

REPORT

“To prepare, to lead, and to evaluate a youth euromed project”

Versailles, from the 15th to the 22nd of April

Participant's introduction:

- Participants briefly introduced themselves and explained their role/experiences in their sending organisations
- Participants expressed their ideas about the meaning of leading a workcamp, by using a personal and unique object to represent such ideas. This activity allowed participants to share personal experiences and feelings and start to be more confident.

Fatima: Marocco, Jeunesse et Coopération (JEC, Youth and Cooperation). Mobil for the communication but the technology nor the phone will take the place of a workcamp leader.

Farid: Marocco, Jeunesse et Coopération (JEC, Youth and Cooperation) Instruments Gnawa (African jazz) because it attracts people and makes them share emotions and moments without words. Music is universal.

Elisa: Concordia France, one CD, music is a good way to make links between people. Moreover, each country has its own music so, it is easy to share. The disc I choose is titled "In the beginning" because I have no experience in that field.

Bihter: GSM Turkey: (spinner) top because it is hard to make it work but it can mix everybody. As a leader, I make it turn.

Marie Laure: Concordia France. Special cooking book because the recipes come from everywhere. A meal is made of different ingredients more or less closed. The leader's role is also to show the similarities.

Bora : GSM Turkey. Pine-cone because it is a good memory from a workcamp. We can find it everywhere in the world, it has also a fresh aspect and I fell young ... You can look at this pine cone from many different ways. It looks like an onion and there are many possibilities.

Thanos : YAP Italy. Bracelet ("gosbopini") which is the symbol of orthodoxy in a place of Greece. It is made with special materiel that we can only find in this place. I feel at ease when I have it.

Isabella : YAP Italy. pencil sharpener. To bring the volunteers to uncover themselves is part of a leader's job.

Tony: Concordia France. My body because it is useful. My brain in order to create. My heart to be closed to the others. And a coffee to help all these "things" to function.

Didier : Concordia France. A small bear wich is a good memory of his workcamps in Croatia. All my volunteers had this and we were proud of it. I always have it with me.

Burju : a foulard to play at "colin maillard". After having played, we can communicate.

Andrea : YAP Italy. The PACE flag, because of the role linked to the peace.

Saban : harmonica. The leader has to create the notes.

Lorenzo : YAP Italy. An University book about human geography. As a leader, we are in the middle of many differences and these differences are power. I don't like the term "leader", I prefer "coordinator" because the volunteers have to discover. To discover is the central element.

Gladys : Concordia France. An olive box because it is an euromed training and with this, we can share a good "aperitif".

Group work (small groups of 4 people) with focus on relevant experiences that motivated the participants to apply for this training; the result of each group's presentation was a deeper understanding of each person s background in voluntary work

Introduction of the training's program :

(Below, it is more or les what has been said, sorry for the oral tone used here ...)

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Hello and welcome to everybody,

Simply, we wanted to tell you that this training is born from a seminar organised by CCIVS (this international all our organisations belong to) last year. This seminar aimed to prepare volunteers to go to one of the country around euromed. One of the orientations following this seminar was the leader training from this same area. In fact, if the volunteers preparation is important, the leader's preparation is not less important. And this point is one the responsibility of the organisations. Because there are many organisations in the euromed area, because have different ways to train their leaders, because these associations don't implement leader training in an international dimension, we wished to organise that training with the aim that the leaders could equally work in the organisations engaged. At the end, we wish to implement that kind of training in a large scale but for the moment, it is the first time we do it. We will see at the end if we can go further.

Anyway, for this first experiment, we are in Versailles and we chose to start in a lowly, humble way and we wish to start with 4 countries: Marocco, Turkey, Italy and France. 4 countries are involved and 5 organisations because there are two from Marocco. We will take the time tomorrow to introduce the organisations. Because we really wanted to share this training, it was obvious that there would be one trainer by country: Selma, Said, Elisa and me . Alexandra.

The title of the training is to prepare, to lead and to evaluate euromed youth exchange projects. This project is euromed in facts because we all come from this area. We will see during the week if there are other specificities.

The aims are.

- to establish common standards about roles, rights and responsibilities of the leader and to clarify the concepts related to these matters.
- To facilitate the communication and the intercultural proximity
- To help the coordinators finding their own position, role and way of leading a project
- To exchange good practises
- To give information about international network and ways of working of the different partner organisations

We realised a draft program that can be changed according to what we will live during the training. In a general way, in order to answer to most of the learning styles, we thought about different methods. There will be individuals times, small groups and plenary. There will be also moments based on games and more theoretical times. The idea is also that you can use some of these methods on your workcamps. Of course, you will have to readjust them : you will not have the same public, not the same aims, not the same context and so on.

Thus, every morning, we will start at 9. an energiser is planned for every morning. Obviously, we request your help for this. As far as we can, we will finish the day at 7. We will have a coffee break to organise each half day:

Also, we want to organise small groups that are going to intervene everyday. You are going to take some time at the end of this morning to organise something wish is going to last maximum half an hour. You can do whatever you want during that time but we will talk about this very soon. You have to know also that we will organise daily evaluation. There will be focus group every day, we organised groups that will be the same every day, we have created them and put the name ...

Geraldine is going to cook for us but we have in charge the washing up and the breakfast to prepare. Moreover, if you use glasses cups or anything, please wash and tidy them. We put a flipchart paper to organise the turn. Please put your name on it. On that paper, there is a special line for time keepers, we would like that each day 2 persons can keep the time, take care that we start on time and all this.

About the rules. Nothing surnatural ! We can't smoke inside, we can't make too much noise at night (it is supposed to be 10 o'), we have to respect the french laws. For example, we are not allowed to smoke hashich and it is the case in each country represented here. Thank you also to switch off your phones during the work. Let me remember that one of the most important thing is to be on time to work if we want to have some informal time to speak. We will have time keepers for it.

At the end, it is important that you say when you don't understand, all of us can repeat: English is the mother tong for none of us.

The plenaries will be translated and when we organise small groups, everybody has to take care that everything can be translated.

Expectations, motivations and fears.

- Participants were asked to express their personal motivations, expectations and fears concerning the training course; each participant was asked to write on papers his/her response and share it later with the plenary, aiming to compare ideas and explore these issues by discussion

Group building :

- Group building exercise. Participants were divided into 4 groups of people and asked to organize themselves to build a paper castle using a few simple tools : 10 minutes were given to define the rules of the group work and assign tasks, then the work was to be done in silence during the next 20 minutes.
- Each group was asked to explore how they built the rules, if they did, whether all the members had contributed to the work, and whether they did their work properly, and to deduce which are the characteristics of a working group.

The questions of the debriefing were the following :

- how did you establish the rules if you did?
- If not, why?
- How did you work?
- Did everybody develop his/her own part ?
- Which are the characteristics of a working group you can deduce from the activity?

The result of the activity was the understanding of the role of communication within the group, the importance of establishing rules and tasks and the need of finding an agreement between the group members

To agree on a group's definition:

- A definition of "what a group is" was proposed by the trainers and discussed by all the participants; the aim was to find a definition that all participants agreed on. During the debate, most people expressed comments and opinions on the concept, exploring intercultural and linguistic differences. At the end of the debate, the group managed to agree on the following definition:

"A group is a system of individuals who share the same goals. Group dynamic (group, individual, environment, goals) develops interaction that influences each other";

The result of the activity was that participants explored their own group's dynamic and found a basis for the next training's activities

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Moving debate:

- Moving debate : participants were proposed issues related to workcamps' leading and asked to choose a position (yes/no, inside/outside) , stand in different lines according to their choice and defend their opinions on the issue; the issues concerned the role of a workcamp leader, than can perceive him/herself inside or outside the workcamp, and the possibility of kicking someboby out of the workcamp;

This activity allowed participants to exchange their points of view and compare their perception of leader roles.

Focus group :

The group was divided in four in order to evaluate each day. It will be the same group every day.

MONDAY 17/04/2006

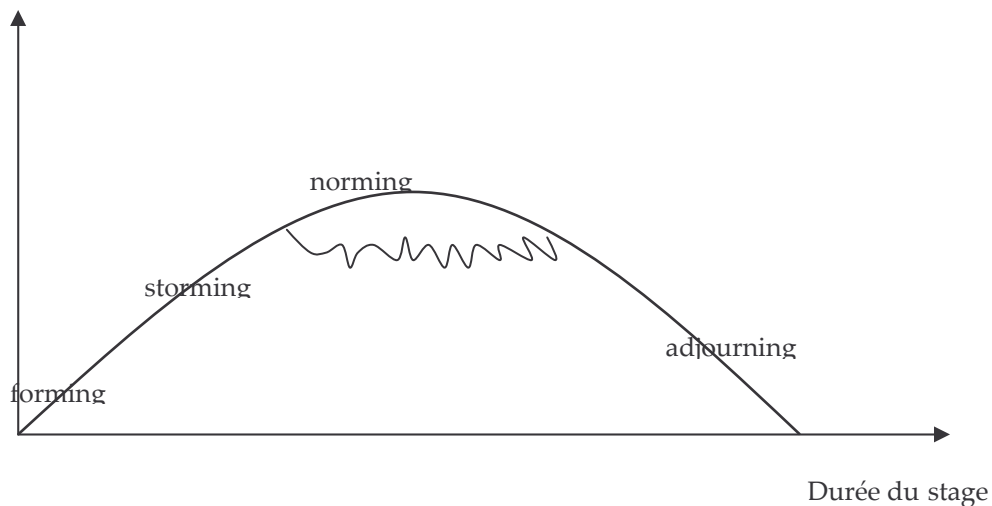
My own mirror:

Group Dynamic:

This morning the training team explained to the participants what a "group dynamic" is.

The group dynamic develops most of the time in four main parts : Forming, storming, norming, adjourning.

Niveau d'implication personnelle



Here are some explanations on these 4 stages.

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- This summary is adapted from Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

Stage 1: Forming

In the *Forming* stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future subgrouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centers around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Stage 2: Storming

The next stage, which Tuckman calls *Storming*, is characterized by competition and conflict in the personal-relations dimension and organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

Stage 3: Norming

In Tuckman's *Norming* stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know and identify with one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

Stage 4 : Adjourning

Tuckman's final stage, *Adjourning*, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process. This stage is also very important because most of the time, the members of the group think that what they have learnt with the group can be used only with this group and this situation. This stage must permit the members to transfer their knowledges.

- Then, in 4 small groups (one by stage), the participants had to discuss to define some tools or hints to manage each stage.
- Every group made the presentation about each part of group dynamic and the main discussion was about what a leader is suppose to do in each stage.

I. First group about “forming” :

1. Logistic tasks
2. To talk about the workcamp and the total contact.
3. Presentation through games
4. To establish rules to create framework to start abilities.
5. To give responsible to volunteers

After a discussion, the group agreed to add new points to this list:

1. Check abilities
2. Self evaluation
3. Psychological support
4. Transmit the information
5. Build a trust relation ship.

II. Second group about “storming”:

1. to have a look deeply to the group dynamic
2. to improve the relations between the volunteers by doing some meetings.
3. agreements on responses and rules.

After a discussion, the group agreed to add new points to this list:

1. doubts on “pushing shy volunteers”
2. Self management
3. improve the relation analysing the possible solution.

III. Third group about “norming”:

1. look behind
2. Observed the events during the storming and forming.
3. putting the rules

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4. Energized

After a discussion the group agreed to make some changes:

1. leader is not that needed
2. readjusting the rules
3. motivate the volunteers in order to achieve the tasks/goal
4. not resistant toward the outside
5. proposing discussion/workshop

IV. Fourth group about “adjourning”:

1. Friendly evaluation of the workcamp
2. Establishing more human rapports trough parties, games...
3. More free time and less work if the goals are achieved.
4. Exchanging e-mail and phone number
5. Taking all the all group
6. The workcamp leaders should make the volunteers feel that tasks they performed was successful
7. Take it easy.
8. Don't be tragic ! Tears are ok, but smiles too !!!

After a discussion the group agreed to make some changes:

1. Personal reflection regarding what we experienced.
2. collective evaluation and personal evaluation

The result of this discussion was that the participants increased their theoretical knowledge about group dynamic.

Organisation's presentation:

Each group according to their country were asked to make a presentation about the associations that they belong to.

The organizations which take parts in the presentations are the following: Concordia France, YAP Italy , JEC, CJM and GSM.

- each group introduced its organization, activities, aims, training courses, projects and talked about their work camp leaders
- they gave the answer of the question “ what is the mission of your organization?”.

What is a workcamp ?

The participant (divided in groups of two persons) had to share a good or a bad experience they had during a workcamp (or during in an international group dimension). From this experience, the group tried to define some basis about the objectives of a workcamp. It was hard to do !

The participant shared their previous experience in intercultural situation in order to describe how a camp leader has to be.

In particular the volunteers give one good adjective and one bad in order to describe the leader:

Who ?	Bad adjectives	Good adjectives
Thanos	lazy	Strict when you have to be

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Farid	don't create dialog opportunities	Achieve listening
Bihter	panic	Creative
Tony	Not listening	Responsible to balance
Andrea	Not to much professional	professional
Fatima	stubborn	flexible
Bora	Too much freedom	generous
Burju		clever
Saban	lazy	responsible
Marie Laure		facilitator
Elisa	Not able to take decisions	Dynamic, creative
Didier	Too democratic, so never find a solution	Take a decision according to the group
Gladys	unresponsible	generous
Lorenzo	intrusive	Listening/understanding.

Focus group.

TUESDAY 18th APRIL

Intercultural learning:

- First activity of the day: each participant was given a paper on which was written the "kind" of person they were going to be during the game. They were asked questions and they had to make two steps if according to them the character they were playing could do what was said in the affirmation, on step if they did not know and nothing at all if the answer to the question was no.

List of the different "types" of person:

For example: a Pakistani taxi-driver, a 28 white man, 23 year-old Russian secretary, 65 year-old man, Mexican woman with 4 children, an Algerian woman with 9 children.

Questions asked to the participants:

- Can you join a sport club?
- If you go for a job interview, do you the same chance of somebody else with the same -previous experience?
- Can you easily get a job as a nanny?
- Can you go for a beer in a night bar alone?
- Do you feel safe going out alone at night?
- Can you be part of a football team?
- Can you get any kind of job connected with children?
- Can you take a train alone?
- Can you adopt a child?

At the end of the game every body had to say who he/she were, and to explain why sometimes they did not move (for example why the person who was an Algerian woman with nine children could not adopt a child)

The "result" of this game was that the character who arrived first was : "the white young man" and the one who arrived last was the "Algerian woman with nine children"

This game led to the beginning on a debate about sexuality and more especially about homo and bisexuality.

- Then we moved on to a second game:

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All the participants (except for two “reporters”) sat in a circle. The “aim” was to tell a story, the rule was for the participant to tell one sentence when he had the ball in the hand and to throw it to some one else.

One of the trainer started the game:

The first sentence was: Antonio is a Spanish boy

And the story :

He is a terrorist, his aim is to burn the Vatican, but his father is a strong catholic, he is going to contact the Spanish organisation to manage his project.

The second time the first sentence was: Abdalah a Palestinian guy living in Gaza

His father is dead, it is 7 am and he can't go to work, he can't also go to Israel and see his girl friend, he is afraid of being killed, he is a good boy helping his family, but one day he decides to go to the USA to change his life, he wants to do something for his country, he meets with a terrorist group (the same as Antonio)

This game led the group to react about the stories told.

Then the trainer helps the participants to go a step further by asking them if the country had influenced them, where Antonio and Abdalah were living and then if they thought that when they were spontaneous they were less influenced by their culture than when they were not. There were different reactions: one said that we were influenced by the media, another that spontaneous talks were stereotyped, one that we were not influenced by our feelings, experiences when we were spontaneous.

Euromed dimension:

Couples of participants are chosen by chance. Each of them has to write to the other. They can say whatever they want but they also have to add something about what they think of eventual specificities of euromed dimension. The letter has to end by a question for the recipient to be able to answer.

Project methodology :

- Example of how to build a project: (Laswell method): The 5 W method.

WHO? FROM WHOM ? WITH WHOM ?

Identification of project target, roles and relationship in the project

WHY?

(needs, wishes satisfied by the project, main objectives of the project, funds, relationship participants' objectives and institutional objectives)

WHAT?

(spontaneous, organised, politics social dimension)

WHERE?

(social context projects, situation of the participants)

WHEN?

(what does it focus on, short-mid-long term)

HOW?

Organisation and participation process, techniques and instrument)

EVALUATION

Are the objectives reached ? Were they relevant ?

All the questions have to be answered in this precise order, if one question is skipped or not well answered it won't work.

An evaluation of the project has to be done at the end as well as monitoring at each step.

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Work camp building:

Four groups have been constituted and each group had to build his own project:

GROUP 1:

➤ **Sport/soc.**

Who: four organisations (Euro-med Turkey, Morocco, Italy, France)

+18 => 16 vol (4 volunteers for each country)

With who: with Amal football club

Local organisations

Why: to promote international exchanges

To improve knowledge about safe sexe

Where: Morocco, Safi

Accommodation: in a school

Safi stadium

When: 15 days in July + 50 € extra fees

GROUP 2:

➤ **Orphanage**

WHO: Youth Turkish organisation

FOR WHOM: children of the orphanage

WITH WHOM: management of the orphanage

Local municipality

Sending organisation

WHAT: renovation (painting, cleaning, gardening.....) [morning]

Animation (sports, music, theatre, games, trips) [afternoon]

WHERE: orphanage in Turkey north-west Istanbul

WHEN: summertime (two work camp that last 15th July-15th August two weeks).

HOW: 12+12 volunteers willing to work with children + technicians+ educators able to prepare the activities with the children

Accommodation (dorm room at the orphanage, shared bathroom)

Meals at the orphanage cafeteria

Equipment

Financial sources Turkish government

Private funding

GROUP 3:

➤ **Carnival in Rio**

- 20 days, 15 volunteers, 18+, social/festival, 2 work camp leader (10 days before the carnival, 10 days during the carnival)

- Rio de Janeiro, accommodation in a school

- Work : to prepare the "cars" for the parade in the parade in the carnival.

- With teenagers from one of the poorest neighbourhood in Rio. Also work in stands in the carnival and participate in its activities.

- cooperate with a local organisation that is helping teenagers with less opportunities

- Aim: to help the teenagers and take part in the carnival

- Basic knowledge of Portuguese and English

- No place for disabled volunteers because of the nature of the work

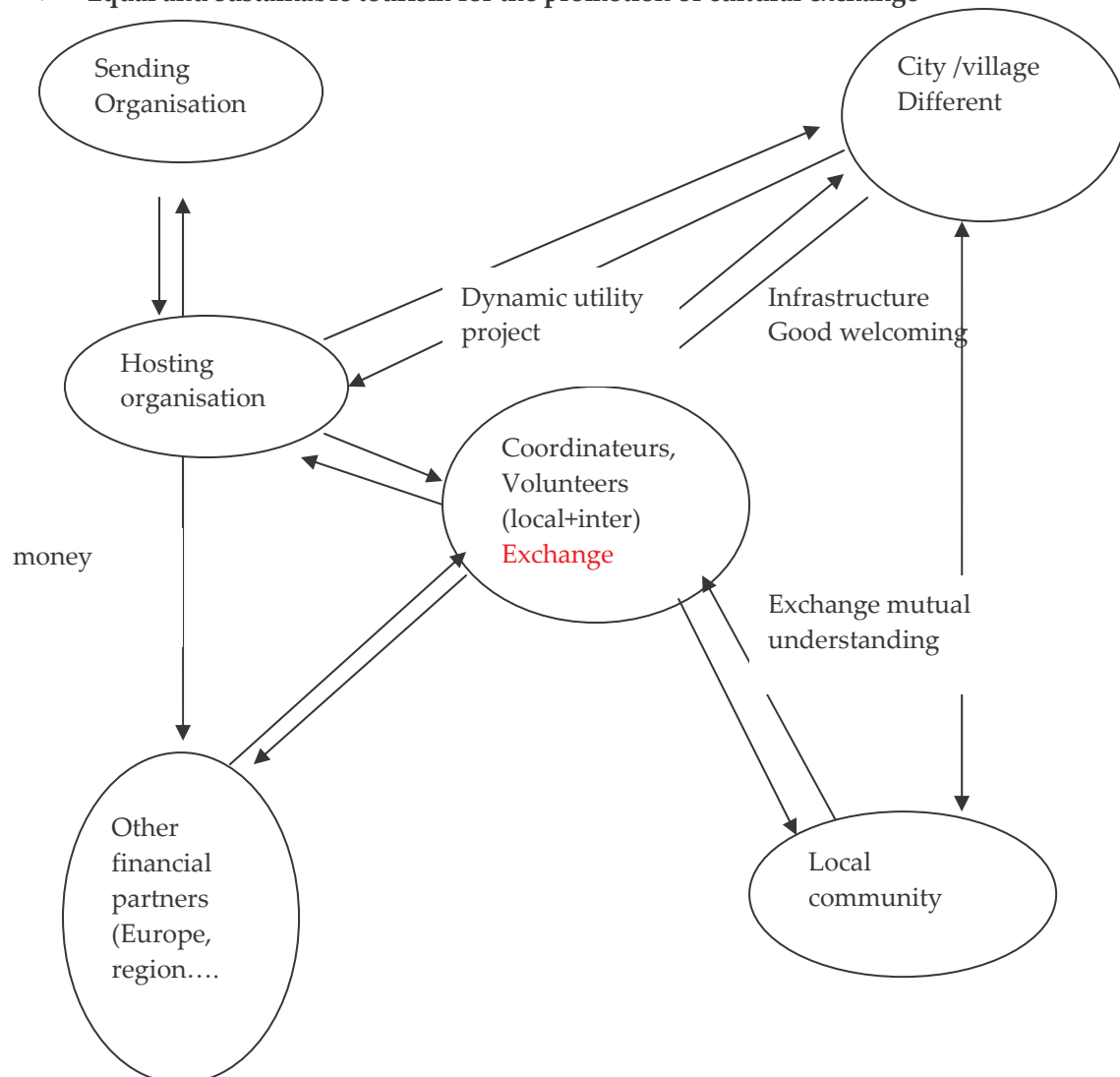
- Please bring sleeping-bags

- Fee: 200 €

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GROUP 4:

- **Equal and sustainable tourism for the promotion of cultural exchange**



WEDNESDAY 19th of APRIL

Case studies:

“ Two groups participants ” were asked to discuss about the cases which can happen in a workcamp as a leader.

Case 1: Morocco. A couple arrives on your workcamp, it is the first time after four years that they go on holiday without their children. They ask to stay in the same room. Rule of the workcamp is that boys and girls have to stay in different rooms.

Case 2 : Italy. The majority of the group is particularly drinking. They are often late and they never get up on time for working .The minority starts to show disappointment.....

Case 3 : Turkey. Two boys who are homosexual asked the leader for condom after four days from the beginning of the camp.

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The result is : The common point for the suggestion of the cases are found. They are obeying the rules of workcamp at the same time giving respect to the local community's rule.

Euromed dimension

This is time to answer the letter in couple.

Workcamp building (end):

The participants are asked to go deeper in their workcamp projects that they have done before. All the groups have common questions and each group has specific questions to help them to deepen in their specific project.

➤ **ORPHANAGE:**

Towards the local community:

- Benefit for the orphanage which belongs to the local community

Towards the volunteers:

- cultural exchange and meeting with the other cultures
- learn respect and tolerance
- understanding social issues
- learn how to work with children

Towards the leader:

- exchange experience
- learn how to work with international group
- learn the point of view of foreigners

Towards the organisation:

- start to cooperate with children
- meet new partners

Elements of the context:

1. Because the grey walls are not ok for the children, the rooms and the walls do not fit to the orphanage.
2. Volunteers and the local community will attract each other. There will be also Turkish courses for volunteers
3. Doing games with children. Preparing parties with local community

➤ **CARNIVAL in RIO**

➤ **EQUAL AND SUSTAINABLE TOURISM**

➤ **SPORT/ SOCIAL**

Towards the community

1. Sensibility and education on safe sex
2. Intercultural interaction
3. Entertainment

Volunteers

1. Fun & intercultural exchange

Leaders

1. To get more experience
2. Organization
3. Promote organization to the local community

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4. Gender tolerance''

Questions:

1. The basic aim is international workcamp
2. Morocco has a big population thus safe sex is surely important for the local community. And workcamp will organise some activities and then condoms will be given by volunteers also.

After discussion in the groups, a jury is organised: one group is judge of an other group then will be judged.

NGO's working environment:

Some information were given about two organization in Algeria and Spain. The participants were expected to establish an organization. The results for Algeria are that it is not possible without being agreed with the local authority in subject. The security is also a big problem. On the other side establishing an organization in Spain is not too hard. There is no any local authority. Country in development thus accommodation, transportation and choosing topic is not hard.

Moving debate:

Two cases are given to the participants as a moving debate. The questions are the following order:

1. As a leader do you see yourself as "a patient or psychologist " ?
2. If the workcamp is a meal, are you the "the entree or dessert" as a leader ?

Evaluation in whole group

THEATER

THURSDAY, THE 20th OF APRIL

The day starts by the enigma game of the focus group (Burcu, Fatima, Marie Laure) : a men wakes up, lights a match and dies of an heart attack. Why ?

We continue with energizer games promoted by Rachid and Saadia as stretching and a perception game (objects in space).

Euromed dimension:

According to the letter we wrote the days before, we made some group discussion about euromed dimension in order to create a questioning. For example :

- We shared different views about immigration and integration of the minorities (Didier's group).
- How to share our knowledge in a euromed context ? (elisa's group).
- Respect of the specificities and the sharing of the same universal values (Farid's group).

Simona Costanzo, CCIVS's general delegate:

We finish the morning with the intervention of Simona Costanzo from CCIVS.

CCIVS : Comity of Coordination for International Volunteer Service, born in 1948, is a platform of associations. Each organization represented on our training is a member of CCIVS. To know more about it : <http://www.unesco.org/ccivs/> In this website, there are many informations about the structure but also pedagogical tools for the leaders.

And, very briefly :

- One topic was to break the idea that people don't have only one cultural facet, but that it changes according to the context. It is the picture of the onion.

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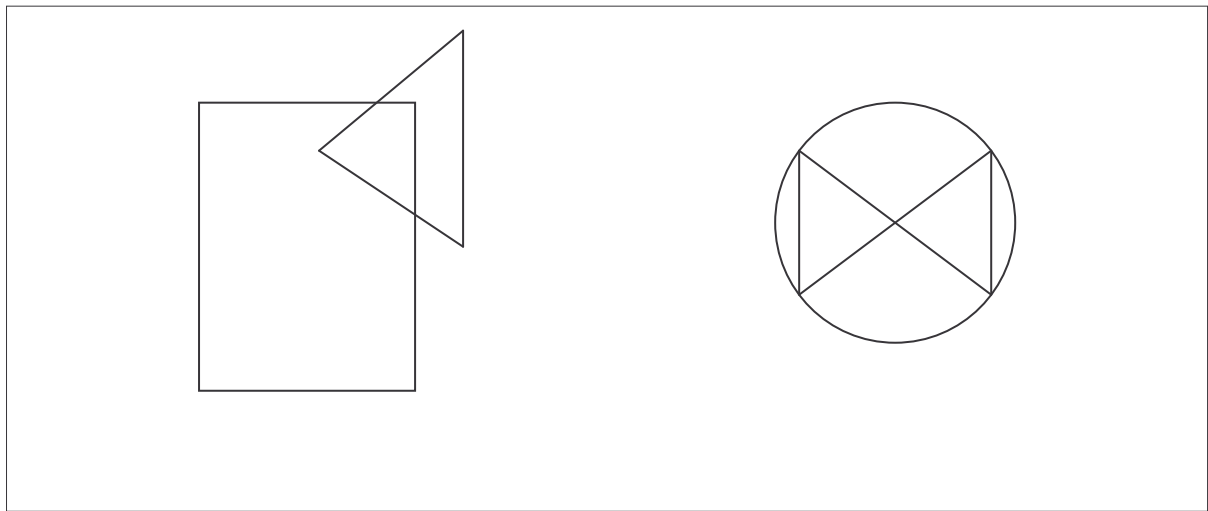
- She explains the European interest on euromed. In fact a lot of money is injected in underdeveloped countries (europ's neighbours) to avoid the conflicts due to the poverty but about all to avoid immigration. In fact, if there is a large economic difference between Northern Europe and Southern Europe, there will be more willing to come in the North. There is also a cultural/religious aspect moreover after 2001.
- CCIVS has tried to implement a special structure for euromed area but this has not functioned maybe because they have started with the structure instead of knowing the organizations. Furthermore, there is a geographic problem : which country would be part of this area ? For instance: would Mauritania be part of it ? The point today is to focus more on thematic meetings instead of thinking at the structure.

Path to development:

In the afternoon we played a game: path to development. It tries to imitate the rules of the world (economical rules, to be aware of the face that the undeveloped countries "economically speaking" are in big shit !), followed by a debate.

Communications games:

- Trust game, every body is layed down and carries the others with their hand one by one. (When you are carried you have to trust the other because you lost control, and usually you don't like this)
- Finger sword, it's a dual fight with finger (hand link), crafty game and resistance.
- The last game was based on oral communication : in pairs one had to describe a mathematical draw and the other had to produce it with restrictions (They couldn't look at each other, a very noisy atmosphere because we were stuck, ...). The objective was to test the empathy of the locator.



FRIDAY, THE 21st OF APRIL:

Energizer

We start with a game of "rabbit/hunter/wall". The participants were on two lines, one of the fronts of the other. Back to back, each line had to decide which status they would play to the others. When the two lines turn and are in the front of each other, they had to play the rabbit, the hunter or the wall. Hunters kill rabbits, the wall kills the hunters and rabbits destroy the wall. It is one point for the team who won. We repeat the play different times.

Report « To prepare, to lead and to evaluate a youth euromed project". Versailles, from the 15th to the 22nd of april 2006.

Conflict management:

Forum theatre was the support. The trainers give to participants divided in 3 groups a case study. Each group had to play the situation and to find a way to finish it or to find a solution. We had 30 minutes to prepare the scene before to play it in front of all the others.

The different case studies were:

“You have introduced the rules of the workcamp and explained the dynamic of the working moments. While doing and after you see that one volunteer starts explaining to the others that turn and working activities could be organised in a different way. Other volunteers start to be confused. One morning you go to work and when you are explaining what to do, this person tells you that the work could be organised in a different way.”

“The language of the camp is English, not all the volunteers speak it fluently. Some start to be tired one day, during the group evaluation one of them stands up and goes out...”

“In the workcamp there are two leaders: one of them (Marc) likes participation and common decision making, the other (Frank) likes to exercise authority of the group. Once two volunteers are discussing with Marc regarding Frank, when Frank arrives and catches some words. Marc looks and says: “...Hi Frank, we were discussing about what to do tomorrow...”

“It’s always the same group of two or three volunteers preparing breakfast, lunch, doing the cleanings and collecting the working tools after work. One morning you wake up and you see that there is no breakfast. When volunteers arrive they ask where the food is.”

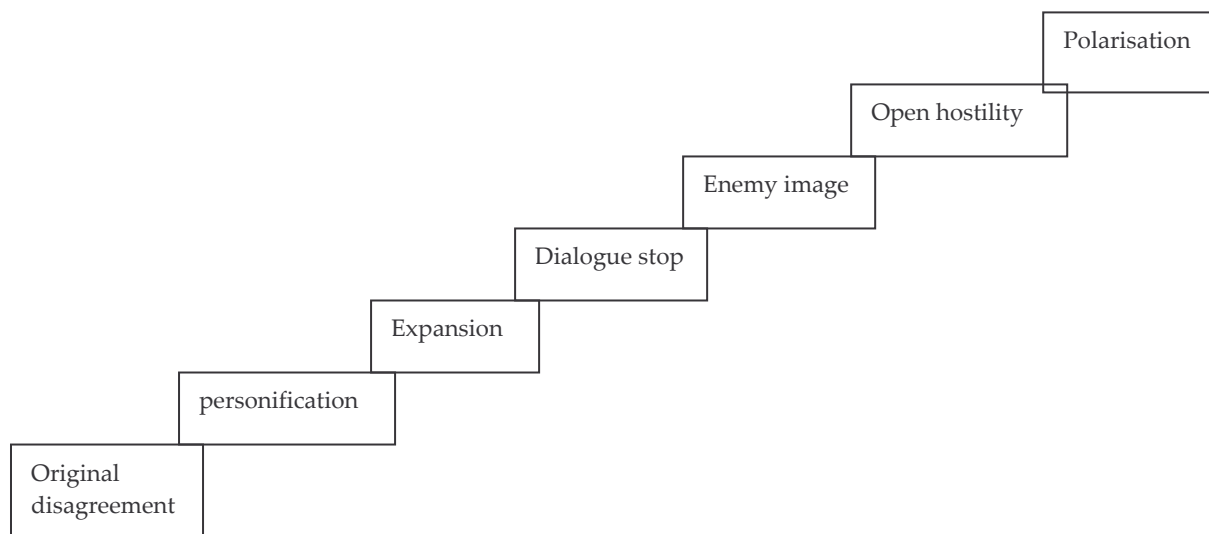
Each team prepared the scene and played it after. They had to play once, and during the second time, anyone from the audience could appear and replace one of the actors to change the story and find a new ending. One rule : the person who replaces the other must be realistic, it means that he can not change the whole personality of the person replaced.

Conflict management

Elisa did a short course concerning the conflict management. We talk about the different types of conflicts : intrapersonal conflict, interpersonal conflict, inter role conflict and inter group conflicts.

We also talk about the different reactions possible when a conflict appears: the rivalry, the giving in, the avoiding, the collaboration, the compromise.

Next, we determinate the “conflict scale”:



Exchange of good practices

This time was about exchanging good practices, tools or different ideas about different topics. We all meet and decided to choose the topics that we wanted to talk about. The participants underline six topics: the adjourning phase, how to manage with different language, games, management of extreme situations, the limits of the responsibilities of a workcamp leader, debates on social issues.

Three tables were opened to the discussion. Each of them had the topics on it and people could move from one to another table to discuss with the other people.

Training evaluation

We start with a writing exercise to evaluate the workcamp. The participants had to write a word on a paper that represents the training. After the trainer collected them, she asks to everybody to take a piece of paper and to write a story starting by "Once upon a time in Versailles..." The new writers could not stop to write and had to incorporate each word that the trainer tells them (from the word that each person writes before). At the end, people had a story and some of them read it to everybody. We could write on our own language.

The second exercise was to answer to a questionnaire evaluating the training. The questions were:

After the training,

- According to you, what are the common standards about roles, rights, and responsibilities of a leader?
- How do you perceive your way of leading an international workcamp?
- What about the trainers?
- What about the methodologies?
- What about the technicalities (food, place ...)?

The third exercise was to move in an unreal map of different islands where different words were writing. Each participant moved from one island to the other and explained to the audience how he/she felt about this topic.

The different "see of emotions" were:

- Organisation of the daily life
- Knowledges
- Shocks
- Rhythm
- Intercultural proximity
- Relations with the others
- Expectations
- Physical contacts

Some icelands have been added during the evaluation : Géraldine,

SOME RESSOURCES :

www.coe.int/ecri (to download for instance the pedagogical kit “all different, all equals”)

www.unesco.org/ccivs

www.training-youth.net (T-Kit about intercultural learnings, about project management, etc...)

www.hospitalityclub.org (an online hospitality exchange organization)

www.yib.gen.tr (See Saban for more informations...)

www.seeyn.org (South East European Youth Network)