



**PHOTOVOICE IN EUROMED:  
The use of photovoice as tool for intercultural learning and social  
inclusion**

**Training for youth leaders and youth workers**

Marseille  
September 2014



## **Tool kit:**

A practical guideline about the introduction of the Photovoice's methodology as means of work for educators to work with marginalized community members and empower them through sharing their words and photographs as a way to reach decision-makers and implement positive change in their home communities!!

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## Introduction

### EuroMed Cooperation: a matter of intercultural dialogue and social inclusion

Our perceptions, habits and daily practice are based on and directed by our **cultural environment** as well as the norms and rules set out within it, which are sometimes visible, sometimes invisible. In fact, people are very similar for the simple reason that they are human beings: they are born, live and die, and they pass through these stages of life with very similar feelings, such as happiness, sadness, anxiety, fear or anger.

However, **cultures** also **shape** the lives of human beings and all human acts of living. Bearing various cultural traits, people interact voluntarily or involuntarily in living together on earth. Interaction and dialogue between cultures and some ways of learning about the "others", such as **intercultural learning**, are not only necessary but inevitable, even more so with the realities of globalisation. **Historical exchanges and interactions between peoples across the Mediterranean have not always led to better knowledge of and respect for others' culture and identity. Prejudice, ethnocentrism and mistrust** are as much part of the landscape as the affirmed aims of dialogue and co-operation

Euro-Mediterranean youth work has a particular **responsibility to effectively promote interaction, dialogue and learning opportunities**. At the same time, it is itself conditioned by the same obstacles and difficulties it tries to address. Respecting cultural diversity and adopting intercultural approaches do not happen automatically in Euro-Mediterranean projects. They may be facilitated by an awareness of the issues and by the competence of project leaders and organisers in **using the experience of the project as an opportunity for learning**.

In the content of Euro-Mediterranean cooperation citizen seems to be disillusioned with the political and administrative structure of their countries. This sense of disconnection it commons around Euro countries and for European Union and cooperation strategies represent an opportunity to build together with partner countries a Euro-Mediterranean content of Peace, base on respect and defence of human rights that can engage EuroMed's institution with EuroMed's citizens.

We observe a similar gap in the ability of institution to involve citizen and youth in the life or their community, our role is to develop better strategies to enhance the level of participation of youth and the most marginalized people.

For society to really benefit from the **engagement of young people**, all young people must be given the means and the opportunities to **take up their right to participate**. It is essential that young people with fewer opportunities, indeed with the fewest opportunities, can get involved and make their contribution felt, not least because it is their fundamental right as much

as any other young person. But it is not only a matter of the intrinsic ethical value of preventing exclusion or of recognising the richness of diversity. The participation of young people with fewer opportunities is a barometer of the underlying health of our democracies and societies. **It is imperative that the voice of the most vulnerable and marginalised young people is heard because their contribution, their perspective and their knowledge is invaluable and unique in the effort to forge a better society for tomorrow, for everyone.** Young people who have the most difficult lives and the most uncertain futures can really teach us about the meaning of, and the path towards, a Europe of equality, justice and peace. But these young people must first have the possibility to participate.

Though the insight and knowledge of people who experience social exclusion directly can help us understand the roots of exclusion, these are complex and difficult experiences to understand.

**Youth work plays an essential role in reaching and bringing together young people who face exclusion on a daily basis.** It is true that there are many other factors in society that can contribute to the social inclusion of young people, not least the abilities and strengths of young people themselves, but for young people with the fewest opportunities youth work and youth organisations can be a principal means of such inclusion.

## The Project PHOTOVOICE IN EUROMED

The Project "Photovoice in EuroMed: the use of Photovoice as a tool for intercultural learning and social inclusion" was a training course for youth leader and youth worker to enhance their competence in empower and raise awareness of disadvantage group by using Photovoice's methodology and applying it in the specific content of Euro-Mediterranean countries.

The project involved 10 organizations, coming from the Mediterranean countries, that actively work to promote social inclusion and intercultural dialogue and benefit from the training in sharing their knowledge and competences and by experimenting new methodology to be used to enrich their work in their local community.

The project focus on make the participant began possible "**Photovoice facilitator**"<sup>1</sup> able to run a community experience by involving "**Photovoice Participant**"<sup>2</sup> giving to them **VOICE**<sup>3</sup> by using the Camera.

## The Organizations involved

1) France, Marseille, Pistes Solidaires Méditerranée aims to develop social interaction, cultural, educational, sustainable, inclusive and respectful exchanges. This is an association created in 2013 to enhance the action of Pistes Solidaires in the region Provence-Alpes-Côte-D'azur. Pistes Solidaires Méditerranée benefits from Pistes Solidaires' ten years of experience in the region and extensive network with institutions, NGOs and other key stakeholders. [www.pistes-solidaires.fr](http://www.pistes-solidaires.fr)

Pistes Solidaires Méditerranée promotes European citizenship and educational mobility and works with young people in youth information centers in the region, with orientation structures, social centres as well as schools and universities. Also develops Youth in Action projects like the European Voluntary Service, sending, receiving and coordinating with community centers, training courses and intercultural youth exchanges. Mainly Pistes Solidaires

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<sup>1</sup> **Photovoice Facilitator:** an individual that has a range of skills necessary to facilitate the form of participatory action research called photovoice. The photovoice facilitator requires knowledge of the investigative research process, ethical guidelines and the photovoice method. The facilitator assumes the role of co-researcher and works closely with community members.

<sup>2</sup> **Photovoice Participant:** an individual community member representing a marginalized group who agrees to take part in photovoice. A photovoice participant fulfills several roles in order to achieve the goals of the photovoice project.

<sup>3</sup> **VOICE:** an acronym for Voicing Our Individual and Collective Experience. This acronym is used during guided discussion to remind participants to think, not just about their own life conditions, but also about shared life events and conditions.

Méditerranée works in three areas: the educational mobility, the European cooperation and the social and socio-cultural development.

2) Italy, Milan, "Joint" was founded in December 2003 and it's an association that promotes social activities for youngsters between 14 and 30. The mission of the organization consists of providing non-formal education opportunities for young people. [www.associazionejoint.org](http://www.associazionejoint.org)

3) Portugal, Lisboa, "Association Dragon Tanger pour le Manga et le Développement" Dragon Tanger organizes events about Manga's culture where young people can express themselves by drawing and making their own stories. The association makes workshops of cinema and media creation as well, such as the Manga Mania (web/ tv /show), the first Manga channel in the arab world. They also carry out the online Radio Dragon FM. [www.dragontanger.com](http://www.dragontanger.com)

3) Palestine, Jerusalem, "Al-Maqdese for Society Development" is a Palestinian NGO based in Jerusalem, which aims at protecting and defending human rights, at the socio economic, political and cultural levels, through providing legal aid, awareness, and capacity building, and advocacy through working with local and international partners and stakeholders. [www.al-maqdese.org](http://www.al-maqdese.org)

4) Tunisia, Zarzis, "Association pour le développement durable et la coopération internationale de Zazis" (ADDCI-Zarzis) was founded in 2002. Its main objectives are to contribute to projects of social inclusion, to promote actions to preserve the ecosystem and to valorize the cultural, architectural and touristic heritage of the region. [www.addcizarzis.org](http://www.addcizarzis.org)

5) Algeria, Bey Yenni, "Association pour le développement et pour la promotion de l'artisanat local" (ADPAL) is created in 2003 with the objective of fostering the participation in local development in several fields such as mobility of young people by participation in youth exchange around Europe (France, Poland, Czech Republic, Greece, Spain, Portugal, Norway, Tunisia) and the participation in action 2 of the Youth in Action Program by hosting EVS in 2005 and sending EVS in 2008 to Greece (Kefalonia) and in 2011 to Valence, Spain. [www.adpal.org](http://www.adpal.org)

6) Greece, Kalamata, «Coming soon» is an informal group, in the process of becoming a non-profit Social Cooperative Enterprise, formed due to the common interest of the members to raise awareness and act on issues of environmental and social sustainable growth in Kalamata and beyond.

7) Spain, Madrid, "Asociación para la Promoción y el Progreso de las Culturas" (AIPC Pandora) is a non-profit organization founded in 2002 to promote intercultural understanding and peace. AIPC Pandora's principal aims are: encourage dialogue; work towards equal opportunities, particularly where this concerns equality in access to education for everyone; promote international mobility as a mean of personal development, intercultural awareness and the

development of the destinations and culture that are visited; promote active citizenship as well as all of the rights and responsibilities associated with this task. [www.aipc-pandora.org](http://www.aipc-pandora.org)

8) Croatia, Zagreb, Udruga Roma "Ne boj se – Madara" was founded on 13th of January 2012 with aim to promote humanity and kindness towards humans and humanitarian work. The goal and program activities of the association are to improve quality of life of children, youth, women, excluded groups, elderly people... protection and promoting position and interest of Roma national minority according to Constitution, strengthening cooperation with institutions and fulfilling cultural, economic and social needs of Roma people. [www.madara-nebojse.hr](http://www.madara-nebojse.hr)

9) Marocco, Tanger, "Association Dragon Tanger pour le Manga et le Développement" Dragon Tanger organizes events about Manga's culture where young people can express themselves by drawing and making their own stories. The association makes workshops of cinema and media creation as well, such as the Manga Mania (web/ tv /show), the first Manga channel in the arab world. They also carry out the online Radio Dragon FM. [www.dragontanger.com](http://www.dragontanger.com)

## What is Photovoice?

**Photovoice** is "a method mostly used in the field of community development, public health, and education which combines photography with grassroots social action. Participants are asked to represent their community or point of view by taking photographs, discussing them together, developing narratives to go with their photos, and conducting outreach or other action. It is often used among marginalized people, and is intended to give insight into how they conceptualize their circumstances and their hopes for the future. As a form of community consultation, **Photovoice attempts to bring the perspectives of those "who lead lives that are different from those traditionally in control of the means for imaging the world" into the policy-making process.** It is also a response to issues raised over the authorship of representation of communities."

The heart of photovoice is the link between photo and voice and how this connection between taking photos and telling story can be use to empower people offering the opportunity to community member to express their opinions, tell their conditions.

Photovoice was designed as a flexible approach to research, suited to examine and reveal a wide variety of issues. It is especially fitting as a way for marginalized and under-represented groups to have a way of representing their own lived experiences rather than having their stories interpreted and told by others (Wang 1999).

Researchers, community groups and photovoice facilitators have used the photovoice method in many different settings and with diverse populations.

Photovoice is an empowering practice as it offers an alternative way for individuals to come together and reveal their concerns. Even though photovoice is most often used to examine serious issues, the photovoice method incorporates fun, creativity and collaboration, in a way that encourages participation from community members (Blackman and Fairey 2007).

**Photovoice emphasizes the importance for community members to have a say and to take action to inform decision-makers about the reality of their lives.** By providing this information, the intent of the method is to influence public policy and improve lives (Wang and Burris 1997).

Photovoice can help individuals to move away from the very margins of life. In keeping with the three main objectives of this method, photovoice may enable community members to:

- identify and record their community strengths and struggles;
- explain their experiences through critical reflection and group dialogue; and
- inform **decision-makers** and influence policy (Wang and Burris 1997).

## **The content of the Project Photovoice in EuroMed**

The project “Photovoice in EuroMed” took place in the city of Marseille a cosmopolitan melting pot where live significant communities, the more significant minorities Maghrebis, Turks, Comorians, Chinese, Armenian and Vietnamese.

The city of Marseille seems to the organizations involved the most significant place to provide an inspiring, active and creative experience to make participants develop new ideas.

In the more deprived areas of Marseille there are many young people that have never been to the city center and through Photo-voice in EUROMED we were able to begin to reach these people and give them the opportunity to meet others from different cultural backgrounds and exchange life stories. The use of photo-voice as tool encouraged young people to use it to break down cultural and social barriers.

During the project the future Photovoice facilitator had the space to facilitate some community intervention, that we called Photovoice outdoor sessions, get to know the local to better understand the EuroMed intercultural and social dimension, reflection about the concept of inclusion.

It also allowed participants to discover meaningful roles, empowering them to actively participate in the society and to develop new approaches in their work around youth projects, specially linked to intercultural dialogue .

## **The goals of Photovoice in EuroMed**

### **Objectives:**

1. Promote intercultural dialogue and anti-discrimination attitudes in the Mediterranean area through the valorisation of the memory, traditions and micro-stories: get to know the local to better understand the global, in a perspective for inclusion.
2. Empower the participants to explore and develop photo-voice as a tool for all, possible to be used by them personally as actors of the social change, and as facilitators, using it with groups that are in the center of the transformation process.
3. Stimulate the participants to cooperate in Mediterranean areas, to share good practices and tools, creating a network to work on social cohesion and intercultural awareness in this area.
4. Promote the dissemination of the results, showing them in other communities of the Mediterranean area to develop intercultural awareness;

## **Participant's objectives:**

- a. Live a learning process about themselves and the others around them, reflecting about their own realities and the groups with whom they work.
- b. Develop the capacity to use images and the written word to register ideas, feelings, opinions, and share them as an active voice about the society, building individual opinion and critical spirit.
- c. Promote a healthy and pro-active dialogue between the participants and the locals so they can use that experience to multiply it in their own realities and foster mutual understanding between young people in different countries
- d. Promote active citizenship and participation through non-formal education, giving them tools to be able to communicate in creative ways under the topic of social responsibility.
- e. Understand the importance of memory safeguarding and explore ways to keep it/rethinking it through inclusive tools and innovative methodologies.

## **The learning Method**

The methodology was based on non-formal education activities This placed the group in a position where they where able to train their peers and exchange good practices in a way that is accessible to all. For example, icebreakers and team building activities; brainstorming, debate and discussion sessions; thematic workshops; presentation of case studies and group sessions; communitarian intervention; reflection and evaluation moments.

## Toolkit for trainers

Those tools have been tested during the training Photovoice in EuroMed within the goal to have practical to train educator/ youth leader/ youth worked to Photovoice method. The main focus of this training session are social inclusion and intercultural learning.

The activity presented are described step by step in order to make them been easily replicable.



Training activity schedule, Photovoice in EuroMed, Marseille, Septembre 2014

### Ice breaking/ team building/ get to know each others games:

<b>Title</b>	Salim Salim Salim
<b>Tool type</b>	Group work
<b>Tool topic/s</b>	Name games
<b>Aim</b>	Get to know each others

<b>Material needed</b>	/
<b>Duration</b>	15 min
<b>Description</b>	Salim Salim is a name game nice to use for a 1 <sup>st</sup> activity to make people try to memorize participants name. The group is in circle or sitting closer one to another and the facilitator star saying is name by clapping the hand and matching the sound of his name with a fanny melody, that all participants will start to repeat ir. The group make a 1 <sup>st</sup> round where each one say is name and the group repeats. Once the round is finished the game becomes little difficult the person says his/her name and the name of the person before and after like is repeating the melody and make it longer, the group follow in core. The 3 <sup>rd</sup> round becomes really difficult the person starts to make with the name of all participant a longer melody and I must remember all in line.

<b>Title</b>	Cross the river
<b>Tool type</b>	Ice breaking Games
<b>Tool topic/s</b>	Conflict, borders, diversity, team building
<b>Aim</b>	Group dynamic, problem solving
<b>Material needed</b>	/
<b>Duration</b>	10/15 min
<b>Description</b>	Spit the group in two and make them to stand in line one in front the others. The task of the group A is to try to gross the boarder all together the task of the group B is try to hamper this. Make the group plays and than makes the group exchanges their task. Once finished drive the discussion about how they

	lead the game, witch strategies they adopt, what they where thinking when they where block the other. Talk about barrier.
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<b>Title</b>	The tangle / node
<b>Tool type</b>	Ice breaking Games/ energizer
<b>Tool topic/s</b>	Team building
<b>Aim</b>	Team building, group cooperation, group dynamic, problem solving
<b>Material needed</b>	/
<b>Duration</b>	10/15 min
<b>Description</b>	<p>Facilitator asks to the group to come in a closed circle and stands shoulder to shoulder, close the eyes and extend their hand in front of them try to reach and find the hand of some one else, keeping the eyes close. Once everyone is holding hands, he/she invites the group to open their eyes and keep the end loosed to the other.</p> <p>The group needs to find the way to untie the knot they made without leaving the hand.</p> <p>Facilitator gives a time limit to solve the problem and tours around to check the group dynamic and encourage the group to keep going.</p> <p>Once ended the facilitator invites the group to reflect about the importance of cooperating and involve each one in the process of cooperation. Specially in this game nobody can be leaved alone and need to be involved.</p>

## The tangle game



## The Blanket game



<b>Title</b>	The Blanket
<b>Tool type</b>	Ice breaking Game/ Team building
<b>Tool topic/s</b>	team building
<b>Aim</b>	Team building, group cooperation, group dynamic, problem solving
<b>Material needed</b>	The blanket
<b>Duration</b>	10/15 min
<b>Description</b>	<p>The facilitator invites all the group to step on a blanket placed on the floor, the side of the blanket as to be in off to make all the participants stand closer, so not to big not to small.</p> <p>Once the group is on the facilitator, that will stay out of the game, introduces the game and gives to the participants 10 min maximum to find the way to torn the blanket in the other side without stepping out of it.</p>

	<p>Before to start the group is allow to speak and think about a strategy after that they can not speak and just understand each other with signs and actions. Once the group finds the solution the facilitator invites the group to talk about the group dynamic, how they act, who tooks the lead.</p> <p>If the group is not able to find a solution in the time given, the facilitator can decide to give extra time, 2 minutes more talking and extra 5 minute to experiment.</p> <p>This exercise can be done more time to test the group cohesion, and how it change day by day.</p>
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<b>Title</b>	The translation of Energy
<b>Tool type</b>	Ice breaking/ energizer/ warm up
<b>Tool topic/s</b>	Non verbal communication, team build
<b>Aim</b>	Concentration, group construction, empathy, group dynamic
<b>Material needed</b>	/
<b>Duration</b>	10/15 min
<b>Description</b>	<p>The group is in circle and the facilitator introduce the game, they are about to exchange an energy flow that it will be flouting in the room and don't have to let it go, but hold it and try to make it became more intense. The facilitator start, and the energy will change volume, form and intensity depending on the participant. Once every one is in the play the facilitator will start to introduce more waves to get higher the group and work on their concentration and reaction.</p>

<b>Title</b>	Electricity
<b>Tool type</b>	Ice breaking game/ energizer/ warm up
<b>Tool topic/s</b>	Non verbal communication, team build
<b>Aim</b>	Concentration, group construction, empathy
<b>Material needed</b>	/
<b>Duration</b>	5 min
<b>Description</b>	<p>The group is standing in a circle holding hands. The facilitator starts to give input and the other need to pass the input to the others by squeeze the hand. Once the energy comes back the trainer introduces a new role the participants can make the energy continuing passing or make it comes bake by squeezing the hand of the same person passing the energy to him/her.</p> <p>More over facilitator can start to send more then one input and makes the group forced to be more concentrate, who makes mistake go out. This game can be done in another version, by clapping the hands.</p>

<b>Title</b>	Rhythm
<b>Tool type</b>	Group work
<b>Tool topic/s</b>	Ice breaking/energizer/ concentration exercise
<b>Aim</b>	Group dynamic
<b>Material needed</b>	/

<b>Duration</b>	10/15 min
<b>Description</b>	<p>The group is in a circle on their knees, they cross their hands, the right one is crossing the left one of the other participant and all are doing the same thing.</p> <p>The facilitator starts the game by flapping his/her hand on a floor, this is like an input and the person next to him/her has to pass the flow by flapping the hand too. The game makes one tour than the facilitator introduces new roles, the flow can go in one direction or change it. The change of direction can be done by flapping the hand two times. If one person makes a mistake and flaps the hand when isn't his/her turn he/her takes out one hand. When both hands are out the person is out of the game. Win who is the last one.</p>

<b>Title</b>	Cowboy
<b>Tool type</b>	Group work
<b>Tool topic/s</b>	Group dynamic
<b>Aim</b>	Energizer, concentration exercise, name game
<b>Material needed</b>	/
<b>Duration</b>	10 min
<b>Description</b>	<p>A facilitator stands in the middle of a circle and starts to turn around, when he/she stops he/she points with his /her hands to some body, this person must low down and the to people beside him/her must point the one in the other side of the person down and shot his/her by saying his/her name, the faster win the loser go in the middle. The game follow as long as the group want.</p>



Cowboy activity game

<b>Title</b>	The Open Space
<b>Tool type</b>	Individual work
<b>Tool topic/s</b>	Expectation, learning agreement, get to know each others
<b>Aim</b>	Goals focus, definition of learning agreement, get in the topic
<b>Material needed</b>	Coloured papers, pens, pencils, markers, flipchart,
<b>Duration</b>	60min
<b>Description</b>	<p>The facilitator prepares the activity room with six different position:</p> <ol style="list-style-type: none"> <li>1) about expectation, fears, contribution of the participant to the project;</li> <li>2) project objectives and goal;</li> <li>3) personal goals;</li> <li>4) how people can care about me ?</li> <li>5) creation of personal diary to be use as story board during the week;</li> <li>6) creation of reflection group</li> </ol> <p>Introduce to the participant each station and explain what is suppose to be done in each one. The first four</p>

	<p>are more related to the training topics and goal and want to give the participants the space to individually reflect about their participation to the training and their position in the learning collective and individual process.</p> <p>The station 5 and 6 are related to the creation of tools that the group will use during the week to support their learning.</p> <p>Than with the music on, facilitator gives the time of 6 songs to the group's participant to move around and pass in each station.</p> <p>Once the group has done the facilitator will come back so some elements come out from the brainstorming and use it to reframe the training topics and goals.</p> <p>In the end the debriefing to share participants feeling and perspectives.</p>
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The open space activity



## Main Activities

<b>Title</b>	What's Photovoice?
<b>Tool type</b>	Individual and Group work
<b>Tool topic/s</b>	Social inclusion, intercultural learning, stereotypes
<b>Aim</b>	Expectation, learning agreement, get to know each others
<b>Material needed</b>	Sheets, markers, papers, scotch, glue, photos, laptop, speakers
<b>Duration</b>	60 min
<b>Description</b>	<p>Trainers prepared the room floor with photos glued on a sheet (one for each paper) 6 photos</p> <p>1st step participant got marker and they find the place close to a photo in order to be divided in the space in balanced small groups. Once participants found their space trainers put on music and live time for reflect, find links with the photo. Participant keep secret and cover the word the wrote, to not influence and be influenced from the others. The music change and they move on another photo. This is done for all the pictures.</p> <p>2nd step Once the previous group go back to is 1st pictures they need to discover all the words wrote and from those organize a summary, divide the different, and find a common meaning of description of the picture and if necessary, more description.</p> <p>3rd step each group present to the other their photo and the descriptions they made.</p>

4<sup>th</sup> step  
Trainer drive the debriefing/ discussion



What is photo voice?, A participant presenting the group work outcomes



When you talk with other people, you always learn something



African's right to free access to water and carrying for children

Life is well we keep pushing forward with the help of others



Fun and solidarity event clone by different cultures even if it can be considered as a waste of water



<b>Title</b>	Market of organization
<b>Tool type</b>	Group work
<b>Tool topic/s</b>	EuroMed reflection, intercultural learning, networking and cooperation
<b>Aim</b>	Get to know each others, participant work, share organization activities and best practice, receive and give input from local work
<b>Material needed</b>	Laptop, speakers, projector, photos
<b>Duration</b>	2h
<b>Description</b>	<p>In this activity the couple of participant coming from the same country will spend moment to prepare themselves to present their work and their organization to the others. 45Min of preparation</p> <p>1st step the country couple will have the task to prepare a speech of 5 min maximum The presentation should be made with the support of photo and image to be showed to the others. A combination of words and imagines that are, clear, communicative, attractive, synthetic.</p> <p>2nd step each couple will present their product to the others</p>

<b>Title</b>	EuroMed through photo and voice
<b>Tool type</b>	Story telling/ group work
<b>Tool topic/s</b>	Intercultural learning/ social inclusion/ cultural dialogue
<b>Aim</b>	Group reflection about intercultural , stereotypes,
<b>Material needed</b>	A selection of photos coming from participants background, paper, pencil, clothes to disguise, papers, flipchart
<b>Duration</b>	2 hour
<b>Description</b>	<p>The trainer splits the group in a group of five. And asks each group to equip themselves with laptop.</p> <p>The night before the trainer gave to a group of three persons the task to looking for a photo that represent for them EuroMed and give to the trainer in the early morning in order to print it. Each group need to bring three photo at least.</p> <p>Before to start the group need to find a mediator, a watcher that take note of process of decision and creation and a reporter that will present the result to the others.</p> <p>Each group yet 5 photos and receive the task:</p> <p>You have one hour to create a story starting from this pictures you found you will create your personal story that will tell about Euromed!</p> <p>The story must have:</p> <ol style="list-style-type: none"> <li>1) Background;</li> <li>2) Main characters;</li> <li>3) Main event;</li> <li>4) End;</li> <li>5) Methaphor</li> </ol> <p>Find the soundtrack</p>



EuroMed through photo and voice activity

<b>Title</b>	I tell you your story!!
<b>Tool type</b>	Individual work
<b>Tool topic/s</b>	Stereotype , cultural dialogue, intercultural learning
<b>Aim</b>	Drive a discussion that bring participant to reflect about cultural connection, stereotypes, anchorage, cultural filter, points of view
<b>Material needed</b>	Personal object from participant representing them or connected with a special memory
<b>Duration</b>	60 min
<b>Description</b>	Trainers asked to participant to bring to the training 5 personal objects.  The objects will be organized in the space before the participant get in to the room.  Keep each object belong to a person together.

	<p>Put the music on and ask to participant to enter one by one the room.</p> <p>Ask to participant to choose the objects beside he/she want to stand, I can't choose his/her objects.</p> <p>And tell him/her to write her 1<sup>st</sup> impressions, what made her/him decide to go there. What come up in her/his mind?</p> <p>Once all the participants entered the room, trainer explain the work they will do.</p> <p>Each participant will stand close to 5 object bellowing to another person that he/she don't know.</p> <p>In an ½ hour time the person can start to imagine the story of the object, why those are connected and what made the person they don't know to bring it there.</p> <p>Once each participant finish to write is short story/reflection each person guess to who he/she think the objects belong and tell the story he/she imagined. Does it correspond?</p> <p>Once each participant present his/her stories the trainers lead the debriefing.</p> <p><b>SUPPORTING QUESTIONS FOR DEBRIFING:</b> Which imagine help you to invent the story of the object? What this imagine come from? How did it help you to find a contest for it?</p>
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<b>Title</b>	Where I am?
<b>Tool type</b>	Individual work
<b>Tool topic/s</b>	Observation/inclusion/ reflect/ reflection
<b>Aim</b>	Encourage creative process Explore the potential of external stimulus in general

	<p>Understand the impact/influence of each one in a collective process</p> <p>Self-confidence</p> <p>Senses confidence</p>
<b>Material needed</b>	Paper and pencil to note the reflection
<b>Duration</b>	60 min
<b>Description</b>	<p>The group go out for a collective walk.</p> <p>Trainer explains to the group that they are going for an explorative session where each one will be focus on a sense and will try to collect and register informations he/she receives by using it.</p> <p>The sense chosen are: 1) sight 2) hearing 3) touch 4) smell.</p> <p>The group will be driven by a guide that will bring them in a district of the city they did discover before and they will walk in silence and deeply focus on get information using the only sense they are invited to use. To collect the information the are invite to use the support of the diary, and register step by step impressions and feelings.</p> <p>At the end of the walk the group comes in circle and facilitator invite participants to share with the other what they saw, hear, touch or smell and describe to the others the journey they lived by focusing on a sense.</p> <p>By the exchange of different testimonials the participants will be able to see the same place from the other impressions.</p> <p>The facilitator will drive the debrief and focus on the importance of keep aware, use all we have to get in contact with the surrounding and how this is necessary and important in the social work to don't be a disturbance by interact with what we are.</p>

## Educational training tools

<b>Title</b>	My Diary
<b>Tool type</b>	Individual work
<b>Tool topic/s</b>	Tool for learners/ support to learning process/
<b>Aim</b>	Support to the learning process
<b>Material needed</b>	Paper, pencil, colour
<b>Duration</b>	10/15 min preparation
<b>Description</b>	<p>The diary is a tool useful to be used in training course to invite participants to actively follow the training by taking note and pin up interesting input and hints coming up in the training.</p> <p>In the session we propose we create a diary corner with a model of hand book made by recycled material and reused paper, to stick together to make a recycled note book, personalized to be used for the Photovoice's training.</p>

<b>Title</b>	Coffee Group
<b>Tool type</b>	Individual work
<b>Tool topic/s</b>	Reflection/ daily evaluation
<b>Aim</b>	Support to the learning process
<b>Material needed</b>	/
<b>Duration</b>	30 min each meeting
<b>Description</b>	<p>The trainer prepared coloured flipchart on the wall</p> <p>This activity Is proposed when participants have already some information about the other participants.</p> <p>They need to create 4 groups by putting their name on the coloured paper.</p> <p>Facilitator invites to try to don't be in the same group with participant from same country.</p> <p>They could in case chose to be in a group with some one they already found particular felling.</p> <p>The coffee group it suppose to be used during the day as a special moment of reflection, so after all day activities, each group is responsible to organize in order to have a meeting.</p> <p>The idea of the meeting is to discuss about the different aspects and feelings of the day and make impressions and ideas coming out, problems, etc...</p> <p>The group is self managed, and each day one participant has the responsibility to take the lead of the group, drive the discussion, make sure that each participant has the space to express him/her self.</p> <p>Then the leader is the reporter to the trainer to give the feedback from the group to them.</p> <p>The trainer must use the information collected during this moment of reflection to adapt the content of the training to the learning need of the group.</p> <p>Moreover this tool give the opportunity to participants to experiment the role of facilitator in small group, develop the capacity to listen other people opinion and the capacity to report those.</p>

## Week tasks

<b>Title</b>	Cityscape and community
<b>Tool type</b>	Group work/ outdoor
<b>Tool topic/s</b>	Photovoice
<b>Aim</b>	Develop practical skill and competence/ experiment photovoice tool/ explore limits and difficulties
<b>Material needed</b>	Camera, laptop, ppt programme to made slideshow
<b>Duration</b>	5 hours
<b>Description</b>	<p>Step 1: Divide the group in groups of five! Each group got a map of the city with a circumscribe area to discover. They need to take a walk, take note of what impress them, take some photos to record and express their feelings</p> <p>Step 2: once back from their observation tour, each participant needs first to select 2 pictures, then meets is group presents the picture and shares impressions.</p> <p>Step 3 all the group meets in the activity room and each group present the work to the others</p> <p>Step 4: Debriefing</p>



City and community outdoor activity

A representation of the city and feelings!

<b>Title</b>	Characters and stories
<b>Tool type</b>	Group work/ outdoor
<b>Tool topic/s</b>	Photovoice
<b>Aim</b>	Experiment photovoice method
<b>Material needed</b>	Camera, laptop, ppt programme to made slideshow 10 maps of the city, participants camera, participant diary, papers, pens, recorder
<b>Duration</b>	5 hours
<b>Description</b>	<p>Step 1: Participants will be divided in groups of three and they will have a work to do together. The focus of the second outdoor morning is life stories. Each group will receive a city maps and have a specific area to explore. They need to face with the difficulties to get in contact with people living in the street and find their group strategies to don't disturb but interact with the content.</p> <p>Step 2: Debriefing: participant will come back after the mission and will share impressions, feelings, the difficulties they found and how they try to over come, how was the group work, who took the lead, who support, how it works?</p> <p>Step 3 participants will have the time to present a selection of their work, they will choose an extraction of the material they collect and show to the others.</p>



Characters and stories outdoor activity

Interview with an habitant of "Le Panier" district, Photovoice in Euromed, Marseille, September 2014

Characters and stories outdoor activity

Interview with an habitant in the Belle de Mai district, Marseille, Photovoice in EuroMed, September 2014



<b>Title</b>	Creative work
<b>Tool type</b>	Individual work/ group work
<b>Tool topic/s</b>	Coaching, creative work, practice,
<b>Aim</b>	Experiment to be photovoice participant, experiment to be photovoice facilitator
<b>Material needed</b>	Camera, laptop, ppt programme to made slideshow

<b>Duration</b>	3 days
<b>Description</b>	<p>The creative work is the active part of a learning process and it has the specific goal to make the participants step from the input flow to the output flow. What the trained person would be able to do and realize with the input they received?</p> <p>This activity can be adapted to any learning process and is structured in this way:</p> <p>Step 1: facilitator meets the group and organizes a brainstorming driven by questions that will help the group to focus on what they would be able to organize together in order to valorise the competences and skills of the training</p> <p>In Photovoice in EuroMed brainstorming questions used are:</p> <ol style="list-style-type: none"> <li>1) How do you imagine photovoice group work will look like?</li> <li>2) Which of the materials you collected would you like to use?</li> <li>3) What do you need to finalize the work?</li> <li>4) How can I use the material I collect for the final event?</li> <li>5) How do we organize the afternoon in order to be able to finish the work?</li> </ol> <p>Step 2: once all the participants gave input to answer to those questions the second step of the brainstorming is to make the group in smaller groups to make a summary of the answer and present to the other.</p> <p>Step 3: the facilitator needs to help the group to come out with a work strategy to do the collective work in order that each one finds his place and gives his/his contributions and all agree about the content of the work.</p> <p>Step 4: the group decides how to work, the subgroups, with the tasks for each one</p> <p>Step 5: the facilitator gives a meeting to check the work and to offer support to the participant</p>

	<p>Step 6: group meets all together to check the process and finalize the work</p> <p>Step 7: Debriefing - a small reflection about the work, the group dynamic, and evaluation of the result</p>
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<b>Title</b>	My photos my voice
<b>Tool type</b>	Individual work/ personal portfolio
<b>Tool topic/s</b>	Coaching, personal implementation, role play, personal development, reflection, photovoice
<b>Aim</b>	Experiment to be photovoice participant, experiment to be photovoice facilitator
<b>Material needed</b>	Camera, laptop, ppt programme to made slideshow
<b>Duration</b>	5 days
<b>Description</b>	<p>This activity is and individual work that has the aim to make the participants to develop by him/herself the photovoice methods to check his/her skills to become a multiplier of a methodology.</p> <p>The activity has a double face approach, the same person is one time the one processing and experimenting, so the <b>Photovoice participant</b>, by developing is own portfolio and defining the topic he/she wants to treat by the use of photo and voice.</p> <p>At the same time he/she has the chance to experiment the role of <b>Photovoice Facilitator</b>, by supporting another participant to his/her process of his/her portfolio creation.</p> <p>Step 1: the trainer explains to the group the two roles of photovoice participant and facilitator and introduce the task that each participant will need to develop, a personal Photovoice portfolio by choosing topics that best talk about inclusion, intercultural dialogue and Euro-mediterranean cooperation and the city of Marseille will be the frame to do it.</p>

	<p>Step 2: trainer splits the group in two and invites group A ( as photovoice facilitator) to choose between the participant of Group B (photovoice participant) the person the want to support in their process of creation of personal portfolio. Then once again invite Group B (now as Photovoice Facilitator) to choose in the group A ( photovoice participant) they want to help in their work. Once done the couple group have al the week long to think and develop his/her personal work.</p> <p>Step 3: the trainers gives some meeting and create moment of desk to have meeting with the participants individually and support them If they need it, or to clarify their doubts. More over some activities are organized to give the opportunity to participants to collect information they might use for their portfolio.</p> <p>Step 4: the participants present their work to the group</p> <p>Step 5: Trainer drives a debriefing about all working process, supporting the participants to come out about what they learn, how they felt, what they find out?, How was for them the Photovoice tool to express their opinion and feeling?, etc..</p>
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**The sea connects country that are separated**, *Eleonora Trapletti*, Italian



**Workers**, *Paolo Ilari*, Italian

**Marseille au couleurs**, *Luis Arellano Blasco*, Spanish



**Sometimes you're the window, sometimes you're the bug!**

*Zineb Mourab*, Moroccan



**Jump for joy**, *Nathalie Jayet*, Franch



**Home**, *Aida Tamimi*, Palestinian



**Abertura para um novo mundo...**  
**E fico, pensativa, olhando o vago...**, *Bruna Santos*,  
Portuguese

**Passage to a new world...**  
**And me thoughtfully looking to the void!!**





**Architectures**, Bouzid Aid Ramdame, Algerian

**Multicultural cities**, Cedo Todorovic, Croatian



**Solitary inside a mysterious city**, Mafalda Matos, Portuguese



Street Arts, Maria Lucas Jaqueti, Spanish

Connections,



"REMEMBER THE LIGHT AND BELIEVE THE LIGHT  
AN INSTANT OF CLARITY  
DONT LET ME FORGET!"

Myrsini Panagaky, Greek

Begin your journey,  
Sara Roberto, Portugues



## **Evaluation activities:**

<b>Title</b>	Youth Pass analyse
<b>Tool type</b>	individual
<b>Tool topic/s</b>	Evaluation/ youth pass/ competence and skills
<b>Aim</b>	Reflection about learning input and outcomes
<b>Material needed</b>	Paper, pen, pencil, marker, flipcharts
<b>Duration</b>	30 min
<b>Description</b>	<p>Step 1: The trainer introduces to the participants the Youth pass, the idea of it and the importance to recognize the acquired competence in a process of learning. Then talks about key competences and introduces the 8 key competences of the European Commission:</p> <ol style="list-style-type: none"> <li>1) communication in mother tongue</li> <li>2) communication in foreign languages</li> <li>3) mathematical competences</li> <li>4) digital competence</li> <li>5) learning to learn</li> <li>6) social and civic competences</li> <li>7) sense of initiative and entrepreneurship</li> <li>8) cultural awareness and expression</li> </ol> <p>Step 2: facilitator prepared a poster with the key competences areas and invites participants to take a marker and write down in the areas touched by the training</p> <p>Step 3: the participant have the space to discuss about the competence and reflect with the support of the diary they made how this training improved their skills, competences and knowledge.</p>

	<p>Step 4: Debriefing, facilitator drives the discussion and invite the participants to share with the others what they wrote in order to make this individual reflection collective.</p> <p>Step 5: the outcome are used to fill the Youth Pass</p>
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<b>Title</b>	Open space evaluation
<b>Tool type</b>	Individual
<b>Tool topic/s</b>	Evaluation
<b>Aim</b>	Global evaluation of the training process
<b>Material needed</b>	Paper, pencil, post it, scotch, marker
<b>Duration</b>	1h30 min
<b>Description</b>	<p>Step 1: This activity come back to the 1st day reflection. It is structured on the other open space activity model and it is thought to make participants step back to the 1<sup>st</sup> day.</p> <p>Before start facilitator invites the group to close their eyes, find a comfortable position and place and drive the group in a relaxing meditation to free the mind and focus on where they are, what they have done, and retraces step by step the week events and activities. He/she makes participant come back on key moment and action and evoke feelings and situations.</p> <p>Once the journey finishes, she/he invites to the participants to find a couple and exchange a relaxing massage that will make both feeling nice and cool.</p> <p>Once finished the relaxing moment the group is ready and fresh to reflect and start the evaluation time.</p> <p>Step 2:</p>

	<p>The place is organized in stations and each person will go around to write down personal considerations and reflections. Facilitator can create a nice atmosphere by using some music.</p> <p>The stations are:</p> <p>A) PERSONAL GOALS Did you make any step further in this week? What can you do to keep going?</p> <p>B) PORTFOLIO: How do you feel about your personal project?</p> <p>C) EXPECTATION: Did I meet my expectations? If yes, how? CONTRIBUTION: How did you support this group and the learning process? What did you give to the others? FEARS: Which were your limits? How did you overcome?</p> <p>D) GROUP WORK: How was the group work? Did you reach to organize for it?</p> <p>E) REFLECTION GROUP How was the coffee group? Did you find it useful?</p> <p>F) COMMENTS ON THE TIME TABLE: With the support of your diary can you comment each activity and session we made?</p> <p>G: Group dynamic How do you feel in this group? Do you find your place?</p> <p>Step 3: Once the group finished to write and each person steps on each station, the facilitator drives the debriefing on some aspect that came out, and could be interesting to share all together.</p>
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<b>Title</b>	The spider web
<b>Tool type</b>	individual
<b>Tool topic/s</b>	Evaluation of training logistic aspect
<b>Aim</b>	To make participant give a score about different aspect of the training
<b>Material needed</b>	Flipchart, markers
<b>Duration</b>	15 min
<b>Description</b>	<p>Step 1: the facilitator prepares a flipchart and draw a spider web on it, each wedge of the web is a argument to be evaluated with score from 0 to 5, the center is 5 the border is zero:</p> <p>The spider web contains the following arguments to be evaluated</p> <ol style="list-style-type: none"> <li>1)Accomodation</li> <li>2)Food</li> <li>3)Learning process</li> <li>4)Trainers:</li> <li>5)Schedule:</li> <li>6)Training topics:</li> <li>7)Marseille</li> <li>8) Logistic support</li> <li>9)diary</li> <li>10)Networking</li> <li>11)Outdoor sessions</li> <li>12) Reflection group</li> <li>13)Portfolio</li> </ol> <p>Step 2: facilitator gives the time to participants to put their score</p>

	Step 3: facilitator comes back to the flipchart to exchange feeling from the participants and arguments the evaluation done.
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The spiderweb activity

**Thanks to all participants!!**