

PD-CAP 347

Near East Regional Cooperation Project:
Mediterranean Youth Environment Training Program
conducted by LEGACY International Youth Program
in Virginia, Egypt, Israel, and Spain, 1985

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Summary of Events

LEGACY International Youth Program in Virginia, U.S.A. has recently completed four of six tasks of the Mediterranean Youth Environment Training Program.

In this successful program, LEGACY utilized two relatively new areas, intercultural relations and the environment. In the context of a broader international focus, Arab and Jewish participants came together and demonstrated their commitment to regional cooperation. The program culminated in the preparation of the Cartagena Declaration, a commitment by regional youths to unite their effort to preserve the fragile environment of the Mediterranean.

Attempts by other organizations to bring Arabs and Jews together have often failed. The success of this event can be directly attributed to the attention given to interpersonal and group relationship building that evolved as a direct result of the Role Model Training in the U.S.A. and the Intercultural Skills Training in Egypt and Israel. Role Models, specially selected and trained LEGACY alumni, were influential in both Egypt and Israel in introducing local participants and staff to new ways of communicating. This larger group then succeeded in modeling effective methods of communication and cooperative behavior as they joined conference participants from 14 countries, including 11 that border the Mediterranean Sea.

Conference outcomes included the following:

- creation of the Cartagena Declaration;
- planning of home-country environmental projects to be initiated during the upcoming year;
- application by more than 20 participants for further Leadership Skills Training at the LEGACY program site in Bedford, Virginia;
- Significant positive attitude change as determined by interview, anecdote, and written data collection;
- overwhelming responses by conference participants, environmental specialists and staff that the event was a success.

The following evaluation report presents a more in-depth analysis of the various tasks which comprised this project.

Background Information

In July, 1985, the LEGACY International Youth Program, a U. S. based non-profit international organization, began a six-part environmental training project targeted for youths, youth leaders, and senior level professionals predominantly from the Near East. Six subprojects comprise this project:

- Role Model Training in Bedford, Virginia
(July/August, 1985) (Task 2)
- Intercultural Skills Training in Egypt
(August, 1985) (Task 4)
- Intercultural Skills Training in Israel
(August, 1985) (Task 3)
- Environment Training in Cartagena, Spain
(September, 1985) (Task 5)
- Follow-up on Mini-Grants and Video Magazine
(January, 1986) (Task 6)
- Leadership Training in Bedford, Virginia
(July/August, 1986) (Task 7)

This is an activity report for Tasks 1 (Advanced Planning), 2, 3, 4, and 5 as identified in the USAID Grant Proposal. Tasks 6 and 7 are to be completed and reported on during 1986.

Project Goals

As stated in the Grant Proposal, the primary goals of the Mediterranean Youth Environment Training Program were the following:

1. To expose youths from different countries to differing perspectives and expand their point of view, which will automatically encourage cross-cultural understanding, an important ingredient for political understanding.
2. To initiate a forum which exposes the region's future leaders to effective methods for communication, cooperation, and management of conflicts, and to apply these methods in a working model.
3. To introduce youths to peers from the same region in order to begin a dialogue about environmental issues of mutual concern and to explore the possibilities of regional cooperation in solving environmental problems.

Tasks 1,2,3,4 and 5 will be looked at as independently. Following this review, interrelationships between these contiguous events will be analyzed.

Task One - Advanced Planning

Conceptualization and formal program planning for the Mediterranean Youth Environment Training Program began in September, 1984. The program was responsive to the United Nations declaration of 1985 as International Youth Year. LEGACY had three prior years of success with their Middle East Dialogue, a program occurring within the context of LEGACY's six week Summer Program. The Dialogue develops communication and cooperative relationships between Arab and Israeli Arab and Jewish youths.

Administration and Staff

Full time LEGACY staff is responsible for developing and coordinating all major aspects of the Mediterranean Youth Environment Training Program. Mr. J. E. Rash, founder of LEGACY, served as Senior Project Advisor throughout the various stages of the training program.

Dr. Ira Kaufman, Executive Director of LEGACY, served as Program Director for the Mediterranean Youth Training Program and was directly responsible for the coordination of all aspects of this program.

Overall program planning and design was executed by LEGACY's Administrative Director, Ms. S. R. Thompson and by the LEGACY's Youth Training Coordinator, Ms. Jean Philipson. Both were extensively involved in the preparation of the grant proposal.

Government liaison was performed by Vince Darago who brought his expertise in administration and procedural reporting.

Program personnel and interested participating organizations in Egypt and Israel which were identified by April, 1985, included the following:

Egypt

Ornithological Society
Supreme Council of Youth and Sport - 2 sectors
(Pioneer and Youth)
Arab Office of Youth and Environment

Israel

Interns for Peace
International Cultural Centers for Youth
Neve Shalom
The Society for the Protection of Nature
Sede Boker Field School
International Work Camp (Deir el-Assad)

A planned conference facility located in Greece had been secured through the services of Mr. John Zervos of The Athens Centre (with whom LEGACY had worked on previous programs). Materials, equipment, and services were organized well in advance of the intended conference dates. A last minute directive from USAID, just eight weeks before the intended conference beginning, necessitated securing another conference facility in a new country. After a search for facility and personnel, a suitable facility was located in Cartagena, Spain. This last minute change, however, resulted in numerous problems in identifying and delivering local personnel, equipment, products and services. The results of this late change were evident in many aspects of program implementation.

Environmental coordinators were contracted early in 1985 (except in the case of the Spanish representatives who, due to the change in conference site, were not identified until late in the planning). These scientists were ultimately responsible for imparting factual knowledge, coordinating the environmental training aspect of the conference, and supervising the field/service project activities. They included:

- Dr. Mounah Geha, American University
Beirut, Lebanon
- Dr. Moustafa Fouda, Al Azhar University
Cairo, Egypt
- Dr. Avner Adin, Hebrew University
Tel Aviv, Israel
- Dr. Pedro Costa, ICONA, Spain

Environmental specialists included:

- Dr. Jos'p Cicek, Environmental Protection
Council of Croatia, Yugoslavia
- Mr. Kassra Kassraie, Bedford County Health Dept.
Bedford, Virginia, U.S.A.
- Mr. Jorge Morales, Institute Del Juventud, Spain
- Mr. Ivan Varela, Institute Del Juventud, Spain

Financial Planning

The majority of LEGACY'S financial resources have come from Summer Program tuition and small private donations. This is the first U.S. Govt. project which LEGACY has sought major funding. USAID provided 49% of the funds required to convene the Mediterranean Youth Training Program, while 51% was secured through private donations.

Program accounting was performed under the direction of Mr. Eric Waldbaum, Treasurer of LEGACY's parent organization, Institute for Practical Idealism.

Program Planning

Program development and planning was undertaken by Dr. Ira Kaufman who devoted the majority of his time to the program. His tasks included:

- Preliminary travel to host countries
- Identification of conference staff
(both administrative and environmental)
- Coordination of host-country sponsors
- Coordination of travel and program logistics
- Itinerary development and negotiation
- Fundraising
- Co-development and execution of the Role Model
Training with Mr. Ken Cushner
- Development and coordination of the Intercultural
Skills Training program
- Co-Coordination of conference program development
with Ms. S. R. Thompson
- Overseeing conference participant recruitment
- Overseeing coordination of travel for conference
participants to conference site
- Recruitment and coordination of environmental
specialists
- Grant writing and revision
- Co-planning of the evaluation design with Mr. Ken Cushner
- Preliminary travel to host countries

Evaluation

LEGACY has successfully organized and directed its summer training program from its Bedford and Arlington offices utilizing the services of its full time administrative staff. As the Summer Program has grown, so has the core staff, obtaining most of the required services from within the organization.

With the experience of nine years of developing and staffing an international Summer Program, LEGACY took the opportunity to transfer its successful methodologies to a new setting. The challenge of planning this new training was expected to add a significant work load to a busy spring and summer schedule. Two major complications were the delay in funding from USAID, thus the project uncertainty, and the last minute change in conference site. These factors pushed the planning process into the on-going Summer Program. At that time, LEGACY senior staff were occupied with the day-to-day requirements and needs of coordinating 160 youths and 70 staff. Furthermore, the scheduling of the Intercultural Skills Training and the Environment Training Workshop back-to-back with the Summer Program left little time to prepare for the month-long Role Model Training. These circumstances added stress and strain to an already busy administrative staff. The result was that the Executive Director, and his limited staff in Arlington, absorbed the extra work load. (NOTE: The USAID contract was

not approved until July, 1985, thus prohibiting the advance hiring of additional staff and making international commitments.)

Following are recommendations for future conference planning:

1) Change the time for the Conference so as not to conflict with an already busy Summer Program. This would spread out the administrative staffwork requirements of the already existing program. Conference times could be moved from early September to December/January or March/April - northern hemisphere school holidays.

2) Distribute the tasks undertaken by the Executive Director so as to allow him to concentrate on his area of speciality in the organization (overall program coordination and public relations) and to enable others to take part in the program design, travel aspects, staff and participant recruitment, etc., thus spreading responsibility among others.

Task Two - Role Model Training

The LEGACY Mediterranean Youth Environment Training Program was designed to be carried out in six tasks. Participants included LEGACY alumni specially chosen who had: 1) successfully demonstrated an understanding of the LEGACY goals; and 2) had manifested the LEGACY approach in their daily experiences. The Role Model Training group consisted of:

- 11 American LEGACY youths
- 3 Israeli Arab youths
- 3 Egyptian youths
- 3 Israeli Jewish youths
- 1 Israeli Arab counselor
- 1 Egyptian counselor
- 2 Israeli Jewish counselors
- 8 LEGACY staff
- 3 video staff

Role Models, as envisioned by the project developers, were expected, among other things, to act as models and seeds of cooperative and serviceful behavior toward others. These qualities were seen as key elements in successfully developing the larger cooperative working group deemed necessary during Tasks 3 and 4 to set the proper atmosphere at the Conference site. Role Model Training was designed to provide:

1. Instruction in one of the languages of the Middle East region;
2. Orientation to the cultures and history of the area;
3. Development of communication skills;
4. Introduction to environmental issues.

Specific objectives of the Role Model Training, as developed by Dr. Ira Kaufman and Mr. Kenneth Cushner in June, 1985, included the following:

MIDDLE-EAST ROLE MODEL TRAINING PROGRAM

Objectives

1. To orient participants to the geography, history, political situation, languages, cultural and religious makeup of Israel and its Arab neighbors.
2. To sensitize participants to the cultural traditions of the people of the region.
3. To gain an understanding that participants will be entering a region characterized by a long history of hatred, animosity, and conflict.
4. To prepare participants with skills of conflict management.
5. To prepare participants for interaction within mixed cultural/religious groups.
6. To familiarize participants with concepts, content, place names and personalities so as to eliminate the need for on-site learning of basics.
7. To gain an understanding of the influence of culture on socialization and early development.
8. To understand the process of stereotyping and its impact on interpersonal and social affairs.
9. To familiarize participants with the ecology of the Mediterranean region emphasizing attention and awareness of environmental systems and how they impact upon self, family, and community and the need for action.
10. To familiarize participants with basic techniques of environmental sampling and testing appropriate for the intended activities of the trip.
11. To develop a model of the role of the environment as a potential concrete vehicle for uniting people and nations of the Mediterranean region.
12. To develop self-confidence through the attainment of knowledge, skills and preliminary familiarization with the issues of the region.
13. To gain familiarity with one of the spoken languages of the region, either Hebrew or Arabic, and to inquire how bi-trilingualism can be used as an asset during times of misunderstanding.
14. To gain an understanding of communicative styles and behavior of the people of the region as well as one's own, and to inquire how individual cultural patterns can be applied to bring about understanding.
15. To prepare participants in the special needs of international travel, intercultural living, and adjustment in order to understand transitions, to assist themselves and others in their various transitions, and to act as a bridge for understanding and communication among individuals in the project.

The Role Model Training was designed for 44 hours during the last three weeks of the Summer Program. Role Models received much more than the designated 44 hours of Role Model Training. Experiential training occurred as a result of the Summer Program itself. Role Model Trainees, for instance, lived in cabin units and participated in activities with Israeli Jews, Israeli Arabs, Egyptians, and other Arab participants. Through this personal interaction, trainees learned about the cultures, customs, language, and history of the Middle East. Trainees also came to understand the impact of these factors on the day-to-day lives of their peers from the Middle East. Witnessing the interactions between Middle East representatives of various cultures, they gained insight into both the tensions and the potentialities for cooperation that exist among these youths.

Foods typical to the Middle East were served regularly during summer, thus familiarizing Role Models with the diet and eating customs they would encounter during their training in the region.

Communication skills and leadership qualities were developed through participation in ongoing discussions and through daily decision-making and group planning situations.

Environmental awareness increased as youths took part in the maintenance and improvement of LEGACY's physical environment. Youths had to abide by water conservation measures in order to assure an adequate supply of on-site water. Youths also participated as members of international work teams which were involved in various environmentally-oriented projects to maintain the summer community (eg. tree planting, gardening, erosion control, etc.).

On-site and in-process events necessitated changes in the delivery of the planned Role Model Training. The following outlines what transpired during the three week training process at the Bedford, Virginia site.

Workshop Training Schedule

July 23 - Overall Introduction (2 hours)

1. Introduction to overall program - Mr. Rash, Dr. Ira Kaufman
2. Discussion of the Conference theme - Dr. Ira Kaufman and staff
3. Journal Instruction - Shanti Thompson
4. Administration of two pre-tests - Ken Cushner, Dr. Ira Kaufman

Evening Program: Moroccan and Egyptian cultural presentations (2 hours)

July 24 - National/cultural perspectives of the Middle East (2 hours)

Small group question and answer session with separate groups of Israeli Arabs, Israeli Jews, and Egyptians fielding questions from American youths. All group discussion followed where Middle Eastern youths described their reactions to the questions posed by the Americans.

July 26 - Formation of values and cultural perspectives (2 hours)

Middle Eastern staff members reflected upon their own personal perspectives of their countries and their people's situation.

Evening Program: Cultural presentations by Israeli Jews and Israeli Arabs (1.5 hours)

July 27 - A Palestinian Perspective (2 hours)

Viewing the film "Stranger at Home" about the experience of Palestinian poet and artist Kamal Boulatta in returning to his native Jerusalem as an American citizen approximately 15 years after the 1967 War. Discussion following film with Mr. Boulatta.

Evening Program: Middle East cultural presentation (1.5 hours)

July 28 - Morning cultural program (1.5 hours)

Reading of Jewish and Palestinian poetry - Kamal Boulatta

July 29 - An Israeli perspective - travelling in the Middle East (2 hours)

1. Viewing the film "The Israelis" followed by discussion
2. Hints for travelling in the Middle East, including cross-cultural communication, customs and manners, etc.

August 1 - Responsibilities as Role Models (2 hours)

1. American Role Models met to discuss responsibilities of Role Models and to develop American cultural presentation
2. Presentation of LEGACY Youth Declaration and declaration writing process

August 2 - Group communication and cooperation (1 hour)

Lecture by Mr. Dan Creedon on goals, value systems, and decision making.

Evening Program: Discussion on stereotypes

August 3 - Team building and introduction to the environment with Dr. Mounah Geha (1.5 hours)

August 4 - Team building and environmental awareness (1.5 hours)
Group exercises in prioritizing limited resources.

August 5 - Environmental issues of the Mediterranean (2 hours)
Presentation of pollutants of Mediterranean and group exercises on factors determining environmental desirability of various urban areas.

August 6 - Creating a Culturegram(2 hours)
Group building and cultural sensitizing exercise creating a descriptive statement of the "culture" of LEGACY as a way to study elements of a culture.

August 7 - Details of itinerary, practical travel hints, Role Model reminders, and introduction to Spain (2 hours)

August 8 - Cross-cultural communication and conflict management (1.5 hours)

Evening Program: All camp discussion of the impact of an international experience and returning home.

August 8 - Culturegram completion; more on communication (2 hours)

The goals of the Role Model Training were ambitious. Cross-cultural psychologists and intercultural training specialists identify that effective orientation programs have positive effects upon trainees' cognitive, affective, and behavioral processes, thereby assisting in adjustment to overseas life and intercultural interaction. The Role Model Training in Bedford, Virginia, coupled with the extensive interpersonal interaction and culture learning made available through the daily activity program, provided this preparation.

As an isolated event, the Role Model Training accomplished its basic objectives. The group began to work together and identify itself as a cohesive unit. Communication opened up between American, Israeli Jewish, and Arab representatives. The Americans were sensitized to the underlying tensions between populations in the Middle East. This was experienced during group discussions and other interactions among members of the Role Model Group. Excerpts from participants' journals, written during the weeks of training, substantiate these conclusions.

"I feel the group coming together to a great extent only after one week. I expect this to continue to strengthen as the trip develops." A.F., age 13.

"I'm beginning to feel as if I belong to one big family." D.C., age 15.

"I had no idea of the pressures and struggles the Israeli Arab teenagers felt until the Middle East Training. I have learned how to ask questions in a manner which is sensitive to others so as not to instigate a political argument." R.P., age 15.

"Training brings out feelings of ignorance and a general lack of political awareness." S.U., age 16.

"I have had the opportunity to explore issues and to raise questions with individuals from the region to obtain first-hand reactions and perceptions, not merely learn what the media wishes to present. I can sense the tension with each discussion and I leave a bit confused and uncertain, but I believe resolution is coming closer." A.F., age 13.

"Discussions quickly turn to a political focus. This provides a good example of the tensions, frustrations, and energy felt in the region we will be traveling in." R.O., age 32.

"I feel naive after the training sessions. I saw Israeli Arabs angry because Americans know so little, or know only one side of the issue. I realize that I want to be aware of the needs and wants of other's. We all must learn to listen to each other." R.A., age 15.

"I felt ignorant, stupid, embarrassed and guilty. I was confused and frustrated due to my ignorance. I could visualize the feelings of the Middle East participants, their conflict and difficulties. How can we think of peace in the world if two people can not get along? How can we expect nations to change? I spoke with T. (an Israeli Arab participant) about this. He said LEGACY's goals are important as without them we would have nothing to live for. The smallest amount of hope and peace is worth striving for. It is so important to communicate with each other." A.T., age 18.

Evaluation

Appendix A includes a copy of the evaluation instrument administered at the completion of the Role Model Training. Results of the first two pages of the evaluation on a four point scale showed the following percentage ratings:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
1. Small group discussions with mixed cultural groups (N=11)	67%	33%	0%	0%
2. Presentation by the counseling staff (N=9)...	22%	78%	0%	0%
3. The Middle East focus weekend (N=11)...	55%	45%	0%	0%
4. Interaction with others outside of training (N=11)...	27%	73%	0%	0%
5. Readings I have been assigned (N=10)...	20%	60%	20%	0%
6. Films I have observed (N=11)...	36%	45%	19%	0%
7. Presentation on values (N=11)...	36%	45%	0%	19%
8. Group building exercises (N=11)...	82%	18%	0%	0%
9. Presentation on the environment (N=10)...	50%	50%	0%	0%
10. Developing a LEGACY Culturegram (N=10)...	80%	20%	0%	0%
11. Presentation and activities on communication (N=10)...	70%	30%	0%	0%

12. Time of day selected for training (N=11)...

9% 45% 27% 19%

13. Discussions on itinerary and travel needs (N=10)...

50% 50% 0% 0%

14. Activity on adjustment (N=10)...

40% 50% 10% 0%

As evidenced by the results, participants were generally satisfied with the overall experience. Major complaints centered around the time of day of training and the limited opportunities for physical activity throughout the training sessions.

Objectives of the Role Model Training were all achieved with the exception of:

- number 10 (to familiarize participants with basic techniques of environmental sampling and testing appropriate for the intended activities of the trip - water sampling in this case. The testing equipment did not arrive in Bedford);
- number 7 (gaining an understanding of the influence of culture on socialization and early development - this was not dealt with as originally intended);
- number 4 (to prepare participants in skills of conflict management - while not attended to per se, the overall approach and attitude was more of conflict prevention and is discussed in detail below).

Were the Role Models effective in their task? Who were the most effective Role Models? If the Role Models were effective, what qualities did they display? These are some of the questions that can be asked.

Of the seven American LEGACY conference participants who participated in the Role Model Training, six were between the ages of 15 - 18 and came directly from the Summer Program. From the outset at the conference, these specially trained Role Models did not give the impression of being the most active and involved. They were tired, both physically and mentally, following a demanding three week travel program. They were also younger than most of the other conference participants. Yet the Role Models demonstrated their effect on the entire program.

The Role Model Training itself was a preparatory stage and integral to the Mediterranean Youth Environment Training Program. Its impact and purpose cannot be isolated from the overall project. A primary goal of the Role Model Training was to act as a seeding process so that certain attitudes and skills could be transferred to the new participants. As

a direct result of the Role Models in Egypt and Israel, conference participants were able to model cooperative behavior. An excerpt from an interview with a Lebanese participant attests to the welcoming behavior of the Role Models. She states,

"Before I arrived at the conference I thought I would feel as an outsider for quite some time. This was not so. I felt comfortable very soon after I arrived due to the efforts of the LEGACY participants to include me in activities and make me feel comfortable. I was pleasantly surprised." M. K., Lebanon.

Others shared similar comments. Role Models were also observed to demonstrate involvement and a willingness to be serviceful. Some of these situations included:

- at a whole group meeting regarding Declaration writing, four groups each had one representative speak for them. Of the four speakers, two were from the U. S. Role Model Group.
- at the closing ceremony of the conference (in Cartagena), volunteers were sought to assist in the movement of some furniture. Five Role Models (American, Israeli, and Egyptian) stepped forward to offer their assistance.
- when volunteers were sought to serve refreshments during the Spanish Folkloric presentation, the ones that stepped forward were from the Role Model group.
- of the four project groups' final report/presentation, two were written by Role Models.

Those trained through the Role Model process demonstrated an obvious concern for their peers and a willingness to provide for them.

In addition, the Role Model group assisted the counseling staff in many ways. Role Models were instrumental in providing an environment of trust, cooperation, and openness. This environment created the opportunity for others to be comfortable verbalizing their feelings and frustrations, thus encouraging ongoing communication and dialogue between individuals. A conflict did arise between Israeli Arab and Jewish participants on one occasion. Israeli Arab and Jewish youths and staff who participated in the Role Model Training were leaders in resolving this conflict. All involved with the interaction were satisfied with the manner in which the issues were handled.

In conclusion, the Role Models (and the Role Model Training) proved to be an important ingredient in the success of the Environment Training Conference. It is safe to say that the Conference would not have been the same without the Role Models or the Role Model Training. There

are several other possible ways the Role Model Training could be restructured. These include:

1. The LEGACY Summer Program itself provides much of the skill and training sought by the Role Model Training orientation, except for experiencing the political realities of the region. It certainly helps develop the self-confidence necessary to undergo the many demands of travel, living, and experience abroad. A thirteen year old LEGACY participant commented to a staff member who had worked closely with her on the summer ropes course (specially designed to develop trust, cooperation, and self-confidence) that she could never have hiked as far up a certain mountain had it not been for her training and experience at LEGACY. Perhaps it is only necessary to provide training to the American participants, thereby shortening the amount of contact time and structured experience. Much of the preparation can come about in the daily summer program. A more intense language program, however, should accompany the training.

2. LEGACY's Egyptian and Israeli participants might come together one week prior to the next conference. This group can then undergo group building exercises and in a sense act as responsible hosts for the other conference participants, thus foregoing Role Model Training at the Summer Program.

3. All conference participants might be brought together 4 - 7 days before the next conference for group building activities, communication training, etc. and then begin conference tasks. This, again, would forego Role Model Training, yet would integrate similar experiences for all in the overall conference program.

NOTE: Task 3 and 4 were reversed in order of occurrence due to religious holiday observances in Egypt restricting the range of activities available to the participants. For that reason, Task 4 (as identified in the grant proposal), Intercultural Skills Training - Egypt, will be discussed prior to Intercultural Skills Training - Israel.

Task Four - Intercultural Skills Training - Egypt

Intercultural Skills Training in Egypt occurred between August 13-19, 1985 and involved:

- 11 LEGACY youths
- 7 Egyptian youths
- 2 Egyptian young adults
- 2 Egyptian adults
- 6 LEGACY staff members
- 1 Egyptian environmental specialist
- 3 video crew (including one Egyptian producer)

Training brought together individuals from the following organizations:

- Supreme Council for Youth and Sport - 2 sectors
- Arab Office of Youth and Environment
- Ornithological Society

The objectives of this component of the experience, while stressing the attainment of environmental knowledge and group cohesion, included the following:

1. To expose the Egyptian participants to the LEGACY process of interpersonal interaction in order to develop open and flexible minds and attitudes which would subsequently facilitate effective communication among conference participants.
2. To build trust, cooperation, and a spirit of commitment to service among the American and Egyptian youths.
3. To increase awareness of the environmental situation in Egypt and to provide vivid environmental and socio-cultural images individuals can later reflect upon.
4. To provide appropriate socio/cultural experiences for the American youths.
5. To provide an opportunity for Egyptian youths and youth organizations to host international participants.

A description of the places and sites visited, service project involvement, and discussions held follows:

Intercultural Skills Training - Egyptian Program

- Aug. 13 - Short evening get-to know-you activities after rest and group dinner.
- Aug. 14 - Presentation on Egyptian village life and local environment by Dr. Moustafa Fouda.
Village visits - Harania and Abu Saier.
Tour Pyramids of Giza and evening Sound and Light Show.
- Aug. 15 - Presentation on Cairo environs by Dr. Marguiruis.
Tour Citadel.
Lunch at Gizerra Sporting Club as guests of Supreme Council of Youth and Sport.
Tour Khan Khalili.
Evening presentation on marine life and environmental concerns of the Red Sea by Dr. Moustafa Fouda. Discussion of youth initiative
- Aug. 16 - Depart Cairo for Sinai viewing newer suburbs of Cairo enroute. Cross Suez Canal in Sinai.
Afternoon stop and discussion at St. Catherine's Cathedral.
- Aug. 17 - In Sharm-el-Sheik. Afternoon hike along beach to coral reef and introduction to snorkeling. Begin planning possible service projects.
Evening discussion with Mr. Rash for Americans on impressions of the environment and their experiences, and for the Egyptians with Dr. Kaufman focusing on understanding LEGACY and its goals.
- Aug. 18 - In Ras Mohammed. Marine life exercises with Dr. Fouda; service project cleanup of nearby mangrove swamp (experienced difficulty later when trying to dispose of trash); reading material prepared by Dr. Fouda on Ras Mohammed and by Sherif Baha El Din on bird life of Egypt distributed and discussed. Also discussion of impressions of natural beauty versus littered area worked in.
Long, late, tiring drive back to Cairo. Return early morning.
- Aug. 19 - Late sleep.
Discussion with Mr. Rash on role of youths as initiators of action on environmental issues.
Depart for Israel.

Analysis

Purposely mixed group travel, living, and study provided an ideal opportunity for participants to learn and address issues of common concern in preparation for the youth conference. Academic presentations and experiences designed to improve environmental awareness were balanced by such activities as long bus rides (allowing for structured and unstructured interactions and discussions to emerge), culturally-mixed sleeping assignments (sleeping arrangements for youths and staff were always culturally-mixed), and the

sharing of music and other cultural events. Service projects were also undertaken in mixed groups.

Integral to the Intercultural Skills Training was the purposeful selection of sites and places to visit. For instance, the Day 2 visit to the villages of Harania and Abu Saier provided glimpses of polar extremes of present day Egyptian village life and potential for change that exists. Harania is a unique village located near Cairo where children and youths have been trained in various arts and crafts (rug making in particular) and allowed to express their experience through their artwork. Abu Saier, on the other hand, provided images and experiences of traditional village life that has essentially remained unchanged for generations. Urban problems of over-population, crowded dwellings, and congestion were contrasted with the relative openness and ease with which people moved about in the villages.

The two major areas visited in Egypt, Cairo and Sinai, also provided great contrast. The beauty and tranquility of Sinai, exemplified by a visit to St. Catherine's Cathedral located at the base of Mt. Sinai, and a visit to Ras Mohammed, Egypt's first National Park were contrasted with images of overpopulation and crowding, pollution, and the unplanned growth of a developing nation's capital city - Cairo.

Evaluation

These seven days in Egypt allowed an in-depth picture of the Egyptian environment to emerge while encouraging close interpersonal understanding and group building to develop. The original intention was for the entire group to spend the majority of its stay in Egypt living and working side by side with village youths on a service project. The Egyptian authorities would not allow this to happen. Instead, hotel stays became the norm for the group while in Egypt. While not ideal in that it prevented American participants from obtaining an in-depth understanding of Egyptian home life, this arrangement did enable all to develop an understanding and commitment to each other. The LEGACY purpose was quickly transferred through living, eating, and working together.

Participants were also encouraged to care for their environment through participation in meaningful environmentally-oriented service projects. This activity carried well beyond the seven day stay in Egypt as demonstrated by the self-initiated activities of one of the Egyptian participants. After leaving the group in Cairo, this 18 year old female joined her family at a beach community near Alexandria and proceeded to encourage local youths to join her in cleaning the local beach. By the end of the week, 10 youths joined her in the daily collection of about 20 garbage bags full of trash. Neighborhood adults contributed money and encouragement while the Cairo newspapers reported the event. Enough money was raised by

the youths that they opened a bank account specifically for the purpose of funding further clean-up activities. Much pride was felt by these youths in taking a personal initiative to act upon their environment.

Days in Egypt were busy and filled with many activities, each of which played an important role in its own right. Scheduling these various events, meeting with the various country and organizational representatives, and manipulating through the traffic of Cairo to get from place to place was difficult at times and placed a certain amount of stress on some of the group members.

The question of schedule and program design was brought up by both Egyptian (and later by Spanish hosts). Adherence to a self-imposed timetable caused some to feel rushed and pushed at times. This emphasis on time and task, so characteristic of most American individuals and institutions, runs in opposition to many other cultures which stress the importance of relationship building and socializing.

The challenge of the full LEGACY schedule forced many of the participants to reflect upon their own patterns of behavior. Developing a global perspective requires a certain degree of flexibility and adaptability. The scheduling of the program provided this; and the Role Models were prepared for the expected stress. On the other hand, stress due to poor planning and scheduling should be addressed. Participants should be provided a debriefing on how to adapt to these situations.

Task Three - Intercultural Skills Training - Israel

Intercultural Skills Training in Israel took place between August 19 - 31, 1985. Perhaps the most sensitive aspect of the Middle East Training Program, this portion of the project involved:

- 11 LEGACY youths
- 8 Israeli Arab youths
- 2 Israeli Arab counselors/coordinators
- 11 Israeli Jewish youths
- 2 Israeli Jewish counselors/coordinators
- 6 LEGACY staff
- 3 Video crew (1 Israeli Jewish producer)

NOTE: Israeli Jewish participation (14) equalled the projection. Israeli Arab participation was 10 full-time and 15 part-time; projection was 11 (15 Israeli Arab youths joined the LEGACY group for 4 days. This was not included in the projections.)

Intercultural Skills Training brought together representatives of five organizations involved with Arab-Jewish youth dialogue. These organizations included:

- International Cultural Centers for Youth
- International Work Camp (Deir el-Assad)
- Interns for Peace
- Neve Shalom
- Society for the Protection of Nature

The objectives of this aspect of the training program were similar to those set out in Egypt with the inclusion of number 6. They were:

1. To expose the Israeli participants to the LEGACY process of interpersonal interaction in order to develop open and flexible minds and attitudes which would subsequently facilitate effective communication among conference participants.
2. To build trust, cooperation, and a spirit of commitment to service among the American and Israeli youths.
3. To increase awareness of the environmental situation in Israel and to provide vivid images individuals can later reflect upon.
4. To provide appropriate socio/cultural experiences for the American youths.
5. To provide an opportunity for Israeli youths and youth organizations to host international participants.
6. To provide an opportunity for Israeli Arab and Jewish youths and young adults to develop an awareness and understanding of each other's culture.

A detailed itinerary, account of sites visited, experiences encountered, and discussion held appears below.

Intercultural Skills Training - Israel Program

- Aug. 19 - Arrive Tel Aviv late evening.
- Aug. 20 - Introduction to Israeli participants and staff. Bus drive from Tel Aviv to Sde. Boker Field School with overview discussion of development of desert. Afternoon orientation to LEGACY for new participants. Get-to-know-you activities. Hike to Ein Avdat (nearby cavern) with discussion of geological formations and local animal life along way. Afternoon swim in freshwater spring. Further discussion of Israeli youth nature programs with Anat.
- Aug. 21 - 4:30 AM departure for hike to Had Ahev and Ein Ahev. Observe and discuss wildlife with field school guide. Swim in nearby spring. Afternoon preparation of cultural presentation and songs to be presented at nearby kibbutz. Early evening presentation by Israeli Jewish participant on desert reptiles using field school animal house. Hike to nearby cavern for songs and story.
- Aug. 22 - Visit Hamachtsh Hagadol, the Great Crater. Discussion of crater and colored sand formation. Collect and fill bottles with colored sand. Evening presentation and discussion of kibbutz life at Masa Besadek Kibbutz. Dinner with kibbutz youths. Sharing cultural presentation and songs followed by swimming and games with local youths.
- Aug. 23 - Morning service project at Ein Avdat consisting of painting steps and railing at lookout, spraying for bugs, and litter pick-up. Swim in spring. Afternoon at Ben Gurion's hut with discussion of greening of the desert and the movement of people to the Negev. Evening campfire.
- Aug. 24 - Travel from Sede Boker in Negev to Deir-el-Assad in the Galilee. Two beach visits enroute south of Tel Aviv to contrast development and tourism with natural, undisturbed area. Observation and discussion of local animal life. Arrival into village accompanied by wedding festivities (song and dance in the streets). Meet host families and settle into homes. Evening welcome and orientation to village and program. Many participate in local wedding festivities.

- Aug. 25 - Morning service project - painting recently completed community center.
Visit local market.
Afternoon with families.
Evening discussion on intercultural interaction with Dr. Sami Mari and Dr. Yigal Alam.
- Aug. 26 - Holiday. Early morning join families at Mosque, then at cemetery.
Morning visiting families and friends.
Discussion concerning individual adjustment, village life, impression of selves as guest, etc.
Local teacher discusses history of community.
Afternoon visit Bedouin community with discussion of present day life.
Village church in Iblin with talk by Father Chachour on current state of socio-cultural affairs and the work of his church and local community.
- Aug. 27 - Excursion to Banyias (environmental site) in the Galilee.
Presentations along way by Israeli Jewish environmentalist and Israeli Arab geographer.
Impromptu riverside litter pick-up after stop for lunch.
Evening discussion at community center with village leaders.
Hafla (party), dinner, and farewell.
- Aug. 28 - Depart Deir-el-Assad. Stop in Haifa on way to observe industrial pollution of river.
Early afternoon arrival at Neve Shalom. Tour and introduction of site and their work.
Evening group discussion regarding frustrations experienced on trip (avoidance of political issues, tensions among group, etc.)
- Aug. 29 - Morning service project - planting a garden at Neve Shalom.
Discussion of role of youth and local organizations in environmental change. Depart for Jerusalem.
Afternoon visit to Yad Vashem (Holocaust Memorial)
Evening shopping and touring Jerusalem's Old City.
- Aug. 30 - Sunrise tour of Jerusalem; David's Tower audio-visual presentation on Jerusalem; walking on gates of the Old City; shopping.
Afternoon transfer to Jewish homes for family Shabat experience. Overnight with families.

Aug. 31 - Afternoon regroup at ICCY office. Discussion of previous evening's events. Tour to Dome of the Rock and final shopping.
Evening depart for Neve Shalom to sleep for 5 hours before early morning departure to Spain.

An awareness of environmental issues and intercultural experience dominated the 13 days in Israel. A conscious attempt to avoid politically sensitive issues was evident. This effort, on more than one occasion, caused discomfort among some of the Israeli participants, both Arab and Jewish, due to the avoidance of such topics. At the same time, the American participants felt somewhat helpless in dealing with their peer's frustrations as they, too, were advised to avoid issues related to politics. It was not until later (at Neve Shalom, probably the most appropriate place) that these issues were brought out and discussed in the larger group, thus clearing the air for all parties involved.

Analysis

The strong environmental focus of the initial five days of the experience, coupled with the fact that the actual location of the environmental field school was located in a relatively isolated area of the country, provided a politically neutral initial experience for the participants. The environmental focus and physical engagement in activities (hiking, service projects, etc.) provided a superordinate task for all to apply their efforts and energy. Such tasks are one of three dimensions social psychologists recommend as factors which facilitate positive intergroup interaction and relations.

About half of the participants had previous experiences with a LEGACY program. One might expect a LEGACY alumni clique to form, thus excluding new participants. On the contrary, one of LEGACY'S objectives is to encourage and facilitate other's entry into an established group. This allows newcomers to feel at ease and comfortable with their new surroundings.

Working under conditions of equal status is a second dimension psychologists have identified as facilitating to mixed groups. LEGACY participants strive to make others feel at home and help them to quickly understand some of LEGACY'S ways (of interaction, goals, songs, etc.). The fact that these efforts were at play is demonstrated in the following journal entry written by an Israeli Jewish girl:

"It is my first time on a LEGACY project. After half a day I had already had the feeling that I found a new and loving family. Everyone is smiling and interested in you all the time. These strangers that I met in Tel Aviv are already my friends and they all really care about me like we are a big family."

Eight days later, writing from the Arab village, the same girl wrote:

"While I can't release all my prejudices, I did notice there were nice Arabs there....Now that I've said things in the larger group (at an earlier meeting), I feel as if I've contributed, and in fact encouraged others to contribute to the purpose of the group. Now I really feel that I am a part of the group, more than during the first two days when I felt the family warmth, now I am a part of the group and I hope I can continue this."

A third dimension of effective intergroup interaction is intimate contact. This assures that individuals are able to develop relationships with members of the other group such that group members become individuated. In this way, characteristics of individuals are identified that conflict with previously held stereotypes of the group. Culturally-mixed housing assignments (while at the field school, in hotels, as well as with families), purposely mixed activity groups, group travel, etc. all enabled this dimension to emerge.

Challenging individual's perspectives and confrontating their approach and presentation was evident from the first day among some of the new participants. For example, during the bus ride from Tel Aviv to Sede Boker, an Israeli staff member was discussing regional development since 1948. Her obvious ethnocentric presentation was taken as an affront by one of the Israeli Arab staff. Understanding the purpose and goals of our intended experience, this Arab staff member was sensitive enough not to enter into confrontational behavior in public. Rather, he shared his perception of the situation, as well as his personal reaction to her presentation, at a later time in private. The LEGACY process which enables individuals to openly express themselves, while attending to perspectives of others, was working. In an interview toward the end of the conference the Jewish staff member offered the following comment,

"I didn't quite understand the LEGACY process at the start. I have since realized the impact I have on others and am more aware to be sensitive to them. I am more conscious of the words I say and the subtle messages they carry."

Task Five - Environment Training Workshop

NOTE: Workshop, as referred to in the proposal, is identified as Conference throughout this document.

The Mediterranean Youth Environment Conference occurred in Cartagena, Spain from September 1 - 8, 1985. As a result of the forced last minute cancellation in Greece, accommodations, personnel, and facilities, already arranged in Greece were not fully delivered in Spain. This last minute change resulted in certain deliverables not being able to be met, and certainly added stress and strain as attempts were made to ready conference personnel and facilities.

Participant Breakdown

Ninety-seven representatives from 14 countries were present for the workshop. Participants represented:

Near East

Algeria
Egypt
Israel
Jordan
Lebanon
Morocco

Non-Near East

Canada
England
France
Greece
Spain
Turkey
U.S.A.
Yugoslavia

This was 88% of the goal projected in the Grant Proposal. Given the uncertainty regarding the timing of funds, this percentage suggests that full participation could be achieved in future conferences. Participation breakdown was as follows:

NEAR EAST	YOUTHS	YOUNG ADULTS	ORGANIZATION STAFF	SENIOR PROFESSIONALS	TOTAL	% TOTAL
Israeli Jews	6	2	2	2	12	12%
Israeli Arabs	5	1	1	0	7	7%
Egyptians	7	2	1	3	13	14%
Other Near East (Algeria, Morocco, Jordan, Lebanon)	7	2	-	2	11	11%
Sub Total	25	7	4	7	43	44%
NON-NEAR EAST						
(Canada, England, France, Greece, Spain, Turkey, Yugoslavia)	15	7	1	4	27	28%
LEGACY	7	2	2	16	27	28%
Sub Total	22	9	3	20	54	56%
TOTAL	47	16	7	27	97	100%

Conference participants were officially welcomed by the Vice Mayor of the Municipality of Cartagena at a formal welcoming ceremony in the Cartagena Town Hall

Conference site was the "Alberto Collao" Residencia Universitario which provided ample meeting and recreational space. Rooms, while adequate for individual sleeping quarters, were not suitable as far as the original goal of intermixing. The cluster concept of organization was retained (8-11 participants mixed by country of origin), yet individuals had private sleeping space, thus preventing many informal interactions from occurring. Cluster groups met each morning, began the day with breakfast together, and met daily for small group discussions.

Environmental training occurred daily through lecture presentations and field/service project activities organized and overseen by the environmental coordinators. Each specialist prepared a one and three-quarter hour introductory presentation in his area of speciality. These presentations were made in the first three days of the conference thus providing everyone with a similar foundation and conceptual base. The environmental coordinators and specialists themselves were representative of the Mediterranean region coming from Lebanon, Israel, Egypt, Spain, Yugoslavia, and Iran/U.S.A. The environmental presentations were relevant to participant needs, and for most, were at appropriate conceptual levels. Participants appreciated having the guidance and expertise of such a distinguished and devoted staff.

Official presentations were made by Mr. J. E. Rash, Founder of LEGACY who spoke on the International Youth Year theme of Peace; Mr. T. N. Kaul, former Foreign Secretary from India and Member of the Executive Board of UNESCO; and a prepared message from Mr. Aldo Manos, Coordinator of the Mediterranean Action Plan of UNEP.

Field/service project activities were overseen by 1-2 environmentalists and 1 LEGACY staff member per group. Four such groups met. For each of four days they visited project sites, analyzed the present situation, gathered pertinent data from community and other resources, formulated their recommendations for site improvement, completed a written report, and presented their project to the other groups. A final activity was a visit to all the sites accompanied by a presentation by each group, thus enabling all to view and learn from all the sites.

The Cartagena Declaration was written by national representatives as a statement for regional cooperation. Youths proclaimed their concerns for the environment and the Mediterranean Sea in particular. They announced their commitment to act in order to help preserve this fragile environment, to pass on their concern to others, and to establish the Mediterranean Environment Youth Action Club to reach others and to encourage other such activities. This Declaration will be distributed by Mediterranean Action Plan representatives to ministers throughout the region. A copy of the Declaration can be found in Appendix B.

Training in water quality sampling techniques as originally planned was not possible due to the fact that the test kits (which were ordered in June) did not arrive in time. This also prevented a post-conference activity designed to have individuals analyze water samples upon their return home and to share their results.

Community Leadership Training was included for all participants during national group meetings. During these times, the mini-grant process and guidelines for proposal writing were introduced. Discussions also occurred regarding specific needs of individual countries and possible environmental projects groups might initiate. Specifics of developing and executing an appropriate environmental project, aspects of interpersonal, group, and institutional communication, as well as team building were all dealt with during specific country group meeting times.

Each participant received video training to enhance his or her knowledge and skill in modern communication technology and technique. Youths were presented with two hours of lecture/demonstration and two hours of on-site hands-on experience at various times throughout the conference.

Computer training was very limited due to equipment and time constraints.

A small library, including many UN publications, was available as a resource.

LEGACY intercultural training included songs, films, cultural sharing night, and a Spanish Folklore performance. Presented as evening programs, this provided an opportunity for participants to gather informally at the end of each busy conference day. Again, the shift in conference site caused a problem with regard to control of the social and physical environment. The planned Greek island site offered fewer entertainment distractions that would compete with the training program. Cartagena, on the other hand, is a fairly large town complete with many restaurants and discoteques. For many participants, the disco became a social necessity and a place to frequent. It served as a binding force for the group, but many stayed out late at night and were tired the following morning.

A two hour boat trip on Mar Menor to a local island also served to bind the group. On the island, individuals participated in a beach cleanup and had time for a swim.

During preconference discussions with the environmental specialists, it was decided to expand the active on-site service project time. It was felt that these projects would best provide the necessary training. The planned Young Adult Training suffered as a result. Twelve hours for training (as designated in the Grant Proposal) were not available for this aspect of the program without impinging upon evening and siesta time. This was not deemed appropriate as freetime had already been reduced due to the additional time given the environmental activities.

Six and one-half hour of training was provided to at least one young adult representative from each country. (Three Israeli young adults received this special training, two Israeli Jews and one Israeli Arab, as did two Egyptians.) Activities focused on Leadership, Organizational, and Community Organizational Skills. Each young adult was also responsible for the leadership role in the design and coordination of their national group environmental project.

NOTE: The change of site resulted in program and schedule changes as already discussed. Another item lost was sports, an activity which serves to release tensions while binding the group.

Analysis

One of the major goals of the evaluation work on this project is to assess both the immediate and the long-range impact of the conference and related events on attitude change and subsequent behavior. Ideally, such an evaluation would utilize 'soft' (interviews, anecdotes, open-ended sentence completion, etc.) and 'hard' (standardized assessment instruments, etc.) data.

The diverse national, cultural, and linguistic makeup of the participants presented a problem. No standardized instruments exist which are capable of assessing attitude change among a mixed group as this would present. In response to this void, one of the evaluators (Kenneth Cushner of the Institute of Culture and Communication at the East West Center in Honolulu, Hawaii) developed an instrument designed to gather pre and post-conference attitude measures on a number of concepts. Using data gathered by Dr. Charles Osgood at the University of Illinois, an instrument suitable for use with Arabic, French, Hebrew, and English speakers which assessed semantic meaning of concepts pan-culturally was designed. As frequently happens in international research work, needed facilities are often not available as required. Photocopying facilities were not available until day three of the conference, thus copies of the pre-conference instrument were not available to administer. The evaluation

of conference outcomes, at this point, is restricted to 'soft' data collection means.

A copy of the post-conference evaluation instrument can be found in Appendix C. Percent ratings (on a 4 point scale) of the data from the first two pages of the evaluation instrument are found below.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
My cluster grouping was...(N=56)	26%	61%	13%	0%
My cluster counselor was...(N=52)	48%	46%	4%	2%
The cluster arrangements were...(N=56)	18%	64%	16%	2%
The counseling staff was...(N=57)	42%	33%	23%	2%
The group building activities were...(N=50)	16%	46%	32%	6%
The morning lectures were...(N=54)	11%	50%	28%	11%
The service project was...(N=54)	39%	44%	13%	4%
Group discussions were...(N=54)	26%	52%	17%	5%
The evening programs were...(N=54)	17%	30%	39%	14%
The cultural presentations were...(N=54)	26%	52%	13%	9%
Video training was...(N=44)	20%	41%	32%	7%

The keynote speakers were...(N=47)

40%	38%	17%	5%
-----	-----	-----	----

The conference facility was...(N=55)

36%	51%	13%	0%
-----	-----	-----	----

The food was...(N=55)

7%	25%	33%	33%
----	-----	-----	-----

It can be seen that the majority rated most aspects of the conference quite high. As suggested by the data, a few areas LEGACY might consider improving upon include the evening activities, video training, and food service. The lower ratings on the group building and evening activities may reflect problems due to the local disco, as well as the age differences represented at the conference (LEGACY is accustomed to programming for younger participants during the Summer Program). It is not surprising to find the food rated so low; cafeteria-style food is rarely rated very high. It must also be kept in mind that the food prepared was a local diet. Change in diet is a factor everyone must adjust to when traveling and working internationally.

Additional factors should be kept in mind while reviewing these results. The majority of the participants may not be accustomed to responding to paper and pencil-type data-gathering forms, thus resulting in responses of questionable accuracy. Middle Easterners also tend to be more critical than many of the other cultural groups represented. This may also be reflected in the results as there was such a high representation from the Middle East. (NOTE: The varying number of responses reflect unfamiliarity with the event or with the vocabulary used. Also, everyone is not accounted for as a few participants departed Spain before the evaluation session took place and did not complete a form.)

Examples of comments made reflecting attitude and perspective change include:

"I am very happy, and very surprised. I have never had friends from Arab countries before. Now I have many...I have been dancing, laughing, and singing with people from Lebanon, Jordan, Egypt, and Morocco. Before, these people were only my enemies. Now we are friends. I am surprised and happy." Israeli Jew.

"I am especially pleased to have made friends with Israeli Jews. This is something I could never think of doing at home." Lebanese.

"While we did not talk of politics on this experience, I feel that now I can respect another's differences and that they can respect mine. We may still disagree, but there is a certain amount of trust, of love that has built up. It's like a marriage relationship where trust and love for one another allows one to speak freely. I like this very much. I will at least keep in touch with the Arab friends I have made." Israeli Jew.

"The Spanish are nicer than I expected. The British are more communicative than I expected. Canadians are more practical than I expected. One Israeli Jew became my friend." Jordanian.

"I feel now more than ever that I would like to take part in joint programs between Arabs and Jews in my country." Israeli Jew.

"This experience has shown me that I can be friends with many different kinds of people. Among the friends I have made are two Israeli Jews and one Israeli Arab. One of the Israeli Jews asked if it would be okay to keep in touch by mail. I would be interested in this as well." Egyptian.

A more complete compilation of comments made regarding attitude and perspective change can be found in Appendix D.

Evaluation

This conference was a landmark event in the region and in many ways, a huge success. The fact that the conference reached completion without any major confrontations attests to the success of the event. No other event as this has successfully occurred for young people in the region. Dr. Josip Cicek, the environmental specialist from Yugoslavia remarked,

'We have been attempting to create a similar conference for the past five years in the region. LEGACY has succeeded where many have failed as they have built trust with people in the region. These long range personal relationships have helped to make this possible.'

LEGACY created a forum with which to continue working - the International Youth Conference for future leaders in the region. Youths came together knowing the potential interpersonal difficulties they would encounter. Experiencing a microcosm of the region, youths were introduced to peers in the region who share a common concern for the environment.

Young people also saw role models in the presence of the environmental staff. These experts in the field agreed to put aside the political differences of their countries

and to work together in an attempt to unite the efforts of the people sharing a fragile environment. At the close of the conference, these scientists were determined to continue their work together. They hope to act as a consulting team in the region.

Ultimately it is the long range impact of such programs that is of greatest interest. It is impossible to secure the results of an experience as this in such a short period of time as the changes one is attempting to make take time to evolve and emerge as new action. The best one can do is to look for short-term indicators of long range affect. Patience is a necessary virtue when working with action change (and other social) programs. This is simply a fact that must be kept in mind when contemplating future programs of a similar nature.

Social scientists now agree that one's behavioral intentions are a much greater predictor of long term change than are strictly a measures of attitude change. The following results from the post-conference evaluation form demonstrate the strong commitment of these youths to continue their work in this area:

When I return home, I intend to initiate an environmental service project:

<u>37</u>	in my community
<u>34</u>	outside my community but in my country
<u>7</u>	with others from another country
<u>15</u>	with others from more than one country

I will show the videotape:

<u>0</u>	only to myself
<u>37</u>	to my family
<u>24</u>	in my school
<u>21</u>	in my community
<u>16</u>	to a local television station
<u>32</u>	to a youth organization
<u>1</u>	other

Other outcomes of immediate interest are that one of the Israeli Jewish young adults proposed an Arab-Jewish conference on the Red Sea to be held at Sharm-el-Sheik in Sinai. It is her hope to find other interested parties on both sides to help make this a reality.

The Mediterranean Environment Youth Action Club, a formal network of youths interested in environmental protection of the region, was proposed.

In a similar vein, many individuals left committed to remain in personal contact with one another. For those individuals who live where mail does not flow freely between their countries, LEGACY has offered to forward mail to the desired addressee. As of this writing, this service is already being used.

It is the measured long range results which will provide a clearer picture of the impact of such an event. The use of the video magazine and the success of the environmental projects undertaken as a result of the conference will be monitored and reported on in the months to come.

Appendix A

Please take a few minutes to help us evaluate the Role Model Training Program you have just completed. Thank you.

I attended: _____all of the sessions
 _____most of the sessions
 _____some of the sessions
 _____few of the sessions

Cultural background_____

You have experienced many different aspects of training. Please tell how you feel each contributed to your readiness to participate in the Middle East Program. Please feel free to make comments after each one.

Small group discussions with mixed cultural groups.

_____excellent _____good _____fair _____poor
comment:

Presentations by the counseling staff.

_____excellent _____good _____fair _____poor
comment:

The Middle East focus weekend.

_____excellent _____good _____fair _____poor
comment:

Interactions with others outside of scheduled class.

_____excellent _____good _____fair _____poor
comment:

Readings I have been assigned.

_____excellent _____good _____fair _____poor
comment:

Films I observed.

_____excellent _____good _____fair _____poor
comment:

Presentation on values.

comment: _____excellent _____good _____fair _____poor

Group building exercises (Lost on the Moon, etc.).

comment: _____excellent _____good _____fair _____poor

Presentation on the environment.

comment: _____excellent _____good _____fair _____poor

Developing the Legacy Culturgram.

comment: _____excellent _____good _____fair _____poor

Presentation and activities on communication.

comment: _____excellent _____good _____fair _____poor

Time of day selected for training.

comment: _____excellent _____good _____fair _____poor

Discussions concerning the daily itinerary and travel needs.

comment: _____excellent _____good _____fair _____poor

Activity on adjustment.

comment: _____excellent _____good _____fair _____poor

_____excellent _____good _____fair _____poor
comment:

If you observed conflict during the training sessions, how was it dealt with?

Were you satisfied with the way it was handled?

What new perspectives on your role do you have as a result of training?

What new perspectives of the region have you gained as a result of training?

In your opinion, what were the most beneficial aspects of the training period?

What did you find to be the most negative aspects of the training period?

What would you like to see more of if this was to be done again?

What would you like to see less of if this was to be done again?

Thank you for taking the time to provide this information.

Appendix B

THE CARTAGENA DECLARATION OF THE
LEGACY MEDITERRANEAN YOUTH ENVIRONMENT CONFERENCE

September 5, 1985

Preamble

As representatives of eleven countries sharing the Mediterranean Sea, and three countries that share their concern; and after visiting overloaded water treatment centers, investigating industrial and mining pollution, and studying its detrimental effects on marine biology and ecology, we realize that the Mediterranean Sea is dying.

We as youths have enthusiasm, creativity, and motivation, and wish to be an active, peaceful force for change. We recognize the value of life and the need to preserve all forms of it. Therefore, in this very important International Year of the Youth, we are determined to hand down a legacy of a better world, a cleaner and healthier environment. We hope that our coming together with the common concern of improving our environment will serve as a model to show that youth are a valuable and willing resource for improving the environment of our planet.

We, as youths, express our deep appreciation for the work of UNEP and UNESCO in the past decade, both in the Mediterranean region and throughout the world. Agreements such as the Mediterranean Action Plan and the Barcelona Convention which address critical environmental issues and require commitments from participating countries are essential for the future survival of the planet.

We, as youths, recognize that we also must play an important role in promoting awareness of the environmental needs of our shared environment and in taking action to solve existing problems.

Existing Environmental Problems

The critical environmental problems which we have observed, and which we, as youths, now seek to address, include the following:

- * Pollution of the water, air, and land with industrial and human waste, including litter, oil, sewage, poisonous chemicals and non-biodegradable substances such as trace metals.
- * Overexploitation of natural resources in the form of deforestation, over hunting and fishing, and the misuse of land for tourism and agriculture.

Education

Given the fact that one of the biggest problems facing the environment today is a lack of public awareness, interest, information and education about environmental subjects, we, as youths, urgently recommend that:

- * Environmental awareness courses with hands-on community service projects be a required part of all University education.

- * To improve communication and build bridges between youth and children, many of these projects should be designed to utilize youths to educate school children about their environment.
- * Governments, private companies and universities promote grants for careers in environmental fields. Countries lacking environmental experts to train youths should encourage and aid their young people to study environmental sciences in other countries. To this end, exchange programs for students in environmental fields from different countries should be strongly supported.
- * Governments at the national and local levels insure the provision of adequate educational materials for use in courses on the environment at all levels, from kindergarten through university. All schools and groups should have films, slides, books, grants for environmental trips, etc.
- * Non-governmental associations promote environmental education, by forming environmental youth clubs and organizing environmental activities and projects. Such activities would include local and travelling summer camps, whose purpose is to promote awareness of the environment and hands-on service projects.

Media

Given the fact that the media plays the most critical role in the formation of public opinion, we urgently recommend that:

- * Youth make full use of various media technologies (TV, radio, press releases and articles, youth columns on the environment) to share with others their experiences and ideas for different environmental projects. This will encourage everyone to join in the struggle for a cleaner environment.

Financial Solutions

Given the incontestable fact that lack of finances are a major obstacle to the success of environmental awareness and action projects, we urge that:

- * Youths as individuals and organizations be encouraged and enabled to play a very important role in raising money for environmental activities. Under the slogan "Keep the Environment Clean", youths can sell environmental stamps, stickers, t-shirts; hold bake sales or car washes; and seek out donations in other ways.
- * Youths organize independent service projects on the local level to improve environmental conditions in their communities.
- * Youths gather, publish and disseminate information about the environment using materials available to them through their local communities.
- * An International Environmental Youth Fund be formed to funnel public and private-sector donations to youths with practical and workable project ideas.
- * All governments encourage youth environmental action by sponsoring youth environmental organizations.
- * Youths work with governmental agencies to create an international environmental information network in order to promote the common knowledge of peoples of all ages concerning the state of the environment, both on a global and local level.

Government

Given the fact that the most potentially powerful response to public opinion can lie with governments,

- * We as youth support stricter laws and enforcement of environmental regulations on the part of both individuals and companies. Income received from the fines should partially serve as a source of funding for environmental projects.
- * All countries should be made aware of the existence of international environmental treaties such as the 1976 UNEP Mediterranean Action Plan and the Barcelona Convention. Countries which have signed these treaties should modify their laws to include the points of the agreements and follow strict enforcement practices. Youths in countries who have not signed environmental treaties must urge their governments to do so.
- * More national and international environmental conferences should be held between selected youth organizations and also by the governments themselves. Youth representatives should be included in every aspect of governmental hearings and conferences.
- * All local municipal governing structures should include a Department of the Environment. Employees of this Department should be paid for by the national government, in order to ensure impartial monitoring of pollution control practices and environmental law enforcement. Youths should assist these departments by serving as volunteer environmental observers.
- * Governments should use their power in an objective way, encouraging international participation in a cleaner environment.

Industry

Given the fact that the primary source of global pollution is industrial, we as youth feel strongly that:

- * Every industry should have an ecologist or a specialist in environment hired by the government to monitor that industry's effect on the environment. If there are any problems, this person should be able to give solutions and enforce them.
- * All industries should establish recycling centers for their own waste products and effluents.
- * All industries should be held responsible for the immediate repair of any environmental damage their operations have caused.
- * UNEP should ratify and disseminate an environmental bill of rights for all countries.
- * Before establishing any new industries, an environmental impact study should be required to ensure present and future harmony with the environment.

Conclusion

As a result of this Conference, we have decided to create the Mediterranean

Environment Youth Action Club (MEYAC). This club will encourage environmental education, local action projects, and international communication among youths, publishing a semi-annual newsletter to share information about the Mediterranean.

As youth, we offer to work with our governments to share and exchange ideas, information, and action for the prevention of future problems and for the cure of current problems. We will voluntarily participate in work projects to save our environment.

This conference has made participants aware of the fact that the Mediterranean Sea is not just a body of water, but a treasure shared by all of the coastal Mediterranean people. We are committed to doing everything we can to guarantee the future survival of not only the Mediterranean region, but of our entire global environment.

Appendix C

POST-CONFERENCE EVALUATION FORM

Now that this Mediterranean Youth Environmental Conference is over, we ask that you take the time to complete the following forms. The information you provide will help us learn what you have gained from this experience, and how we might change future conferences. Thank you for taking the time to complete this form.

National/Cultural background _____

You have participated in many different activities during this conference. Please tell how you felt about each one by marking the space that best describes your attitude toward that event.

Example:

What did you think about the food that was prepared for the conference?

_____excellent _____good _____fair _____poor

If you thought the food was very good or excellent, you would place a mark next to the word excellent, like this:

excellent _____good _____fair _____poor

If you thought the food was generally good, you would place a mark next to the word good, like this:

_____excellent good _____fair _____poor

If you thought the food was just alright or fair, you would place a mark next to the word fair, like this:

_____excellent _____good fair _____poor

If you thought the food was very bad or poor, you would place a mark in the space next to poor, as this:

_____excellent _____good _____fair poor

Please tell us how you feel about each of the following aspects of the conference. Below each rating is a space which you can use to write your own comment. Please do so if you have something particular to say or suggest.

My cluster grouping was

_____excellent _____good _____fair _____poor
comment:

My cluster counselor was:

_____excellent _____good _____fair _____poor
comment:

The cluster arrangements in general were:

_____excellent _____good _____fair _____poor
comment:

The counseling staff in general was:

_____excellent _____good _____fair _____poor
comment:

The group building activities were:

_____excellent _____good _____fair _____poor
comment:

The morning lectures were:

_____excellent _____good _____fair _____poor
comment:

The service project was:

_____excellent _____good _____fair _____poor
comment:

Group discussions were
_____excellent _____good _____fair _____poor
comment:

The evening programs were:
_____excellent _____good _____fair _____poor
comment:

The individual cultural presentations were:
_____excellent _____good _____fair _____poor
comment:

The video training was:
_____excellent _____good _____fair _____poor
comment:

The keynote speakers were:
_____excellent _____good _____fair _____poor
comment:

The conference facility was:
_____excellent _____good _____fair _____poor
comment:

The food was:
_____excellent _____good _____fair _____poor
comment:

What aspects of the conference did you find the most rewarding?

What aspects of the conference did you find the least rewarding?

What was the most exciting thing you will remember from this conference?

Did you find the environmental information presented at you level of interest and ability?

Were you aware of any conflicts or disagreements that occurred during the week? If so, were you satisfied with how they were handled?

Please mark the space or spaces which best describe what you will do.

When I return home, I intend to initiate an environmental service project: (you may mark more than one space)

- in my community
- outside my community but in my country
- with representatives from one other country
- with representatives from more than one other country.

I will show the videotape: (you may mark more than one space)

- only to myself
- to my family
- in my school
- in my community
- to a local television station
- to a youth organization
- other (please explain who)

I intend to study or work in areas related to the environment when I return home

yes no

During the conference I have had close interactions with the following people:

- | | | |
|--|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> French | <input type="checkbox"/> Greeks | <input type="checkbox"/> Spaniards |
| <input type="checkbox"/> Moroccans | <input type="checkbox"/> Egyptians | <input type="checkbox"/> Israeli Jews |
| <input type="checkbox"/> Israeli Arabs | <input type="checkbox"/> Lebanese | <input type="checkbox"/> Turks |
| <input type="checkbox"/> Americans (USA) | <input type="checkbox"/> Jordanians | <input type="checkbox"/> Yugoslavians |
| <input type="checkbox"/> British | <input type="checkbox"/> Canadians | |

As a result of this conference my attitudes toward the changed (please tell how your attitude has changed in the adjoining space):

- French
- Greeks
- Spanish
- Moroccans
- Egyptians
- Israeli Jews
- Israeli Arabs
- Lebanese
- Turkish
- Americans (USA)
- Jordanians
- Yugoslavians
- British
- Canadians

Evaluation form addition:

How has this experience changed your:

attitudes-

interests-

ideas-

perspectives-

future plans-

other-

What suggestions would you have to improve the conference for next year?

Appendix D

What aspects of the experience did you find the most rewarding?

This has helped to build my confidence. I had never spoken to a group before, especially not in English. I prepared a short talk on desert reptile life at the environmental school and found my audience was interested in what I had to say. I have also learned that I can be in control of my own emotional state. At school I have a reputation for losing my temper. Now that I have been with a new group which does not label me, it is easier for a different me to emerge. I am especially pleased that I have made rfiends with people from countries I never imagined I could...for instance Egypt, Morocco, and Jordan. I have found these relationships with other environmentalists very rewarding. I felt surprisingly comfortable in the Arab homes we stayed in and wonder how I can maintain these relationships. Israeli Jew, age 17.

I am very happy, and very surprised. I have never had friends from Arab countries before. Now I have many...I have been dancing, singing, and laughing with people from Lebanon, Jordan, Egypt, and Morocco. Before, these people were only my enemies. Now we are friends. I am surprised and happy. Israeli Jew.

The warm welcome I received from the Legacy group. Israeli Jew.

I am especially pleased to have made friends with Israeli Jews. This is something I could never think of doing at home. Lebanese.

At first I was surprised to see Israeli Arabs and Israeli Jews together. But then when I thought about the goals of Legacy, this would seem so natural. French.

At first I didn't quite understand the Legacy process. I have since realized the impact I have on others and am more aware to be sensitive to their needs and emotions. Israeli Jew.

I am very surprised at how quickly I have become close with people who have always been my enemy, especially the Lebanese and Jordanian representatives. This will make a big difference in the way I think about others. I came to this experience open minded as a video director, but am really surprised at how close I feel to these people. Israeli Jew.

Meeting with new people and learning about their environmental problems, and initiating very good friendships in this short time. Jordanian.

Discussions. Everyone was given the chance to express their ideas. Lebanese.

Learning about different cultures and receiving lots of information about the environment. I also found out that by talking in front of big groups and in front of the video camera has made me become more self-confident. Lebanese.

Discussions about what we as youth can do. U.S.A.

Making youth aware of humanity's problems, especially the environment. Israeli Arab.

Getting to know other cultures and other people. Israeli Jew.

Meeting all the different people from different nations. Israeli Jew.

Meeting people from other countries. Israeli Jew.

The opportunity to meet people from many different countries. Israeli Jew.

To meet with Arab scientists from different Arab nations for the first time in my life. Israeli Arab.

To meet with people and learn about their culture and about their environment. Israeli Jew.

The communication and friendship among different cultures. Israeli Arab.

Meeting with people from different lands. U.S.A.

It gathered many young people from different countries and made them learn from each other, and that the staff gave us the knowledge of how to make good contacts with each other. Yugoslavian.

The international aspects. British.

I had the opportunity to meet, work with, and learn about people from different cultures. Spanish.

The useful meetings about the environment and the problems of the Sea. Egyptian.

Being here with so many different nationalities was very rewarding as I got to learn a lot about them. Egyptian.

What was the most exciting thing you will remember from this conference?

The fact that I made friends with people from the Arab countries. Israeli Jew.

How Arab youth can deal with Israeli youth. This was something I really couldn't imagine. Egyptian.

The most exciting thing was to meet and live with people from different countries. Egyptian.

The opportunity to know people from different countries and to realize that they are not so different from me. Spanish.

Meeting so many different people from different countries all with the same concern - for the environment. British.

That I met so many nice young people from so many countries. It is a shame this time is so short. Yugoslavia.

The atmosphere between people - feeling all as a group and mixing so well together. Israeli Arab.

The evening cultural performances. Israeli Jew.

That I met with my friends from Legacy again, and meeting with the other Arabs. Israeli Arab.

Meeting people from all over the world, especially the Lebanese. Israeli Arab.

Meeting people from many nations. Israeli Jew.

Interacting with the other participants in social and political/social areas. U.S.A.

The fact that so many people were so cooperative. Lebanese.

How we became one big family with one common goal - to save the environment. Lebanese.

That I had the chance to share such an experience with such a large number of people. Lebanese.

Meeting people from around the world to learn how the environment affects our lives. Jordanian.

I will remember the people I met at the conference the most. Jordanian.

Friends and the people were the most exciting thing. Jordanian.

As a result of this conference my attitudes toward the following people have changed (and tell how).

My attitude toward Moroccans, Egyptians, Lebanese, and Jordanians has changed. All I knew of them was that they are Arabs from enemy countries and all my life I saw them as fighters against my country's soldiers. I had a good and nice surprise because it had revealed to me that they are very nice people. Israeli Jew.

The Lebanese representatives were very special people. Israeli Jew.

The Spanish are nicer than I expected. British are more communicative than I expected. Canadians are more practical than I expected. One Israeli Jew became my friend. Jordanian.

Spanish were very helpful to me. I thought the Americans would not like me, but it turned out to be the opposite and they were very nice. Some of the Israeli Jews were good to me and I appreciated this a lot. Lebanese.

I used to think that the Moroccans weren't well educated; now I think exactly the opposite. I always thought Israeli Jews were aloof and degraded the Arabs, but now I realize how they are caring and helpful to everyone. Lebanese.

I had known some very traditional reserved Moroccans in the past. Those at the conference were more Western, more lively. I will not stereotype Moroccans anymore. I was also surprised to meet a Shiite Muslim who was fairly Western. U.S.A.

I was surprised to find that it was difficult communicating with some from my own cultural background who were from different nationalities. Israeli Arab.

My attitude toward Lebanese has changed for the better. Before I knew them only through the media. Israeli Arab.

I learned there are similarities among the differences in people. U.S.A.

I found more similarities than difference in the people here. Spanish.

In general, I think the young people from different countries haven't any problems living and working together. They can easily forget their differences. Spanish.

My opinion of Lebanese improved as I saw them all working on something together. My attitude toward my own people decreased somewhat as I felt they didn't really care about much. Egyptian.

How has this experience changed your attitudes?

I feel now more than ever that I would like to take part in joint programs between Arabs and Jews in my country (and abroad). Israeli Jew.

My attitudes towards those in the Arab nations has improved. Israeli Jew.

My attitudes toward Arabs has improved. Israeli Jew.

I have to go to the army next year and I will go with half my heart, not the whole of it as I thought I would. Israeli Jew.

This experience has shown me that I can be friends with many different kinds of people. Among the friends I have made are two Israeli Jews and one Israeli Arab. One of the Israeli Jews asked if it would be okay to keep in touch by mail. I would be interested in this as well. Egyptian.

I have more understanding and appreciation of others. Egyptian.

Now I want to help solve environmental problems. Egyptians.

An important thing is flexibility. Spanish.

I have become less prejudiced in my perception of others. Spanish.

I have gained a greater appreciation of the environmental problems that face the world. Anonymous.

I learned to be more open. Israeli Arab.

If people cooperate, they can achieve their goals. Lebanese.

To be more responsible in my life. Jordanian.

I realize the importance of personal interaction with different people. It helped me accept and understand other's views. Lebanese.

I learned how to accept people the way they are, how to respect different cultures, and how to live like other people do. Egyptian.

I can deal with Americans as friends, forgetting about nationality. Egyptian.

I've tried to listen to both sides of an argument. U.S.A.

For the first time I feel the power I have to move and change things. Israeli Arab.

How has this experience changed your interests?

I have an interest, and feel the responsibility, to work on the Arab/Jewish problem. Israeli Jew.

I am interested in visiting countries I never thought much about before. Lebanese.

My mind has opened to new problems I can attempt to solve. Lebanese.

In interacting with others and initiating new friendships. Jordanian.

I became more interested in the field of the environment. Lebanese.

I wish to attend more conferences. Lebanese.

The relationship between ecological problems and international relationships. Israeli Jew.

I am more interested in the environment. Israeli Jew.

I have an interest to see that the environment is not destroyed. Anonymous.

More interest in the environment. Yugoslavian.

My interest in the environment has grown. Egyptian.

I am more interested in people's cultures. U.S.A.

I am much more interested in helping solve problems of the environment. U.S.A.

I am more interested in foreign language and the environment. French.

Now I want to learn another language and to travel to those countries. British.

I have become more broadminded and interested in the Mediterranean region.

I am interested in doing something for my city, such as fighting pollution. Egyptian.

I am more interested in studying about biology and environmental concerns. Spanish.

I've become more interested in environmental affairs. Egyptian.

I'm interested in involving my profession (mechanical engineering) with the environment. Israeli Arab.

I have more interest in international problems and cultures. Israeli Jew.

I am more interested in helping to clean up my environment. Egyptian.

My interests in international studies, the environment, and traveling have grown. U.S.A.

I would like to learn a foreign language. U.S.A.

I have become more interested in educating my people and in cleaning up my country. Egyptian.

How has this experience changed your ideas?

Perhaps there are many ways I can cooperate with the Arabs. Israeli Jew.

I've started to think about activities to change the situation in my country. Israeli Jew.

It made me realize the importance of bringing Jews and Arabs together and that it is possible. Israeli Arab.

I used to think that my country would not be bothered by the problems of other countries. Now I realize I was wrong. Anonymous.

There might be other subjects that can bring different people together. Israeli Arab.

I've been thinking of new, creative, cooperative ideas. Egyptian.

I can be more at ease with people from other countries than I thought I would. Spanish.

I've learned many new ways of being active with the environment at home. U.S.A.

I know more about the ideas of other people now. Lebanese.

I have clearer views of how to improve the environment. Lebanese.

I've learned that there are Americans who think about other problems in the world. Egyptian.

I know I have changed because I am doing things for the first time that I would never do before. Israeli Jew.

How has this experience changed your perspectives?

While we did not talk of politics on this experience, I feel that now I can respect another's differences and that they could respect mine. We may still disagree, but there is a certain amount of trust, of love that has built up. It's like a marriage relationship where trust and love for one another allows one to speak freely. I like this feeling very much. I will at least keep in touch with the Arab friends I have made. Israeli Jew.

I now see the people from the Arab countries in a new perspective - as friends and not as enemies. Israeli Jew.

I can see those in Israel and Lebanon from another point of view. Israeli Jew.

It's surprising how comfortable I can be with someone from Lebanon when we were enemies not long ago. Israeli Jew.

I have become more open minded. Jordanian.

I see that humanity should cooperate with one another if they want the best conditions for life. Israeli Arab.

I have started to think about the future of human life. Israeli Jew.

I have learned that many people have the wrong idea about my country. Turkish.

The environment will be on my mind with every action I do. U.S.A.

I will try to seek out other people who share the same environmental problems. Spanish.

I've learned to look at issues in the Middle East from a broader perspective. U.S.A.

They are wider now. Egyptian.

It amazes me to actually see and experience how other people live. This is so much more meaningful than reading about it in a textbook. U.S.A.

How has this experience changed your future plans?

I have never had an interest in the Arab problem in Israel. They do have many problems. I had only been taught one view of them from school and the army. Now that I have lived with them I see their problems. I think I will become more active in learning about the problems of the West Bank. I will also try to keep in contact with the Israeli Arabs I have become close to. I would like to spend more time with them in their villages and learn more from them. I like them very much. Israeli Jew.

I will take more responsibilities and make more commitments toward cooperation and toward work on the environment. Israeli Arab.

My spare time will be spent on Arab/Jewish activities. Israeli Jew.

To have more meetings between Jews and Arabs and to continue experiencing living in both cultures. Israeli Jew.

I will do what I think is useful for the environment. Spanish.

I hope to take part in some of the projects done in my country to solve environmental problems. Egyptian.

I plan to cooperate with friends to help improve the environment. Egyptian.

It seems like there is a lot of work in store. British.

I think I will form a beginners group to study the environment. French.

I will try to meet with other people with similar concerns about the environment. U.S.A.

I hope to take part in, or start an environmental group at my college. U.S.A.

I want to work on my country's problems. Turkish.

I have been thinking about getting myself involved in environmental problems and projects. Egyptian.

I want to speak to young people in my country about the environment. Yugoslavia.

I may now work in international relations. Israeli Jew.

I want to work in an environmentally related position when I finish university. Lebanese.

To teach students of high school and elementary school to be aware of their environmental problems from an early age. Jordanian.

I plan to become a Middle East analyst and to become more aware of the people in the region. U.S.A.

To continue to take part in more international conferences. Israeli Arab.

To create an organization which will deal with problems of the environment. Israeli Jew.

AN EVALUATION OF THE
MEDITERRANEAN YOUTH ENVIRONMENT
TRAINING PROGRAM

Conducted by Legacy
June - September, 1985

Evaluation by:

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I.

INTRODUCTION

This is: (1) an evaluation of the Mediterranean Youth Conference; (2) Legacy's training capability as evidenced by its activities at Bedford, Va.; (3) Legacy's ability to organize and implement international youth programs; and (4) Legacy's management ability and cost consciousness.

It is more importantly an evaluation to:

1. determine how effectively environmental issues can be used to achieve cooperation between Near East Arabs and Jews;
2. determine whether the methods employed in the Cartagena Conference and the environmental tasks used to gain interest among the youth can be repeated by AID or State to reach the youth of the Mediterranean Region; and
3. assess the probability for successful post-conference follow-up by Legacy with the Cartagena participants.

II.

LEGACY: THE ORGANIZATION

Legacy is a project of a United States based 501(c)(3) tax-exempt organization, the Institute for Practical Idealism, a non-governmental organization affiliated with the United Nations. Legacy has 8 years of experience in bringing inter-

national youths together in a training program designed to build interpersonal and cross-cultural skills.

The core staff of Legacy lives in a commune or community adjacent to the Bedford, Va. facility. This community is led by Mr. J.E. Rash. Within the commune there are adults and children. All seem to share, to practice, or to observe commonly held values. Within the community, there is considerable deference to the leadership of Mr. Rash. The philosophical or religious base of the community is a bit hard to ascertain but it does have some of the characteristics of a cult.

III.

BACKGROUND

Legacy Programs

Since 1976, Legacy has been operating a six-week summer camp program for youth. There are two dominate themes in the Legacy Program. The first theme is intercultural. Legacy provides a designed intercultural experience where youth (9-18) from a variety of countries come together to engage in the tasks of living in, and operating, their own community for up to six weeks. They engage in most of the intra-structure activities necessary to maintain and govern a human community: coordination, decisionmaking, establishing procedures, maintenance, amusement, food production and preparation.

While a temporary community cannot duplicate the reality of maintaining a traditional culture, over time it does dupli-

cate the process. The intercultural focus of Legacy does create an environment where differences can be explored while operating in an inter-dependent/cooperative mode. This is a unique experience for youth from countries where divisiveness and subcultural isolation, based on religious, ethnic, or political differences, preclude all but hostile interaction.

The second Legacy theme is service. The summer program is so structured that service (work) is a natural function of maintaining the community. A high, positive value is placed on service and cooperation, whether it is in preparing and serving food, maintaining roads, cleaning, or caring for the needs of another.

An outgrowth of the intercultural emphasis is the two year old Middle East Dialogue. In 1983 the emphasis was on creating a non-threatening setting where Israeli and Arab youth could explore some issues of common concern and interact and cooperate with each other as well as with youth from other regions. The 1983-1984 programs were seen as successful in bringing about communications, establishing friendships, and breaking the traditional tensions or animosities transmitted by their cultures.

In 1984, Legacy designed and proposed three annual Near East Regional Cooperative Projects. The first of these was held in the Summer of 1985. It brought together 64 youths and 27 senior professionals. The 5 major components to this program were:

-Role Model Training in Bedford, Va.	July, 1985
-Intercultural Skills Training in Israel	August, 1985
-Intercultural Skills Training in Egypt	August, 1985
-Environmental Training in Spain	September, 1985
-Leadership Training in Bedford, Va.	July/August, 1986

Following the completion of these, there is to be six (6) follow-up activities conducted during 1985-86. They are:

- A Mini-Grant Program of \$10,000. This sum will be used to provide seed funding for local environmental projects initiated by participants in their home lands.
- A series of video tapes designed for each culture or sub-culture. The tapes will be used by participants to show to families, friends, sponsoring organizations, schoolmates, and for use, or possible use, by the local media.
- Follow-up between Legacy staff and participants to monitor mini-grant use and assist in developing other cooperative programs/projects.
- Publication of a quarterly newsletter to serve as a link among participants.
- A Leadership Training Course for 8 youths and 3 young adults from Near East Countries. This course will be held in 1986.
- A final report and evaluation.

The 1985 program composed of the components and activities cited above has been labeled the Mediterranean Youth Environmental Training Program. Its goals were:

1. To expose youth from different countries to differing perspectives and expand their points of view. This will automatically encourage cross-cultural understanding, an important ingredient for political understanding.
2. To initiate a forum which exposes the region's future leaders to effective methods for communication, cooperation, and management of conflicts and to apply these methods in a working model.
3. To introduce youth to peers from the same region in order to begin a dialogue about environmental issues of mutual concern and to explore the possibilities of regional cooperation in solving environmental problems.

This evaluation was written in October, 1985 and covers: Staff Training conducted at Bedford, Va.; Role Model Training, also conducted at Bedford; and the Mediterranean Youth Environmental Conference in Cartagena, Spain. In each of these cases, the evaluator was present for all or part of the program. Comments concerning the Egyptian and Israeli phases were derived from conversations with participants, Legacy staff, and from conversations with Ken Cushner, Legacy's evaluator and intercultural training expert.

Legacy brought together sixty-four (64) participants and thirty-four (34) staff members from fourteen (14) countries for the Mediterranean Youth Environmental Conference at Cartagena,

Spain. A total of 98 people participated in this conference. Thirty-seven (37) Americans and Egyptians participated in the seven (7) day Egyptian training program. Twenty-two (22) Americans, fourteen (14) Israeli Jews, and ten (10) Israeli Arabs participated in the thirteen (13) day Israel training program.

In Egypt and Israel the focus was on cross-cultural issues and collaborative behavior. These objectives were achieved by being together and working on service tasks. The focus of the Cartagena conference was the environmental pollution of the Mediterranean Sea. The process was one of working on specific environmental tasks in mixed cultural groups.

IV.

OBSERVATIONS

Meeting grant goals

Legacy successfully carried out the major element of the program, the two intercultural sessions, one in Egypt and one in Israel, and the Mediterranean Youth Conference in Cartagena, Spain. Two of the project goals were clearly achieved:

1. Youth from 13 different countries did meet and achieve cross-cultural understanding. Without doubt they have, at least for the period of the conference, "explained their points of view and cooperated across cultures." It was demonstrated that it is possible for youth from cultures and

countries, some of whom consider each other as the enemy, to work and live together while engaged in a common task.

2. An awareness of the need for joint coordinated action among the Mediterranean Countries was created, understood, and accepted. Participants, by examining and working on environmental problems in Spain, understood and accepted the need for national environmental action and regional coordination. Evidence of this was seen in the Cartagena Declaration of the Legacy Mediterranean Youth Environmental Conference, Annex B.
3. The third goal was not fully achieved. This goal was to: "initiate a forum which exposes the region's future leaders to effective methods for communication, cooperation, and management of conflicts and to apply these methods in a working model." Legacy had internal problems with communication, cooperation, and management. While not upsetting the conference, these problems did detract from the goal and created an undercurrent of uncertainty and concern.

At another level, good communication was achieved among participants. Cooperation was high within the four environmental project groups. Conflict among, or between participants

was absent except for one occurrence within the Israeli delegation. Participants, as you might expect, avoided conflict. Hence, there was little that could be learned about conflict management in the applied sense. The Young Adult Group received a lecture on conflict management.

The Setting and Spanish support

Legacy was faced with a major problem less than two months before the overseas portions of the program were to start. The Mediterranean Youth Conference was scheduled for Greece. As a result of the TWA hijacking at Athens, AID and the State Department required Legacy to hold the conference elsewhere. Given the very short time remaining before the conference and the problems already encountered in establishing and maintaining communications with overseas agencies that were identifying, nominating, and providing logistical support for participants, Legacy would have been justified in postponing the whole program. To Legacy's credit, it decided to try to hold all events as planned. This meant finding a new location that would meet conference logistical needs. This included finding a site adjacent to coastal environmental problems, problems that a host country would be willing to have used as "bad environment examples". Legacy deserves a great deal of credit for this decision and for its success in finding and securing a conference site in Spain that met all the criteria.

In support of the conference, the Youth Institute of Spain and the Institute for Conservation of Nature (I.C.O.N.A.), both official Spanish governmental organizations, provided staff support, seven participants (7), an environmental coordinator, Dr. Pedro Costa Morata, and two (2) environmental specialists, Jorge Morales, and Ivan Varela. The Spanish government, the regional and local governments, cooperated fully in all phases of the conference. Without their cooperation and support, the conference would not have been possible. The use of Alberto Colal University provided participants with excellent residential and conference facilities. Dr. Pedro Costa Morata identified four environmental projects and arranged for their use and acted as one of the project leaders. He was the key environmental person working with local community and industrial leaders.

The individual who performed the liaison function between Legacy and the Spanish government, was Andrew Malison. He was the person who obtained the permission of the Spanish government to hold the conference in Spain. He also obtained the support and participation of regional and local officials.

The Participants

A list of participants and information concerning them will be found in Annex A. There were a total of ninety-eight (98) people attending the Cartagena conference. Sixty-four were youth or young adults. Of the 64, 32 were from Near East

countries, 22 were from non-Near East countries, and 10 were from the United States. Ages ranged from 14 to 27 with the majority of participants in their early twenties. Most of the non-U.S. participants were either in college or had graduated from college. Unfortunately, the skills, educational backgrounds, and employment histories of the participants were not available during the conference. Such information would have been useful in developing project groups and employing people according to their abilities.

Nearly all the participants attended all sessions of a very full and exhausting schedule. The attitude of the participants was positive and cooperative. They worked hard to make the conference a success. The notable exception was the Greek delegation. For an undetermined reason, this group withheld its participation for most of the conference. They did, however, join and cooperate on the last two days of the conference.

Transportation problems were encountered; as a result, a number of participants arrived several days after the opening of the conference.

International Cooperation

Half of the youth in the conference had been "taught" as a result of national policy, religious heritage, and cultural tradition, to regard many of their fellow participants as the enemy. Many within this group have experienced war, the threat

of war, discrimination, and terrorism. Yet, brought together on a neutral ground in a conference where cooperation was an explicit value and given meaningful tasks to analyze and to do, they cooperated with one another, with the "enemy". More often than not, these products of hate cultures sought each other out. Friendships, at least of a temporary nature, were formed. Some perhaps will be able to maintain contact. All were bound together not only by their youth, but by the problem of preventing further deterioration of the Mediterranean Sea and healing her environmental wounds.

The non-Near East youth were essential, vital to the success of the conference. Because it was an international youth conference, it was possible for all Near East countries to send their young people. Since non-Near East groups were not infected with the virus affecting Arabs and Jews, they were able to act as the catalyst and perform a bonding function. They also served to remind their Near East companions of concerns other than those of the Near East. By mixing youth from 13 different countries, setting cooperative norms and values, defining substantive environmental tasks and engaging in recreational activities, this diverse group with its divisive components was able to work together.

Legacy's Training and Conference Management

° Role Models and Their Effectiveness -- Legacy did not provide all of the training it had planned for the Role Model

participants. I found in my session with this group, in Bedford, that they were not familiar with the objectives of the conference, did not know who from their group was to participate, and were, in fact, quite confused about the whole program.

Twelve (12) Role Model Youths participated in the Intercultural Skills training in Egypt. However, four (4), or 25%, of the Role Model Youth dropped out of the program and returned to the United States prior to completing the Egyptian program.

During the conference, I was unable to observe any particular contribution that this group made. Certainly there was no difference in behavior or leadership functions between the Role Models and other participants who had gone to camp at Legacy. The Role Models were somewhat younger than other participants; this may have made it difficult for them to be accepted as peers.

° The Training of Young Adults at Cartagena -- The grant proposal called for some 12 hours of special training for the 27 Young Adults who participated in the conference. (This group comprised 33% of the youth participants.) If this proposal had been carried out, it would have been very disruptive. They were participating members of the environmental project groups. Hence, they would have been part-time group members. This would have had an adverse effect on the various groups' behaviors. Legacy, at the urging of the environmental coordi-

nators, modified the Young Adult program to 6 1/2 hours thereby allowing full participation in project activities.

° Videotapes -- The environmental coordinator from Egypt, Dr. Moustafa Fouda, and the environmental coordinator from Israel, Dr. Avner Adin, are very concerned about the possible harmful effects the specially edited video tapes may have for the Near East participants who receive them.

° Over-all Management -- Legacy must be commended for organizing and implementing the overseas portion of this program. The participants were excellent young people. The environmental coordinators and environmental specialist were very well chosen and performed in an outstanding manner. The conference was a success.

Legacy's effectiveness was hampered because of fundamental characteristics of Legacy. The core staff set themselves "apart" from the participants and from non-Legacy staff. This was not planned or intended, yet it occurred. The closed group behavior of Legacy's staff, the deference rendered to Mr. Rash by Legacy staff, the unending references to Legacy and "the Legacy way", the tendency to impose Legacy norms or values on the participants did not go unnoticed by the participants. These actions and others caused three national groups, early in the conference, to express considerable concern about the "hidden objectives", the real intent of Legacy. The net result was the creation of an undercurrent of suspicion that spread to other groups by the end of the conference.

While Legacy was successful at organizing the conference, it encountered a number of operational management and organizational problems. Some of these are not uncommon to first time efforts or pilot programs and this conference should be included in that category. The following are items that need to be addressed should Legacy repeat the conference. They are:

1. As the conference started, the design agreed on in Bedford had been dropped and a new design adopted without consultation with the environmental coordinator. This design was seen as unworkable by the environmental staff. It was revised.
2. The conference was very over-programmed; too many activities and too little time to accomplish them. Overscheduling apparently also extended to the Egyptian program.
3. Legacy staff does not have any member with environmental expertise. This led Legacy staff to equate environmental tasks with activities such as picking up trash on the beach. It affected the quality and execution of the conference design.
4. Legacy's planning did not include sending an advance team to Cartagena. Hence, "near panic" occurred on the Friday and Saturday before the

- conference. It also resulted in not having a clear idea of the project sites, transit times, and office equipment in place and working.
5. The conference was overstaffed, but lacking in clerical support. There were 13 Legacy staff people, 9 environmental staff people, and 4 video staff people, a total of 26 staff people, yet it was not possible to get typing or xeroxing done in a timely manner. The staff was poorly organized and managed. Internal communication was very poor.
 6. Each day saw major changes in the next day's agenda. The revised agenda was not available until the evening of the day before it was to occur.
 7. The Legacy staff treated the participants as "kids" and used that term in referring to the participants. This was resented. It is likely a result of dealing with "kids" at Legacy's summer camp.
 8. A valuable attitudinal survey was lost because time was not allocated for the testing. A considerable amount of money and time had been devoted to developing the survey and translating it into other languages. Had the tests been

given, we would have had interesting and useful data on attitude changes as a result of the conference.

9. Legacy ignored fundamental learning and leadership principles. Group 4 of the environmental groups was unable, because of over-programming, to present its project and its recommendations to the rest of the conference. Hence, the week long work of 17 participants was not recognized. It also happened, by chance, that Group 4 was unable to reach its project site the first day because of overscheduling and insufficient transportation. The instructor, Dr. Moustafa Fouda, was unable to have his lecture notes and handouts typed and xeroxed for three days.
10. A principle objective of the conference was to focus on the role of youth in Mediterranean environmental affairs. It was a Youth Conference and the youth produced a Conference Declaration. However, at the official and formal ceremony held in Murcia, the regional capital, only Legacy people and Spanish officials participated. It was a Legacy affair. A representative of the Youth should have been present on stage and had an active roll in the ceremonies.

The Cartagena Declaration of the Legacy Mediterranean Youth Environmental Conference should have been presented by a participant. Apparently one reason this was not done was that Legacy had requested that the ceremony be shortened so that Legacy officials and their guests could catch an afternoon plane. I found this oversight, regardless of the reason, to be inexcusable. The Youth were not the only group overlooked at this ceremony. AID was not recognized as a sponsor of the program.

V.

CONCLUSIONS

1. The conference was a success and accomplished its goals.
2. Environmental tasks, if commonly held, can be used to bring diverse groups together to work on environmental issues and further international or interregional social and political cooperation
3. Conferences of the type held at Cartagena can be replicated to further Near East cooperation if they are international in character and have a focus on concrete (physical) environmental problems.
4. It would be possible to hold a Cartagena type conference with far less staff and at a lower cost.

5. It is useful, but not essential, to have a core group who has had a common experience (Legacy Camp) around which to build conference membership. However, there is nothing so unique about the Legacy experience that it would require that as the base. Many youth organizations would serve the same purpose, Eagle Scouts, etc.

6. Legacy's practices at Bedford are not directly transferrable to international youth conferences.

7. An international organization sponsoring a Near East conference may, politically, be more useful than an American sponsor.

8. The Role Model experiment did not provide a satisfactory return on the investment (\$90,354).

VI.

RECOMMENDATIONS

1. That AID and/or State continue to sponsor meetings with a Mediterranean environmental focus. At least two Mediterranean countries have expressed an interest in hosting future conferences. Such conferences can be used as the first step, the "excuse" that is politically acceptable for Near East participation. Action on Mediterranean environmental topics may lead to other areas of cooperation because of the legitimate manner in which other topics are related to the environment, i.e., tourism, transportation, industrial development, etc.

In the opinion of the evaluator, environmental conferences aimed at Mediterranean countries with an emphasis on Near East participation can be very powerful tools to demonstrate cooperation and mutual problem solving. Such conferences need to be well planned and should employ international organizations to conduct the conference. Organizations such as IUCN, UNEP's Regional Seas, or international youth organizations should be considered ahead of similar U.S. organizations. However, AID should not relinquish control of conference design.

2. Prior to distributing the video tapes intended for Arab and Israeli youth, it will be necessary to bring Dr. Avner Adin and Dr. Moustafa Fouda to Washington. This should be done just after the final edit, but before production. I cannot over emphasize their concern for the participants who will receive the tapes and for their own well-being.

3. That the follow-up activities to be performed by Legacy be monitored and evaluated.

4. That AID maintain contact with Legacy but also identify other organizations which could organize and backstop similar conferences. If Legacy is used again, it would be necessary to improve overall management, the conference design, and pre-conference planning. The design team must include one environmental specialist, an experienced trainer as well as Legacy personnel. It would be possible to do a 10-day conference for 100 people at a total cost of \$235,000 to \$275,000 and

with a staff of not more than 12 people, 5 of whom would be environmentalists.

5. That Annex B, a series of recommendations made by the Environmental Coordinators and the Environmental Specialists, be examined as the basis for future action.

Note: The results of an evaluation survey conducted by Kenneth Cushner are presented in Annex C. Please note that that survey does not contain any question relating to the environmental activities conducted at the Conference. The results represent returned questionnaires from 64 participants.

ANNEX A

1985 YOUTH PARTICIPANTS

MEDITERRANEAN YOUTH ENVIRONMENT CONFERENCE

9/15/85

<u>Country</u>	<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Organization</u>	<u>Legacy Participant</u>
<u>NEAR EAST:</u>					
<u>Israel: Arab</u>					
Youth Part.	Tarek Awad	18	M	Int'l Work Camp/ Deir El Assad	Alumnus
	Khalil Mari	18	M	"	"
	Rema Othman	16	F	"	"
	Kamal Amoun	18	M	"	Alumnus
	Kouther Morany	20	F	O.R.T. Environmental Program	Alumnus
Young Adult	Jinad Zubi	24	M	Interns for Peace	
Staff	Ibrahim Assady	35	M	"	Alumnus
<u>Israel: Jewish</u>					
Youth Part.	Yaarit Cohen	18	F	Kibbutz	
	Matana Damary	17	F	Boyer School	Alumnus
	Michal Dagan	22	F	ICCY	Alumnus
	Ofier Nahshon	16	M	Society for the Preservation of Nature	
	David Badler	17	M	"	
	Itzak Kori	24	F	ICCY	
Young Adults	Anat Icar	25	F	Hebrew University (Rehovot)	
	Shimon Parhenta	26	M	Field School Sede Boker	Alumnus
Counsellor	Tzila Hay	22	F	ICCY	Alumnus
	Georges Buzaglo	26	M	Tel Aviv University	Alumnus
Environmental Co-Coordinator	Dr. Avner Adin	43	M	Hebrew University	
<u>Egypt:</u>					
Youth Part.	Ahmed Ismail	17	M	Youth & Sport (Pioneer Sector)	Alumnus
	Ghada Ramzy	14	F	Youth & Sport (Pioneer)	Alumnus
	Rania Shaalan	15	F	AMIDEAST	Alumnus
	Iman Mandour	18	F	"	Alumnus
	We-am Abdullah	22	F	Youth & Sport (Youth Sector)	
	Yasir Bana El-Din	20	M	"	

Participants 8/22/85

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<u>Country</u>	<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>Organization</u>	<u>Legacy Participant</u>
<u>Egyptians, cont/d.</u>					
Youth Part.	Essam Adly	18	M	Arab Office Youtn & Environment	
Young Adults	Sherif Bana El-Din	24	M	Ornitnological Society	
	walid Monamea	25	M	Arab Office Youtn & Environment	
Staff	Emad El-Bannany	28	M	Youtn & Sport (Pioneer Sector)	Alumnus
	Hassan Ahmed	33	M	Video	
	Manmoud Ebaid	34	M	Youtn & Sport (Youtn Sector)	
Environmental Co-Coordinator	Dr. Moustafa Fouca	35	M	Al Azar University & Ornitnological Soc.	
<u>Algeria</u>					
Environmental Specialist	Mouloud Baitsa	42	M	Council on Micro Information	
<u>Morocco</u>	Khalid Idressi	23	M	Assn. for Future Studies	
	wassila Tazi	17	F	"	
<u>Lebanon</u>	Karim Jena	19	M	International College	
	Laila Misn'alani	18	F	"	
	Hania Addam	17	F	"	
	Mayada Kanj	23	F	"	
Coordinator: Environmental Specialists	Mounan Gena	47	M	American Univeristy and International College of Beirut	
<u>Jordan</u>	Fadia Mari	20	F	Yarmouk University	
	wafa'a Al-Agailen	20	F	"	
	Issa Gnazal	23	M	"	
	Amer Snadi	20	M	"	
<u>Non Near East</u>					
<u>Greece</u>	Vassilis Chryssikos	19	M	Athens Centre	
	Sotiris Makrinotis	24	M	"	
	Mariana Chliara	20	F	"	
	Fofi Harrisy	20	F	"	

Participants 3/22/85
page three

<u>Yugoslavia</u>	Anamarija Frankic	23	F	PMF University, Zagreb
	Manuela Kostic	18	F	Environ. Protection Council of Croatia
Environmental Specialist	Dr. Josip Cicek	42	M	Environ. Protection Council of Croatia
<u>France</u>	Arison Souza	22	M	Jeune et Nature
	Laparade Gregorie	23	M	"
	Nacer Chekara	27	M	"
	Thierry Avranoglou	22	M	Friends of the Earth
<u>Spain</u>	Valentina De los Reyes	18	M	ICONA
	Antonio Lompan	24	M	"
	Andres Pedreno	20	M	"
	Franciso Ropledano	20	M	"
	Nestor Sanchez	22	M	"
	Javier Ugarte	18	M	"
	Antonio-Maria Sancez-Villanueva	18	F	"
Environmental Co-Coordinator	Dr. Pedro Costa Morata	38	M	ICONA
Environmental Specialists	Jorge Morales	24	M	Institute Del Juventud
	Ivan Varela	24	M	"
<u>Turkey</u>	Biken Serim	18	F	Foundation for Environmental Problems
<u>U. S.</u>	Edward Van Ness	15	M	LEGACY
	Rafii Aftandelian	15	M	"
	David Lee	17	M	"
	Serge Ugarte	16	M	"
	Richard Ugarte	17	M	"
	Sang Hwang	19	M	"
	Asnley Traugnoer	18	F	"
	Sheloy Snamwell	16	F	"
	Debbie Gilman	19	F	"
	Debbie Taylor	21	F	"
Environmental Specialist	Kassra Kassraie	26	M	Bedford County Health Dept.
<u>Canada</u>	Elise Tousignant	23	F	Cercles des Jeunes Naturalistes
	Roxanne Desjardins	21	F	"
<u>England</u>	Alison McInroy	21	F	British Trust for Conservation Volunteers

ANNEX B

ANNEX B

Memo: To Legacy Staff
Date: 6 September 1985
From: Environmental Coordinators and Specialists

Following are the primary recommendations of the Environmental Coordinators and Environmental Specialists. This material is presented in outline form and is intended as a framework only.

I. ORGANIZATIONAL STRUCTURES

A. Board of Directors (5-8)

- Primary function to set policy and obtain funds
- Legacy and other sponsors
- Senior Environmental Specialist (should have international reputation)
- United Nations UNEP Senior Mediterranean Official
- Financial links

B. Advisory Committee

- Primary responsibility operational activities
- Mediterranean Environmental Specialist with international focus and interest in training youth
- Mediterranean youth representative
- Educator from European (Mediterranean) youth organization
- European and U.S. Environmental Specialist

Goal: Establish a long-term (10 year) program to train youth in various environmental fields.

Objectives

- Develop leadership skills in dealing with various environmental problems
- Acquire some basic environmental technical knowledge/skills useful in identifying environmental problems and planning response to problems
- Encourage participation and cooperation across international boundaries to address Mediterranean Environmental problems
- Foster communications, data collection, and data exchange among Mediterranean youth on environmental concerns
- To promote an interest in professional studies in environmental fields

Participants: There is a need for two levels of participation: a primary or basic level, and an advanced level.

Basic participants

- 15-19 years of age
- Completed some scientific courses or have had work experience in some phase of enterprise related to the Mediterranean Sea (e.g. fishing)
- Demonstrate an interest in environment
- Not less than 3/4 of participants would come from Mediterranean area
- Be proficient in English
- Be sponsored by national/local organization

Advanced Participants

- 19-25 years of age
- Enrolled in university; completed university degree; employed in environmental field
- Not less than 3/4 of participants would come from Mediterranean area
- Be proficient in English

Application criteria to be approved by Board.

Location

- Mid-sized to small city or rural area in Mediterranean coastal region
- In an area where there are multiple environmental problems
- Near a research or university laboratory that would provide some analytical support
- Easy air transport no more than one hour from airport with frequent service

Logistics

- Have available vans, busses, and boats on a demand basis during the workshop and in numbers sufficient to support workshop
- Office equipment in operating condition - extra typists, travel officer
- Computer and associated equipment
- Audio-visual equipment and blackboards, flip charts
- Medical servicer
- Minimal scientific equipment
- Good classroom space
- Good residential space near conference center
- Food available at other than meal times
- Central office

Planning

- Establish and maintain a 12 month time event chart that reflect recruitment, workshop, field activities, travel logistics and follow-up activities
- Identify and fix responsibilities and make available associated resources for the various activities
- Hold a design workshop on site 2-4 months prior to workshop
- Fix training design and training schedule one month prior to workshop

Basic Training Design

- To be 5-day training program with 3-day orientation/introduction team building session
 - Identify criteria and objectives for basic and advanced course
 - Link into national, Mediterranean and global environmental problems
 - Identify follow-up activities
- * Any primary sponsor for this program must have, on staff, a trained professional experienced environmentalist who will have overall responsibility to support these activities.
- * Legacy staff should have at least basic training in environment.

ANNEX C

Please tell us how you feel about each of the following aspects of the conference. Below each rating is a space which you can use to write your own comment. Please do so if you have something particular to say or suggest.

My cluster grouping was SCALE 4 → 1

_____ excellent _____ good _____ fair _____ poor
comment: 3.45 - 86%

My cluster counselor was:

_____ excellent _____ good _____ fair _____ poor
comment: 3.35 - 83%

The cluster arrangements in general were:

_____ excellent _____ good _____ fair _____ poor
comment: 3.02 75%

The counseling staff in general was:

_____ excellent _____ good _____ fair _____ poor
comment: 3.10 77%

The group building activities were:

_____ excellent _____ good _____ fair _____ poor
comment: 2.72 68%

The morning lectures were:

_____ excellent _____ good _____ fair _____ poor
comment: 2.61 65%

The service project was:

_____ excellent _____ good _____ fair _____ poor
comment: 3.19 - 79%

Group discussions were

_____excellent _____good _____fair _____poor
comment:

2.94 73%

The evening programs were:

_____excellent _____good _____fair _____poor
comment:

2.48 62%

The individual cultural presentations were:

_____excellent _____good _____fair _____poor
comment:

2.94 73%

The video training was:

_____excellent _____good _____fair _____poor
comment:

2.48 72%

The keynote speakers were:

_____excellent _____good _____fair _____poor
comment:

3.15 78%

The conference facility was:

_____excellent _____good _____fair _____poor
comment:

3.24 81%

The food was:

_____excellent _____good _____fair _____poor
comment:

2.00 50%

What aspects of the experience did you find the most rewarding?

This has helped to build my confidence. I had never spoken to a group before, especially not in English. I prepared a short talk on desert reptile life at the environmental school and found my audience was interested in what I had to say. I have also learned that I can be in control of my own emotional state. At school I have a reputation for losing my temper. Now that I have been with a new group which does not label me, it is easier for a different me to emerge. I am especially pleased that I have made friends with people from countries I never imagined I could...for instance Egypt, Morocco, and Jordan. I have found these relationships with other environmentalists very rewarding. I felt surprisingly comfortable in the Arab homes we stayed in and wonder how I can maintain these relationships.
Israeli Jew, age 15.

I am very happy, and very surprised. I have never had friends from Arab countries before. Now I have many...I have been dancing, singing, and laughing with people from Lebanon, Jordan, Egypt, and Morocco. Before, these people were only my enemies. Now we are friends. I am surprised and happy.
Israeli Jew.

The warm welcome I received from the Legacy group.
Israeli Jew.

I am especially pleased to have made friends with Israeli Jews. This is something I could never think of doing at home.
Lebanese.

At first I was surprised to see Israeli Arabs and Jews together. But then when I thought about the goals of Legacy, this would seem so natural.
French.

At first I didn't quite understand the Legacy process. I have since realized the impact I have on others and am more aware to be sensitive to their needs and emotions.
Israeli Jew.

I am very surprised at how quickly I have become close with people who have always been my enemy, especially the Lebanese and Jordanian representatives. This will make a big difference in the way I think about others. I came to this experience open minded as a video director, but am really surprised at how close I feel to these people.
Israeli Jew.

Meeting with new people and learning about their environmental problems, and initiating very good friendships in this short time.
Jordanian.

Discussions. Everyone was given the chance to express their ideas. Lebanese.

Learning about different cultures and receiving lots of information about the environment. I also found out that by talking in front of big groups and in front of the video camera has made me become more self-confident. Lebanese.

Discussions about what we as youth can do. U.S.A.

Making youth aware of humanity's problems, especially the environment. Palestinian.

Getting to know other cultures and other people. Israeli Jew.

Meeting all the different people from different nations. Israeli Jew.

Meeting people from other countries. Israeli Jew.

The opportunity to meet people from many different countries. Israeli Jew.

To meet with Arab scientists from different Arab nations for the first time in my life. Palestinian.

To meet with people to learn about their culture and about their environment. Israeli Jew.

The communication and friendship among different cultures. Palestinian.

Meeting with people from different lands. U.S.A.

It gathered many young people from different countries and made them learn from each other, and that the staff gave us the knowledge of how to make good contacts with each other. Yugoslavian.

The international aspects. British.

I had the opportunity to meet, work with, and learn about people from different cultures. Spanish.

The useful meeting about the environment and the problems of the Sea. Egyptian.

Being here with so many different nationalities was very rewarding as I got to learn a lot about them. Egyptian.

What was the most exciting thing you will remember from this conference?

The fact that I made friends with people from the Arab countries. Israeli Jew.

How Arab youth can deal with Israeli youth. This was something I really couldn't imagine. Egyptian.

The most exciting thing was to meet and live with people from different countries. Egyptian.

The opportunity to know people from different countries and to realize that they are not so different from me. Spanish.

Meeting so many different people from different countries all with the same concern - for the environment. British.

That I met so many nice young people from so many countries. It is a shame this time is so short. Yugoslavia.

The atmosphere between people - feeling all as a group and mixing so well together. Palestinian.

The evening cultural performances. Israeli Jew.

That I met with my friends from Legacy again, and meeting with the other Arabs. Palestinian.

Meeting people from all over the world, especially the Lebanese. Palestinian.

Meeting people from many nations. Israeli Jew.

Interacting with the other participants in social and political/social areas. U.S.A.

The fact that so many people were so cooperative. Lebanese.

How we became one big family with one common goal - to save the environment. Lebanese.

That I had the chance to share such an experience with such a large number of people. Lebanese.

Meeting people from around the world to learn how the environment affect our lives. Jordanian.

I will remember the people I met at the conference the most. Jordanian.

Friends and the people were the most exciting thing. Jordanian.

As a result of this conference my attitudes toward the following people have changed (and tell how).

My attitude toward Moroccans, Egyptians, Lebanese, and Jordanians has changed. All I knew of them was that they are Arabs from enemy countries and all my life I saw them as fighters against my country's soldiers. I had a good and nice surprise because it had revealed to me that they are very nice people. Israeli Jew.

The Lebanese representatives were very special people. Israeli Jew.

The Spanish are nicer than I expected. British are more communicative than I expected. Canadians are more practical than I expected. One Israeli Jew became my friend. Jordanian.

Spanish were very helpful to me. I thought the Americans would not like me, but it turned out to be the opposite and they were very nice. Some of the Israeli Jews were good to me and I appreciated this a lot. Lebanese.

I used to think that the Moroccans weren't well educated; now I think exactly the opposite. I always thought Israeli Jews were aloof and degraded the Arabs, but now I realize how they are caring and helpful to everyone. Lebanese.

I had known some very traditional reserved Moroccans in the past. Those at the conference were more Western, more lively. I will not stereotype Moroccans anymore. I was also surprised to meet a Shiite Muslim who was fairly Western. U.S.A.

I was surprised to find that it was difficult communicating with some from my own cultural background who were from different nationalities. Palestinian.

My attitude toward Lebanese has changed for the better. Before I knew them only through the media. Palestinian.

I learned there are similarities among the differences in people. U.S.A.

I found more similarities than difference in the people here. Spanish.

In general, I think the young people from different countries haven't any problems living and working together. They can easily forget their differences. Spanish.

My opinion of Lebanese improved as I saw them all working on something together. My attitude toward my own people decreased somewhat as I felt they didn't really care about much. Egyptian.

How has this experience changed your attitudes?

I feel now more than ever that I would like to take part in joint programs between Arabs and Jews in my country (and abroad). Israeli Jew.

My attitudes towards those in the Arab nations has improved. Israeli Jew.

My attitudes toward Arabs has improved. Israeli Jew.

I have to go to the army next year and I will go with half my heart, not the whole of it as I thought I would. Israeli Jew.

This experience has shown me that I can be friends with many different kinds of people. Among the friends I have made are two Israeli Jews and one Israeli Arab. One of the Jews asked if it would be okay to keep in touch by mail. I would be interested in this as well. Egyptian.

I have more understanding and appreciation of others. Egyptian.

Now I want to help solve environmental problems. Egyptians.

An important thing is flexibility. Spanish.

I have become less prejudiced in my perception of others. Spanish.

I have gained a greater appreciation of the environmental problems that face the world.

I learned to be more open. Palestinian.

If people cooperate, they can achieve their goals. Lebanese.

To be more responsible in my life. Jordanian.

I realize the importance of personal interaction with different people. It helped me accept and understand other's views. Lebanese.

I learned how to accept people the way they are, how to respect different cultures, and how to live like other people do. Egyptian.

I can deal with Americans as friends, forgetting about nationality. Egyptian.

I've tried to listen to both sides of an argument. U.S.A.

For the first time I feel the power I have to move and change things. Palestinian.

How has this experience changed your interests?

I have an interest, and feel the responsibility to work on the Arab/Jewish problem. Israeli Jew.

I am interested in visiting countries I never thought much about before. Lebanese.

My mind has opened to new problems I can attempt to solve. Lebanese.

In interacting with others and initiating new friendships. Jordanian.

I became more interested in the field of the environment. Lebanese.

I wish to attend more conferences. Lebanese.

The relationship between ecological problems and international relationships. Israeli Jew.

I am more interested in the environment. Israeli Jew.

I have an interest to see that the environment is not destroyed.

More interest in the environment. Yugoslavian.

My interest in the environment has grown. Egyptian.

I am more interested in people's cultures. U.S.A.

I am much more interested in helping solve problems of the environment. U.S.A.

I am more interested in foreign language and the environment. French.

Now I want to learn another language and to travel to those countries. British.

I have become more broadminded and interested in the Mediterranean region.

I am interested in doing something for my city, such as fighting pollution. Egyptian.

I am more interested in studying about biology and environmental concerns. Spanish.

I've become more interested in environmental affairs. Egyptian.

I'm interested in involving my profession (mechanical engineering) with the environment. Palestinian.

I have more interest in international problems and cultures. Israeli Jew.

I am more interested in helping to clean up my environment. Egyptian.

My interests in international studies, the environment, and traveling have grown. U.S.A.

I would like to learn a foreign language. U.S.A.

I have become more interested in educating my people and in cleaning up my country. Egyptian.

How has this experience changed your ideas?

Perhaps there are many ways I can cooperate with the Arabs. Israeli Jew.

I've started to think about activities to change the situation in my country. Israeli Jew.

It made me realize the importance of bringing Jews and Arabs together and that it is possible. Palestinian.

I used to think that my country would not be bothered by the problems of other countries. Now I realize I was wrong.

There might be other subjects that can bring different people together. Palestinian.

I've been thinking of new, creative, cooperative ideas. Egyptian.

I can be more at ease with people from other countries than I thought I would. Spanish.

I've learned many new ways of being active with the environment at home. U.S.A.

I know more about the ideas of other people now. Lebanese.

I have clearer views of how to improve the environment. Lebanese.

I've learned that there are Americans who think about other problems in the world. Egyptian.

I know I have changed because I am doing things for the first time that I would never do before. Israeli Jew.

How has this experience changed your perspectives?

While we did not talk of politics on this experience, I feel that now I can respect another's differences and that they could respect mine. We may still disagree, but there is a certain amount of trust, of love that has built up. It's like a marriage relationship where trust and love for one another allows one to speak freely. I like this feeling very much. I will at least keep in touch with the Arab friends I have made. Israeli Jew.

I now see the people from the Arab countries in a new perspective - as friends and not as enemies. Israeli Jew.

I can see those in Israel and Lebanon from another point of view. Israeli Jew.

It's surprising how comfortable I can be with someone from Lebanon when we were enemies not long ago. Israeli Jew.

I have become more open minded. Jordanian.

I see that humanity should cooperate with one another if they want the best conditions for life. Palestinian.

I have started to think about the future of human life. Israeli Jew.

I have learned that many people have the wrong idea about my country. Turkish.

The environment will be on my mind with every action I do. U.S.A.

I will try to seek out other people who share the same environmental problems. Spanish.

I've learned to look at issues in the Middle East from a broader perspective. U.S.A.

They are wider now. Egyptian.

It amazes me to actually see and experience how other people live. This is so much more meaningful than reading about it in a textbook. U.S.A.

How has this experience changed your future plans?

I have never had an interest in the Arab problem in Israel. They do have many problems. I had only been taught one view of them from school and the army. Now that I have lived with them I see their problems. I think I will become more active in learning about the problems of the West Bank. I will also try to keep in contact with the Israeli Arabs I have become close to. I would like to spend more time with them in their villages and learn more from them. I like them very much. Israeli Jew.

I will take more responsibilities and make more commitments toward cooperation and toward work on the environment. Palestinian.

My spare time will be spent on Arab/Jewish activities. Israeli Jew.

To have more meetings between Jews and Arabs and to continue experiencing living in both cultures. Israeli Jew.

I will do what I think is useful for the environment. Spanish.

I hope to take part in some of the projects done in my country to solve environmental problems. Egyptian.

I plan to cooperate with friends to help improve the environment. Egyptian.

It seems like there is a lot of work in store. British.

I think I will form a beginners group to study the environment. French.

I will try to meet with other people with similar concerns about the environment. U.S.A.

I hope to take part in, or start an environmental group at my college. U.S.A.

I want to work on my country's problems. Turkish.

I have been thinking about getting myself involved in environmental problems and projects. Egyptian.

I want to speak to young people in my country about the environment. Yugoslavia.

I may now work in international relations. Israeli Jew.

I want to work in an environmentally related position when I finish university. Lebanese.

To teach students of high school and elementary school to be aware of their environmental problems from an early age. Jordanian.

I plan to become a Middle East analyst and to become more aware of the people in the region. U.S.A.

To continue to take part in more international conferences. Palestinian.

To create an organization which will deal with problems of the environment. Israeli Jew.