on the situation of women and on equality between men and women
What would you like to share?	The idea of the game, its development and potentials for using the game in training
Methods and methodologies	Research Non-formal education Discussions Group feedback
Main activities	Interviewing women, developing questions, re-searching the situation of women
Target group?	Without any limits
What would you change if you would do it again?	Dissemination strategies Follow-up strategy
Which exercise would you do with the TATEMIANS?	Playing the game!
Why did you choose this exercise?	To empower colleagues to use the game in own trainings – learning by doing: to understand how the game is working.
Was it difficult to share your experience with your colleagues?	Not at all.

Training Course "Let's find the Euro-Med Rhythm!"

Name of the Project	TC "Let's find the Euromed-Rhythm!"
Team members	Tugba, Yassine, Rita
Date and Venue	Balatonederics, Hungary 26 April–04 May 2006
Aims and objectives	<ul style="list-style-type: none"> → To use methods of acoustic music and environmental heritage in Euro-Med projects; → To create the product (a CATALOGUE of Human and Environmental Heritage of the Euro-Med region); → To collect different kinds of Euro-Med acoustic patterns; → To give the participants the possibility to perform their work; → Intercultural learning through music and environment; → To provide information about Human and Environmental Heritage; → To create a common sense of environment among participants.
What would you like to share?	The product 'catalogue' and the methodology of the training course in general.
Methods and methodologies	<ul style="list-style-type: none"> → Experiential Learning → Learning by doing → Simulations → Active Workshops → Ice-breaking games → Group building activities → Energizers → ICL workshop → Intercultural night → Daily reflection groups → Evaluations → Discovery of the local environmental.
Main activities	Rhythm and body rhythm workshops Sessions to develop the catalogue
Target group?	<ul style="list-style-type: none"> → youth leaders working at European level within the Youth Programme; → managers and workers of youth multicultural, information and cultural centres; → young people working or willing to work on an international level.
What would you change if you would do it again?	To further explore music as an educational tool in youth work.
Your recommendations?	The experience was incredible. Try it out!
Which exercise would you do with the TATEMIANS?	Round table discussion about the training course, the catalogue and the experiences.

4. Field visits to local projects – participants' articles

This chapter contains the articles written by participants after their field visits to local projects in the framework of the evaluation seminar.

Report of a visit to a Moroccan NGO

A group of participants and trainers (Clementina, Ahmad Fouad, Tugce, Tugba, Kaspars, Yassine, Roy, Rita, Marcos, Nadine and Mark) went one afternoon to visit an association called BAITI (meaning: my home or my place).

The main mission or aim or objective is to work with street children to support them biologically, economically, psychologically and socially and to provide them with all basic needs like food, a place to stay and education.

The centre is a location that BAITI owned after 2 years of activities with children without any place to host children.

The centre is composed of one director, one social worker who follows the family situation of the children and provides to each family a file with all details concerning the family situation.

A specialised educator whose job is to observe first the street children second try to start communication, third create a kind of trust and then invites the children to come to the association to do activities with other children.

Other actors are involved within this team but on a voluntary basis like the drama teacher and other cultural activities.

Every day 100 children come to the centre in rotation, the centre opens its door from 10 o'clock in the morning. Many activities are provided in this centre such as study support, handcrafts, painting and drawing, indoor and outdoor games, art theatre and music. There also is an excursion once a month and summer camps during summers as well as activities at international levels like sending children to other countries so they can face realities and come back to tell their peers. The objective of such activities is to raise awareness about the immigration topic.

BAITI association has many partners that support financially all activities, the head quarter of BAITI is the one receiving the money and distributing it to other branches all over Morocco. They do not have auto financial activities, but they are mainly counting on calls for proposals.

They are not supported by the municipality or other governmental structures; they sometimes receive small support such as a bus to transport children from one place to another. They also do not have any problem at the political level especially since the government does not support activities financially so no auditing from the government part but from the donors yes.

They participated in the execution of one movie called "Ali Zoua" that won an international price; the aim of this movie was to sensibilise about the topic of street children, many children from BAITI was actors within this movie.

Visit to the charitable women association "El-Khir" in Essaouira

Tuesday, 7th November: second day of the Evaluation Seminar of TATEM in Essaouira, Morocco.

We were supposed to divide into three groups and visit different local associations committed in various levels of social work. The first thought which came into my mind was "Is there any social life in Essaouira?" Apart from hotels, markets and fishermen from my arrival I hadn't been noticing any form of social aggregation which could be the expression of a real town life...schools, cafes with local people, women busy with their daily errands...

When I saw the option to visit a women association I dashed off in writing my name in its box, more for a sceptical curiosity than for a concrete interest.

The president of the association, Ms. Saadia Dibi, arrived punctual to present in plenary the charitable women association "El-Khir" (AFBK) association: brown galabiyya with matching scarf, thick lens glasses miles away from feminine vanity, low encouraging submissive eyes: briefly not exactly the image of a pugnacious person fighting for women's rights. My doubts increased letting me foresee a useless and misleading meeting, with topics not to be touched and accepting the recurring portrait of women with no education and no free choices in life convincingly happy of their situation.

I couldn't be more wrong and biased!



We followed Ms. Saadia into the real Essaouira, with men chatting in everlasting improvised meeting places, children playing on uneven roads and WOMEN walking, strolling and chattering mainly indifferent to the presence of our odd expedition. As we were passing into the association centre neighbourhood the walk of our host had slowly turned from being cautious and calm into a confident and resolute one. After entering the building also her eyes got lightened by a surprisingly vivid expression revealing relaxed facial features and an ironic and cunning smile.

We were welcomed by three young workers of the association - discreet, sunny, veiled - who showed us the rooms of the association, equipped for the different activities. We passed from the computer room - used both for classes addressed to women and for a cyber-café, opened to an external public and thus representing a constant source of self-financing - to a workshop room equipped with sewing machines - also seen with the multi-perspective of professional training, women economical empowerment and source of self-financing for the association through the revenues of a small handcraft shop in the old market entirely run by the women of the association - and finally we sat in a wide room where we were explained in details the work of the association.

It was born in 1998 by an idea of Ms. Saadia, "not highly educated" as she stressed but convinced on the necessity of an action to empower disadvantaged women both in the urban and the rural area of Essaouira. She was strongly encouraged and supported by her husband and the idea took slowly the shape of the actual association, with 20 workers (volunteers and salaried) and more than 2000 beneficiaries in the activities run until today.



She exposed the bewildering data regarding the situation of women in Morocco and more precisely in the region of Essaouira: the Human Development Index (HDI) is the lowest of the whole country (0.439 for rural women) and the per capita income is 27,8 % lower than the national average. Illiteracy is actually the stumbling block for the development and empowerment of women: in the urban area 61.1% of population is educated, but the number faces a drastic decrease in the rural area (19.8%) reaching a catastrophic level for rural women (only 7.27%).

The beneficiary of the work of El-Khir is therefore the disadvantaged woman (unmarried, divorced, widow and/or rural) and the actions are meant to guarantee a better integration in her own environment through various activities: fight against illiteracy, raising awareness on health and personal care, providing legal knowledge (especially after the approval to changes to Al-Moudawana, the Family Code), promoting the economical empowerment through income producing activities (such as the handcraft shop or the confectionery shop, to be opened soon, 'in sha'allah...') and the direct charitable activities addressed to the people in need (disabled, children, and low income families).

The projects are mainly focused on the activity of literacy campaigns, being the first inevitable and necessary step for the other actions. Furthermore women benefit of several kind of trainings - as handcraft techniques, language and computer classes - a concrete support for the setting up of cooperatives and a wide range of recreational and cultural activities.

What was surprising was discovering that men don't thwart the participation of their wives, sisters or daughters to the activities: a fundamental action in this sense, Ms. Saadia explained us, is the initial contact with men and the work of raising their awareness on the importance of the development of the situation of women, meant as a necessary step for the improvement of the family conditions, above all in regard to children. No taboos seem thus to be a concrete obstacle (the treatment of topics such as AIDS or STD, contraception, family law and women's rights) but one: a condition to the free participation of the beneficiaries to the activities - especially the ones dealing with literacy - is their "public apparition": being seen by others, especially men, attending such classes may be a sort of shame for the family and therefore the premises are chosen far away from markets, schools and other aggregative places.

The main obstacle (as for mostly every association worldwide...) is actually fund raising and bureaucracies to be overtaken: the association depends on governmental and private financing, but sometimes notwithstanding available sums the activities are blocked because of the obstructionism of the local municipality, too much disposed to comply with the needs and harsh positions of the privileged classes and sex.

This was neither a surprising discovery nor an unusual reality ...

Report of a visit to the HIV-awareness organisation ALCS

Usually there are highlights in every (hopefully every!) training course. By highlights I mean moments when participants are at their best, are exploring something new and when the learning (whatever form it may) is at fast progress. This was the case for us some days ago. But... who are we? And where were we? We are 5 people from Austria, Italy, Egypt, Morocco and Israel part of a bigger group of a training for active trainers in Euro-Med TATEM. And we were in the beautiful city of Essaouira in Morocco for our 5th and last phase of the training. Specifically at this point we were divided into different groups based on our choice to visit local Essaouirian NGOs. We chose ALCS: an organization that works on HIV awareness.

Location: Essaouira is a an old beautiful town on the board of the Atlantic Ocean between Agadir and Safi. Its long sandy beach and narrow alive streets makes one fall for the city from the first day. But we had no time to enjoy the beach as we were kept occupied with the busy programme of the training. Luckily we had quite relaxed evenings (some of the evenings!), which gave us the time to get lost in the alleys of Essaouira, to enjoy the white buildings with their blue doors and windows and to get closer to the Moroccan reality. Getting closer to the reality of the hosting country is an objective that should always be put in mind. It was taken care of during this training through different moments, formal and informal ones. One of the formal moments was our visit to a local NGO in Essaouira called ALCS Association de Lutte Contre le Sida.

Located in a very discreet place in a normal residential area of Essaouira, the organisation would not differ much from any other house in this street. This is done on purpose to give the opportunity to the visitors to come freely without being recognised as HIV suspects! which reflects the sensitivity of the issue of HIV in Morocco.

We were received by the staff mainly Ilham who is a full time worker and a member of the staff of the association. We were received in a small room, usually used by the volunteers to receive the visitors and to give them information & psychological assistance.



ALCS office location

Ilham introduced us to the rest of the staff: One woman working on the programme of proximity and prevention with street prostitutes. Another two guys working with homosexuals and men prostitution. Gameela who is working on school programs and finally a French older woman who is the head of the organisation.



Ilham started to explain to us more about the different projects of the organisation. We were told that Tuesdays, Wednesdays and Thursdays of every week are the days that the organisation receives people who are looking for information or interested to carry on a check test.

Ilham explaining & Taoufik taking notes

We then moved to a room that is used by the doctors to do medical tests. These doctors comes once a week on voluntary basis to carry on the preliminary tests that are done free of charge. The organisation started to carry on these tests since 1998 and until 2004 they used to send the test analysis to Rabat to be processed. This process took about 2 weeks which was a long time to guarantee



the volunteer doctor

that the person tested would come back to collect the results. In fact only 50 % of the number of people returned to collect the results of their tests which drove the organisation ALCS in 2004 to start using another developed form: "The quick test". The quick test takes only 15 minutes to be processed within the centre. If the result is positive then it is sent to Rabat for a second opinion. This change has encouraged more people to go for the tests with the number tripling. All results are kept confidential. For the ones infected with HIV the centre offers medical assistance as well as psychological support.

The association also works with another local association in Essaouira called Bayti for street children. Together they work on a campaign for the prevention of Paedophilia. Even though that there are no criminal networks that they know of that exists in Essaouira. We asked whether Paedophilia and tourism are one of the main reasons for HIV in Morocco. The answer was although Morocco and Mauritania are sex destinations for tourists especially more masculine and paedophiles. Still numbers show that children are more abused by locals than by tourists.



Gameela

Walking towards another room, we met with Gameela who is a full time worker in the organisation and the one responsible for school prevention campaign project. She mentioned that the aim of this peer education program is to build awareness for schools

"This work consists of planning an action plan based on a needs analysis that we do in the form of a quiz. The quiz aims to find out how much these youngsters know about HIV.

We then train around 50 youngsters about basic knowledge on HIV and Aids like what is Aids? How it can be transmitted? The situation in Morocco? What to do as an organization? They are also given some soft skills like how to introduce a subject, how to present and so forth. These youngsters would act as peer educators to their colleagues. These processes are followed by reflections and evaluating".



Example of one of their brochures: Sida answered with 5 questions



By then we had lots of questions that we wanted to ask. We were led to the entrance room, offered coffee and had a long discussion with the staff members and the head of the organisation. The head of the organisation is Rose Marie- a very energetic French retired nurse who came to Essaouira some years ago and wanted to do something related to her work that would benefit the people of Essaouira.

We were told that ALCS faced many problems at the beginning back in 1998 when they started working in Essaouira mainly with the local authorities and the population.

Still the organisation believes in the message it delivers mainly at least in advocacy with youngsters, women and traditional barbers. We were also being told that at the time of our visit (November 2006) there was work going on for creating some brochures dedicated specially for illiterate people to be used in a street campaign in Essaouira which we thought would be an excellent idea for a country with high illiteracy rate as Morocco.

We asked about the most common way HIV is transmitted in Morocco. The answer was local traditional barbers as they use disinfecting razors that can easily transmit the virus. Some of them also perform circumcisions that are done in a primitive way and can easily transmit the disease for the same reason. ALCS developed a lot of posters specifically for/ about barbers.



Example of one of ALCS posters especially about razors

Answering the question whether there is an HIV –Aids hot line and whether HIV is a taboo in Moroccan society, the ALCS staff answered that there is a free calling centre for receiving questions and answering them. The organisation receives a high number of phone calls although HIV is one of the main taboos in Moroccan society.



They have also noticed that the way media addresses HIV has a direct link to the number of calls that they get and a positive change of behaviours from patients and their families. Last year a TV programme showed a case of a woman and a man who are HIV positive which had a strong

impact on the public. Such newly introduced programmes to Moroccan television are trying to change the way family and society shame HIV positive people.

Our final question had to be related to Euro-Med and specifically voluntary service. We asked if ALCS would be interested in acting as a hosting organisation for EVS volunteers. And the answer was very satisfactory positive, that volunteers are welcomed and that they already received some volunteers from one of the medical schools in France.

At this moment we were reminded by our two trainers Farah and Rui that we had to go back to resume our day with the rest of our group. We had a great time in the organisation and asked for a group photo, which we have attached for you to see. Such moments make a big difference in our work; to feel that other people are doing great work in a small city/ town by the Atlantic Ocean makes ones lungs full of fresh air of hope. It also gives an example of how other NGOs work in yet another Mediterranean country. If we wish to be Euro-Med trainers then we need to have an idea about the different realities in the Mediterranean, not only north and south but also south and south as well as north and north.

Leo, Vito, Sally, Taoufik and Claudio



Group photo with staff of ALCS organisation

Some facts about ALCS:

Address: Essaouira – Lot .IV – 369 Avenue Al Maghreb Al Arabi-
Fax: 00212 24 47 60 63 Email: [amcs_essaouira\[at\]menera.ma](mailto:amcs_essaouira[at]menera.ma)

ALCS was created in 1998 and is now active in 13 cities in Morocco: Casa, Rabat, Tanger, Agadir, Meknes, Marrakesh , Essaouira, Tetouan, Oujda, Taroudant, Larache and Bennimellal.

ALCS has developed partnerships among many international agencies, in particular with l'ONUSIDA. It has developed relations with particularly French organizations that has similar values. For example: Ensemble Contre le SIDA (together against the Aids), SIDA into Service, AIDES Alsace, AIDES Federation, Global Network of People Living with AIDES, Medecins Sans Frontieres.

Short Term Objectives:

- Multiplying and reinforcing the actions of prevention among the public and especially vulnerable groups.
- Awareness about Hepatitis B and C
- Creation of new regional offices.

Long Term Objectives:

- To continue lobbying for the integration of HIV positive people in the society.
- To decrease the expenses of treatment

5. Sensitive and hot issues – participants' discussions

As introduced in the session outline on sensitive issues and hot topics (SO5, p.32), participants suggested and decided to address a range of topics throughout the evaluation seminar – problems, dilemmas and difficulties they had to face during the previous practical phases, but also larger economical and political developments with an influence on youth work in a Euro-Mediterranean context. In this chapter, we document and summarise the discussions – hoping to provide a useful contribution to the overall context and time in which the Tatem training programme took place. Some of these exchanges and reflections were quite personal, and wherever necessary for the reader to relate to the geopolitical and/or educational context of the subject under discussion, we have indicated the names (unlike elsewhere in this documentation).

Please note that these discussions were not meant to lead to solutions that are universally applicable. Rather, participants were exchanging ideas and opinions, experiences and suggestions on how to deal with particular situations. Thank you for keeping this in mind while reading on.

Lack of responsibility of partners

Clementina argued the issue from her experience of having tremendous trouble with partners, especially when it comes to the quality of participants selected and sent to activities. Quality of partnership is thus an issue to be addressed, in particular since the new generation of programmes puts so much emphasis on quality. So what makes a partnership high quality? What is the best way to improve partnerships?

Discussants mainly agreed that the mistake is not lying with the project partner only. Have the aims been communicated clearly? Have they been agreed mutually and do they correspond with priorities of the organisation? Did we start early enough to find partners on time? Or was it the far too common deadline rush? Did we think on how to commit all partners? Is a contract a solution to exclude such hiccups? Have we managed to pass on the sense of responsibility coming with the programme on to our partners adequately? How can the liability of partners guaranteed? By installing a database? But what, then, are the criteria?!

Stolen object during a training course

In a training course on human rights, a digital camera was stolen from a trainer on the team. The group was the only occupant of the training centre, and the theft must have been committed from within the group. An appeal in a plenary session did not yield any results. What to do? What is most important – to get the camera back, to continue the training course, to address the topic in the training course (but then: how to do that)? In that particular situation, the team decided to continue the course because the context of the war between Israel and Lebanon seemed, with being three weeks young, more relevant, important and pressing than the theft. But retrospectively, should the team have rather called the police and stop the activity until the camera is returned? Search the luggage of all participants?

Possibilities discussed were without reaching a clear agreement or deciding on a singular approach: Not reimbursing all participants until the stolen object is returned. Pretending to call the police. Questioning all participants individually and decide with the group how to punish the culprit. Discussing the issue with plenary on how to deal with the fact that there is one thief in the group. Use the issue as a pedagogical opportunity rather than a technical problem – but how? For instance by thematising the problem, give the matter back to the group and let the group decide which solution will be taken: police, luggage search, interviews, ignorance?

Challenging behaviour between participants

The topic was introduced by saying that often there are individual participants who are either aggressive to trainers or participants or are, while not necessarily aggressive, are complicated and challenging in any other of multiple ways.

Questions addressed in the discussion were: How do you identify reasons of such behaviour? How do you find out at whom the aggression is directed? How do you deal with such behaviour constructively? Can you deal with such behaviour constructively?

Ideas for solutions discussed were: It is necessary to find out why the person is aggressive instead of fighting with the symptom of aggressiveness and aggressive behaviour. The approach chosen depends on the situation and the person(alities) involved. In situations like this, we also have to reflect on the behaviour of the person the aggression is directed at. Probably talking to both parties involved is necessary. Sometimes such problems need to be targeted right away, at other times these things sort themselves out by time. In any case, a solution must be context-sensitive – there is no template for the easy way out – and should ideally lead to a well-managed win-win situation. An agreeable key point seems to be to take the aggressor seriously and don't condemn him or her. Another aspect raised is that it is essential to not consider the aggression directed at a person, but at a role (such as trainer) – so it is a rebellion against perceived power structures in the end?

The Israeli-Lebanon War

This exchange took place in plenary at the end of the main session on hot issues and sensitive topics on Saturday afternoon after the different rounds of workshops.

The session on the Israeli-Lebanon war was introduced, also intended to cover related hot issues as suggested by participants, including relations between Arabs and Muslims, relations between Jews and Muslims and educational work in times of war.

Claudio said he lives in a crazy country, it's a country he loves to live in, he has chosen to live in and he is proud of – despite all the disagreement with current government's policy. The major problem for him in Israel was the felt unanimous support of the population for the war. Only a truly small minority was against the war, 600 people attended a demonstration. It was a war dividing the country into half, as fights only took place in the North. But whoever is involved, all parties always loose in a war – more or less casualties. As an individual citizen, Claudio felt very powerless, alone and lonely – what can you do against a war that is so much bigger than you? A war that captures all the media attention while the Israeli Army continues to kill people in the Palestinian territories? Claudio said he feels ashamed about the war, is happy that colleagues from Arab countries continue to talk to him, work with him, accept him.

Roy responded by trying to sketch out what happened in the month of the war. The Lebanese were in the middle of busy preparations for a summer full of activity and full of tourists, when – all of a sudden – the kidnapping of two Israeli soldiers was used as a pretext to enter into a war, a war wanted with or without kidnapping. "After 16 years of peaceful co-existence, surely full of struggles but also full of successes in rebuilding the country, we were at a war again." Strategically, Hizbollah was very well prepared for this war on a military level. But despite that, 4.000 people were killed, 1.000.000 people were made homeless, became displaced persons, refugees. Facing such a situation, it is little consolation that the Israeli Army did not reach its objectives – the infrastructure of our country, Roy explained, has been destroyed a second time, but more forcefully this time. "We are looking at an economic crisis, high unemployment, difficult times in general. For me personally, it was very important and gave me internal peace to help homeless and displaced families." It was also valuable to know for Roy, despite the media's ignorance, that there were people on the other side, in Israel who were fighting against the war as well.

Nizar added that the whole year has been a truly explosive year for the Middle East. Lebanon experienced an economic growth of 6%. In 2006, the citizens of Lebanon and Beirut felt that the city and the country had finally made it – after 16 years of living through the aftermath of the civil war in 1990. People enjoyed themselves, they were happy and enjoying life with almost static happiness. After the war, the 'growth' is minus 6%; thousands of people left the country. "At some point during the war, I felt dumb – at first you are angry when you hear the bombs going down, but after a while you are just happy it's not your family that was killed." People are not able to be human anymore, deaths turn into statistics, mourning becomes an impossibility. Nonetheless, even night-life was going on, it provided the essence of life needed to live through each day. Looking at the situation now, the political constellation is quite difficult – Hizbollah strengthened, 18 sects, a shaky government.

"My refuge," Nizar said, "was writing. I wrote many articles, about Beirut and the war, about the city which I love." (See appendix 1 for one of Nizar's articles). Nizar read one of his pieces, a poem named "In the Beirut evening" (see appendix 2).

Mathieu contributed to the discussion by sharing his experiences of participants refusing to attend a training course because of the presence of two Israeli participants. This outright refusal has shocked him and put many questions to international and intercultural youth work. It becomes difficult to believe that our work makes a change, and it is very hard – with our means – to change some situations, break down barriers.

Ljuba continued by saying that she has made a similar experience and puts the question to the group how educational work can deal with situations like this, when the reasons behind refusal for interaction are connected to hatred, personal losses, sadness and pain.

Ahmed Fouad brought in the perspective of living in Egypt, where sometimes you would think that there is no hope. There is so much compassion now again in Egypt, fired by the war and the way media and politics abused it – how can you have the guts to still say to anyone there that you have friends in Israel? Should we stop co-operating? Or can this situation, as absurd as it seems, be used as the grounds for really changing the way people think? Shall we proceed to continue in this work, or shall we better stop?

Bernard got involved by saying that this was the first opportunity for him to address this topic in a training environment, which is also an indication how much this course has developed. Back in May 2006, Bernard met the Lebanese minister for youth and education who said that his highest priority was to keep young people in the country – a task which has become much more difficult through the war. At the time, he felt symptoms for a situation waiting to get out of hand – so much had happened and was going on under the

surface, that throughout the entire visit things felt, well, dangerous. And despite the war not much has changed because Lebanon remains a country abused by other states that fear the direct confrontation with Israel and the USA. In Syria, during the conflict, nothing could be felt or seen...

Nadine began her intervention by saying she feels endless respect for the people who lived through the conflict, especially because while we see things on TV, we remain distant nonetheless. Having been in Morocco, it was intriguing that everybody was watching Al Jazeera; it was almost absurd, felt like a chess game because watching all this violence made you indifferent to all the brutality. "I tried to show and explain to people here, that during my work in the territories I have met many Israelis who were open, supportive, welcoming and against any war and their government. But people here refused angrily, humanising the only enemy they had was destabilising for them and thus not acceptable at all."

Taoufik told a story he had heard this summer. A French colleague was working with refugee kids from Morocco, and they had a fantastic relation. As soon as the kids found out that the colleague was from Israel, a Jew, all of a sudden their attitude changed, the trust was gone. For the colleague, this was a shock and he felt almost inhuman. "This small example shows how much work we have to do, how much there is lying ahead of us, work to do with our own people, our own kids."

Christin shared that she feels to be very far away from what happened in the war, but nonetheless "I had to involve my colleagues back home, my friends and family in dealing with what was happening with you. Through these discussions, many of the people I got involved realised that there are other aspects to this war and the underlying conflict than the ones they knew about." When Maali wrote that she could not continue working in this sector because it seemed so hopeless, Christin could understand her but, thinking about her work and this co-operation, believes that our work does make a difference.

Rui contributed his personal experience by saying that while he was far away, in Portugal, he was very close and that he felt fed up with distant wars having such strong influences on his life. The right to a peaceful life is a right we all have, and it is a right that is constantly violated. The influence is clearly there, even without the bombs. One big question mark for him was, and here personal experience developed to provocation for the sake of the discussion: Where was Europe? As a pacifist and human being what counts is that if there is a war, it must be stopped. But if Europe watches, then Europe does not exist as something to believe in; it allows people who believe in violence to get through to succeed. Indeed, Europe was a big disappointment, not only because they did not engage to stop in the war – but also because Europeans now pay for what was destroyed by others. Does that make any sense? You destroy it – pay for reconstruction yourself. And likewise, when we have no solutions to the problem, what sense does educational work make? Does it really make sense to run youth exchanges between countries practically at war? Of course we believe in the work we do, but are we not ending up in a system that justifies war: It's alright, we talk to each other?! Is the logic of the conflict not still within all of us and in the systems we work in and for? Is our work and are our discussions not the bravery of the ones out of range?!

Nizar added to the exchange that the biggest absurdity of the war has been that Hizbollah has become so much more powerful, has gained so much more support within the population. Before the war, the public mood had developed into the direction of disarmament – but not anymore. After having seen that the world was watching the war, the manslaughter, the murdering of women, children, civilians, believing in peace and working for peace has become so much more difficult. What can be done in youth work under such circumstances?!

Vito responded to Rui's provocation that we need to continue with our work, and that youth work may not make a direct difference today, but it will have an impact on how the world looks tomorrow. More than before, our work is needed now and here with young people.

Sally continued by saying that it has become hard to believe in the value of the youth programme in situations like this. How can you feel powerful enough to empower people when sentences like Condoleezza Rice's 'It is not yet time to end the war' make you feel so enormously powerless.

Ahmed Fouad returned to the discussion with the observation that youth work might make a difference indeed, but it feels like manipulation and betrayal when the government puts much effort, much more effort, into stirring stereotypes, prejudices, hatred and distrust amongst the population.

Clementina joined the debate by saying that as long as we make two friends from opposite sides with each of our activities, two people who will have more trouble taking a weapon against each other, our work is worth it. Sounds expensive? Think about the costs of war...

Mark shared how he stumbled over the blog of a local artist in Beirut and how the work of this person pulled things together: passion, black humour, a big screaming "WHY?". It was an example of how art can be empowering even in the worst of situations. The same guy recorded playing the trumpet on his balcony while the bombs were falling on Beirut. It is a powerful piece of work, and being able to draw on that has been helpful in those difficult times. In youth work, we have to continue and try to be such a resource for young people, aiming to reach that people forgive – not forget, forgive – because their enemies will be furious.

Lucia revealed why she had decided not to contribute in the electronic discussions at all. She does not trust beautiful sentences and felt that words were harmful, dangerous. The war challenged her not only as a person, but also as a professional. "I was at personal war with myself: What are my personal limits? How does the fact that I feel not to be able to deal with this situation of war influence my work? Will young people be able to believe in peace, understanding, intercultural exchanges?" Lucia finished her statement by quoting her favourite musician: "Do you remember me how we used to be? Do you think we should be closer?"

Bernard made the final remark of the discussion by explaining – without attempting to conclude or summarise – in detail how an educational team of the three-cultures-course dealt with Europe's shared cultural heritage and managed to turn this into a positive learning experience for participants.

Claudio closed the discussion by reaffirming that our work makes a contribution, but that we have to continuously have to challenge ourselves on how to address issues like this war in our work.

Mark thanked Roy and Claudio for organising this afternoon's debates and workshops.

The session was closed.

Appendix 1: Nizar's article "Beirut, modern jazz and the 'New Middle East'"

Beirut, modern jazz and the 'New Middle East'

by Nizar Ghanem

There is a kind of beauty in jazz, a broken beauty, so-to-speak, contradictory in nature yet very complex. New things are discovered while listening to it. Hidden, secret and relative, it resembles a certain uncertainty.

Beirut is like jazz. I smiled, holding on to that thought as I drank the last sip of my Almaza beer in Café de Prague in the once again war-torn Beirut. Obscure, lively, unwilling to die and constantly reinventing itself, the city is a puzzle of endless contradictions. I considered this, as I watched the smiling faces of Beirut intellectuals sitting around drinking their beer after a rough day in Beirut. Beirut is still dancing, still listening to jazz and still able to reinvent itself under siege. So here's to Beirut, the heart, the passion and the love. Cheers!

People who visit this city say that Beirut has a certain charm to it; it's full of art, pubs, theatres, crazy ideas and that sweet, sweet liberty where bikinis go side by side with veils. It's where hippies and rockers walk side by side with mujahideen, sheikhs and priests. I have always wondered why Beirut possesses this lively nature that is so entrancing. I have finally determined that it's because, unconsciously, we are very aware of our own mortality, and so life becomes dear, and every moment is lived.

Beirut is at war, and there is a huge cloud of black smoke that encompasses the capital and its surroundings. "Beirutis are breathing their own destruction" as Robert Fisk wrote recently. Ironically, just a few days ago, Beirut was roaring with life as hundreds of thousands of tourists from all over the world had come to get a taste of the exquisite Beirut experience. Hotels were fully booked, downtown restaurants packed with customers and streets bursting with people of different races, religions and nationalities. Beirut was displaying the glamour that had been tragically absent during the civil war of 1975-1990, though never forgotten.

Waking up to the sound of bombs and F16s roaming the city skies, the Lebanese cannot believe what is happening. A taxi driver once said to me, "to understand Beirut, you have to understand the world." Another contradiction: Lebanese taxi drivers are as much political analysts as they are providers of transportation. Understanding what happens in Lebanon is inherently linked to understanding regional and international forces and their interests; it is the curse of geography and the burden of history.

"Why are we at war?" A question the Lebanese are asking themselves as they hurry to mend their wounds and count their dead in the remains of a city they trust only to be un-predictable. Other questions remain unanswered: where did all this international silence come from, does the Geneva Convention mean anything in today's world, what about human rights, children rights? But in Beirut, nothing seems to make sense, one political party waging war against Israel, another against Syria, while Westerners are enjoying their own party in the endless Beirut nightlife. I have the feeling that I am watching an existentialist movie with no heroes and a grey background; from my corner, I see an attractive Lebanese woman walking by, followed by a man wearing a necktie, then one of the self-styled mujahideens, a missile, and then an Israeli tank with Bush on top of it singing about democracy. The tank is followed by a woman on a bike, a European, and yes, she's demanding peace!

Earlier, in a grubby apartment in Beirut, I sat in my room listening to the news. Hundreds have been killed and injured in brutal wars involving Iraq, Palestine and now, Lebanon. My room mate, a supporter of Hizbullah, is smoking hash and listening to Mushrooms, an Israeli band. Outside, the sound of bombs mixes with the Muslim call for prayer, while the deadly black smoke creeps along the city streets and alleys. On television, Condoleezza Rice talks about the "New Middle East". And then it hits me: if rock speaks about pain and rap about anger, jazz expresses a form of imperfection and uncertainty. Jazz is dialectical, it turns and moves, and like mathematics it constructs a world of complex relationships. But somewhere in its development, when all the variables have been exhausted and all the contradictions expressed and elaborated upon, it is no longer possible to dissect or analyze it. You fall into numbness. Jazz is about numbness...

What I want to say is that, while Middle Easterners are subjected to all forms of violence, oppression and injustice, they are called upon to express love and forgiveness. No offence to Ms. Rice, but the call for a new Middle East seems to bring out a hysterical, manic laugh. We are completely numb, to the extent that any form of rhetoric, logic or speech is bound to fail. It seems not to matter, as President Bush will build this "New Middle East" and is doing so with blood and fire.

How many times can we rise from the ashes and build our lives again, I asked myself as I sat there in the darkness of that Beirut night. How many times can we forgive, rebuild our homes and give life another shot? How many times can we listen to the same song playing again and again, even if it is jazz? I had no answer. It seems that if the Middle East had to compose a music that would express its past, its troubled present and its uncertain future, the pain of rock won't suffice, neither will the aggressiveness of rap, and it would definitely be something much more complicated than modern jazz. It would be something yet to be discovered.

Appendix 2: Nizar's poem "In the Beirut evening"

In the Beirut evening
by Nizar Ghanem

4/8/2006

It's the night of bombing on Ozaai (a region in Beirut), it is 3:30 o'clock in the morning. The sound of fire jets is loudly heard. Sometimes the building shakes. I am trying to find an explanation to all this bullshit...but I can't. Beer and writing are my only amusement.

In the Beirut Evening

In the Beirut evening I wake up
In the Beirut evening I sleep and wake up
And the sea breathes me in as dreams and illusions

In the Beirut evening I shine alone
In a thousand chances and a meeting
So come with me there
Where everything dies in everything
And where my face drops from my face
In a memory, in a tune, and thousand stories dwelling in forgetfulness

Come with me to where the sun dives in the far horizon
In cities of the colour of zinc
of the colour of water...
To where men cry with no worries
And women walk with no fear

In the Beirut evening I die
And live again as wreckage meeting the sky
In a city painted by the colour of water, by the colour of blood
And the colour of a thousand, thousand evening!

6. Context and Setting of the Seminar

a. The framework of TATEM: The Euro-Med Youth Partnership

A joint effort for further quality training in Euro-Mediterranean youth work by the Council of Europe and the European Commission

It is often stated 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, 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 set up in 1999 and is based on the shared concern to combat prejudices and stereotypes that prevail across the Mediterranean area and persistently determine mutual perceptions. The Commission's resolve to increase dialogue and co-operation across the Mediterranean area finds its roots in the Barcelona Process that involved the 15 EU Member States and 12 Meda partner countries¹ (as of May 1, 2004, there are 25 member states of the European Union and 10 Meda countries). 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 area.

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 Resource Centre.

The SALTO Euro-Med Resource Centre is part of the European Commission's training strategy within the Youth Programme. It aims to support the National Agencies and National Coordinators within the Euromed Youth Programme. Its activities are focusing on 5 axes:

¹ By "Meda" countries we refer to the 10 countries signatory, alongside the 25 member states of the European Union (as of the 1st of May 2004) of the Barcelona Declaration: Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, the Palestinian Authority, Syria, Tunisia and Turkey.

- Training
- Networking and support to networks
- Organisation and support to specific events
- Production of educational materials
- Partnership with different European institutions

Moreover the SALTO Euro-Med Resource Centre is in charge of the compilation and diffusion (horizontal tasks) of educational good practices in training within the Youth Programme.

Background

Backdrop against which this training for trainers is set:

- a real need for qualified trainers in the field of Euro-Mediterranean co-operation for the activities of the Council of Europe and the European Commission;
- the need to strengthen the quality of the support given to national agencies and co-ordinators in the Euro-Med Youth programme, and also to the other organisations active in Euro-Med training;
- a sustained effort by the Euro-Med Salto Resource Centre and the Partnership to build on the youth activities and experiences in the Euro-Med area in order to take advantage of the added value and knock-on effect of the skills developed;
- the effort to guarantee and assume the specificities of Euro-Med training;
- the lack in the Meda countries of adequate training possibilities for trainers that meet the requirements of the Euro-Med Youth programme;
- the need to take into account the different educational approaches and training "schools" by trying to develop specific Euro-Med approaches.

The trainers selected to attend the course should be involved in national or regional training courses, for Salto or other organisations involved in Euro-Med projects, in order to contribute to the qualitative development of the Euro-Med Youth activities.

Placed in the context of non-formal education and its role in youth work, the course intends to cover the priority themes of the training activities of the Euro-Med Youth Programme and the Council of Europe. This training for trainers is part of a process of synergy and complementarity between the different partners involved in the project that includes the production of the T-Kit on Euro-Med Youth work, the Euro-Med Salto Resource Centre Training bag and other European Commission and Council of Europe activities.

b. The purpose of TATEM: Aims, objectives and expected results

Aims and objectives of the training:

The aim of this training course, organised in co-operation with the Euro-Med Salto Resource Centre, is to develop and strengthen the know-how and skills of 30 trainers involved in projects in the Euro-Mediterranean region.

Specific objectives:

- to maintain and develop the quality and quantity of the training courses organised in the Euro-Med Youth field;
- to develop and reinforce the trainers' capacities to contribute to activities organised by youth organisations within the framework of the Euro-Med Youth Programme;
- to contribute to the development of a Euro-Med network of skilled trainers who share common values and experiences;
- to create bonds between trainers and multipliers in the Euro-Med Youth network (e.g. the Salto Euro-Med training courses) and those in the Euro-Med Youth Partnership;
- to identify and analyse the specificities of training in the Euro-Med Youth context;
- to set up an informal network of skilled trainers in the Euro-Med Youth context, including the priority themes of the European Commission's Euro-Med Youth Programme;
- to lay the foundations for the future development of a trainer and multiplier training strategy in the Euro-Med context.

Results expected:

As a result of their attendance of the course, participants should be able to:

- present the Euro-Med Youth programme and describe how it works
- develop and present a training proposal
- understand the prevailing educational and pedagogic systems in the Euro-Med context
- make a critical analysis of training tools and techniques
- create and adapt their own training methods and techniques
- understand and learn from the intercultural situations peculiar to the Euro-Med context
- explain and help participants to understand their intercultural learning process

- propose a critical analysis of the socio-political context of the Euro-Med programme, including its historical, cultural, religious and sociological dimensions (and the political framework initiated by the Barcelona Declaration and the subsequent action)
- analyse their profiles as trainers
- contribute to the work of a multicultural training team
- adapt their pedagogic attitudes to the Euro-Med public and context
- present and defend a training project in the framework of action 5 of the Euro-Med Youth programme or the like
- devise, elaborate on and develop priority themes for Council of Europe and European Commission training activities, in the fields of human rights, racism and cultural diversity, women's rights, participation and citizenship and the environment, for example
- understand and help others understand the learning processes involved in non-formal education
- make evaluations and put their findings to good use
- use and teach others to use the Euro-Med T-Kit and Training Bag and contribute to their development and adaptation.

c. The approach of TATEM: Structure, Logic and Methodology

Methodology and course structure

The training took place in five phases:

1. an initial training seminar (November 2004),
2. a practical phase,
3. a consolidation and development seminar (September 2005),
4. a second "optional" practical phase and
5. an evaluation and follow-up seminar (November 2006).

The course is designed as an open learning process, based on the participants' experience and the exchange of views and fuelled by the contributions and proposals of the team of trainers and the guest experts. The course languages are English and French, with simultaneous interpretation during the seminars.

During the three seminars the multicultural group – composed if possible of as many participants from Europe as from the Meda countries – will be an intercultural learning forum in its own right and an opportunity for personal development. The programme and content of the seminars will be so organised as to optimise the group's participation by using active, participatory methods. A team of experienced trainers will organise the learning process. Whenever the need arises, they will be assisted by resource people and guest experts.

During the practical phases the participants will have access to the advice and support of the training team and, if necessary, of the national agencies and co-ordinators in the Euro-Med Youth programme.

The role of the practical phases

The learning process in this training course relies largely on the practical phases and the resulting evaluation. The practical part of the course includes at least one training activity in the planning and implementation of which the participant plays an active and direct role.

These practical phases – in addition to the practical work experience – also serve to identify the participants' training needs (strengths and weaknesses) and to "verify" the educational principles and approaches of the course and how the participants develop them.

The two practical phases have different functions and are therefore subject to different conditions.

The "compulsory" practical phase - to be organised between January and August 2005 – is:

- compulsory for all participants
- planned in the course of the initial seminar
- prepared and implemented with the advice of the team of trainers
- to last between 5 and 10 days, excluding travel
- conducted by a multicultural team, if possible with other trainers on the course
- evaluated during the training course (during the consolidation and development seminar)
- to be used for preparing the consolidation seminar programme.

The "optional" practical phase:

- is to be planned by the participants themselves (whether or not they ask the trainers for advice is up to them)
- may consist of different types of training activity
- will receive remote support, according to the participants' needs and interests.

The projects developed in the practical phases will be implemented by the participants with the support of their organisations and/or in co-operation with the National Agencies, the national co-ordinators or the Salto Euro-Med Resource Centre.

Financing the projects is the sole responsibility of the participants and their organisations. The Euro-Med Partnership undertakes to support the participants in their efforts to ensure the feasibility of their projects, but not to fund the projects.

Phase	Provisional dates	Venue	Function
Initial seminar	21 November - 3 December 2004	European Youth Centre, Budapest, Hungary	<ul style="list-style-type: none"> → general training skills → formation of the group → creation of a working and communication environment → the Euro-Med socio-educational context and its implications in training → preparation of learning plans and of the first practical phase

“Compulsory” practical phase	January 2005 - August 2005	Participants’ countries and organisations	<ul style="list-style-type: none"> → practical training experience → development of learning plans and evaluation → co-operation with other trainers on the course
Consolidation and development seminar	19 September - 1 October 2005	INJEP Paris, France	<ul style="list-style-type: none"> → evaluation of the training experiences from the previous phase → identification of individual training needs → identification of the principles and aims specific to training courses in the Euro-Med context
“Optional” prac- tical phase	October 2005 - October 2006	Participants’ countries and organisations	<ul style="list-style-type: none"> → additional training practice for the participants → co-operation with other organisations and partners in the Euro-Med Youth context → incorporation of trainers into the Euro-Med Youth context
Evaluation and follow-up semi- nar	5 November - 14 November 2006	Essaouira, Morocco	<ul style="list-style-type: none"> → evaluation of the process and the achievements of the training course → development of additional individual skills → consolidation of networks and follow-up to the course

d. The actors of TATEM: Participants, team and other actors

Profile of participants

The course is for young men and women who:

- a) are residents of a Council of Europe member state or a Mediterranean country that has signed the Barcelona Declaration
- b) have experience of Euro-Med Youth work, for example as:
 - members of a Salto Euro-Med training course team,
 - members of a Partnership course team,
 - trainers in Euro-Mediterranean courses dispensed by other organisations or institutions
 - leaders or supervisors of Euro-Med training projects supported by the European Commission or the Council of Europe
- c) are involved in Euro-Med projects and ready to contribute to future training courses in the Euro-Med Youth context run, for example, by National Agencies or co-ordinators, Salto Euro-Med, the Council of Europe and other youth institutions and organisations active in Euro-Mediterranean co-operation
- d) are active in and supported by an organisation or institution willing and able to support their training and supervise their practical work during the course
- e) are able to work in English or French
- f) have a good knowledge of the Euro-Med Youth Programme
- g) are committed and available for the duration of the course, and ready to work on and develop training courses during the practical phases.

Understanding the different roles

The team put together their understanding of the roles and expectations towards the various actors concerned by the course in its preparatory meeting in September 2004. It is understood that some roles may evolve during the course.

Participants

- Participate actively for the whole duration
- Are actively involved and directly responsible for developing their projects (and to write them);
- Liaise – where applicable and appropriate – with National Coordinators and National Agencies

- Act as resource persons to other participants (share also resources with other participants, including the training bag)
- Enter the course with a spirit of co-operation (and be aware of the risks of competition)

Trainers

- Design and implement the programme of the seminars
- Prepare, support and monitor the learning process during the practical phases
- Are a resource to the participants
- Support the communication process with participants throughout the course
- Give feed-back to the other trainers in the team

Course directors

- Co-ordinate the training course and secure the necessary conditions for its realisation
- Support and supervise the trainers of the course
- Are the guarantors and interface of the course vis-à-vis the European Commission, the Council of Europe and other partners directly concerned by the Euro-Med Youth programme
- Transmit the results of the course
- Organise and prepare evaluation and preparatory meetings
- Are supportive and complementary to each other
- Are resource persons to the participants and to the trainers
- Attend the seminars and, where appropriate, other meetings with participants. In principle, one of the course directors should always be present or available at the seminars. They can also be used/included in the programme as seen best by the team and course directors

External resource persons

- Are invited specialists or experts in a given domain
- Are complementary to the trainers and to the course directors in terms of expertise, function and/or approach to a given theme
- Are present for specific moments or periods of the course only
- Should leave a "trace" for participants and the trainers about their contribution to the course
- Are invited by the team and the course directors

- Should/could be possible “role models” representing different view points from different places and perspectives – they should reflect the cultural and linguistic diversity present in the Euro/Med youth work context and, overall, a gender balance among external experts should be sought over the whole duration of the course

Sending organisations

Each participant / where applicable – should be supported by an organisation or association – which can also provide administrative support for the projects to be developed by the participants in the practical phases. The organisations:

- Will be informed by the secretariat that their participant has been accepted to the course and what is expected from them in relation to the course
- Should support the participants with their projects during the practical phases
- Should also support/supervise the participants with their learning process throughout the course
- Should contribute to the evaluation of the training course

National agencies and national coordinators

- Support the participants, especially the ones coming from their own countries and/or supported by their own services directly
- Support participant’s projects, in as far as projects correspond to the criteria and priorities of the Euro-Med programme
- Provide feed-back about participants and their projects to the course directors
- Associate – in as far as possible and relevant – participants with their own training plans and strategies – especially in the second practice phase
- Contribute to the evaluation of the whole training course

Salto Euro-Med

- Secures the link with National Agencies and National Coordinators
- Links the course with the European Commission
- Supports the communication with other users of the programme (e.g. Euro-Med newsletter, web site)
- Facilitates participants practical phases, namely by involving them in its own training projects when adequate
- Hosts the second seminar of the course
- Provides the Training Bag and other relevant materials to the participants
- Co-funds the course, in modalities to be agreed with and by the European Commission

The Council of Europe's Directorate of Youth and Sport

- Provides institutional and political support to the course
- Provides links with the North-South Centre and the relevant statutory bodies the DYS and North-South Centre
- Hosts the secretariat of the course
- Articulates with the European Commission on the strategic elements and function of the course from 2004 to 2006

The European Commission

- Provides institutional and political support to the course
- Secures the involvement and representation of Youth and Relex
- Provides and receives feed-back to and from the NAs and NCs
- Will be present at key moments of the course

The Partnership secretariat

- Provides the secretariat and management for the whole course
- Involves the Monitoring Group of the Partnership
- Secures the administrative conditions of the course
- Is responsible for information and communication tools and methods with participants, trainers and stakeholders
- Centralises information and communication about and from the course and keeps the necessary archives

Selection of participants

In addition to the general criteria related to the profile of participants (see page 11) and the objectives of the course (see page 6), the team agreed on the following guidelines to be followed during the selection process:

- It is not obligatory to select participants from every applying country including MEDA countries. If the applicants do not fulfil the basic requirements, they won't be selected as this could otherwise de-stabilise the group and limit the quality of the course and its impact.
- Room should be left and secured for applicants with potential for development.
- Participants should be included with relevant experience in Euro-Mediterranean youth work training, which can be but is not limited to the Euro-Med Youth Programme.

- As the team has no (access to) previous experience of training trainers in a Euro-Mediterranean context, no candidates would be excluded on the basis of assumed over-qualification.

The team read, assessed and discussed all applications individually and drew up a list of participants and a waiting list by consensus. The team made a number of observations regarding the applications:

- Both number and quality of applications from some countries were disappointing.
- Regrettably, there were not enough sufficient applications from member states of the Council of Europe that are not members of the European Union.
- More and better applications from MEDA countries would have been welcome.
- Some applicants expressed difficulties on relating to their coordinators or agencies, an issue needing follow-up.
- The quality of the information provided in the applications varied enormously.
- Both level and depth of participants' experience were very disparate and made it impossible to find an average level.
- Sometimes it was difficult to assess the real level of experience of the applicants (possible difference between the quality of the application and the quality of the applicant).

Statistical information on applicants and selected candidates

106 applications were received in total. 49 applications came from EU member states, 12 of these from member states that joined the Union on May 1, 2004. There were 48 applications received from MEDA countries. Exactly 50 % of the applicants were female.

Of the 30 selected applicants 16 are from EU member states, 5 of these from new member countries. The remaining 14 selected applicants are from MEDA countries. 14 of 30 selected candidates are female, 16 male. The first working language of 21 participants was English; 8 participants spoke French as their first working language. 11 participants were bilingual in both languages of the course, 19 monolingual in relation to the course languages.

List of participants, team members, course directors and others

Participants	
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Lebanon/Liban	
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Syria/Syrie	
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Team	
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Farah Cherif D'Ouezzan, Centre for Cross- Cultural Learning Essaouira, Morocco	Nadine Lyamouri-Bajja, Council of Europe, Directorate of Youth and Sport, European Youth Centre Strasbourg

Course directors	
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Documentalist
Andreas Karsten Consultant, Germany



Council of Europe

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Center for Cross Cultural Learning (local partner)

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Interpreters

M'hammed Benjelloun

Ayoub Ait Ali

e. The function of the evaluation seminar: aims and objectives

The objectives of the evaluation seminar were to:

- To evaluate the relevance of the course contents to the participants' learning and practice as trainers in Euro-Med;
- To provide information updates on the developments of the youth programmes of the Council of Europe and European Commission, from a political and technical point of view, including the Euro-Med programme;
- To deepen participants understanding and practical implications of non-formal education principles in Euro-Med training projects;
- To develop participants awareness of commonalities and differences of pedagogical systems and principles in the Euro-Med contexts;
- To deepen the participants abilities to critically analyze training tools and methodologies and their capacity to develop them in Euro-Med training contexts;
- To review the role and relevance of intercultural learning and its practice in Euro-Med training today;
- To complement the analysis and critical reflection on the Euro-Med social reality, including the social-cultural context of the evaluation seminar;
- To complete the process of self-assessment of the participants' profile as trainers, including possibilities for receiving feed-back;
- To review and evaluate participants' understanding and practice of evaluation and its role in their practice
- To evaluate and learn from the 4th phase;
- To discuss the possibilities and interests related to networking trainers active in the Euro-Med context;
- To contribute to the development of an occupational profile (or functional analysis) of Euro-Med youth trainers;
- To gather elements for the evaluation of TATEM.

f. The flow of the evaluation seminar: Programme

Sunday, 5 Nov

Arrival of participants

- 20:00 *Dinner*
 21:30 Welcome evening and "welcome back" activities

Monday, 6 November

- 09:15 Welcome and opening of the Seminar
 Short and intensive Arabic-Moroccan language course
 Opening session with course directors' welcome
 Welcome to the Mogador Association by its president
 Welcome by Dr A.E. Bertai, Regional Director of the Ministry of Culture
- 10:00 What happened in the last twelve months? Flashback groups
- 10:45 *Coffee break included*
- 11:00 Exploration groups: One object from Essaouira, common elements of the past year, feedback on the programme
- 13:00 *Lunch break*
- 15:00 Feedback from the groups
- 15:20 Communication in TATEM and during the evaluation seminar
- 15:40 Introduction to the programme of the seminar
- 16:00 Evaluation of the 4th phase of TATEM. Working groups.
- 16:30 *Coffee break included*
- 18:15 Reports from the groups, focus on quality issues
- 18:55 Introduction to the daily reflection groups
- 19:00 Daily reflection groups
- 20:00 *Dinner*

Tuesday, 7 November

- 09:15 Introduction to the day's programme
- 09:25 Short and intensive Arabic-Moroccan language course
- 09:45 Morocco: Past and present of a Euro-Med Society, with Dr A. Moudden
- 11:00 *Coffee break*
- 11:30 Youth Policy in Morocco today, with Mr A.D. Fennan
- 12:45 Introduction to field visits
- 13:00 *Lunch break*
- 15:00 Connecting with young people and youth issues in Essaouira
 Introductions by the guests to their projects and the field visits
- 15:30 Visits of the three projects in three different groups
- 18:00 Feedback and report from the groups
- 18:45 The youth projects of the North-South Centre, with Mr Marcos Andrade
- 19:00 Reflection groups
- 20:00 *Dinner*

Wednesday, 8 November

- 09:15 Introduction to the day's programme
- 09:20 Short and intensive Arabic-Moroccan language course
- 09:30 Hot issues and sensitive topics – discussion
- 10:00 Euro-Med and Youth in Action – sharing the news
- 11:00 *Coffee break*
- 11:30 Preparation of the afternoon
- 12:30 *Lunch break*
- 15:00 SHARE! Exchange on project experiences and tools
- 16:30 *Coffee break included*
- 18:30 Feedback on the afternoon of sharing
- 19:00 Reflection groups
- 20:00 *Dinner*

Thursday, 9 November

- 09:15 Introduction to the day's programme
- 09:20 Short and intensive Arabic-Moroccan language course
- 09:30 Hot issues and sensitive topics – discussion
- 10:00 Pedagogies, Medagogies, Demagogies (?). Schools of thought in educational sciences and their practice in the context of formal education, with Dr M. Melouk
- 11:00 *Coffee break included*
- 11:15 Discussion on pedagogies, medagogies, demagogies
- 13:00 *Lunch break*
- 15:00 A journey into non-formal education
- 16:30 *Coffee break included*
- 19:00 Reflection groups
- 20:00 *Dinner*

Friday, 10 November

- 09:15 Introduction to the day's programme
- 09:20 Short and intensive Arabic-Moroccan language course
- 09:30 Hot issues and sensitive topics – discussion
- 10:00 Self-assessment revisited: sharing self-assessments, receiving feedback

- 13:00 *Lunch break*

- Free afternoon*

- 20:00 *Dinner*

Saturday, 11 November

- 09:15 Introduction to the day's programme
09:20 Short and intensive Arabic-Moroccan language course
09:30 Euro-Mediterranean Co-operation
11:00 Coffee break included
13:00 Lunch break
15:00 Sensitive issues and hot topics
16:30 Coffee break included
19:00 Reflection groups
20:00 Dinner

Sunday, 12 November

- 09:15 Introduction to the day's programme
09:20 Short and intensive Arabic-Moroccan language course
09:30 The role of trainers, training projects and networking in the future generation of European and Euro-Med programmes
13:00 Lunch break
15:00 Workshops on evaluation, strategy, and recognition of non-formal learning
19:00 Reflection groups
20:00 Dinner

Monday, 13 November

- 09:15 Introduction to the day's programme
09:20 Short and intensive Arabic-Moroccan language course
09:30 Follow-up to Tatem
11:00 What is there left to do for me? Individual and peer reflection
13:00 Lunch break
15:00 Evaluation of the seminar
17:30 Official certificate ceremony
18:00 Official closing
19:00 Reflection groups
20:00 Dinner

Farewell party

Tuesday, 14 Nov

Departure of participants

7. Additional Material

a. Self-Perception Inventory (SPI)

SELF PERCEPTION INVENTORY

at the end of the two-year course
 «Training Active Trainers in Euro-Med Youth Work»
 November 2004 – November 2006

Name:.....

Country:.....

This form is intended to help you to look back at yourself as having been part of the TATEM course for the past two years. We hope that this form will help you to look at yourself as a trainer and prepare ideas to share with the team and other participants during the last seminar. We also hope that while filling in this form, you will look critically at the self-perception inventory you have filled out at the beginning of this course two years ago. You will notice that some of the questions remain the same, since we would like to check and compare your personal impressions and opinion about yourself as a trainer two years ago and now – and also see if and how TATEM has contributed to your development as a trainer. Please complete the form before arriving in Essaouira and e-mail it to Viktoria Karpatska ([viktoria.karpatska\[at\]coe.int](mailto:viktoria.karpatska@coe.int)).

PART I: ESSENTIAL COMPETENCES & EXPERIENCE IN RELATION TO THE COURSE

1. How many activities of Council of Europe, SALTO and EU Youth Programme have you attended in the past two years? Please tick (✓) the right boxes.

	Yes as participant	Yes as trainer/organiser	None
1. Training courses of the European Youth Centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Study sessions of the European Youth Centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SALTO Training courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Salto Euro-Med Training courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other EU Youth Programme training activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. International youth NGO training activities within Euro-Med cooperation (specify organisation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your knowledge of Euro-Med youth work now?

No knowledge			Detailed knowledge		
1	2	3	4	5	6

Please describe briefly the areas of knowledge where you feel stronger:

Please describe in what way TATEM has helped you acquire this new knowledge (if applicable):

Please list the issues and the knowledge that you would still like to improve (at the last seminar and in general):

Looking at my self-perception inventory from October 2004, in which ways did I

a) underestimate my knowledge

b) overestimate my knowledge

3. How do you see your experience in Euromed youth work now?

Beginner			Highly experienced		
1	2	3	4	5	6

Please describe the concrete contributions of TATEM in this respect (if any):

4. How able and confident are you to communicate in an international environment?

Poor communication			A successful communicator		
1	2	3	4	5	6

Please describe briefly the aspects that you feel you have difficulties with:

Based on my TATEM experiences and looking into my self perception inventory from October 2004, in which ways did I

a) underestimate my confidence

b) overestimate my confidence

5. How able and confident are you to communicate in a Euro-Med environment?

Poor communication			A successful communicator		
1	2	3	4	5	6

Please describe briefly the aspects that you feel you are confident about and those you have difficulties with:

Please describe the concrete contributions of TATEM in this respect (if any):

Based on my TATEM experiences and looking into my self perception inventory from October 2004, in which ways did I

a) underestimate my confidence

b) overestimate my confidence

6. Have you started learning a new language or improved your existing language skills inspired by TATEM (e.g. 1 – 6)?

	Spoken	Written	Understood
English			
French			
Other:			

PART II: ME AS A TRAINER

1. I have been a trainer in the past two years.
What made it natural to me to continue to be a trainer?

My main personal characteristics and beliefs (maximum 5; 1 is the most important):

- 1.
- 2.
- 3.
- 4.
- 5.

My current studies, training courses and learning opportunities I have undertaken in the past two years (maximum 5; 1 is the most important):

- 1.
- 2.
- 3.
- 4.
- 5.

My experiences as trainer/facilitator in the last two years (please indicate those within Euromed cooperation) (maximum 5; 1 is the most important):

- 1.
- 2.
- 3.
- 4.
- 5.

My experiences as participant in the last two years except TATEM (≤ 5 ; 1 is the most important):

- 1.
- 2.
- 3.
- 4.
- 5.

My experiences as a participant in TATEM (maximum 5; 1 is the most important)

- 1.
- 2.
- 3.
- 4.
- 5.

2. Based on my previous experiences and the learning process within TATEM, I consider myself knowledgeable in:

→ the concepts of non-formal learning

No knowledge			Detailed knowledge		
1	2	3	4	5	6

Please describe the concrete contributions of TATEM in this respect (if any):

→ intercultural learning in youth work

No knowledge			Detailed knowledge		
1	2	3	4	5	6

Please describe the concrete contributions of TATEM in this respect (if any):

→ training people in a Euro-Med context

No knowledge			Detailed knowledge		
1	2	3	4	5	6

Please describe the concrete contributions of TATEM in this respect (if any):

→ Human Rights Education

No knowledge			Detailed knowledge		
1	2	3	4	5	6

Please describe the concrete contributions of TATEM in this respect (if any):

→ Conflict prevention and mediation

No knowledge			Detailed knowledge		
1	2	3	4	5	6

Please describe the concrete contributions of TATEM in this respect (if any):

Based on my TATEM experiences and looking into my self-perception inventory from October 2004, in which ways did I

a) underestimate myself in a particular area b) overestimate myself in a particular area

3. As a trainer, I consider myself

- rather a learner, because
- rather experienced, because
- confident to train trainers myself, because
- I could do much more, if

4. When working as a trainer

Please fill in the tables provided in the appendix to this form and then return to question 5

5. After two years in TATEM, I see myself as a trainer who is ...

	I am usually good at	I still have difficulties in	One thing I hate to do	TATEM contribution to my learning process in this respect
Identifying the kind of knowledge, skills and attitudes of participants which are needed to develop				
Designing a training programme				
Choosing appropriate methodology and methods				
Presenting concepts and theories				
Working with groups				
Planning and assisting individual learning processes				

	I am usually good at	I still have difficulties in	One thing I hate to do	TATEM contribution to my learning process in this respect
Changing the planned programme during a training course				
Monitoring the progress of participants learning and evaluating the achieved results				
Working with other trainers in a team				
Updating my trainer's skills and knowledge				
Reporting and documenting training activities				
Dealing with the Euro-Med social - cultural environment				

	I am usually good at	I still have difficulties in	One thing I hate to do	TATEM contribution to my learning process in this respect
Managing conflict situations in a group				
to present the Euro-Med Youth programme and describe how it works				
to understand the prevailing educational and pedagogic systems in the Euro-Med context				
to create and adapt my own training methods and techniques				
to understand and learn from the intercultural situations specific to the Euro-Med context				
to adapt pedagogic attitudes to the Euro-Med public and context				

	I am usually good at	I still have difficulties in	One thing I hate to do	TATEM contribution to my learning process in this respect
to present and defend a training project in the framework of action 5 of the Euro-Med Youth programme or the like				
to devise, elaborate on and develop priority themes for Council of Europe and European Commission training activities				
to understand and help others understand the learning processes involved in non-formal education				
to make evaluations and put their findings to good use				
to use and teach others to use the Euro-Med Training Bag and contribute to its development and adaptation				

Based on my TATEM experiences and looking into my self-perception inventory from October 2004, in which ways did I

a) underestimate myself in a particular area

b) overestimate myself in a particular area