



Euro-Arab Training Course for Co-operation Youth Project through Nonformal Learning

December 2010 – December 2011

REPORT

A long-term training course of the Directorate of Youth and Sport of the Council of Europe and the League of Arab States aiming at developing the capacity of youth organisations that are active in Euro-Arab co-operation in the areas of nonformal learning, training, and intercultural dialogue.

The views expressed in this report are the responsibility of the authors and do not necessarily reflect the opinions of the Council of Europe.

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Executive Summary

This Euro-Arab Training Course for Co-operation Youth Projects through Nonformal Learning (LTTC) aimed at supporting Euro-Arab youth co-operation by developing the competences of thirty leaders of youth organisations from the Council of Europe and the League of Arab States countries as well as to support the development and the implementation of innovative projects for youth policy development, youth participation and intercultural dialogue through nonformal learning and by youth organisations.

The LTTC endorsed further political and regional recognition of youth work by the 2 partner organisations: the League of Arab States and the Council of Europe. At a time, the regional situation is witnessing rich transformative economic and political events, financial support is affected. Yet, there is an increasing demand and wide political legitimacy to keep the momentum of activity to serving and empowering young people.

The LTTC is considered an invitation for its participants and their organisations to continue working with young people to advancing youth work. Being partners, with knowledge, network, commitment, and ability to mobilise other partners to instilling impact and favourable results and create a safe space for young people to learn and grow.

The LTTC ran in the form of a long-term training course of 4 phases stretching over a period of one year. The phases included face-to-face and distance learning elements, in which each phase and learning feature is equally important. The phases tackled respectively or simultaneously contents of training youth leaders as well as project development and intercultural learning.

The 4 phases included 2 residential seminars at onset and end of training course, connected by e-learning and distant mentorship in addition to the practical development and implementation of a project reflecting the needs of their organisations and those of the young people they work with, based on nonformal learning and intercultural dialogue.

14 international projects were successfully organised keeping in mind the values, principles and purposes of nonformal learning, human rights education, democratic leadership and youth participation. Also, the multiple-phase approach allowed for a good balance between theory and practice, and between learning and practical implementation. Moreover, it helped participants perceive the training as a learning process that is necessarily longer than the duration of a single training seminar.

This first residential seminar addressed knowledge-related issues. Through input, practical workshops and sharing of experiences, the participants expanded their understanding of Euro-Arab youth co-operation, intercultural dialogue, democratic leadership, and youth participation.

During this phase, each participant worked on the implementation of his/her project. Participants received support and mentoring from the facilitators' team throughout the year. Additionally, E-learning and the use of e-tools played an important role in this phase, with exploration of a range of themes and methodological issues that were directly related to the LTTC and to the projects of the participants.

The second residential seminar meant to consolidate the learning, enrich the experience the participants had, and evaluate the overall relevance and achievements of this course. This was complemented by exchanges of good practices, reflection on the personal learning processes, and building up on the knowledge experience and quality criteria in this field.

Topics covered extensively through this LTTC included:

- The role of civil society organisations and youth workers as actors of change.
- Institutional framework for Euro-Arab co-operation: institutions and youth policies work.
- Project development and management.
- Intercultural learning and intercultural dialogue.
- Youth work, policy, and participation.
- Nonformal learning and competences development.
- Quality criteria in Euro-Arab co-operation projects.
- Youth work in the Gulf.
- Thematic workshops on democratic leadership and youth participation, intercultural communication and conflict transformation, the impact of social movements and the Arab Spring in European and Arab countries, and advocacy in youth work.
- Thematic input covering; feedback skills, learning for learning, nonformal learning principles, and regional support to Euro-Arab co-operation in the field of youth and culture.

The participation of the learners implied their responsibility to actively engage in the learning activities and in shaping the LTTC's learning process; including refinement of the objectives, contents and methodologies. Moreover, according to participants, learning support went beyond themselves, their peers and the facilitators' responsibility, there was interdependency between themselves and their mentors while the online support was possible and enriched by international contexts. In this context as well, the LTTC effectively established dialogue on the impact and quality of projects in the youth field in the Euro-Arab co-operation framework. The participants experimented together and shared lessons learnt and ways to increase quality, impact and results of their projects in light of limited resources. They identified the following objectives, criteria and guidelines for future projects connected with nonformal education and intercultural learning:

- The development of effective Euro-Arab partnerships that serve the interests of both regions and young people.
- The promotion of mutual understanding and intercultural dialogue.
- The promotion of values of democracy and human rights education.
- The support to Euro-Arab youth work and the strengthening of the role of youth organisations and its nonformal education component.

Background and Institutional History

The Euro-Arab youth co-operation was initiated more than 15 years ago by the Council of Europe with a series of activities in the area of Euro-Arab dialogue. Nonetheless, the most important area of co-operation in the recent years has been in the Euro-Mediterranean region through the human rights education and intercultural dialogue programme of the partnership between the Council of Europe and the European Commission in the field of Youth.

The co-operation with the League of Arab States is particularly articulated around the promotion of intercultural dialogue and youth policy co-operation. The co-operation took an important step forward with the participation of the Council of Europe in the Youth Forum of the League of Arab States in Jordan in 2008, and in Morocco in 2009. In April 2009, both institutions co-organised a training course for youth leaders at the European Youth Centre Budapest, which led to further co-operation in the framework of the Euro-Arab Youth Conference in Tunisia and Italy in 2010.

The co-operation is developed within a framework of purpose and values which includes:

- A commitment to a culture of universal human rights, to equality in dignity, equality of opportunities, and to the principles of non-discrimination;
- The recognition of the role of youth policies in promoting the autonomy, participation and social inclusion of all young people;
- Intercultural dialogue as the basis for respecting and integrating diversity as well as intercultural learning as a basic educational approach of international youth activities;
- The participation of young people and youth organisations as fundamental partners and stakeholders in youth policies and programmes;
- A shared responsibility to develop Arab-European youth co-operation as a way to overcome prejudice and mutual suspicion, to increase youth projects and co-operation as well as to address common challenges.

The experience provides ample evidence that the need for communication and dialogue between European and Arab youth is evident to ensure understanding and co-operation between youth organisation working in the field of intercultural dialogue and youth participation.

The first joint training activity between the Council of Europe's Directorate of Youth and Sport and the League of Arab States was a training course for youth leaders on democratic youth leadership and participation organised in 2009. The training reflected on the shared approach of the Euro-Arab youth co-operation to involve with non-governmental youth organisations and those that work closely with young people, and to create and develop new opportunities for training of youth workers and leaders. One of the conclusions from the 2009 course was the necessity to secure sustainability of the learning processes of participants and to enhance participants' abilities to implementing concrete Euro-Arab youth co-operation projects.

Along the same line of thought, the participants of the Euro-Arab conference, held in Tunisia and Italy in July 2010, on Migration, Human Rights and Development, recommended both institutions to '*continue their support of the Euro-Arab Co-ordination Meeting of Youth Organisations and to resume their co-operation in youth policy, youth participation and intercultural dialogue*'.

The Euro-Arab youth co-operation requires time to develop and for experiences to be acquired and evaluated as learning processes. Therefore and within the framework of the Council of Europe-Directorate of Youth and Sport's project on Intercultural Dialogue – Living Together in Diverse Societies and the League of Arab States co-organised the LTTC for youth leaders involved in and/or intending to become active in Euro-Arab youth co-operation projects.

Course Description

Aim and Objectives

The Euro-Arab Training Course for Co-operation Youth Projects through Nonformal Learning (LTTC) aimed at supporting Euro-Arab youth co-operation by developing the competences of thirty leaders of youth organisations from the Council of Europe and the League of Arab States countries as well as to support the development and the implementation of innovative projects for youth policy development, youth participation and intercultural dialogue through nonformal learning and by youth organisations.

The LTTC meant to:

- train thirty youth leaders from European and Arab countries in the areas of nonformal education, youth work, youth policy, youth participation and Euro-Arab co-operation;
- develop participants' understanding of concepts such as nonformal learning, intercultural dialogue, human rights education, youth participation, and youth policy;
- provide tools to understand and address challenges faced by young people from European and Arab regions, in relation to social and political participation, social exclusion and poverty, xenophobia, discrimination, racism, and prejudices;
- highlight the values underlying Euro-Arab youth co-operation and to reflect on how they can best be promoted in future youth projects;
- support the development of participants' competences in the areas of democratic leadership and youth participation, projects development and management, intercultural communication, advocacy and organisational capacity building;
- initiate, support, implement and evaluate innovative and sustainable youth projects with a multiplier effect across European and Arab regions;
- support the development of sustainable networks of youth organisations in the European and Arab countries;
- better understand the current realities of the youth field in the European and Arab countries as well as the relation with the youth policies and structures of the Council of Europe and League of Arab States youth sectors;
- further work towards needs-based youth policy developments.

Participants

The training course was attended by 28 participants (15 female and 13 male) (Annex IV). They come from a total of 22 countries representing 13¹ Council of Europe and 9² League of Arab States members. All participants are active in a youth organisation or an organisation working with and for young people at local or national level and supported by their organisations to develop and implement co-operation projects.

Participants were selected based on formal criteria, taking into account geographical and gender balance as well as diversity in the type of organisations represented and the scope of their work. Furthermore, the selection took note of participants' motivation to learn and share experience, potential to be multipliers and lead a youth project, and the feasibility of their project idea and support by their organisations.

¹ Azerbaijan, Bulgaria, Croatia, Finland, France, Greece, Italy, Portugal, Serbia, Spain, the former Yugoslav Republic of Macedonia, Turkey, Latvia.

² Bahrain, Egypt, Jordan, Lebanon, Oman, Palestinian Authority, Syria, Tunisia, United Arab Emirates.

However, external events impacted the initial participation make-up. Such events included mobility of participants and the fact that they have changed jobs in due course of the project. Yet, the most prominent are the popular uprisings in the Arab region. 9 participants could not complete the training course. Of these participants, 3 were succeeded by members of their organisations or countries and one could not take part in the final residential seminar due to health issues. Nevertheless, the participants actively co-operated and successfully organised 14 international projects and few more are still in the pipeline for implementation during 2012.

Programme set-up

The LTTC ran in the form of a long-term training course of 4 phases stretching over a period of one year. The phases included face-to-face and distance learning elements, in which each phase and learning feature is equally important. The phases tackled respectively or simultaneously contents of training youth leaders as well as project development and intercultural learning.

Through a logical programme build-up, the 4 phases included two residential seminars at onset and end of training course, connected by e-learning and distant mentorship in addition to the practical development and implementation of a project reflecting the needs of their organisations and those of the young people they work with, based on nonformal learning and intercultural dialogue.

The projects were developed keeping in mind the values, principles and purposes of nonformal learning, human rights education, democratic leadership and youth participation. Also, the multiple-phase approach allowed for a good balance between theory and practice, and between learning and practical implementation. Moreover, it helped participants perceive the training as a learning process that is necessarily longer than the duration of a single training seminar. Consolidation of the training focussed on the “learning of the learning” rather than the concrete results of participants’ projects supporting quality development of youth work experience.

Phase 1 – Introduction and preparation of the participants - the Internet

November 2010

The starting point and backbone of the LTTC were the participants’ experience in being youth leaders. Interventions from the facilitators meant to set the theoretical framework for the learning process. This phase served to create a common ground for presentation and communication among the participants and facilitators of the course. The participants’ course preparation included tools for self-assessment and individual assignments used by the facilitators’ team to finalise the design of the course. Based on an e-learning platform, this phase included:

- Getting to know each other.
- Building up a learning community.
- Learning how to work with the e-learning technology.
- Share expectations in relation to the course.
- Assess participants’ competences.
- Preparation for the seminar.
- Tools for analysis and understanding the context of the course – background readings.

Phase 2 - Initial residential seminar

6 – 12 December 2010, European Youth Centre Strasbourg, France

This first residential seminar addressed knowledge-related issues. Through input, practical workshops and sharing of experiences, the participants expanded their understanding of Euro-Arab youth co-operation, intercultural dialogue, democratic leadership, and youth participation. Moreover, they further explored and experimented with elements and dimensions intrinsically linked to the training of youth leaders with a specific focus on enhancing Euro-Arab co-operation and nonformal learning. Participants also developed their understanding of and analysed the challenges faced by young people in both European and Arab countries. Beside specific competence focussed sessions, a considerable part of the seminar was devoted to building and shaping the participants' projects which they were to implement during the next phase.

The first residential seminar included:

- Team building.
- Role of civil society as actor of change.
- Institutional framework for Euro-Arab co-operation: institutions and youth policies work.
- Project development and management.
- Thematic workshops covering: democratic leadership and youth participation, intercultural communication and conflict transformation.

Phase 3 - Project development and implementation

December 2010 - November 2011 - Participants' countries and the Internet

During this phase, each participant worked on the implementation of his/her project. Participants received support and mentoring from the facilitators' team throughout the year. Additionally, E-learning and the use of e-tools played an important role in this phase, with exploration of a range of themes and methodological issues that were directly related to the LTTC and to the projects of the participants.

Mentorship:

Mentorship took a blended style with face-to-face, and on-line meetings, conferencing, and emailing. The process started in Phase 2 and resumed throughout the LTTC. The facilitators' team gave support in semi-structured sessions in Phase 2 to take it up afterwards in the form of informal communication, counselling, and supporting participants to build up and implement their projects. The support varied from being motivational to actual assistance in project development, partners search, and possible financial support.

The Learning Platform:

The e-learning units ran on the learning platform www.act4-HRE.coe.int. E-learning units typically consisted of reading materials, forum discussion, and small exercises. During the e-learning phases the following topics were addressed:

- Intercultural learning and intercultural dialogue.
- Youth work, policy, and participation.
- Project management with a focus on monitoring and evaluation.
- Nonformal learning and competences development.

The News Forum:

The e-learning platform had a news forum where participants and facilitators updated each other on developments within the course and posted funding opportunities and resource material.

On-line Networking:

Most participants were also active on the Social Network site Facebook.com, posting regular updates regarding their projects, including spreading the calls for participants, photos, and video reports.

On-line Conferences:

4 on-line gatherings took place during this phase. Each provided the participants and facilitators with the opportunity to discuss the developments and challenges within their projects and address particular issues within their youth work such as youth participation, project relation to youth policy, learning aspects of their projects and communication strategies, among others. The on-line gatherings served also as a platform to discuss the impact of the Arab Spring on the participants' projects.

The e-learning tools remained available for participants after phase 4.

Phase 4 - Evaluation and consolidation seminar

8-15 December 2011, Dubai, the United Arab Emirates

The second residential seminar meant to consolidate the learning, enrich the experience the participants had, and evaluate the overall relevance and achievements of this course. This was complemented by exchanges of good practices, reflection on the personal learning processes, and building up on the knowledge experience and quality criteria in this field.

The second residential seminar included:

- Reconnection of participants and team.
- Evaluation of Phase 3.
- Feedback on projects and co-operation among participants.
- Evaluation of project experience.
- Sharing of experiences.
- Quality criteria in Euro-Arab co-operation projects.
- Youth work in the Gulf.
- Thematic input, covering; feedback skills, learning for learning, nonformal learning principles, and regional support to Euro-Arab co-operation in the field of youth and culture.
- Thematic workshops on the impact of social movements and the Arab Spring in European and Arab countries, and advocacy in youth work.

Training Modules

The LTTC addressed the development of participants' competences (skills, knowledge, and attitude) through an applied set of designed modules in the two residential seminars as well as in the complementary on-line learning period. The modules meant to generate knowledge and build participants' project management skills in relation to managing intercultural and cross-border co-operation youth projects between Europe and Arab countries. This training approach showed effectiveness in capitalising on participants' knowledge, creativity, and willingness to share, learn and act by mean of hands-on practical experience at a relatively difficult time for such co-operation due to the special circumstances that unfolded in several participants' countries.

The expected outcome were to create an interactive, inter-related, and co-operative training that supports:

- The understanding of intercultural dialogue, youth participation and of the main mechanisms and instruments for their promotion and application.
- Knowledge about the relevant programmes and instruments of the Council of Europe, the League of Arab States as well as both institutions' partners.
- Youth policies development, formulation, implementation, monitoring and evaluation.

- Critical thinking skills and the ability to create multiple perspectives on contemporary youth social and human rights issues related to young people in the context of Euro-Arab co-operation.
- Intercultural dialogue and its applicability in local youth work.
- Management of cultural diversity with youth groups.
- Nonformal learning and its role in developing youth projects as well as youth participation.
- Developing democratic leadership and participatory approaches with young people.
- Project planning and project management cycles.
- Communication and presentation skills.
- Networking and negotiation skills.
- Fund-raising and financial management.

To achieve the above-mentioned outcomes, the following modules were introduced in each stage of the LTTC:

First residential seminar (Annex I):

Module 1.1: Strategies for inclusion and team building

This module encouraged interpersonal communication and teamwork, incited curiosity about each other and ability to deal with ambiguity and accept diversity.

Module 1.2: Towards assessment and evaluation of the course processes and outcomes

This module assisted participants to reconstruct their experience, self-reflect, and assess their competences, learning needs and opportunities to learn throughout the LTTC. Also, linking participants' experiences to different phases of the LTTC by mean of mentorship and knowledge-transfer into projects.

Module 1.3: Project development and management

This module linked project management's principles, development, and implementation with the focus area, namely; intercultural dialogue, nonformal learning, and youth policy in the context of Euro-Arab co-operation. In the meantime, it supported sharing of good practices in planning, developing, implementing, and evaluation youth projects; including, needs assessment, definition of aims and objectives, elaboration of a plan of action, design of the programme, definition of the methods, methodology and approach, role of the evaluation within the project, human and financial resource management, among others.

Module 1.4: Thematic-based workshops

This module supported the development of participants' competences in the areas of democratic leadership and youth participation, intercultural communication and conflict transformation. It addressed participants' ability to analyse projects and link to policy discourse and intercultural dialogue.

Second residential seminar (Annex II)

Module 2.1: Towards assessment and evaluation of course: learning, processes, and outcomes

This module moved from reconstructing participants' experiences (*Module 1.2*) to consolidation of experiences and personal development. This module facilitated various assessment and evaluation activities that covered different aspects of participants' knowledge and skill-based learning in Euro-Arab youth work, project design and management, and the support given during the LTTC. It has also looked into the actual evaluation schools adopted by participants, few to mention are: the outcome mapping, empowerment evaluation, logical framework analysis, and internal and external feedback analysis. During one session, the participants reflected on their projects using the outcome mapping which put more focus on participation, learning, dialogue, and attitude changing within their projects, in another, they looked into the objectives, performance, processes, competences, and achievement models to extract learning from their own practical learning.

Module 2: Project skills and consolidation of the quality of projects addressing Euro-Arab co-operation

This module is divided into 2 sub-modules:

2.1: Nonformal learning, intercultural approach, youth participation, mobilisation and advocacy

2.2: Quality criteria, co-operation findings, and personal experiences

The module reflected on a number of elements identified as important in Euro-Arab co-operation in the field of youth, namely: the nonformal learning approach, intercultural dialogue, youth participation, mobilisation of young people and advocacy. All were put in the frame of project management skills, methods, tools and competencies in the field of youth work. Launching from the participants experiences, they contributed to the development of the quality criteria's draft document that was developed earlier by participants of a seminar covering Euro-Arab co-operation youth projects.

Module 3: Contextual input and testimonies (informative sessions, UAE and Gulf accounts)

This module attempted to analyse the external events that impacted on the participants' project development and implementation, learning, and interaction. This was represented by the discussions on the consequences of rise of youth movements and protests in 2011. The module also examined the particularity of youth work in the region hosting the seminar, the Gulf States.

On-line learning platform

This is a knowledge-based platform that consisted of a number of 'learning spaces', each of them tackling a specific topic or element of the LTTC. Adding to spaces aimed at participants' acquaintance, news, resources, and project sharing, partners database, and seminars documentation, the on-line platform provides exercises and reading material that are relevant to the subjects dealt with in addition to a space for information exchange about related processes and events. 4 particular spaces complemented the modules of the first and second residential seminars, namely:

Space 1: Intercultural learning and intercultural dialogue

Space 2: Youth work, policy, and participation

Space 3: Project management with a focus on monitoring and evaluation

Space 4: Nonformal learning and competences development

Special Focus: Nonformal and Intercultural Learning

The LTTC gave special attention to the understanding, practice, and experiences gained in nonformal and intercultural learning due to their importance in engaging and empowering young people in international youth exchanges and other educational events. The LTTC introduced several approaches for learning in order to meet these results. It was designed:

- Learner-centred and based on 'learning by doing' by mean of practical project application and self-directed development.

- ‘Participatory’ by basing the training on the experience of participants in which their contributions direct this process and enrich the group.
- Built on participants’ experiences of international youth work.
- ‘Blended’ by mixing several learning environments; physical meetings and on-line/distant learning, consultation, and sharing.
- Based on ‘intercultural’ communication and dialogue.

The participation of the learners implied their responsibility to actively engage in the learning activities and in shaping the LTTC’s learning process; including refinement of the objectives, contents and methodologies. Their understanding of nonformal learning as a pedagogical approach in youth project development and in promoting democratic practices was accented by the introduction to the principles of nonformal training, which considers:

- Learner-centeredness
- Transparency
- Agreement between trainers and learners on learning objectives, content and methodology
- Confidentiality
- Voluntarism of learners
- Participation of learners
- Ownership of the learning is with the learners
- Democratic values and practices

These principles contributed to placing the ownership of the learning process and outcomes and ensured the motivation and commitment of learners and the sustainability of learning outcomes. All these principles are linked to democratic values and practices that are a core content of youth work and training in the European and Arab context as promoted by the partner organisations: The Council of Europe and the League of Arab States.

Moreover, according to participants, learning support went beyond themselves, their peers and the facilitators’ responsibility, there was interdependency between themselves and their mentors while the online support was possible and enriched by international contexts. In this context as well, the LTTC effectively established dialogue on the impact and quality of projects in the youth field in the Euro-Arab co-operation framework. The participants experimented together and shared lessons learnt and ways to increase impact and results of their projects in light of limited resources. The following are the objectives, criteria and guidelines proposed by participants in relation to quality management of the future projects connected with nonformal education and intercultural learning (Annex III):

First: *The development of effective Euro-Arab partnerships that serve the interests of both regions and young people*, with an inclusive institutional approach, and contextualised project development that is built on a needs strategy through direct involvement and consultation of all stakeholders. Partnerships to guide the rights of civil association, recognition of youth work and nonformal education, as well as inclusive youth policy.

Second: *The promotion of mutual understanding and intercultural dialogue*, by ensuring space for exchange, sharing, and questioning at all levels of co-operation, and ensuring awareness to the processes of stereotyping and prejudices’ development, and knowledge about cultural and social realities. Tackling issues such as gender, religion and beliefs, traditions and values from a human perspective and respect are key to challenging stereotypes.

Third: The *promotion of values of democracy and human rights education*, by promoting and confirming equity, dignity, active participation, freedom of expression and equality throughout co-operation and activities practices.

Fourth: *The support to Euro-Arab youth work and the strengthening of the role of youth organisations and its nonformal education component*, by providing institutional support and assistance to young people's nonformal education and participation, and developing further the field of nonformal education in terms of innovation in programming and capacity building to workers. The support is strengthened by further encouraging the engagement of all stakeholders to promote nonformal education and international co-operation, and ensuring ongoing funding for Euro-Arab co-operation.

Description of Participants' Projects

The participants' projects (Annex V) targeted largely young people aged 15-30 years from various European and Arab countries. Among the targeted are also youth leaders, teachers, and youth workers. Most participants stated that the projects they ran contributed positively to the general framework of Euro-Arab intercultural dialogue, and enhanced young people's participation and involvement in their communities at large. However, the impact was considered less on youth policies discourse, human right learning and promotion of democratic participation.

A set of traditional and creative projects were implemented with the target groups such as training workshops, exhibitions, film-making, seminars, youth initiatives, talk forums, youth exchanges, as well as artistic expression as a tool for intercultural dialogue. Moreover, a number of the participants ran a long-term training course inspired by the experience they were gaining from participating in the LTTC.

During the LTTC's project phase, the participants and their organisations reiterated on the significance of involving their partners and their participating youth in the planning and implementation of projects. They designed their projects based on consultation, giving space to young people to decide on the issues to address and approaches used. More elements of success were also seen in:

- Creating youth committees in-charged of planning and supporting the project management.
- Facilitating activities across borders.
- Using stimulating methods in work with local communities.
- Creating workgroups.
- Providing a fair space for self-expression, and sharing.

A lot of work was done on building the trust between the young people and partners by enabling youth to learn through many activities such as engaging the partners and young people themselves in questioning the project and in the planning and implementation, and following-up afterwards. Key players of youth development at the local level were involved in the implementation to increase the ownership and co-operation among them and young people, using e-learning tools and dialogue helped to reaching the objective behind some projects.

Roles played by LTTC participants and their organisations

Most participants played multiple roles throughout their project phase; they acted as project designers, co-ordinators and communication coordinators between project stakeholders, learning facilitators and evaluators. Others included the role of motivator for the organisation and project team.

The support of local organisations to LTTC participants varied from one to the other, however, many took one of, if not all, the following roles:

- Planning, organising, facilitating logistical and administrative support.
- Supporting local and regional partner search, fundraising for projects, providing accommodation, transportation, and spaces for work.
- Motivating their LTTC participants.

Shortterm impact of participants' projects

In their final assessment of their projects, participants focussed on the power of influence such projects may have on people, organisations, and the communities they work at. The impact of participants' projects were outlined by them as follow:

Impact on implementing organisation:

- Establishing extended relations with new local and international entities.
- Increasing co-ordination between local NGOs working in the field of youth.
- Stronger understanding of human and organisational capacity of organisation.
- Improved knowledge and capability to manage international projects.
- Developing quality projects by mean of using various tools that suite the geopolitical context and fit the reality of all participating countries, organisations, and participants.
- Innovating work tools that do not only impact the learning of participants but also support individual and organisational social change processes.
- Supporting

Impact on participants:

- Increasing participants' abilities to apply practices of participatory democracy in their daily-life.
- Increasing the opportunity of participants to learn and share.
- Enhancing the understanding of participants to different cultures, traditions, and lifestyles.
- Improving participants' skills to use innovative means of communication and participation, such as web tools.
- Creating an international network of people wiling to promote intercultural dialogue.

Impact on community

- Increasing knowledge about host communities.
- Approximating between people from different countries through a series of designed and rich interaction with the host communities, and channelling of experiences in cases of the voluntary service projects.
- Raising awareness among community members and other local organisations to the importance of the voluntary sector for youth empowerment and youth participation.

Learning of Participants

Learning and development of participants are primary measures of success for this LTTC. To assess the learning development and good practices throughout the work processes, several approaches were taken by the facilitators' team through out the training phases to reflect on those successes. The facilitator's team employed structured post-reflective interviews that focussed on self-learning, projects learning in relation to NFE, ICL, Euro-Arab co-operation, and finally impact of mentorship.

Most participants reflected on the positive experience they went through during this phase, was it related to their personal growth, or self-awareness to what they would like to reach in their career, or through their engagement with young people. According to participants, the LTTC supported them put into practice a number of good practices that ensures quality Euro-Arab co-operation projects. From their experience, they reiterated on the presence of the following elements and requirements for good projects:

NFE:

- An informed facilitator who is well prepared and motivated to run the activities in a participatory and comfortable learning environment.
- Respect for diversity to secure quality of interaction and learning.
- Time for practicing and experiencing to reinforce and enrich learning.
- Human and financial resources to secure the sustainability and quality of projects.

Euro-Arab projects:

- Multiple partnerships from European and Arab countries to enrich sharing and dialogue.
- Encouragement of co-operation and networking among different project stakeholders and communities.

ICL:

- Provision of space and new experience to dialogue and work together.
- Multiple cultural and geographical interactions.
- An added value on respect of diversity matters.

Youth participation:

- Confidence and motivation of young people to change, share, and understand.
- Involving and engaging larger groups of young people.

Human right education

- An informed facilitator to support develop and animate a quality project.
- Positive employment of diversity issues.

Youth policy development:

- An informed facilitator to support develop policy approach and impact reflection at policy level.

The concepts related to NFE were of most importance to the participants and it is a domain that they require continual exposure to its practices, particularly in relation to the principles of transparency, confidentiality, and ownership of learning. In relation to these 3 principles, the majority were not sure of the extent they were able to reflect them successfully in their project implementation. Few related this to the short reflection they had on these principles and the little pre-experience they have in applying them.

Most participants believe that their understanding of the nonformal learning and their abilities to develop Euro-Arab co-operation projects changed. They highlighted better understanding of:

- The institutional framework supporting Euro-Arab co-operation.
- Tools that could be employed in their activities.
- How to work for and with young people in nonformal education and Euro-Arab co-operation context.
- How to plan and organise projects.
- How to identify regional youth development issues.

- How to manage sharing of information in an ICL context.
- How to network and develop partnerships for a Euro-Arab co-operation project.
- How to fundraise and leverage resources to achieve sought for results.

From the tools participants expressed their effectiveness and greater impact in the projects are: firstly; the European Voluntary Service- which contributes to stronger understanding of intercultural learning and dialogue, secondly; participatory approaches and open platforms- which opens communication among young people and supports teamwork, motivation, and ownership to achieve goals, and thirdly; innovative approaches through arts, sports, photography, theatre, and use of IT, among many others.

Participants believe that in their next project, they will research further about the countries involved and youth situation there. They will also focus their work in smaller cities to have more outreach to local community members where a higher impact could be sought. Moreover, they will work more intensively with partners and extend topics focus. The participants also highlighted the fact of sustainability; saying, building on their experience, they will ensure this aspect by increasing the international networking among partners, raising the awareness to the importance of such co-operation projects, and use various tools of nonformal education. In the meantime, they will work on their own learning in terms of increasing their competences in project design and management, facilitation skills, monitoring and evaluation skills as well as learning more about regional affairs.

Most participants expressed about the significant role mentorship played in motivating them to go on with their projects and giving them programmatic guidance to ensure project quality. The open communication channel, they had with the mentor and the support in planning, implementation and finding partners.

A major challenge participants faced was the hindered participation level from Arab countries because of the political happenings at the time. Travel funding was also addressed due to short project implementation phase.

Recommendations

The following recommendations are informed by the participants' experiences and aspirations for short- and medium- terms' development of the Euro-Arab youth work cooperation at partner institutions, their organisations, and their personal levels:

Partner institutions Support

- Continue encouraging and supporting the provision of assistance to Euro-Arab youth work by offering expertise, resources, and training and exchange opportunities.
- Supporting the ongoing development of quality criteria and tools for Euro-Arab co-operation.
- Extending the communication about training events to reach wider audience of youth organisations.
- Developing further partnerships at policy level in European and Arab countries in service of international youth work.
- Continue providing a space for Euro-Arab youth workers to learn, co-operate, and develop.
- Supporting the recognition of a common Euro-Arab youth policy framework and funding.
- Developing a co-management system for the partnership between the League of Arab States and the Council of Europe.
- Maintaining a public database of organisations active in the field/ or willing to join forces.

- Promoting and continue hosting the Euro-Arab co-operation online platform.

Organisational support

- Initiating further intercultural dialogue and Euro-Arab co-operation projects and expanding network of partner organisations.
- Contributing to the development of tools in the field of international youth work.
- Sharing and promoting the learning and the impact of their activities at local and national levels.
- Benefiting from the e-platform to continue sharing experiences on youth projects.
- Developing an observed Euro-Arab co-operation day to celebrate and promote co-operation and respect.
- Supporting the organisations own development and building the capacity of other local organisations working with young people.

Personal follow-up

- Maintaining the personal contact with the participants and the facilitators' team.
- Sharing ideas, experiences, and supporting each other to develop Euro-Arab projects.
- Deepening personal understanding of Arab and European countries and their peoples.
- Being active on platform to keep the contact with group and share resources and opportunities.
- Intensifying personal learning in intercultural dialogue, intercultural learning, nonformal education, youth policy issues, and youth participation.
- Expanding to new fields of co-operation, such as:
 - Democratic leadership and youth participation.
 - Volunteerism.
 - Human rights.
 - History of ancient civilisations.
 - Social change/transformation.
 - Peace and democracy.
 - Conflict resolution.
 - International policies.