

Conclusive Report

Tool Fair

- 2nd Edition -



Antalya - Turkey -
12th -16th December 2007

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Background

In order to have an impact (at local, regional, national, and in some cases also at European level), the results of all Youth in Action projects need to produce long-lasting effects and to be better known and actively used.

As far as project promoters are concerned, they should carry out activities aimed at making their projects and the results more visible, better known and sustainable. This means that the results of a project will continue to be used and have a positive effect on the largest possible number of young people once the project has come to an end.

... small projects may aim more towards having an impact at local level by carrying out visibility activities and by raising awareness of the participants. On the contrary, larger projects, based on bigger partnerships, may be more ambitious and aim at creating an impact at sectorial or national and European level through a strategy for the dissemination, exploitation and follow-up of their results.

"Youth in Action Programme guide"

Following the frank success of this large event (France, December 2006) the Salto Youth EuroMed RC organised the second edition of the "Tool Fair".

It was co-organised by the Turkish National Agency and SALTO-France-"Good Practice" (www.salto-youth.net/euromed, see SALTO Euromed RC). The Partner organisations were:

- SALTO South East Europe RC
- SALTO Eastern Europe and Caucasus RC
- the Akdeniz University

Objectives, what it is meant by "tool" and profile of participants

Objectives

- To gather and to valorise tools created and implemented within the framework of youth work in general and Youth in Action programme more specifically
- To test the tools
- To analyse and to reflect on the transferability of these tools

What is meant by "tool"?

A tool is any educational means, process or materials which can be used to support trainers, youth workers or young people themselves to better achieve the aims or goals of their activities.

It can be "touchable", "show able", like a video, a booklet, a report, a board game, etc.

It can be experienced, like a simulation game, a creative workshop, a quiz, a role play or any outdoor activities, etc.

Profile of participants

Participants were:

- Young people, youth workers, youth leaders, trainers, NA representatives,... active in the youth field in general and more specifically within the YOUTH in Action Programme
- Many of them have created a "tool" and experienced it within a YOUTH project that they were ready to share it with others during the Tool Fair

See Annex 1 Page 90: List of Participants -

Note: Around 20 local "observers" were as well present. Those are not included in the participants list.

Programme

12 th of December	13 th of December	14 th of December	15 th of December	16 th of December	
Arrivals	Breakfast				
	<ul style="list-style-type: none"> - Transfer to Antalya University - Official welcome - Intro to the Tool fair - Lecture: The contribute of non formal education in the educational system, the role of educational tools 	Workshops by participants (2 nd round - Tools 5-9)	Workshops by participants (5 th round - Tools 21-24)	Departures	
		Break	Workshops by participants (3 rd round - Tools 10-13)		Break
		Break	Workshops by participants (4 th round - Tools 14-17)		Tools for cooperation (25-28)
	<ul style="list-style-type: none"> - Lecture: The contribute of educational tools in the youth field, in youth capacity building - Transfer back to the Hotel 	Lunch			
	Sharing tools session	Exhibition / Fair	Partner matching		
	Preparation of the Exhibition / Fair	Break			
	Welcome	Workshops by participants (1 st round - Tools 1-4)	Visibility and valorisation experiences in Estonia Tools for visibility and valorisation (18-20)		Final evaluation Closing ceremony
		Dinner			
		Intercultural evening	Turkish night		Farewell Party

Once again 96 participants and around 20 local observers met in one place, for 5 days. There were 29 Workshops running during 3 days (21 different tools presented in workshops, 3 workshops on technical tools, 5 workshops on Tools for cooperation). Around 40 tools presented in the exhibition. There were 3 lectures from experts. Around 50 project ideas discussed in the partnership building activity. There were 110 pax and 20 visitors (Erasmus students from the University).

It was one of the unique events in Youth in Action Programme as it gathers Non - Formal Education and Formal Education together. The Life Long Learning Programme was presented in a workshop for the participants to improve their skills and use the funding possibilities for their activities in the youth work field.

The Fair was a "showroom" for the huge variety and richness of tools developed and used under the YOUTH programme, a place to experiment with methods and exercises used within the different actions (youth exchanges, EVS, youth initiatives, training) and based on different themes (cultural diversity, inclusion, cooperation with partner countries, etc...).

The Fair became the creation of the participants themselves and enable their tools to be used throughout the programme. "Savoir-faire" was gathered in order to create a "collective knowledge".

13th December Morning: Official welcome + Opening lectures

Transfer to Antalya University

Official welcome

- By Sefa YAHŞI - Head of Youth in Action Unit Turkish National Agency
- By Erik LANGBRATEN - Country Desk Officer Youth Programmes Unit Directorate-General for Education and Culture of the European Commission
- By Bernard ABRIGNANI - Coordinator SALTO - Euromed Resource Centre
- By Prof. Dr. Mustafa AKAYDIN - Rector Akdeniz University



Intro to the Tool fair

Background, objectives, team, programme and partners

Lecture: "The contribution of non formal education in the educational system, the role of educational tools" by Ass. Prof. Günseli ORAL Akdeniz University



Non formal education
contribution to the ed

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Lecture: "The contribution of educational tools in the youth field, in youth capacity building" Miguel Ángel García López - Freelance evaluator, trainer and consultant



The contribution of
tools to capacity build

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Adapted from the article in the "Coyote magazine"



Methodologies and
educational approach

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Transfer back to the Hotel

Sharing tools

- Input (SARO) on importance of sharing tools : Why sharing tools? What for? How I can benefit from it? How promote the transfer of the tools? Are all tools transferable? (Connections with the lectures of the morning)
- Tree method with post it to hang on the tree ; 3 different questions:
 - Why sharing tools? – Personal motivations - Roots
 - What for? Benefit from sharing tools - Trunk
 - How to transfer the tools? – Outcomes – Leaves
- Introduction of the exhibition for its preparation: guidelines and practicalities

Workshops by participants - first round- 17h45 - 19h45



Four workshops in parallel:

Workshop 1:	Workshop 2:	Workshop 3:	Workshop 4:
The cross cultural discovery of the Louvre	Religion trivial pursuit	The EuroMed game	The “Rückenwind” strategy

<p style="text-align: center;">Workshop 1: The cross cultural discovery of the Louvre by Dalila Ferhaoui</p>

Background

The tool has been designed specifically for the fourth edition of the SALTO training course “let’s meet the cultures” in Paris.

It was meant to offer the participants the opportunity to discover and visit the world’s biggest museum through a series of works related to the issue raised by the seminar. The use of the Louvre as a resource place was a working activity despite the fact that the very nature and size of the place could have made it difficult.

A questionnaire was designed according to some masterpieces and their symbolic relation to religion.

Target group and number of participants

Open to all. Small groups of 5 participants (3 x 5)

Aim

- To discover history and values of the three cultures and of the concept of *laïcité* through the use of visual arts

Objectives

- To introduce participants to the theme of the TC
- To develop a creative group-building activity
- To understand the representation of the three cultures and of *laïcité* in visual arts.
- To discover the Louvre, the biggest Museum in the world.

Step by step, duration

- Group division
The groups are divided. All participants are handed the questionnaires containing the main instructions. They are asked to keep to the journey’s plan throughout the various rooms. They are welcomed to share and reflect collectively and to take down the answers individually on the questionnaire.
- Activity
The real-time activity lasted 2 hours. This time can be adapted to the place where the activity is run.
- Debriefing
All the groups meet at the end of the itinerary to share the answers and the comments on the painting and their representations.

Outcomes

According to the objectives, the participants were expected to get to know more about the artistic representations of Religion. To share their knowledge and to interact in a way that achieve (inter)cultural learning.

Evaluation

The Louvre exercise has been introduced as an innovative tool at the second edition of the Tool fair in Antalya (10- 16 December 2007)

Its implementation has been adapted to the specificities of this event.

The pictures were printed and hung in different places of the venue and the participants were asked to proceed in small groups to look for them and answer the questionnaire.

It has received very positive feedback as the participants appreciated the methodology developed and the potentialities of using such a resource place.

They could think about its transferability to different activities provided that the necessary adaptations according to group age, topic, and potentialities of the venue were made.

Notes for further use

Different proposals were made as to the choice of the pictures, the target groups.

Documents, handouts related to the tool



Questions

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<p style="text-align: center;">Workshop 2: Religion trivial pursuit by Christin Voigt, Marta Piszczek and Roy Abou Habib</p>

Background

This tool was created for the training course inter-religious dialogue: Mediterranean, European and Caucasian contexts.

Target group and number of participants

Ideal number will be 20 so people can discuss afterwards.

As for age this game can be adapted to all ages it depends on the level of the questions.

Target youth leaders, youth workers, participants in youth exchange, student at school all people.

Aims

- To share and discuss different aspects of different religions

Objectives

- Discover different religions
- Gain knowledge about the six religions that are presented in the game
- Develop an understanding for the similarities of religions

Step by step, duration

- Introduction - 3 minutes

The trainer introduces the topic “Knowledge about religions” and explains about the variety of religions. Also it will be explained that for this issue we choose a special way of learning; a board game. It will be explained why we choose for that game only six religions. This will be followed by the explanation of the rules.

- Splitting into small groups - 5 min

When participants are split into small groups it should be assured that in each small group there is a mixture of religions. Each small group will receive a small piece of wood. This is for recording the points.

- The game “Religious trivial pursuit” - 45 min

In the middle of room there is a big paper on the ground which presents the game. The task is to get one point from each category. For this each group should have one figure that will be moved on the board. What kind of figure has to be decided by the groups?

Then the game starts by throwing a dice.

In the board game there are six colours which represent six religions.

Bahaism
Buddism
Christianity
Hinduism
Islam
Judaism

At each field the small group will get a question that has two answers. If they can give the correct answer they will get one point in that colour onto their piece of wood. If they have collected all the colours they have to come to the big field in the middle. And they are the winner. The game continues until each group has reached at least five points.

There are three fields marked in red. If one group gets to this field they can choose any colour that they get for free.

- Discussion in small group - 20 min

After the game the small groups sit in a corner for themselves where they can discuss questions that arose during the game. They can “use” the members of the group as a resource and start a discussion process that goes beyond the questions of the game. They can interview and ask each other questions about their religions. As a result of the discussions the participants should come up with things that the discussed religion have in common.

Guiding questions could be:

- Origin of the religion
- Fundamental Beliefs and Practices of the religion
- History
- Groups and subgroups within the religion
- Meaning of symbols
- Religious feats
- Important people
- Rituals and daily practices

Documentation of the results on a flipchart paper

Debriefing - 15 min

The small groups meet back in plenary and give a short feedback on the game and the discussions and they present the things that religions have in common according to the information given on the flipchart paper..

Questions could be:

What was unexpected?

What was interesting?

What are similarities?

What is still not answered/not clear?

Conclusions and Evaluation - 5 minutes

The trainer closes the session and summarizes the feedback from the groups. At the end participants get a Handout with an overview of the different religions.

Outcomes

Expected that participant will enjoy the tool because the information is given in a game way.

Some questions will block the participants but this will be the learning point. The expectation also will be regarding to the will of participant to learn more after this game because they will find even if they do not tell that they are ignorant

Evaluation

It has been run twice:

Many points for making this tool better:

- To present the explanation of each question in front of everybody using a beamer to make it more clear regarding the language
- After getting all the points it is important to have more questions not only passing the floor, it was suggested to have a challenge box where groups can ask questions to each other.
- To not put the sign in the game but make them also part of the game to be guessed by pax and explained by the trainers.

Notes for further use

Make this game but do not forget to leave the floor for participants to explain some points about their religion and also make them discuss some points. This will be an added value.

Make sure that you know the answers and to be knowledgeable about the topic for not giving wrong information.

Documents, handouts related to the tool



Questions about religions.doc



Background information about reli

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<p style="text-align: center;">Workshop 3: The EuroMed game A game on youth projecting in the EuroMed context by Lucia Barbieri</p>
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Background

The game is still in the process of creation. After a need analysis it was seen that no tools based on game are existing in the EM context and the youth sector. As such the idea of a game containing the knowledge of both the countries in the area and of the institutional context was need: a prerogative was given not simply to the content but especially to the game side, the enjoyability of it (in order to be really used!)

Target group and number of participants

Young people, youth workers, youth trainers, teachers involved or interested in intercultural dialogue within the Euro-Med context

Maximum minimum of 2 players, 6 individual players or possibility to work in groups (2-5).

Aim

- To improve the knowledge among young people and youth workers on the cultural and socio-political settings of the Euro-Med countries, on the institutional background (European Union, EuroMed Partnership, Youth in Action and EuroMed Youth programmes) and on youth projecting by recreating the steps of the implementation of a project (fund raising, partnership building, getting the project approved...).

Objectives

- Improving the knowledge on culture and society of the countries partners of the Euro-Med partnerships;
- Combating prejudices and phobias based on ignorance and thus leading to changes of awareness, attitudes or behaviours;
- Improving mutual understanding and cohesion between young people across the Euro-Mediterranean region, based on and committed to mutual respect, tolerance and dialogue between the various cultures.
- Inciting young people and youth workers to get an active role in the process of intercultural dialogue;
- Motivating young people and youth workers in getting actively involved in the Euro-Med Programme;
- Enhancing the role of multipliers of young people and youth workers in their working and living realities;
- Stimulating the cooperative attitude of participants;
- Providing an educational tool with the added value of game playing to be used in non-formal and formal education;
- Providing an active tool for group building and group dynamic activities;
- Providing a game for entertainment and leisure time

Step by step, duration

The game should last 60-90 minutes but the effective duration depends on the number of players, chance and competences.

The aim of the player is to have an EM project approved by the EC, by building a partnership and accessing to the funding:

- To obtain an area partner the players have to get an area expert degree by achieving the 3 different topic certificates by answering correctly to all the 3 topics questions of the geographical area
- To obtain the funding the players will have from the beginning a lump sum to manage, to get more they have to answer correctly to the funds questions (on the EM partnership, the programmes...) and by drawing the funding cards

Outcomes

- Improvement in the knowledge of the countries in the EM context
- Improvement in the knowledge of the institutional background (European Union, EuroMed Partnership, Youth in Action and EuroMed Youth programmes)

Evaluation

It has to be finished, but by the testing workshops run it has been really appreciated and the different potentialities of its used have been highlighted



Summary of the
evaluation in the test

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Notes for further use

It could be used for ICL - group building activities, but also as an introduction to the Programmes

Documents, handouts related to the tool



Presentation of the
Game



Rules of the Game

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<p>Workshop 4: The “Rückenwind” strategy by Leo Kaserer</p>

Background

We are very often talk about to include young people with fewer opportunities... How often we involve them (in YiA activities)?

Target group and number of participants

Youth/ social worker
Project coordinators in the frame of YiA

Aim

- To motivate the most possible involvement of young people with fewer opportunities by giving an example of a long term strategy of inclusion.

Objectives:

- To explain the steps of a long term strategy on how to involve young people you never catch
- To show examples on how to facilitate the communication between youngsters without common language
- To discuss different approaches

Step by step, duration

Introduction

Power point Presentation

of the “Rückenwind Stratgy” for working with young people with fewer opportunities (Background, target group, project cycle,...)

Showing a Video

Methods, tools

- How are you?
- Illustrated program
- Phrasebook
- Active Discovery
- Without words
- Youthpass (in this strategy a tool)

Outcomes

Questions, discussions and comments

Evaluation

Documents, handouts related to the tool



The Rückenwind
Strategy.ppt

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Intercultural evening

Apart from food, drinks and music:

- Flipchart paper with the names of the countries - post-its to write the stereotypes
- Tables with the following sentences to discuss
 - The learning effect of an intercultural (or international) youth experience can hardly be transferred to our local reality. Why?
 - The big part of learning in international youth activities happens in the coffee breaks.
 - European volunteers (Evs ones) are too much concentrate on themselves to be useful for the community.
 - It's easier to fall in love during an international activity than in normal life
- Let's challenge our stereotypes!
 - Young people from European Union and Meda countries have in common only 2 things:
 - They listen the same pop music and buy similar clothes and mobile phones (and maybe eat at Mac Donalds)
 - Men use religion to oppress women in MEDA countries like EUROPEANS did before in European ones

Workshops by participants -second round-
10h - 10h45

Five workshops in parallel:

Workshop 5:	Workshop 6:	Workshop 7:	Workshop 8:	Workshop 9:
The light house	Enhancing EVS Project in Sweden	Blindman	Houston we have a problem	Development of alternative non violent actions

Workshop 5: The light house
by Abdallah Suwadeh and Islam Halaweh

Background

The idea of this game came from the light towers that's on the beach; which gives the ships its rout in the dark nights.

Target group and number of participants

The House of Lights targets youths and it needs about 15 to 20 persons to participate in it.

Aims:

- To define the clear meaning of the leadership among the team.
- To empower the leader ship capability.
- To strength the relationship between the team players and to empower the teamwork.
- To create a trust between the team players.
- To develop the planning capabilities.

Objectives:

- To make the team players trust each other more.
- To create a common language between the players.
- To create some competition between the two teams.
- To energise the participants.
- To measure the planning capabilities of the team.
- To measure the leadership capabilities of the team players.

Step by step, duration

The lighthouse exercise:

- Divide the participants into two equal groups.
- Ask each group to take their time o create a common code for motions, the code should be in a language that's known by all participants (e.g. English) and it shouldn't be a name of an action (e.g. Up, Down, Right, Left); so it could be (right = apple, left = banana etc.), and each and each team should keep the code inside the team.
- Close the eyes of one of team players with a peace of clothes and make sure that he can see nothing.
- Assign a certain place that the closed eyes participant should reach then make the other team make static obstacles between the player and destination with their bodies.
- Depends on the room size, assign a time period for the closed eyes participant to reach the assigned destination.
- Now ask the team of the closed eyes participant and using their own code, give him the directions to reach the destination and without touching anyone from the other team.

Debriefing:

Outcomes

Stronger relation ship between the team.
Better trust.
Energetic participants.
A leaders at every team.

Evaluation

The exercise was done many times and we as trainers used to do a discussion on the aims and objectives of the exercise and we had a good feedback from the exercise participants.

Notes for further use

Depends on the participants and the space the trainer can make the exercise harder or easier; he can make the obstacles movable during the activity or he can make the participants make noise etc.

Documents, handouts related to the tool

Bellow; pictures taken from an execution for the House of Lights the Tool Fair second edition Antalya 2007 with a 15 participants.



In the picture above we can see the obstacles and the person wearing red shirt is the leader who gives the directions.



She reached the board (assigned destination) while she was directed to move backward.

<p style="text-align: center;">Workshop 6: Enhancing EVS Project in Sweden by Christin Voigt and Mohamed Engy</p>
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Background

I had a great experience doing my EVS project in Sweden. After that I thought about sharing the ideas of volunteers and about developing further the EVS. I applied for a future capital project.

Target group and number of participants

The target group was volunteers, hosting organisations and youth leaders (mentors). The participants were 25 EVS volunteers in Sweden from different European countries, 4 active youth workers from Sweden, 5 Volunteers from Egypt for making the booklet, 2 schools and 8 organisations.

Aim

- The aim was to see Sweden through the eyes of its youngsters and from the volunteers' point of view. This implied making a mixture between different views in order to reach a more comprehensive understanding of Swedish culture. By reaching this the beneficiaries will have handfull information helping them to integrate in such a community.

Objectives

- To achieve a quality EVS project by supporting the volunteers with information about the culture and the organisation and by supporting the volunteers' integration and development in the project.
- To learn more about Swedish culture
- To promote EVS in Sweden.

Step by step, duration

1st month:

- Preparing the surveys for the volunteers and for the students in schools.
- Collecting information from the national agency about the volunteers.

2nd month:

- Meeting the volunteers in the arrival meeting; introducing the project and filling down the first survey about their background and expectations.
- Collecting information about Swedish culture.

3rd and 4th month:

- visiting schools to run intercultural workshops with students (14 - 18 y.o.) Filling a survey about their culture.
- Collecting more information about Swedish culture.
- We applied for a training course at the end of the project to test the guide. (finally it wasn't approved).

5th month

- Visiting all volunteers, organizations and youth leaders on the spot to talk and discuss about the project.
- Meet the volunteers to develop ideas about integration. Being with them during the working time to see how useful the project is for them and during the free time to see how are they integrated.

6th and 7th month

- Analysing the information.
- Collecting and editing the information.
- Printing the booklet.

8th month

- Evaluating the project in CMS in Czech Republic.
- Distributing the evaluation to different volunteers and organisations.
- Writing the final Evaluation.

For this project a laptop and camera were needed.

Outcomes

I expect the booklet to be a helpful tool for the volunteers before and during EVS. It will help organisations to guide volunteers, to develop a better mutual understanding and to solve eventual problems on time.

Evaluation

The project was evaluated in a CMS project in Czech Republic with youth workers from different countries and ex-volunteers. This evaluation has been distributed to new volunteers and the volunteers who took part of the project.

Advantages:

- o It is a useful guide to learn more about Swedish culture.
- o It supports the volunteer -from other volunteer's experiences- to understand better what his experience is about.
- o The volunteers participated very actively; writing about themselves.
- o It was done in easy and understandable English for everybody.

Disadvantages:

- o The positive and negative experiences of volunteers should be more balanced.
- o A part about "who am I" is missing?
- o The diagrams are good but too small to read but represented in a good way.

Notes for further use

Documents, handouts related to the tool

<p style="text-align: center;">Workshop 7: Blindman by Aleksandra Zachraj</p>
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Background

The tool was used during the youth exchange in Ukraine in 2006. It was used on the "skill day" which was aimed at deepening empathy and sensitivity

Target group and number of participants

There is no specific age group. It can be used with any group size.

Aims

- To develop skills needed in intercultural education

Objectives

- To understand the role of trust in intercultural context
- To overcome prejudices
- To raise awareness about the role of the individual in intercultural dialogue
- To strive the cooperation among the members of the group

Step by step, duration

Duration: about 45 minutes

Materials needed: scarf for blindfolding eyes

Instructions:

- divide people into pairs
- one person is blindfolded
- the person who can see leads the "blind" according to the path prepared beforehand.
- At the end of the path people in pairs swap places.
- Now the blinded person is the leader.
- The blindfolded person can be guided with or without touching the partners, using or not using the voice.

Outcomes

Better communication and cooperation through preparing the space for further discussion in 'safer environment'. This activity builds up the trust in the group that's away they are more willing to share.

Rising awareness about the role of the trust in intercultural dialogue. Participants discover more about each other

Empathy as see yourself in less privileged position makes realise what you are depended on

Evaluation

This tool is widely used in many occasions.
It can be adapted depending on the context.
It can have various variations: talking and silent, leading a person with or without touching.

Notes for further use

Documents, handouts related to the tool

Workshop 8: Houston we have a problem by Halit Mirahmetođlu

Background

The tool was created for “Space Games” Training Course which has organised in Turkey in April 2006. Telling a given drawing to an other person who is in your back is a common exercise that we have used. We noticed that this exercise is effective but also boring for the new generation if you try to use it as a method in a long session. They could keep their focus only for 15 minutes in the classical method so we wanted to modify it for today’s young generation who used to use many electronic equipments such as mobile phones, computers and cameras.

Target group and number of participants

The activity can be applicable from the age 7 without any upper limits. The activity is containing audiovisual materials and it is not applicable for deaf and blind people with this version. Activity contains 3 different steps and first two of them can be used in unlimited numbers of participants. 3rd step needs group effort and best application is possible in a small group up to 15 people.

Aims

Showing one way , two way and group communication.
Defining the way how we are communicating.
Using hi-tech to attract participants to the activity.

Objectives

- Showing one way communication that we face everyday when we use radios and TVs. We understood different than the others.

This part address how important that we should define our project before to send to the commission and to the National Agencies. Projects should be clear and should be simple as possible to let evaluators able to understand it on the way that we want to do. Also one way communication can be wrong if We are not able to ask questions.

- Showing two way communication by using electronic equipments is the way to let them know how important it is to check every details with our partners if we are using such a communication to avoid miscommunication.
- Group communication’s part objective is related to the project management cycle.

All team members should know each others’ duties to be able to manage the whole process. Where to stop it, when to stop it or how to make it more effective. Group communication is effecting the whole process if We want to see the real output as We described in our project applications. This activity can be used to show the main elements of the group work and leadership initiative.

Step by step, duration

- Electronic Equipment needed:
 - 1 Computer
 - 1 Projector
 - 3 Walkie-Talkie
 - 1 Webcam
 - 1 Head-phone set
 - 1 Speaker
 - 1 voice cord (to connect walkie-talkie to speaker)

- Preparation of the equipments:

1st walkie-talkie should be connected to the speaker to let all participants to hear what the other walkie-talkies talking each others (like a police radio). Webcam should be set on a high place (40 cm) on a table to get the video of a plain white paper. Video should be reflected to the half of the screen reflected by a projector from the computer. Head-Phone should be plugged to the 2nd walkie-talkie.

- Preparation of the participants:

Trainer will be talk about the “International Space Station (ISS)” which many countries are working together about 500km above the Earth surface. Astronauts from many different cultures have to work together to survive in a dangerous atmosphere. It’s also effective to show ISS pictures or videos on the screen.

- 1st question: Who wants to be an astronaut (or Euronaut from the European Space Agency). The first volunteer will be selected as the Astronaut who will go to the ISS.

- 1st Step: One Way Communication

Volunteer should go outside of the training room with the paper that you gave and with the walkie-talkie connected to the head-phone set. He/She should wait to speak until you give the start announce.

Distribute plain A4 papers and pens to the participants.

Make your first speech with the 3rd walkie-talkie “ Houston is speaking our astronaut is in trouble on board of the International Space Station, We have no way to understand the electronic problem cause ISS is not able to send video signal of the broken electronic circuit . He/she will explain the drawing of the circuit and We will be not able to ask him/her questions. As the best engineers that we have, we are asking you to listen and draw what he/she will explain to you. Thank you for your cooperation. Houston is ISS to start”

Give a limited time to the Astronaut to explain what he/she have on her paper.

Invite Astronaut back to the room after completing his/her mission.

Put all drawings to the middle of the room or to the wall and reflect the real drawing to the screen.

Ask for their feelings (both to the astronaut and to the participants)

Briefly talk about the situations that we face in one way communication.

- 2nd Step: Two ways communication

Choose two other volunteer

One will explain the new drawing with the 2nd walkie-talkie from outside of the room

Second will draw it on the functioning camera system (be sure that this volunteer is not able to see the screen)

Other participants should be in silence and be able to see original version and webcam drawing at the same time on the screen.

Give a limited time to them

They can talk to each others to ask questions

Gather feedbacks and feeling

Discuss important steps of the dialogs

- 3rd Step: Group Communication

Pick a volunteer and ask him/her to draw

Reflect the original drawing and webcam view which our volunteer draws (Ensure that our volunteer will be not able to see the screen).

Other participants should be able to see what he/she draw

All participants should decide how to tell him/her the drawing best in a limited of time. They will be able to check the drawing from the screen to facilitate volunteer.

Make pressure on the team related to the time.

Ask for feelings and the process

Talk about importance of the group communication and to know what others are doing in a team.

Talk about the ways of a better group dynamic (periodical meetings, social times, reporting...)

Outcomes

As we are writing this report after many trials it's obvious that this tool is very effective on the new generation. Participants felt different situations that we can face while working in the youth field if we are working out of our native language.

Participants felt how importance of the words to describe the things that we will do (applications, evaluations, reports, press briefs etc...)

Evaluation

Activity is containing audiovisual materials and it is not applicable for deaf and blind people with this version. We strongly encourage adapting the activity for disadvantage groups.

Some volunteers can take the activity so serious and judge each others explanations in the feedback session; please let them know the reason behind the communication problems and don't let them in to a personal conflict. Participants should know that there is nothing in the activity. If something occurred like this please do an activity to let them be far away from the simulation personalities. Don't forget to celebrate their efforts for a happy ending.

Notes for further use

In the 2nd step you may cut this session in the middle and invite 1st volunteer to the room (also important that he/she should not see the screen)
This version is also important to show two ways communication without using telecommunication tools.

Documents, handouts related to the tool



Diccionary



Drawing 1



Drawing 2

Double click to open
Close to come back

Workshop 9: Development of alternative non violent actions by Said Kebir
--

Background

This tool was created to develop actions for the common interest; for reacting to social injustice or to a certain action against a group of people in society. This tool has been inspired by COMPASS (the manual on HRE of the Council of Europe).

Target group and number of participants

Choose two groups of six persons: same number of female and male.

Aims

- To fight against violence
- To develop a “civilised way” of acting and reacting in society
- To participate in the social development of your country through actions for the common interest.

Objectives:

- To understand the complexity of the issues linked to human rights
- To compare the different methods for decision making.
- To develop the cooperation and communication skills

Step by step, duration

In our case, we have supposed that participants are members or supporters of an organisation working against VIH. Suddenly the medicines for its treatment become much more expensive. The patients will obviously suffer the consequences of this.

We ask the two groups to find an action for the common interest which is not a demonstration, marching, sitting or strike. The objective of the action would be to push the decision makers (health ministry, pharmacy industries...) for achieving a reduction of the prices.

After 15 minutes we ask the two groups to merge in one for exchanging the results and evaluate this activity.

In our case no special material was needed.

Outcomes

The group of participants came out with the action of collecting medicines in the hospitals and distribute them to the patients. This action would be advertised through the mass media. The thought that this activity is of the general interest and it would have consequences: it would help to low down the prices. It would be complemented by actions of information and communication; making the citizens aware of the situation of the patients and of the negative effects of the rising prices.

Les droits corrélés pour ce TOOL sont : le droit à la vie et à la dignité. Participants exchanged their ideas and thoughts and shared their knowledge about the chosen topic (in our case the VIH). This topic provoked discussion on other more general ones such as health and globalisation. The rights linked to this tool are: the right to live and the personal dignity.

Evaluation

It consists on discussing questions such as:

Did you hear before about this kind of actions?

Did you initial convictions about acting in society changed after the activity?

Which were the key issues -related to HR- which motivated you choice-decision?

In our case participants said that the kind of action depended very much on the country and social context and depend as well on who are the decision makers (ministry, private companies...)

Notes for further use

Plan enough time for this activity (at least 45 min) because the discussion is quite complex and participants need it to reflect.

Documents, handouts related to the tool

Workshops by participants - third round- 10h45-11h30

Four workshops in parallel:

Workshop 10:	Workshop 11:	Workshop 12:	Workshop 13:
Tree of life	Creativity Tarot	Ideal country	“Imre” - Short movie about Evs with young people with fewer oport.

<p style="text-align: center;">Workshop 10: Tree of life by Khalidah Abu Subuh</p>

Background:

I created the tools through my daily experience because me as Palestinian women live under political and social stress so I decide to search about simple way to decrease from the level of stress and conflict and in order to feel with rest and comfortable after I do the exercise.

Target group and number of participants

Its suitable for every human above 17 years ago, and the number of participant have not to exceed about 50 people with wide distance

Aim:

- To help participants to see their self in new way, to talk about their self, to determine the future dimension for their self in individual and effective way, to join between their past and present and future, to draw the individual mirror which supports them to think clearly, to participate their feeling with group.

Objectives:

- Recognition :discover the issue that compose his character , to know how to communicate with your self , how to direct yourself , to know some practice to motivate your self ,to be trust on your self , to benefit from every things around you , to determine your goals in effective way , to see the missing people location from your life and to see if they are still keep their position at your tree of life , to know how to value your life as a human and how to support the self concept and start to work for future in light your past

Step by step, duration:

Overall duration: 55 minutes

- 10 minutes stretching exercise with smooth and silent music (all of the participants will stretching on the land on their back and let their body stretching as if they want to sleep and the trainer have to make them hear support sentence or good story like imagine that we have to go to sky and forget every things which make us feel stress and there is many beautiful flowers with different colours and so on
- 15 minutes to draw the tree of life
- Every participant will draw his life as tree of life shape
 - Roots will represent your origin ,family history, your past
 - Trunk will represent the happiness or sadness story that affect negatively or positively about your life , main event that leave something in your life

- Leaves will represent the goals that you are achieve it
- Fallen leaves will represent the important people that you are missing them maybe died or travel or divorced
- Branches will represent the ideas , believes , goals and objectives related to your future , where you wont to be
- Fruits will represent the something that you can achieve it which make you feel proud

Bugs will represent the problems, limitation, difficulties that you faced in your life

- 15 minutes to explain the exercise
- 10 minutes to determine the most 10 positive character for every participants (individual evaluation) and write it of paper
- The exercise will be taking after stretching exercise;

After the participants finished the drawing process they will set down as circle way and each participant will talk about his tree and then write 10 positive characters which make him proud to have it

Evaluation

- During the discussion there will be nice emotion and cooperation between the participants
- The participants will support each other
- The participants will know how to communicate and interact with their self and others
- The participants will know how to evaluate their self when they write the 10 positive character that they have it
- The exercise will join all of participants in one exercise (different ethic , cultural, nationality together) because the human experience is too similar between people , the definition of sad and happy is the same in every site in the world, besides that the exercise deal many concepts like self concept, motivation, evaluation, communication cooperation, team building sharing others feeling, make the team as a function unit deal the negative energy during stretching and drawing and talking and listen to nice and kind music.

Workshop 11: Creativity Tarot by Jesús Cirac
--

Background

This tool was developed in the context of a training course of AIMER Network. AIMER (Antenas Informativas del Medio Rural) is a network which works with young peers (informers and animators) on rural areas of Aragón (Spain) We use this tool, to develop creativity and imagination.

Target group and number of participants

You can use this tool with any group (youngsters, trainers, leaders, etc.) It doesn't matter the number of participants. They must be divided in groups of 4 / 5 people.

Aim

- To open creativity as a preparation for acting together

Objectives

- To stimulate creativity and initiative.
- To help people in developing their ideas
- To Give resources to young people to develop themselves as an individual person and as a group
- To work on an specific topic (e.g. values, participation, democracy...) using a creative (and fun) way.

Step by step, duration

- Explain the methodology - 5 min
- Divide into small groups of 4 - 5 people,
- Distribute three cards for each one and pens, markers,...
- Everyone must draw in its cards concepts, qualities, values... - 10 min
- Mix the cards
- Each one ask a question (about the topic you are working or about anything) , and other person in the group (the "medium") discover 4 cards and do the interpretation of the elements that have appeared - 20 min
- Then change the roles until everybody has participated as a medium and as an asker.
- Evaluation - 10 min

Material: 3 cards for everyone. Drawing materials: pens, markers, etc...

Outcomes

The tool is easy to explain and to run.
People understand quickly the aim.
The level of participation is good due to explain it before
People have fun, and results are positive for everyone

Evaluation

Advantages: Easy, fun, creative, useful

Disadvantages: none

Potentialities: Good for group building, evaluation, creativity, understand other points of view,

Limitations: You must to explain before the methodology or some people can feel offended (e.g. if anyone draw religious or too much personal symbols)

Notes for further use

You can use this tool just like a game for group building

This tool can be used even without a discussion topic

You can prepare candles, medium clothes, etc. to do a theatral experience

Documents, handouts related to the tool

None

Workshop 12: Ideal country by Ibenhagen Mohamed

Background

The tool was created for making young people aware of the importance of human rights and human rights education. As well for stimulating the respect towards themselves and towards the others; accepting and defending human rights.

Young people would play the role of being the guardian of human rights at least in their families, group of friends, youth club, in school...

Target group and number of participants

For example 20 or two groups of 15

The activity can be run with a group of 20 people from 14 y.o. on.

During the activity is better to split the group in two for achieving a higher interaction.

Aims and objectives

Aim:

The general aim of participants is to promote human rights, cultural diversity and understand that human rights are intrinsically linked to each human being. This because we are all equal in our dignity.

Objectives:

- to learn how to work in groups with people from different backgrounds and convictions
- to develop participants self esteem
- to learn how to listen and respect different points of view

Step by step, duration

Duration 1 hour : 10 min Brainstorming . 20-25min group work. 10 min sharing and 10min evaluation

- Brainstorming:

What does it mean for you human rights education?

Noting in a flipchart and trying to come out with a group definition.

- Group work:

Imagine that you are the first citizens or a country. Your objective is to organise yourselves so that everybody could live in harmony in your “ideal country”.

You need to find a name for your country, which language? Which religion / or not? Ten basic laws in priority order from 1 to 10

- Sharing of the group work
- Evaluation:

Did you like the activity? How was the group work? Was the working language a problem? How did you solve it? Did the activity contribute to know better HR and to respect them?

Outcomes

- It was not easy to make the choices but this was a good way for discussing and for focusing on the basic rights.

Evaluation

- The activity is a good tool for reflection and imagination
- The group liked the activity
- The activity help participants to develop their “know how” and their positive attitudes

Notes for further use

- The facilitator has to be informed and prepared on the topic of HR
- The facilitator has to be a good listener, supporting the dialogue and avoiding confrontations
- It is up to the facilitator to adapt the activity to the needs of the group

Documents, handouts related to the tool

None

<p style="text-align: center;">Workshop 13: "Imre" Short movie about EVS with young people with fewer opportunities by Uly Enn</p>

Background

The film was created to promote European Voluntary Service (EVS) as a tool in inclusion work with young people and to valorise the impacts of such projects. The story follows one young boy Imre (from Estonia) in preparing and participating in a short-term EVS project in Spain in spring 2007.

The movie has been produced by Estonian NA for Youth In Action programme for European Youth Week in 2007 as part of the DVD "Compilation of values" - a tool to raise awareness and promote the main values of YIA programme. In co-operation with young film-makers short-movies in different genres were produced to tackle topics like European awareness and citizenship; diversity and inclusion; active participation, co-operation, non-formal learning etc.

The DVD includes works from young film-makers on these topics, short educational, inspirational texts (in Estonian and Russian languages) and questions for further reflection on these topics and can be used as a tool to tackle these topics with young people in youth centres, schools etc.

Target group and number of participants

People working in youth/inclusion field, also young people. It could also be used to other target groups outside the field as example of YIA projects and their learning impact. Number of people: any

Aims and objectives

Aim

- To promote European Voluntary Service (EVS) as a tool in inclusion of young people with fewer opportunities and to valorise the impacts of such projects.

Objectives

- To follow the story of a young boy Imre (from Estonia) in preparing and participating in a short-term EVS project in Spain in spring 2007 in order to:
 - show that EVS is possible also with young people from rather challenging backgrounds, needs and capabilities;
 - bring out some key learning impacts of such projects through
 - motivate the use of EVS as a tool

Step by step, duration

The duration of the film is 13 minutes, the rest of timing depends on exact purpose for using this tool (for example it could be used as a start of discussion or as an example to end the session about EVS or diversity or inclusion etc...)

Outcomes

Various, as it depends on what purpose the film is used as tool (please see the previous point)

Evaluation

So far we can bring out that as a direct impact from using this film in information and promotion events, trainings etc it creates a very touching, positive and encouraging attitude towards using EVS with young people with special needs. There have been several cases where social workers tend to hesitate if EVS might really be possible with young people with whom they work and after seeing this film, they have said that it really motivates them to try out.

The film has also been awarded in best documentary category in Theodor Luts Film Days in summer 2007 (the national film contest for young film makers in Estonia).

Notes for further use

The film is in Estonian with subtitles to English and Russian languages

Documents, handouts related to the tool

You can find the film in Google Videos

<http://video.google.com/videoplay?docid=-1230791411413945357&hl=en>

Workshops by participants -fourth round-
11h45-13h

Four workshops in parallel

Workshop 14:	Workshop 15:	Workshop 16:	Workshop 17:
Improving communication	Our garden	Don't judge by the cover	Be myself!

Workshop 14: Improving communication by Sylve Cremer

Background

This workshop is a tool for improving communication within a team or between participants of an activity. It makes use of the non violent communication methodology (Marshall Rosenberg). It is very useful for feedback, evaluation and conflict resolution workshops.

Target group and number of participants

There is no limit in the number of participants because it can be done in small groups for 3-5 persons. In international exchanges it is necessary to have the national diversity within each group. If there are, for example, four partners, we can have groups of 4 persons each of them from a different country.

Aims and objectives

Aims:

- To develop the attitudes for a better communication between the participants of an activity or within the team of a project.
- To offer a safe frame for participants who want to deal with a conflict

Objectives:

- To allow a good communication between the participants of an activity
- To develop the communication attitudes and competences for a non-violent conflict management
- Conflict solving
- Team and training management

Step by step, duration

45 min: 5 for the introduction, 20 minutes for the exercise and 20 minutes for debriefing and evaluation.

- Definition of the context and of the chosen objective: training of a team for the preparation of a youth exchange in the frame of the Youth in Action programme.
- Working groups:
 - Each participant talks starting by I like/ I do not like, I feel/I do not feel, I need, I do not need (Like, Feel, Need).
 - Participants talk from their own feelings, realities and needs; starting by “I”. The most important is the empathy and the communication.
- Group sharing: everybody in a circle has the opportunity to share his thoughts and feelings during the exercise.

No specific material needed

Outcomes

The participants expressed their feelings; they became aware of the importance and difficulty of talking from their own reality. They experience another form of communication that allows them to deal with conflicts without immediately judging, justifying or making guilty the other. If the frame is clearly defined from the beginning and it is respected, the results can be very positive and if there is a conflict it can be overcome.

Evaluation

I have used this tool several times, particularly for an exchange between Israeli and Palestinian young people in 2006. The result was very positive: participants could experience their difficulties and fears without hurting the others. There were -from both sides- mutual lessons when working in concrete actions for peace.

Notes for future use:

Documents, handouts related to the tool

Workshop 15: Our Garden by Essie Arbiv
--

Background:

The 'Garden' has been created during a prep. meeting for 'Step In' SALTO TC Belgium 2003. I thought of a creative visual way that can show the development of the hopes and fears of the participants during the activity, as individuals and as a group.

Target group and number of participants:

Training Course, Seminar or any other activity that last for 5-10 days. For young people or adults. Number of participants: 10-30.

Aim:

- To see the development of the expectations from the activity, during the time of the activity as an individual and as a group.

Objectives:

- To bring up awareness to the hopes and fears that the individual participant has concerning this activity.
- To share the hopes & fears with the rest of the participants at the same wall - our garden.
- To see the development of our expectations/ learning points during the activity and not only at the evaluation phase.

Step by step:

Material needed

- Sheet of paper (White & 120x200), markers, coloured papers, scissors, glue... round green post-it & square brown post-it (to each participant)
- A paragraph from "The little Prince" by Antoine de Saint-Exupéry (appendix 1)

Preparations

- Paint sky, sun and earth on it.
- Tape the big white paper on the wall .

At the first day, at the expectation session...

- Read the paragraph from "The Little Prince":
- "Seeds are invisible. They sleep deep in the heart of the earth's darkness, until someone among them is seized with the desire to awaken..."

- Explain to the participants that they write on the seeds (green post-it) their hopes and on the stones (brown post-it) their fears.
- Each participant stick his/her post-its at the Garden (the paper on the wall) - the seeds in the darkness of earth and the stones on it (preventing the seeds to grow)
- Let the participants look at the seeds and stones that in our garden

Each morning...

- Remind the participants to look at the garden and see if something has changed hopes or fears. Encourage them to use their creativity. They can add elements out of the room or the materials you supply.

At the last day...(at the evaluation session)

- Before they start to evaluate the activity ask the participants to look at Our Garden & ask:
- What were my hope / fear from this activity and did it develop during the activity?
- What helped it grow/ move ?
- What stopped it from growing/ moving? What have I learned from this gardening experience ?

Outcomes:





Example of outcomes in TC. Estonia 2007.

Evaluation:

Advantages of the tool : The trainer can get a lot of information about the expectations of the participants and about the participants themselves from the activity at the garden during the whole programme. The participants can visually see the development of their expectations, individually and as a group. The participants can evaluate and work at their expectations during the programme, not only to evaluate it at the end of the programme.

Disadvantages of the tool: The trainer needs to present the tool in an attractive way and take care that the participants are active at the garden.

Notes for future use:

I'll be more than happy to hear about your experience ... For more details, contact : Miss Essie Arbiv. White Feather - Projects & Delegations essiearbiv@yahoo.com

Documents, handouts related to the tool



Presentation of Our Garden

Double click to open
Close to come back

Workshop 16: Don't judge by the cover by Ismini karydopoulou
--

Background

The tool was created during a youth exchange in Greece. The aim of the activity was to familiarize young people with the concept and tools of the Human Rights Education and also to work on Human Rights, Discrimination, Minorities and Intercultural Dialogue, through Human Rights Education. Young participants during the week, by using their imagination and inspiration from the HRE activities, they created in groups 3 interactive activities of non-formal education, concerning Discrimination, Disability and Human Rights.

This activity is about stereotypes and discrimination.

Target group and number of participants

Age range: 15-30

Group number: 15-20

The number can be adapted according to the needs of the subject and the needs of the activity.

Aims

- To open a discussion or a workshop about stereotypes, prejudices and discrimination. It is a test of our reaction towards different social profiles. Increase awareness about stereotypes and the discrimination that may produce.

Objectives

It should be underlined that the tool has been created by the young participants, (without experience in tool practicing and making). Thus, there is space for an improved version.

The main characteristic of the tool is that it deals with the question of stereotyping, by examples of people who are “exceptions” and “positive” examples. The example-personalities debunk the stereotypes by themselves.

So, the concrete objective is to give another positive picture of situations and persons who usually are victims of discrimination.

The tool seeks to make people aware that everybody has some stereotypes about certain situations and persons.

As far as it is used to make people think, it can be then used for opening a discussion by oriented questions, about stereotypes and their “contribution” in creating discrimination.

Concerning the learning process, the tool in a first level seeks to mobilise the creativity and imagination of the participants.

Also it is useful for developing communicational skills (dialogue-discussion).

It can transform the way of thinking, by showing that there are many possible social situations and we should always be vigilant about our reactions. It may help to be more open and tolerant.

Step by step, duration

Material:

Colourful paper A4, post-it, a big colourful cardboard, markers, real stories about people

Tool's Synopsis:

Preparation:

We have 8 real stories of people

In a big colourful cardboard we have different post-it papers with different social situations (nationalities, religion, age, profession, gender, hobbies, marital status etc).

Two teams: one of 8 people and the other, the rest of the group.

Activity:

Each person of the first team hold a paper where is written some information about different people.

F.e. "Men originated from Africa living in France", "Teacher in an orthodox school", "25 years old Muslim girl" etc...

Persons of the first group, they "are" this personalities.

Each person of the second team read all the information in the paper of the first team and then we ask them to imagine the life, the social and family situation, job, education of these characters.

Then, they must choose one or more post-it (nationality, or religion, or hobby etc) and put them in the personality that he/she think fix better.

When everybody has finished, we can see the total of information or social status that each personality have collect.

Normally, there will be a gap between the real story and the information, which people choose to attribute to the personalities.

Participants who hold the paper (first team), one by one read the ensemble of information in that way: "I am 25 years old Handicap, who is coming from..., has a close circle of friends.. etc."

Then the team, on by one turn over the colourful paper and reveal the real information concerning the life and the status of these personalities, in that way: "in reality, I am a 25 years old handicap, I am studying management in the university of Athens and I am a swimming champion. "

Concluding the activity:

Then we can open a discussion or initiate a workshop by some questions, such as:

- What was your first reaction when you see the first information about the different personalities?
- Why did you choose to attribute this characteristic to that personality?
- Where you surprised after the reveal?
- What do you think about your reaction? Do you think that all we have stereotypes?
- Could you imagine some reasons that produce discriminations?
- Stereotypes are a cause of social discrimination?

- How can you act in order to fight against discrimination and stereotypes
- How difficult is to go deeper and not to judge by the cover...?

The 8 real examples that we have used are the followings:

- 25 year old Handicap
(Student of Management in Athens, Swimming champion)
- 45 years old men HIV positive
(High qualified surgery doctor)
- 45 years old gypsy men
(lives in Athens, musician, activist, candidate-deputy)
- 25 years old Muslim girl
(Egyptian, married, 2 children, activist, journalist and engaged in an ONG, with a very vivid social life)
- Men originated from Africa living in France
(40 years old, journalist in one of the most important TV channel in France)
- Minister in France
(Women, 30 years old, origin from Congo)
- Teacher in an orthodox school
(45 years old man, Muslim, living in Chechnya)
- 22 years old Jew living in France
(Student in Administration Studies, black, gay, adopted)

* The information under parentheses is hidden from the second team, written on the back of the paper. They will be revealed in the end.

* In the post-it papers we can write all the truth information about this personalities and also add some false.

Outcomes

The tool was run for second time, here in the TOOL FAIR II.

By these two applications of the tool, the first outcome is that the objectives were archived. The tool is able, by surprising people, to make them think and open the discussion.

Evaluation

The tool has not been run several times.

The evaluation is still in process, because after some proposals it must be reviewed.

One, first advantage is that this tool use break up stereotypes by using positive examples.

Notes for further use

A first possibility is to have many other real stories of people, more related to the concrete objectives of the exchange or other activity.

Another possibility is to change and “play” with the given information about the stories-examples.

Also the way to organise the activity can be different: we can give directly to participants, post-it with information (nationality, religion, hobbies...) and ask them to put them, in the personality that they have choose. It is an interactive way to involve the participants in the activity.

Finally, facilitators can choose other question that can point different aspects of stereotyping (racism, bullying...).

Documents, handouts related to the tool

Workshop 17: Be myself!

by Sonia Triki

Background

The tool was created within the workshop YOUTH IN ACTION at the house of cultures and social cohesion in Brussels.

The group was interested by building a youth initiative project linked to equal opportunities and especially for children rights.

Target group and number of participants

Youngsters between 15 and 20 years old.

8 pax minimum and 20 pax maximum divided in 2 or 4 groups

Aim

- To introduce the concept of equal opportunities and to facilitate the reflexion and the discussion through the concept.

Objectives

- to make young people aware of being in a situation of discrimination
- to help young people to reflect on a concept
- to develop trust and expression skills

Step by step, duration

- Energizer; walk chair: to go out from the plenary with the chair, to find a place to sit and walk sitting on the chair without touching the floor with the feet
- Small debriefing ;
 - how did you feel during the game ?
 - was the game linked to the topic and how shell you adapt it ?
- Role play :
 - First step : to divide in 2 or 4 groups : the groups will work on 2 cases of discrimination : 1 or 2 about social discrimination and 1 or 2 about gender discrimination. Each group has to imagine a case of this kind of discrimination ; 20 minutes of preparation (brainstorming, share the roles and create the scene or a kind of broadcast).
 - Second step : 5 minutes to present the role play to the others.
 - Third step : debriefing and to go deeper in the concept of equal opportunities. From a situation of discrimination, how to define the values of equal opportunities.
- Evaluation of the activity

Outcomes

To launch the concept and to give the basis to reflect and to go deeper in the concept of equal opportunities. To highlight the most important elements of the concept and to assimilate them.

Evaluation

This tool has to be adapted to the target group. With youngsters who are not used to do role play, it` better to give them the situation of the discrimination and they have only to play it. W e can give them the description of the situation written down on a card.

Notes for further use

This workshop could be adapted in any concept. It can be used for example for the concept of intercultural dialogue, etc.

Documents, handouts related to the tool

None

Exhibition / Fair

The participants had the opportunity to present and get to know each other organisations and youth work in the form of an exhibition with posters, promotional material, computer presentations and some basic information about their countries.

Visibility and valorisation experiences in Estonia

Presented in plenary by the Estonian National Agency



Visibilty and
valorisation experienc

Double click to open
Close to come back

Tools for visibility and valorisation

17h30 -19h15

Three workshops in parallel

Workshop 18:	Workshop 19:	Workshop 20:
The use of video and power point presentation techniques	Using websites for visibility and valorisation	Writing a project/ activity report

<p>Workshop 18: The use of video and power point presentation techniques by Bernard Abrignani</p>

The workshop explored the possibilities of using PP & video in training, but most of the ideas and discussions are also relevant for other activities.

The possibilities of producing and using PP and video are:

- As a channel of information
- As an output or result
- As an input (for provoking discussion, reflection and capturing the attention)
- For PR or advertising
- As a metaphor
- For fun
- As educational tool
- Involving young people in the making of a video about a certain problem so that they automatically learn about it.
- It can be a tool to look at yourself and improve (i.e. in theatre, sports)
- For mapping identity
- For the synergy in the group during an activity; showing a part of a film every day
- We can use it differently even the camera you can use differently
- As energizer
- As feed back of what is done (i.e. photo presentation)

Three different videos were shown and analysed according to the mentioned categories:

1. Video about Middle East Peace:

About the boy and soldier. For training on peace education.
It could be used: metaphor, provocative, advertising, input, etc.
In the discussion participants concluded that we should be careful while using it in a tensioned area ... It can facilitate or avoid communication. Shocking the people can be a tool. We should not try to “protect” the people in tense situations

Ways of using the video: If we look for example two times to this video, we can find more details...We can also stop the video in between and ask questions.

2. Video clips:

There are few women participating in trainings in Morocco. The reaction to the video clip of the sexy ladies dancing behind the singer was silence. Then later a similar video with several men dancing behind a woman singer...

He These videos were used to provoke participants. Normally it is better to show provocative materials in the first days so that there is enough time to balance it still whereas at the end the time can too limited.

As a trainer the expertise about the culture of the county is very important when training in the EuroMed context, particularly in Meda countries

3. Video made by requested of the Swedish NA: Mission Impossible

It shows European and Meda multipliers having as task to define a menu, to buy the food, to cook and to eat in a Swedish family. Now this video is used to present a tool and discuss about it.

Some minimum skills are needed to produce such a video. Especially if you want to use the video as a souvenir or for advertising it should be of good quality. For example when you want to film interview you need good material, money and time.

Other uses:

As energizer: For example the photos and music in the mornings of the TOOL FAIR are used a feedback of the day before, as a kind of energizer and eventually as reward for those who are on time in the mornings and also as.

Extra

Salto has a library with videos and documents and they can be ordered and sent.

Power point (PP)

Mostly PP is used as a help during a presentation. It is a good tool to mix text However in most PP mainly sentences are used. As support of a presentation is good to include the key points without writing too much. Of course this also depends of your target group. It is also useful to prepare handouts of the PP to give during or after the presentation. Music and video can be integrated in PP.

To conclude...

Video & PP are just tools that can help your activity. You as a trainer can choose what the best support for your activity is. However it is also important to realize that we can do exactly the same without all techniques. The effect of this tool depends of the target group and of the circumstances and of the skills of the trainer.

Workshop 19: Using websites for visibility and valorisation by Ali Oktay
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Background

The achievements and results of the projects should be disseminated and exploited in order to optimise their value, strengthen their impact and ensure that the largest possible number of young people and organisations benefit from them. This implies transferring outcomes towards the appropriate stakeholders and multiplying them on a larger scale.

Before or after realizing a project, ones who coordinated or organised the project can show what happened in the project and what was achieved by presenting photos, videos, and reports. The website is useful for long term and it is available al the time (7 days/24 hours) to reach more people and to share the experiences with others and other organisations which are willing to organise similar projects.

Target group and number of participants

Young people, youth workers, youth trainers, coordinators, organisers interested in creating/designing website for their activities and projects.

Aims

- To optimise the value of the activity
- To make project's results sustainable
- To have an impact in long term
- To communicate with your partners

Objectives

- To prepare the groups or the participants before the activity (info sheet about the event and all necessary information needed)
- To follow-up (forums, wiki, etc.)
- To publish reports, photos, and videos
- To make visible your supporters
- To promote your project
- To communicate

Step by step, duration

Why a website for visibility and valorisation?

It is accessible 24/7

More people can see it

It has an influence on the local level as well as the national and international one.

Also if the media wants information it will be easier to get it.

How can a website increase the visibility of the project?

It is kind of a "teaser" to what that will happen on the training, kind of a marketing tool.

Pay attention:

It is important to know or at least define your target group: it is different if it is a YE or a SM...

Do not put too much information or at least make the information easy to search and find.

It is better that the website will have at least 2 language options, in EM context: English & French.

What can we and what can't we offer in the website?

Information about the training: aim & objectives, General program, Home-Work, important links, present the trainers, info about the venue, pictures, some information about the topic, list of the participants and the countries they are coming from, ID's for each pax, forum to share more and it is even possible to use it for an early expectations session so the team could prepare itself better to the needs of the group. Also you can have polls to measure satisfaction of the website.

After the training it is possible post on the site the tools that were used in the training, the statistics of the evaluations and, of course - pictures! ☺

What Can't you put on the website?

Well, we thought about the invitation letter and personal information that maybe the pax will not be willing to share online with strangers but basically we agreed that is a world of possibilities.

Also give a printing option

Keep in mind this is a means of communication but also the "face of the training"

When to start the website?

It is better to launch the website already with the first contact with the pax, before the activity, after the preparation this way the assimilation is easier and you already have some info to put.

How long should it be online?

It is possible to have statistic information about the website entries, how much it is used having this info can help you decide when it is not used and you can close it.

Also you can set a time with the pax explaining this is the time the websites will go off=line. Either way - let the registered users know the website is about to close so they can download whatever they need in advance.

The problems with having and maintaining a website are:

- money to buy and keep the domain
- someone to manage the website

Purchasing a domain and a name is not that expensive, you can get a rather large domain for a year in 80\$ or so... you can put it in the budget of a project since it is an eligible cost and so the expense will be covered or you can use a free domain, the disadvantage of this option is that advertisements might pop -

up a lot, but it is not that bad. Another option is to ask one of the organizations you are working with to give some space in their domain.

Who will manage the website?

If one of the trainers has the ability it is easier, you can also maybe include it in the budget but it is available on line to learn if nobody knows and you can offer the pax to take the responsibility for it after or even during the training.

- Before the activity: launching ad promoting of the website by using newsletters or other websites as having links or banners
- During the activity: daily update the website about the activities.
- After the activity: publishing on the website
 - follow-up,
 - outcomes of the projects (e.g. number of projects, comments from participants),
 - photos and videos from the project,
 - Supporter's comments

Outcomes

Dissemination of project outcomes
Having visible projects
Sharing good practices

Evaluation

After the workshop pax have the tool, the advantages, the few disadvantages, and the important things to consider when using it. Participants appreciated it.

Documents, handouts related to the tool

- <http://www.2createawebsite.com>
- <http://www.free-webhosts.com>
- <http://moodle.org>

Workshop 20: Writing a project/ activity report
by Dalila Ferhaoui and Taoufik Louzari

Warm up:

Different questions asked to the participants related to:

- What is the report's use?
- What different types of reports are produced?
- Which purpose do they serve?
- To who are reports addressed?

↵

What about the SALTO reports?

Along the different reports produced usually on and about youth work and activities, the SALTO reports used in the youth field give a very good help for other youth workers.

But..

Some points should be made:

SALTO reports may appear sometimes:

- With a dense content
- Not easy to read.. at least not relating it to real experience
- Some important activities/ highlights run during the session lose their singularity because of the common outline of the sessions

What is a report?

On a flipchart, the following letters are written.

Ask participants to give words that are relevant to describe the general aspect of reports.

R .. relevant - (re)evaluate - remind the activity
E .. event - evaluation
P .. presentation - preparation - process
O .. outcome - observation - organisation - obligation
R .. result - reduction - recommendation
T... transmitting - transfer - transform - teaching - time

The participants are divided into 3 sub-groups. Each is be handed one of the 3 SALTO TC reports ;

Group 1: Peace education

Group 2: Common memory, common heritage

Group 3: Education and civilisation (focus on EVS)

Task

The three groups browse the report, read the contents, look carefully at the outline and presentation.

They discuss about the different points they consider missing according to the basic criteria that should make a report.
Each group puts down the comments on a flipchart paper.
The group exchange their papers and comments and bring different contributions to the general reflection.

Expected outcome

As youth workers, project participants and potential reporters, the participants come up with valuable contributions to a “tool” that ensures visibility and dissemination of good practices.

Examples of group work and discussion:

Missing elements

- Catching introduction
- Real time data and statistics
- Outline
- Definitions and background
- Comments on pictures and documents
- Team evaluation and participants feedback
- Strengths and weaknesses
- Cover design

Useful recommendations to design a guideline

- One common outline
- Power - responsibility
- Highlighting
- Clear and accessible structure
- Explicit goals and targets
- Explicit language
- Reasonable size
- Deadline publication
- Potential addressees and users

14th December Evening

Turkish night:

Simulating an inter-galactic trip, participants were divided in four groups. They visited four different planets where they had the opportunity to learn Turkish, practice Turkish traditional dances, get to know some traditions like the “marriages” and get an overview of the country.

The soiree ended up with a concert of traditional Turkish music.

Workshops by participants -fifth round-
10h-11h15

Four workshops in parallel

Workshop 21:	Workshop 22:	Workshop 23:	Workshop 24:
Simulation globale	Tools ready to use	Social life in the city	The bar - get in character

Workshop 21: Simulation globale
by Cyrus Rostami

Background

SG is a tool created in the 80's in France by Jean-Marc Caré, Francis Aiche and Francis Debyser. At the beginning, it was used to teach foreign languages to adults. Considering the request of improving communication and active learning, this tool has been then more and more used in schools. I have used it in youth exchanges to improve language skills and intercultural learning.

A definition of SG has been given as follows:

„A SG is a protocol or a story frame which allows a group of learning people [...] to create a environment of reference [...] to animate this environment with fictional interacting characters and to simulate any functions of language requested within this frame of discussion.

„Une simulation globale est un protocole ou un scénario cadre qui permet à un groupe d'apprenants [...] de créer un univers de référence [...] de l'animer de personnages en interaction et d'y simuler toutes les fonctions du langage que ce cadre, qui est à la fois un lieu-thème et un univers du discours, est susceptible de requérir.“ (Debyser/Caré in Mutet 2003: 17)

The point is that you can use this tool in any environment you would like to create. As „a game master“, you can set the frame e.g. of an EVS exchange, or of a women sports competition, a democratic vote in the village the group has created or a common village.

Target group and number of participants

There is no ideal number of participants. The most important thing is to check the adequacy of the tool and motivation of the participants. The groups will work sometimes as a group (deciding of the continuation of the story and voting, or organising the events within the given frame (e.g. a newspaper or elections), sometimes as individuals (e.g. creating his or her character). But a nice method is also to build tandems or tridems to promote intense exchange between the participants. Then you have to create often new tandems, in order to avoid the building of binding small groups.

Aims and objectives

- to help the participants to find their own identity
- to prepare them to real communication situations (e.g. in a foreign country with natives)
- to give them the opportunity to develop key competences as team building, compromise, tolerance
- to improve intercultural knowledge and to tackle and reduce prejudices
- to develop geographical and historical knowledge
- to improve word and writing knowledge in the case you aim to develop language skills (even concerning an application form, a letter or regarding a procedure - you just have to integrate it as a part of the story)
- last but not least to motivate the participants to learn more about each other through personal and active participation to the common story

Step by step, duration

In the following, the example of a village will be taken!

Material

- place to stay with tables, writing material, markers, drawing material, tape, big white poster to draw
- A4 paper sheets, dictionaries, magazines for collages
- eventually, material for little games to define the tandem groups

Steps

1) The first step is to explain the global aim and the rules of a SG to the participants, explaining all the purposes of the SG shortly. |

2) Then set the place of action (in about 5 hours)

- Create the villages houses (e.g. draw and then present your dream house in tandems)
- Choice of the village place/village name/street names (village name

e.g. including all the first consonant of the participant's first name)
- Creation of a common village and an its environment and/or institutions), drawing a map of the village in common

3) Create fictional identities (in about 5 hours)

- Repartition in families (e.g. through a lottery) and creation of a family name
- Introduction of the village members, functions and creation of introducing posters with a short life background

4) Introduce some events, tasks to fulfil and things to write (e.g. for giving to more profile the characters, newspaper, elections,) (in about 20+10 hours)

- E.g. organisation of elections, a wedding, of a village party, a village dance
- Creation of a box letter, which will be read every now and then, spreading some news e.g. a crime has taken place in the village, somebody is missing an object, the village has to solve a common mystery, a storm destroys some houses in the village, a chemical industry wants to settle down
- Creation of a newspaper to write down the village's history, creation of a legend to explain where the name comes from

At different stages - depending on the evolution of the game -, in order to avoid the story to become never ending, the master of the game has to offer different developments to the participants, on which they will decide and vote. This will slowly lead the story to an end. Also possible is to propose to imagine the village 10 years later, how does my life, the life of my family and the life of the other inhabitants look like?

Outcomes

The expected outcomes have been described in the objectives and should be linked to these.

Evaluation

It is important to get the feedback of the participants and not to spend the whole time with the development of the SG. If you take half a day every day, it is very pleasant to see that many of the participants try to develop the SG and their character on their own in the meantime.

ADVANTAGES:

- Autonomy
- Creativity
- Close to reality
- Communication

- Active participation
- Respects the different ways of learning
- Global teaching way
- Motivating
- Theme-centred
- Language skills
- Social competence

DISADVANTAGES

- Time management
- Problem to put oneself in somebody's position (prejudices!)
- To live only through the fiction
- De-motivation through not realizing one's improvements
- Sometimes difficult to plan and design
- Hard to evaluate

Notes for further use

Participants should apply their knowledge or skills to the current experience and perceive a real feeling of success or failure on seeing the results of their performance. For there to be a change in attitude, behaviour or knowledge, learning must be cyclical in which, for example, there is a phase of concrete experience followed by observation and reflection on that experience, then a phase of abstract conceptualization followed by new experimentation - and the cycle repeats itself. In simulation and gaming, the cycle of experience is simulated and therefore can be manipulated by the teacher/facilitator for pedagogical purposes. (Carbonnel et alii, (2001))

Tips for facilitators, possible variations and adaptations

Documents, handouts related to the tool

EXAMPLES OF AN SG (French):

- Le village : Une simulation globale en classe d'accueil pour élèves primo-arrivants comme outil d'intégration et d'éducation à la citoyenneté at:
www.francparler.org/dossiers/village.pdf
- Le cirque, une simulation globale (online) at:
<http://projects.edtech.sandi.net/langacad/lecirque/indexf.html>
- Simulation globale lors d'un cours de langue binational intensif:
<http://www.ofaj.org/paed/langue/simulationfr.html>
- Simulation globale Rapports et informations at (German and French):
<http://www.ofaj.org/paed/langue/tandemglobalde.html>
- and a not completed example:
<http://home.sandiego.edu/~mmagnin/a!aires.html>

EXAMPLES OF AN SG (English):

- The Building: An Adaptation of Francis Debyser's Writing Project A Global
- Simulation to Teach Language and Culture, (1997):
- <http://home.sandiego.edu/~mmagnin/simulation.html>
- Global Simulation Workshop:
<http://www.osearth.com/workshop.shtml>

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Background

It is not a tool but a group of tools, a concept. The idea of developing certain tools which will allow the trainer or youth workers to have quality tools “ready to use”. Those tools can be used as well during the informal time for continue learning.

Target group and number of participants

The number of participants depends on the tool and of the context in which it will be used.

Aims and objectives

Aim:

Encourage participation, promote the awareness raising about the intercultural dimension and the promotion of human rights.

Objectives

The specific objectives depend are different for each tool but they have the following common characteristics:

- Winning time, having tools ready to use (without reconstructing each time the tools, making photocopies, cutting... A lot of those tools are adaptations of books and manuals used in our sector (T-Kit, Compass...))
- Having quality tools in terms of graphics, layout, materials...
- Integrating simultaneously several languages
- Being a game with a educational dimension which can be used, adapted a varied in the informal time

Step by step, duration

After the explanations of the frame for the use of those tools, we practiced with two of them; not necessarily the most pertinent ones but useful to illustrate the concept.

After that different examples were presented and we end up with a discussion on the pertinence of this kind of tools, the problems met for its edition and distribution, the possibilities of the informal time as well as the “risks” to intervene in it.

Example of one of the tools used during the workshop:

Use of the animals card to form groups: looking at card and then without talking (only by making the sound of the animal on the card) find the other members of yours family. Once the 3 groups are formed the group can make the sound all together...just for fun.

This is also a card game for 2-6-players for the informal time.



Another example:

Card adaptation of the exercise “take a step forward” from Compass. The cards procuded allow the adaptation and different use of that exercise.



Evaluation

From the examples taken for this workshops came out the following reflections on this kind of tools:

- The importance of having several tools of this kind without falling systematically in the use of the same ones all the time.
- It is good to have this kind of tools for gaining time, improve quality, be creative and work on the contents of training
- It is good to be able to edit those materials in small amounts... (500 copies) so that they are not just prototypes in computer. From that point it is

important to find the adequate conditions for spread them and share them with others.

Workshop 23: Social life in the city
by Rodrigo Vilarinho

Background

This tool was created for a Youth Exchange, hosted by INCA ITALIA, (“Animasano” - Benevento, Italy 2007) by a team of 3 trainers: Pierluigi Ricciardi (Ita), Rodrigo Vilarinho (Por) and Stefano D’Argenio (Ita). This project was focusing on animation (creative social work) as a tool and immigration as a theme.

We wanted to use a role-play to make participants feel what is like to be an Immigrant. We decided we wanted to take a step forward and do it “for real” in the streets of the city, Benevento. We wanted them to live, for one day, the life of a newly arrived immigrant, with all problems, surprises and solutions of such a situation.

Can you get a job and a place to sleep without even speaking the native language? Can you meet people and organizations that will help you? Is it different if you are a man or a woman? And if you are highly educated?

After the exercise maybe we would have a better picture of how the immigrants start and of the city reaction to the different kinds of persons that arrive.

A lot of preparation had to be done to make the exercise as safe as possible. We could do it in Benevento because it is a rather small and safe city, and we knew very well the local reality. Also the fact that you play in a group and that in each group there was at least one native Italian speaker helped to make it safe.

Target group and number of participants

From 16 years old to any age. But the group should have a certain degree of self responsibility (maturity) because it is played in the streets, interacting with local people, and sometimes without the supervision of the leaders.

Starting from a minimum of 12 participants.

Groups should have between 3 and 5 participants, with 4 being the best number. It can easily be adapted to different numbers of participants, by creating more groups\characters.

Aims and objectives

Aim:

- Raise awareness to the situation of immigrants and how the city and local community deals with them.

Objectives:

- To be able to work in a group.

- To create a character.
- To be able to create an action plan.
- To experiment behaving as someone else.
- To do photo coverage and create a photo-romance of the day.
- To think about the different social roles.
- To feel something that is normally outside of your social sphere.
- To reflect on society, specially on immigration and prejudices.

Step by step, duration

Preparation

First you need to know local reality. You need to identify useful places for the participants and know their location in the map of the city.

You need to prepare the character outline for each group, and decide on how to divide the groups.

There should be at least one person from the hosting country in every group!

Each group should have:

- a map of the city
- a character sheet
- a photo camera

It is also a very good preparation if the participants have visited the city before the activity.

First day:

You should divide the groups and give a character to each group, while presenting the whole activity and rules for the next day. The group should then fill the rest of the information about their character. There's only one collective character for the whole group and not individual ones.

Character creation help:

- Name
- Age
- Gender
- What I do (work)
- Family
- Why am I in this bar?
- Extra details

After it they should focus on the Action Plan for the next day. Decide on what mission to address first and where to go. Since they have a collective character for the group it is also important to decide how they will "role-play", if it will always be the same person to be the character or if everyone will take turns to interact.

The characters:

There are 4 characters with very different backgrounds: an Engineer, a Construction Worker (or Waiter if female), an Artist, and a professional Athlete.

The main guidelines for each character are given, but the specific details should be decided by the group. (e.g. what kind of Engineer it is)

The missions:

Each character has 4 missions, 3 are common and 1 is specific of each character.

The 3 common missions are related with the basic survival in a city (money, shelter, and social relations):

A - find a job

B - find a house

C - find social support and relations

D - the extra mission connected with your character

(see below the Character Sheets to see full details of the missions and character outlines)

Second day:

The groups will have the whole day to go to the city and try to accomplish as much missions as possible. Every group should have a map and a photo camera. They will do a photo romance/report of the day and their adventures to share with the other participants.

There can be a meeting with all the groups in the middle of the day at a set time and place. This meeting can be a moment for the trainers to give some specific help if needed.

Role-play rules:

The group should always be together, even if one is interacting as a character the others should be close by. It is almost like spies, watching the action without being noticed.

When someone plays a character, they should play an immigrant from his own country. (E.g. I'm from Portugal, I will be playing a Portuguese Engineer. In my group there is also a German person and when it is his turn to play the character he will be a German Engineer. There will be the same story and background even if we are different persons from different countries)

During the whole day they should never tell anyone that it is "just a game", they should make it real even for the local community. But they should take the names and contacts of people who make appointments with them (e.g. Job offer to start the next day). After the game is finished the trainers will contact these people and inform them that it was a role-play.

Trainers will be in the city and reachable by mobile phone if needed.

Debriefing:

After the role-play is over, everyone should go out of character and into themselves again.

The groups should prepare the presentation of the photo romance that will be a starting point for the discussion.

The debriefing can go around many issues, depending on what happened during the role-play and the specific aim you might have.

A suggestion of questions:

- What was the best and worst moment for you personally?
- How did your character felt throughout the day?
- And how did you personally felt throughout the day?
- How much do you thing this exercise is real?
- Was there any different reactions to when a man or a woman played the character? What about to the different nationalities?
- Was this day useful for you?

Duration:

The duration of this activity can vary very much depending on the group and of local context. Fell free to adapt the duration to your needs.

Create a character - 30 minutes

Create an Action Plan - 1 hour

Role-play in the city - at least 5 hours

Photo romance preparation - 30 minutes

Photo Romance presentation and Debriefing - 1 hour and 30 minutes (it can be longer depending on you)

Outcomes

There will be funny and interactive moments, but also some social issues to reflect upon. After this activity the participants will be more aware of some aspects of the life of an immigrant. The debriefing is very important for the group. During the activity there can be a lot of hard feelings for some participants. They might be discriminated, not be able to communicate, meet xenophobic people... all this can happen and it is important that the participants have the time in the following days to solve this internally.

Evaluation

The tool was run only once with great success. The reaction of participants and outcomes were very positive. The process is very demanding on several levels, but the result achieved is very important to the participants. It is very important to focus on safety and to know your reality.

Notes for further use

You can use this tool in different ways depending of your goals. It is very important that you adapt it to your local context, to the participants and to your specific needs.

Note: you should change the name of city and country to your own

Documents, handouts related to the tool



Character Sheets

Double click to open
Close to come back

Workshop 24: The Bar - get in character by Rodrigo Vilarinho
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Background

This tool was created for a Youth Exchange, hosted by INCA ITALIA, ("Animasano" - Benevento, Italy 2007) by a team of 3 trainers: Pierluigi Ricciardi (Ita), Rodrigo Vilarinho (Por) and Stefano D'Argenio (Ita). This project was focusing in animation (creative social work) as a tool and immigration as a theme.

We planned a big role-play activity of one day and a half, but we felt we needed an introduction to this kind of methodology. So we made this smaller activity as an introduction.

Target group and number of participants

All ages, depending on your goal.

At least 12 participants, and no higher limit (except logistical)

Aims and objectives

Aim:

- Introduction to role-play, to be on someone else's shoes.

Objectives:

- To be able to work in a couple.
- To create a character.
- To experiment behaving as someone else.
- To think about the different social roles.
- To feel something that is normally outside of your social sphere.
- To reflect on society and social skills.

Step by step, duration

Preparation:

First you need to set up the "BAR" room. You can use different elements from a normal room, like chairs and tables.

The space should have:

- a bar counter, where people can get their drinks
- a couple of small bar tables with chairs around, to create a more relaxing area
- a dancing area, open space
- a piano or some different element you can find in a bar

There should be enough bottles of water and plastic glasses to serve the drinks.

Pens and paper for the character creation

Music that you would listen to in a bar, different music can get people in different moods.

Execution:

Welcome participants to the bar and show them around, explaining what is what in the room.

Do groups of 2.

Every couple will create a common character that they will play together. This character should be someone who normally you would find in a BAR.

Character creation help:

- Name
- Age
- Gender
- What I do (work)
- Family
- Why am I in this bar?
- Extra details

Role play:

After all characters are created, everyone should leave the room again. The trainers will assume the roles of the working bar staff or of other costumers.

Everyone will finally be invited to come in into the bar and role-play their character, until the bar closes.

Role-play rules:

While role-playing in couples, one will be the Leading person and the other the Support person.

The Leading person will be the character himself and will interact with the others in the bar.

The Support person will be close behind the character giving suggestions and ideas. At any moment the Support person can tap (touch) the shoulder of the Leading person and change place and role with him. He will then continue the role-play from the point he was before.

Debriefing:

After everyone leaves the bar, the role-play is over and everyone should go out of character and into themselves again.

The debriefing can go around many issues, depending on what happened during the role-play, the characters played and on the specific aim you have.

However there should be a good focus on feelings and on the difference between “what you felt” and “what your character felt”.

Duration:

Create a character - 10 minutes

Role-play - 15 to 20 minutes

Debriefing - around 15 minutes (it can be longer depending on you)

Outcomes

There will be funny and interactive moments, but also some social issues to reflect upon. After this activity the participants will be more keen to play role-playing activities

Evaluation

The tool was run only 2 times, but in both cases, the reaction was very positive. Participants see it as an easy and funny method.

Notes for further use

You can use this tool in very different ways depending of your goals. You can adapt by changing the setting and instead of a bar use other locations, or directing more the mood or kind of characters.

Documents, handouts related to the tool

Tools for cooperation 11h45-13h

Four workshops in parallel

Workshop 25:	Workshop 26:	Workshop 27:	Workshop 28:
EU'S Neighbourhood policy and the Balkan window	Lifelong learning	Cooperation with partner countries from EECA region	EuroMed in 2008

Workshop 25: EU'S Neighbourhood policy and the Balkan window by Erik Langbraten - European Commission
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Brief Summary

There were approximately 20 participants. As this was an ad-hoc organised workshop, no material had been prepared.

As an introduction, a few words were spent on EU institutions and on the Council of Europe (not to be confused with the EU or its European Council). The three EFTA countries (IS, LI, NO) that participates in the European Economic Area (EEA) and consequently their status as Programme Countries in the Youth in Action (YiA) programme were also briefly mentioned, as was Turkey's status as candidate country and Programme Country in YiA.

The Partnership between the EU and the Council of Europe in the field of youth was presented. Cooperation between stakeholders in the EU member states, candidate countries, EEA countries, Neighbouring countries of the EU and members of the Council of Europe may therefore have a great diversity of sources - programmes, activities, initiatives to draw upon.

EU's Neighbourhood Policy (ENP) was presented, covering the Meda countries and the Eastern Europe and Caucasus (EECA) countries including Russia. The ENP covers a wide range of issues including the youth field, but it does not deal with the question of EU membership (but at the same time it does not exclude it - it is just not on the ENP agenda).

The Balkan Window was also presented. For the Western Balkans the EU policy *does* include the question of membership - this is the long-term aim of EU policy. The status of the candidate countries Croatia and Former Yugoslav Republic of Macedonia (FYROM) will probably change from Partner Countries to Programme Countries within the YiA programme in 2009, following the establishment of National Agencies for YiA in these countries in 2008.

The fourth EFTA country, Switzerland, will also probably become a Programme Country within YiA in 2009.

Most of the workshop consisted of a kind of dialogue around cooperation in the field of youth; EU relations with the neighbouring countries; long-term development of the EU - was it successful or not?; European Citizenship - the concept of this and who it includes; migration in Europe and its surrounding countries and the consequences of this - brain drain, economical development, etc.

Useful links:

European Neighbourhood Policy (ENP):

http://ec.europa.eu/world/enp/index_en.htm

EU's enlargement policy - Western Balkans:

http://ec.europa.eu/enlargement/countries/index_en.htm

The partnership between the European Commission and the Council of Europe:

www.youth-partnership.net

SALTO Eastern Europe and Caucasus Resource Centre: www.salto-youth.net/eeca/

SALTO South East Europe Resource Centre: www.salto-youth.net/see/

SALTO Euromed Resource Centre: www.salto-youth.net/euromed/

European Commission - youth field: http://ec.europa.eu/youth/index_en.html

European Youth Portal: <http://europa.eu/youth/>

Background

The European Commission has integrated its various educational and training initiatives under a single umbrella, the Lifelong Learning Programme. With a significant budget of nearly EUR 7 billion for 2007 to 2013, the new programme replaces the existing education, vocational training and e-Learning programmes, which ended in 2006.

The new Lifelong Learning Programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It consists of four sub-programmes: Comenius (for schools), Erasmus (for higher education), Leonardo da Vinci (for vocational education and training) and Grundtvig (for adult education).

Target group and number of participants

Up to 20 people

Aims and objectives

- To share and understand Life Long Learning Programme of the European Commission with a special focus on youth work and the projects that can be match with youth projects.
- Moreover to improve the Professional skills of youth leaders and youth workers by using LLP programme as a tool and implement projects. Moreover, to open a new frame for Project ideas in the youth field.

Step by step, duration

- A pp presented on LLP
- Participants are asked to read what they can do as an association and also individual within the LLP
- Participants are invited to think about their experience in international youth projects which were held under LLP or could be/can be and share with others
- Participants are given examples of good practices of gathering YOUTH in ACTION and LLP

Material

pp presentation, flipchart , and details of the programme can be placed on the walls of the workshop room.

Duration

1 hour

Outcomes

Participants are asked how they can use LLP for further Project ideas and for their feed backs

Evaluation

Notes for further use

Documents, handouts related to the tool



Life Long Learning
Presentation.ppt

Double click to open
Close to come back

http://ec.europa.eu/education/programmes/llp/index_en.html

Brief Summary

During the workshop three main issues were presented:

- SALTO EECA Recourse Centre by Tomasz Szopa
- SALTO EECA tools by Andriy Donets
- EVS Training cycle in EECA region by Emin Amrullayev

The main areas for discussion were specifics of cooperation with EECA in particularly

- Issue of Good partnership
- Visa issue
- Financial issues and specifics of financial management of projects with EECA countries

The first presentation was about SALTO EECA Recourse Centre. It explained the aims and objectives of the RC, main directions of work and preliminary plan of activities for the 2008.

The aims of the SALTO EECA Resource Centre:

- To raise visibility and awareness of the YOUTH in ACTION Programme opportunities for the Eastern Europe and Caucasus region,
- To provide support and expertise to National Agencies of the YOUTH in ACTION Programme by contributing to events promoting cooperation with the EECA region,
- To promote international co-operation with EECA Partner Countries,
- To support project organisers in the development of contacts, partnerships and projects.

SALTO EECA RC organises:

- Information activities - enabling organisations from EECA partner Countries to have easy access to the YOUTH in ACTION Programme and promoting co-operation with counterparts in Programme countries.
- Training events - support for non-formal education and YOUTH in ACTION Programme development.
- DEVELOPMENTAL ACTIVITIES - contact making seminars and study visits aimed at building long-lasting partnerships between organisations from EECA and Programme countries.

SALTO EECA RC provides support for:

- Organisations interested in development of co-operation with Eastern Europe and Caucasus or Programme Countries within the YOUTH in ACTION Programme,
- Project coordinators, Youth Workers, Trainers,
- Youth Leaders, EVS Volunteers,

- National Agencies of the YOUTH in ACTION Programme.
- If you would like to be regularly informed on the activities of SALTO EECA RC as well as on the latest developments in the field of non-formal education within the Region, you are invited to subscribe to our bimonthly NEWSLETTER on www.salto-youth.net/newsletter
- SALTO EECA Team: Małgorzata Kostrowiecka, Andriy Pavlovych, Tomasz Szopa
- For additional information contact us by e-mail eeca@salto-youth.net

SALTO EECA Resource Centre tools:

- Support Service with Contact List for future partner organizations of international co-operation within the YOUTH in ACTION Programme, a Forum and Assistance for Communication of EVS volunteers! For further information visit: <https://salto.org.pl> or www.salto-eeca.eu
- Network of Multipliers - trained by the Resource Centre. A network of people within the EECA region, active and experienced in the promotion of the YOUTH in ACTION Programme. For further information visit www.salto-youth.net/eecamultipliers
- EECA manual - internet links to sources about Eastern Europe and Caucasus, which could help you in the preparation of your projects. More on www.salto-youth.net/eecamanual
- EVS Training cycle in EECA region
- The specific of the EVS trainings in EECA region is that there are no National agencies in the countries. That is why a network of EVS trainers was established in EECA which is able to run EVS trainings in the region. Detailed information can be found on-line on <http://www.salto-youth.net/EVStrainingsEECA>
- Detailed information about SALTO EECA RC may be found on-line on www.salto-youth.net/eeca

Sharing and discussion

The discussion of specifics of cooperation with EECA was generally in the form of sharing the previous experience of cooperation.

First of all the discussion was about the importance of taking into consideration the importance of visa issues both when the activity is hosted in the EECA and when participants from EECA coming to Programme Countries.

Partnership issue was emphasized as sometimes it happens the partners from EECA don't know the project and are not aware about the YiA programme support of the activity. So we discussed the necessity and importance on working in partnership.

Financial management issues tackled the specifics of making transfers and payments in the countries of the EECA region.

Workshop 28: EuroMed in 2008
by Bernard Abrignani

The Salto EuroMed Coordinator explained the plans of EuroMed for 2008 going activity by activity and underlying that there will be more activities, more possibilities for participation.

N°	Title	Date	Deadline to apply	Venue	Content	Additional Info
1	EVS Odyssey in EuroMed	8 - 13 April	16 Feb for MEDA applicants (visas issues) 5 March for EU applicants	Norway	Information and tasks about application procedures and project management. Cultural diversity	Cooperation between Norwegian NA, Bulgarian NA, Greek NA and Salto-Youth EuroMed RC.
2	Democracy within the EuroMed context: illusion or reality?	20-27 April	23 Feb for MEDA applicants (visas issues) 12 March for EU applicants	Venice, Italy	Analyzing the background of Democracy within the EuroMed context and at gaining a better understanding of the roots of democratic process through the history in connection with the implementation of Euro-Mediterranean projects.	Cooperation between Italian NA and Salto-Youth EuroMed RC
3	Education and Civilisation	3-11 May	14 March for MEDA applicants (visas issues) 4 April for EU applicants	Malta	Realising and concretising the links between education and civilisation and at checking whether they are a driving force or a brake to the qualitative development of Euro-Mediterranean voluntary service	Cooperation between Maltese National Agency and Salto-Youth EuroMed RC.
4	Let's Work with our Neighbours	2-8 June	16 April for MEDA applicants (visas issues) 2 May for EU applicants	Slovenia	Follow up of the seminar Let's Meet our Neighbours and the World, France June 2007. To develop quality of the cooperation among partner countries, to promote intercultural dialogue	Cooperation between French, Polish, Slovenian NAs and the 3 regional Salto-Youth RCs : South East Europe, Eastern Europe and Caucasus, EuroMed.
5	Good practices, Training essentials	10-16 June	22 April for MEDA applicants (visas issues) 10 May for EU applicants	Turkey	Design and development of training course, seminar, workshops	Cooperation between Turkish NA and Salto-Youth EuroMed RC
6	Interreligious Dialogue	22-30 June	6 May for Meda applicants (visas issues) 22 May for EU applicants	Jordan	Inter-religious Dialogue, for a better Understanding!	Cooperation between Jordan EMYU and Salto-Youth EuroMed
7	Protecting the Mediterranean environment: Youth can make the difference!	7-17 July	3 May for all candidates	Greek islands	Team building activities on board with big events in order to enhance active citizenship and mutual understanding between people for MEDA and Programme countries	Cooperation between Greek NA, Cyprus NA and Salto-Youth EuroMed RC
8	InterCultural Dialogue in	21-28 July	3 June for MEDA applicants (visas	Turkey	Spirit of EuroMed	Cooperation between Turkish NA and Salto-Youth EuroMed

	EuroMed		issues) 21 June for EU applicants			RC
9	Let's meet between regions: Baltic & Dead Seas	14-21 Sept.	24 June for MEDA applicants (visas issues) 26 July for EU applicants	Israel	Create a strong network	Cooperation between Latvian NA, Lithuanian NA, Estonian NA & EMYU Israel, Jordan and Palestine and Salto-Youth EuroMed RC.
10	EVS Odyssey in EuroMed	To be defined	To be defined	France Marseille	Create links between individual projects of young people, EuroMed cooperation strategies and youth organizations from European countries and Meda countries.	Cooperation with the French National Agency for the Youth in Action programme and the Local Youth and Sport Authority of the PACA region and Salto-Youth EuroMed
11	TOOL FAIR	4-8 November	16 september for MEDA applicants (visas issues) 4 october for EU applicants	Spain, Canary Islands	3rd edition	Salto RCs, partners, Spanish NA and Canary Government
12	Youth Participation in EuroMed	12-16 Nov.	24 septembre for MEDA applicants (visas issues) 19 October for EU applicants	France	building partnerships and preparing projects building focusing of Youth participation	Cooperation between the French NA, Salto-Youth Participation RC and Salto-Youth EuroMed RC.
13	Networking in EVS: Odyssey continues	25-30 Nov.	7 october for MEDA applicants (visas issues) 25 October for EU applicants	Greece	Building partnerships to reinforce the quality of networks of EVS in the EuroMed frame	Cooperation between Danish NA, Norwegian NA, Bulgarian NA, Greek NA and Salto-Youth EuroMed RC.
14	Evaluation of the Long Term Training course« Dialogue among civilisations»	8-14 Dec.	20 october for MEDA applicants (visas issues) 8 Nov. for EU applicants	Cyprus	Evaluation of the long course + future cooperation	Cooperation between Greek NA, Cyprus NA and Salto-Youth EuroMed RC
15	Training seminar on the EUROMED T-Kit with a focus on, e.g. interreligious and intercultural dialogue	not defined			Seminar for EuroMed trainers focusing on Intercultural Dialogue	Partnership COE

All the information of the EuroMed activities 2008 (aims, contents, descriptions, participants' profile, application procedures...) can be found under:

<http://www.salto-youth.net/tceuromed2008/>

Partner matching

What for?

- Developing Youth in Action projects in which our tools can be used
- Developing opportunities to further share, improve our tools
- Facilitate the creation of new tools

Fill in the partnership form(s)



Partnershipform.doc

Double click to open
Close to come back

Hanging it on the wall according to the area!

- Youth exchanges
- European Voluntary Service
- Training and networking
- Other projects
- Balkan window
- Eastern Europe and Caucasus window
- EuroMed
- Youth in Action
- Trainers support corner
- Partners chatting corner
- Lonely hearts corner (looking for partners..)
- Inspiration Corner
- Let's Date!

Use our corners to discuss with your partners, find partners, inspiration etc.

Back in plenary for a checkpoint and evaluation:

The outcome of this session were 30 projects, activities and networking initiatives



Partner matching
outcomes.doc
Double click to open
Close to come back

Final evaluation

Filling it the following form:

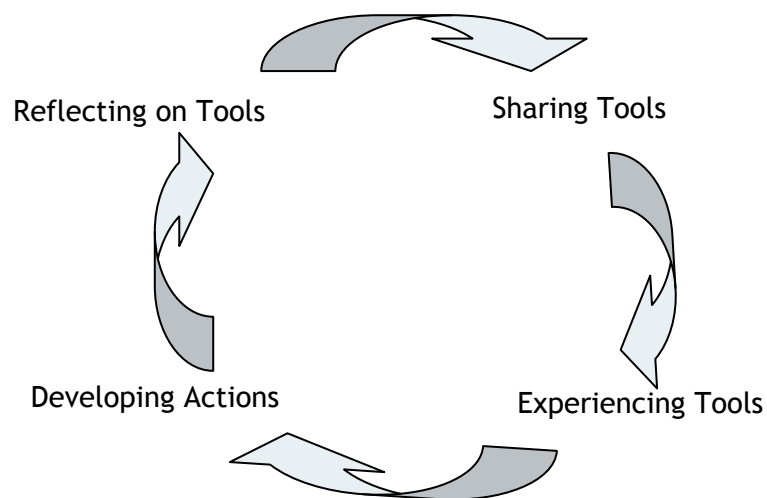


Tool Fair Evaluation
Form.doc

Double click to open
Close to come back

Closing ceremony

The Tool Fair consisted on:



- 30 Workshops running during 3 days:
 - 22 different tools presented in workshops
 - 3 workshops on technical tools
 - 5 workshops on Tools for cooperation
- Around 40 tools were presented in the exhibition
- There were three lectures from experts
- 30 clear project ideas came out of the partnership building activity
- We could discover the Turkish culture

A big thank you to the participants, organisers and team!!!

Watching the “Tool Fair Video”

Annex 1: List of participants

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