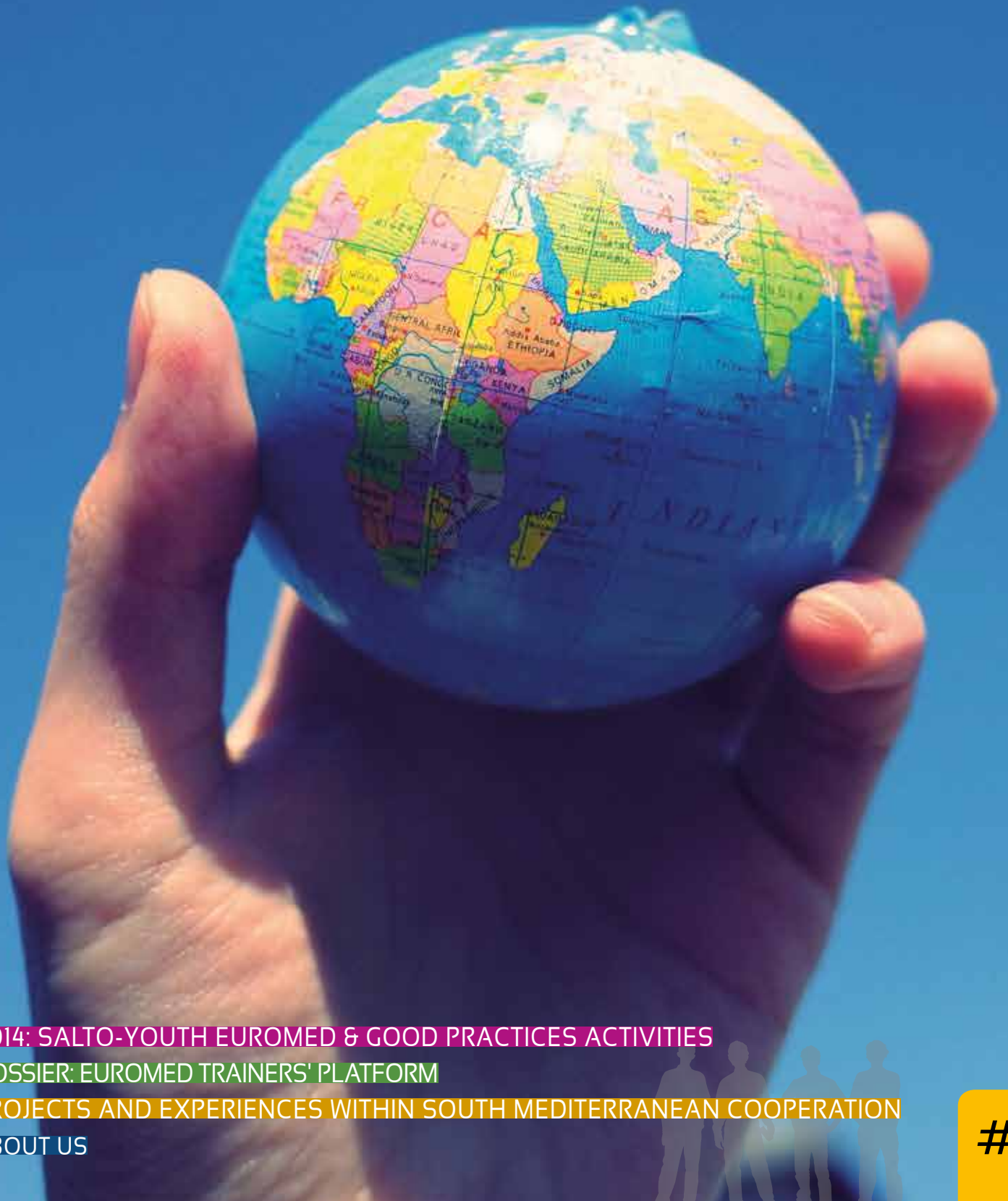


meet'in EuroMed

Salto-Youth EuroMed's magazine

2015



2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

DOSSIER: EUROMED TRAINERS' PLATFORM

PROJECTS AND EXPERIENCES WITHIN SOUTH MEDITERRANEAN COOPERATION

ABOUT US

#4



SUMMARY



EDITO

Training strategy in SALTO-YOUTH EuroMed & Good Practices..... p. 3

2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

2014 in statistics p. 4/6

Knowledge sharing: 2014 SALTO-YOUTH EuroMed & Good Practices p. 7

EVS accreditation in South Mediterranean countries..... p. 8/10

EVS Mentors and responsables of projects within EuroMed"TC - Tunisia p. 11

DOSSIER: EUROMED TRAINERS' PLATFORM

A space for reflection and development for trainers and multipliers active within Euro-Mediterranean youth work

Quality in training: What and how? - Juan Ratto-Nielsen p. 15

Reflecting on and Experiencing Identity ...

A Reality Check between Me and Myself - Justine Abi Saad, p. 16

A trainer at Euromed trainers' forum about the development of the training platform: interview to Davide Tonon - Juan Ratto-Nielsen..... p. 17/18

The EuroMed Strategy - Bernard Abrignani..... p. 19/21

Tool - Poster the EuroMed Youth - Shadi Zatarra p. 22

Tool - EuroMed: Professional and personal development space Antonio Benaches Bodí..... p. 23

Competences - My competences' trip before and after EuroMed! Adib Lrhoul..... p. 24

Competences - It's all about Politics! - Annan Ibrahim..... p. 25/26

Competences - Working on gender issues in EuroMed - Inbal Shtivi p. 27

Specificities - Addressing issues of gender and sexual orientation in trainings in the EuroMed region - Kaspars Zalitis..... p. 28

Specificities -Youth Work in South Mediterranean Countries: differences and similarities- Federica Demicheli..... p. 29

Research update: competence indicators and next steps Juan Ratto-Nielsen p. 30

Participants' Reflections: Participants' impressions from Antalya and Venice p. 31

Participants' Reflections: Getting ready for Romania What do I expect for the next edition? p. 32

PROJECTS AND EXPERIENCES WITHIN EUROMED

Gratitude. How to say 'thanks'!..... p. 35

International Symposium on youth employment challenges 2014..... p. 36/37

Youth Cluster..... p. 38

Thanks Cathy!..... p. 39

ABOUT US



Editorial committee:
F. Demicheli, S. Jakubowski
and B. Abrignani

Design and layout by
mad'line | 02 35 68 04 04 | www.madline.fr | madline@madline.fr

Photo credit:
Fotolia, INJEP

Printed in France, June 2015

This publication is available to
download at SALTO EuroMed's website
<http://www.salto-youth.net/euromed>



This publication has been produced with
the assistance of the European Union.
The contents of this publication are the sole
responsibility of the authors and can in no way be
taken to reflect the views of the European Union.



EDITO

Bernard Abrignani, coordinator of SALTO-YOUTH EuroMed & Good Practices Resource Centre



Since SALTO-YOUTH EuroMed & Good Practices RC has been created – in August 2000 – the major objective has been oriented to and for the trainers: those who are willing to become trainers and those who are already active; without them there is no development, neither quantitative nor qualitative above all. I called this strategy “the lift”. First of all, it runs “bottom-top”, the “top” part reaches an official recognition of the competences and of the acquired experiences as trainers. Thus, the latter will transfer their knowledge to the “bottom” in order to allow others to follow the same paths in a movement that could be, ideally, continual. Training of trainers is the most important tool because, otherwise, how can we develop and disseminate the “seeds”?

This “quality” objective has allowed SALTO, since 2006 (end of the first trainings of and for trainers), to be able to benefit itself and others from a network whose return on investments - being still active in the EuroMed area - is about 57%, nine years after the end of first trainings.

When the SALTO-YOUTH EuroMed & Good Practices Resource Centre started its work the lack of trainers in this field, especially from the southern shores of the Mediterranean, quickly became evident.

The strategy implemented at that stage aimed to have at least one trainer in each country involved in the Barcelona process. Training is an essential component of the diffusion of the EuroMed program.

Moreover there is a specificity of training within the EuroMed context, which has to do with the meeting of two civilisations, the encounter of three different religions, the different role that non-formal education plays in EU and in MEDA countries, the political relevance of this moment in history of the program itself, the use of the training venues, and much more. It is therefore of paramount importance - in order to ensure quality - to have trainers well prepared to face the specific challenges related to training activities within EuroMed.

SALTO-YOUTH EuroMed & Good Practices Resource Centre, in TOTEM (Training of Trainers in EuroMed) defines a trainer as a:

- Designer: ability to develop a concept of his/her own to answer the learning needs of the group;
- Animator: The trainer gives the spirit of the training to the group to create an atmosphere favorable to the learning process and the group dynamic;
- Expert: skillful in at least one specific topic tackled in the training.

Three roles that any trainer in EuroMed should have and therefore could be considered the first steps towards a minimum quality standard profile, as defined by SALTO EuroMed.

The magazine you are reading is proposing a journey we would like to propose and to share with you into the world of EuroMed trainers: please enjoy!





2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

2014 IN STATISTICS

SALTO EuroMed Team

As part of the collection and dissemination of educational tools and best practices, three major events in 2014 were dedicated for the exchange and sharing:

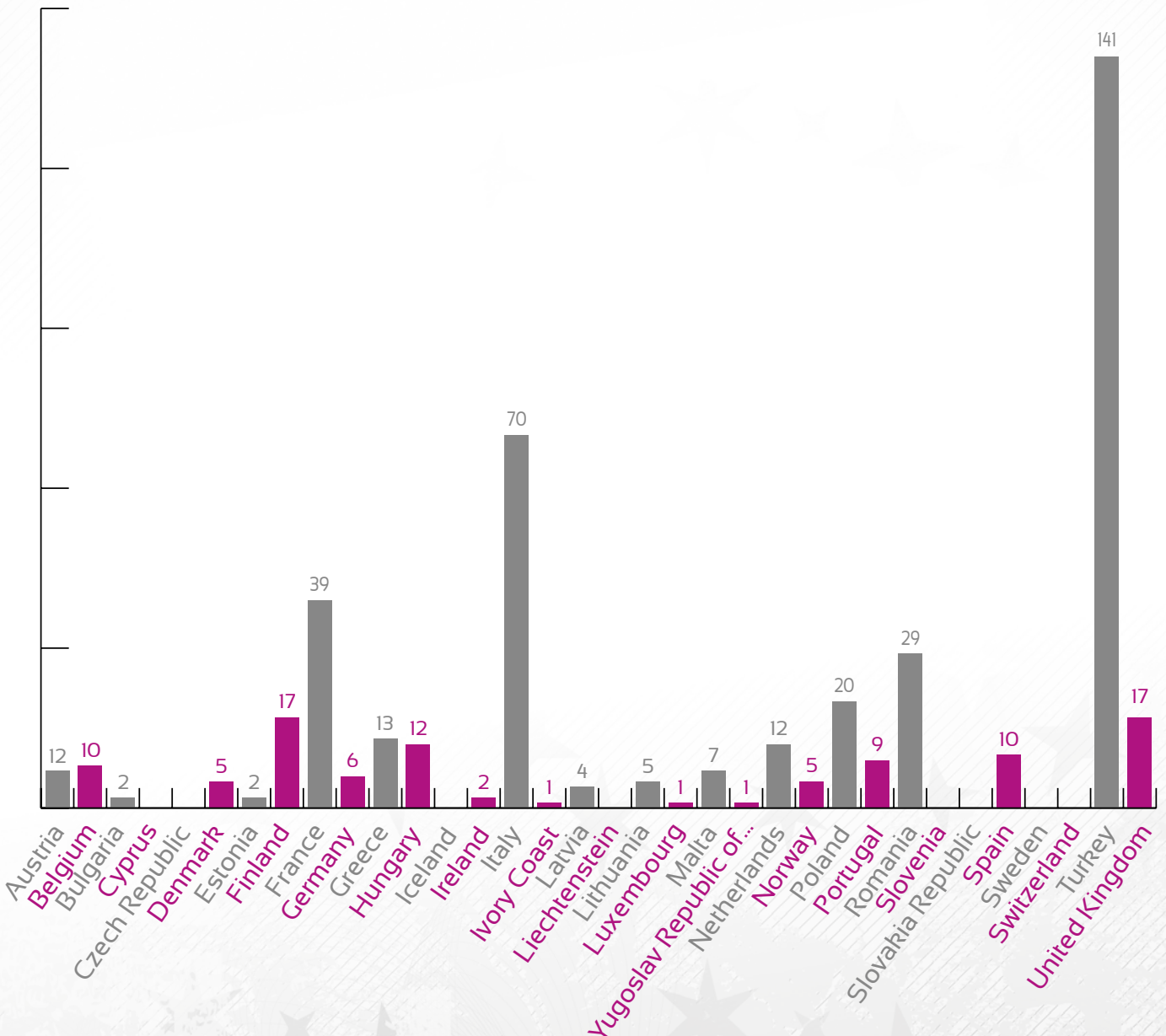
- 1. International Symposium**, bringing together education (formal and non-formal) and private sector, co-organised with the Turkish National Agency gathering around 130 participants;
- 2. "Empowering Women"** 4th edition in 2014 focused on women's entrepreneurship;
- 3. "Tool Fair"** 9th edition in 2014. The 10th edition will be held in Budapest in Hungary in December 2015.

We now offer different platforms for the sharing of Educational Tools: SALTO Tool Box in English www.salto-youth.net (410951 visits and 1258 educational tools in 2014), but also an Educational Tools Portal that includes 5 sections we are still developing: <http://educationaltoolsportal.eu/platform/en/>

- 1. "MET", "Multilingual Education Tool Box"
 - 2. International Tool Fair site
 - 3. websites of the "National" Tool Fair
 - 4. Educational library
 - 5. Online magazine "Tools for Learning" <http://www.toolsforlearning.org/>
- Two protocols were signed with institutional partners for the collection, sharing, translation of educational tools for the following languages:
 * Arabic: agreement signed with the Ministry of Youth and Sports of Tunisia
 * Italy: agreement with the Italian Agency
 For the French, it is the Mission Observation and Evaluation INJEP which is responsible for its development in cooperation with the SALTO-YOUTH EuroMed & Good Practices Resource Centre.
 The protocols for the Russian and Turkish languages should be signed respectively with the SALTO EECA and the Turkish National Agency in 2015. ■

■ GEOGRAPHICAL DISTRIBUTION OF PROGRAMME COUNTRIES PARTICIPANTS IN 2014

Source: SALTO-YOUTH EuroMed & Good Practices Resource Centre





■ **KEY FIGURES** 

■ 16 activities

■ 645 participants

■ 3 249 applications received

ACTIVITIES 2014					
NAME OF ACTIVITY	KIND OF ACTIVITY	DATES OF ACTIVITY	VENUE/LOCATION	CO-ORGANISERS	NUMBER OF PARTICIPANTS
	PBA	19-23 May	Finland	SALTO EuroMed, NA Finland, NA France, NA Turkey, NA Italy	31
Training of Mentors and Responsible of EVS Projects in EuroMed	Training	9-13 June	Tunisia	SALTO EuroMed, EuroMed Youth Unit Tunisia, RCBS	17
Youth Work and Youth Participation projects at local level	Study Visit	15-20 September	Morocco	SALTO EuroMed, NA Italy	31
Freedom fountain: Youth Culture as expression of freedom	Training	13-17 October	Thessaloniki, Greece	SALTO EuroMed, NA Greece	33
Game, SET, Matching Sport as an Educational Tool	Training	17-21 November	Tbilisi, Georgia	SALTO EuroMed, SALTO EECA, NA Poland, NA France	31
National Italian Tool Fair	Training	3-7 June	Lecce, Italy	SALTO EuroMed, NA Italy	30
Training of Mentors and Responsible of EVS Projects in EuroMed	Training	1-7 September	Jordan	SALTO EuroMed, EuroMed Youth Unit Jordan, RCBS	14
Training of Mentors and Responsible of EVS Projects in EuroMed	Training	11-15 November	Lebanon	SALTO EuroMed, GIZ of Lebanon	14
Training of Mentors and Responsible of EVS Projects in EuroMed	Training	18-22 November	Palestine	SALTO EuroMed, EuroMed Youth Unit Palestine, NA Italy	13
Symposium "Formal and non-formal education together for youth employability"	Symposium	24-26 June	Kayseri, Turkey	SALTO EuroMed, NA Turkey, Abdullah Gul University	128
Trainers' Forum in EuroMed	Forum	4-8 October	Venice, Italy	SALTO EuroMed, NA Italy	52
Empowering Women IV "Youth work for young women entrepreneurship"	Seminar	27-31 October	Turkey	SALTO EuroMed, Turkish NA, SALTO SEE, SALTO EECA, French NA	43
Tool Fair 9	Event	3-7 November	Cluj Napoca, Romania	SALTO EuroMed, NA Romania, NAs Greece, France, Italy, Poland, Portugal, Spain, Turkey	99
EuroMed accreditation Annual Evaluation Meeting for Trainers and National Agencies	Event	8-12 December	Paris, France	SALTO EuroMed, NA France, NA Italy, NA Turkey	38

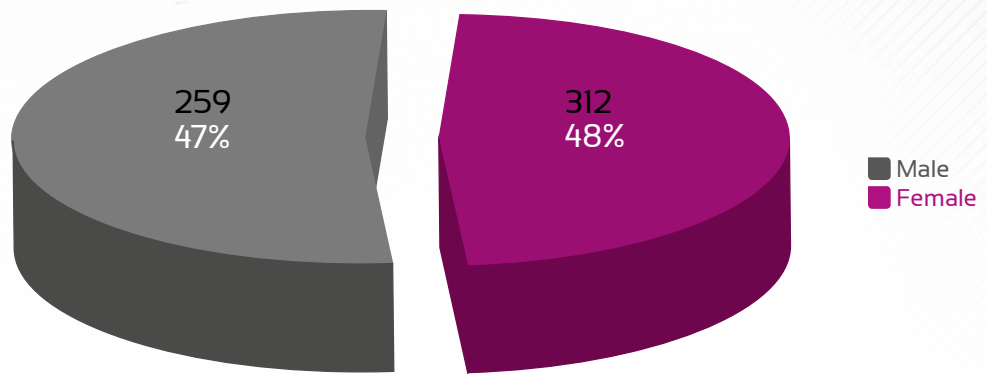


2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

//////////////////////////////////// SALTO EUROMED TEAM

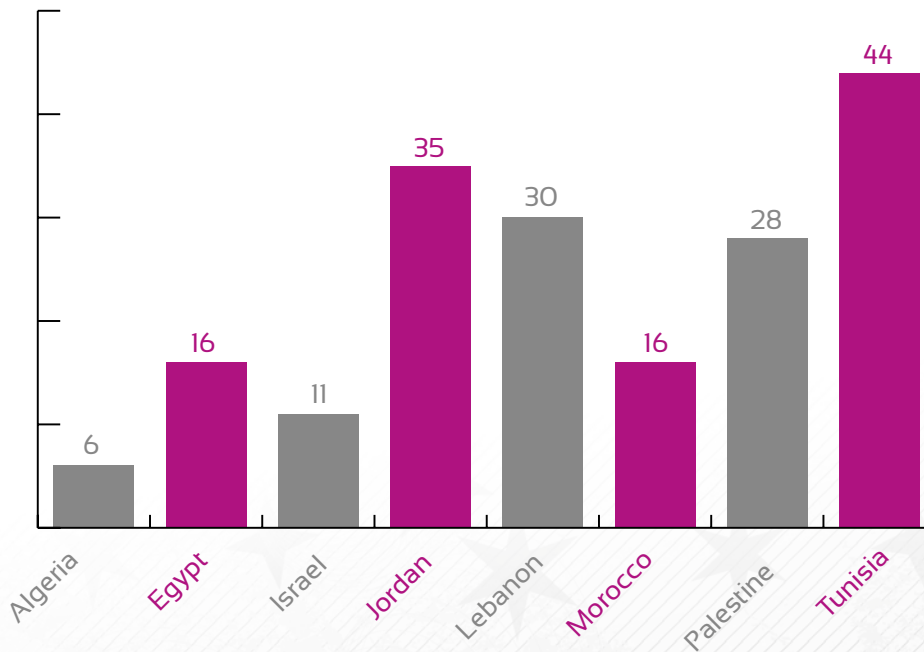
■ BALANCE GENDER IN 2014 ACTIVITIES

Source: SALTO-YOUTH EuroMed & Good Practices Resource Centre



■ GEOGRAPHICAL DISTRIBUTION OF SOUTH MEDITERRANEAN PARTICIPANTS IN 2014

Source: SALTO-YOUTH EuroMed & Good Practices Resource Centre



2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

KNOWLEDGE SHARING:

2014 SALTO-YOUTH EUROMED & GOOD PRACTICES PUBLICATIONS

SALTO EuroMed Team

Since 2010, SALTO-YOUTH EuroMed & Good Practices RC has been developing and enriching its two main collections in French, English and Arabic: Practical Guides and Studies and Research.

<http://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/>

Both collections provide useful information, tools and updated perspectives on the current situation for Youth in Action cooperation with Mediterranean Countries and other relevant topics in EuroMed.

PRACTICAL GUIDES

The main goal of the Practical Guides is to provide advice and useful information as well as practical hints to help youth workers, trainers, and project designers develop better projects within the framework of Youth in Action and EuroMed Youth IV programmes. The guides are also intended to help first-time applicants and beginners transform their ideas into viable projects.

SPECIAL ISSUE ■

PRACTICAL GUIDES:



► HOW TO BE A MENTOR IN EUROMED EUROPEAN VOLUNTARY PROJECTS?

The aim of this guide is to provide mentors involved in European Voluntary Service (EVS) projects with practical tools, tips, guidelines to fully be aware of their role as support of volunteers involved in EVS in EuroMed cooperation.

This guide was inspired by the training for mentors and responsible of projects run in Tunisia, Jordan, Lebanon, and Palestine in 2014 within the EVS accreditation process.

SPECIAL ISSUE

► GRAPHIC EXPRESS

The aim of the booklet is to guide you through some elementary instructions and experiences for Graphic Facilitation with ideas, tools and methods for developing your visual literacy and competence.



► MAGAZINE « SALTO-YOUTH EUROMED TRAININGS 2008-2013 »

Survey about personal and professional impact on participants of SALTO-YOUTH EuroMed trainings 2008-2013.

EN & PDF only

► MAGAZINE « TOOLS FOR LEARNING » INTERACTIVE VERSION:

2014 saw the launching of the Tools for Learning Magazine online:

<http://www.toolsforlearning.org/>





2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

EVS ACCREDITATION IN SOUTH MEDITERRANEAN COUNTRIES: ABSTRACT FROM MONITORING STUDY

Abstract from 2014 EVS (European Voluntary Service) Monitoring Study by Miguel Garcia Lopez

The accreditation in the South Mediterranean countries is the logic continuation of the processes started in South East Europe (SEE) and Eastern Europe and Caucasus (EECA) and promoted by the other two regional SALTOs. The accreditation process in the South Mediterranean countries aims to guarantee the quality of EVS projects and promote the quality in youth work as a whole. The situation of youth work and the understanding of volunteering are quite different in the South Mediterranean countries. In the last years, this RC started some researches in order to create a more consolidated knowledge about it. The main outcome of this path can be found on the SALTO-YOUTH EuroMed & Good Practices website:

<https://www.salto-youth.net/rc/euromed/EMlibrary/>

The EVS is moving individuals but it is a collective project in which there are different actors involved as partners and institutions (Sending and Receiving NGOs, National Agencies and SALTOs). It is a structural action based more and more on the long term approach and stability of NGOs. It has a big impact in the quality of the programme and contributes to the improvement of NGOs field work. The EVS has been growing a lot in the last Programme and this success now imply also the need to increase the number of youth involved in.

WHY WAS THE EUROMED REGION THE LAST TO SET UP THE EVS ACCREDITATION?

First of all we have to consider the geopolitical background and never forget it; since its inception in 2000, there was an event in 2001 that dramatically upseted a number of things that happened thereafter, namely September 11.

Then, in the aftermath, there were the second Gulf War; several terrorist attacks from both sides of "our sea", the "years of lead" in Algeria and the Arab revolutions and now what is happening in Syria and the recent terrorist attacks of symbolic targets.

Since 2000 at the creation of the SALTO-YOUTH Resource Centres by the DG EAC (Education and Culture)–Youth Unit, it has always been very sensitive and challenging for SALTO-YOUTH EuroMed & Good Practices



due to our specific geopolitical background: many events happened, clearly highlighting the more and more relevant role played by Youth in the Euro Mediterranean framework.

In the beginning, there was no question of accreditation for neighbouring regions: it was in its debut only for the "program" countries; when the idea began to mature, the EuroMed Youth program, which was co-managed with DG DEVCO (Development and Cooperation), it was decided to develop a decentralized and autonomous manner; we were at the end of 2004 and that was called the "suspension" which lasted until 2006. DG EAC did not know how to handle accreditation for NGOs from the southern shore of the Mediterranean, with or without DEVCO, and chose to implement it in the other other two regions: South-East Europe (SEE) and Eastern Europe & Caucasus (EECA).

In 2010 the idea came back and when a reflection started, the year 2011 was the one of the so called "Arab revolutions". For the 3rd time the decision was put off!

In July 2013, SALTO-YOUTH EuroMed & Good Practices RC asked to the Commission a meeting on this subject.

It turned out that the time was right and that the two "parties" had arrived at the same time to the same conclusion: the accreditation had to be set up!

HOW TO ENSURE ALL THIS?

As decided in the kick off meeting with the

European Commission representatives in charge of EVS at the beginning of 2014, a specific training course for future mentors and responsible of projects is part of the EVS accreditation process in the South Mediterranean countries. Each NGO which would like to become accredited for the sending or hosting volunteers should send 2 participants to the trainings organised at national level. This decision was to ensure quality. The training is the entry level to inform and form one mentor per NGO on his role and one person in the NGO to be responsible of the program. Their participation in the training courses is the first step in the accreditation to avoid that NGOs start the process without any basic information.

In 2014 training courses for mentors and responsables of EVS projects have been implemented in Tunisia, Jordan, Lebanon and Palestine: 55 NGOs and 110 participants in total.

- The objectives of these training courses are:
- To develop a common understanding of the EVS process
 - To discuss and agree about the roles and tasks of the mentors and volunteers
 - To familiarize participants with the Youthpass
 - To assess the competences of mentors
 - To assess NGOs and plan their



2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

////////////////////////////////////EVS ACCREDITATION IN SOUTH MEDITERRANEAN COUNTRIES

development

- To do a consistent risk assessment for mentors and volunteers
- To explore Intercultural Learning and its tools
- To promote the political recognition of EVS and non-formal education

The training courses helped mentors and responsables of EVS projects to understand more about their roles in an EVS project, as well as to answer their questions and develop their abilities to create and manage EVS projects and mentor volunteers; they also helped the participants develop tools to engage volunteers, local communities and organizations in an educational and learning experience. The training course tackled the following topics:

- EVS structure: the main actors, the pedagogical approaches;
- Learning in the EVS process for the volunteer and the NGO
- Mentors and responsables of EVS projects: task, roles, values, attitudes, and competencies
- The official documents referring to EVS
- Youthpass



- Risk prevention and communication

The trainings and accreditation process allow to increase the importance of the definition of volunteering in the NGOs following the different national experiences and cultures. The training provides opportunity to connect at national level NGOs and to assess the

meaning and value of volunteering.

Up to the 01.12.2014 SALTO-YOUTH EuroMed & Good Practices RC received 74 accreditation requests from Tunisia, Algeria, Palestine, Egypt, Israel, Lebanon, Jordan and Morocco.



From Tunisia 14 accreditation requests were received and 15 NGOs took part in the Training course for Mentors and responsables of EVS Projects organised in cooperation with the Tunisian EuroMed Youth Unit (EMYU) from the 9th to the 14th of June 2014. 13 NGOs got favourable feedback from the accreditors who did the field visits.



From Jordan 16 accreditation requests were received and 13 NGOs took part in the Training course for Mentors and responsables of EVS projects organised in cooperation with the Jordanian EMYU from the 2nd to the 7th September 2014. 10 NGOs got accreditation for hosting and sending volunteers and 1 NGO only for sending volunteers.



From Lebanon 12 accreditation requests were received on line and 13 NGOs attended the training course for Mentors and Responsibles of EVS Projects organised in cooperation with GIZ and Civil Peace Service from the 11th to the 15th November 2014. 6 NGOs have been accredited as Sending and Hosting, 3 only for sending and 4 have been rejected for the moment.



From Palestine 17 accreditation requests were received and 14 NGOs attended the training course for Mentors and responsables of EVS projects organised in cooperation with the Palestinian EMYU and the Italian National Agency of Erasmus+ Youth in Action Program from the 18th to the 12th of November 2014. 10 NGOs has been accredited for Hosting and Sending, 1 only for sending and 3 didn't get the accreditation.*

2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

////////////////////////////////////EVS ACCREDITATION IN SOUTH MEDITERRANEAN COUNTRIES

HOW IS IT SUSTAINABLE?

This process is sustainable due the high level of cooperation and contribution of different actors involved in the EVS working group. The **key-actor number 1** has been the **EU COMMISSION** and the key word was **"Institutionalisation"**: Legitimacy is issued of it.

The founding Act was held in Brussels on July the 12th of 2013, followed by the official Kick off EVS South Mediterranean countries working group on January 29th 2014 in presence of both DGs: EAC and DEVCO.

Pascal Lejeune – Head of DG EAC Youth Unit- opened it with these words: « The accreditation in EuroMed is the logic continuation of the processes started in South East Europe and Eastern Europe and Caucasus and promoted by the other two regional SALTOs. The fact that the accreditation will be done in the Meda countries will guarantee the quality of EVS project and promote the quality in youth work as a whole". Without the **2nd key** partners it would have been impossible: **5 NAs** willing to support and not only financially! On same level but with a different role the 2 others regional SALTOs, sharing, informing and involving SALTO-YOUTH EuroMed & Good Practices RC in their experiences and ongoing work.

And last but not least the commitment of the **EuroMed Youth Units** (linked to DG DEVCO), in charge of the implementation of the EuroMed Youth Program IV in the South Med countries. ■



Infographic created during the Training for Mentors and Responsibles of Projects in Egypt.



2014: SALTO-YOUTH EUROMED & GOOD PRACTICES ACTIVITIES

EVS MENTORS AND RESPONSIBLES OF EVS PROJECTS WITHIN EUROMED" TRAINING COURSE - TUNISIA

By Meriem Ben Ltaifa , EVS Trainer within SALTO-YOUTH EuroMed & Good Practices pool of trainers

As a start for the EVS accreditation process for the organizations from neighborhood countries, the 1st training course of "EVS Mentors and Responsibles of EVS projects within EuroMed" was held in Tunisia from the 9th to 14th of June and organized by SALTO-YOUTH EuroMed & Good Practices in cooperation with the Tunisian EuroMed Youth Unit.

This training was the kick off for the series of training courses that took place in most MEDA countries by the end of 2014. It was preceded by a training of trainers organized in Amman from the 9th till 12th April 2014 which aimed to gather Meda and European trainers to discuss and create a new EVS training cycle for the NGOs that seek the Accreditation - compulsory from 2015 on. The purpose of these trainings is to prepare the future mentors and responsible persons of projects to host or send volunteers within ERASMUS+ and EuroMed Youth Program IV.

The training course was led by 2 Tunisian and 2 European trainers and involved 14 Tunisian NGOs from across Tunisia which had previously submitted their accreditation application to express their intention to host/send volunteers within EVS. Each NGO was represented by 2 participants; 1 mentor and 1 Responsible of project, who were eager to learn new competencies, skills and tools to guarantee a good development of their project to insure a successful EVS.

The activities planned were very diverse and contained different themes about EVS such as the Framework of the voluntary service, YouthPass, Intercultural, Social and Geopolitical Elements in EVS, Practical Tools to support the learning of volunteers, Mentors and Responsible of project. During the week, participants from different regions in Tunisia and with different levels of knowledge of the ERASMUS+ Program and especially of the EVS project, enjoyed this reunion to exchange their good practices, information, experiences and to build a better Tunisian Networking that would contribute in the improvement of the projects' quality.

The program was composed of round table discussions with European volunteers in Tunisia to seek their testimony about the EVS situation in Tunisia, where participants had the chance to discuss different points that interest them such as the relationship



between volunteer and NGO/ Mentor/ Responsible of project, conflict resolution etc.

Finally, the training was concluded with a meeting with the representatives of 3 National Agencies which was a good occasion for the participants to ask questions about the accreditation process and to discuss more the youth work situation in Tunisia where the accreditation will play an

important role as a changing point for the EVS projects level.

At last, the training was followed by visits of the accreditors to the organizations that will to be accredited in 2014/2015. ■

* One organisation didn't managed to apply online (was not able to submit online the PDF) for this reasons we had 13 NGOs to the training course.

DOSSIER: EUROMED TRAINERS' PLATFORM

A SPACE FOR REFLECTION AND DEVELOPMENT FOR TRAINERS AND MULTIPLIERS ACTIVE WITHIN EURO-MEDITERRANEAN YOUTH WORK

By Juan Ratto-Nielsen, Trainer & Consultant, NFL & HRD

rattonielsen@gmail.com



INDEX: EUROMED TRAINERS' PLATFORM

Introduction: The EuroMed Trainers' Platform concept - Juan Ratto-Nielsen	P 13/14
Quality in training: What and how? - Juan Ratto-Nielsen	P 15
Reflecting on and Experiencing Identity ... A Reality Check between Me and Myself - Justine Abi Saad	P 16
A trainer at Euromed trainers' forum about the development of the training platform: interview to Davide Tonon - Juan Ratto-Nielsen	P 17/18
The EuroMed Strategy - Bernard Abrignani	P 19/21
Tool - Poster the EuroMed Youth - Shadi Zatar	P 22
Tool - EuroMed: Professional and personal development space Antonio Benaches Bodí	P 23
Competences - My competences' trip before and after EuroMed! - Adib Lrhou	P 24
Competences - It's all about Politics! - Annan Ibrahim	P 25/26
Competences - Working on gender issues in EuroMed - Inbal Shtivi	P 27
Specificities - Addressing issues of gender and sexual orientation in trainings in the EuroMed region - Kaspars Zalitis	P 28
Specificities - Youth Work in South Mediterranean Countries: differences and similarities- Federica Demicheli	P 29
Research update: competence indicators and next steps - Juan Ratto-Nielsen	P 30
Participants' Reflections: Participants' impressions from Antalya and Venice	P 31
Participants' Reflections: Getting ready for Romania What do I expect for the next edition?	P 32

DOSSIER: EUROMED TRAINERS' PLATFORM

INTRODUCTION: THE EUROMED TRAINERS' PLATFORM CONCEPT

By Juan Ratto-Nielsen



This dossier aims to provide an account of the learning strategy of the EuroMed Trainers' Platform as a space to connect, contribute and get inspired. The concept, developed and implemented during the two conferences, responds to the need to take stock of the rich history of EuroMed training and build on it to further develop a common learning strategy in the region. With the firm belief that the three components of the forum must be represented in the dossier (connect, contribute and get inspired), it consists of a compilation of interviews, articles, experiences and reflections from the people involved in the process, trainers, multipliers, SALTO-YOUTH EuroMed & Good Practices RC officers and experts in the region.

The first part reviews the history and background behind the training strategy in EuroMed. It introduces the EuroMed Trainers' Forum concept with its objectives and outcomes. Quality is considered as the main goal of this strategy. I attempt to define quality in training within this context and propose a list of minimum quality standards for the field. The facilitators of the Forum in Venice approach the concept from their personal experience. Justine Abi Saad describes her personal development journey from participant to trainer, providing a personal understanding of how a bridge between Antalya and Venice meetings was built and competences developed. Davide Tonon's interview aims to give the insights into the development of the training concept/platform with details of his learning

as a trainer throughout the two editions. The insiders' part is complemented by an article written by the SALTO-YOUTH EuroMed & Good Practices RC coordinator. Bernard Abrignani, describes the EuroMed training strategy, its background and the latest developments in the light of the latest geopolitical situation. Permanent principles reflected in the human capital stand out as crucial elements of this strategy.

The second part, which is also divided into 3 sections, gives voice to the human capital targeted in the strategy, the trainers, multipliers and experts. The first section presents 3 tools developed within the context of training in EuroMed and created or adapted by European and Meda trainers. Shadi Zatarra focuses on a creative tool and its adaptation to EuroMed participants' needs. The tool "employability skills", described by Antonio Benaches, is one of the visible results of the long-term process started in the TOTEM (Training of Trainers in EuroMed) organised by Salto-EuroMed and involving trainers from both shores of the Mediterranean. Finally, Maria Ancona contributes with a strength-based training concept so necessary to effect a positive change in individual and community lives. The second section takes account of 3 cases of competence-building as a direct consequence of the Trainers' Platform. Adib Lrhoul describes his learning trip from formal education to the acquisition of NFL training competences. Compromise plays a

major role in Annan Ibrahim's "It's all about politics" in the process of developing certain strategic skills and competences within the intercultural and rapidly changing context of EuroMed. Similarly, Inbal Shtivi discusses the challenges and competences necessary for working with gender issues in such a diverse environment. The third section explores the specificities of working as trainers in EuroMed. Federica Demicheli outlines an interesting comparison of youth work in Maghreb and Mashreq along with the latest challenges and priorities. Finally, Kaspars Zalitis shares his approach to working with sensitive issues, specifically gender and sexual orientation, in trainings in the EuroMed region.

The third part includes an update on the development of trainers' competences in EuroMed and the reflections and expectations of participants about the strategy, the next meeting, and their needs and hopes.

Lastly, I would like to mention that although this dossier is based on past experience, a forward-looking approach was adopted from the beginning. Authors kept in mind that the concept is founded on continuity built not only on knowledge and practice, but also on competences developed through self-reflection and sharing. I truly hope that this dossier will inspire trainers to improve their competences and enlarge and strengthen this common space of practice. ■



DOSSIER: EUROMED TRAINERS' PLATFORM

//////////////////// INTRODUCTION: THE EUROMED TRAINERS' PLATFORM CONCEPT

THE EUROMED TRAINERS' FORUM EVENTS

The first International Conference of Active Trainers within EuroMed Framework took place on 6-11 October 2013, in Antalya, Turkey and was organised by SALTO-YOUTH EuroMed & Good Practices RC, Turkish National Agency, EuroMed Youth Centre and Akdeniz University. It had a specific focus for whom took part in TOTEM I and II and TATEM (Training Active trainers in EuroMed).

The conference aimed to gather trainers and multipliers who had worked in the EuroMediterranean framework for the last years and who wanted to work on their professional development, become updated and share best-practices about youth work in this area, and be active in the future EuroMediterranean cooperation.

During the meeting, the trainers had the opportunity to receive feedback on the 2012 Totem report and to contribute to the overall research about "Skills and competencies of a trainer active within EuroMed".

National Agencies, EMYUs and SALTO Network were also invited to contribute as well in the overall reflection about the achievements of their national and international strategy within the EuroMed area.

The meeting was a unique opportunity to discuss about the last 10 years and more of experience of trainers active in EuroMed, to confront challenges and successes, but also to reinforce the trainers' network to be better prepared for the new programme after 2013.

The second conference, entitled "EuroMed Trainers' Forum: D.O.C – T.E.A.M Developing Ourselves Continuously; Together Each Achieves More", took place in Venice, Italy, on 4-8 October 2014, as the second step of the strategy that started in 2013 in Antalya. We worked on the EuroMed framework and focused on our competences as trainers/multipliers and had the chance to share some experiences and interesting tools created by participants.

The conference devoted 3 days to share, reflect and develop around the current state of affairs of the EuroMed framework, a further deepening on competences as trainers/multipliers, and new training concepts, specific EuroMed tools and participants' projects.

THE AIMS AND OBJECTIVES

International Conference of Active Trainers within EuroMed Framework, 6-11 October 2013, Antalya, Turkey

- Gather TOTEM, TATEM and other active trainers, creating a EuroMediterranean atmosphere;
- Present two studies/researches 1 (on Totem trainers' competencies, 2) a larger EuroMediterranean research;
- Share learning experiences as trainers, the last years' achievements, and stimulate self-reflection;
- Upgrade EuroMediterranean competences and deepen critical issues of the learning process;
- Consider impact of geopolitical situation;
- Present to NAs, EMYUs and SALTO-YOUTH EuroMed & Good Practices RC strategy for the future;
- Plan future contribution of trainers in EuroMed as possible trainers' network, networking and projects development.

EuroMed Trainers' Forum: D.O.C – T.E.A.M., 4-8 October, 2014, Venice, Italy,

- Offer an ongoing reflection and developing space for trainers and multipliers active within EuroMed;
- Share, in a EuroMed atmosphere, the trainers' learning experiences, challenges and ways to overcome them;
- Create a space for self and group reflection on the upgrade of EuroMed competences as trainer;
- Design/share new tools for learning and training concepts for the EuroMed framework;
- Focus on the geopolitical context;
- Get familiar with Erasmus+ programme and the EuroMed strategy
- Practice EuroMed visibility in Venice local community
- Ensure a space for project sharing and developing



DOSSIER: EUROMED TRAINERS' PLATFORM

QUALITY IN TRAINING: WHAT AND HOW?

Juan Ratto-Nielsen, trainer & consultant, NFL & HRD

rattonielsen@gmail.com

Quality is like world peace; everybody wants it, but it's still hard to agree on the conditions or how to attain it.

WHAT IS QUALITY IN TRAINING?

For any organisation there needs to be clarity about what will be considered quality in their training activities. In most organisations there is agreement about using particular evaluation standards and/or ethical guidelines to guide the training and evaluation and to implement and evaluate it.

However, for youth work activities 'quality' is still a fuzzy term that gets even fuzzier when dealing with it in training activities. Quality is a subjective term for which each person or sector has its own definition. In technical usage, quality can have two meanings:

1. the characteristics of a product or service that bear on its ability to satisfy stated or implied needs; 2. a product or service free of deficiencies. According to Joseph Juran, quality means "fitness for use;" according to Philip Crosby, it means "conformance to requirements."¹

In training activities, quality concerns the whole spectrum of context, partners, people, methods and stages of the activity or project. The notion of quality is socially, institutionally and culturally marked and, therefore, not always understood by all partners in the same way. Quality consists of personal aspects ('necessary' trainers' competences or basic attributes), measure-related aspects (strategic, method, and subject and field competences), and assessment systems for the necessary competences that have been defined.²

QUALITY IN TRAINING WITHIN THE EUROMED FRAMEWORK

As explained by Bernard Abrignani, training is an essential component of the diffusion of the EuroMed programme. "Moreover there is a specificity of training within the EuroMed context, which has to do with the meeting of two civilisations, the encounter of three different religions, the different role that non-formal education plays in EU and in MEDA countries, the political relevance of this moment in history of the programme itself, the use of the training venues, and much more. It is therefore of paramount importance - in order to ensure quality - to have trainers well prepared to face the specific challenges related to training activities within EuroMed".³

Training of trainers within EuroMed has gone through several stages with objectives that aim to meet and define the quality needs of the aforementioned realities of the region.

TATEM (2004-2006)

- Quality through qualification in the context of the EuroMed region

TOTEM (2005-2006)

- Improvement of quality based on the acquisition of training skills and competences

TOTEM II (2011-2012)

- Further development of competences with a focus

on a EuroMed common learning approach

EuroMed Trainers' Platform (2013-Present)

- Reflection and developing space for trainers and based on a EuroMed common learning strategy

Thus, quality becomes a more tangible concept reflected in concrete actions and policies and not merely based on our intuition or gut-feeling to spot it.

This common learning approach and the standards were addressed during the first trainers' conference in Antalya:

Should there be a minimum standard for trainers in EuroMed?

- Trainers should have experience
- Democratic and Human rights and a hands-on intercultural & international communication experience
- International experience
- Knowledge of French and/or English
- Experience in EuroMed
- Balance (not taking a position)
- Overcoming personal barriers
- Neutrality and empathy
- Understanding of own abilities
- Openness towards change and self-development
- Sensitiveness about each other situation
- A minimum standard would deliver the following impact:
 - Guarantee effective work
 - Quality in youth work and projects
 - Educational/learning process
 - Spread impact on political level
 - Establish common understanding of institutions involving youth policies

Answers from Participants at the "International Conference of Active Trainers in EuroMed framework" (06/11 October 2013).

Based on the quality criteria in EuroMed training of trainers along with the "competences for DJS external trainers",⁴ and integrating the various aims and objectives developed throughout the training activities for trainers in EuroMed, and responses from stakeholders, we can draft a list of minimum quality standards for international trainers within EuroMed:

Draft Proposal for Minimum Quality Standards for EuroMed Trainers⁵

1. Experience as a trainer and/or member of a team of trainers in international and intercultural youth work
2. The ability to actively contribute and assist in the preparation, running and evaluation of the training activity
3. Possession of certain education background related to the topic or the methodology of the training activity, either formal or non-formal (educational, pedagogical background, training of trainers, proven record of participation in training activities, etc.)
4. Ability to work in an intercultural and multinational

team of trainers

5. Language and effective communications skills to work in an international team and according to the activity requirements
6. Knowledge about the differences in educational approaches between EU and MEDA countries
7. Being aware of and familiar with youth activities and experiences in the EuroMed Region as a member of a youth, government or educational organization
8. Knowledge of the socio-economic background of EU and MEDA regions
9. Comprehension of the Euro-Mediterranean context with all its cultural, historical, political, and emotional implications
10. Ability and willingness to develop specific Euro-Med approaches
11. Ability and willingness to work on the self-reflected acquisition of the necessary competences
12. Ability to implement a bi-directional transfer of training experiences between EU member countries and MEDA countries
13. Ability to support a common educational approach within the learners in the group

Therefore, quality standards in training within the framework of EuroMed youth work consist both of competences and certain attributes or features. If we look back at the development of training activities in the history of EuroMed, the above elements become to take shape. However, it is in the forward-looking approach of the EuroMed Trainers' Platform where those elements are addressed by the stakeholders themselves and developed with a special emphasis on trainers' competences. I challenge you to identify them within the articles that trainers, multipliers and SALTO-YOUTH EuroMed & Good Practices RC officers' have written for this dossier: If you succeed, then we are getting closer to a shared understanding of what quality means within our common learning approach within Euro-Mediterranean youth work. A consensus on what quality is and minimum quality standards will reduce ambiguity and offer directions and criteria in our future training strategy. It will also enable trainers and organisations to align their objectives and policies accordingly. ■

¹American Society for Quality, Glossary - Entry: Quality, <http://asq.org/glossary/q.html> retrieved 20.01.2014

²Council of Europe (2003) Study on trainers' competencies necessary for developing and implementing high-quality European level training activities in the youth field

³SALTO-YOUTH (2006). EuroMed Resource Centre, TOTEM training of trainers in Euro-Mediterranean Region

⁴Competencies for DJS external trainers: Profile of a Junior Trainer. Retrieved 12.12.2013 http://www.coe.int/t/dg4/youth/Source/Training/Quality_NFE/competencies_junior_en.pdf

⁵"Trainers' Competences within EuroMediterranean Youth Work: A quality approach to training" SALTO EuroMed, Jun 2014.



DOSSIER: EUROMED TRAINERS' PLATFORM

**REFLECTING ON AND EXPERIENCING IDENTITY
A REALITY CHECK BETWEEN ME AND MYSELF**

Justine Abi Saad, Lebanon, trainer and representative of SALTO-YOUTH EuroMed & Good Practices RC, Program Officer - Civil Peace Service Program - GIZ

abisaad.justine@gmail.com



*We do not learn from experience ...
we learn from reflecting on experience*

My experience with the EuroMed Youth adventure began in Jordan, June 2002, where I participated in the "Step To" training for youth workers to develop a local, regional or national strategy in the framework of Euro-Mediterranean cooperation. This training completely blew my mind by its approach, content and experiential learning. Additionally, it became an important part of my learning experience; a new kind of intercultural learning and non-formal education was a new discovery for me since those are almost non-existent in my country, while they are nevertheless as valued as institutional or official education in the European countries. The most interesting part of my EuroMed Journey was discovering myself and having the opportunity to develop a personal

process for acquiring the knowledge, attitudes and behavior that comes with from interaction with different cultures. Coming from Lebanon, a country with 18 religious communities and where coexistence is a motto rather than a reality, I have experienced for the first time in my life through the EuroMed program how people with different cultural backgrounds can live together peacefully and respectfully. Consequently, I learned that intercultural learning demands that you have a deep knowledge of yourself and where you come from, before being able to understand others. It is a challenging process as it involves addressing very deeply rooted ideas concerning your beliefs, traditions and what is good and bad in your educational value system. My perceptions were challenged by other EuroMed participants and their way of doing and thinking, and not always without conflict.

The next stage in my EuroMed journey was ToTEM, a long-term Training of Trainers in EuroMed. It was divided into five phases and included, besides training activities, coaching and follow up of the trainees between trainings.

This long-term discovery implied personal engagement and being able to question multiple perspectives, as well as dealing with risks, tensions, opportunities and solutions. This approach helped me in my daily life, as I was able to transfer it to my local reality through the trainings and projects I have run. Furthermore, participating in EuroMed Trainers' Platform in Antalya last year, and being a trainer in Venice this year, was for me a question of attitude: striking the right balance between challenging myself to move further away from my assumptions and that of proposing solutions that respect different opinions. Through this, I learned that the different



opinions would persist but that we can still use them in a constructive way. The EuroMed trainers' platform was a process that challenged me to perceive myself and my other colleagues or trainers/trainees as different but nevertheless complementary individuals. It's amazing how often I say to myself: "how come it took you so long to figure that out?" The EuroMed program and more specifically the EuroMed trainers' platform have had a significant impact on my personal and professional development, one that has widened my perspectives and changed my way of behaving and thinking. ■



DOSSIER: EUROMED TRAINERS' PLATFORM

A TRAINER AT EUROMED TRAINERS' FORUM ABOUT THE DEVELOPMENT OF THE TRAINING PLATFORM: INTERVIEW TO DAVIDE TONON

Juan Ratto-Nielsen, trainer & consultant, NFL & HRD



JRN: - Davide, could you introduce yourself and tell us about your background regarding the EuroMed Youth Programme?

DT: - Hi, I'm a youth worker, trainer and on daily basis I'm working in Nexes, an NGO we created with a couple of friends almost 15 years ago in Barcelona. To EuroMediterranean cooperation I've dedicated quite big part of my interest and energy since 2002: during these years I worked on different topics through activities like youth exchanges, EVS, training courses. For SALTO-YOUTH EuroMed & Good Practices RC I coordinated seminars, forums and trainings. In 2009, I cooperated with the European Commission for the launching of the IV Phase of the EuroMed Youth Programme. I guess thanks to all these activities it's growing my passion towards the cultures of the EuroMediterranean region and my interest for its complex geopolitical context.

JRN: - How did you and the team develop the training concept behind the EuroMed Trainers' Forum? Were you provided with precise guidelines or were you supposed to keep an open mind?

DT: - The Forum in Venice was designed during the "2014 EuroMed activity planning" in snowy Brides, in February of this year. The facilitation team was formed by Justine Abi Saad and me, so we had: a participant and

a facilitator of the previous Conference in Antalya, a female and a male, a Meda and a European. Therefore, in the elaboration of the Forum guidelines and programme we could benefit from different perspectives and sensibilities. We took into account positive points and pitfalls of the previous edition, and we tried to create a connection between the Conference and the Forum foreseeing upgrades and experiments. Direction and main aims were already drafted inside the SALTO-YOUTH EuroMed & Good Practices strategy, the way to shape the event and the spices were up to the facilitation team. I like to work under these conditions: mutual commitment, understanding, trust, freedom and creativity, benefitting of a consistent strategy behind. And these elements were present since the beginning.

JRN: - Which were the main objectives of the first edition that took place in Antalya? Did they change during the event? Did you have to adapt them somehow?

DT: - Antalya Conference basically aimed to gather trainers and multipliers who worked in the EuroMediterranean framework during the last years, in order they could share their vision, exchange about youth work in the area, knowing the studies/researches carried on lately, getting updated about the geopolitical situation and the SALTO-YOUTH EuroMed & Good Practices strategy for the future; work on their professional development, upgrading their EuroMed competencies and sharing tools; take a commitment to be active in the future EuroMed cooperation, networking and developing new project ideas. These objectives were largely achieved with the Conference in Antalya. Anyway, at the end, we realized how difficult it is for many trainers involved – due to personal and organizational reasons - to take a commitment for the future in the EuroMed cooperation. We also became aware that to go deeper in the geopolitical situation it requires a lot of attention and time, being a sensitive and complex topic. Therefore, we took note and made treasure of this first experience in order to prepare the Forum in Venice.

JRN: - What's your general impression about the second one in Venice? Can you tell us about some developments that you identified throughout the event?

DT: - In my opinion Venice Forum has been successful. Most important features of the event were: a venue on an island lost in the Laguna, a motivated and creative group of trainer participants, inspiring working atmosphere and spirit, interesting EuroMed tools shared, EuroMed competences upgrade, some experiments, and general commitment for self development and future quality cooperation. At the end we received a very positive feedback both from trainer participants and from institutional stakeholders. Compared to Antalya Conference, the Forum in Venice has been more compact and more coherent. The facilitation team has been gender and geographically balanced: this has been a message and a metaphor of the strategy as well. Participants have finally merged their stories (TOTEM, TATEM, etc.) into the story of one big group of EuroMed trainers and multipliers. It has also been clear for everybody that this kind of events, a part being a meeting point of people involved in the field, is a possible engine for the growth of a EuroMed community.

JRN: - I'm sure you have learnt new competences and improved existing ones when developing and implementing these events.... Which are the ones that you would like to share to inspire other trainers and facilitators?

DT: - This kind of events (Forum, Conference, etc.) gather in one place a considerable number of practitioners that invest their time and energies, meeting, looking for professional insights, building personal contacts and finding inspiration for future cooperation. All this 'juice' has to be brewed in 3, maximum 4, days. Therefore, while coordinating such events, for me it has been important to develop the ability to share the vision with the stakeholders. This means to keep always in mind the interests (sometimes different) of all the actors involved and to forge a programme able



DOSSIER: EUROMED TRAINERS' PLATFORM

////////////////////////////////////// A TRAINER AT EUROMED TRAINERS' FORUM ABOUT THE DEVELOPMENT OF THE TRAINING PLATFORM: INTERVIEW TO DAVIDE TONON

to make them feel comfortably in, balancing contents, experience, reflection and emotions. It's kind of juggling with the cognitive and emotional intelligence. Where you have to keep an inner calm and use your sense of humor, always keeping the aim as polar star.

One thing I'm working on is the ability to use and integrate the place and the venue into the event programme. Sometimes it helps to create a magic atmosphere in which it's much easier to develop the learning process. And Venice (both the island of San Servolo and the old centre) gave us a great opportunity for this purpose.

Then, fundamental for the facilitator is the ability to use the resources present in the

group, empowering participants. To have beforehand their profile is crucial in order to set a programme able to let them be protagonists. It seems easy, but it implies a cocktail of skills and attitudes: to empower, trust, search for diversity of contributions, look for 'creativity to power', be able to make a step back and leave space. In Venice I think I developed my ability to push gently participants deep into their stretching zone in order to foster their active participation and empowerment.

JRN: - *Anything you would like to add?*

DT: - The EuroMed Trainers' Platform (with Forum, trainings and support material) is a strategic framework, which can foster

the growth of a network of multipliers and trainers that can make a difference in the Mediterranean region. I hope that each of us is aware of the privilege and the difficulty of the mission we are part of.

This framework is clearly thought not only for trainers' development, but also to support the creation of a bottom-up relationship and quality cooperation within the Mediterranean region. This is needed now more than ever, while the European Union construction is suffering its first big crisis and the Meda countries, after 'Arab springs', are living in a situation of uncertainty.

JRN: - *Thank you for your time and consideration.*



DOSSIER: EUROMED TRAINERS' PLATFORM

THE EUROMED STRATEGY

Bernard Abrignani, Coordinator SALTO-YOUTH EuroMed & Good Practices RC



Do you know the story of the princess and the tiger?

"A prisoner has to choose between two cells, in one there is a princess and in the other one, a tiger. If he chooses the princess he must marry her; but if he comes across the tiger, he will be eaten up."

While reading this story, a king of a remote area got an idea.

"That is exactly what I need to do with the prisoners" - he confides to his Prime Minister the day after. "But I do not want their choice to be just due to fate, because it would not be funny; that's why I am going to put signs up on the cells door. Those who are smart and logical enough to benefit from this will be granted a pardon and, on top of that, I will give them the princess' hand in marriage as a gift!" Above every door cell there was a sign. The first one goes: "There is a princess in this cell and a tiger in the other one" and the second one goes: "There is a princess in a cell and a tiger in the other one".

The first prisoner asked the king: "Can I trust what is written?" "One of the signs tells the truth, the king assures, and the other one lies". This story illustrates exactly what the prisoner has to do to survive: he has to determine a strategy.

Strategy is the art, the process or all the methodologies maximising the likelihood to reach a given objective by taking into account a given frame, proven elements and the actions of one another. However, strategy is

much deeper affected by the uncertainty itself coming from the part played by fate. It is an action we perform "in the dark", because do we ever know, as much as we would like to, those we want to reach and their reactions and above all, in what frame we must act?

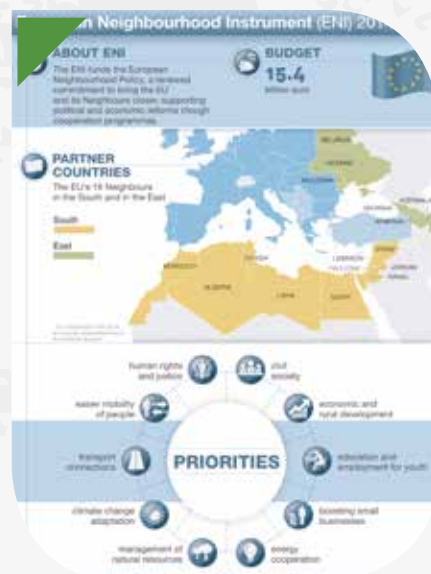
"Change your strategies and tactics, but never change your principles"

This quotation by **John Kessel** shows perfectly the evolution of the European strategy during the last decade and it relies on its **General Principles and a geographical area: create an area of prosperity and good neighbourliness:**

Let's compare the objectives of the 19th of June 2000:

"Common Strategy 2000/458/CFSP of the European Council of 19 June 2000 on the Mediterranean region" Extracts

1. The Mediterranean region is of a strategic importance to the EU. A prosperous, democratic, stable and secure region, with an open perspective towards Europe, is in the best interests of the EU and Europe as a whole.
2. The Mediterranean region continues to be faced with political, economic, judicial, ecological and social challenges. If these complex and diverse challenges are to be overcome, the EU and the Mediterranean partners must work together with a common vision, sensitivity and mutual respect.



5. The Union aspires to play its full part in bringing about stability and development in the Middle East. The Union will therefore support the efforts of the parties to implement the peace agreements. This Common Strategy will cover the EU's contribution to the consolidation of peace in the Middle East once a comprehensive peace settlement has been achieved.

For those of 2001-2011, the EU reviewed the ENP and put a strong focus on the promotion of deep and sustainable democracy, accompanied by inclusive economic development. Deep and sustainable democracy includes in particular free and fair elections, freedom of expression, of assembly and of association, judicial independence, fight against corruption and democratic control over the armed forces. The EU also stressed the role of civil society bringing about deep and sustainable democracy. The EU unveiled "more for more" principle, under which the EU will develop stronger partnerships with those neighbours that make more progress towards democratic reform.

The principles are the same but objectives were (had to be) adapted! Everybody knows why: the repercussions of the uprisings in North Africa and the Middle East, violent sectarian conflict in Syria with its fallout in Jordan and Lebanon, as well as a new outbreak of hostilities between Israel and Hamas indicate that the ENP has been no longer successful to the south. The winner-takes-all approach that prevails after elections in many of these countries has intensified underlying political, economic, social, and religious tensions. It has become a barrier to "transition" toward a more inclusive form of liberal democracy. To sum up, a strategy has to be progressive!

How can the SALTO-YOUTH EuroMed & Good Practices RC be an active element in a region looking like a powder keg in which causes are never easy to pinpoint?

Politics and religion, ancestral rivalry and geo-strategies interpenetrate each other endlessly. That is why, even at a very low level (realism and humility are required!), it is needed to integrate all these parameters so as to define the best-adapted strategy to reach objectives that were defined with every partner. It is this integrated approach that better characterised the SALTO-YOUTH EuroMed & Good Practices strategy:

DOSSIER: EUROMED TRAINERS' PLATFORM

////////////////////////////////////// THE EUROMED STRATEGY

- Do with it before you do for it!
 - Create and promote a balance of "competences" between the two sides of the Mediterranean
 - Promote and support the emergence of a Euro-Mediterranean trainers' network
- Since the creation by the European Commission of the SALTO Resource Centres, the one in charge of the EuroMed region has always implemented a 3-year-strategy. The use of this medium-term approach has enabled the Resource Centre to anticipate, change, when needed, and get used to modifications - geopolitical, structural, and institutional - without ever losing its values or its "moral compass"!

The tree image I have used since 2002 to symbolise the SALTO-YOUTH EuroMed & Good Practices strategy is still valid:



There is a need to sow the seeds to obtain roots because without roots there is no growth, no trunks strong enough to resist storms, no branches to hold the fruits and no "seeds" dissemination able to spread the forest. We have to pay a careful attention to this, to support this as soon as necessary and to promote this as far as possible. Today, the 5 strategic lines (slide 1) still exist; they are developed in accordance with realities, strengths, weaknesses and existing opportunities. The needs are the same. They are simply sharper because the structural causes are still there: problems of literacy, urbanization and demography and the

political, economic, social, cultural and religious challenges are even more pressing.

In 2013, a redefinition of our strategy was presented to the European Commission and approved.

Aim: Institutionalisation - **Objectives:** recognition and accreditation - **Target Groups:** NGOs, Youth Workers, Trainers

This new line was developed around European programmes focusing on the EVS accreditation for the NGOs of South Mediterranean countries. The following slides illustrate the development of the process to attain its goal:



This new line is based on 5 principles: Coherency – Complementarity – Synergy – Transparency – Evaluation

Strategy is the art of combining the means and resources based on contingencies and it depends on three distinct levels of responsibility:

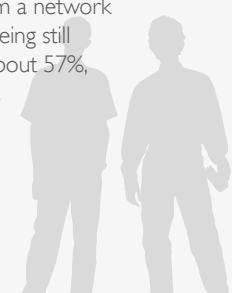
- 1 - The strategic level is the highest level of the organisation (e.g. board of directors or senior management)
- 2 - Tactical level developed and carried out by the top of the organisation's supervision (e.g. management committee)
- 3 - The operational level, which is that of the entity or local service, engaged in a particular action (e.g. workshop production).

Training is the most important tool because, otherwise, how can we develop and disseminate the "seeds"?

It is essential to have a network of reliable and competent trainers and that these trainers are representatives of the two shores of the Mediterranean.

To achieve that, we have organised training courses for trainers specialised in EuroMed; however those three training courses (TATEM – TOTEM 1 and TOTEM 2) were set up only when we potentially had candidates, with the adequate profile, that were spotted among our trainees, or were suggested by members of the network, etc. Training courses have never been intended to "provoke vocations"!

This "quality" objective has allowed us, since 2006 (end of the first trainings), to be able to benefit ourselves and others from a network whose return on investments - being still active in the EuroMed area - is about 57%, nine years after the first trainings.



DOSSIER: EUROMED TRAINERS' PLATFORM

//////////////////////////////////// THE EUROMED STRATEGY

Publications were released to support the visibility and the dissemination of the results and since 2013, conferences with all the trainers active in the Euro-Mediterranean area have been organised.

<https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/reportscollection/reportmultipliers/>
This report compiles all the documents, methods and tools created by youth workers, involved in the EuroMed Youth Programme, who participated to national training courses in Meda countries from 2003 and 2005.

The aim of this report is to share the tools, the tips and the experiences of all these participants with you.

<https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/reportscollection/reporttotem/>
TOTEM (Training of Trainers in EuroMed) is one of the two long-term training courses on training developed at institutional level within the EuroMed area.

TOTEM has been designed to support the learning of those youth workers and youth leaders - already experienced in EuroMed - who manifested their will/need to develop their competences as trainers in this field.

More specifically, TOTEM responds to the need of developing specific EuroMed-related competences in the field of training and tries to address a very specific target group of candidates. TOTEM is part of the SALTO EuroMed training strategy and constitutes a complementary training course to TATEM (Training for Active Trainers in EuroMed), the later addressing those who are already involved in training activities within EuroMed.

This TOTEM report aims to respond to the need of transferability of training concepts and experience with a dedicating part of its implementation to the self-reflected acquisition of the necessary competences.

<https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/totem/>

<https://www.salto-youth.net/downloads/4-17-2850/Publication-Salto-Youth-TOTEM2.pdf>

<https://www.salto-youth.net/downloads/4-17-2839/Trainers%20Competence%20Cards.pdf>

TOTEM: Training of Trainers in EuroMed: skills and competences for training in EuroMed

The elements presented on this page are the annexes of the latter:

<https://www.salto-youth.net/downloads/4-17-3008/05-Trainers%27%20Competencies-1.pdf>

Trainer's competencies within EuroMediterranean Youth Work

This study takes into account the following background publications:

- TOTEM training of trainers in Euro-Mediterranean Region;
- Train EuroMed Multipliers;
- Supporting Learning: Long term training course in EuroMed;
- Training Active Trainers in EuroMediterranean Youth Work, TATEM;
- report about TOTEM II;

but also the mapping exercise developed by other institutions in the field of ETS (European Training Strategy), along with the survey conducted to inquire about adaptability and applicability of ETS in the EuroMed Region, and other relevant publications found by the researcher:

A complementary editorial policy was also developed to "nourish" and "inspire" the EuroMed educational actor: This policy focuses on the pedagogical tools.

https://www.salto-youth.net/downloads/4-17-2694/GP_Tools-For-Learning-in-non-formal-educ_GB_130912_HD.pdf

This publication sets out to provide an overview of the long-term strategy for the field of Tools for Learning over the last 7 years within the Youth in Action Programme.

The Tools for Learning strategy is based on the Tool Box, Tool Fair and the working group. These pillars support the development of new methods in training and educational activities, reflections on the competencies and skills needed for running sessions and Learning activities based on such tools and methods.

https://www.salto-youth.net/downloads/4-17-2652/Injep_GP_TrackingOff_GB_300512.pdf

"Tool for Learning: How to create and develop"

This Practical Guide aims to provide some tips and information about:

- > To give an overview of the Tools for Learning Strategy
- > To clarify what is meant by Tools for Learning
- > And in particular to provide ideas and resources for the creation and develop a Tool for Learning

https://www.salto-youth.net/downloads/4-17-2849/INJEP_tools_for_learning_151013.pdf

Tools for Learning Magazine which is now only available in soft copy:

<http://www.toolsforlearning.org/>

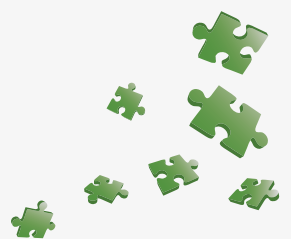
What's the purpose of this Educational Tools Strategy?

- To take stock of achievements of the results obtained so far, particularly concerning the Tool Fair and the Tool Box;
- To improve the average quality of the educational tools developed and adopted during SALTO's training activities;
- To boost the role of non-formal education at large, in particular to make of the Tool Fair and Tool Box venues and occasions for sharing good practices and ideas also with educators external to Youth in Action programme.

Since SALTO-YOUTH EuroMed & Good Practices RC has been created – in August 2000 – the major objective has been oriented to and for the trainers: those who are willing to become trainers and those who are already active; without them there is no development, neither quantitative nor qualitative above all. I called this strategy "the lift". First of all, it runs "bottom-top"; the "top" part reaches an official recognition of the competences and of the acquired experiences as trainers. Thus, the latter will transfer their knowledge to the "bottom" in order to allow others to follow the same paths in a movement that could be, ideally, continual.

The human factor is a leading part. People can build and develop projects based on it, allowing us to "stay on course", while navigating our way with the strategy at the whim of different disruptive elements we have been facing for several years. It is the motivation, the involvement, the personal investment of various institutions, trainers, youth workers, youth leaders who brought the "added value" which underlies the success of our objectives, yet still so delicate despite our continuous efforts.

A big thanks to all of them and, above all, keep up the good work! ■



DOSSIER: EUROMED TRAINERS' PLATFORM POSTER THE EUROMED YOUTH

Shadi Zatar, Palestine, Trainer, JUZOOR + Loesje Palestine
shadizatar@gmail.com



“Poster The EuroMed” is a short text writing exercise based on creative methods to come out with content for posters. The tool was presented in the EuroMed Youth Trainer Forum in October 2014 in Venice, Italy. A total of 15 trainers participated in the workshop. The aim of this tool is to share and disseminate the idea of EuroMed Youth Cooperation, and the spirit of the trainers in EuroMed.

This tool was adapted to the EuroMed youth context after I learned it from Loesje International organization. Mainly, this tool aims to promote freedom of expression and Human Rights, make creative posters, break stereotypes, and encourage people to think positively and unconventionally.

I chose this tool for adaptation to the EuroMed context because it consists of a flexible and new method that attracts youth workers, trainers, and young people to get involved in EuroMed youth work.

The tool gives a new perspective to the usual poster that is full of graphics, colors, signs, and logos. In this tool we use only white paper + short text in black + suggested signature of EuroMed Youth Trainers (this signature does not refer to someone in particular, but to the group)

Thus, the overall idea or thought on the poster is the most important and visible part for readers.

THE TOOL STEP BY

1. Warming-up game

We use this exercise to get people inspired and in the mood for writing, and to show the participants how creative they are. There is no such thing as “too weird” for what can come out of the warming-up games.

2. Collect subjects

We choose the subjects that we are going to write about. Everybody can say what they want to write related to the EuroMed Youth. One

tip is to not take topics that are too broad: e.g. “EuroMed Youth Training” is easier to associate on, than just “EuroMed”.

3. Writing

Playing with words is the main internal method in this tool. Here we'll introduce the most used and most important ones: Association, Contradiction, Comparison, Exaggeration, Stimulation/Suggestion, Turnaround, & Question.

4. Circling – Voting for texts

Every participant can draw circles around the texts they would like to become posters. They can choose more than one text on each sheet, including their own texts. In the end we'll be able to recognise the most popular texts by the number of circles.

5. Reading out loud

If there is still time and if people are not too tired, we can read out the texts with the most circles, or ask all participants to read one of the texts on the paper in front of them.

6. Final Editing

We explain that the proposals with the most circles will be turned into a long list. The poster series is made out of them. The final editing is done by discussing each text in smaller groups. They will make the final decision on which texts will become the results to be publicized.

A good text...

- should be positive and progressive about EuroMed Youth Cooperation
- tickles the mind about the relevance of being involved and creative in the field of EMY
- makes people smile and like the EMY field
- criticises without judging
- makes people think / challenges people's minds
- shows people a new way of looking at something they'd taken for granted
- can be easily read in different and positive ways about the EuroMed Youth cooperation

7. Layout

Then all you have to do is work on the layout of the series

We lay them out on A3-sized paper by hand, typing or Photoshop, etc.

>> THEN SHARE AND SPREAD POSTERS WITH THE PUBLIC, OTHER PEERS, FRIENDS, SOCIAL MEDIA, TRAINING VENUE, etc

The final posters' layout can be like the following example:

**IF YOU WANT
TO BE
INTERCULTURAL
TRAINER
TRY
THE EURO-MED**
EURO-MED
YOUTH+TRAINERS

The tool offers the trainer a practical method to train youth in how to think creatively and to understand other perspectives, to expose them to an intercultural learning process, and to educate them how knowledge can be transferred.

Applying this tool as a trainer will equip you with better competencies in training participants, in encouraging them to reflect on their own learning process, accepting all point of views, adapting and delivering workshops in a flexible way, adapting the tool to different contexts, and being more confident about the content you promote through it.

THE ABILITY TO ADAPT is one of most important competences that trainers should have. This tool offers the trainers the possibility to adapt it as much as needed in regard to the target group and subject. Besides, it helps the trainers to train themselves in how to be flexible in delivering workshops and sessions in their trainings, how to understand the different mentalities of participants, and how to deal with all of that in order to reach results and complete the learning process cycle.

After the workshop conducted in Venice, many trainers who participated expressed that they liked the tool because they had been looking for a new method to approach their youth in their trainings and other activities. Besides, this tool allows young people to design it the way they want, resulting in something made by and with the young people.

Loesje Palestine is an informal youth group that adopted this tool as the main method to conduct training workshops for creative thinking in all around Palestine. The group has members who are also active in EuroMed youth training and cooperation. ■

**ARE HUMAN RIGHTS
DEPENDING ON
HUMAN WRONGS**
Loesje

DOSSIER: EUROMED TRAINERS' PLATFORM

EUROMED: PROFESSIONAL AND PERSONAL DEVELOPMENT SPACE

Antonio Benaches Bodí, Spain, Freelance consultant and trainer and volunteer youth worker in AC Amics de la Biblioteca de la Fonteta (Valencia - Spain)

abenaches@gmail.com

During the last 3 years, thanks to the space given by the Training for Trainers in EuroMed (TOTEM 2011-2012) and the different Forums and EuroMed activities, we have developed a very strong partnership and even friendship. As an exercise suggested in TOTEM, we created the "8-series", a set of projects connecting sports and active citizenship. We developed projects in Turkey (Activ8 and Evalu8), UK (Motiv8), Jordan (Cultiv8), Spain (Particip8) and Lebanon (Collabor8). In parallel to this 8-series process we have been working with many other partners. We have had lots of debates and discussions that have made us stronger and have helped develop our competences and self-confidence to enjoy the challenges of the EuroMed projects.

Now we have taken a new step in our common way. We have decided to consolidate the cooperation among our organizations and ourselves as individuals by creating an international network that will be registered in Spain. We would like to achieve a bigger and stronger impact in our societies, so we considered that establishing a network would be the best way. The organization, called "EuroMed Citizenship", will promote activities focused on developing active citizenship behaviors and intercultural learning in the EuroMediterranean region, in the frame of non-formal education with a lifelong learning scope. The promoters of this project are: Annan Ibrahim (Egypt), Adib Lrhoul (Morocco), Aytac Uzunlas (Turkey), Lama Tabet (Lebanon), Angela Edwards (UK) and myself, Antonio Benaches (Spain).

The tool "Employability Skills" is one of the visible results of the development of this group of trainers through the process started in the TOTEM organized by SALTO-YOUTH EuroMed & Good Practices RC.

This tool consists of a role-play exercise where the participants try to convince different stakeholders (the trainers or facilitators play this role) about the benefits of volunteering and the impact in different parts of their life. The tool aims at providing a comfortable and fun space for self-reflection on the development of competences through volunteering. The different stakeholders represented are: family (father/mother who doesn't understand what is the point of being a volunteer), NGO (recruitment of new volunteers), best

friend (looking for other kind of leisure time activities), employer (job interview), funding body (organization supporting good ideas/causes), university admission department. The strong point of this tool, and sometimes weak too, is that you need a big number of facilitators, but in our case this was not a problem at all.

From my personal point of view, when I started my participation in European projects, a big new door opened in front of me, and

the same happened when I discovered the EuroMed region. Furthermore, being from Valencia (Spain), the Mediterranean "style" is part of my identity, so EuroMed has given me a very comfortable space for personal and professional development.

EuroMed projects are a good tool to make a real change in the future societies and in our case, also a space to meet friends for life and grow up as trainers with them. ■



DOSSIER: EUROMED TRAINERS' PLATFORM

MY COMPETENCES' TRIP BEFORE AND AFTER EUROMED!

Adib Lrhoul, Morocco, Trainer and Consultant, Administrator at the General Secretariat (Ministry of Youth & Sports, Morocco)

adib.lrhoul@gmail.com



administrations. In 2009, and after 4 years of studies, I was able to be a manager/director of any youth centre in Morocco. At that time I had already taken part in some international programs but I was still looking for myself, for the things I wanted to do and to develop myself.

After a first, a second and a third experience within EuroMed I felt that this was my world. Each time I was learning something more not only about people and cultures in the region but also about my identity and myself.

I consider myself lucky because I took part in all kind of activities (youth exchanges, trainings, seminars, EVS...) and my highest experience was the TOTEM II in 2011. It was a great opportunity for me to enhance my competences in youth work and non-formal education to complement my "administrative manager" profile with the "youth worker" approach.

During and after TOTEM I've been part of a strong trainers' network with whom I had to work and collaborate to make our TOTEM a successful experience for all of us but also to

make an international frame for our NGOs and networks and for us as trainers in the region.

Thanks to the diversity of the people I met and worked with in the EuroMed framework learnt many things as a trainer such as how to be more punctual in terms of respecting deadlines and online meetings first to be easy to work with as much as I can but also to break stereotypes about my culture. At the beginning I was always working with people that are close to me and that I consider like friends to make smooth and easy trainings, but later on I realized that I had to "take the risk" and learn more by working with other people I never worked with before to improve my communication and work skills and reach more in terms of training competences. It's true that this wasn't easy but I really learnt from it a lot and I decided to be open to all experiences as we learn more from the difficult situations and contexts than the easy ones. ■

My trip started in 2005 when I joined the Royal Institute of Youth Work in Morocco, a public university that trains people in how to manage and work in youth & sport



DOSSIER: EUROMED TRAINERS' PLATFORM

IT'S ALL ABOUT POLITICS!!

Annan Ibrahim Mohamed, Egypt, Trainer, Projects' Coordinator in Egypt Foundation For Youth Development (EFYD)

When the word politics is uttered, what comes directly in mind are ideas like tactics, plotting, scheming, negotiations and agreements. It is an art and science that is full of methods and maneuvers. Plenty of questions are usually raised in connection with this word and the answer is summed up in one statement: "it's all about politics!!" Upon hearing this statement, negative assumptions directly ring a bell. However, zooming in on this phrase and discarding its generalized connotations, it is about how far two parties or more are willing to get along together reaching a common ground for launching the process required. Nearly everything in life is based on the kind of strategy one chooses, follows, and the willingness to change it according to current situations. This is the case with the EuroMed program and the competences of trainers involved in it. This program is constructed on how to bring ideas to life; to do that, different organizations from different cultural backgrounds come together to train youth and upgrade local communities. In that sense, strategic planning comes to light. How can these differences create a coherent entity that suits all?

Positively, the EuroMed program has connected two regions together. It has combined the south and north of the Mediterranean in a very unique experience. For many years bridges and potentials have been built through a cultural perspective where differences become the common language for understanding. Against all odds, the EuroMed program has overcome huge tides that hit the area; it has been working since 1998. In order to be able to cover such period of time, there was a vision and aim from the beginning. Basically, the start was through an open window by means of a political agreement (Barcelona 1995). A decision was made to focus on cultural exchange and understanding cultural differences. In that sense, the EuroMed program grew and multiplied. One of the main targets has been - and always will be present - the youth. Youth is the renewable energy source that fuels the program's engine and keeps it going. This is strategic planning; how to set the foundation of an idea and keep it going without being out of date. It's all about politics.

Obviously, this ongoing process has involved plenty of persons from its launching. There

are the ones who are fortunate enough to be present from the start and continue to witness the progress. There are also the ones who join in and become part of it. Both cases prove that EuroMed program has persisted over time! It goes through updating every three years to meet the changing demands that occur in the world. Every phase questions the state of youth and how to equip them for the future. From here, evolution happens; at the beginning the cultural aspect has been the main target to broaden the horizons of youth and to widen their scope of thinking. Now, with this global world that is reachable with the click of a button, topics like employability and entrepreneurship become priorities. Accordingly, EuroMed has grown to be the program for all generations. This is development, from identifying needs to providing solutions. It's all about politics.

Logistically, a common ground should be found. Means of communications are on continuous development. Language is no longer a barrier; English is the main language for the events; nevertheless, translation is also used, valuing mother tongues as the essence of cultures. In that sense, EuroMed is not limited to multilingual people. This helps to spread it and enrich itself from many sources. It opens up doors and opportunities, as well. DEOR - Dissemination and Exploitation of Results - is a further step towards bringing people together in the pool of learning. How to build on from where others have stopped? In that way, a legacy is being left for the benefit of those who come next. Even the tools used for such diffusion are available for others, from the traditional way of

flipping a page to the virtual life through the click of a button. This is ensuring continuity and everlasting effects. It's all about politics.

In fact, approaching original topics in an interactive manner where people identify themselves in what is presented is what gives the program stability. This idea of "from you to you" creates an environment, that makes people open up for each other and listen attentively to realize that all are different but equal at the same time! In a EuroMed activity, either a training or a youth exchange, a whole world comes into being. There are many steps such as, knowing each other, sharing fears together with expectations, team building where the element of trust is emphasized upon, then thematic discussion where people share their realities, and subsequently results are reached. This flow creates a stream of awareness that allows the persons involved to get back and become more effective in their societies. How? By at least sharing what the experienced, by transferring a picture that they saw, by saying 'why not!' It's all about politics.

Typically, the interactive manner is based on the methodology of non-formal education; it is learning by doing. This method includes the presentation of best practices where participants can benefit from each other. Besides, the tools and the activity-based sessions are shared so that people can apply them in their own communities - tools for learning. In this manner, flexibility is what characterizes this method of learning. Add, remove, adapt, develop or even change are all actions that help individuals and associations to excel. These occur with every



DOSSIER: EUROMED TRAINERS' PLATFORM

//////////////////////////////////// IT'S ALL ABOUT POLITICS!!

project being managed. That is why it does not end now at the evaluation report; no! Results should be shared and visibility should be present for others to learn from. It is like a whole cycle ones continue from where others stopped. The sky is the limit. Every trial is valued and looked after. The work ethics will help to improve. It is not about finding follies and negativities; on the contrary, it is about transparency, positivity and encouragement. Honesty is the best policy. It's all about politics.

Identically, people who run such a program and involved in it are a reflection of it! Their competences are the program's steering wheel. For sure, without true believers in the essence of EuroMed, it would not have lasted so long. Three generations carry on one after the other. It is like a huge ship that sails onwards and at each port new people come on board. At first they experience

the journey, then they become cabin crew. Strategic planning, designing, analysis, management, development, intercultural learning, networking, communicating, experiencing, transferring, sharing, excelling, understanding, evaluating, reflecting and confidence are the key cornerstones and competences on which the program is built. Therefore, a person within the EuroMed program mirrors the above. The individual and the program are part of one system that combines many variables that make it unique. It's all about politics.

Correspondingly, challenges are encountered in the field. Economic crisis, local strikes and demonstrations, conflict of interests, funding, budget, decision makers, lack of cooperation from certain parties and many more; enough to put an end to the program. However this is not the fact: it is there to stay! The spirit that has been there for years will not vanish. New plans and measures

are taken to be able to face the new daring situations. Recognition is one of the latest issues to be tackled. Who is working on it? The whole system, which has been there for years and still going on, is outreaching for more opportunities and possibilities. A proof of that is the accreditation that should be given to MEDA organizations that want to work on EVS process; this accreditation is to guarantee the quality and the simultaneity of the effort being done. It's all about politics.

Synchronizing all the previous, POLITICS is about finding common grounds where differences can meet together: It is the ability to build bridges to narrow down the gaps that are widening every day. In order to do that, a need for trainers' competences to be outlined is vital for all the ones working in the field of civil society. Why? Because EuroMed is a living proof of making it happens and where these competences truly exist. ■



DOSSIER: EUROMED TRAINERS' PLATFORM

WORKING ON GENDER ISSUES IN EUROMED

Inbal Shtivi, Israel, Trainer, Mahapach-Taghir Association, Master's candidate in Gender Studies, Bar Ilan University

inbal.shtivi@gmail.com

As a trainer active in the EuroMed program, one is required not only to be able to facilitate a learning process within a given group of participants, but also to have the capacity to do this in an extremely diversified environment. Participants in EuroMed projects come from diverse religions, traditions, languages, social norms and habits. Many of these are unconscious features that are only exposed during the intense work and personal encounter with other participants. When addressing gender issues in Euro-Mediterranean youth work, all these become even more relevant and have much deeper influence on learning processes. Gender issues are strongly related to social norms and taboos, and are at the heart of each

participant's self-definition. These sensitivities pose a real challenge when coming to design educational tools on gender issues within a EuroMed project environment.

These understandings are central to my own learning process through my participation in TOTEM II and the practical experience in EuroMed youth work. The experience I gained in EuroMed projects has also increased my competence in designing educational tools for local/national projects. This way, for example, I feel more competent in designing and adapting educational tools to highlight and celebrate the varied knowledge, tendencies and experiences of the participants, encouraging multiple voices to be heard, but without neglecting

pre-set learning objectives in the process. An example for a tool that was developed in the framework of a national training for women community leaders, is the Perfect Neighborhood Exercise – participants are asked to draw their envisioned perfect neighborhood, in small groups. This exercise provides an opportunity to share ideas and experiences related to the ways they use public spaces, their personal, social and community needs, and their knowledge as for the ways these can be changed or met. Coming from different realities within the Israeli society, this exercise exposes assumptions, similarities and differences within the participants group, while challenging them to identify achievable goals. ■



Be a Bee – sharing good practices using open space technology principles during Empowering Women IV partnership building seminar, Istanbul, October '14.



DOSSIER: EUROMED TRAINERS' PLATFORM**ADDRESSING ISSUES OF GENDER AND SEXUAL ORIENTATION IN TRAININGS IN THE EUROMED REGION**

Kaspars Zalitis, Latvia, Trainer, Founder of Diversity Initiative Foundation, Board member of Association of LGBT and their friends MOZAIKA

kaspars.zalitis@gmail.com

Recognizing that often women and LGBT community, especially young people, are largely marginalized and highly vulnerable to discrimination and violence as well as growing influence of "traditionalism" in the region brings increasing need to work with gender and sexuality issues at the trainings or prepare separate events for sensitization of the issue.

Usually, knowing beforehand that there is a potential for the "clash of values", I perform a sensitivity session with the main goal to provide a safe space for the participants, trainers and support staff, prior to training sessions and workshops. The goal is to create an atmosphere where everyone is treated with dignity and respect.

The sessions should be inclusive and should address ethnic, religious, disability, sexual orientation, gender, gender identity, and other sorts of diversity. In addition, topics such as geographical and personal appearance differences should be addressed. When gender and sexuality sensitivity sessions take place in a vacuum, separate from the broader concerns, participants might ask why one group is being treated differently than others. That is not to say specific gender and sexuality sessions cannot exist, but they need, - and it is recommended, - a context of inclusiveness and equality.

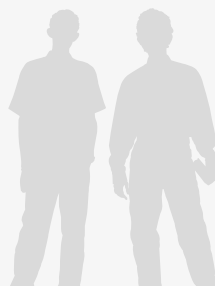
The session should cover a broad range of issues and most of the time it is advised to be devised as a story telling and role-play workshop with additional explanation work along with talking points about what is gender and sexuality, violence, equality and gender roles, etc. It is necessary to analyze the audience because often these issues cannot be addressed in the group at large. If so, the group should be divided and then reflections must be brought back to the larger group. The session should cover language that is used; sometimes, offensive language (sexist or heterosexist) or "language errors" can be used without even realizing about it. It should be discussed how diversity is seen and analyzed from the personal and social perspective. The session should teach empathy in order to provide knowledge on the importance and need of such trainings, for example, focus on the reality that women and members of the LGBT community experience a wide range of verbal and emotional abuse or physical assaults, discrimination or other ways of exclusion at various times in their life.

When providing sensitivity sessions, it's important to create a safe space for the diversity message. Your training should be viewed as a place where a person does not need to worry about discrimination or

exclusion (or even verbal or physical assault) from either other participants, staff members or trainers. It is important to understand that sometimes exclusion is also happening during the training sessions and this may occur at your training, as well. In order to be prepared, special protocols or code of conduct should be put in place and everybody should be briefed on that.

It is important to provide broader sensitivity trainings on how to work with gender and sexuality issues in different cultures but from my point of view it should be incorporated in the broader diversity issue, and at the same time it must be analyzed explicitly. Diversity issues should be seen and analyzed as an essential part of human rights and not be approached from a cultural or religious perspective. In cases when it is not possible to avoid cultural or religious perspective I would advise to involve experts that are more progressive and meanwhile very aware of both topics to facilitate the discussion. When analyzing the gender and sexuality aspect from cultural and religious perspective it cannot be superficial.

Good luck and I am personally interested in collecting different examples of methods of sensitivity session on gender and sexuality. ■



DOSSIER: EUROMED TRAINERS' PLATFORM

YOUTH WORK IN SOUTH MEDITERRANEAN COUNTRIES: DIFFERENCES AND SIMILARITIES

Federica Demicheli, Project Officer, SALTO-YOUTH EuroMed & Good Practices RC



The field of youth work within Meda countries is going through strong changes and the role of young people is more and more relevant in social and political life.

Some researches have been done in order to create a knowledge database that will serve as a foundation for future reflections and a practical tool for youth workers, as well:

- Tunisia “Youth work in Tunisia after the revolution”;
- Jordan “Youth work and youth unemployment in Jordan”;
- Palestine “Youth work in Palestine and surrounding challenges”;
- Israel “Youth Work and Inclusion in Israel”;
- Morocco “Youth work and active participation at local level in Morocco”.

Definition of Youth:

For the purposes of these studies, youth and youth work target groups are considered to be in the 15-25-age bracket.

In most countries surveyed, over 28 percent of the population is between the ages of 15-29, and an overall 51 percent of the population is under 30.

What is youth work?

There is a big difference between Magreb and Mashreq about youth work and youth policy.

Which are these differences?

- Educational Model;
- Role of State;
- Historical background (as influence of French colonisation, British protectorate, or of big International NGOs);
- Presence of volunteering.

We can find three different profiles of youth worker in the area:

- **Permanent youth worker:** for example, a graduate of the Higher Institute of Youth and Culture in Tunisia, who becomes civil servant under the rank of professor of youth;
- **Contract facilitator:** for example, a worker in a professional activity responsible for non-formal training and hired by the directors of youth centres to run leisure and NFL activities in a club.
- **Volunteer youth worker:** for example, a young person with the initiative to work in and manage youth centres on a voluntary basis.

Challenges of youth work

- Geopolitical instability
- Continued gender inequality
- Decline in living and health standards
- Unresolved refugee issues

While the state/traditional youth worker system has remained intact, the reality of youth work has changed dramatically over the past 6 years (revolution in Egypt or in Tunisia, for example)

Youth workers are also facing the challenge of working with youth who often lack the skills and experience to enter the workforce. Thus, new issues such as the role of youth workers vis-à-vis employability and entrepreneurship have become more relevant.

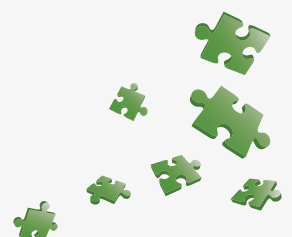
Conclusions:

Youth work is a very important component in the civil society in South Mediterranean countries who are facing new challenges.

Due to the complexity of the framework, “collaboration across stakeholders” is a key topic that emerged lately and is bound to be a priority in the future. Stakeholders include youth workers; youth work sectors, youth, higher education, government officials, funders, and international partners. Collaborations would reinforce networking of youth workers through regional or local meetings, prompt coordination with government officials, and promote collaborations across sectors of youth work.

Young people will play a critical role in implementing change in the next development agenda, and they are also the inheritors of future development. With half the global population – and over 85 per cent in developing countries – being under the age of 25, it is important to understand their development priorities.

Youth work in South Mediterranean countries, then, plays a very important role in supporting young people in society and the development of their competences to become active citizens and face the new challenges. ■



DOSSIER: EUROMED TRAINERS' PLATFORM

RESEARCH UPDATE: TRAINERS' COMPETENCE INDICATORS AND NEXT STEPS

Juan Ratto-Nielsen, trainer & consultant, NFL & HRD

SALTO-YOUTH EuroMed & Good Practices RC on occasion of the "International Conference of Active Trainers within EuroMed framework" that took place in Antalya, Turkey 6-10 October, 2013, decided to conduct a research about training competences needed for working in EuroMed framework about the specificities of being a trainer within the framework of EuroMed.

During the latest edition of TOTEM (Training for Trainers in EuroMed) this reflection was about the trainer's competences within the field of EuroMediterranean area, based on the experience and feedback from participants.

In this new study, SALTO-YOUTH EuroMed & Good Practices RC deepened the perspective to encompass the last 10 years experiences in an overall study to provide the following elements as a first approach to quality in EuroMed activities and the role of trainers' competences.



The study "Trainers' Competences within EuroMediterranean Youth Work: A quality approach to training"⁹ explored the concept of quality in non-formal education and training in the youth field in EuroMed and outlined a set of minimum quality standards for trainers in EuroMed. The main outcome is a proposal for a competence profile for trainers in the field of EuroMed youth work. I also reviewed the specificities (geopolitical, cultural, etc) of being a trainer and train other trainers within EuroMed to bring the competences within the region's

context. Finally, the study draws a number of conclusions aimed to help to train others and to develop training for trainers within this framework. Ideas and pending issues for further research were addressed at the Trainers' Forum in Venice.

Competences: what for?

Competence framework in the youth field and beyond

According to the European Commission, key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world.¹⁰

CEDEFOP defines a competence as the ability to apply knowledge, know-how and skills in an habitual and/or changing work situation.¹¹

Competences serve different but interconnected purposes within the Human Resource Development cycle:

- Recruitment and selection
Competences are applied in any job search. We use competences as part of job profiles or job descriptions. Competences are derived from the organisation's framework and applied to a specific job profile. Competences when clearly described show the way an organisation wants to employ a trainer who can perform in an specific way. A competence profile helps people to understand what is expected of them and also how to achieve it.
- Evaluation
Competences are used to measure performance. For most organisations, and especially in learning organisations, it is crucial to identify what works well. A set of competences can help to create a yardstick, an instrument to measure, monitor and track improvement. This helps us as trainers to achieve our objectives and those of the organisation we are working for.
- Training
Competences are used to identify any difference between the required standard in the job profile and what currently happens. Individuals are assessed (or self-assessed)

in regard to a set of competences to identify individual training needs, give them a certain priority and create a personal development plan. A set of competences provides a checklist of quality elements in training needs analysis. Trainers in their role as active learners need a compass to locate themselves and set a path for professional development.

In a nutshell, competences are an indication of what is needed to perform well as a trainer. Competences provide criteria for job selection, evaluation and training.

The competence profile drafted in the study is based on the European Training Strategy (ETS) proposal, the competences listed in the first TOTEM course, the outcomes of the Survey on Trainers' Competences within EuroMediterranean Youth Work, and the exercises done by participants at the TOTEM II.

The next steps: operational definitions and indicators

So far, we have drafted a set of minimum quality standards along with a competence profile for trainers.

The main task was to adapt the set of ETS competences by incorporating the specificities of working as a trainer in the EuroMed region. I would like to highlight one of the responses from trainers, which may shed light on the need for specific competences and indicators:

"Not necessarily different competences, but rather specific competences such as awareness and understanding of geopolitical and social matters as well as cultural sensitivity and the ability to contextualise youth activities."¹²

Basically, the idea is that while a core competence would remain the same regardless of its geographical application, the context will change the definition and its operationalisation.

What varies is the process of defining measurement of the competences and the indicators or proxies that can help us measure concepts that are not directly measurable. The survey was followed by a series of interviews to a few trainers to collect their impressions and feedback about the survey and the set of competences. Their general feeling was that the definitions remained

(See page 32)

This is a summary of the indicators collected in this exercise:

1. Understand and facilitate individual and group learning processes

Creation of new projects ⇆ Choosing, adapting or creating appropriate methods
Level of participation, results, follow-up ⇆ Creating an inspiring learning environment;
Feedback from participants ⇆ Supporting learners in identifying and pursuing their learning needs;
Getting feedback from participants ⇆ Understanding and facilitating the dynamic in a group in a way which is favorable to different ways of learning;
Participation results from participants and follow-up, Common Reflection ⇆ Motivating and empowering learners;
Participants' evaluations, creation of concrete projects ⇆ Ensuring creativity, problem-solving and thinking 'out-of-the-box';
Participants are willing to share real experiences and wish to get more skills ⇆ Strengthening the self-confidence of learners.
Effective application of e-competences ⇆ ICT proficiency to provide new approaches to the learning process
Getting feedback from the team ⇆ Ability to strengthen the self-confidence, solidarity and good practices of learners and reinforcing capacities of a team or a group
Feedback from participants ⇆ Being flexible to adapt to the reality of the youth work in EuroMed.

2. Learning to learn

Check resources with experts and peers ⇆ Identifying and organising appropriate resources to support individual learning.
Self-assessment, evaluation, practice ⇆ Identifying most effective learning methods for oneself

3. Design educational programmes

Evaluation results ⇆ Developing an educational approach based on the key-concepts, values and consolidated practice of non-formal learning;
Visually available and participants referring to it in discussions ⇆ Knowledge and understanding of the values and purposes of youth programmes and policies;
Participant's feedback on the activity ⇆ Identifying appropriate ways and methods to address the values and purposes of youth programmes and policies in an educational activity;
Effective usage of material, group reflection ⇆ Integrating ICT, e-learning and related tools and methods into the educational activity;
Participants' feedback and follow-up ⇆ Designing an evaluation process and impact assessment based on the needs of the stakeholders and the objectives identified, which will also support drawing relevant conclusions from the evaluation outcomes;
Participant like it and are able to adapt it ⇆ Choosing and designing appropriate ways and methods for collecting, interpreting and disseminating data;
None or low conflict level within the group ⇆ Designing the methods and programmes in a way that considers the diversity and sensitivity of the dynamic EuroMed region.

4. Cooperate successfully in teams

Active participation in the activity, Feedback from team members ⇆ Encouraging and involving other team members;
Evaluation (self and others) ⇆ Learning with and from others;
Potential conflicts identified as leaning points ⇆ Dealing constructively with disagreements.
Peer assessment ⇆ Ability to empathise, understand situations and act appropriately
Short and long-term involvement ⇆ Dealing with conflict prevention, management, resolution and transformation.

5. Communicate meaningfully with others

Acknowledgement of message receipt, solution-finding ⇆ Ability to be empathetic;
Feedback on interpersonal communications ⇆ Ability to express clearly thoughts, feelings and emotions;
Evaluation ⇆ Sensitivity to gender-related issues.
Observable outcomes ⇆ Being able to give and receive feedback - principles and practice
Acknowledgement of message receipt ⇆ Ability to use and understand non-verbal communication
Evaluation ⇆ Language proficiency in at least one of the languages used in EuroMed
Equal involvement of gender and religion ⇆ Considering gender issues in regards to culture and religious beliefs but at the same time emphasising universal human rights

6. Intercultural competence

Evaluation ⇆ Reflected acceptance of ambiguity and change;
Participants share opinion ⇆ Awareness of one's own identity;
Observation ⇆ Self-reflection and making use of diverse ways and methods to increase self-awareness;
Actions throughout the activity ⇆ Ability to apply human rights principles.
Learnt words in local language ⇆ Fostering participants' awareness and importance for integrating an intercultural approach in their youth work
Project content ⇆ Enabling participants to prepare and evaluate youth work activities with an intercultural approach
Content and values in the activity, equal participation ⇆ Inclusion of gender issues within EuroMed



DOSSIER: EUROMED TRAINERS' PLATFORM

RESEARCH UPDATE: TRAINERS' COMPETENCE INDICATORS AND NEXT STEPS

unclear. Whereas they concluded that theoretical definitions could be inferred, the indicators that would provide the operational definitions were missing. They agreed that competences are applicable in our context as long as we could contextualise them by defining the specific indicators by means of their existence or their observable effects. This would allow us to find operational definitions related to the theoretical ones described in the set of trainers' competences.

Harvesting indicators: Find your Power-ups! The game of trainers' competences¹³

Since this dossier aims to document the activities and outcomes from the two trainers' conferences in Antalya and Venice, I would like to introduce the non-formal methodology implemented to work in focus groups on competences and indicators by means of a game, and present the preliminary results. It was successfully tested at the Euromed Trainers' Forum D.O.C – T.E.A.M - Venice, Italy - 4-8 October 2014 with 60 participants.

The game was conceived as a practical peer-learning approach to identifying, mapping and improving trainer's competences in EuroMed youth work.

The goal of the game is to fill in the team competence card by trading other cards the team made. Each team is assigned one of the 6 core competences and need to input information collected from other teams in order to power up the team competence. In order to collect that information they need to make at least 3 different competence cards for each remaining competence in order to trade them with the other teams.

This game served the twofold purpose of making trainers reflect on the competences and their meanings (Do they mean the same to all of us?) by analysing the process (training situation, scope, effect, and steps to acquire it), and identifying their indicators (how do you know you have gained it?).

After an initial "reality-shock" due to the complexity and number of competences, participants began to fill in the cards individually or in small groups within the teams. Unsurprisingly, understanding of the competences was related to experience, context and background. It took longer than expected to reach a group consensus on the game strategy and the competences as such. Two of the game objectives were fully achieved during the team-building and competence-definition process: to support self-reflection on trainer's competences and

to introduce trainers' competences by means of a group activity. A third objective was to collect indicators as a by-product of the game that was partially attained.

Although the indicators collected in the activity are still quite "raw" in terms of operational definitions, I am truly satisfied with the process and the main outcomes of it. As you may see, objectives were achieved when participants reflected on their training experience to input it in the competence cards and became aware of the way they know they had gained the competences. The words "observation", "feedback", "evaluation" and "assessments" are repeated. They are not indicators per se but techniques that will lead us to the actual indicators. The most important step was taken; to acknowledge that observable behaviour and results are proxies of their competences.

We have already taken a major step forward from an intuition-based general framework towards a systematic, behaviour-based and job-related approach. We will reach inter-subjective consensus on a competence profile when we have operational definitions with reliable indicators that are built by the community of trainers in EuroMed youth work. The foundations are already laid. ■



⁹ SALTO EuroMed, June 2014. <https://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/trainerscompetencies/>
¹⁰ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].
¹¹ Cedefop, Terminology of vocational training policy – A multilingual Glossary for an enlarged Europe, Tissot, P., 2004
¹² "What is different/specific about trainer competences in the EuroMed context?" Answer from participant at the "International Conference of Active Trainers in EuroMed framework" (06/11 October 2013)
¹³ Complete description and material is available for download from the SALTO Toolbox: <http://toolbox.salto-youth.net/1588>

DOSSIER: EUROMED TRAINERS' PLATFORM

REFLECTIONS: PARTICIPANTS' IMPRESSIONS FROM ANTALYA AND VENICE

Silvia Crocitta, Italy, Trainer, participated in Antalya 2013 and Venice 2014
Better development of the activities, but only 5 days which could not allow us to better plan our future projects.
Sometimes, I had the feeling that the people stay in "already settled groups" which makes the things good or bad - personally speaking, it is so.
Better organization this year and all was organized in a way to have all next in a very big city. Better location, which allowed working better.

Rima Dinnawi, Lebanon, Youth worker, participated in Antalya 2013
It was an unforgettable learning experience: we shared experiences and new tools, we elaborated new partnership and projects, we got new ideas and developed our creative thinking. We learned how to overcome the challenges and continuously develop our competences. We became more familiar to the Erasmus plus and accreditation issues.

Naim Kheir, Israel, Trainer, participated in Antalya 2013 and Venice 2014
In both forums there were new methods and workshops to gain. The capacities of the trainer were there all the time, I mean in both forums we have done something related to that but not spread the theory or practice of that, Meeting and strengthen the trainers network is great and of course getting updated about the EuroMed program and Erasmus by colleagues and Salto team is essential. The tool share was also good.

Cathy Baccamo, France, Trainer, participated in Antalya 2013 and Venice 2014
Sharing experiences
Meeting people
Learning from new program and perspectives
Meeting people we know: very good for learning process, dynamic, and project perspective.

Amina Ikli, Morocco, Trainer, participated in Venice 2014
It was an interesting moment to meet up with trainers in the EuroMed, share our experiences, get to know new people (trainers, youth workers, multipliers), and enrich our diversity.
As per the knowledge, skills and attitudes acquired during the forum days in Venice, the sharing tools was very interesting and very informative with hands on.

Hatem Shatnawi, Jordan, Trainer, participated in Venice 2014
It was really useful.
I get many new ideas.
I share my experience.
I have new network.
Energetic days.

Annan Ibrahim Mohamed, Egypt, Trainer, participated in Antalya 2013 and Venice 2014

If we compare both;
- Venice was more compact and well organised. That does not mean that Antalya was not, but the difference in the number of participants had an impact on the concentration.
- The choice of the venue is another positive effect on the impact of the Forum in Venice as it was spacious and could accommodate the whole number of participants present. This was not the case in Antalya as the plenary room was too tight for the huge number. Additionally, we had no interruption while working as the place was for us only (in a way). However, in Antalya the point of grand hotel did not give much space for the participants to get together.

Adib Lrhoul, Morocco, Trainer, participated in Antalya 2013 and Venice 2014
I feel that Venice had a bigger impact in terms of networking and professional relationship between people who attended the event but I'd say also that it was a result and continuity of the 1st meeting in Antalya.
This year for example I've had the chance to be part of the new organization "EuroMed Citizenship" that is being established currently in Spain and gather 6 different countries (Spain, UK, Turkey, Morocco, Lebanon, Egypt).

Bassou Najat, Morocco, Trainer, participated in Antalya 2013 and Venice 2014
News about EuroMed context (accreditation, Erasmus+)
Sharing tools session
Project idea
Power-ups

Mohamed Kamoun, Sousse Tunisia, Trainer, participated in Antalya 2013 and Venice 2014
- Interesting
- Great
- Opportunity to share
- Update

Antonio Benaches Bodi, Spain, Trainer, participated in Antalya 2013 and Venice 2014
I consider that meeting other trainers is very good to debate about our common worries and issues, to improve our skills, to share our good practices and mainly to motivate and develop ourselves. It's always challenging because we meet many people who are big experts on different topics, and they are good models to follow!

Sana Al-Emam, Jordan, Trainer, participated in Venice 2014
New training tools, networking, new projects ideas, open space for discussion

Annamaria Simeone, Italy, Youth worker, participated in Venice 2014
We shared good practices and we made a strong and strategic partnership.
I personally had the chance to understand how much Italian national agency care about cooperation with Meda countries and how my work could be supported by them.

Nuno Carvalho, Portugal, Youth worker, participated in Antalya 2013
It was an interesting moments and the most important was the possibility to share some tools.

Kais Soui, Tunisia, Multiplier, participated in Venice 2014
was great experience and permit me to learn more about strategy, as well as some other tools needed in my work.

Maria Ancona, Italy, Multiplier, participated in Venice - 2014
I have appreciated the program of activities and their contents. They offered a lot of learning moments for the improvement of my competences. In the group the general feeling was good and favourable for a real exchange between the participants of their knowledge, skills, best practices...
I have also appreciated the competences of the facilitators and their friendly approach.

Haythem Kamel, Egypt - Luxembourg, Trainer, participated in Venice 2014
Venice was a great re-connection with others in the field and getting updates about the current situation.
Concerning the improvement of training quality, it should cover 3 main sides:
1- The quality of the trainers, and discussions about competencies that should be improved
2- The quality of the training projects, by discussing challenges faced in the experience of the trainers in previous projects, and how to improve the work done in the future.
3- The quality of the partnerships and the programs in the EuroMed youth work.
To summarize, I feel that the Forum is mainly not only a place to learn, but a place to improve projects, training quality and partnerships.

DOSSIER: EUROMED TRAINERS' PLATFORM

**REFLECTIONS: GETTING READY FOR ROMANIA)-
WHAT DO I EXPECT FOR THE NEXT EDITION?**



Silvia Crocitta, Italy, Trainer, participated in Antalya 2013 and Venice 2014
Project development in a more concrete way, trial of mixing more the groups, tools sharing could be improved too by settling them per day, and, just to close, I would give my contribution as always.

Rima Dinnawi, Lebanon, Youth worker, participated in Antalya 2013 and Venice 2014
Updates regarding the EuroMed framework and the geopolitical issues in the region, critical thinking about the program, learn how to maintain the program sustainable, build new projects.

Naim Kheir, Israel, Trainer, participated in Antalya 2013 and Venice 2014
To go more deep in into competencies of trainer, not just in theoretical aspect
To have new methods of training

Adib Lrhoul, Morocco, participated in Antalya 2013 and Venice 2014
It's a long-term strategy so I believe that each year it'll be better and deeper in terms of actions and results.

Bassou Najat, Morocco, Trainer, participated in Antalya 2013 and Venice 2014
to know new technical competences as trainers to share tools
to produce a special trainer's production (song-video-music...) to publish

Cathy Baccomo, France, Trainer, participated in Antalya 2013 and Venice 2014
to understand and plan strategy of Salto/NA/ NGOs we represent and programs (Salto/ Erasmus+/youth in action)
To understand better the place of a trainer in EuroMed (in Salto/in NGOs, etc) to share experiences

Annan Ibrahim Mohamed, Egypt, Trainer, participated in Antalya 2013 and Venice 2014
- to be selected :)
- The out comes of Erasmus Plus (as it will be 2 years of its launching) but with a deeper look; in the sense, what more opportunities, are the stake holders contacted, are universities took notice of it...
- What will happen if the realities do not change (Euro Med perspective)
- What are other opportunities for trainers to be more recognized and be selected to train and run sessions,

Sana Al-Emam, Jordan, Trainer, participated in Venice 2014
Personally, I need to explore more one Non formal learning and implement new training tools, and we need to set a work plan for euro med trainers and their tasks and assignment.

Mohamed Kamoun, Tunisia, Trainer, participated in Antalya 2013 and Venice 2014
-Space for more individual presentations from each participant
-New tools
-Presentation about the productions (newsletter, books, tools...) of SALTO EuroMed and of participants
-Information about SALTO EuroMed activities done in 2015
-Strategy for 2016

Annamaria Simeone, Italy, Youth worker, participated in Venice 2014
I hope to participate again and I hope to improve my knowledge more also with implementation of the project we planned to do and its follow up.

Kais Soui, Tunisia, Multiplier, participated in Venice 2014
For personal hope to progress and became a trainer during this year, and professional willing to get more knowledge in evaluation tools

Haythem Kamel, Egypt - Luxembourg, Trainer, participated in Venice
I expect that the participants will have more contribution, and to gain from the experience of every body there.
Also In Romania I expect more strategic level discussions, and that the Forum could act as a channel that deliver contributions from the trainers to the decision makers.

Amina Ikli, Morocco, Trainer, participated in Venice 2014
I would like to be more of sharing training tools and activities.

Maria Ancona, Italy, Multiplier, participated in Venice 2014
I'd like to have more time for the exchange of good practices/tools and for the partnership building. Moreover I think it's important to focus the geopolitical aspects.
A youth worker or trainer or multiplier or stakeholder involved in EuroMed area need specific competences. In my opinion it's necessary to create a session about that in order to enhance the knowledge and allow the exchange of experiences and practices between the participants.

Hatem Shatnawi, Jordan, Trainer, participated in Venice 2014
I think should be more focus in empowerment trainers by giving them new tools and skills. Be more time; specially time to share the ideas with others.
Help us to do the training in better way.

Antonio Benaches Bodi, Spain, Trainer, participated in Antalya 2013 and Venice 2014
- I would like to keep updated with the real issues that the trainers are facing in their countries (political, social, cultural...)
- I would also like to go deeper in the career concept of EuroMed Trainers; how each one is doing, what are the possibilities, where can we find new opportunities to keep improving, what are the challenges for the following years in non-formal education, what will come after the Strategy 2020...
- And would it be possible to meet other professional trainers from other Salto's in order to have a wider perspective of the EU situation on "learning and training opportunities"?

Nuno Carvalho, Portugal, Youth worker, participated in Antalya - 2013
I would like to have the possibility to exchange methodologies and have the possibility to contribute for the development of future SALTO - Euromed training activities.



PROJECTS AND EXPERIENCIES WITHIN EUROMED

GRATITUDE. HOW TO SAY 'THANKS'!

A training concept to face crisis, overcome vulnerability and act for a positive change in individual and community lives

Maria Ancona, Italy, Project Manager and Trainer, Freelance Consultant at Puglia Region - Mediterraneo Service

info@associazionesud.it

During the last years I have worked in Lebanon, specifically in the Southern suburbs of Beirut. There I faced and tried to overcome many contradictions and an atmosphere of latent conflict and distrust. My duty was to implement a positive process of strategic planning in support of women empowerment and entrepreneurship. In the same years, I managed an exchange of senior volunteers between Italy and Spain about the practices of the Bank of Time. I will share some considerations that are the base of a training concept entitled "Gratitude. How to say 'thanks!'"

In the aforementioned initiatives there was one common element: vulnerability as a condition of weakness and powerlessness of the participants involved. At the beginning of both projects people seemed blocked, distrustful and sometimes enraged.

Brené Brown⁶, an American psychologist, is the author of a detailed research on vulnerability. She intends to demonstrate that vulnerability is expression of courage, creativity, and innovation, and finally a real engine of change in the individual and community lives.

Starting from these practical and theoretical elements, I intend to create a training concept connecting different tools and methodologies already applied in the already mentioned projects. Its main goal is to give back to people the inner capability of gratitude for life despite personal feelings of failure in a society characterized by a general crisis and a hard competition for success. In our society, it seems "normal" to include the winners and exclude the so-called losers!

An element emerged from both projects: people accepted the challenge of change if they were involved in the risk management. They rejected the top-down process of decision-making and assumption. People wanted to be involved in the decision-making process, not only to accept or not what others decided for them. We learned altogether it is insufficient to be agreed the overall goals. It is necessary to be active actors in each step of the process.

My proposal starts from the process of naming: giving a name to the problem, identifying it with a common name. What is the origin of our failure, vulnerability, and powerlessness? It's not easy. This step needs courage and an individual and mutual support from the group of peers. It happens because the individual has to face his/her fears. To break the isolation and accept a

shared commitment means that the individual is assuming his/her duties in a community and he/she is not only concentrated on him/herself. It is the first declaration of commitment for changing. It requires being honest with yourself and the others.

I found very useful the **Goal-Oriented Project Planning (GOPP)** methodology for this step. It allows us to overcome the closed perspective of problem solving and offers the positive approach to produce possible and realistic answers. Taking in account the elements of the SWOT analysis⁷ the effort of the participants is on: how to match these elements and how to produce a more effective TOWS⁸. With the analysis of the stakeholders and the general analysis of the context this process can offer a deeper knowledge of the environment where the individuals and the communities act.

This process answers also these questions: what is my role in this context? How do I feel in it? Why do I have to act actively in it? Who determines the outcome and how am I related to that?

These key questions require critical thinking, awareness of personal and collective skills, knowledge, and competences. They generate a rich toolbox in order to transform a dream in an achievable vision of change.

But all this work is insufficient for change. For instance, if you carry out a lot of interesting projects, training courses, youth initiatives, etc. with a significant involvement of the beneficiaries, nothing would change in their lives and in their communities, unless there is a real consensus from the so-called decision-makers. I have learnt decision-makers' involvement is not an option. It's a key-point if we want a change of perspective, approach and action for a permanent and effective change in the societies. The final result of the process implemented in Lebanon was a permanent working group about the strategic planning process for the local social economic development in Beirut Southern Suburbs.

Facing the vulnerability, giving a name, identifying its causes, planning processes for achieving realistic goals of change, breaking the isolation, involving different stakeholders, etc. are fundamental elements of change, perceived as a process not as the final goal. On the other hand people need "to touch" the change during this process. Step by step, a trainer/facilitator

has to create some specific conditions for this recognition.

Working with some senior volunteers I saw that these vulnerable and potentially excluded people experimented the possibility of a re-starting their lives with new energy. They discovered totally new personal skills and/or in part unknown and/or stuck in the past. We implemented hands-on workshops. They worked with hard materials, like stone, and used professional equipment with the support of master craftspersons. Their hands became their main tools while the hard material (stone, wood, metal), representing the personal vulnerability and weakness, through a process of awareness of personal and mutual competences, helped them to express their personal creativity.

This creativity was their personal "thanks" to life, despite of any kind of crisis they overcame and/or they still were going through. The products of their creativity (simple decorative stone objects) were their special gifts of innovation (new life) to the younger generation.

Carla Lonzi, an Italian researcher, wrote: "The subject does not look for what he/she needs, but makes it exist".

Thanks! ■



Carmen, one of the active Galician senior volunteers involved in the Grundtvig project.



A group of Lebanese Sunni, Shiite, Maronite women, living in Beirut Southern Suburb, active actors in initiatives for the Local Social and Economic Development.

⁶ A Website <http://brenebrown.com/> TED video: http://www.ted.com/talks/brene_brown_on_vulnerability

⁷ The SWOT analysis presents the *Internal Strengths and Weaknesses* and the *External Opportunities and Threats* in a due context/environment/person/community...

⁸ The TOWS scheme combines *Strengths and Weaknesses* with *Opportunities and Threats*. In this way you have useful information on which kind of process and cooperation you can and cannot implement and/or you need.



PROJECTS AND EXPERIENCES WITHIN EUROMED INTERNATIONAL SYMPOSIUM ON YOUTH EMPLOYMENT CHALLENGES 2014

On June 23rd-27th 2014, the Abdullah Gül University (AGU) in Kayseri, Turkey, has had the honour to organize and host the first edition of its International Symposium on Youth Employment Challenges (ISYEC).

Over the last few decades, there has been a growing recognition of and interest in youth unemployment. Due to the global economic

and financial crises, as well as demographic factors, youth unemployment has grown at an even more rapid rate. As young people have been facing severe problems, AGU recognizes that proactive attempts need to be made by different sectors to find solutions.

Therefore, the University has decided to organize this International Symposium, the first of its kind, with the partnership of the Ministry of Youth and Sports, the Ministry of EU (Turkish National Agency), as well as the SALTO-YOUTH EuroMed & Good Practices RC (on behalf of the European Commission). The ISYEC Symposium was also supported by the President of the Turkish Republic, Abdullah Gül, who gave his name to AGU.

The objectives of this event were to provide an opportunity for academic research and cooperation on a broad range of fields related to youth employment, as well as to increase the rate of exchanges, flows and co-creations among the following three sectors:

- The Educational Sector (Formal/Non Formal)
- The Private Sector
- The Public Sector

The first edition of ISYEC was focused on the following themes:

- A presentation of the cross-sectorial cooperation concept and sharing of existing experiences in cross-sectorial cooperation,
- The formulation of recommendations for a better cross-sectorial cooperation and its promotion within academic institutions as well as in civil society organizations.
- The sharing of existing opportunities for the empowerment of youth

This cross-sectorial approach is perfectly in line with AGU's identity as a state university (public and formal educational sectors), putting Youth at its core and having therefore built a Youth Factory (non-formal sector) and being supported by a private foundation composed of renowned Turkish CEOs (private sector).

That is why AGU was deemed the perfect hub to bring together the three sectors on the topic of Youth Employment and why the University has decided to launch the ISYEC series and to start hosting these Symposia in its Sümer Campus facilities in Kayseri.



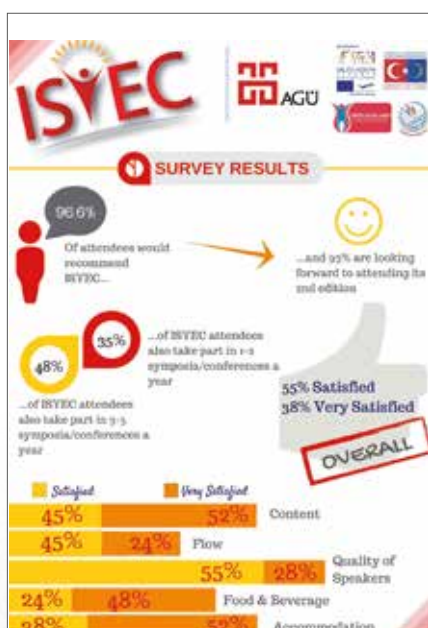
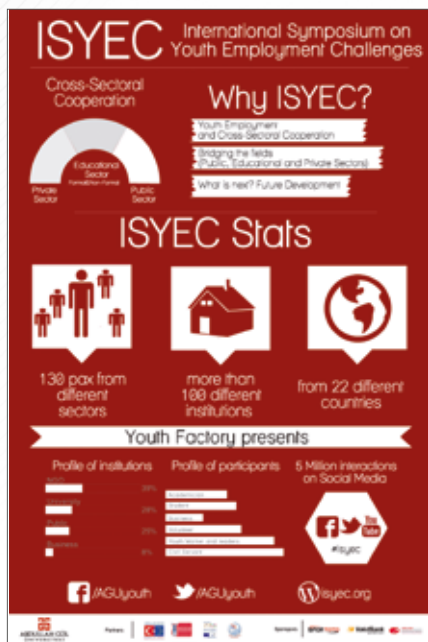
Three full days were dedicated to bringing together the three sectors, which were continuously represented throughout the Symposium.

Day One focused on assessing the current situation of Youth Employment and Cross-sectorial Cooperation. Day Two, "Bridging the Fields", was the opportunity for our experts to present examples and success stories of existing projects. Finally, Day Three served as the starting point for future plans and collaborations.

After an Official Opening ceremony to kick-off the event, throughout these three days, time was divided between Round Table sessions and Paper and Good Practice Presentations.

While the former brought together 4 to 5 experts, as well as a chair person, to discuss the subject of the day in a plenary session, the latter consisted of 4 simultaneous sessions, providing the opportunity for our speakers to present good practices and give advice to a smaller group of participants and to make us reflect on future collaboration projects.

On the last day, all attendees also had the opportunity to participate in our Open Space session and to hold a stand presenting their organization and projects, which also encouraged networking among them.



PROJECTS AND EXPERIENCES WITHIN EUROMED

INTERNATIONAL SYMPOSIUM ON YOUTH EMPLOYMENT CHALLENGES 2014

This first edition of ISYEC saw the intervention of many experts representing the three sectors and hosting important institutions such as:

- SALTO-YOUTH EuroMed & Good Practices RC (on behalf of the European Commission)
- World Bank
- The Council of Europe
- The Turkish Ministry of Youth and Sports
- The Turkish Ministry of EU
- The Turkish National Agency
- ENACTUS
- KOSGEB
- ISKUR
- Ankara University
- Middle East Technical University
- Bilkent University
- European Youth Forum

And many more....

In total and over the three days of sessions, ISYEC welcomed 128 participants and speakers representing 22 countries and achieving almost perfect gender balance (50.8% women, 49.2% men). The Educational sector was the most represented, followed by the public and private sectors.

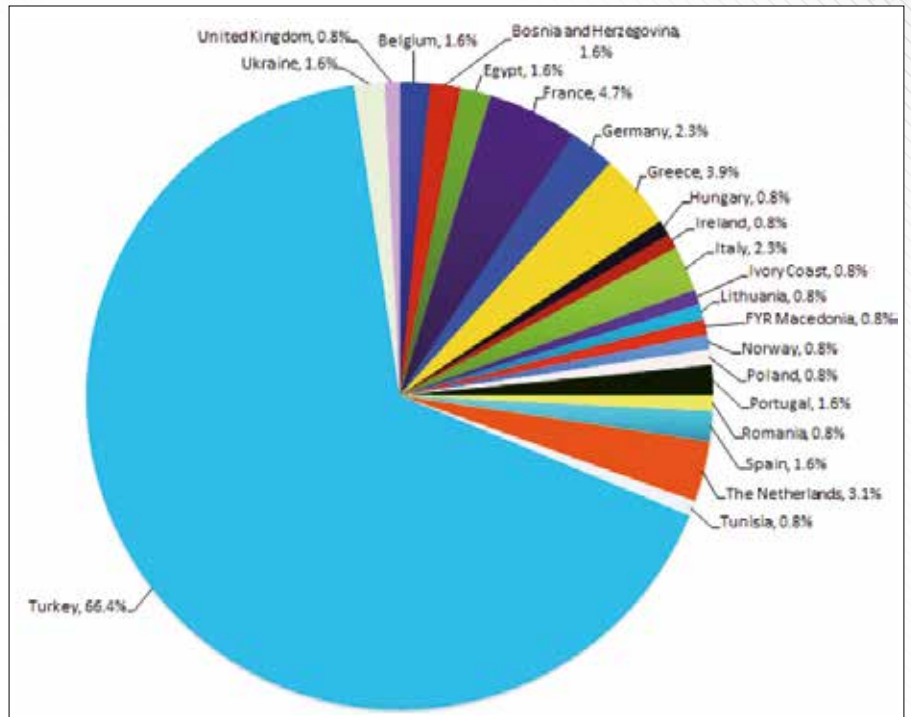


Figure 1: Countries represented at ISYEC 2014

WHAT'S NEXT?

After the positive results of this first edition of the International Symposium on Youth Employment Challenges, the Abdullah Gül University is comforted in its objective to organize and host future editions which will each focus on a specific aspect of its core subject: Youth Employment.

AGU's ambition is to make the next edition

bigger, with more participants and experts and to host it in its new building which will open next fall.

In the meantime, AGU is focusing on publishing a report and a publication on ISYEC, so that its results and outcomes can be brought to the rest of the world, and the University remains dedicated to improving the global situation of Youth Employment. ■



Overall, the ISYEC event triggered more than 5 Million interactions on social media and AGU trusts that it has great potential to have a great impact at the national and international levels and to generate a multiplying effect.

The atmosphere at the Symposium remained positive and friendly throughout the entire duration of the event. The beautiful weather also helped AGU and the ISYEC attendees find the right balance between intense discussion sessions and relaxation time on AGU's green campus areas, where many networking opportunities were created and connections and even friendships were established.





PROJECTS AND EXPERIENCES WITHIN EUROMED

YOUTH CLUSTER

By Iyad Aljaber and Nuno Carvalho

“In space there are countless constellations, suns and planets. We see only the suns because they give light...”

Giordano Bruno dixit

Our biggest challenge in youth work is to explain to others why there is this little thing called...

youth work. The multiple reasons, forms and applications are so diversified that makes it difficult for people and social actors outside this “galaxy” to understand what we do. Yet it exists and it has a powerful impact on the communities where there are organizations and services that develop this kind of work.

We?

Who are “we”?

Good question... before reading the rest of the article, think about this question for a little moment...

One of the biggest issues in youth work is lack of ability or resources to communicate with the “outside universes” that surround organisations that promote and develop youth work. Are we able to talk and network with enterprises, media, municipalities, schools? What are the languages and channels of communication that we use to communicate with them? What are

the benefits from this process of communication? Do they want to talk and work with us? Do we want to talk and work with them? Do we need that?

All these questions (and many others...) started a reflection in some organisations that want to enlarge the scope of networks in order to sustain the work developed. This reflection has a wider view if it is framed in the euro mediterranean region: in different countries, you can find different possibilities and practices that organisations have to cluster with other social stakeholders. Here, you can see the richness of working with a euromed perspective.

These “outside universes” filled with “new” stakeholders can support projects and enhance their visibility, their dissemination and exploitation of results and their impact. More than that, these stakeholders can provide an important contribution to youth work even from a distance, we are connected. The question is: is the youth

sector hearing and learning from other social actors? Is the youth sector ready for change?

The concept of “Youth Cluster” started in a training course developed in March of 2013 and brought together a partnership that involved european and south mediterranean organisations.

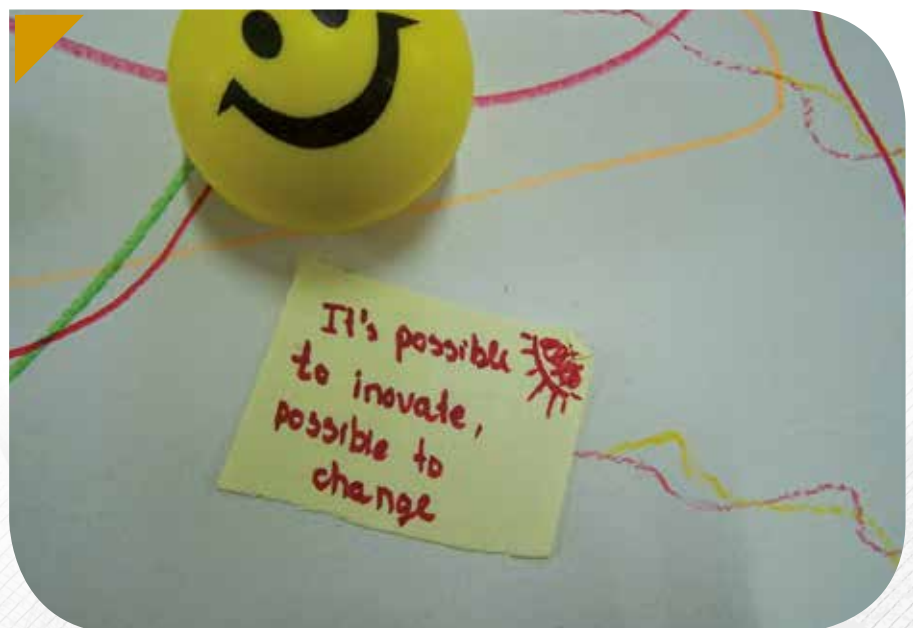
To have a deeper look at the results and evaluation of the training course, you can check <http://youthcluster.ratoadcc.pt> one of the major conclusions had to do with the relevance of the concept and it would be crucial to understand how to cluster with specific stakeholders; for example, Small and Medium Enterprises (SME).

Most of you who are reading this article will certainly find obstacles that block this wider horizon. True the concept of “youth cluster” is closely connected with the recognition of the importance of youth work in the social and educational sectors. The problem is that this recognition frequently is an “easy line” in the speeches of politicians and technocrats. Society and its collective materialisations

(public, private and informal) generally don't consider youth work important.

Youth Cluster is an approach to make easy words into concrete actions you involve the community and its different social actors organisations have to change the perception of ownership of the work that they produce. When a youth organisation implements an international exchange, this project is (or should be...) shared with the participants, partners, community and its representatives. And when this ownership is shared and connected, things make sense. The sector has to redefine the word “we” in youth work.

This article is mostly a call for reflection in the sector about new paths in youth work although there is such a big diversity of practices, youth work became a hermetic box, closed to the views and contributions of others that are not from “this world”. It is a call to move from diverse sectors with scattered efforts to a plural engaging approach. ■



THANKS CATHY!



Dear Annie,

I have just read the message you send to the whole group, letting them visualize this day by your precise and so faithful story of the ceremony. I think that Cathy's family, her young and active people of Les Sureaux have known how to give this gathering the strength and the endless spring of living water Cathy was.

My presence, as anyone else, was the presence of a Friend who could share the European and Mediterranean road and her base of Les Sureaux, but who stays speechless that this track has been so quickly interrupted. She opened so many paths of meetings, lives, which cross each other humanly, to hold together values, actions, projects always for the benefit of the others, in a framework and a favorable atmosphere to leave ourselves behind and move towards the other; understanding, while enhancing and sharing in the respect of the other; of our own personality, culture, education, in other words identity.

What a stunning energy, sometimes even at a pace difficult to follow. Cathy was like that. She had, like every local representative, a space, a role in this group to facilitate it and so that everyone give his best. Cathy was of that moral fibre.

And then, when everything crumbled no sooner than your retirement, and yet you had put all the assets on our side, she knew how to grasp my warnings, my withdrawal of what would cause our loss. When I mobilized every local representative to act out of the network which had totally drifted in my opinion, she was present straightaway, supportive and enthusiastic. Despite the absence and the attacks, 5 or 6 of us managed to preserve a bond at Mont-de-Marsan first.

Then, fascinated by her EuroMed action, and above all by seeing her training course (TC) at Etcharry as a new anchor point where our small group of representatives could collectively engage ourselves, I took the lead to give this association a vocation of Network International for education and sports (understand also education by sports). She went for it, supported my impetus, and from then on an international impetus began with a regional basis around Nathalie, Cathy and myself. Others participants went ahead: at the end of 2013, she wrote me that 27 actions were realized by the members of NISE who took part in the TC of Etcharry and Biarritz 1 & 2 (in fact, NISE 1, 2 and 3). Personally, I had to step back because of my persistent trouble at work, and Cathy's disease that was unknown to me, and the "bankruptcy" of the House of Europe put in brackets our action that surely still ringing in the heart, and sometimes in the activity of some international organizations.

All this (I mean NISE) seemed almost unreal to me, because this added more to the rest in very precarious conditions of financing, with a lot of goodwill, sometimes too much, almost until exhaustion. I often wondered: how is she doing this!

So this is it, our ten beautiful years with You and thanks to You Annie, that comes back to me because Cathy was the latest person with whom I could imagine an action in line with the one lead by our group of local representatives under your leadership, by a local and international implantation with NISE.

Then, since this ultimate reunification in November 2009 which marked the definitive end of an era, we exchanged even more about my life at work and hers, because, according to what she was going to go through, she understood even further what I lived for real in Norway (and what almost anyone around me – with some exceptions like you Annie – cannot perceive or do not want to admit!). She was very attentive and her written words by emails or her words were well adapted to the reality of what I have endured for too long. Therefore, Friday at Ruffiac I took with me her last message of January 2014 where she wished me her greetings, very sincere greetings greatly accurate; another proof of the sharpness of what she was living herself every day.

That is why for me it sounds even stronger that Cathy was knocked down like this with such a malice, throes, harassments, reversals... But an unflinching family support. This was not enough though despite her fighting. Seeing our friend Cathy unable to act brings me some

fears, it gives me a little dizziness in my fight and isolation. This gives me even more to think about: what outcome? Yes, I still have and I will always support hope. But for whom and for what? My answer has never changed from the beginning of this unequal fight: for all those who have not or no longer the strength to stand up, to denounce injustice and inhumanity at work. Because I want Peace for me and my loved ones, because I want to build solid foundations for my life and support the lives of others or share it.

For you, it is also a great emptiness that our dear Cathy left. She facilitated lots of networks, she multiplied your and Bernard's actions. What a brilliant strength!

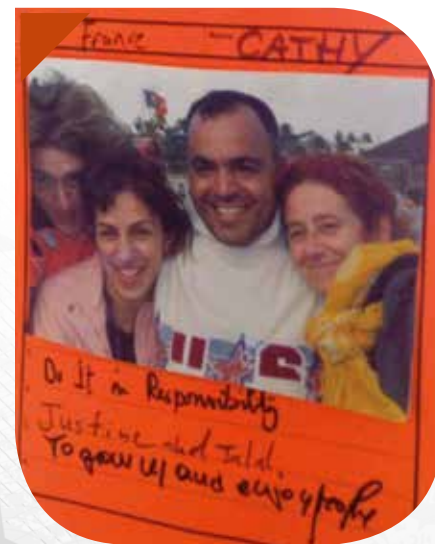
Facilitate a network, some networks, is something you know! Find ways, places, games, ideas, words... To get by to create, to innovate, to mobilize, to train, to energize, to grasp the moment when it can switch favorably... this is something you know as well.

With Cathy, I had found the person with whom extending what you had begun and developed at the very moment when I lost the support or the framework of my tennis association at Toulonne.

Now, it is my turn to bounce, to live, to create with all the spirit, the memory and the vitality you and Cathy gave me. I focus on this also with a whole family, educational and spiritual heritage transmitted.

I say goodbye to you Annie. Be proud of all of us and particularly of your Cathy. You have known how to find and reveal in Cathy a brilliant personality.

Olivier (23 February 2015)



ABOUT US

SALTO-YOUTH EUROMED & GOOD PRACTICES

www.salto-youth.net/euromed

SALTO-YOUTH... stands for «Support and Advanced Learning & Training Opportunities» within the **Erasmus+ Programme**. This is a network of 8 regional and thematic Resource centres set up by the European Commission to improve the quality of cooperation within the Youth in Action programme by providing support, training sessions and information to National Agencies.

More specifically, **SALTO-YOUTH EuroMed & Good Practices RC supports and reinforces Euro-Mediterranean Youth cooperation** by offering training sessions, events, tools for learning and good practices, support to EuroMed Youth Units, the network and our partners.

SALTO-YOUTH EuroMed & Good Practices RC has been hosted in **INJEP** (National Institute for Youth and Non-formal Education) since August 2000 and is part of the **French National Agency** for the Erasmus+ programme.

In cooperation with National Agencies and EuroMed Youth Units, we organise thematic trainings, seminars and conferences on EuroMed Youth priorities. These enable participants to share, test, analyse, transfer and develop new project ideas, new partnerships and to implement these priorities in their future projects.

Moreover, our Resource Centre is also in charge of the compilation and dissemination of educational tools and practices in the field of youth and training, to create a common memory.

INTERVENTION ZONE

34 programme countries:

28 EU, Liechtenstein, Iceland, Norway, Former Yugoslav Republic of Macedonia, Switzerland and Turkey.

8 Mediterranean Partner Countries which are involved in the Barcelona Process:

Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia.

INTERVENTION FIELDS

- International events
- Tools for Learning and Good Practices
- Networking
- Partnerships



SALTO-YOUTH EuroMed & Good Practices RC Team:

Bernard Abrignani (coordinator) - Federica Demicheli (Project Officer) - Stéphanie Jakubowski (Administrative Assistant)

INJEP (Institut National de la Jeunesse et de l'Éducation Populaire)
SALTO-YOUTH EuroMed & Good Practices Resource Centre
95 avenue de France - 75650 Paris cedex 13 - France
Tel.: +33 (0)1 70 98 93 69 - Fax: +33 (0)1 70 98 93 60
euromed@salto-youth.net - www.salto-youth.net/euromed

