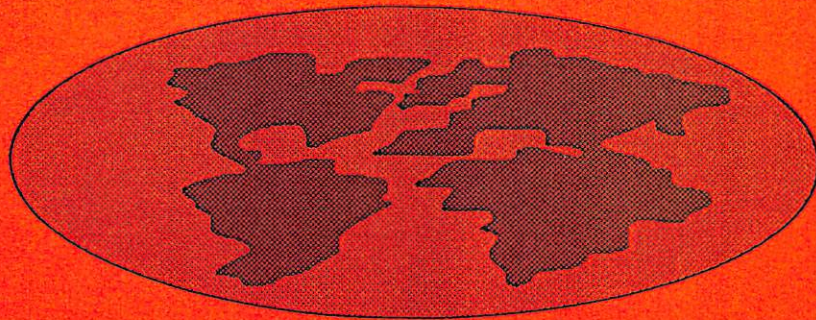




Training course on EC youth programs



Santa Severa (Rome)

Italy

23 - 30 May 1993

SUPPORTED BY



COMMISSION
OF THE EUROPEAN
COMMUNITIES



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THE EUROPEAN COMMUNITY YOUTH PROGRAMS

Program of the Youth for Europe Training
Santa Severa, Italy
May 23 - 30, 1993

Sunday, 23 May 1993

afternoon: arrival of participants;
evening: Introduction and presentation of participants and of
the leadership team;
night: welcome party;

Monday, 24 May 1993

morning: Introduction and presentation of Seminar with
greetings from AFSAI;
Interview of participants;
"EC youth policies and programs:
past experiences and the discussion on the
forthcoming III generation", discussion;
afternoon: the youth priority actions: objectives and aims, how
and when to apply, the final report, discussion;
going through the forms, fill out applications

Tuesday, 25 May 1993

morning: going through the forms, fill out applications;
discussion (Sergio);
-mediterranean countries
-Action 4, training of youth workers
going to the Budget, when do you apply for activities
in an EC country and when in an eligible country;
(Sergio)
afternoon: the Youth for Europe programs: objectives, how and
when to apply, the final report (Anke, Luisa);
going through the forms, fill out applications
(Action 1, Action 2) working groups;
evening: free

Wednesday, 26 May 1993

morning: report back from the working groups;
the TEMPUS program: objectives, how and when to
apply, the final reports;
going through the forms (Sergio);
the other EC youth programs (IRIS, HELIOS II, ERASMUS,
LINGUA, COMETT II) and budget lines: objectives, how
and when to apply, the final reports (Sergio);

afternoon: North/South youth cooperation: existing possibilities and perspectives for projects with ACP countries: objectives, how and when to apply, the final reports;
exercise in intercultural learning; (Alessio)

evening: free

Thursday, 27 May 1993

excursion to Rome;

Friday, 28 May 1993

morning: Panel discussion: the evaluation of EC's youth programs;

My personal motivation: Why evaluate?
objectives of the training course
* learning by doing
* using practical skills

afternoon: evaluation methodologies and follow-up work
working groups: -2 EC's long term exchange programs
-1 EC's short term exchange programs
report back to plenary, evaluation of this methods;

evening: game: "¡¡¡ggmhana!!!" (Spanish delegation)

Saturday, 29 May 1993

morning: session: intercultural learning (Alessio)

* cultural background
* work for understanding
* communication non-verbally

exercises and games for intercultural learning,
game: map of the world, report back to plenary;

afternoon: the evaluation of the seminar with final evaluation of the program;

* circle game
* group - graphic
* discussion

evaluation of the training course

evening: farewell party

Sunday, 30 May 1993

morning: departure of the participants.

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ITALY, Santa Severa, May 23 - 30 1993

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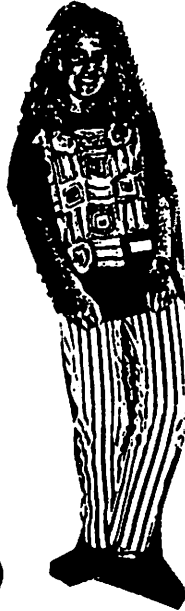
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EXPECTATIONS

- * find out how other countries work with ICYE
- * meet other people
- * share own experience in youth work
- * bring back to the own country new ideas to motivate the volunteers in the NC's.
- * meet people from EC and ICYE coordination.
- * to find out more about EC programs and procedures (both theoretical and practical) for getting funds;
- * to eat "ITALIAN" food and go to the beach
- * to know more about ICYE and it's committees
- * to see if the other NC's are having the same problems and how to solve them.
- * get more motivation.
- * know more about exchange experiences
- * learn how to start with an exchange organization
- * learn about new ways on evaluation in order to be able to practice them.
- * new input, new energy, practical information

OBJECTIVES OF THE TRAINING COURSE

- * Better understanding of EC youth policies and programs:
 - * Youth for Europe programs
- * Tempus program
- * Possibilities in North/South youth cooperation.
- * Better understanding of international youth work.
- * Personal development by:
 - participation
 - learning by doing
 - learning other knowledge
 - using practical skills
- * learn about evaluation methods in short and long term programs:
 - * What is evaluation?
 - * Why evaluate?
 - * Why is evaluation necessary?
 - * What is to be evaluated?
 - * Whom or what is the evaluation for?
 - * Who does the evaluation?
 - * When should evaluation take place?
 - * What forms should the evaluation take place?
 - * How should the results be used?
- About short term programs we would evaluate the first part of the seminar. A main point of this evaluation should be:
How is whole evaluation process affected by taking place at international level.

REPORT: MONDAY, 24. MAY 1993

09:30 - presentation of the seminar

09:40 - presentation of AFSAI (Italian committee)

09:45 - presentation of the prep team

The prep team was : Sergio, the lucky Boss from the office of ICYE-Europe in Leuven (Belgium), Massimiliano, from the AFSAI regional group of Bari, Cuca the crazy women from Spain, working in the AEC office, Anke, from the Netherlands, working at the AFSAI office, in Rome, Liedt, from Berlin, also working in the AEC office.

09:50 - What is your name?

10:00 - participants interview

10:45 - back to plenary

11:15 - break

11:30 - EC youth policies and programs

13:00 - lunch

15:00 - The youth priority actions

20:00 - dinner



To explain what happens on monday, we decided to take three main points of the day with some specific events. Of course the importance of the events is totally subjective...

1.) 10 o'clock in the morning: every participant, to know well the other ones, did one interview with another participant and took a photo of him/her. These "crossed" interview were put on the wall of the "plenary room" (with photos, of course), so everyone can have a picture, complete or not of all the participants.

2.) 11:30 (always in the morning), the sun is shining and Ramon began to speak about: EC youth policies and programs. In the European Community there are 12 countries: E, F, I, D, LUX, NL, DK, UK, IRL, B, GR. In the EFTA countries are Finland, Sweden, Iceland, Switzerland, Liechtenstein, Austria but Iceland and Switzerland are applying). The Council of Europe has 29 members (all the European Countries, also the countries from Eastern-Europe). Importance of Maastricht Treaty: free movement in EC since Jan. 1993 of capitals, goods, services and people.

Some more remembrance of this morning from the writer: Liedl!?! Before Ramone came to the meeting, started Luisa with the differentiation from the EC and the EFTA countries. The objectives of the session were to learn how to use and apply the programs offered to the EC member states and which will be very soon offer to the EFTA countries. At the end of the 70's, the EC countries started to think how to involve the young europeans in different programs. It was the European Parliament who proposed to start exchange programs between them.

* Who is in charge of this programs?

- The Commission of EC in Brussels which receive the proposals from the Parliament.
- Task force on Human Resources which support the different programs.

Ramon started with the bodies of the EC in order to introduce the programs.

- The three main bodies of the EC:

- 1.) Council of Ministers
- 2.) Commission
- 3.) Parliament

They cooperate in order to take any destination concerning to the EC member states. The only way to reach destinations was a consent between the three bodies. Since the 1st of February they have a new system to deal with the European method. There's no necessary a consent, now they need the majority.

COMMISSION → PROPOSALS
(is the one who propose youth programs)

COUNCIL OF → DESTINATION

PARLIAMENT → FINAL CHECK

The main work dealing with young people is made by the commission. The commission is working in general Directions (DG). There's not a DG for youth but there's : TASK FORCE FOR HUMAN RESOURCES AND DEVELOPMENT which deals with youth programs and training activities and not with formal education. Task Force coordinate the work of member states related to youth programs.

We went on, talking about the great programs on Youth mobility in the EC. Here you can see, a brief scheme...

CENTRALIZED PROGRAMS

application directly

- 1.) LINGUA-IN concerning University and
- 2.) ERASMUS High school students
- 3.) PETRA concerning Initial vocational training for young people (age: 15-25)
- 4.) TEMPUS - III PRIORITY ACTIONS

DECENTRALIZED PROGRAMS

application has to be done in each member-state

- 1.) Youth for Europe Concerning
 - study-visits abroad
 - Youth-exchangees
 - Voluntary Service Activities

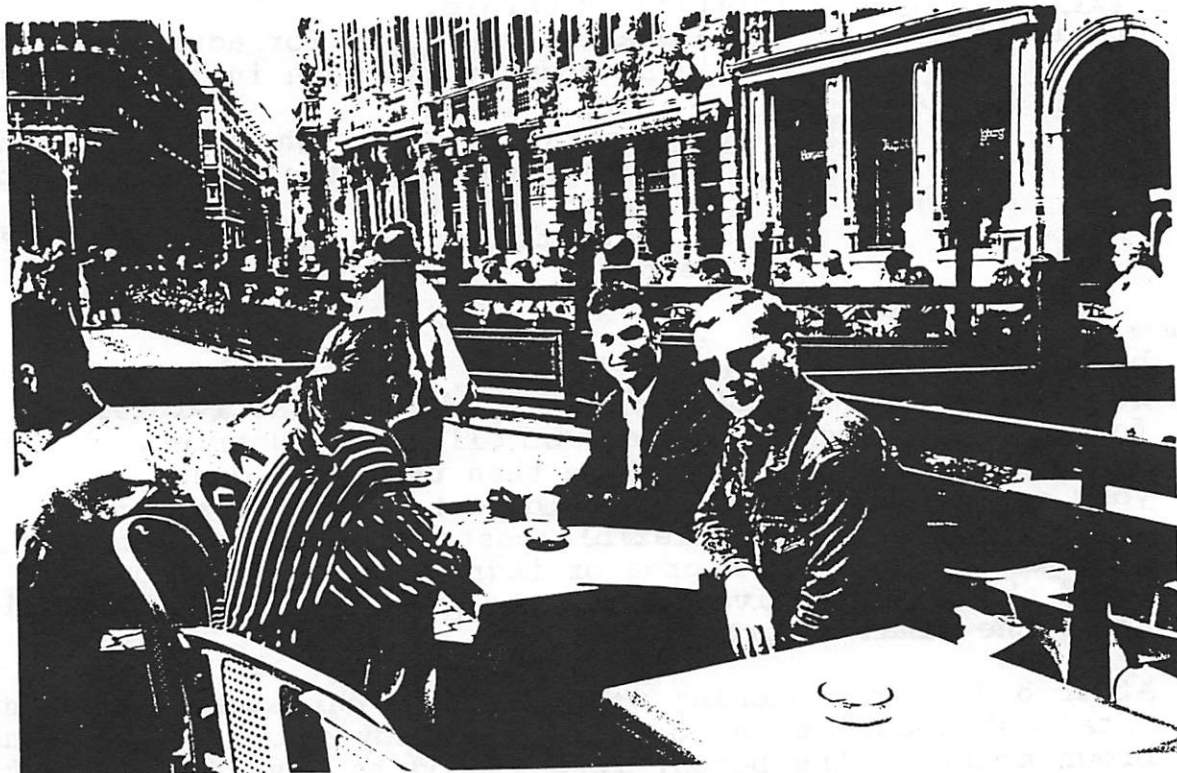


3.) 15:00: After having lunch we got deeper into the "PRIORITY ACTION" theme. We overlooked 8 kinds of possible projects in the Priority Action field

- * Action I (Intensification of Cooperation between Structures Responsible for Youth Work in the Member States)
- * Action III Youth Pilot Projects
(Stimulating the Initiative and the Creativity of Young People)
- * Action IV (Cooperation in the training of Youth Workers particularly with regard to the European Dimension)
- * Exchanges with Central and Eastern European Countries
- * Exchanges with Mediterranean Countries
- * Exchanges of young people for cultural purposes in the European Community
- * Exchanges with Latin American Countries
- * Support for Initiatives of community Interest developed by youth organizations

After going through the files, we tried in four subgroups to fill in an application of a chosen project. Dinner was ready, so we decided to get back to the plenary at about nine o'clock. The chosen projects were: a study visit to Algeria, Morocco and Moskau, a multi-cultural happening. We talked about the problems we met in filling out the application.

Ciao Stefano Crisafulli & Rosi Vervaet



REPORT: TUESDAY, 25. MAY 1993

- 09:30 - fill out application: Sergio Andreis
 - mediterranean countries
 - training of youth workers
 - Action 4
- 11:00 - break
 11:30 - Budget for youth programs (Sergio);
 13:00 - lunch
 15:00 - "Youth for Europe programs"
 15:20 - budget
 15:45 - break
 16:00 - "Youth for Europe" (Luisa, Anke);
 17:00 - break
 17:30 - "Youth for Europe", exercise in working groups, fill out the application, back to plenary;
 20:00 - dinner

If something is not clear do use the Youth for Europe programme guide. We will try to report tuesday, and point out the important items.

1.) 09:30 - fill out the application we made monday;

- * presentation of the - Mediterranean countries treated questiony question until everything was clear
 - Action IV, training of youth workers, a quick view;

2.) 11:30 - Budget; explained by Sergio.

- * problems:
 - when do you apply for activities in an EC country and when in an eligible country.
 - preparation costs; where to put them in the program or with the preparation costs prior to departure.
 - where to put the costs of a non EC - member

Some important notes:

- * be aware of the deadlines
- * do not ask more than 50% for costs of the EC activities and 75% for the costs made by members of eligible countries.
- * never have more or less income than the total costs.
- * your organization has to contribute to the programme;
- * if is possible to use flexible costs, like administration and general expenses, to degree or ingress your total costs
- * 80% of the grant is given before the programme, 20% will be given after the final report.

After a lot of listening we could fill our stomach with nice "Italian" food. At one o'clock everybody tried to get a nice brown color on the beach. It was good to have some free time between the morning and afternoon program to relax.

- 3.) 15:00 Youth for Europe programs, going through the forms. Luisa has presenting in general the Youth for Europe program. Than we went trough the objectives, the target group and activities supported by the program.

15:45 break

16:00 Luisa and Anke have been taking in detail the following programs:

- * Action 1
 - a) - Youth Exchanges
 - b) - Study Visits of youth workers + training
 - c) - Voluntary Activities
- * Action 2 - accompanying measures to promote Youth Mobility in EC

About these programs they have been explaining for each one mainly things. First of all the objectives, the target group, the duration of each program, the dead lines and in particular the activities supported and funds that we can get.

17:00 break

17:30 We had three working groups leaded by Luisa, Anke and Sergio.

- A) The group leaded by Luisa fill the application about the Youth Exchange Project out. The project will be made in Germany with people coming from Finland and Italy. It was about racism in Europe and how experiences are influencing daily life.
- B) The group leaded by Anke they work also with Youth Exchange Project. It was a multilateral project about unemployment organizations coming from Italy, UK, Spain, Holland and Denmark.
- C) The group leaded by Sergio worked with Voluntary Service Activities Program. The project was about one exchange student coming from Iceland going to Spain. Then they provide that exchange in Europe can be done with funds from the EC.

20:00 dinner

Ciao Giovanni Maccioni & Tamar Van Der Meer



REPORT: WEDNESDAY, 26. MAY 1993

We began the day with a feedback session on filling in the Youth for Europe application forms. There were three groups and they each explained the projects they had written. These included a youth exchange project lasting nine days for young, unskilled unemployed people, a racism project and a exchange project from Iceland to Spain. The session was extremely useful as it meant any problems could be clarified. The exercise also generated ideas for future projects in ICYE. The morning session continued with an explanation of the TEMPUS programme. In working groups of two, the participants looked at the different forms and how to apply for the programme. Then, everyone came back together for a plenary session in which an example project was analyzed in depth. An overhead projector was used to facilitate this session. In the afternoon, Sergio explained the other European Commission youth programme that might be available to ICYE's National Committees. These included IRIS, HELIOS II, ERASMUS, LINGUA and COMETT (II). We found all these explanations, including the morning ones, very useful. The forms were very complicated when we first worked at them and these sessions provided many helpful pointers for future applications. The rest of the afternoon was facilitated by the guest speaker, Alessio, who is a member of the steering committee of the Youth Forum. This session concentrated on North-South cooperation and possible sources for projects with ACP countries.

To begin with, as an exercise in inter-cultural-learning, we were split into working groups and asked to rank statements on the "developing" world in order of significance. This opened up a lot of discussion within the groups. It was interesting to see how different people reacted.

The session continued with an explanation of which budget lines the participants could apply to in the EC's Directorate General. It would have been more helpful if we could have seen actual application forms and there was still some confusion about applying at the end.

The presentation also include several videos dealing with themes such as conflict resolutions, interdependence and homelessness/poverty in Europe. Although the expectations of this session were different, it was still very interesting. However, a lot of information was given for one afternoon session and some of the issues were very heavy, needing further attention.

good-bye! Mary Zacaroli & Beverly Holden



REPORT: FRIDAY 28. MAY 1993

After three days of introductions to various European youth programs, this day was devoted to our general ICYE work. The theme was evaluation.

In the morning we had presentations of the different NC's evaluation methods. Each country made up a working group that worked out a wall paper with a listing of when and how the evaluation was run. This was a very positive experience. Since the NC's seem to get such with their same "old" ideas. Here was a chance to get to know about new methods and evaluations of this methods. In the afternoon we split into three different work groups. Two of them went through an criticize evaluation method that could be used in the evaluation conference in the end of the exchange year. The last group discussed a method for evaluating shorter programs, - for example courses/or seminars. We presented the ideas by having the other groups do the evaluation. We found that all the methods presented were very useful for provoking a discussion. But since this was only on experience, we couldn't go into the discussion itself. The issue of the day seemed to be very important. We had the chance to share experiences from our daily ICYE work. This way we got some concrete ideas to improve our program.

At the end of the day the Spanish delegatio had arranged a game: "!!!gggmhana!!!". Four teams had to do ten different tasks as fast and as creative what was possible. We congratulate the winners: Thomas, Liedi, Lola, Marjo and Rossi!

hasta siempre! Dorte & Paco

A little bit more information about this day from the report/writer: Liedi!?!
 First in the night 12 persons of our group went to the sea and get the associated membership of the "ICE- BREAKER-ASSOCIATION".

All people were swimming, under the observation of the full member Giovanni Maccioni, naked, for 15 minutes in the cold sea. Here are the list of the participants:

- * Tamar Van Der Meer (NL);
- * Nathalie Wichink (NL);
- * Marjo Blommendahl (FIN);
- * Rosi Vervaet (BL);
- * Gitte Pedersen (DK);
- * Dorte Moller Hansen (DK);
- * Thomas Wulf (D);
- * Kristian Liedemit (D);
- * Mary Zacaroli (UK);
- * Aurora Magi (I);
- * Stefano Crisafulli (I);
- * Giovanni Maccioni (I);



EVALUATION METHODS:AFSAI (Italy)EXCHANGES IN ITALY:

WHEN

- language camp
- mid year conference
- list of the five most important moments, feelings
- end of stay conference

HOW

- questionnaire
- plenary discussion
- individual graphics
- work groups
- questionnaire (IO)
- graphic of the group
- collage

EXCHANGES ABROAD:

- orientation camp
- reorientation camp

- plenary discussion
- questionnaire
- individual graphics
- plenary discussion
- collage (negative and positive points)

SHORT EXCHANGES:

- last day of seminar

- graphics
- collage
- games



ENGLAND:

When: After Conferences and Study Sessions

Methods: 1.) written questionnaire
-boxes to fill in
2.) verbal feedback
-informal conversation which are then feedback into the preparatory team

What works: 1.) A mixture of boxes and questionnaire
2.) informal feedback is good but the forms should not be too complicated

Actividades Educativas Culturales (Spain):LONG TERM PROGRAM:

- mid year conference
- * questionnaire → DEBATE
- * role-game (spanish situation)
- * games to evaluate their language skills.
- evaluation conference
- * group dynamics
- * own experience showed by pictures
- * games and questionnaires
- * feedback (ICYE application forms)
- evaluation meetings (returnees)
- * questionnaire & games
- host families evaluation
- * questionnaire

SHORT TERM PROGRAM:

- * questionnaire
- * meetings with returnees



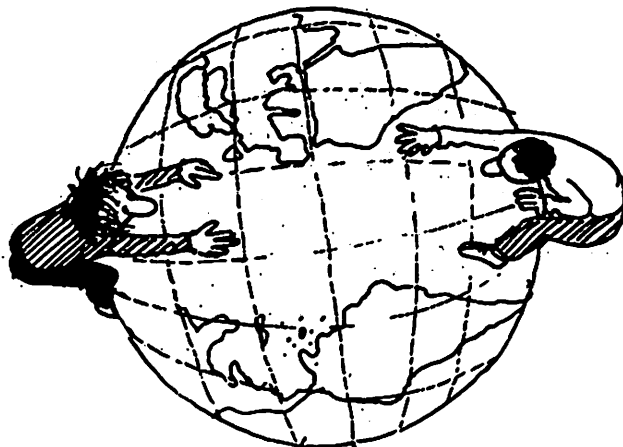
ICYE SUOMI (Finland):

- mid year camp
- * role game
- * continue the sentences:
 - I feel ...
 - I am missing...
 - I would like...
 - I am happy...
 - I can propose...
 - I don't like...
- * acting situations in Finland
- * questionnaire: how is the - host family
 - placement
 - office
 - mentor
 - ICYE Finland
- * collage
- * discussion about the issue
- end of stay evaluation
- * year diagram
- * provocative sentences
- * small groups
 - ...sharing experiences they had
 - ...sharing feelings ideas how it is to go back home

ICJA (Germany):

-mid year evaluation conference

- topics:
- a)host family
 - b)project/school
 - c)adjustment to the new surrounding
 - d)perspectives for the rest of the year
- methods:
- a)role-game in small groups and come together in plenary
 - b)presentation of the projects in plenary and dividing into small groups
 - school group
 - project group
 - c)small groups: how they go along with the german mentality
 - writing on paper
 - painting on paper



-end of stay evaluation conference

topics: a)my exchange year
 b)point of view on Germany
 -german values
 c)change of personality
 -national identity
 d)ICJA - evaluation
 e)men/women groups
 f)return to the home country

methods:

a)small groups - emotional changes during the exchange year (drawing a graphic), talk about the changes in the plenary
 b)small groups - value pyramid: finding a compromise of the most important German values in plenary

DANSK ICYE (Denmark):

Evaluation camps:

-mid year evaluation
 -end of year evaluation

methods:

-discussion in plenary
 -discussion in groups corresponding to language and nationality
 -plays and games during the camps
 -filling out of standard forms

EVALUATION

In Denmark we evaluate twice a year- at mid-year camp and at the last camp. The normal procedure is this: we all discuss in plenary (in english and danish) how the year went by for each exchangee. Then we start a more thorough discussion concerning the contact-person, contact-group, host-family, the ICYE office, their working place etc. After a while we split up into small groups corresponding to language and nationality.

Each group evaluates with a member of the contact group. We find these "national groups" more rewarding. It gives each exchangee the possibility to state their opinion about the program. After the small discussion the exchangee fill out a standard form.

During the camps the exchangees are supposed to make some plays which have to deal with a typical danish or an ICYE situation. From experience we know that these plays always develop into good discussions and that normally they find it quite funny because they can identified themselves with that particular situation.

The six months exchangees follow the evaluation on the last camp. They participate in plenum, but evaluate in their own group afterwards. Short term programs are different and have special problems.

Evaluation ICYE (Belgium):

Some methods we have in the mid-year conference but then also we try to combine them.

methods:

-exchangees have to think about their experience in Belgium through drawing a line showing their up's and downs.

magazine-method:

-exchangees are looking for some typical pictures in magazines which remains them of their family, work and social relation during their exchange year in Belgium.

the wheel of fortune - method - showing:

-different letters
-three moments of evaluation on:
-family
-work
-social relations

Game: pushing the wheel you can either come to a letter or go to an evaluation situation.

The make-up method: you let the exchangees make themselves up with body make up. They use different colors and each color has a special meaning for them. After this they go back to an discussion in plenary.

PROBLEMS WITH EVALUATION METHODS

NEGATIVE POINTS:

- 1.) - The whole group goes after one strong person.
- 2.) - Some people won't to speak every time and other persons don't want to speak in a big group.
- 3.) - People don't have a concentration for an evaluation.
- 4.) - Some peoples have problems with the forms if the are very complicate and then they just don't answer them.
- 5.) - People don't listen to each other.
- 6.) - Language problems to express their ideas.
- 7.) - People don't take evaluation seriously.
- 8.) - Use methods that could be remain.

When evaluation?

Mid-year evaluation

-The thermometer method - we let them think about different moments in their exchange year and they put a degree on them, according to their feelings (cold: bad experience, warm: good experience).

-The theater method - they have to show a typical situation - they went through in Belgium it is interesting to do this together with the Belgian exchangees who are going abroad.

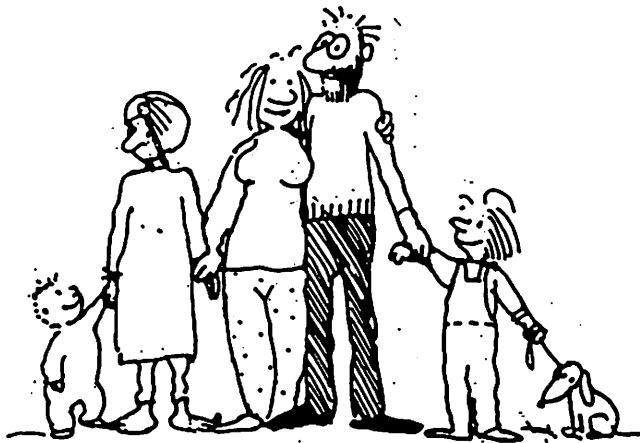
It gives a reflection of Belgian culture, which is sometimes not so evident for Belgian people.

During several, different conferences, activities

-The three paper method: every person got three papers, at the end of the evaluation, every person should have said at least three things.

-The two side method: we make up some points of views about the activity and hopeful the people, exchangees react.. y they agree. They are going to the left and then we let them say the things they want to say.

-The good - bad - paper method- each exchangee got 3 papers; green (good), a red (bad), a blue (neutral). We say the different activities and then they show their color.



REPORT: SATURDAY, 29.MAY 1993

1.) Morning session - Intercultural Learning

The morning session was again facilitated by Alessio. First, we had a short introductory session where we brainstormed on different definitions of intercultural learning. One of the main points coming out of this was that we should work for understanding, by bringing people together. Realizing that people are equal in their rights, but different in their cultural background, behavior etc.

Next, Alessio explained passive and native listening skills in order to show us the differences. However, he concentrated mainly on active intercultural learning skills. This starts within yourself. You have to put yourself in somebody else's shoes, be open and actively search to understand other people and other cultures. This also contains a very important feeling dimension, whereby you're not only talking and listening, but also communicating non-verbally. This doesn't just mean through body language; unspoken customs and traditions also need to be assimilated and this can take many years. In order to illustrate his ideas, Allesio showed a video. In the discussion afterwards, it became clear that nearly everybody had been searching for meaning/ message at the expense of the actual cartoon pictures, music etc.

The feedback session was very useful as it showed us how different nationalities and age-groups perceive different aspects. Alessio explained how analyzing as a tool is necessary, but that it can lead us away from just looking and simply experiencing.

Then we moved on to doing exercises and games for intercultural learning. For example, one game involved drawing a map of the world. Some participants were asked to put Europe to the left, others on the right and others on the middle.

It was noted that some of the people started with their own country and drew Europe much bigger. This exercise was to show how people perceive the world in relation to their home.

Another game involved non-verbal communication. Five maps had been jumbled up in five envelopes. Without being able to talk or take pieces off other people, each group was asked to complete their puzzle. It was a difficult exercise as most people would normally just take and are not used to looking out for the needs of others.

As intercultural group exercise, it was very useful as no language was involved, this allowing all members of the group an equal participation. Two further exercises were based on choosing photographs and explaining the reasons for this. From this, it could be seen how people with varied levels of, for example, English, can interact much better with one another. The picture is a focus point for discussion. What each person gets from the picture, relates to their reality and, with active listening, you learn a lot more about each others background and character. This led on to a further discussion about cultural images and culture shock. It was explained how culture shock is not just a problem of depression but also of over-enthusiasm and seeing every thing through rose-colored spectacles. This is because in both states of mind, the person is relating a particular situation to just one factor.

By standing back and looking at a situation from different perspectives, it is possible to get a more balanced view of the country that you're in and the people who are with. So perhaps the most important thing that came out of our discussions was to always beware of both the positive and negative aspects of your point of view.

Overall, it was felt that this session was very helpful. Everybody felt that involving us all in an interesting workshop, was very productive and taught us a lot about active listening.



2.) Afternoon session - Evaluation

The evaluation of the seminar was divided into three points:

- a) circle-game
- b) group-graphic
- c) discussion

Through Pacos video production we've got a short introduction into the theme.

ad a) The following questions were asked:

1.) Before coming to the seminar, was it clear what the aims of the seminar were?

For the majority of the people it was not clear, revering to the program of Wednesday. The other days were clear but some people said it would be better to send the working-material to all participants, before the seminar starts.

2.) Did the seminar fulfill your expectations?

All the people were confident with the context of the seminar.

3.) Do you think the seminar was well prepared?

The reaction was absolutely positive. In the later discussion came out, that the program of Wednesday afternoon (north-south) was not really linked to the rest of the program.

4.) Do you fell that your own contribution to the seminar was positive?

Half of the people said yes, half of the people said no.

5.) Did you like the working methods?

Half of them positive, half of them negative. Ad pointed out later in the discussion, there was too much work in the plenary, although it was useful. And also the amount of theory was criticized been enough just filling out one application.

6.) Did you get your "ice-breaker" membership?

All candidates were staying in the water for a long time and they really enjoyed it. The answer was yes.

ad b) The group-graphic were set up on a huge piece of paper. Each participant had draw on the same paper. This method brought us a lot of fun and it was interesting to see how different the people get along with the seminar.

For the first two days it was difficult to recall what had happened. There was a common fall down of many curves on Wednesday because the people were too tired and it wasn't easy to follow Alessio because of the missing links between north/south and the E.C. programs. The highest point of confidence was reached on Thursday, because of the visit of Rome, and on friday, because the people said they had been able to contribute to this part of the program. It was interesting to see different evaluation methods from different countries and it made a lot of fun to work about short/ long term evaluation methods.

Saturday has been also a very interesting day. The participants stated, that the have learned a lot about inter-cultural learning (see the report on the morning session - thanks to Alessio) and that they also had fun playing all the games instead of just around and listening.

ad c) The final discussion was distinguished in two parts:

- a) Monday - Wednesday
- b) Friday - Saturday

First we were talking about the EC programs, revering to the evaluation we've had on Friday.

Priority Action: Most found that this program presentation was really good, especially to fill out the application. Although some people mentioned that it wasn't that useful because of the information of the Info brochure. Some of the programs even seems to be to similar to distinguish them.

Youth for Europe:

It was the program the people liked most, because it's concrete, a good possibility for the EFTA countries to get money, and it's easy to understand.

Tempus:

It's a good possibility to get money for projects with/ in easter Europe. The work in small groups was really helpful although we had problems with the outlook, which is quiet different from all the other programs. Negative was the too much theory after two days hard work.

North-South-cooperation:

Most of the people gave a negative answer concerning the facilities of the program. The is no formal application which makes it difficult to understand and apply. It was also mentioned that program and presentation wasn't very concrete. The missing links towards other programs made it not easy to concentrate on that topic.

Working methods:

All in all not that bad. But people said the plenary wasn't that interesting, because we had listen too much and the discussion on the budget have been too many. The small groups were o.k. The division into 3 and 2 working days, interrupted by a free day was quite o.k. At the end the seminar was very positive.

Nee wahhh !!!! Thomas Wulf



The last thing for today from the writer: Liedl!?!

BURNING TOO

(by Fugazi)

Anytime but now
 Anywhere but here
 Anyone but me
 I've got to think about my own life

We are consumed by society
 We are obsessed with variety
 That this world will not survive

We gotta put it out
 The sky is burning
 We gotta put it out
 The water's burning
 We gotta put it out
 The earth is burning

Outrage
 But then they say...

Anytime but now
 Anywhere but here
 Anyone but me
 I've got to think about my own life

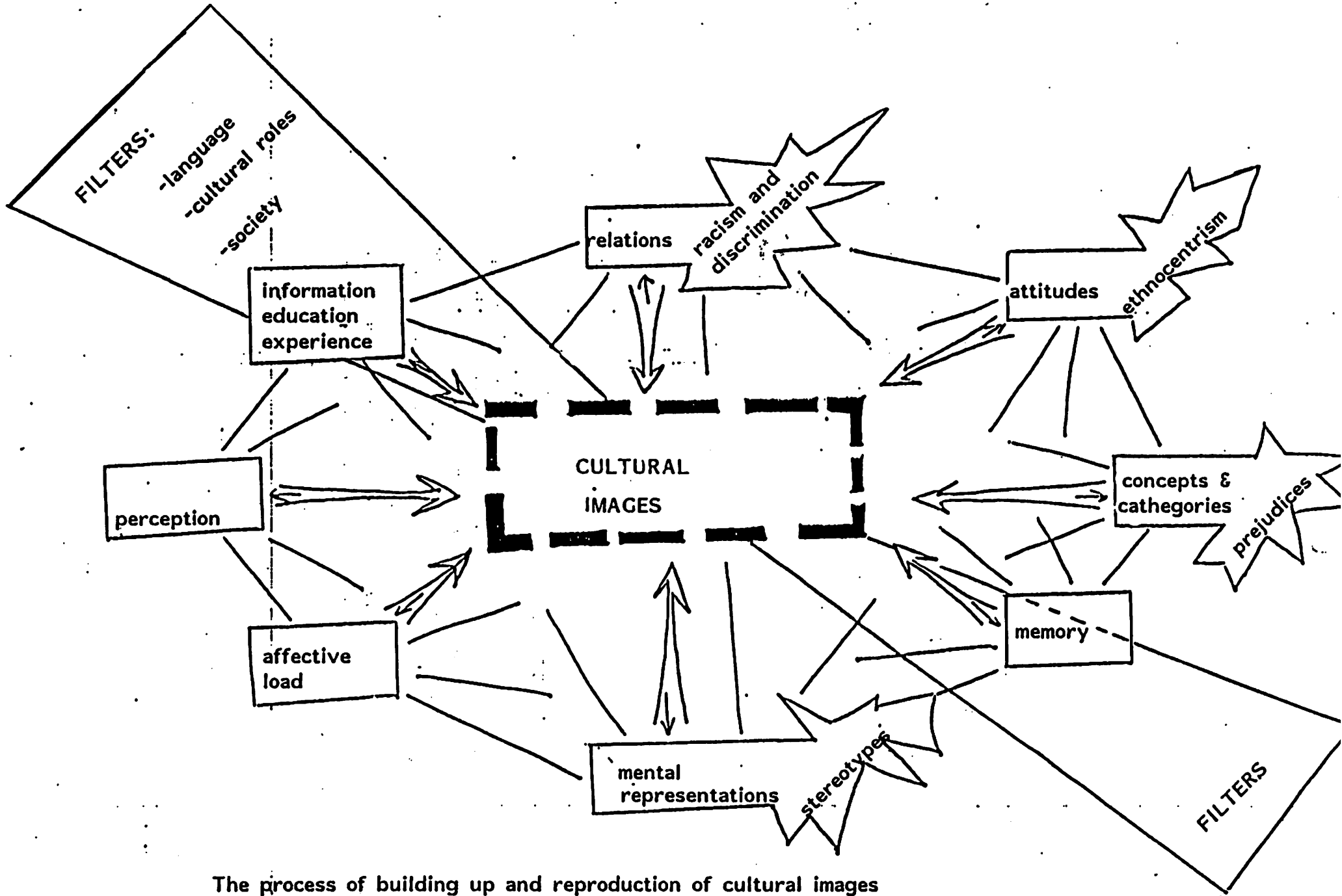
The world is not our facility
 We have the responsibility
 To use all of our abilities
 To keep this place alive

We gotta put it out
 The sky is burning
 We gotta put it out
 The water's burning
 We gotta put it out
 The earth is burning

Right here
 Right now
 Do it. Now. Do it.

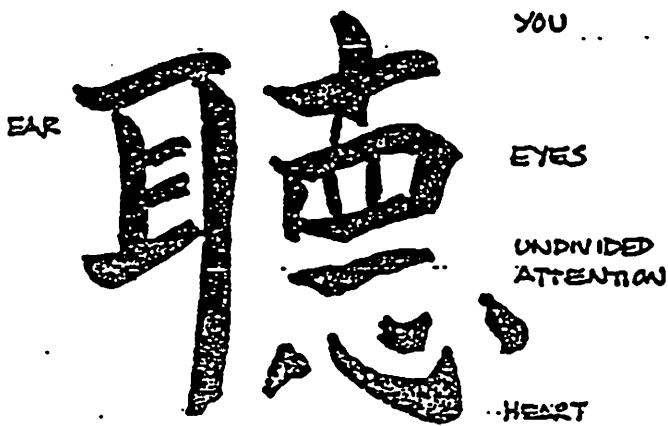
Schöne Grüße

Liedl



The process of building up and reproduction of cultural images

LISTENING: a combination of hearing what another person says and active involvement in what they are saying.



These characters which make up the verb "to listen" suggest that the Chinese understand active listening very well.

THE LANGUAGE OF THE MIND

If we seek to understand a people, we have to try to put ourselves, as far as we can, in that particular historical and cultural background. . . . It is not easy for a person of one country to enter into the background of another country. So there is great irritation, because one fact that seems obvious to us is not immediately accepted by the other party or doesn't seem obvious to him at all. . . . But that extreme irritation will go when we think . . . that he is just differently conditioned and simply can't get out of that condition. . . . One has to recognize that whatever the future may hold, countries and peoples differ in their approach and their ways, in their approach to life and their ways of living and thinking. In order to understand them we have to understand their way of life and approach. If we wish to convince them, we have to use their language as far as we can, not language in the narrow sense of the word, but the language of the mind. That is one necessity. Something that goes even much further than that is not the appeal to logic and reason, but some kind of emotional awareness of the other people.—

JAWAHARLAL NEHRU: *Visit to America*
New York, John Day Co., 1950, pp. 58-59.

TRIBAL CUSTOMS

The people of this tribe have some impressive rituals and religious ceremonies which have been little understood by outsiders. One of these rituals occurs approximately every seven days during the bleak dark days of winter, and is held at many different centres in the country. A special group of eleven participants is consecrated to its performance. This privileged group of initiates lives in some seclusion, except when exposed for the acclaim and homage of the faithful, and undergoes a prolonged period of physical and mental preparation during which they abstain from harmful or excessive foods and drinks, have long and regular rest, and intensive physical activity. After a certain period they travel together to meet a similar group from another region of the country at a pre-arranged meeting place.

Many thousands of worshippers gather together at the same time, and offer gifts of money at the entrance portals. At the pre-ordained time they are admitted to the sacred precincts, where they enter with great rejoicing.

The ceremony takes place in a large flat space encircled with rows of seats for the worshippers, rising bank upon bank like a human wall around the initiates performing the ceremony. Some worshippers are so devoted that they will even stand for long periods in the rain waiting to be admitted to the sanctuary.

At a give sign from one of the high priests the initiates, bare-headed, dressed all alike in special ceremonial clothes and shoes, dance on to the sacred central area. None but they may set foot here. Each initiate takes up a prescribed position, and a moment of solemn hush then ensues.

Then from the centre a spherical object flies up into the air and all the participants dance around it. The endeavour to guide it into a great net where they symbolically capture it, to the ecstatic acclaim and frenzied joy of the worshippers, who encourage them by chanting prayers and hymns. The sphere is so sacred that all but the most exalted participants are forbidden to touch it with their naked hands, and must use the special ritual footwear. Whenever it passes the mystical net, the initiates exchange ecstatic ceremonial embraces. Sometimes the sphere is only captured once by one of the groups in the course of the whole ceremony. Or it may be captured and released, and returned to the centre repeatedly.

Some of the worshippers become completely hypnotised by the ritual, and while they are under its influence they sink into a trance in which they chant wild hymns. Sometimes in their devotion to the group of participants they support they may even attack devotees of the other group. In fact they may sometimes come prepared for this dramatic and symbolic battle.

This great communal activity and the coming together of many parts of the tribe from distant places, gathered in utter unity, produces a great sense of excitement, exhilaration and complete satisfaction in the worshippers. Those who are unable to attend a ceremony themselves eagerly await the news of the passing of the spheres. With a reverent silent contemplation they watch the passages from afar, and follow the progress of the particular group of initiates they support, from one ceremony to the next, with deep concentration and love.

EUROPEAN COMMUNITY BUDGET 1993

The following lines of the EC budget may be of interest to youth organisations:

<u>Article</u>	<u>Heading</u>	<u>1993</u>	ECU
A-254	Youth Forum of the European Communities	1.350.000	
A-322	Support for INGYOs	700.000	
B3-100	General and Higher Education		
B3-1000	General measures in the field of education and youth	7.407.000	
B3-1001	European dimension at school	2.000.000	
B3-1002	EURYDICE/ARION	1.700.000	
B3-1003	Intercultural Education	4.000.000	
B3-1004	ERASMUS	80.000.000	
B3-1005	LINGUA	41.650.000	
B3-1006	Measures in favour of less-widespread languages and cultures	3.500.000	
B3-107	Cooperation with the USA in the field of Education and Vocational Training		p.m.
B3-101	Youth Policy		
B3-1010	Priority actions in the field of youth	5.500.000	
B3-1011	Youth for Europe Programme	9.500.000	
B3-102	Vocational Training		
B3-1020	General measures for Vocational training and guidance	4.261.000	
B3-1021	PETRA	35.496.000	
B3-1022	EUROTECNET	1.000.000	
B3-1023	FORCE	24.000.000	
B3-1024	COMETT	36.205.000	
B3-1025	CEDEFOP	12.860.000	
B3-109	European Training Foundation for Central and Eastern Europe		p.m.
B3-410	Social Protection		
B3-4102	HELIOS		p.m.
B3-4103	Measures to combat poverty	14.000.000	
B3-4104	Actions in favour of the elderly	7.500.000	
B3-4109	Measures against racism and xenophobia	50.000	
B3-4110	Measures in favour of migrant workers, including immigrants from third countries	7.000.000	
B7-5032	Promotion of European public awareness and development education		1.000.000

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PRIORITY ACTIONS IN THE YOUTH FIELD 1993

PRIORITY ACTIONS IN THE YOUTH FIELD 1993

PROGRAM SCHEME	TARGET GROUPS	AIMS	CRITERIA	DEADLINES
Action I: Intensification of Cooperation between Structures Responsible for Youth Work in the Member States.	Persons responsible for youth associations working at European, national, regional or local level.	Sharing of experiences and info. plan cooperation in other EC country/s.	Study experiences must last between 1 and 3 weeks in one or several EC states. Seminars between 3 days and 1 week. Funding: up to 900 ECU for 1 week. up to 1 200 ECU for 2 weeks. up to 1 500 ECU for 3 weeks.	Feb. 15, for projects starting between May 1 and December 31; April 1, if starting between July 1 and December 31; September 1, if starting between November 1 and December 31, 1993.
Action III: Stimulating the Initiative and the Creativity of Young People: Youth Pilot Projects.	15-25 year old residents in the EC.	Stimulate initiative and creativity through projects by young people for young people.	Pilot projects must be innovative. Duration between 3 and 12 months. Funding: up to 50% of the total cost, usually not over 10 000 ECU.	February 15, if starting between April 1/June 30; April 1, if starting July 1 / November 30; September 1, if starting in December 1993.
Action IV: Cooperation in the Training of Youth Workers, particularly with regard to the European Dimension.	Youth workers and persons in charge of initial and further youth worker training.	Trainers' training. study visits and seminars in another EC country.	Duration must be at least 4 days, excluding travel. Hosting body receives up to 900 ECU per person, from the E.C.. Only up to 3 persons from any one organization in the same study visit.	Applications must be sent in at least 2 months before the activity starts. April 1 and September 1 are 1993's deadlines.
Action IV: Support for Initiatives of Community Interest Developed by Youth Organizations.	Youth organizations working at local, regional or national level.	To enable organizations to set up infra-structures and develop activities.	Either the creation of an infra-structure or cooperation between organizations, to develop a specific project of Community interest can be funded. Funding is up to 50% of the total cost.	April 1.

PRIORITY ACTIONS IN THE YOUTH FIELD 1993 - ctd.

PRIORITY ACTIONS IN THE YOUTH FIELD 1993 - ctd.

PROGRAM SCHEME	TARGET GROUPS	AIMS	CRITERIA	DEADLINES
Action IV: Exchanges of young people for cultural purposes in the European Community.	Groups of 15-25 year old residents in the E.C..	Provide culturally enriching experiences to improve mutual understanding and knowledge of European culture.	Must be organised and run by the young people themselves. Duration between 3 days and 4 weeks. Funding is up to 50% of total cost.	February 15 if starting between April 1/June 30: April 1, if starting July 1/November 30: September 1, if starting December 1/December 31.
Action IV: Exchanges with Central and Eastern European Countries.	Groups of 15-25 year old E.C. and/or eligible countries residents.	Exchanges, preparatory study visits and training for/with youth of Eastern European states not included in TEMPUS.	Eligible countries are: Armenia, Belorussia, Georgia, Moldavia, Russia and Ukraine. Exchanges must involve between 16 and 60 participants and last 1 to 3 weeks; study visits 15-20 youth workers and last at least 6 full days; training courses 15 to 30 participants, for 8-12 days. Funding: up to 50% for EC and up to 75% for Eastern participants.	February 15, if starting April 1/December 31; April 1, if starting July 15/December 31; September 1, if starting November 1/December 31. All activities must finish by March 31, 1994.
Action IV: Exchanges with Latin American Countries.	Youth workers and groups of 15-25 year old residents in the E.C. and/or in the eligible Latin American countries.	Conferences, seminars, preparatory study visits and training with some Latin American countries.	Conferences should last at least 5 working days; study visits at least 6 full days, with groups of 15 to 20 people; training courses 8 to 10 days, with 15 to 30 people; pilot exchanges from 1 to 3 weeks, with 20 to 60 people. Funding: up to 50% for E.C. and up to 75% for L.A. participants.	February 15, if starting April 1/December 31; April 1, if starting July 15/December 31; September 1, if starting November 1/December 31. All projects must finish by March 31, 1994.
Action IV: Exchanges with Mediterranean Countries.	Groups of youth workers of organizations of the E.C. and/or of the eligible countries.	Conferences, seminars, preparatory study visits and pilot youth exchanges with Algeria, Morocco or Tunisia.	Conferences should last from 3 days to 1 week, study visits at least 6 full days -with 15-20 people- and pilot exchanges, from 1 to 3 weeks, with 20 to 60 people. Funding: up to 50% for E.C. and up to 75% for North African participants.	February 15, if starting April 1/December 31; April 1, if starting July 15/December 31; September 1, if starting November 1/December 31. All activities must end by March 31, 1994.

YOUTH FOR EUROPE 1993 - For International Youth NGOs

YOUTH FOR EUROPE 1993 - For International Youth NGOs

PROGRAM SCHEME	TARGET GROUPS	AIMS	CRITERIA	DEADLINES
Action I: Direct Support for Youth Projects Involving Exchange and Mobility: point 3 (a) 1.-1.4.	15-25 year old residents in one of the EC member states.	Intercultural learning. European awareness. thematic exchanges or projects.	Duration must be at least 6 full days, excluding travel, and not exceed 3 weeks; participants from at least 2 member states; minimum number of participants: 16, maximum 60. Funding: up to 50% of the overall cost - up to 75% for projects with disadvantaged youth.	Feb.1: for projects taking place between June 1 and August 31: May 1: for projects taking place between Sept. 1 and December 31: October 1: for projects taking place between January 1 and May 31, 1994.
Action I: Professional Development for Youth Workers: point 3 (b).	Youth workers resident in one of the EC member states.	Youth workers' training and qualification for the international and European youth work.	As above, plus: details of training methods and on group leadership must be specified in the application. Same deadlines as for the above program scheme.	April 1 - for activities taking place between June 1, 1993 and 30 May, 1994.
Action I: Voluntary service activities.	15-25 years old residents in one of the EC member states.	Funding transnational voluntary work in educational, social, cultural and environmental fields.	Voluntary service activities must last at least one month and not more than one year. Funding: up to 50% of the overall cost, for a maximum of 6 months.	April 1 - for activities taking place between June 1, 1993 and 30 May, 1994.
Action I: Pilot projects.	EC youth workers' trainers to develop youth exchanges and mobility in the EC.	Production of information and training material; training for trainers' activities.	For the production of information and training material funding is up to 50%. Short-term exchanges to provide training for trainers must last between three and six weeks and, in these cases, the EC up to 50% funding is for travel costs, only.	No deadlines. Applications can be forwarded all year round.

PROGRAM SCHEME	TARGET GROUPS	AIMS	CRITERIA	DEADLINES
TEMPUS (Trans-European Mobility Scheme for University Studies).	Higher education students and teachers, organizations and trainers: for programs involving Central and Eastern European countries (for the country list, see the TEMPUS vademecum). Youth groups and youth workers.	Encourage growing inter-action between Western countries and former Socialist states.	Varied according to the different program possibilities: please refer to the enclosed detailed information material.	January 31. for Joint European Projects: June 15. for Individual Grants and Complementary Measures.
IRIS - European network of training schemes for women.	Women trainees and trainers. Women active in society in various organizations, trade unions, public and private enterprises.	Offer training of women. to network women projects.	According to the different projects submitted for funding: please refer to the enclosed material and/or to the IRIS coordination office.	According to the projects.
Budget line B7-5032: strengthening European public awareness in the development sector.	Youth organizations active in development education within the E.C..	Training and multiplier programs with/for youth of developing countries.	Activities must take place in the E.C.: priority is given to multiplier programs, directly related to development education: funding is up to 15 000 ECU, per activity:	April 30.
HELIOS II (Handicapped people in Europe Living Independently in an Open Society).	Disabled people (for the definition see art. 2 of the E.C. Council's decision).	Improve the condition of disabled in the E.C..	According to different projects submitted for funding: please refer to the enclosed E.C. Council's decision, dated February 25, 1993.	According to the projects.

OTHER 1993 E.C. PROGRAMS - ctd.

PROGRAM SCHEME	TARGET GROUPS	AIMS
ERASMUS	Higher education students and staff of the EC and EFTA countries.	Boost student mobility and higher education cooperation in the EC and EFTA countries.
LINGUA	16-25 year old students, teachers.	Raise E.C. languages knowledge.
COMETT II (Community Programme for Education and Training in Technology).	Young people, higher education institutions and industry.	Promoting university/enterprise cooperation for training in the field of technology.
PETRA II: the E.C. program for the vocational training of youth and their preparation for adult and working life.	Young people up to 27 years.	Support youth initiatives to promote youth enterprises and creativity.

OTHER 1993 E.C. PROGRAMS - ctd.

CRITERIA	DEADLINES
Duration of the study abroad must be between 3 and 12 months and must be in a higher education institution in another EC state or EFTA country. Grants according to the individual situations.	Check with your national ERASMUS office.
Duration must be between 3 and 12 months abroad. Maximum grant is 5 000 ECU per person, per year.	March 1 and November 1. Refer to your LINGUA national agency.
According to the projects: please refer to the enclosed brochure.	According to the projects.
Projects have to be devised and carried out by young people. Funding is up to 50% of the total cost, for a maximum of 11 000 ECU.	January 30 and June 30. Refer to your PETRA nat'l coordination unit.