мир

développement durable

civil society

intercultural dialogue

Europe, youth and globalisation

How big is your world?

AN ANTHOLOGY

governancía

participación

гражданское общество

démocratie

"How big is your world?"
– the Europe, Youth and Globalisation event

An anthology

Edited by Yael Ohana

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

All correspondence concerning this publication or the reproduction or translation of all or a part of the document should be addressed to:

Directorate of Youth and Sport
European Youth Centre
30, rue Pierre de Coubertin
F – 67000 Strasbourg
Tel.: +33 3 88 41 23 00
Fax: +33 3 88 41 27 77
e-mail: youth@coe.int
http://www.coe.int/youth

Contents

"How big is your world?"

Acknowledgements

> Foreword

This publication is one of the results of the Europe, Youth and Globalisation event that took place in Strasbourg in May 2004. During the preparation of the event, the steering group[1] responsible for its development was particularly concerned with ensuring that the rich discussions expected to take place would not go undocumented.

It was clear from the outset that the oral general report – prepared to pull together the main issues raised at the end of the event – could not hope to ensure the representation of the in-depth and complex discussions taking place in parallel activities such as cluster groups and working units. Hence, the steering group decided to commission the preparation of an anthology of documents resulting from the different work formats in which participants took part during the event.

The objectives of this publication are:

• to document the discussions of the event in the fullest possible detail, respecting their full diversity;
• to provide a written memory of the event for posterity;
• to provide a tool for further and more in-depth reflection on the status of globalisation and its relation to young people in the work of the Directorate of Youth and Sport, and more generally the Council of Europe.

This report is structured according to the main work formats of the event, including introductory and keynote inputs by experts and dignitaries from the Council of Europe and other institutions. However, the main content focuses on the very rich discussions that took place during the parallel activities within which the participants had the opportunity to interact and debate for more than a day and a half.

In terms of subject matter, the main objective of this report is to break down into its constituent issues the phenomenon of globalisation as it relates to young people, including several themes which have already been identified by the international community as priorities for the world, such as the HIV/Aids pandemic, gender equality and other Millennium Development Goals. In addition, this report addresses cer-

---

1. The steering group is the committee mandated by the co-managed statutory bodies of the Directorate of Youth and Sport to direct the planning and implementation of the event in co-operation with the directorate's secretariat. The group was composed of members of the Advisory Council on Youth and the European Steering Committee for Youth as well as representatives of the European Youth Forum. Assistance was provided by the secretariats of the Directorate of Youth and Sport and the North-South Centre of the Council of Europe.

tain overarching concerns of young people worldwide about the way that the phenomenon of globalisation is affecting their and other groups' lives and its implications for the wider political and social development of the world. Six main concerns were identified and treated, among them questions of global democratic governance, youth participation, education, employment, diversity, human rights and sustainable development.

This publication is accompanied by a CD-Rom of audiovisual and other materials produced before and during the event. It is a more interactive means of documenting this unique event and it is hoped that it will also provide a better understanding of the quality of the discussions that took place and the momentum for change it developed among those involved.

Preface

"Globalisation" is on the tip of everybody's tongue at the moment. People speak of the world as a "global village", as ever more interdependent and as growing ever closer together. Globalisation has become the panacea as well as the scapegoat for all the world's problems. And while there is much talk of the phenomenon, not enough is known about its effects on the development of society or the quality of people's lives.

We know that capital can now move around the world with relative ease, and that international trade has become freer. We also know that the pace of life and communication has become faster, but that a very small proportion of people have access to information and communication technologies. In the end, we also know that many parts of the world lag behind in terms of development, that certain traditional communities and their natural environments have been negatively affected, that human beings are not able to move as freely as goods, and that the effects of globalisation are not equally distributed. In the face of opportunities and benefits which accrue to so few people and negative effects which accrue to so many people, it is difficult to speak convincingly of a "global village". In a world where so many millions of people live on less than US$1 per day and can barely eke out survival, the calls for human rights and democracy sound hollow, but they need to be taken very seriously.

The key mission of the Council of Europe since its inception has been to safeguard and contribute to the development of democracy, human rights, the rule of law and social cohesion in the European context. In theory, such values as enshrined in the mission of the Council of Europe are universal and relevant for all of humankind. In practice, however, we know that these values are difficult to safeguard. Legal co-operation has gone a long way to institutionalise the protection of fundamental rights of individuals, citizens or non-citizens, in Europe and the responsibilities of governments towards everyone on their territory.

On the other hand, as so often reiterated, legal texts and conventions are simply not enough. Another approach to work for the values of the Council of Europe is also possible – a very human and dynamic approach – one bringing people together to face each other with their dilemmas and problems and to come up with ideas for dealing with those problems and for overcoming their dilemmas. The Directorate of Youth and Sport of the Council of Europe has had as its aim since its creation to bring young people together from different parts of Europe and to foster dialogue and mutual respect among them in the service of the development of democracy, human rights and social cohesion. With a responsible generation of young citizens

with a high level of global awareness, Europe has a better present and a better future in front of it.

On the occasion of the Europe, Youth and Globalisation event, which took place in May 2004 and from which this publication has been developed, the Council of Europe enlarged this dialogue to include young people from the rest of the world. And while this is not the first occasion on which such an enlarged dialogue has been fostered, it is the first occasion on which it took place in the context of the youth sector of the Council of Europe and on such a large scale. As such, this event and this publication are testimony to three important responses to the phenomenon of globalisation on the part of the Council of Europe:

• the fostering of active participation of civil society in ongoing debate, in particular in relation to "good governance", in and through the Council of Europe by creating increased opportunities for civil society actors to participate in policy debate and decision making;
• the fostering of international solidarity, through North-South dialogue, making governments accountable for their international development commitments and obligations and promoting the human rights dimension of global development issues;
• the fostering of intercultural dialogue through creating opportunities for young people from all over the world to meet and identify their common humanity.

Europe, youth and globalisation – three short words which say so much. Given the changing nature of the demographic reality of our world, it is clear that these three themes will be priorities for European policy makers in the coming years. The commitment of the Council of Europe is clear. Like the young people who attended this event, the Council of Europe believes in a just process of globalisation, one which respects human rights and which shares its benefits more equitably among all people of the world.

Terry Davis
Secretary General
Council of Europe

Glossary of abbreviations and terms

Abbreviations and organisations

A SEED
Action for Solidarity, Equality, Environment and Development. A SEED is a network that initiates action and campaigns on environmental and social justice issues. A SEED's main activities are promoting discussion, encouraging positive action, distributing publications and co-ordinating meetings.

AC
Advisory Council on Youth. The AC comprises thirty representatives of non-governmental youth organisations and networks. It provides opinions and input from the youth non-governmental organisations on all youth sector activities and ensures that young people are involved in the Council of Europe's other activities.

ACCORD
African Centre for the Constructive Resolution of Disputes. ACCORD is an international civil society organisation working throughout Africa to bring appropriate African solutions to the challenges posed by conflict on the continent.

AGESCI
Italian Association of Catholic Scouts and Guides.

BPW International
Business and Professional Women International. BPW International seeks to organise business and professional women worldwide to use their combined abilities and strengths to help women achieve economic independence and to create a powerful lobby for promoting women's issues.

CDEJ
European Steering Committee for Youth. The CDEJ consists of civil servants from Council of Europe member states and contracting parties to the European Cultural Convention. The CDEJ is responsible for promoting intergovernmental co-operation and serving as a framework for the examination of national youth policies.

CEDEFOP
European Centre for the Development of Vocational Education and Training. CEDEFOP is a European agency that helps promote and develop vocational education and training in the European Union. It is the European Union's reference centre for vocational education and training.

CENYC
Council of European National Youth Committees. Prior to the establishment of the European Youth Forum, this committee brought together and represented the interests of national youth councils in Europe. It participated in the co-management system of the Directorate of Youth and Sport.

CIRCOM
European Association of Regional Television. CIRCOM is a unique international audiovisual network in Europe with 376 public regional television stations from 38 countries. CIRCOM promotes and develops co-operation between its members, co-produces and exchanges programmes, and strengthens vocational training for journalists and technicians across Europe.

CIVICUS
World Alliance for Citizen Participation. CIVICUS is an international organisation dedicated to strengthening citizen action and civil society throughout the world.

CNRS
French National Centre for Scientific Research. CNRS is a public basic-research organisation that defines its mission as producing knowledge and making it available to society. CNRS service and research units are spread throughout France and cover all fields of research.

CoE
Council of Europe. The Council of Europe is Europe's oldest political organisation, founded in 1949. The Council was set up to defend human rights, parliamentary democracy and the rule of law; to develop continent-wide agreements to standardise member countries' social and legal practices; and to promote awareness of a European identity based on shared values which cut across different cultures.

CSAJ
Swiss National Youth Council. CSAJ (also SAJV) is a non-profit umbrella organisation of eighty-five youth organisations from across Switzerland. The main aims of CSAJ are the promotion of organised youth work, youth participation at all levels of social life and the representation of youth interests and concerns at national and international level.

DCI
Development Co-operation Ireland. DCI is the Government of Ireland's programme of assistance to developing countries.

DGIV
Directorate General for Education, Culture and Heritage, Youth and Sport of the Council of Europe.

DYS
Directorate of Youth and Sport. This is the section of the Council of Europe that is responsible for all issues and policies relating to both young people and sport.

EDF
European Disability Forum. The EDF exists to represent disabled people in dialogue with the European Union and other European authorities. Its mission is to promote equal opportunities for disabled people and to ensure disabled citizens' full access to fundamental human rights throughout their active involvement in policy development and implementation in the European Union.

EEE-YFU

European Educational Exchange – Youth For Understanding. This is a non-profit educational organisation which offers opportunities for young people around the world to spend a summer, semester or year with a host family in another culture.

ERYICA

The European Youth Information and Counselling Agency was established on 17 April 1986 in Madrid, in accordance with a recommendation adopted by the first European Colloquium of Youth Information Centres, organised in April 1995 in Marly-le-Roi (France). ERYICA is composed of national bodies (non-governmental or governmental) which seek to guarantee the right of young people to full and reliable information, which helps them to make the choices they face in their lives and which promotes their autonomy and their active participation in a democratic society.

ETUC

European Trade Union Confederation. It was established in 1973 to provide a trade union counterbalance to the economic forces of European integration.

EYC

European Youth Centre. These are residential training and education centres where youth leaders and workers, both voluntary and professional, can receive training in a variety of fields including human rights education and intercultural learning. There are two such centres, one in Strasbourg and one in Budapest. Both are instruments of the youth policy of the Council of Europe as implemented by the Directorate of Youth and Sport.

EYF

The European Youth Foundation is a fund established in 1972 by the Council of Europe to provide financial support for European youth activities. Since 1972, more than 300 000 young people, aged between 15 and 30 and mostly from member states, have benefited directly from EYF-supported activities. Its purpose is to encourage co-operation among young people in Europe by providing financial support to such European youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for the Council of Europe's fundamental values such as human rights, democracy, tolerance and solidarity.

Fédération Nationale Leo Lagrange

National Federation Leo Lagrange is an independent, secular and "republican" (in the French sense of the term) movement which aims to build a society based on progress and republican ideals, organised according to the principles of participative democracy, equality, social justice and secularism. The main action of the federation is educational and consists of assisting people to develop the means to act independently as conscious and responsible citizens. The movement is headquartered in France.

FEMYSO

Forum of European Muslim Youth and Student Organisations. FEMYSO's mission is to be a platform for Muslim youth organisations to congregate and exchange experiences in an effort to allow Muslims to have a greater voice in Europe.

FIAN

Food First Information and Action Network. FIAN is a human rights organisation "for the right to feed oneself", with members in all parts of the world. It defends the right of ordinary people to feed themselves in dignity.

FoE
Friends of the Earth. FoE is the United States' voice of an influential, international network of grassroots groups in seventy countries serving to defend the environment and champion a healthy and just world.

FoEE
Friends of the Earth Europe. FoEE is FoE's European counterpart (See FoE above).

GCCC
The Global Co-operation Co-ordinating Committee is a network of regional non-governmental youth platforms from around the world. The current members are: the African Youth Network, Arab Youth Union, Asian Students Association, Asian Youth Council, Caribbean Federation of Youth, European Youth Forum, Latin American Youth Forum, Pacific Youth Council and the Pan-African Youth Movement. The GCCC was established in 1997 and arose from the need for regional youth platforms to co-operate and work together on common global issues affecting young people. The GCCC is convened by the European Youth Forum.

GICT
Global Information and Communication Technologies. The GICT is the Global Information and communication technologies department of the World Bank Group. The GICT provides governments, private companies and community organisations with the capital and expertise needed to develop and apply information and communication technologies to reduce poverty and foster development.

Die Deutsche Gesellschaft für Technische Zusammenarbeit
German Development Agency for Co-operation. GTZ is an international organisation that promotes co-operation for sustainable development. GTZ provides viable, forward-looking solutions for political, economic, ecological and social development in a globalised world.

ICMYO
International Co-ordination Meeting of Youth Organisations. As a consequence of the lack of a facilitator for youth organisations acting at the global level to co-ordinate their political input into global institutions, as well as exchange their experiences at the regional level in order to have more impact at both levels, a task force (Pax Romana, WOSM and YFJ) decided to organise an international co-ordination meeting of youth organisations. The main objectives of ICMYO are the strengthening of co-operation among youth organisations at the regional and global levels and the co-ordination of political inputs to global youth policy processes, such as the Youth Employment Network (YEN), the World Bank Youth Dialogue and the "World Programme for Youth to the Year 2000 and Beyond" evaluation process (WPAY). ICMYO will meet at least once a year.

ICTs
Information and communication technologies.

IFHOHYP
International Federation of Hard of Hearing Young People. IFHOHYP is an international non-governmental federation for national and regional youth organisations that are dedicated to hard of hearing young people throughout the world independent of sex, race, religion, nationality and politics. IFHOHYP is comprised of organisations from mostly European countries and their greatest priority is improving the quality of life of hearing impaired youth worldwide, while promoting equal rights for hard of hearing young people.

IFLRY

International Federation of Liberal Youth. IFLRY is an international umbrella organisation of liberal and radical youth organisations. It is the platform for co-operation among liberal and radical youth and student organisations throughout the world. IFLRY's policies are based on a belief in the universality and indivisibility of human rights.

IGLYO

International Gay and Lesbian Youth Organisation. IGLYO is a non-profit organisation funded by membership fees, individual contributions and financial assistance from the Council of Europe's European Youth Foundation and the European Union. IGLYO works to end all kinds of discrimination against lesbians, gays and bisexuals in all areas of life.

ILO

International Labour Organization. The ILO is the specialised UN agency which promotes social justice and internationally recognised human and labour rights.

IMF

International Monetary Fund. The IMF is an international organisation of 184 member countries. It was established to promote international monetary co-operation, exchange stability and orderly exchange arrangements; to foster economic growth and high levels of employment; and to provide temporary financial assistance to countries to help ease balance of payments adjustment.

INGYO

International non-governmental youth organisation.

IUSY

International Union of Socialist Youth. IUSY is made up of 143 socialist, social democratic and labour youth organisations from 100 countries throughout the world. These organisations fight for freedom and human rights, democracy, equality, universal solidarity and political solutions to conflict.

IYHF

International Youth Hostel Federation. This is a not-for-profit membership organisation that supports Unesco and the vision of world peace. IYHF promotes peace and international understanding among all people of the world.

IYNF

International Young Nature Friends. IYNF is the international umbrella organisation of the Young Nature Friends movement, which has national organisations in more than 20, mostly European, countries and altogether over 400 000 members.

JC

Joint Council on Youth. The JC is a co-decision body, bringing the CDEJ and the AC together. It establishes the youth sector's priorities, objectives and budget envelopes.

KLJB

Catholic Rural Youth Movement Germany. Affiliated to MIJARC, see below.

LIJOT

National Youth Council of Lithuania. LIJOT is comprised of twelve youth organisations that co-ordinate actions to solve common problems, represent the interests of national youth organisations and create a network of youth organisations. LIJOT's

objectives are to promote youth initiatives, induce mutual understanding and co-operation among young people, and induce constructive youth activity beneficial to both state and society.

LNU
Norwegian Youth Council. The LNU is a body for co-operation between children's and youth organisations in Norway. These organisations work in many different areas, but they have a common platform in their voluntary involvement for, by and with children and youth.

MIJARC
International Movement of Catholic Agricultural and Rural Youth. MIJARC is an international non-governmental youth organisation run by young people for young people. Young people between 15 and 35 years of age, regardless of socioeconomic status, meet together in local groups to learn to deepen their understanding of current situations and take action in the places where they live.

NCYOG
National Council of Youth Organisations of Georgia. NCYOG represents sixty-five non-governmental youth organisations in Georgia for the purpose of facilitating active co-operation between member organisations. NCYOG provides legal protection for member organisations, promotes the concept of democracy and pluralism amongst young people, involves young people in public democratic activities, and helps member organisations to achieve their goals and establish outside contacts.

North-South Centre of the Council of Europe
The European Centre for Global Interdependence and Solidarity, better known as the North-South Centre of the Council of Europe, was established in 1989 by the Council of Europe to encourage North-South co-operation and solidarity and to improve education and information on the ties of interdependence that bind the world's inhabitants.

NOVIB
Oxfam Netherlands. NOVIB works closely with Oxfam International and with more than 3 000 local organisations to form a worldwide movement of people who support a world that is free of poverty for everyone. Campaigning in the Netherlands, NOVIB supports local development projects and influences the policy of national and international governments and organisations.

OSCE
Organization for Security and Co-operation in Europe. The OSCE is the largest regional security organisation in the world with fifty-five participating states from Europe, Central Asia and North America. It is active in early warning, conflict prevention, crisis management and post-conflict rehabilitation.

SALTO
Support and Advanced Learning and Training Opportunities. SALTO is a network of eight resource centres working on European priority areas within the youth field. It provides youth work and training resources and organises training and contact-making activities to support organisations and national agencies within the framework of the European Commission's youth programme and beyond.

SOLWODI
Solidarity with Women in Distress. This is a non-confessional and non-party political organisation that assists women in situations of distress or who are affected by emergencies. It came into being in 1985 in Mombassa, Kenya.

ULB

Université Libre de Bruxelles. This is one of the main national universities of Belgium. In English it is called the Free University of Brussels.

UNDP

United Nations Development Programme. UNDP is the UN's global development network that advocates change and provides countries with knowledge, experience and resources to help people build a better life. UNDP is on the ground in 166 countries, working with local people on their own solutions to global and national development challenges.

Unesco

United Nations Educational, Scientific and Cultural Organization. Unesco promotes international co-operation among its member states in the fields of education, science, culture and communication. It functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The organisation also serves as a clearing-house – for the dissemination and sharing of information and knowledge – while helping member states to build their human and institutional capacities in diverse fields.

UNHCR

Office of the United Nations High Commissioner for Refugees. The protection of some 17 million uprooted people is the core mandate of UNHCR. Using a worldwide field network, UNHCR seeks to provide at least a minimum of shelter, food, water and medical care in the immediate aftermath of any refugee exodus.

Unicef

United Nations International Children's Emergency Fund. Unicef works to build a world where the rights of every child are realised. It has the global authority to influence decision makers and works with a variety of partners at the grassroots level.

VSS

Swiss Students' Union. VSS represents the interests of students in Switzerland. It co-ordinates the requests of its members and co-operates with national and international organisations. Its most important aims are democratisation and equality.

WAGGGS

World Association of Girl Guides and Girl Scouts. WAGGGS is the umbrella organisation for all the national girl guide and girl scout organisations in the world. WAGGGS is the largest voluntary organisation for girls and young women in the world, and one of the world's seven largest international youth organisations.

WB

World Bank. The World Bank's mission is to fight poverty and improve the living standards of people in the developing world. It is a development bank which provides loans, policy advice, technical assistance and knowledge-sharing services to low and middle income countries to reduce poverty. The bank promotes growth to create jobs and to empower poor people to take advantage of these opportunities

WCAR

World Conference Against Racism. Occurring as the result of a UN General Assembly resolution, WCAR was a one-week conference which took place in Durban, South Africa, in 2001 for the purpose of examining the state of global racism.

WOSM
World Organisation of the Scout Movement. This is the worldwide co-ordination organisation of all scout organisations. According to its website, scouting is education for life, a movement for youth, international, open to all, fun with a purpose, a challenge for adults, voluntary, non-political and non-governmental.

WSSD
World Summit on Sustainable Development. Also known as the Johannesburg Summit 2002, the WSSD brought together heads of state and government, national delegates and leaders from non-governmental organisations, businesses and other major groups to focus the world's attention and direct action toward meeting difficult challenges, including improving people's lives and the conservation of natural resources.

WTO
The World Trade Organization (WTO) is the only global international organisation dealing with the rules of trade between nations. At its heart are the WTO agreements, negotiated and signed by the bulk of the world's trading nations and ratified in their parliaments. The goal is to help producers of goods and services, exporters, and importers conduct their business.

YFJ
European Youth Forum. The YFG is an international organisation established by national youth councils and international non-governmental youth organisations to represent the interests of young people from all over Europe. It is the youth platform in Europe representing youth organisations in international institutions – mainly the European Union, the Council of Europe and the United Nations. It serves to channel the flow of information and opinions between young people and decision makers.

Terms

Co-management
Co-management refers to the system of co-operative decision making that governs the programme of the Directorate of Youth and Sport of the Council of Europe. Equal numbers of governmental and non-governmental youth representatives make decisions together concerning the policy and orientation of the DYS programme through this system.

IRD
Inter-religious dialogue. A process by which people from different religions search for what is common to humanity through an exploration of faith related issues. It is also a process of cross community co-operation.

LGBT
Lesbian, gay, bi-sexual and transgender. This is the term used to signify the sexual orientation of persons who are not heterosexual.

MDG
Millennium Development Goal. These goals are a set of time-bound and measurable goals and targets for combating hunger, poverty, disease, illiteracy, environmental degradation and discrimination against women which were agreed to by world leaders in September 2000 and which have since been put at the centre of the global agenda for development.

Quadrilogue system

The European Centre for Global Interdependence and Solidarity, better known as the North-South Centre of the Council of Europe, was established in 1989 by the Council of Europe to encourage North-South co-operation and solidarity and to improve education and information on the ties of interdependence that bind the world's inhabitants. Often presented as being the Council of Europe's window on the world, it asserts the values defended by the Council – respect for human rights, democracy and social cohesion – beyond the European continent. The centre is governed by a quadrilogue system: the combination of four partners from political institutions and civil society – governments, parliaments, local and regional authorities, and NGOs. This system helps build bridges between players with different approaches, viewpoints and priorities, generating constructive synergies.

Steering group

The steering group is the committee mandated by the co-managed statutory bodies of the Directorate of Youth and Sport to direct the planning and implementation of the Europe, Youth and Globalisation event in co-operation with the DYS secretariat. The group was composed of members of the Advisory Council on Youth and the European Steering Committee for Youth as well as representatives of the European Youth Forum.

Chapter 1.
"How big is your world?" – More than just a global event: a global space for discussion

The Europe, Youth and Globalisation event

From 5 to 9 May 2004, the Council of Europe organised a large-scale event on the themes of Europe, youth and globalisation under the slogan "How big is your world?" in Strasbourg.

Young people, who in their daily lives are affected by globalisation, need to better understand the mechanisms of this phenomenon in order not to suffer from its consequences. Reaffirming its commitment to peace, intercultural dialogue and social justice, the Council of Europe sought through this event to provide actors in the youth sector with:

- an opportunity to enter into a dialogue with each other and authoritative personalities on their experiences and perceptions of life in the context of globalisation, as well as on Europe's position and role in the world;
- an occasion to discuss common approaches for the development of political messages and effective actions to respond to the effects of globalisation, thereby encouraging good governance and the protection of human dignity worldwide.

More than 300 young people aged between 18 and 30, representing international non-governmental youth organisations, continental youth platforms and a variety of other associations – from all Council of Europe member states, as well as from other continents – participated in the event.

Some general statistical information concerning the event will provide a picture of the scope and scale of the event:

- 317 participants from 83 countries attended the event;
- 65 participants came from 42 non-Council of Europe member countries;
- 252 participants came from 41 states parties to the European Cultural Convention;
- 151 male participants and 166 female participants;
- several other international institutions and organisations, such as Unesco, the World Bank, UNHCR, la Francophonie and the United Nations Focal Point on Youth attended the event.

The programme included:

- two keynote inputs from prominent authorities in the field of globalisation on the theme "How big is your world?";
- six panel debates on themes related to the Millennium Development Goals: poverty, HIV/Aids, global partnership for development, gender equality, environment and education;
- six cluster panel debates on the following topics: democratic governance and youth participation, human rights and global responsibilities, culture and diversity, sustainability, peace, and education and employment;
- twenty-four parallel workshops on more specific issues or problems related to the above thematic areas;
- the village forum (a large-scale information and animation space) which included stands and exhibitions proposed by eight local/regional associations, fourteen international non-governmental (youth) organisations, one international institution and six departments or bodies of the Council of Europe. In addition, there were five live animations presented by two international institutions and three local associations;
- approximately eighty-five people (experts, animators, chairs, co-chairs, speakers, etc.) were involved in delivering the programme.

The Council of Europe – A European partner in the global debate

Since its foundation the youth sector of the Council of Europe, through its implicit co-operation with international non-governmental youth organisations (many with global reach) and work on the phenomenon of multiculturalism in contemporary societies (for example, the intolerance colloquia and the European Youth Campaign against Racism, Anti-Semitism, Xenophobia and Intolerance), has stressed that without intercultural dialogue, without the active participation of young people in social and political life, without the development of youth policies which aim to support young people's role within each society and without solidarity, the future of Europe will not be sustainable. All of these activities have reflected on and developed the notion of how people can live together. Now, this question can no longer be – if it ever were – limited to the confines of Europe, but has to consider the condition of the whole world.

At a time when the world is witnessing the emergence of a fledgling global civil society (from Porto Alegre to Larzac), when the world financial architecture is at the centre of public attention and when the *alter-mondialistes* are stressing the potential of an alternative approach to globalisation, it is hardly surprising that the issue appears on the political agenda of the youth sector of the Council of Europe. Within the Council of Europe, there is a need to re-evaluate the institution's efforts to imple-

ment its values, given that human dignity is by no means respected universally in Europe or the rest of the world. Moreover, when it comes to global social justice and the respect of human rights, Europe is as much part of the problem as part of the solution.

Furthermore, Europe, as a privileged region of the world, with resources and structures in the youth field unparalleled globally, has a responsibility to develop policy approaches addressing the consequences of global processes on the lives of young people. If the approach of the Council of Europe is that of openness and co-operation, then it is important that European co-operation take place in a context of global awareness and interdependence. Europe is, after all, part of the world.

For the youth sector of the Council of Europe the motivation to initiate such an event stems from having noted with concern that:

• despite the fact that globalisation has manifold effects on young people's daily lives, actors in the youth sector lack information and understanding about the specific effects of globalisation and their implications to be able to initiate sufficiently informed youth work;

• young people and relevant actors in the youth field at local, national and international level have few opportunities to meet, network and exchange experiences on globalisation. This limits the extent to which they have the capacity to promote responses to the consequences of globalisation, intercultural dialogue and solidarity;

• actors in the youth sector have few opportunities to reflect on how the instruments traditionally used for the promotion and implementation of youth policies can be adapted to the new and changing context of globalisation;

• actors in the youth field are already working to promote universal values such as equality, justice, peace and respect for human dignity, as pursued by the Council of Europe among others, and to some extent the sector suffers from problems of duplication in this field.

Following a proposal of the Advisory Council on Youth and a subsequent decision of the Joint Council on Youth Questions, the Directorate of Youth and Sport decided to implement a flagship youth event on the theme "Europe, Youth and Globalisation" within its Youth Building Peace and Intercultural Dialogue Programme, in co-operation with the North-South Centre of the Council of Europe and other partners. This initiative indicates the strong belief of the partners of the youth sector of the Council of Europe that the time had come for the Council to reflect on the need for a more specific policy on globalisation, and in particular on the consequences of globalisation for young people.

This initiative of the youth sector is in line with the expressed values and ongoing work of the Council of Europe more broadly. In this context, Resolution 1318 (2003) of the Parliamentary Assembly of the Council of Europe on globalisation and sustainable development, adopted on 30 January 2003, cannot be ignored. This resolution recommends, amongst other elements, that member states:

"i. put human beings at the centre of all development policy;

...

viii. undertake to support and promote cultural and linguistic diversity as a vital factor in sustainable human development ...;

ix. encourage new forms of participation in civil society by involving both citizens and non-citizens in the policy-making process, promoting dialogue at national and regional levels with communities themselves;

x. encourage the involvement of the opponents to globalisation in the policy-making process via peaceful means ...;

xi. promote global governance ...;

xii. promote global education to strengthen public awareness of sustainable development, bearing in mind that global education is essential for all citizens to acquire the knowledge and skills to understand, participate in and interact critically with our global society, as empowered global citizens."

It is also important to recall the results of the Forum on New Social Responsibility in a Globalising World: The Role of the State, the Market and Civil Society (Strasbourg, October 2002) and to the Conference on What Lifestyles for the Third Millennium? (Santorini, June 2001) at which the following statement was made:

"The new world order will be marked by the relationship between human beings and nature and by the fight against poverty. Our societies will have no future unless they are based on justice, stability and humanity." [2]

The 3rd Summit of Heads of State and Government of the Council of Europe, which took place in Warsaw in May 2005 also examined in more detail the specific role that the Council of Europe should take in the international institutional architecture, given the implications of global processes for the development of good governance, and was a good opportunity to mainstream the existing thinking in the Council of Europe on this phenomenon and to work towards more concerted policy efforts [3].

Aims and objectives of the event

While young people are often victims of the negative consequences of global processes, they also have a significant role to play in the struggle to humanise them. Participation in youth organisations and other civil society initiatives helps young people to become empowered actors of globalisation. Nevertheless, for significant change to be possible, support, co-operation and advocacy are necessary.

With these considerations in mind, the twofold aim of the event was:

- to provide young people and representatives of youth organisations with the opportunity to enter into a critical dialogue with each other, experts and policy makers on the experiences, perceptions and consequences of life as a young person in the context of globalisation in Europe and the rest of the world;
- to provide young people, youth organisations, governments, international organisations and other actors in the youth sector with the opportunity to create a common platform, political messages and effective action towards the effects of globalisation on the lives of young people, stressing the promotion of good governance and the globalisation of human dignity.

---

2. Quoted from the speech of Mikhail Gorbachev, President of Green Cross International at the Conference on What Lifestyles for the Third Millennium? (Santorini, June 2001).

3. The Youth Summit (15-16 May, 2005, Warsaw) took place in parallel to the 3rd Summit of Heads of State and Government of the Council of Europe. The declaration from the Youth Summit taking up such issues, is available on request from the Secretariat of the Directorate of Youth and Sport, Council of Europe.

The objectives of the event were, therefore, to:

• enable young people and representatives of youth organisations, from all over Europe and the rest of the world, and the Council of Europe to:

  • develop a deeper understanding of globalising processes and their effects on societies, cultures and young people's lives;
  • develop ideas and actions that can help young people to take advantage of the opportunities presented by globalisation and offset its negative effects;
  • develop their critical awareness of the functioning of the actors of global processes including international institutions and civil society, the role of such in developing the capacities of youth and their associations to function effectively in a globalised world and as potential examples of global good governance; [4]
  • develop their understanding of the place of intercultural dialogue in the context of globalisation and of the ways in which youth, and other non-governmental, organisations and networks can work to promote it;
  • network the capacities, practices and approaches of young people and youth organisations in the field of youth work related to global issues;

• gather contributions from young people and youth organisations from Europe and all over the world and to critically debate the potential content of a specific policy of the Council of Europe on global processes and how it will develop actions and approaches to addressing them;
• enter into consultation and discussion with young people on the role of the Council of Europe in the international institutional architecture in relation to global phenomena and the changing context of international relations;
• improve the visibility of the youth sector of the Council of Europe and of youth organisations, and to provide such actors with the opportunity to network and develop partnerships with other relevant actors in global processes, within the framework of an overall approach of mainstreaming youth issues.

Conclusion

Even considering the many important initiatives and achievements of the Council of Europe and its partners in the youth field, the current state of implementation of the Millennium Development Goals – and, therefore, the fact that a significant proportion of the world population, including large numbers of young people, continue to experience daily infringements and abuses of their human rights – raises significant questions for an international institution whose stated aim is the protection of human dignity. The core values of the Council of Europe are held up to

4. Both the co-management system governing the functioning of the Directorate of Youth and Sport and the quadrilogue system governing that of the North-South Centre serve as good examples. Please refer to the glossary for explanations of these two systems of participative decision making.

scrutiny in a world where, for example, armed conflict and armed peace still terrorise whole populations, where discrimination for reasons of ethnicity and race continue to be widespread, where extreme poverty continues to be a reality, where HIV and Aids continue to spread and kill, and where basic human needs are not met for a large number of people.

This situation begs the question of how Council of Europe values, laudable as they are, can be authentically pursued in a global reality that does not yet consider them as relevant in assessing a society's performance. The Europe, Youth and Globalisation event was developed as an opportunity for Europe to critically reflect on its position and relationships with the rest of the world, at the same time as taking a critical look at how Europe is affected by global processes.

The Council of Europe has chosen to open its doors to the curious and creative minds of young people as a means of initiating such a debate. This anthology is intended to document that debate and to provide an overview of the orientations that will, it is hoped, inform the ongoing elaboration of a policy on global processes in development. For the Directorate of Youth and Sport, as for the Council of Europe, the question remains "How big is our world?".

A European event with a global perspective – participants, target audiences and partners

More than 300 young people participated in the event, as follows:

They were:

- representatives of non-governmental youth organisations and networks working on issues of globalisation at local, national or international levels (such as those working on development education, human rights and sustainable development);
- representatives of the regional youth platforms such as the European Youth Forum and other continental youth platforms;
- young people, not attached to an "organised" youth structure, working in youth initiatives, local, micro or peer associations and/or networks and other youth milieux which had an interest and expertise in the field of youth work around issues of globalisation;
- members of relevant international non-governmental organisations (with a specific expertise in a field related to the themes of the event);
- youth researchers.

The participants were also:

- aged between 18 and 30 (with some exceptions for special cases);
- had experience of the issues of the event and were in a position to contribute to the debate;
- were motivated and in a position to multiply the results of the event;
- were able to communicate actively in at least one of the four working languages of the event (English, French, Russian and Spanish).

Further to the above, several guests were invited to attend the event. These were representatives of international and national governmental and non-governmental organisations, experts, trainers, parliamentarians and intellectuals with a particular interest or expertise in the field of globalisation. Some of these were invited to act as resource persons, leaders of training modules, to give inputs or to contribute

their specific expertise to some aspect of the event. Several other international institutions and organisations, such as Unesco, the World Bank, UNHCR, La Francophonie and the United Nations Focal Point on Youth also attended the event.

Structure, methodology and programme of the event

The preparatory process

The idea to work on the issue of globalisation and to hold a large-scale event came from the Advisory Council on Youth. Following a decision by the Joint Council on Youth Questions, the way was open for a preparatory process to be established. From May to October 2003, at three separate meetings, a preparatory committee – including members of the statutory bodies of the Directorate of Youth and Sport, experts from the academic community, representatives of youth organisations and networks with global reach, and representatives of concerned international organisations – discussed the basic thematic outline of the event. It established the aims and objectives of the event and the basic profile of participants.

Following a presentation of this outline to the statutory bodies, a smaller steering group [5] was elected to oversee and conduct the final preparation of the event. This steering group was made up of representatives of the Advisory Council on Youth, the European Steering Committee for Youth, the European Youth Forum and the Programming Committee on Youth. It was assisted by the secretariats of the Directorate for Youth and Sport and the North-South Centre.

The role of this group was to make decisions on the steps to be taken by the secretariat in the preparation of the event. In particular, it had to approve documents relevant to the event that should be distributed to a wider public (like the call for participation) and assist in the selection of participants. It also had a political role to play during the event itself. The steering group had to make decisions on how to deal with any (political or other) problems that arise during large-scale youth events and how to communicate those decisions to the relevant actors and eventually to participants.

The steering group held two preparatory meetings prior to the event. In addition, it met on regular occasions during the event itself to monitor progress and held one final meeting in August 2004 to evaluate the event.[6]

In addition, a general rapporteur was appointed to document and present the main lines of the discussions that took place during the event. His role was to keep his "finger on the pulse" of the event, and present a brief oral report during the closing session. He accompanied the preparatory work of the steering group, in order to have a clear picture of the origin and development of the themes and content, as well as the overall political context, of the event.

Format of the event

The idea was that the event should take the form of an interactive space, where participants could be involved in a variety of different types of activity at different times, including amongst others:

---

5. Please refer to the appendices for the detailed composition of the steering group.
6. Please refer to the conclusions of the present publication and to the appendices for further information concerning the content of the evaluation of the event.

• critical and in-depth debates about issues of global concern that have very local manifestations;
• inputs from experts and researchers from the academic community working in the field of globalisation and young people;
• contacts, exchanges and open debates with representatives from different sectors of the political, social and economic communities working on the theme of globalisation at local, national and international levels;
• parallel thematic working units on different dimensions of globalisation as it relates to society, politics and young people's lives;
• (interactive) exhibitions of the work of the different groups, organisations, communities and actors in the youth and NGO field that are active on the themes of the event;
• the development of political messages to be addressed to the relevant actors involved in global processes, concerning the actions young people would appreciate them to undertake;
• the development of ideas for action and future projects;
• cultural events.

The steering group took into consideration the following methodological issues when planning the programme of the event in detail:

• the event should use the methods of non-formal learning, peer education and learning by doing, as promoted in the educational programmes of the Council of Europe. The participants should be involved in something more concrete than a simple lecture-style or round table conference on the theme of globalisation;
• nevertheless, the importance of the activity having a strong theoretical foundation, necessitating the provision of a certain number of high quality guiding overviews and provocative inputs, was acknowledged and agreed. Such inputs could take forms other than lectures, and could be presented by personalities with excellent presentation skills and charisma. In particular, it was agreed that such inputs should be given by persons with whom young people can and do identify (for example, the leaders of some social movements, etc.);
• special attention should be paid to the concerns of youth from the "global South" and former Soviet Union and central and eastern European countries;
• the Council of Europe Directorate of Youth and Sport and the North-South Centre are well placed to explore this theme in light of their ongoing programmes, and their strong contacts with the programmes of other sectors and other institutions. It is important not to lose sight of work already done and to build on experience;
• participants should not be expected to find solutions to the problems of globalisation (to which responsible adults have not been able to find solutions);
• the event should be participative enough in character to ensure the active involvement of young people who might not be used to international activities, or who usually do not have access to events of this kind;

- the event should focus on providing the participants with a space for experience and reflection rather than "educating" them about globalisation, although participants should also have the opportunity to learn new things and have an in-depth debate.

Programme summary[7]

Wednesday 5 May	Thursday 6 May	Friday 7 May	Saturday 8 May	Sunday 9 May
Arrival	Opening Keynote inputs + panel discussion Decentralised panels on challenges of globalisation	Cluster groups	Working units Cluster group exchange	Departure
	Village forum	Working units	Presentation of the oral general report Closing interventions Closing ceremony	
	Concert at La Laiterie – Frederic Galliano and the African Divas	A la carte evening in Strasbourg	Farewell party	

---

7. Please refer to the appendices for a full programme of the event.

Chapter 2.
How big is the world of young people?

Europe, youth and globalisation – an introduction

One of the key objectives of the Europe, Youth and Globalisation event for the Directorate of Youth and Sport was to get a better idea of the way in which young people who are active in civil society in Europe and further afield feel about the process of globalisation, the way it affects them as young people, and the way it affects the development of the world more generally.

For both the purposes of selection of participants and with this objective in mind, several questions relating to the perception of globalisation by young people were posed in the application form. The following section is a summary of a selection of the answers of participants to those questions.

It is hoped that this can provide an initial insight into the way that young people feel about the process of globalisation.

The world of the young people who attended the event is very big. Their concerns, opinions and thoughts about globalisation, and about the role that young people in Europe and all over the world have to play in it, are just as diverse as the ways in which they see the world. Even so, the world of these young people is very small. They feel closer together, as sharing a common responsibility for the globe, even though they are geographically far away from each other and spread all over the world.

The young people involved in the event see globalisation as a very complex and powerful phenomenon. It is considered uncontrollable and as having direct implications and consequences for the entire world, not just Europe. In the eyes of the young people who attended the event, society is changing rapidly, whether this be in Europe or on other continents. Importantly, participants mentioned that they feel that their values, customs and even religion are being questioned and held up to scrutiny in relation to those of other countries and cultures in the rest of the world. And no perfect solution exists for addressing the problems and challenges raised by globalisation. Participants point out that "black and white" thinking in this context does not further the debate. Given its extreme complexity, it is impossible to say whether globalisation as such is positive or negative. While such perceptions may invoke a certain feeling of insecurity, it should be noted that the rise of globalisation has also brought with it some advantages. Choice has grown enormously in

relation to lifestyle, fashion, religion and much else affecting the daily lives of people. There is more freedom of choice than ever before.

While participants see the cultural, political and social impacts of globalisation, in addition to the more obvious economic ones, and they understand that all these aspects are independent, the economic dimension of the globalisation process is viewed with the most concern. The attitudes and behaviour of economic superpowers that dominate less developed countries are perceived as unjust. The inequality of global economic relations is perceived with great anxiety, as a threat and barrier to the opportunities offered by globalisation.

Therefore, participants are concerned with the increasing prevalence of poverty, unemployment and labour injustice (the lack and/or removal of protective legislation, for example), amongst others. Political interdependence between strong and weak states, with the less developed countries having less chance to influence the political arena, shows the dark side of globalisation. The economic and political gap between the developed North of the planet and the less or underdeveloped South is a case in point. Fears of "losing one's culture" and of the process of "homogenisation", leading to one uniform global culture, are common. In the case of some indigenous peoples, for example, globalisation has resulted in decreased opportunities. It has also created huge inequality and many of the practices associated with it are the underlying cause of poverty among masses of people.

Globalisation also brings with it the promise of more freedom, the eradication of physical barriers to movement, a growing specialisation of services and products, the growth of niche markets and a better quality of life, with the world's population realising that they are more and more interconnected. The globalisation of information and communication technologies has brought parts of the population closer to one another, through the facilitation and speeding up of communication. Mobility and new communication technologies open doors to promote human rights and values, as well as social and ecological standards across borders. This is taking place in both the political and civic spheres. Nevertheless, it is noted that only a privileged few among the world's young people are in a position to benefit directly from the opportunities provided by this dimension of globalisation and that the digital divide continues to grow rather than to shrink. The fact that some of the more disadvantaged social groups and countries exist in information isolation results in their exclusion from full participation in the development of the world and domination by economically developed countries. And it should not be forgotten that while goods, services and currency can move across borders freer than ever before, human beings find it more difficult, due to increased border controls and ever stricter immigration and asylum policies.

Ecological problems are among those of the most global in nature. This implies that their solutions must be too. Young people feel strongly that international institutions who are acting in this area have to live up to their responsibility towards the planet. They must also engage with the different players in the field, regardless of their financial power. The problem of the environment also puts the onus on nation states to act in full knowledge and consciousness of the global perspective, when it comes to the decisions they take in relation to ecological issues. Further, the unfettered spread of humanity and the planet, having devastating effects in the global South. To date, the developed world has not recognised and lived up to its responsibility to combat this epidemic globally. Yet we know from other cases such as SARS that it is possible for globalised networks of researchers and scientists to work togeth-

er to the benefit of the entire world. Treatment and prevention, in particular of HIV/Aids, have to be made priorities for the world, North and South.

Superficial, biased, simplistic and reductionist media have had a huge impact on how the opportunities presented by globalisation are being portrayed and on the way in which the process is evolving. Critical, open-minded, independent (of government and big business) and discourse-oriented media can create a knowledge base upon which the population can form an opinion. Political opportunism can lead to a negative development of the globalisation process.

Europe, being a privileged region, is seen as having a very specific role to play in relation to the process of globalisation. Europe owes much of its development and economic well being to the process of internationalisation that took place on the continent after the Second World War. Neither the Council of Europe nor the European Union would exist without international co-operation. The values that have been promoted by these institutions, such as international peace and solidarity, human rights, democracy and the rule of the law, need also to be applied to Europe's relations with the rest of the world. Those who would dominate or oppress others, or who hold their peoples in the captivity of dictatorship, can today be accused and brought to justice and their human rights abuses can be monitored, punished and at best prevented. To this extent, globalisation can have positive effects. But, from a political perspective, it is not enough to hypothesise about the potential benefits that globalisation could effect in the field of democratic development and international human rights. The process of globalisation itself needs to be regulated subject to these values and to be humanised too. Action for real change is needed. And it is needed from those with power, not only young people.

Adults in Europe often mention that young people today will be leaders tomorrow. However, they are also citizens and leaders today. Within their youth organisations and in their communities they form an active, dynamic and powerful part of civil society. They are the first generation to grow up in a multicultural, united Europe and have more chances and opportunities than any previous generation. Young people see a future where human relations will take place in a more intercultural, co-operative and politically diverse society, where cultural difference will be seen and used as a source creativity, innovation and synergy.

They have the potential, energy and vision to transform their reality and be agents for social change. They are interested in questions related to democratic governance and the future of representative democracy. They practice it in their organisations, experience it and become experienced in it. Further, through both formal and non-formal education, young people can learn from each other to become aware of the benefits and shortcomings of globalisation. For effective learning, it is important that they meet, exchange and develop ideas together. Opportunities for dialogue must be established for young people to understand each other and have the power to take an active role in society. Besides the possibilities of meeting each other at an international level, initiatives at a local, grassroots level must be pursued so that the vulnerable of society are not left out.

The discrepancies between what globalisation promised and what it is delivering in reality are areas where young people have decided to work together to try to change something. Injustice has not demotivated young people, but has pushed them to be an active part of its eradication. Human dignity and respect for human rights, combating violence and respect for cultural diversity are key values in the daily lives of young people. They have understood the importance of working towards the

achievement of these values in reality. Young people are very aware of their responsibility towards the world and towards each other. Their world is big and their concern for it is immense. Given adequate support and afforded the right opportunities, they will have an impact by being just and fair leaders, today and tomorrow.

As one participant of the event said: "The world is our challenge. Our answer is activity." That participant spoke for most of the others.

Opening presentations

On the first morning of the event (6 May 2004), several dignitaries, with specific political functions in the Council of Europe and in the co-managed structures governing the youth sector, were invited to make opening interventions.

This opening ceremony, was followed by a thematically oriented session which was comprised of two keynote inputs on the theme of "How big is your world?" and responses from representatives of young people and youth organisations.

Here follow summarised versions of the interventions made during the opening session of the event.

Walter Schwimmer, Secretary General of the Council of Europe

Referring to the enlargement of the European Union, which took place in May 2004 just prior to the event, Mr Schwimmer raised the concern that Europe should not forget about the rest of the world. He noted that for a long time, Europe had concentrated on its own political, social and economic development and now the time has come to take a critical and constructive look at its relationship with the rest of the world.

He defined Europe as a community of values that, nevertheless, is full of contradictions. It seems to recognise the problem of, for example, working conditions in Asia, epidemics in Africa or illiteracy on other continents, but does not act against them. Of course, the European countries do contribute through organisations like the United Nations to help combat major catastrophes, but such assistance is not yet among their highest of priorities.

For Mr Schwimmer, globalisation is what we make of it. The flow of commodities and people, expansion and diversification of financial activities and the development of communication networks, knowledge and relationships are in themselves neither good nor bad. But, while overall wealth in the world has increased, disparities between those with wealth and those without have

grown at an alarming rate. Therefore, globalisation needs to be governed by the principles of sustainable development in all respects, and particularly in consideration of human development. There needs to be a balance between ecological, economic and social parameters. All these different aspects are interdependent. Nevertheless, Mr Schwimmer reiterated that the most burning issue facing the planet today is extreme poverty worldwide and the need for its eradication.

The Council of Europe can continue to contribute to the promotion of such a humanised process of globalisation through its firm belief in human rights, the rule of law and democracy. It has always sought dialogue beyond European borders. The Organisation is promoting intercultural dialogue and universal principles of humanity, justice and tolerance. Its aim is to prevent ignorance, manipulation and fear from prevailing. People from all over the world have the same right to extract the best possible living out of this planet as those living in Europe, and they should be in a position to take destiny into their own hands. What is right for one may not be right for everybody else. Mr Schwimmer expressed his satisfaction to see that young Europeans do not only talk about others, but with others. Real progress towards political and social justice in the world can only happen if all human beings are regarded and treated as equal, even if different.

Closing his intervention, Mr Schwimmer assured the participants of the Europe, Youth and Globalisation event that their discussions and recommendations would reach the decision makers of the Council of Europe. He reiterated, in this regard, the importance of the existing youth participation channels for impacting the policy making of the Council of Europe in the youth field.

Fabienne Keller, Mayor of Strasbourg

Ms Keller expressed her happiness at meeting and welcoming the participants of the Europe, Youth and Globalisation event. For her, co-operation among countries in Europe is a very new idea that comes from a dream of a continent to live in peace. Today's generation of young people has the privilege of being a "generation of peace", which did not have to experience war. She noted that the enlargement of the European Union, which took place in the same week as the event, marks the real end to the cold war and represents the culmination of reconciliation between East and West.

Ms Keller noted that it is rare to have the opportunity to discuss the real meaning of a Europe of democracy and citizenship, rather than finance and technocracy. An event such as this, organised by the Council of Europe representing 800 million Europeans and a will to build and defend democracy and human rights, is an opportunity not to be missed. Ms Keller closed by encouraging the participants and thanked them for their activism and mobilisation.

Lasse Thue, Chairperson of the Advisory Council on Youth

On behalf of the Joint Council on Youth, one of the statutory bodies governing the youth policy of the Council of Europe, Mr Thue welcomed the participants in Strasbourg. He thanked the staff of the Directorate of Youth and Sport, the steering group and the preparatory committee for their hard work in getting the event off the ground.

He informed the participants that the coming days would be very challenging and that the overriding objective in organising this event is to ensure that they voice their opinions. He encouraged them to confront the situations they consider challenging and problematic, and to voice creative and viable solutions. Mr Thue explained what the statutory bodies of the Directorate of Youth and Sport are. The Advisory Council on Youth represents young people, and is composed of thirty representatives of different international non-governmental youth organisations and youth networks in Europe. The European Steering Committee for Youth is made up of the representatives of the ministries responsible for youth affairs of the member states of the Council of Europe. Together, these two bodies form the Joint Council on Youth, which is the body that makes decisions about the budget and programme of the Directorate of Youth and Sports of the Council of Europe.

The Advisory Council on Youth is a unique structure within the Council of Europe. Through it, young people get the chance to have an equal say in the decisions being made about youth related activities, budget and policies in the Council of Europe. This event, Europe, Youth and Globalisation, was initiated by members of the Advisory Council on Youth.

Mr Thue reiterated the theme of the work the participants have come to participate in: globalisation. He asked the participants to think about what globalisation is, what globalisation means to the organisations that participants represent and to them as individuals. This event could be a first step in looking for answers to some of the burning questions facing the world, even if it could not provide "once and for all" answers to them. For Mr Thue, a positive effect of globalisation could be the globalisation of human rights and he asked the participants what needs to be done and what they can do to make human rights respected all over the world.

To conclude, Mr Thue reiterated the fact that this event was not intended to be a once-off show-piece, but to have a sustainable impact on the discussion of global issues in relation to youth in the international political sphere. If this event is successful it will have achieved a constructive dialogue and discussions on the issues for those present, and it will have encouraged and supported future work on global issues. He encouraged the participants to engage in dialogue and discussions on a wide range of topics with participants from Europe and other continents. For the event to reach its potential all have the obligation to participate.

As for follow-up, he informed the participants that the European Youth Forum and the statutory partners of the Directorate of Youth and Sport (including the Advisory Council on Youth) are working on the development of a new European campaign with the working title "Promoting a culture of peace". It is his hope that one of the

outcomes of this event would be new thoughts to feed into the planning of the campaign. He also mentioned that the Council of Europe was discussing the possibility of holding a "youth summit" as a parallel to the 3rd Summit of Heads of State and Government, which will take place in Warsaw, Poland, in May 2005. The idea of a youth summit is that young people would have the chance to express themselves on how they perceive the role of the Council of Europe in the international institutional architecture and, in particular, in relation to the other regions of the world. Mr Thue closed by urging the participants to explore their horizons and challenge their opinions.

Lord Russell-Johnston, President of the Parliamentary Assembly Sub-Committee on Youth

As a former President of the Parliamentary Assembly of the Council of Europe, Lord Russell-Johnston welcomed the participants to the debating chamber, which at one time was also used by the European Parliament.

Lord Russell-Johnston recalled that the Council of Europe was the first international organisation in the world to allow the representation of, not only governments, but also of the opposition in discussions and decision making. He also recalled that the Parliamentary Assembly has always supported the work of the Directorate of Youth and Sport, citing key programmes like the Democratic Leadership Programme, which brings together young people who are politically active to discuss their common problems and challenges.

Lord Russell-Johnston noted with a little disappointment that many of the participants answered "no" when asked whether they trusted the elected officials in their home countries. In his opinion, however, politics is simply necessary and it is not possible to despise that which is necessary. The disputes, inequalities and cruelties that beset human kind have to be resolved and those who try to resolve the conflicts of our society follow a high calling even if they sometimes stumble.

The Parliamentary Assembly has continuously stressed the need for the Council of Europe to open up to the rest of the world and it does not hesitate to condemn human rights abuses where they take place, in particular in Europe. It has also encouraged the countries of the southern Mediterranean region to become party to the Council of Europe's discussions on cultural co-operation. The North-South Centre for Global Interdependence was created at the initiative of the Parliamentary Assembly. It is, nevertheless, regrettable that the centre does not yet have a member from the so-called South and the Assembly hopes that this situation will change in the short rather than in the long term.

Lord Russell-Johnston reminded the participants that the theme of the work of this event is globalisation. In his opinion, globalisation is neither good nor bad in itself. It is simply upon the world and its populations have to deal with it. It is not only economic in nature. The Parliamentary Assembly promotes values that it considers universal (democracy, and respect for human rights and the rule of Law) and their efforts to have the death penalty abolished worldwide are an example of globalisation. Examples of globalisation are everywhere, and include foreign food and cultural artefacts, and it is not bad. It is just part of the richness of the cultural diversity that we are trying to encourage respect for. Closing his speech, Lord Russell-Johnston wished the participants fruitful work and happy memorable days in Strasbourg.

Ralf-René Weingärtner, Director of Youth and Sport of the Council of Europe

Mr Weingärtner again welcomed the participants and congratulated the previous speakers on their interventions. He pointed out that the Directorate of Youth and Sport has always looked upon young people as partners. In view of globalisation, young people are often forced to play different roles – victim, consumer, actor. These roles are interdependent and change dynamically. It is the role of the Directorate of Youth and Sport to empower young people in their role as actors in society. In this way, the Directorate of Youth and Sport also tries to be the avant-garde of the values of the Council of Europe. In conclusion, Mr Weingärtner referred to a previous statement of the Secretary General, Walter Schwimmer, where he stated that the Council of Europe cannot be the "fireman" for European society. In the youth sector, and in the Directorate of Youth and Sport, we are trying to be the architects of a fire-resistant house. Closing his intervention he thanked certain actors who made the event possible. He thanked NOVIB, the Dutch branch of Oxfam, who kindly shared its slogan, the governments of the Netherlands, France, the United Kingdom, Italy, Belgium, Cyprus and Germany, which kindly provided essential financial support, and the staff of the Directorate of Youth and Sport, who worked so hard to make the event happen.

Peter Lauritzen, Head of Division for Education, Research, Communication and Documentation of the Directorate of Youth and Sport

As chairperson of the keynote panel discussion, Mr Lauritzen welcomed the participants. For him the beauty of a theme like "Europe, Youth and Globalisation" is that it gives many points of entry for an exciting and energising debate, but it also makes getting tangible results rather difficult. In preparation for his role as chairperson of this session, and for the debates at the event, Mr Lauritzen felt it would be useful to have some specific information on the situation of young people worldwide, so he referred to the most recent United Nations "World Youth Report" (2003).

He made the following three observations:

- the whole world is an area for social action and at the forefront are young people. The anti-globalisation movement is the case in point;
- being active is not the same as being powerful;
- globalisation is not entirely individualistic – it affects individuals in their communities. It is possible to speak of a global risk society.

One the one hand, globalisation is an opportunity for many, a wonderful perspective for the privileged few. On the other, there is increased poverty and fewer and

fewer perspectives. Mr Lauritzen asked the participants to reflect on whether everyone is really welcome at the "global party". He noted that it moved him that the event was taking place in the debating chamber of the Parliamentary Assembly, formerly also that of the European Parliament, because it now hosts European and global civil society.

Mr Lauritzen then introduced the programme of the morning, consisting of: the intervention of two keynote speakers (Kumi Naidoo, CIVICUS and Jean-Francois Rischard, World Bank); responses from youth representatives (Giacomo Filibeck, European Youth Forum, María Paula Romano, Latin American Youth Forum, and Dylan Boutiflat, Youth Committee of the European Social Forum); a short debate; and to conclude, final words from the keynote speakers.

At this point, Mr Lauritzen introduced the first speaker, Mr Kumi Naidoo, the Chief Executive Officer of CIVICUS, an umbrella organisation for more than 500 organisations and individuals in 97 countries engaged in issues of civil society, participation, legitimacy, transparency and good governance.

Kumi Naidoo, Chief Executive Officer of CiViCUS

When asked by a friend before he came to Strasbourg, why he, an old man, would be speaking at a youth conference, he explained that for CIVICUS and for the world civil society movement, the question of engaging young people in public life is imperative, if the future of the planet is to be secure, just and sustainable. In his intervention, Mr Naidoo would introduce the several key challenges he sees in working to make the world a more just and democratic place to live in for all its peoples.

In the first place, we are challenged to redefine the discourse on youth and young people. The adult world likes to refer to young people as the leaders of tomorrow. That is simply not accurate. In real terms young people are the leaders of today. The HIV/Aids pandemic has ensured that thousands of households are headed up by young people. In struggles for social justice that are taking place all over the world today, young people are at their forefront. So simply saying that young people are the leaders of tomorrow is the wrong starting point. It is also often said that young people do not have enough experience to take leadership in the public sphere. However, no experience is better than really bad experience. One of the greatest potentials of young people at this moment in time is that they can imagine a world which is fundamentally different, a just world. Nevertheless, one must be wary of putting all young people into one big basket. The way people are depends on where they live and their opportunities to develop. Mr Naidoo therefore asked the participants to give due regard to the diversity of youth experience that one finds in the world today.

The second challenge is to define civil society. The term civil society has captured everyone's attention and even if the role of citizens is valued more and more, there are still many barriers to full participation. Civil society runs the risk of being all things to all people. He shared an anecdote about being in the South of America once and giving a speech to a group about the importance of civil society. One of the people in the audience was an African-American woman, who became very angry, because in the part of America where she lives, the Ku Klux Klan can be considered part of civil society. Mr Naidoo asked how. The woman responded that the Ku Klux Klan has all the tell-tale characteristics of a civil society organisation: it is not for profit, non-governmental, membership based, reasonably internally democratic and works passionately on a voluntary basis to advance its agenda. Mr Naidoo was never again able to think of civil society in the uncritical terms he had until that moment. The big question is whether civil society has values. In CIVICUS the minimum is that its members embrace the Universal Declaration of Human Rights. Otherwise, they exclude themselves from the human family.

The third challenge is to face up to the democratic deficit. When the Berlin wall fell, political and social commentators were very excited about what was called the "peace dividend". The idea was that all the money that had until then been channelled into the arms race would be put to the cause of improving the lot of humanity. Unfortunately, the "peace dividend" has not materialised and the world has not become a more democratic place. For Mr Naidoo a distinction has to be made between the institution of elections and democracy – they are not necessarily the same thing. Today there is a risk that countries have only the form of democracy, without the substance. The population having the right to cast a ballot once every four or five years does not make democracy. Of course, it is fundamental to have free and fair elections, but one must ask oneself why it is that so many ordinary people around the world, and young people in particular, are choosing not to vote and not to be interested in electoral politics.

Mr Naidoo noted several pressing problems of democracy in the United States, and many other countries, as defining the democratic deficit:

• access: only the rich, the extremely rich and the obscenely rich people can run for office in the US;
• political parties: membership of political parties is declining, as is the internal democracy inside political parties. How can democracy be improved without effective and internally democratic parties that are open to new blood and ideas?
• media: the full spectrum of debates and ideas is restricted in the United States. Media is controlled by big business and is not "free" in the true sense of the term.
• trust: ordinary citizens around the world trust NGOs more than government and business leaders.

The fourth challenge is governance. Young people have to tell political leaders that victory at the ballot box does not give them a blank cheque to rule without any interface and engagement with society for the duration of their term of office. No government is in a position to deal with the whole gamut of problems facing the society and the needs of the citizens for which they are responsible without recourse to consultation with the citizens who elected them, and their organisations. A failure to listen to the constituencies that will be affected by policies is not only unjust, but politically unwise. It is critically important to engage with society and the organisations that are active in the specific policy fields for which government is responsible if policies are to be effective.

The fifth challenge is globalisation itself. In the 1980s we had a slogan: "think global, act local". It referred to the idea that what one does at the local or national level must always be underpinned by an overall understanding of the global conditions affecting the problems being addressed and more generally the conditions of the world at any given moment. The irony of history, however, is that the so-called new democracies got elections and democracy at a time when the real power was shifting from the local and national level to the global level. Almost every issue has a global dimension. But, to think that globalisation is a new thing that someone discovered twenty years ago is a mistake. The trade union movement has always been highly international and globalised. Ironically, the anti-globalisation movement is the most globalised movement ever witnessed. This movement is responding to the realisation that globalisation promised more prosperity for all the world's citizens, but has failed to deliver. There have been more losers than winners, and a frightening level of inequality both inside and between countries has developed. The gap between rich and poor is growing at an unsustainable pace. We live at a moment of urgency and the solutions are not coming from the adult leaders of the world.

Mr Naidoo urged the participants to ask those questions that the adult world of politics does not have the courage to ask: How can we accept that, according to the UNDP, North America and western Europe spend more on pet food every year than it would take to feed the entire African continent? In Europe, cows are subsidised to the cost of €2 per day by the Common Agricultural Policy. How can this be accepted when most people are living under the poverty line on less than one dollar per day? How can we accept that, in the economic system that dominates our world, share prices rise when companies fire large numbers of workers? If the favoured economic system in place rewards unemployment, how can we ever hope to eradicate poverty? How can we accept that the share price goes down when a survey in the United States saying that Americans would like to save more and consume less is published?

Mr Naidoo said that free trade is most definitely wanted, but not without fair trade. If the system governing economic relations in the world is such that the poor countries are subject to rules made by the rich countries to their own benefit, then one is talking effectively about "global economic apartheid". Globalisation promised the unhindered movement of goods, capital, technology and information. This has happened to a large extent. But, when it comes to the free movement of human beings and human capital, the restrictions are many. At no moment in human history have the barriers to the freedom of movement of people been as great as they are today. Mr Naidoo evoked his own experience, as someone who for professional reasons has to travel regularly, of the difficulty to secure visas.

The sixth challenge is social exclusion. Exclusion does not only refer to minorities. In many societies around the world young people are marginalised, and increasingly, older people are too. In most countries in the world, women are still marginalised. In the coming decades humanity has to judge itself on the progress of those who have been historically most marginalised and excluded, because failure to create the space for the participation of these citizens means we have not reached democracy, that we have not reached full human rights and that we have not reached inclusion. Young people have the best opportunity today to help us to create a world where everyone has a place and can find a sense of belonging.

The seventh and last problem Mr Naidoo evoked is the need for a paradigm shift. The question that arises from globalisation is not about the technical transfer of

know-how or skills, but about access to power and resources. The question of the equitable access of regular citizens to the resources that their society has at its disposal is a challenge to all humanity today. Today, the World Bank and the International Monetary Fund are still governed by the one dollar one vote system. The whole African continent, therefore, has just two executive director seats in the World Bank. Unless we change the governance of such institutions, which were set up nearly sixty years ago and today have gained more power than they were ever supposed to have when originally established, we will not be able to get the kind of justice we require.

To end his speech, Mr Naidoo admitted that he might have given a pessimistic view of the world. His intention, however, was not to make the participants feel down, but rather to encourage them to be courageous and to bring the energy that young people have to public debate. He shared with participants the experience in his life that led him to realise that the biggest sacrifice one can make in the name of humanity is not to give one's life, but to give the rest of one's life. The struggle for a better world is not a sprint, it is a marathon. The most important thing is to take up this challenge of public service.

Jean-François Rischard, Vice-President for Europe, World Bank [8]

From the outset of his intervention, Mr Rischard suggested that participants simply forget globalisation. In his opinion, instead of one mushy, ill-defined idea called globalisation, there are two big forces that will bring dramatic change to every corner of the globe in the next twenty years.

The first force is demographics. As the number of human beings on the planet rises from 5 billion people in 1994 to 8 billion by 2025, a whole array of environmental and social stresses the world has not yet encountered or does not yet imagine will come into play. The second force is an entirely new world economy, the development of which has itself been driven by two revolutions: a barely begun technological revolution centred on increasingly inexpensive telecommunications and computer technologies, and an economic revolution coming from the fact that virtually all countries have adopted market-type economic models. This second force produces both unprecedented opportunities and unprecedented stresses for the world to deal with.

The two forces are exponential in their progression, not linear. The demographic force produces scarcity of arable land, water, soil, space and so on. On the other hand, the new world economy produces plenty. But, because they are exponential in progression and because they develop with dog years (the intensified pace of

---

8. The summary of Mr Rischard's input has been developed on the basis of the following article: "A novel approach to problem solving", *Global Agenda*, 2003. See http://www.globalagendamagazine.com/2003/jeanrischard.asp

techno-economic change),[9] these two forces tend to overwhelm human institutions, which are still evolving in a linear fashion. The time frame of human institutions is one of institutional time (the relatively decreasing speed at which large structures can assimilate visions and analyses of change and translate them into policy-based practice).[10] Governments, government departments, international institutions – these are all large, hierarchical entities, still steeped in the industrial age.

The governance gap that results manifests itself in many ways, among them the emergence of financial crises, voters who no longer trust their politicians to solve real life problems and a bad atmosphere in political life. According to Mr Rischard, the worst effect of the governance gap, however, is the failure to focus on the most urgent global problems. In his opinion, such global problems cannot be solved within any one nation state on our increasingly small and interconnected planet. They call for collective and collaborative action – something that the nations of the world have never been good at. According to Mr Rischard, the most pressing global problems, about twenty of them in total, fall into three categories – how we share our living space, how we share our rule book and how we share our humanity. However, they all need solving in the next twenty years.

Sharing our planet means dealing with global warming, biodiversity and eco-system losses, the depletion of fish stocks, de-forestation, water deficits, maritime safety and pollution. Sharing our rule book means sorting out adequate rules on taxation, bio-technology, global financial architecture, illegal drugs, trade, investment and competition, intellectual property rights, e-commerce, international labour and migration for the twenty-first century. Sharing our humanity means to engage in the fight against poverty, terrorism and infectious diseases, peace keeping, conflict prevention, natural disaster prevention and relief, providing education for all and abolishing the digital divide.

The current international system is simply not effective enough – or fast enough – to solve these problems. Treaties are slow and often not enforced. Big United Nations conferences are good at raising awareness, but fail to produce detailed solutions. G8-type groupings achieve a lot, but are mostly reactive. And the world's forty-five or so international institutions, while they do many useful things, are not in a position to grab one or several of the twenty problems facing the world and to solve them on their own. And, yet, we are not in a position to just set up a new "world government" to focus on this list of twenty. Even if that were possible, it would take more than twenty years to achieve it. The best alternative, according to Mr Rischard, is to establish what he terms as a global issues network (GIN) for each problem.

The role of the global issues networks would be to take the problem apart and search for solutions. The creation of such global issues networks would mark the appearance of tri-sector partnerships in global problem solving. Their membership would include representatives of governments concerned by and experienced in the issue at hand, as well as knowledgeable persons from business and representatives of international non-governmental organisations that also know the issue well. They would be permanent and would each be kick-started by one of the international institutions acting in the role of facilitator, not as problem solver. Their task would be to draw up detailed norms and standards that could be used to coax the various

9. Jean-Francois Rischard, *High noon: twenty global problems, twenty years to solve them*, 2003.
10. Gavan Titley, *"Plastic, political and contingent": culture and intercultural learning in the Directorate of Youth and Sport activities*, forthcoming mid-2005.

players influencing the problem in question in the direction of solutions that work for the whole world.

Mr Rischard further proposed that, after having set out the standards, such global issues networks could also act as rating agencies to expose countries, businesses and other players influencing the problems, that do not conform. For example, they would regularly "name and shame" governments that had either not passed legislation conforming to the required standards or that had not ratified or enforced a useful treaty. In his experience, such "naming and shaming" can be quite persuasive. A group called the Financial Action Task Force exposed fifteen countries for tolerating money laundering. Two years later, about half of these countries had passed legislation in order to get off the FATF list. Even though global issues networks would not have the power to legislate, their moral authority and the technique of systematic "naming and shaming" could move nations directly or through their voters and public opinion. They could also persuade companies and other players to abide by global standards.

According to Mr Rischard, these new networks would not replace the existing international system, let alone the nation states, but rather would put them under pressure to perform faster and more effectively – that is, with a greater sense of global citizenship than is the case today. This is better than trying to redesign the entire international set-up, which would take something that the world does not have – a lot of time.

Giacomo Filibeck, President of the European Youth Forum

According to Mr Filibeck, if there is one thing that globalisation has done, it is to make the way in which events worldwide have become mutually interdependent obvious to all concerned. Young people were among the first to understand and to warn about the problems and disadvantages that are part and parcel of this process. On the other hand, they were also among the first to comprehend that it can also be a positive force to drive the world forward in the direction of a better future, one properly steered and influenced.

Globalisation has made the divisions between the North and the South and between the rich and the poor more obvious. However, if one thinks of the world as a home for all its inhabitants, one can make use of all the new possibilities offered by globalisation to pave the way towards equitable global development. In this vein, developing countries have the responsibility to undertake policy reforms and to strengthen good governance. However, this cannot happen without new aid commitments, fair trade rules and debt relief, actions that lie in the decision-making power of the developed nations.

Global development of the sustainable kind can only be built on a spirit of interdependence, solidarity and shared responsibility. The goals set out by the Millennium Declaration could represent such a partnership between the developed and the

developing countries. In this respect they are a real test of political will to build strong and durable partnerships for development.

Democracy needs to apply globally. It must be defined universally and cannot leave room for selective application. The legitimacy of global decision-making processes begins with international institutions that are built on transparent and democratic principles. On this basis, we can achieve a participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive rule of law.

Social justice will be reached when governments and international institutions set a concrete agenda for creating a fair and equal world society, one in which every human being matters, where there is equitable access to resources and to the benefits derived from them and where there is a balanced relationship between economic growth, human rights and the environment. The natural environment needs to be preserved if we want to maintain and improve the quality of life and possibilities of sustainable development. It should not be forgotten that poverty remains the greatest polluter of humanity and that it is an outrageous violation of human rights.

For Mr Filibeck the greatest challenge of globalisation lies in the need to shift from the power of technocratic institutional governance that prevails today to a truly democratic form of global governance for the future. Already today, it would be possible for pressing global decisions to be taken by both the powerful and less powerful constituencies concerned. The challenge lies in the fact that there is an urgent need for renewed and real commitment from political leaders for a full and effective involvement of civil society in the decision making that will affect the world. The co-management structure of the Council of Europe in the youth field is an example that other institutions and political decision-making bodies could consider exemplary.

In conclusion, Mr Filibeck encouraged the participants to take full advantage of the opportunity represented by this event to put forward their ideas, experiences and new approaches to some very old questions and concerns.

María Paula Romano, Latin American Youth Forum

By way of introduction, Ms Romano referred to Joseph E. Stiglitz in order to define globalisation as the strongest integration of the countries and cities in the world, born of the enormous reduction in the cost of transport and of communication, as well as of the dismantling of artificial barriers to the movement of goods, services, capital and knowledge and, to a less important extent, persons, across borders. Globalisation provokes social, economic, political, cultural and technological changes worldwide, which create and deepen global interdependence. Ms Romano, therefore, proposed that starting to think of globalisation in terms of some great contradictions can help us to understand it. She mentioned but a few obvious such contradictions, as follows:

- despite the different compromises made in order to reduce poverty, the number of poor people in the world is constantly on the rise;
- in economic terms, poor countries are obliged to dismantle barriers to free trade, while rich countries keep theirs in place;
- there is freedom of movement for goods and capital while immigration controls become tighter and tighter;
- international agreements have been made in order to preserve and protect the environment, but its degradation simply continues often unchecked;

- globalisation has brought with it significant improvements in the field of health with many people living longer and with a higher quality of life. Yet, the number of children worldwide who die from curable diseases remains staggering;
- there have been huge leaps in science and technology and global communication has been facilitated significantly, but most young people worldwide still do not have access to the Internet;
- women constitute half of the world population and they carry out two thirds of the world's productive labour. Nevertheless, they continue to have less means than men and are not represented adequately in the institutions of power.

While it is recognisable that globalisation has generated many positive developments in the world, it unfortunately remains a fact that rich countries almost always benefit from these positive developments. For Ms Romano, therefore, the challenge is to ask oneself how to make it possible to develop a process of globalisation that is more just, egalitarian and humane, one that would permit people to live in reasonable material conditions, so that their active participation in the economic, social and political life of their country and world would be possible.

Among several ways to achieve this, an important step would be for young people and their organisations to stand up to globalisation. Youth organisations are schools of participation and democracy, where young people become aware of the injustices of globalisation and contribute to their eradication with their activism. They contribute significantly to the construction of more inclusive societies. Young people understand that to solve the problems of globalisation means to work together on joint actions between all social actors. However, this dialogue must also take place between global and intergovernmental institutions which influence the way in which globalisation is managed and functions.

This event, the first youth and globalisation event, is such an open debate, one that can help to arrive at common rules that are just and equitable and that provide the means to demand greater transparency from global institutions and the opportunity for young people to take part in making the decisions that will affect their lives. Ms Romano expressed her hope that the debates at the event would be productive and that ways to continue to elaborate on these debates once the participants have gone home to their countries and regions would be found. By way of conclusion, she also hoped that participation in the event would help participants to become stronger together, that it would facilitate the communication of their opinions and concerns and that it would lead to a renewal of their engagement and commitment to action for the values that unite them – human rights, democracy, peace and social justice.

Dylan Boutiflat, European Social Forum (Youth Committee), Jeunesse Leo Lagrange

Mr Dylan Boutiflat thanked the Council of Europe for creating the opportunity for activists from all over the world to exchange their views and confront their opinions in a peaceful and constructive manner. He also thanked Mr Naidoo for the sincerity with which his speech was made and Mr Rischard for his creativity and willingness to share his ideas. As an anti-globalisation activist, Mr Boutiflat felt it important to express his feelings and to question what he had heard so far from another, maybe more critical, perspective.

While he hoped that he had not misunderstood Mr Rischard, Mr Boutiflat rejected the idea that it was necessary to look for a new form of government, a parallel structure or system. For him, the creation of such would run the risk of becoming an oli-

garchy of experts. At the European Social Forum in Paris in November 2004, anti-globalisation activists reasserted the priority of politics over the market economy. This is one of the ways to ensure that globalisation becomes more democratic. Being part of the anti-globalisation movement does not mean that you are against globalisation as such, but that you want to make it a more beneficial process for all. It is not a question of doing away with the world's economic institutions, but to make them function better and more effectively, because today they do not cater for the needs of the people of the planet. It is about rebuilding and remodelling them. And, it is about empowering the United Nations. Like the Council of Europe, the United Nations provides the best adapted forum for the representation of the interests of all the peoples of the world, rather than just those of the happy few. The Security Council should not be held hostage to the problem of military conflicts, and the economic interests that fuel them. The diversity of the world should be represented in that council – the diversity of the needs of the peoples of the world and the diversity of their aspirations.

Mr Boutiflat went on to say that, to these ends, the anti-globalisation movement wishes to enter into a deep discussion with all concerned in order to foster more democratic and effective ways to promote development aid, to promote assistance to democratisation and the development of the health and education fields in the interest of all peoples. But, today, many of the policies that are supposed to foster development are at best not effective and at worst cause other and sometimes even more pressing problems. In a recent book, the former Vice-President of the World Bank, Mr Stevens, wrote, to the dismay of many an internationalist, that the policies of the International Monetary Fund and those of the World Bank are very often in contradiction to each other, and cancel each other out. The IMF advocates deregulation as a primary approach to development. But, in the end, deregulation leads to a situation where the citizens of the developing country concerned do not have access to the natural and other resources of their own country, and cannot use these to the benefit of the development of their economy. And in the process of liberalisation many people become unemployed, placing even greater burdens on the state. The point of development aid is to help countries that are struggling to meet the needs of their populations to stand on their own two feet.

To this end, it is necessary to question concepts of privatisation and liberalisation that are current in the contemporary development field. This form of development economics amounts to little more than a new form of colonisation. Often interference from the outside that causes developing countries to be weak economically and poor on democratic standards. The point is that it is time to live up to our responsibilities in an honest and transparent manner. Development aid means to help others not strip a people of their wealth and ability to govern themselves. As President Abraham Lincoln once said, "If you think education for all is too expensive, then try ignorance." Not all problems can be treated on the exclusive basis of how much it will cost.

Jean-Francois Rischard, Vice-President for Europe, World Bank

Jean Francois Rischard was asked to respond, by way of conclusion, to some of the propositions put forward by the other speakers. He was struck by three key points raised. In the first place, it seems that the prognosis is pessimistic. But, he believes that the combination of young people using information and communication technologies can move things. He strongly advocates the idea of network governance, as a new form, which is more powerful and can make governments move.

Secondly, he feels that the conference has been given the wrong name. It should be called "How small is your world?". The worldview of most is still terrifyingly small – the basic unit of social and political organisation is still the nation state. And that is a big part of the problem. The territorial behaviour of the nation states, and the effects this has on world development, will not be changed by changing the voting rights in the IMF. You can reform the World Bank and the IMF all you want, but it would have the same effect as re-arranging the deck chairs on the *Titanic*. The real problem of our system of international relations is that the United States will not sign the Kyoto Protocol and that France does not respect its commitments on nitrate emissions and so on. Reforming international institutions will not change that. Only a new attitude to international relations and commitments on the part of the nation states to engage in changing that system can change things. They are the laggards of the global reality. The young people of today, a whole generation, can be instrumental in starting the process of change, because they can think and act in more ambitious terms.

Thirdly, concerning the idea of the global network and a new way of governing, Mr Francois put forward that it does not have to be elitist even if it involves experts. The problems the world faces are so difficult and complicated to solve that the involvement and leadership of experts is essential for just getting started on tackling them. Equal and democratic representation of those concerned by the problems under discussion is, of course, essential. But, without some form of technocratic machinery to move things forward, nothing will ever actually happen. So, in fact we face both a political or democratic deficit and a technical one. The challenge is to find a balance between the democratisation of governance and its effectiveness.

Challenges of globalisation – thematic panels on selected Millennium Development Goals

Introduction

It was noted during the preparatory process that the existing framework of the Millennium Development Goals, and the strategy developed by the United Nations to implement them, represented a useful framework of reference for opening up issues of globalisation. In addition, it was felt that introducing the debate through the prism of the goals would be an important symbolic gesture, reinforcing the importance of their recognition as essential to human development in the globalised world.

Hence, in the context of the planning process, select goals were chosen as overarching themes for the first decentralised part of the programme of the event, to immediately follow the keynote inputs and the presentation of a video message from Eveline Herfkens, the United Nations Special Co-ordinator for the Millennium Development Goals.

Themes

Panel discussions were foreseen on the following themes, commensurate with six of the eight Millennium Development Goals and corresponding to those goals most relevant to the lives of young people today:

- poverty;
- HIV/Aids;
- education;
- environment;
- gender equality;
- global partnership for development.

Aim and objectives

Through the treatment of these themes, it was intended to assist participants to understand the complex nature of the challenges that globalisation poses for the world and for young people. The main aim was to deepen the understanding of the participants concerning the different world priorities in terms of the effects of globalisation on social and economic development and to help the participants to identify the controversies attendant to the issues raised.

The following objectives were identified for the panel discussions:

- to help participants to understand what globalisation is and who the actors involved are;
- to introduce participants to the major issues and challenges surrounding the issue of the panel, as posed by the reality of globalisation today;
- to provide participants with their first real possibility to actively present their opinion and get involved in the discussion;
- to provide participants with access to a debate with experts on a topic of their personal/organisational interest;
- to focus on concrete issues and to give value to the human dimension of the problems and issues discussed.

Experts were asked to give an initial input to the discussion with participants, based on their experience and expertise. A chairperson, appointed from the ranks of the statutory bodies of the Directorate of Youth and Sport, managed the preparation of the panel in consultation with experts.

Please refer to the appendices for the composition of panels, including short biographies of the experts who took part.

Education

Chairperson: Anna Volz (CH), Swiss representative on the European Steering Committee for Youth

Experts:

Lynne Chisholm (UK/D), European Centre for the Development of Vocational Education and Training

Galina Kuprianova (RU), Ministry of Education of the Russian Federation.

Thomas Tichelmann (D/IE), Education Officer at the Irish Department of Foreign Affairs

The objectives of the panel were as follows:

• to develop a common understanding of the main challenges that education is facing in today's globalised world;
• to show the complexity and the problems of such an exercise, and to provide as many elements for further discussion as possible;
• to provide participants with the opportunity to react to the issues brought up by the three experts, to express their own opinion and to share their own experiences on this topic.

In the first part of the panel discussion, the floor was given to each of the experts to make a brief presentation. The rest of the time was dedicated to a wider discussion with the participants, who actively took part and therefore contributed to make this panel a very interesting and rich exchange. Despite the diverse, yet complementary, profile of the experts, it was noted that the Southern perspective was unfortunately lacking and, therefore, the discussion remained geographically limited to the European reality.

Two differing but complementary areas for discussion and reflection were raised by the experts: a. the issue of "globalisation of education" and b. the issue of "education about globalisation".

Globalisation of education

Lynne Chisholm focused her presentation on the process of globalisation in western Europe and the meaning of that process, whereas Galina Kuprianova presented how the main trends of recent world developments influence the educational system and policies in the Russian Federation.

The main discussion focused on the need for reforms and adaptation of national educational systems. European students (and future workers) need to learn how to develop new skills and competences, such as flexibility, intercultural understanding, mobility and others, in order to adapt to the demands of the (globalised) labour market. Reforms of educational systems are needed in order to adapt to these new needs. Also, educational systems should provide lifelong education. The slowness of adaptation of educational systems to these needs was raised as a challenge. However, it seems that both national governments and international organisations are starting to move in this direction.

An important concern for several eastern European participants was that while the globalisation of education can be beneficial because it provides more opportunities for studying and for employment, it can also pose a threat because it is perceived as the cause of both brain drain and loss of national identity.

Finally, it was raised that, in order to be successful, reforms of educational systems need to be done in partnership with all the interested actors: governmental authorities, students, teachers and also non-governmental organisations. Students should not only be "consumers" of education, but should be considered as real actors. It was noted that the benefits of self-governance and co-management should be taken into consideration in the context of educational reform.

Education about globalisation (and global issues)

Thomas Tichelmann presented the Irish "Development Programme", which is a part of the broader policy of the Irish Government in the field of development co-opera-

tion. For the Irish Government, educating youth in order to raise their awareness about global issues is considered as important as a more "traditional" development co-operation policy. The Irish Development Education Programme focuses on development issues in Ireland and puts them in the context of development issues throughout the world.

It was agreed that it is of great importance to initiate the revision of the content of educational programmes in order to allow young people to understand global issues, thereby, helping them to construct their own vision of the world and to eventually undertake actions that could lead to change.

However, educating about globalisation also means offering the possibility to young people to learn critical thinking and values like peace and tolerance. The question of whether the transmission of values and teaching of critical thinking in relation to global issues can or should be conducted within formal education systems was raised. By implication, the question of whether non-formal education is better placed to address such issues was also raised.

Conclusion

Educational programmes are faced with the effects of globalisation, and in many countries the response of policy makers has been to initiate reforms in order to adapt to the new needs of the labour market and to "produce" more suitably skilled workers. However, such reforms do not sufficiently take into consideration the fact that inequalities on the world scale continue to be reproduced with the few privileged in the "developed" North having access to good quality education and the great majority in the rest of the world still striving to get access to even the most basic education. In this globalised world, problems such as the one of education cannot be separated into "simple boxes" any longer. Thus, the problems of the North and South have to be considered in one holistic approach to the issue of education. Finally, it was noted that not everything that is "going wrong" today is due to the phenomenon of "globalisation". Developing a sense of global political responsibility among citizens could go a long way to harmonising the needs of different parts of the world. It was noted, for example, that a €1 donation from each European could eradicate malaria altogether in Africa. Hence, educating young people to critical thinking, tolerance, inter-culturalism could be one of the icebreakers necessary to bring about significant change in the world.

Environment

Chairperson: Markus Schrader (D), International Movement of Catholic, Agricultural and Rural Youth in Europe

Experts:

Natalia Landivar (EC/D), Food First Information Action Network

Hanka Sedlackova (CZ), International Young Nature Friends

Martin Rocholl (B), Friends of the Earth

In the introductory part of the panel discussion, Martin Rocholl presented the background ideas of his organisation, Natalia Landivar contributed with concrete examples of an Ecuadorian initiative on the right to food and Hanka Sedlackova brought in the experiences from central and eastern European youth work in the environmental field.

Martin Rocholl introduced the concept of "environmental space" which underpins much of what Friends of the Earth is doing and which, at the time introduced, was a revolutionary step for the environmental movement in Europe because it combined environmental and equity issues.

The concept of environmental space is based on two principles:

• the earth can only sustain a certain amount of pollution and a certain use of resources. This means that if we want to avoid a climate change disaster, we can only put a certain amount of CO_2 into the air. If we want to preserve the forests, we can only fell a certain amount of timber. If we want future generations to have the same chances as we do, we have to reduce the use of non-renewable resources to the absolute minimum;

• every person in the world should have the same right to use the resources of the earth – the equity principle.

From these two principles one can calculate how much resource use is actually available for every person in the world, which is what we call environmental space. In practice, environmental space is the total amount of energy, non-renewable resources, agricultural land and forests which each person can use without causing irreversible damage to the earth.

There are several basic assumptions that can be used to calculate environmental space:

• renewable resources can only be used to the extent that they can be replaced by nature;

• non-renewable resources should be used in a closed circle to minimise waste and the damaging impact of their extraction;

• the amount of pollution must not be more than that with which the biosphere can cope.

This implies that all people have the same right of consumption and that most of the so-called developing countries still have not exceeded their consumption limit, but the industrialised countries would have to reduce their consumption of resources by approximately 80%. This can happen through technical and political options that exist to provide the same amount of well-being with a drastically reduced use of resources and, thus, a drastic reduction in environmental damage and problems.

Household heating, a major part of the energy consumption in Europe and North America, can be reduced by up to 90% simply by building houses with energy savings in mind. Housing can be built to ensure excellent insulation and the harvesting of energy from the sun and such housing is not more expensive to build. Efficiency gains are visible where more local production and consumption patterns have been initiated and the wasteful dependency on the transportation of products around Europe has been broken. Finally, long lasting products, which can be

repaired instead of thrown away, would drastically reduce resource demand. These are just a few examples of how society could increase its resource efficiency simply by applying more intelligent technology and introducing small changes in lifestyle.

A challenge for European groups will be to fight for the introduction of a political framework (such as an ecological tax reform) which can make these efficiency gains possible. Another challenge will be to wean our societies off their addiction to advertisement-driven over-consumption – a major cultural task. Another major cultural task will be to introduce real equity. Every person needs a certain minimum use of resources to live life in dignity. To introduce real equity may demand a society-wide redistribution of resources. This concept aims for every person in the world to use only as much of his/her environmental space as necessary, and without destroying the world. This implies that industrialised countries have to reduce their very high level of resource use to reach a sustainable level. It also implies that developing countries can use more resources, but should use them in a sustainable manner and not exceed the limit defined by environmental space.

While the above makes significant sense from an environmental perspective, when taken from the perspective of wealth creation, it is problematic. The North has created its wealth by consistently over-consuming and even with the recent introduction of several control mechanisms, it will continue to overuse its environmental space for the foreseeable future. The reaction of countries in the South when faced with requests for responsible consumption on their part can be predicted. It is only to be expected that they ask why they cannot also overshoot their use of environmental space for a while in order to create the same level of wealth for their people. From the perspective of the equity principle, this is a perfectly justifiable reaction.

How can these two, sometimes conflicting, principles be brought into harmony? If we agree that all people have the same right to well-being, we must find ways to improve the living conditions in the South without overusing environmental space. While there is some room for higher resource use in many Southern countries, it is still necessary to aim for the highest possible resource efficiency as soon as possible.

One conclusion could be that ecological debt should be paid by the North to allow the South's development to become sustainable. The modalities for how to pay this debt and to ensure that what is paid is used for the real improvement of the conditions of the people need to be worked out, and this needs the active participation of civil society in the countries of the South. One viable option could be the transfer of any technologies for efficient resource use developed in the face of the environmental challenge in the North to the South at low or no cost. Direct financial transfers to support sustainable development or financial debt relief are other options currently under discussion.

Natalia Landivar from FIAN agreed with Martin Rocholl and underlined the need to redistribute resources in the South. From her perspective the question of land redistribution is of real importance for permitting a life in dignity for all people. One significant problem is that existing resources are not used efficiently enough while at the same time people want to overuse others in order to compensate. Presently unused resources that could be used in more efficient ways are being polluted – by, for example, leaky oil pipelines – which contributes both to over-consumption and pollution of land that could otherwise be used for more local and ecological purposes.

Natalia Landivar also agreed with the importance of the two principles of environmental space presented by Martin Rocholl and explained how they interact using a very local example of the misuse of land. The destruction of the rainforest in the Amazon region and the exploitation of the eroded land is creating pollution, limiting the regeneration of the earth and is contributing to over-consumption in the North. For her, safeguarding bio-diversity and the capacity to meet every person's right to food go hand in hand. The right to food means introducing local production to feed the people of the producing community and is a simple, but effective, form of sustainable consumption. It can also ensure that people have a chance to live in human dignity. In this way, projects such as those working for the right to food in the South underline the need for the introduction of principles such as those outlined by Mr Rocholl.

Hanka Sedlackova (IYNF) agreed and put forward that many problems could be solved through better and more widespread education and awareness raising on the problems and risks associated with over-consumption and a lack of respect for the principles of environmental space. Political will for change and changes in actual behaviour can only be created if enough young people are brought on board, through awareness raising and the development of more sensitivity to the problem. Environmental protection cannot remain the exclusive domain of some idealists; it has to be mainstreamed. Only then will it be possible to change consumption patterns and environmental protection can have serious results. In the countries of central and eastern Europe, where individual consumption has only recently been introduced on a massive scale and where it is now being experienced by young people wholesale, the necessary awareness raising can only be achieved through more targeted educational efforts.

For Hanka Sedlackova, the process of globalisation confronts us with some very hard challenges. Answers to these questions cannot simply be found in an isolated local context. Existing networks can be a good basis for global action and commitment and there is a need for deeper co-operation and a better use of existing synergies to have a lasting result.

In the second part of the discussion, the participants entered into debate with the experts and each other, developing some points of general agreement.

For example, the concept of environmental space found favour among participants and experts alike, because of its potential to integrate different dimensions of the global ecological problem: the basic needs of peoples in the South for a life of dignity, the need for the redistribution of resources (at local/regional and national level), and the need for the drastic reduction in consumption of resources in industrialised countries. Further, shortcomings in the European Union environmental policy were referred to, in particular the misuse of veto powers leading to shortcomings in environmental protection. It was noted, in particular, that political structures have to be changed at all levels, from local to international levels, to make way for the transfer of knowledge, "clean technologies" and direct financial aid. It was also agreed that better environmental education would have a significantly positive impact. It was noted, in conclusion, that gatherings such as the Europe, Youth and Globalisation event are good occasions to address the political will of young people and their commitment to change to international policy makers.

Gender equality

Chairperson: Heather Roy (UK), World Association of Girl Guides and Girl Scouts

Experts:

Maud de Boer-Buquicchio, Deputy Secretary General, Council of Europe

David Gvineria (GE), European Youth Forum

María Paula Romano (AR), Latin American Youth Forum

Maud de Boer-Buquicchio

Introduction

This panel focused on the relationships between gender and globalisation, particularly in relation to the Millennium Development Goals. It included inputs from representatives of many different organisations with a wide range of interests – making it clear that gender is not just a concern for some organisations or some parts of society but for us all. The role that state actors, international organisations, education and the values of the individual play in defining our gender attitudes and our response to gender inequalities was discussed widely and the sharing of personal experience and constructive methodologies brought many perspectives to the discussion.

Objectives of the session

The main objectives of the panel were to consider:

* In this day and age, is gender important?
* How can gender be a positive force in globalisation?
* What is at the root of gender?

Main points of discussion

Inputs from the speakers included reflections on the definition of gender equality, its purposes and its beneficial outcomes for society as a whole. One definition was offered by the Deputy Secretary General of the Council of Europe, as follows:

> "Gender equality means an equal visibility, empowerment and participation of both sexes in all spheres of public life ... [it] is the opposite of gender inequality, not of gender difference. It means accepting and valuing equally the complementarity of women and men and the diverse roles they play in society."

It was noted that any discussion of gender equality must go beyond stereotypical notions of gender equality as exclusively a women's issue. It is in the interest of society that women play an active role and are treated with equal respect. That is as much about men as it is about women. Gender equality, as a necessity, was also linked to questions of democracy and human rights. In the general perspective of promoting human rights, it is important to seek to combat any interference with women's and men's liberty and human dignity and to eliminate discrimination based on sex.

It was also noted that while legal measures are essential, and especially measures to protect women from violence, to combat trafficking for sexual and other forms of

exploitation and to ensure the balanced representation of women in political and public life, other measures including affirmative action and proactive strategies for the implementation of girls' and women's rights are needed. To this end, "gender mainstreaming" approaches adopted by several institutions and in many member states are noteworthy. Gender mainstreaming means to review and adapt all policies and practices at all levels in light of gender considerations. Finally, education was given particular importance in the inputs of the experts. It is considered the very foundation of society and it plays an important socialisation role. It was, therefore, considered essential that education becomes an active promoter of positive acceptance for gender equality.

Conclusions

Gender was clearly identified as a transversal issue – affecting economic, social, educational and health issues, all at local, national and global levels.

Specifically:

- gender equality is the equal acceptance and valuing of the complementary roles, skills and abilities of both men and women;
- gender equality is about human rights and democracy, power relationships and values and attitudes;
- education has a huge role to play in the achievement of gender equality;
- there is a need for girls and boys, men and women, to engage in the struggle for gender equality;
- there is a need to listen to each other, and in particular, for men to listen and learn from women;
- the media play an ambivalent role: they maintain problematic and gender biased images of women, but could have a positive educative role in this regard;
- there is a problem of invisibility of women in certain contexts. This invisibility needs to be dealt with to achieve gender equality;
- societies' perceptions of what can be achieved;
- affirmative action works in some areas. The example of the introduction of quotas for the participation of women in certain fields of economic and political life;
- women are still discriminated against in employment. This discrimination is often due to the demands of family life;
- women are often discriminated against by fellow women. In some cases, women may show social behaviours that are more commonly regarded as being male discriminatory actions. It is necessary to examine why some women adopt patriarchal attitudes and behaviours. The question of whether for some women this is the only way to survive and succeed was raised.

Participants were asked to reflect on the reasons for the phenomena identified, on what the role of youth organisations in changing these situations could be and how attitudes and circumstances can be developed to bring about gender equality.

Global partnership for development

Chairperson: Yasemin Uyar (TR), Youth Association for Habitat and Agenda 21

Experts:

Karolina Frischkopf (CH), European Youth Forum

Eduardo Missoni (IT), World Organisation of the Scout Movement

Aminata Traore (ML), author and former Minister for Culture of Mali

The discussions focused on five main issues:

- which elements need to be present for a more human process of globalisation to take root;
- the concept of development;
- the concept of partnership in the framework of development and the Millennium Development Goals Strategy;
- the role of Europe in the context of global partnership for development;
- the responsibility of citizens.

Eduardo Missoni focused on the question of what we understand by global partnership for development. Karolina Frischkopf focused on the questions of who are the partners and what kind of partnerships do we have/want, with particular attention to the youth dimension. Aminata Traore focused on putting forward a critical perspective by underlining the need to take into account that the prosperity of the North and West has been built on much suffering and bloodshed in Africa.

Development

Development was for a long time understood as economic growth. Recently, the concept has come to include ideas about humanity and sustainability. The enlargement of the concept has not been enough to change the essence of development policies. To effectively influence the process of globalisation so that it benefits all the individuals and regions of the world equally, it is essential to look beyond economic growth when referring to development. Not all the individuals, countries and regions participate at the same level in the process of globalisation and the benefits of the process are very unequally distributed.

Today, development is measured through factors other than GDP. Development means:

- living better;
- participating in political decisions that affect you and your society;
- good governance and democracy;
- social justice;
- a sustainable relationship with the environment;
- peace;
- economic growth.

When talking about economic growth, there is a need to acknowledge that it is not just a matter of wealth redistribution (although that is very important). The quality of life being created by policies for economic growth should be considered too. GDP will grow no matter what we sell. For example, selling weapons will increase the GDP of a country, but will not lead to worldwide development in the quality of life.

Global partnership for development

To date no really clear understanding of partnership at the global level has been developed. What are different understandings of partnership? What should be the terms and conditions of partnership? Confusions and problems in global governance cause conflicts of interests among members of civil society. There is much competition for the benefits of development, which leads to notions of "partnership" sounding false. Further, countries in the developing world do not feel ownership of the

"development game" which the rich countries are playing. It was the North that decreed that certain countries are "less developed".

A real partnership aims at building a common vision. It implies a shared commitment towards common goals. If we want to contribute to development, in terms of the broader concept outlined above, we need to involve all the relevant actors. The partnership has to be developed both among nations and within individual nations. It needs to involve the rich and the poor; governments, civil society, international organisations and the private sector; and it needs to consider regional, national and local levels, if it is to be functional at the global level. This is the kind of global partnership we need in practice, if our aims are to eradicate poverty and to ensure development worldwide.

The 8th Millennium Development Goal is intended to build such a partnership between all the relevant actors and to create an environment (at the national and global levels) that leads to development and the eradication of poverty. An example of a concrete tool to achieve the Millennium Development Goals, is the United Nations Secretary General's initiative to fight youth unemployment: the Youth Employment Network, a joint initiative of the UN, ILO and the World Bank. It has developed global guidelines to fight against youth unemployment worldwide, which are to be implemented at the national level. Youth organisations from the different regions of the world are part of the elaboration, decision-making, implementation and monitoring processes for these guidelines. Another example can be found in the Plan of Action that came out of the World Summit on Sustainable Development: it promotes the creation of local youth councils as an important means to reach sustainable development. The World Bank has understood the necessity of consulting young people in the development of a strategy to fight poverty, reduce inequity and promote human development. The above are examples of initiatives taken at the global level to reach a global partnership for development that considers youth and youth organisations as important actors of development.

However, an important differentiation has to be made: token youth participation has to be differentiated from real youth participation. In certain processes, the partnership is not founded on real participation. For example, many youth organisations have experienced that being very critical in international fora leads to being excluded from future meetings and from the process as a whole. Further, the participation of civil society and youth organisations is needed when it comes to implementation and not only in the conceptual planning. At the regional level, the involvement of the regional youth platforms and international youth organisations is key. At the national level, the involvement of national youth councils must be ensured. Same for the local level, where local youth councils can have an important role to play.

Full and effective participation means that beneficiaries and communities of concern in the develop-

ment pro-cess are invited and empowered to become real stakeholders of the processes that affect them. This means more than to be consulted – it means to be involved in the objective setting, the implementation and the evaluation.

Global partnership starts at the global level, but then it must also trickle down to the national and local levels. Several partnerships and commitments already exist and have been agreed at the global level, but if there is lack of political will at the national level, and if the plans cannot be implemented at the local level (if we cannot empower local communities and endow them with resources), then the rhetoric of partnership will remain empty.

The role of Europe and the responsibility of citizens

The main obstacle to development cannot be said to be a lack of financial means. There is, however, not enough political will to let international organisations and the money work consistently and proactively for the purposes of development in poor countries. In noting this, we are necessarily confronted with the problem of representation. Who are the persons that occupy seats in the decision-making organs of global organisations? Who do they represent? Who are they accountable to? Governments represent people. And they continue to represent their nationals even when seated at the United Nations, the World Bank, the International Monetary Fund or the World Trade Organization.

This means that we, the citizens, can change things. We need to live up to both our individual role and to control the power of the others. We have to be responsible for putting pressure on governments to represent our interests and views, not only in our countries, but also when they are seated in global fora where global policies that affect each one of us are decided.

For development to be possible, several important messages have to be brought to the attention of national governments and international organisations:

- overseas development aid can no longer be seen or understood as a charitable donation from the North to the South. Historically, the beneficial economic flows have gone from the South to the North. It has consistently been thanks to the cheap or free labour force coming from the South, that the economic development of the North was able to flourish. It was the slaves that were brought from Africa to the United States to work on the tobacco, sugar cane or cotton plantations that have ensured its economic supremacy. Today, a similar effect can be observed in the relocation of large companies to countries where social and/or human rights are not respected, but where the work-force is inexpensive. This continues to enrich the North. As consumers we have a choice about the products we buy, and it is our responsibility to use the power of our individual consumption to send the right political message to governments and the business sector;
- governments cannot continue to function as slaves to the markets. Political leaders must not corrupt their social responsibility, in favour of increased GDP. The underlying reasons for political reforms in less developed countries must not be to prepare national markets and the judicial system to accept the economic rules dictated by multinational companies. In this relation, European integration is a plausible example that can be followed by developing countries and regions;
- development can only be built on the spirit of political solidarity between the rich and the poor and on the concept of an equal partnership between all the actors that influence development.

In the debate that followed the interventions, it was noted that grassroots level action is important but the question of the role and responsibility of government remains crucial. It was concluded that the public sector as a whole has an important responsibility, in particular as the guarantor of a systematic and equitable redistribution of wealth in the national context. It was further noted that political will here counts for a lot, and that little can be done if the government itself opposes such a progressive approach to its role. It was noted in this respect that as consumers we can have enormous influence. By not buying we influence spheres of government as well as the business sector. In addition, citizens are the electorate and if we are not happy with the policies of the government we can use our votes to change things. Hence, political and economic participation are effective as long as such efforts can be concerted. It was also noted that youth organisations can be effective in lobbying government and other decision makers. The example of debt relief in the Canadian context was given. Canadian youth organisations succeeded in convincing the government to adopt a debt relief policy and it was suggested that such efforts could be undertaken by organisations such as the European Youth Forum in the European context.

While the responsibility of the developed nations for their shameful colonial past is undoubtedly important, it was also noted that the present day corruption of many African leaders and those of other developing countries remains a significant obstacle to development. It was concluded that blaming Europe for Africa's misfortunes did not necessarily serve any relevant purpose. Power politics was also raised as an obstacle to development. In particular, the fact that certain corrupt governments in the developing world have effectively been established by countries in the developed world, and without whose support, they could not survive, was noted. The domination of the developed world is underpinned by such facts.

It was also mentioned that the United Nations and the World Bank are not necessarily apt actors to solve the enormous problems facing the developing world. They have limited mandates, and limited resources. Realistically, and against such a backdrop, youth organisations might not be able to achieve that much, in particular in the absence of a viable "world" youth movement. Existing structures of partnership, such as those mentioned, therefore, might simply not be enough or fully adequate to deal with the needs.

However, the basis of a "world youth movement" exists, in the form of the regional youth fora. This might not be a formalised global structure but they have a significant role to play in this field, as do international non-governmental youth organisations. Together, they can represent in a diversified and open way the interest of millions of young people towards a diversity of global institutions and political processes.

In this regard, it was noted that another important point is the existence of a viable infrastructure for youth activity at global level. Youth organisations – as does civil society as a whole – rely on an institutional environment which is friendly to their cause and existence, and on appropriate financial support from those institutions. In this regard, Europe is particularly privileged and other regions are not.

The question of the political legitimacy of some international bodies and the trust that people place in them was raised in relation to the Israeli-Palestinian conflict. Global partnership, and the attendant rhetoric of human rights and democracy, is too instrumentalised for other political purposes. It is important not to be naïve about international co-operation. The power and interests behind the scenes have

to be factored in when analysing actual situations.

The Millennium Development Goal Strategy was criticised for being too concerned with acquiring financial support for development and too little concerned with the development of "real global partnership". A big element of the problem is that the ethical framework for global partnership is not developed significantly enough. This deficiency is visible in the way in which overseas development aid does not reach the target beneficiaries it is supposed to right now. In order for this to change, the present day approach to development aid has to be completely changed. European developments, such as the growing acceptance for cut-backs in social expenditure, certainly do not inspire confidence that things are changing for the better.

HIV/Aids

Chairperson: Emil Kirjas ("the former Yugoslav Republic of Macedonia"), International Federation of Liberal Youth

Experts:

Lwazi Mboyi (ZA), Chief Executive Officer of the National Youth Commission of South Africa

Arturo Romboli (AR), Project Officer, Relations and Partnerships Unit, World Organisation of the Scout Movement

The programme of the panel included the following elements:

- video message by Eveline Herfkens, the UN Secretary General's Co-ordinator for the Millennium Development Goals. The video message had an important influence on the understanding of Millennium Development Goals among the participants, and served as an excellent beginning for the panel;
- presentation by the chairperson, Emil Kirjas, of the panel members, methodology, and the fundamentals of the HIV/Aids problem – one that can be seen as a transversal issue in the debates on the globalisation process – and its impact;
- presentation by Lwazi Mboyi of South Africa, focusing on the experiences of work to deal with HIV/Aids in South Africa initiated by governmental authorities through various programmes to address the issue from different angles. Reference was made to the joint work with civil society as a prerequisite for successfully dealing with the continuously growing problem of HIV/Aids. The South African experience was presented as an overall example for the African continent;

- presentation by Arturo Romboli of Argentina. As a complement to the previous speaker, the role of non-governmental organisations at national, regional and international level was stressed. The experience and the outcomes of the forum organised by the World Organisation of the Scout Movement and other large-scale global reach international youth organisations in March 2004 in Senegal served as a focal point for the presentation. Co-operation with the authorities in developing strategies for dealing with the problem was highlighted as well as the necessary steps in that direction.

The debate that followed the interventions of the experts was structured so that the participants could exchange their views and experiences rather than lead in the direction of a questions and answers session directed towards the experts. It was focused more on debate among the participants themselves, while the speakers were used as initiators for those discussions.Some of the key issues raised by participants in the debate can be summarised under two main thematic headings: a. the global impact of the phenomenon and the value of international co-operation for tackling it; and b. the human rights dimension of the HIV/Aids problem.

Global impacts and international co-operation:

- the world's HIV/Aids epidemic is growing and has reached worrying levels, not only in regions, such as Africa, where the problem has consistently been endemic but increasingly in Asia, Europe and the countries of the Commonwealth of Independent States. The problem that many organisations and activists dealing with this problem are facing is a lack of understanding and support by the national and international institutions;
- awareness-raising campaigns are often oriented towards distributing information about the problem in the short term and not on how to deal with the transmission problem in the long run. At the moment an insufficient number of NGOs and governments are treating the issue seriously. There is a need for greater co-operation of different actors, not only of the organisations and institutions directly concerned with HIV/Aids;
- young people, as population group in the world, need special attention and should be more active in this field. There is a need to develop a youth-based strategy at the global level, especially in the field of youth activism, formal and non-formal education and building capacities, namely training;
- the role of tradition, culture and religion, as well as the inter-generational gap, were noted as inhibiting factors in fighting HIV/Aids;
- the increased level of infection is not only due to sexual transmission but also to drug use. This dimension of the problem does not receive proper treatment and there are very few measures to tackle it.

Human rights related issues:

- the phenomenon of HIV/Aids leads to the violation of the basic human rights of those affected: from reduced social acceptance to discrimination in the labour market, the sigma that is imposed by society leads to social exclusion and a worsening of living conditions in many countries;
- young people, and especially young women and girls, as well as women in general, are at increased risk of infection. Reasons for this include illegal trafficking in human beings, whereby many young women and girls are forced into prostitution. Increased prostitution must also be seen as one of the many consequences of poverty and the low living standards in many countries;

- socially excluded citizens and those who live in poverty are more vulnerable to HIV/Aids infection. This relates both to their status as transmitters of the disease and as victims of human rights violations;

- HIV/Aids should be included in campaigns for the promotion and protection of human rights, as the phenomenon generally requires changes in the attitudes and mindset of the general population and, in particular, of young people.

Poverty

Chairperson: Giuseppe Porcaro (I), World Organisation of the Scout Movement

Experts:

Fikile Mbalula (SA), President of the International Union of Socialist Youth

Pierre Girardier (F), World Bank

Jan Van Hee (B), Representative of Belgium-Flanders to the European Steering Committee for Youth

Introduction

Developing and transition countries have the most intense demographic trends in the world with extremely high fertility rates. This means that a large proportion of the population in these countries is less than 25 years of age. By 2010 there will be 1.8 billion young people in the world. Some 1.5 billion of these will be living in developing countries, without counting those affected by the expansion of new poverty in the historically industrialised and developed countries. As part of a process of social polarisation, an increasing number of young people are affected by different forms of exclusion and poverty.

The following key phrases were noted from the interventions of the opening and keynote sessions. These were quoted to participants at the beginning of the session, as food for thought:

"The Gap is widening" (Kumi Naidoo).
"If we continue with business as usual we won't move forward" (Jean-François Rischard).
"Poverty is the major polluting agent of our societies" (Giacomo Filibeck).

Disillusionment and the crisis of representation

One of the main points of reflection that was raised as a result of the inputs and the subsequent debate with participants is that today society is facing a crisis in the representation of the poverty problem.

Intergovernmental and non-governmental organisations' programmes are more often designed to deal with poverty reduction rather than poverty eradication. A certain resignation to the idea that the poverty problem cannot be solved in reality is demonstrated by this approach. The question of whether this approach represents

a weakness in the debate and policies on poverty, or whether in fact it is a pragmatic and realistic assessment was raised as a point of debate. Many of the questions related to this point concerned the role of the World Bank and the real impact of its programmes in the economy and the social life of developing countries.

Participation as a means of action

Another key issue discussed was participation in the elaboration of poverty reduction strategies. It was agreed that the new mechanisms that the World Bank is setting up in order to involve young people in its programmes was an important step forward. The point made by Jan Van Hee, to the effect that there is a need to involve poor people in the strategies, policies and programmes that would eventually effect them, was considered paramount.

Nevertheless, the debate questioned the kind of participation proposed so far. The question of what kind of participation is being sought was raised. It was also asked whether there is a way to ensure that processes for the elaboration of policies and programmes on poverty can become democratic and transparent. It was generally agreed by participants that a revived and revitalised political discussion is essential to kick-start new processes of poverty reduction.

This political discussion must include a re-evaluation of democratic practices and a return to a more transparent and participative form of policy making at all levels of the political debate, from national to global. It was noted that the causes and consequences of different kinds of poverty operate at a variety of territorial levels simultaneously. Only by interlinking these different levels and tackling the root causes of poverty, instead of the consequences exclusively, can participatory processes and appropriate means of action to eradicate poverty be developed.

Cluster groups and working units

Introduction

The event was designed to run on decentralised working structures, namely the cluster group and the small working unit. The substantive debates were planned to take place within the context of these two interlinked working methods over one and a half days.

There were six cluster groups (involving a three-hour panel discussion on a general umbrella theme and about seventy participants). Associated with each of these were between four and five small working units (involving approximately fifteen to twenty participants in a specific theme over two three-hour working sessions).

Themes

Concepts were elaborated for each of the clusters and the main themes of the working units were identified by the steering group of the event, namely:

Cluster Group 1: Democratic governance and youth participation

This cluster addressed the broad theme of "good" governance against the backdrop of the novel social and political dynamics that have developed within the context of globalisation. The extent to which globalisation is having an effect on the way governance takes place, together with its effectiveness and its transparency, remains elusive for many citizens and young people. While there is significant debate and some controversy over the power and significance of the nation state in the global economy and in international relations today (for example, as faced with the ongoing threat of international terrorism), in particular as concerns representative democracy as a system of governance, institutions of democratic governance at the world level have not yet been put in place. Indeed, there is no consensus at the global or national level as to the desirability or potential practicability of such institutions. Instead, much energy has been spent on looking at systems of governance that involve multiple stakeholders beyond the multilateral approach of international relations. Nevertheless, the "international community" has become palpably more important in recent years. Localised manifestations of political action that are triggered by global problems or concerns have been gaining ground. Further, the question of the relationship between the global and the local continues to be posed: how can the local level and the development of democratic institutions and practices at the local level contribute to the development of good governance?

As a starting point for the discussions in the small working units, the cluster group panel discussion explored perspectives for young people within larger questions, namely:

- What effects (positive or negative) are global processes having on global governance (transparency, accountability, effectiveness, participation)?
- How do young people perceive their position in society? Has globalisation changed their situation or influence? Do they feel more powerful/powerless than in the past? Are the current changes in governance relevant to their life and are they able to understand these processes? Do they consider themselves being relevant to politicians' agendas and do these agendas mean anything to them?
- What effect is globalisation having on the ways in which young people and other population groups participate in society? How is individual activism and associative involvement developing in relation to the continuing importance of historical or spontaneous collective social movements (peace movement, anti-globalisation movement, etc.). Does the context of globalisation make it possible to speak of and identify new forms of participation (including youth participation)?
- What do young people expect from political institutions and political actors/leaders? Do they perceive them as responsible and capable enough to address the main problems of the future?
- Given the realities of the lives of young people and other population groups worldwide, what kind of governance does the world need?
- What role should Europe, its institutions and its young people play in the development of global governance?

Small working units:

- global civil society;
- building global democracy;
- youth participation in decision-making processes.

Cluster Group 2: Human rights and global responsibilities

This cluster group addressed the broad theme of human rights and responsibilities against the backdrop of the novel social and political dynamics developing within the context of globalisation. In the context of the global economy and interdependence, many people are deprived from access to fundamental human rights and dignity. The diminishing access of everyday people, and in particular, those who are most marginal including the young, to public goods in Europe and beyond is a challenge to the universality and indivisibility of human rights worldwide and in particular in Europe

As a starting point for the discussions in the small working units, the cluster group panel discussion explored perspectives for young people within larger questions, namely:

- In terms of human rights, which kinds of rights need to be better assured for young people so that the universality of human rights can be truly universal?
- What does the contemporary debate on human rights tell us about emerging rights? How has globalisation affected this debate and the emergence of new categories of rights and new claims for rights?
- In which ways does globalisation threaten or foster the universality of human rights?
- How do we prevent the protection of human rights being used to legitimise actions that directly violate people's human rights and fundamental freedoms?
- In which ways do certain kinds of rights clash (for example, environmental and cultural rights)? What do these clashes mean for solidarity? What do they mean for the human rights movement and actors in the field?
- What are the moral and legal challenges to human rights in a globalised economy?
- What are the challenges to the equality of all human beings in human dignity, both in discourse and reality?
- What is "global" citizenship (which rights and obligations are integrated)?
- A new global ethics – is it necessary, what could it include and how can it be promoted?

Small working units:

- human rights in focus;
- society counteracting violence;
- human dignity versus social exclusion;
- globalisation of responsibility;
- disability and positive discrimination policies.

Cluster Group 3: Culture and diversity

This cluster group addressed the broad but linked themes of culture and diversity against the backdrop of the novel social and political dynamics that have developed within the context of globalisation. Culture has always had different kinds of weighted meaning and has been variously instrumentalised in political projects as far reaching as nation building and the prosecution of wars. The cluster group will

attempt to reflect upon the ever-changing concept of culture in the global reality. It will attempt to address issues of national and global identity, "westernisation" of traditions, "trendy and brandy" youth, and the way which diversity is often posed as an obstacle to inclusion.

The concept of culture is a complex one that in diverse circumstances represents different realities. In its core function, culture provides youngsters with space for personal identity and a sense of life; at the same time and exactly for this reason, the notion of culture is often misused and instrumentalised for political reasons. However, culture is both a flexible tool for social change and a resource for stability and continuity; the young generation is the main field/actor of cultural change. Therefore, it is fundamental to explore what is going on in the field of culture from a youth perspective in a globalising world in order to understand new/future developments.

Further, culture has been variously valued by different generations. The term culture represents significantly different ideas and concepts for different people. Culture refers to both the customs of individuals and ethnic groups, with their attendant diverse beauty as well as contradiction: culture can be seen in both ballet and rap music. There is a need to redefine the notion of culture in the ever-changing global context. Moreover, what is the role and new meaning of culture for political and social realities?

Finally, there are questions related to the global outreach and quality of cultural production. Does growing cultural outreach (music, movies, etc.) show the level of cultural poverty and standardisation? What are the links between religion and culture, and how important is intercultural dialogue and inter-religious sensitivity for the debate on globalisation? The notion of diversity is variously conceptualised as something to celebrate (this is often the case among young people), as something to manage, as an obstacle to peaceful and harmonious social relations and in many other ways. And while diversity has been a feature of European societies for time immemorial, the debate on how diversity is to be conceptualised and internalised in politics and society is very much on the agenda again.

------>

The widespread currency that the "clash of civilisations" theory has gained recently raises questions that individuals need to answer for themselves: questions of identity, belonging and entitlement. The increasing level of negative judgments on the part of society in relation to the nationality, religion and race of certain persons has become alarming. The rise of "Islamophobia" and anti-Semitism, growing intolerance towards non-nationals and foreigners, the growing fear of immigration and policies that express this fear, and the growth of a political and social rhetoric of "with us or against us" makes diversity very difficult to live for many communities of immigrant or minority background.

As a starting point for the discussions in the small working units, the cluster group panel discussion explored perspectives for young people within larger questions, namely:

- What effects (positive or negative) are global processes having on the way in which people, and in particular young people, conceptualise notions like culture and diversity and how do they live them?
- Does it make sense to talk about common culture in the light of globalisation?
- In which ways is culture as a concept used and misused in international/global political and social discourse today?
- How can the notion of "culture" be placed appropriately in the debate on diversity and vice versa? And what should be their uses?
- How are international events and global processes affecting the way in which policies regarding culture and diversity are being enacted?
- How do different communities affected by the debates on cultural belonging and diversity react to contemporary developments – feedback from the field?
- What does intercultural dialogue mean in the post-"9/11" context and against the backdrop of other global processes and phenomena?
- What is the relationship between "culture" and "diversity", intercultural and inter-religious dialogue?
- What is the role of the media in the propagation of prejudicial and discriminatory images of different communities? What positive role might it play and how?

Small working units:

- inter-religious dialogue;
- multi-culturalism and diversity (So different! Still equal?);
- youth version of the Unesco Universal Declaration on Cultural Diversity.

Cluster Group 4: Sustainability

This cluster group addressed the question of sustainable human development against the backdrop of the novel social and political dynamics that have developed within the context of globalisation. Sustainable development has become a buzzword in recent years. International institutions and civil society from local to international level claim that without sustainable approaches to human development, the human species is in danger of extinction. On the other hand, national governments, regional groups, and international or multinational corporations claim that without economic liberalisation there can be no sustainable development. What is the pace of solidarity and global interdependence in a world where so many live under the poverty line and so few hold both the reigns of power and the financial and political resources to stay in power? Is there another kind of globalisation? Do the *alter-mondialistes* as they are called in French have a viable alternative – can

their approach bring with it gains for social and economic justice and a change in the direction of ethical economic globalisation?

As a starting point for the discussions in the small working units, the cluster group panel discussion explored perspectives for young people within larger questions, namely:

- What effects (positive or negative) are global processes having on the way in which sustainable development is conceptualised and practised in Europe and the world?
- How are international events and global processes affecting the way in which policies regarding development are being enacted?
- How do and can the different communities affected by development policy react and participate in contemporary developments – feedback from the field?
- What challenges in terms of development and sustainability are particularly pressing and how do these affect young people?
- How do and can social movements such as those represented by the "anti-globalisation" faction or the *alter-mondialistes* affect the way in which sustainable development is pursued at different levels of responsibility (from individual through international)?
- How is global economic justice conceptualised by the different actors involved in the movements dealing with issues of sustainability?
- Ethical economics – is there such a thing? How can it be promoted?
- How does the world conceptualise development? Is economic growth sustainable? What about *decroissance durable*?

Small working units:

- combining economic growth with poverty reduction, social justice and environmental balance;
- health and sustainable development;
- sustainable consumption and the global market.

Cluster Group 5: Peace

This cluster group addressed the broad theme of peace. Peace, not only in terms of the absence of violent combat, but social peace. The views of young people are greatly influenced by the environment and the way their community live. Violence prevails in the everyday life of a lot of young people, violence in the streets, in families, in schools. Building up peace is not an easy process in itself, especially in the societies torn apart by war, mistrust and hatred. Peace, as a personal and social attitude, has to be cultivated and developed: in conflict and in apparently peaceful situations, in personal relations and in international relations. Conflicts have to be dealt with constructively. Violence must be condemned and conflicts transformed in a driving force for social change. Peace is an active process and requires a deep involvement and changes in personal and collective behaviour. Global security paranoia after the events of "9/11" challenges the fundamental freedoms of individuals and opens a debate on the use of human rights as a pretext for the violation of human rights, and restrictions on travelling in the name of security and safety. All these challenges need counteraction, response and a common stand. How can a culture of peace become more prevalent in both world politics and in relations among different people? What role do attitudes play in building a culture of peace and how can attitudes be developed, changed and reshaped? How can peace education in

formal, informal and non-formal environments contribute to the threats faced by societies?

As a starting point for the discussions in the small working units, the cluster group panel discussion explored perspectives for young people within larger questions, namely:

- How are international events and global processes affecting the way in which international relations are being pursued?
- What attitudes or approaches would foster the development of a culture of peace worldwide (in individuals but also in the political sphere)?
- How would you describe the concept "culture of peace"?
- What are the effects of reconciliation processes on the life of civil society and young people in particular?
- What is the role, if any, of the peace movement? How can it develop a proactive approach to its core issue? What can be learned from the past? Is protest enough to sustain the development of a culture of peace and lasting peace itself?
- What is the place of culture and religion in the debate on peace and conflict?
- How can appropriate respect for human rights be sustained in relation to the heated security debate?
- What is the role young people and their organisation play with regard to the promotion of a culture of peace?

Small working units:

- the culture of peace;
- conflict transformation;
- human security versus global insecurities;
- peace education.

Cluster Group 6: Education and employment

This cluster group addressed the theme of education – formal and non-formal – arising from the challenges of the social and political dynamics that have developed within the context of globalisation. In terms of content and methodology, objective and outcome, education is being challenged to reform by processes of global significance. However, educational inequalities worldwide remain obvious: inequalities between young people from different social groups, of different genders, between those from minority and majority communities in a given country, between North and South, religious and secular and at different levels of the educational system. In some countries, the challenge remains to ensure basic primary education and literacy for all children of school-going age. In others, it is the technological revolution and new teaching methods that pose a challenge. And in still others, education as an agent of socialisation is under question. The question of education as a fundamental and free right once again challenges ideas and efforts to privatise it. Questions are asked about the role and value of education in teaching and providing a sense of responsibility for the world and solidarity with others, particularly as a result of school violence, segregation and failure. The role of the state in forming school policy and practice has also been raised as a result of overt racism and discrimination against young people and teachers from particular religious communities. As an example, the crossroads between the right to education and that of freedom of religion has produced controversial and heated debates in many parts of Europe and the world. Further, recent developments in the world of work, have also put into question the education-labour contract. In many countries today, it is not

possible to speak of a good education as being a lifelong insurance for employment and security. The level of youth unemployment in the world is once again rising, having been reduced significantly in many European countries until recently. On the other hand, access to suitable education remains one of the prime indicators for individual life chances.

As a starting point for the discussions in the small working units, the cluster group panel discussion explored perspectives for young people within larger questions, namely:

• What effects (positive or negative) are global processes having on the educational needs of young people today? How does that relate to the global labour market and its needs in terms of qualification?
• What about the commodification of education? How has that process been affected by global change dynamics and to what extent is it a positive/negative development?
• How are international events and global processes affecting the way in which education systems and educational methodologies are being developed? To what extent is education still a matter of national competence and to what extent should that be the case?
• How can education maintain its position as a positive agent of socialisation in young people's lives?
• How can young people affect change according to their needs and wishes in education?
• What educational indicators are most tightly linked with the life chances of young people in different parts of the world? What can recent research in new educational fields, such as that of lifelong learning, tell us?

Small working units:

• the importance of non-formal education;
• information and communication technologies: the digital divide and opportunities;
• from education to employment;
• "avoiding marginalisation of non-nationals: the example of the socialisation of young refugees through education and employment"

Profile of cluster panels

Each cluster panel was comprised of a chairperson, a co-chairperson and the working unit facilitators. These cluster panels developed the concept of the cluster panel discussion beyond that outlined by the steering group and developed a programme for its delivery to the participants. Working unit facilitators developed the programme of their working unit in relation to the overall theme and concept of the cluster. The aim of this planning structure was to provide for the development of synergies between the different elements of the event's programme.

Cluster chairpersons and co-chairpersons were largely drawn from the ranks of the statutory bodies of the Directorate of Youth and Sport, notably from the Advisory Council on Youth (AC) and from the European Steering Committee for Youth.

Working unit facilitators were chosen on the basis of an open call for proposals and corresponded to one of the following profiles:

• professionals in facilitation with a good grip on the key themes of the event;

- representatives of the Advisory Council on Youth, representatives of other statutory partners of the Directorate of Youth and Sport or representatives of the preparatory/steering group of the event with expertise in the theme;
- experts associated with one of the major international institutional partners of the Directorate of Youth and Sport involved in the preparation of the event (the UNHCR, Unesco, the World Bank, the European Commission, etc.);
- representatives of or experts contacted by one of the other services of the Council of Europe co-operating with the event;
- representatives of other agencies or large international NGOs that are specialised in a relevant theme.

Facilitators were chosen on the strength of their working unit proposal and in consideration of the composition of viable cluster group preparation and delivery teams. The usual balances were also considered during selection (regional, gender, representation of a diversity of profiles, representation of statutory partners, etc.). The selection of facilitators was carried by the steering group of the event.

The planning seminar

In order to ensure quality and adequate co-ordination of the planning of the event, a seminar bringing together selected facilitators, cluster group chairpersons and co-chairpersons, and the general rapporteur was convened at the European Youth Centre in Strasbourg from 24 to 27 March 2004.

The main aims of the seminar were to provide a working knowledge of the event to

those concerned and to establish one common working methodology for the clus-

ter groups and the working units. The result of the seminar was a detailed approach

and programme for the cluster groups and the working units.

Please refer to the appendices for the composition of cluster panels including short

biographies of the experts who took part.

----->

Reports of the cluster panels and working units

Cluster 1: Democratic governance and youth participation

Chairperson: Michaela Pavlisova, Students' Forum 2000, Czech Republic

Co-chairperson. Erik Schionnemann, European Youth Forum , Denmark

Expert: Philippe Schmitter, European University Institute, Florence, Italy

The following main lines of discussion in relation to the broad theme of democratic governance and youth participation were identifiable from the debate that took place following the panel's introduction to the theme:

- government versus governance;
- voting and youth as a demographic group;
- the relationship between local, national, regional and global;
- institutions and participation;
- participation beyond institutions.

Government versus governance

Philippe Schmitter briefly outlined what, in his opinion, the difference between government and governance is. While there is no such thing as a world government, everyone is talking about global governance. In fact, democratic governance was referred to as an oxymoron: while in democracy the majority votes out the minority, governance should be based on consensus. While governance is somewhat characterised by secrecy and confidentiality, democracy is often viewed as more open. While in governance the system is only open to the eligible stakeholders in democracy, all should be encouraged to participate.

In this relation, he advised youth organisations to make a conscious strategic choice, and to focus on affecting government rather than to attempt to engage in governance. He argued that real consensus among diversified, transitory and loosely organised youth is very difficult to accomplish. It was also argued that when discussing governance, youth is hardly ever even considered as a stakeholder or as a real actor in governance. Instead of concentrating on governance, youth should consider being more involved in government. This might be because youth, as indicated by Philippe Schmitter, is a temporary category, which tends to change its priorities, and in the perception of government is, therefore, a rather volatile group. Moreover, it was pointed out that the question of implementation and delivery is key. While actors involved in governance agree and consequently adopt policies, youth interests change over time and hence capacity and drive to implement are often considered lower.

Several participants replied that there was in fact no other choice than to be involved in both government and governance. The need for young people to be involved in governance was put forward. It was mentioned that while many young people have lost faith in elected representatives, they can be encouraged to take part in participatory democracy. It was also claimed that while only global governance could solve global problems, involvement in government is still essential to maintain the drive for real change.

Voting and youth as a demographic group

Philippe Schmitter's claim that young people are unlikely to force change as a group led to a discussion of young people and their participatory value. Many participants expressed a belief in youth as a group. Current examples were given, such as that of the role of youth movements in the recent change of government in Georgia that swept Saakashvili to power. The lengthening period of "youth" was mentioned and participants from the South reminded the debate that the idea of ageing societies is a largely European and developed world phenomenon. Both these factors were considered important reasons for why young people have a specific participatory value.

Subsequently, the way in which the attitudes and approaches of youth organisations can change when they become recognised as actors in the system and once they are involved in decision making was raised. It was noted that in the context of some consultative mechanisms, it can be difficult to identify where the border between one's involvement and the exercise, or even misuse, of power lies.

The relationship between local, national, regional and global

It was duly agreed among participants, participation in either government or governance, in the face of globalisation, requires involvement at all levels, even if for particular individuals or organisations it could be effective to focus at just one level. Several participants, in particular representatives from the South, expressed their concern and frustration at the fact that global decision-making bodies or power structures are not transparent and, therefore, inaccessible. Other participants expressed frustration about local involvement having little effect if it could not affect global frameworks. One participant expressed concern about the effect that principles of subsidy would have in the context of the accession of his country to the European Union, expressing a feeling of disempowerment.

The idea that a qualitative rather than a quantitative change in youth participation in decision-making processes is needed today was raised. While many keep searching for "bigger" or more intensive involvement of young people, it might be more effective to seek change in the decision-making processes to allow for more empowerment. It was postulated that one should not necessarily keep asking how much youth participation is available, but rather concentrate on the mechanisms of how or through which processes participation is possible and effective.

In terms of discussing the relationship between local, national, regional or global aspects, some participants expressed the need for "local" issues to be translated into the global dimension and vice versa. However, it was also noted that even if it is possible to discuss issues and problems related to globalisation in fora, the local manifestations of those problems can be so difficult to deal with that discussion of a global dimension can simply become meaningless.

Institutions and participation

Strong concerns were expressed regarding the current institutional set-up and especially concerning the role of the IMF and the World Bank. There is the question of whether responsibility for the problems of developing countries and particular groups in society lies with the national governments or with such institutions. In this relation, a participant from a developing country said that even though the situation is complex, he had felt the limitations imposed by the institutions in his day-to-day life, but not the benefits.

The extent to which it is useful for youth organisations to be involved in consultative processes with institutions was discussed. The idea that dialogue with elected representatives, even at local level, can bring "real power" was challenged by some participants. Nevertheless, the co-management system of the Council of Europe Directorate of Youth and Sport was widely perceived as positive and as a model of participatory decision making that should be followed by other institutions. Other participants expressed frustration regarding the efficiency of the process developed to elaborate the White Paper of the European Commission on "the youth policy of the European Union".

Participation beyond institutions

How young people can, in practice, achieve real influence was discussed. Several participants underlined the importance of ensuring diversity, both in terms of who participates and how participation takes place. To this effect, the importance of getting young people organised was noted. Positive examples, such as the European Youth Forum, exist but there is a long way to go to ensure that every region of the world can benefit from such structures of youth representation. Many participants discussed the possibilities of exercising influence through consumption and involvement in cultural activities. Philippe Schmitter provided examples from his involvement in the campaigns against the Vietnam War at American universities. He offered his experience as an example of the kind of ambitions that young people need to have in order to impose real change.

Working Unit on Global Civil Society

Facilitator: Miguel Angel García López, "Make a Team", Germany/Spain

Introduction

Global civil society is an emerging reality, still under construction and not completely defined in its composition and functions. This lack of definition poses a challenge to young people who have the opportunity to contribute to the definition and development of this "emerging global civil society".

Some issues currently under discussion, in relation to the issue of global civil society, are:

- the way in which civil society is adapting to global processes;
- participatory budgets, alternative approaches to globalisation and other good practices are being experimented with in a variety of contexts;
- the extent to which global manifestations of civil society represent public opinion, unequal access to political processes, "representation" and legitimacy;
- media manipulation and agenda setting;
- the need for codes of conduct to regulate the development of new forms of participation, such as "global youth networks";
- the place, role and effectiveness of new social movements.

The main points addressed and discussed in the working unit fall under the following headings:

- identifying the actors of the emerging global civil society;
- identifying the functions and roles of the emerging global civil society.

Identifying the actors of the emerging global civil society

It is very difficult to define precisely who the actors of the emerging civil society are. Any organisation which has started to be aware of and to react to the phenomena of globalisation could theoretically be considered as an actor of global civil society. A wide diversity of organisations and social movements are concerned and active in this field. As a result of brainstorming, we can identify the following:

- social organisations (at local, national, regional and international level);
- national and regional youth platforms;
- religious organisations and churches;
- social movements;
- World Social Forum;
- political parties (with their international structures);
- trade unions (with their international structures).

It was considered necessary to identify criteria to distinguish those actors which could be part of this emerging civil society. One value-based criterion would be the defence and promotion of human rights. At a more practical level, it was noted that to have an effective global dimension to their work, organisations need certain conditions of work, in particular, performant information technologies to assist global communication and action.

Global media play a very important role in this emerging global civil society. Even so, the media as such are not considered as part of the global civil society, due to the fact that a large share of the media worldwide is dominated by very particular and narrow interests and by the global market.

Identifying the functions and roles of this emerging global civil society

Several potential roles and functions of the emerging global civil society were identified, namely:

- to influence governments, to create and implement public policies;
- to be the voice of the people, to foster diversity, to support minorities in their efforts to be heard and organised, to promote culture, peace and human rights, to encourage participation, and to create networks of citizens and to bring them together;
- to control, to counterbalance and challenge the existing international structures, institutions, media and parties;
- to create, provide and disseminate information;
- to "replace" the state in the provision of social services where necessary and desirable;
- to discuss global issues, analyse social processes, raise awareness and propose solutions to problems;
- to act as a mediator between institutions and groups of citizens, facilitating dialogue and exchange, and creating a better mutual understanding within society.

In relation to the above discussion, two main concerns regarding the idea of a global civil society were raised by the participants:

- the real legitimacy of global civil society has to be questioned, especially in cases where some form of representation to and interaction with government takes place;

- the potential for global civil society to be limited in its capacity for representation to the extent that it becomes a vehicle for narrow egoistical interests instead of the collective welfare, thereby becoming a "negative" lobby.

Main outcomes, recommendations, perspectives and challenges

The group focused its concluding discussion on the role and contribution of youth organisations in the development of an emerging global civil society and identified the following challenges to be taken up in the debate and in action in this regard in the future:

- to develop a global message, which should include: global awareness, citizenship, sustainability, peace, cultural diversity, poverty, youth participation, education and training, gender issues, justice, human rights and a call to action;
- to encourage work with/in networks and the strengthening of existing networks;
- to develop the support and finance available for training for youth, networks and representatives of NGOs;
- to take advantage of every available resource;
- to train multipliers and promote education, including non-formal education;
- to develop leadership for today not just tomorrow;
- to foster youth participation and support the voice of young people;
- to foster the creation/emergence of a global civil society that respects and answers the specific issues and needs of youth;
- to develop change strategies through participation;
- to strengthen participation at grassroots level and to promote the participation of youth in the existing institutions.

Working Unit on Building Global Democracy

Facilitator: Petr Lebeda, Global Policy Institute – Glopolis, Prague, Czech Republic

Introduction

The objective of the working unit was to paint the "big picture" of global architecture and to show how various global actors, economic processes and political problems relate to each other. It was also an objective to discuss how young people can participate more effectively in shaping globalisation, given this "big picture".

The work in the working unit was divided into two main parts: one analytical and the other synthetic.

The analytical discussions centred around how major global actors (states, international institutions, transnational companies, media, civil society and individuals) interrelate with the key issues and controversies, such as economic globalisation

(finance, trade, investment and aid) and its impact upon selected value standards (empowerment, sustainability, participation, equity, responsibility and effectiveness). Using group work to fill in an analytical matrix, the participants had the opportunity to discover the links among, and the concepts behind, these categories while assessing the degree to which they represent positive or negative developments.

Special attention was paid to the role of media in achieving global democracy. Participants acknowledged the diverse character and ambiguous impact of media in this relation. The political and market constraints in the realm of mass media (and television, in particular) were discussed as significantly contributing to young people becoming demobilised and excluded from participation in decision making, rather than informed and encouraged to be more active in the public sphere and democratic processes. Elaborating on the cluster debate, participants identified the major challenges and opportunities media constitute for the youth.

The synthetic part of the working unit was geared towards generating avenues through which young people, both as individuals and in collectives, can influence current political and economic structures. Participants discussed the multiple roles and identities that young people acquire in today's world and elaborated on those of them that allow youth to actively influence the process of globalisation.

Main outcomes and challenges

At the theoretical level, participants felt that the actual impact of the globalisation of finance, trade and investment on the main actors and selected values of global democracy is multiple, ambiguous and often hard to detect. While civil society might benefit from new information technologies, the nation state was seen as becoming increasingly weaker in the face of global processes. Only development aid was considered a clearly win-win approach. It was agreed that globalisation entails both risks and opportunities. Therefore, participants highlighted the importance of access to and political control of global processes. Access of various actors to the opportunities represented by globalisation largely defines the winners and losers in today's societies and among different regions of the world. Participation in, political control over and regulation of globalisation processes is the main way to enhance the positive potential that many of the processes offer, while addressing the multitude of negative consequences they currently present.

Current theories of global governance and democracy were felt to be too abstract and incapable of providing concrete guidelines for youth action. However, the tensions between stakeholders (governance) and citizens (democracy), between participatory and representative democracy, and between the need for mobilisation and the need for information aroused interest in the group. Participants focused on the question of how the media can contribute to lower participation (demobilisation) of young people. It was agreed that while youth disposes of various communication skills (both formal and non-formal) and new communication channels (ICT, local, alternative and independent media), it is the mass media, and television in particular, that is shaping the attitudes of the majority of young people worldwide.

It was concluded that, in many countries, ensuring plurality of the mass media is the main imperative for limiting the political manipulation of youth audiences. However, it was also pointed out that even competitive media markets tend to focus on the lowest common denominator and distract the attention of young people away from the key issues of global democracy and political participation. Moreover, private media companies may become equally dominating of the market.

Participants, therefore, put forward that it was necessary to provide support to local, alternative and minority media. This can be done, for example, by challenging the hesitance of the World Trade Organization on global anti-trust regulation and its adherence to the principle of a national contents quota. It was also suggested that it is in evaluating the policies of international economic and financial organisations, and helping citizens to cut through the current "short term" and "production" in the public sphere, that the Council of Europe could find its new role in the globalised world.

Most importantly, however, the group felt that it is up to each young person to exercise their power to choose the kind of media and information that empowers them to participate more effectively in decision making.

Finally, the group brainstormed on other roles through which young people may influence the course of globalisation. There was agreement that adjusting current political and economic structures requires activity at local, national and global levels and it concerns young people as individuals and as part of organisations. Various aspects of youth life were referred to, such as: visionary and rebel, consumer and worker, civil society activist and volunteer, student and expert, voter and peer informer, artist and technology user, civil servant or employer.

The group then rounded up its work by suggesting the following messages to young people in relation to the four main role categories identified:

Consumption:

• consume responsibly (less, but in a more sustainable manner);
• seek out diverse and alternative sources of information;
• buy fair trade.

Citizenship:

• be active;
• advocate;
• be informed;
• consider alternatives;
• vote;
• take the initiative (organise);
• pay attention: politics starts at home;
• communicate (network).

Education:

• bring up global issues;
• organise for access to education;
• spread relevant information;
• be creative (experiment);
• use technology imaginatively;
• question assumptions (redefine and reframe);
• keep learning.

Work-force:

- be aware of your resources and skills;
- choose your job carefully if you can;
- bring the important values you believe in to whatever you do.

Conclusion

While the first part of the workshop, which aimed at exploring the variety of globalisation links, was considered rather too abstract, the second part proved useful. Focusing debate on just some of the issues made it more lively which allowed for both improved insight and constructive responses to the selected challenges of global democracy. The notion of global democracy turned out to be difficult to define, let alone to grasp comprehensively in the course of the programme of the working unit. However, building global democracy implies that attention needs to be paid to the process, as well as to the contents of globalisation. In raising awareness among participants about the complex nature of globalisation and in reflecting on what young people can do about it, the workshop seems to have made a small step towards achieving its ambitious title.

Working Unit on Youth Participation in Decision Making

Facilitator: Richard Amalvy, World Organisation of the Scout Movement, France

Introduction

The main objective of this working unit was to look at which avenues and channels for youth participation in decision making exist today, how to improve the functioning and representativity of those channels and which actions can be undertaken to ensure the best possible representation of the interests of young people in decision making through participation.

Main topics discussed

In the context of this working unit, the following main points were addressed:

Governance and youth participation:

- information and its flow is crucial to good governance and the potential for youth participation;
- it is necessary to evaluate the effectiveness of existing systems of governance and participation in order to be able to influence and adapt them to changed conditions and needs;
- inclusiveness is key to good governance. It is crucial to involve a large number of partners;
- one means of improving youth participation would be to raise the profile of national/local youth councils;
- youth representation must be ensured for good governance to take place;
- it is essential that a proper legal and financial framework exists for NGO action. This frame-

work has to be provided without governmental interference.

Decision making:

- in relation to decision-making bodies, the concept and practice of trust is essential to the development of good governance;
- partners at local, regional, national and international level have to build alliances to ensure good governance in the decision-making process;
- media, PR and information activities can help to build trust and alliances.

Several instruments and mechanisms of youth participation exist. These can also be used for the promotion of good governance:

Institutionalised mechanisms:

- consultations (networking groups, etc.);
- school and university boards;
- representative, independent, local, national, regional and international youth councils.

Legal mechanisms:

- quotas to ensure youth participation in governmental agencies dealing with youth related issues;
- quotas to ensure youth representation in parliament;
- user-friendly access to the election process (difference between active and passive right to vote);
- representation of youth in youth policy-making bodies.

Other mechanisms:

- action, campaign and protests;
- events;
- lobbying and advocacy for youth issues;
- youth research and youth opinion surveys.

Ensuring results

- continuity is essential for good governance. It can be achieved by instituting follow-up of youth related processes and through the development of monitoring systems for those processes;
- leveraging power and developing influence can be achieved only through long-term commitment and strategic agenda setting. It is essential to transit from a reactive to a proactive approach to decision-making bodies.

Main outcomes, perspectives and challenges

Participants identified the following relationship between influence, information and initiatives as relevant for understanding how to work better with decision-making bodies and for the promotion of good governance within them:

Influence   information   initiatives

Information

Different target groups have different information needs:

- youth: access to information and media flow means knowledge;
- institutions: exchange of information, confidence building and consultations;
- society: highlighting positive image of youth, providing input on society issues – raising awareness on what is important for youth;
- media: develop-ing youth media by youth – for youth, helping media to under-stand youth issues, creating partnerships with media, changing the image of youth in the mind of journalists and giving visibility to positive examples

Influence

- confidence building;
- networking with partners;
- empowerment and training;
- taking part in decision making (for example, co-management system of the Council of Europe Directorate of Youth and Sport);
- continuity;
- long-term commitment.

Initiatives

- agenda setting;
- proactive actions;
- development of monitoring systems for youth, issues, policy making and imple-mentation.

Cluster 2: Human rights and global responsibilities

Chairperson: Beata Petes, Representative of Hungary on the European Steering Committee for Youth

Co-chairperson: Karolina Frischkopf, Bureau Member for United Nations and Global Issues, European Youth Forum, Switzerland

Expert: Rui Gomes, Administrator for the Human Rights Education Programme of the Council of Europe, Directorate of Youth and Sport

The introductory remarks made by the panel focused on the following main points:

- human rights is a field where global actors have a significant role to play;
- there is a danger that often the rhetoric and language of human rights is instru-mentalised by regimes/groups that abuse human rights. Human rights should be

protected by judicial systems and should not be subject to the political/economic interests of a given country;

- protection of human rights and access to human rights are intertwined;
- closing the gap between different realities is essential to ensure the protection of human rights worldwide;
- individual and group attitudes count in the protection of human rights significantly and there is an ongoing need for human rights education to influence such attitudes;
- youth organisations have a significant role to play in promoting human rights and can contribute to their protection.

Rui Gomes gave an input on the theme of "human rights education", focusing on the evolution of human rights concepts and approaches through history, and its translation into international human rights protection and legislation, including the European Convention on Human Rights and its mechanisms of sanctioning violations of human rights – the European Court of Human Rights, based in Strasbourg.

In addition, he presented the aims and essential content of human rights education as a pedagogical response to a human rights unfriendly environment, where pervasive social phenomena such as racist or gender-based violence, a variety of forms of discrimination, as well as violations by states of legal provisions for human rights are common and ongoing.

Finally, he presented the objectives and activities of the triennial Human Rights Education Programme of the Directorate of Youth and Sport, including one of its key products, *Compass – A manual on human rights education with young people.* This programme includes the training of trainers in human rights education, the funding of local pilot projects on human rights education related topics, and a variety of activities with the aim of preventing all forms of violence, among other activities.

The discussion with participants that followed focused on the following main areas:

- The responsibilities of different global actors for the protection of human rights: how can human rights be extended to all human beings worldwide?
- The responsibilities of all citizens for the protection of human rights: how to bridge the gap between the different realities of human rights being lived worldwide?
- The main concerns of participants in relation to the systems that are in place for the promotion and protection of human rights.

On the subject of the responsibilities of different global actors for the protection of human rights and how human rights can be extended to all human beings worldwide, the following questions were raised and discussed by participants:

- Does the possession of power entail the right to violate human rights?
- Some powerful groups profit from human rights violations. The example of multinational companies who become rich on the backs of the poor masses was cited.
- The international decision-making bodies represent a minority of powerful countries and groups with wealth and significant political influence. These groups are directly linked to human rights violations. How can human rights be protected in such an international system?

- It is very difficult for those whose rights have been violated to access justice. How can access to a just legal process for those whose rights have been violated be ensured?
- Trends in international migration politics at nation state level are damaging efforts to ensure the protection of human rights. At the same time, as certain states violate the human rights of their people and are not sanctioned, refugees and asylum seekers from such countries are turned away from safe countries for committing illegal acts to escape the abuses in their home countries. The idea that a human being can be termed "illegal" was heavily called into question.
- To date there is a significant lack of political will to consider economic deprivation and poverty as a fully-fledged human rights issue. How can a human rights based approach to policies on poverty be developed?

On the subject of the responsibilities of all citizens for the protection of human rights and how to bridge the gap between the different realities of human rights being lived worldwide, the following questions were raised and discussed by participants:

- it remains of significant influence on the protection of human rights that many people do not know what their rights and the rights of others are, and that few people seem to honestly care. The question was posed as a significant problem for the protection of human rights;
- the existence of other realities of human rights than the ones we know ourselves is important, in particular in Europe, where basic living conditions are for the large part ensured. Curiosity and concern for the human rights conditions that people live in other parts of the world are not widespread enough;
- it is lamentable that individuals do not feel responsible for the human rights of others. A more widespread understanding of the interdependence of the rights of individuals in society is needed;
- decision makers and society at large need to be educated to become aware of real global problems of human rights, such as poverty.

On the subject of the main concerns of participants in relation to the systems that are in place for the promotion and protection of human rights, the following questions were raised and discussed:

- How can it be ensured that people whose basic survival needs are not met can have access to their most basic human rights?
- To which extent are conventions, such as the Geneva conventions on humanitarian law, actually serving the protection of human rights in war situations?
- How can the fact that new war situations are very often considered "internal conflicts" and that existing humanitarian conventions do not apply to such conflicts be dealt with in the context of the development of human rights? There is a need to develop new international instruments for guaranteeing the protection of human rights under these new circumstances.
- The fragmentation of the non-governmental sector was cited as a weakness of civil society in regard to the promotion of human rights. By advocating for particular groups only (women, disabled, youth, etc.) the overall cause of human rights for all might be subverted. There was a call for NGOs to work together in concert to advocate for the protection of human rights.

Main outcomes, recommendations and perspectives

Based on their discussion, the participants formulated the following objectives for further action in the field of human rights at the global level:

• to build more effective democracies at the national level (grounded in the values of human rights and the responsibilities of citizenship);
• to ensure the further democratisation of the global decision-making architecture;
• to raise awareness for each individual's global responsibility and for the impact that each individual's actions can have at the global level;
• to change societal attitudes towards, in particular, disability, social exclusion and refugees;
• to develop critical reflection on the part of each citizen, in order to avoid the manipulation of individual emotions through the mass media;
• to develop society's understanding of global interdependence and the roots of global inequality through global education on the issue of sustainable development.

Some first steps towards achieving those objectives could be:

• to introduce human rights education into the formal education system. This would ensure that from an early age people know about human rights and are more empowered and sensitive to taking action for their protection and implementation;
• to strengthen human rights education in non-formal and peer-to-peer education.

The following statements were brainstormed by the participants as expressive of their conclusions:

• international conventions regarding human rights should become binding on nation states;
• international institutions should be more democratic in terms of decision making and power relations;

• human rights are worthless without reference to inclusion, responsibility and partnership;
• human rights education starts at the social level: all actors have to be included: family, school, non-formal education settings, business, institutions, media, etc;
• if human rights are not implemented, violence becomes the last remaining universal language.

Working Unit on Disability

Facilitators: Eugen Gherga, European Human Bridges, Romania, and Vanessa Migliosi, European Disability Forum, Italy

Objectives

There were four main objectives of the Working Unit on Disability, namely:

- to provide visibility to young people with disabilities in the context of the event;

- to raise awareness among the participants concerning disability issues;

- to contribute to the more general discussion on the status and rights of minorities with respect to disability issues;

- to assist in the empowerment of young people with disabilities.

Participants

Some fourteen people participated in the working unit from start to finish. Of these, nine were from countries party to the European Cultural Convention, three were hard-of-hearing (of which, one was a cochlear implant user), two were wheelchair users and one walked and talked with difficulty. In the group, two people co-facilitated, two assisted two disabled participants and one assured the palantype interpretation. In addition, two visitors were welcomed on the first day.

Programme

The following issues were proposed for discussion by the facilitators and were addressed at different stages of the discussion with participants:

- why disabled people face discrimination;
- prejudices and stereotypes;
- rights;
- the difference between impairment and disability;
- attitudes and good manners in everyday communication with persons with disabilities;
- the difference between inclusion and integration;
- positive discrimination policies;
- adaptation of individuals to the conditions of globalisation.

Description

In the first place, the objectives of the working unit were clarified. In particular, the objective relating to the empowerment of young people with disabilities was clarified as the incorporation of the full participation of young people with disabilities and their organisations at all levels of discussions on disability and other socially important issues. Empowerment of disabled young people also entails the promotion of the recognition of young people with disabilities in all fields of youth work (as a form of social integration and development of citizenship of young people with disabilities).

Secondly, two presentations were offered by the facilitators as initial food for thought. The first presentation concerned real life stories of disabled young people around the world and their own expression of their rights. This presentation also concerned the European Year of Disabled Persons (2003). The second presentation was about the European Disability Forum and the work it does for the promotion of disabled persons rights.

It was noted with some disappointment that the scenes in the presentation are all too common. Participants noted that despite the fact that one in ten Europeans have some form of disability, they are often invisible for the rest of society and ignored by the rest of society. The participants concluded that it was important for disabled persons to take the initiative; they should enter society and no longer wait for it to make itself accessible to them. However, it was also noted that some disabled persons refuse inclusion.

The main topics addressed during the discussion that followed the presentations were:

Barriers

Many barriers to the inclusion and integration of disabled people exist. They are very different. For example, physical barriers, such as the lack of access ramps to buildings and inaccessible public transport, impede the mobility of wheelchair users. Communication barriers impede hearing-impaired people from getting information because there is a lack of written or displayed information and subtitles. However, the most important and problematic barriers are those created in the minds of people who are not used to dealing with disabled people or who have difficulty with accepting disability.

------> "How big is your world?"

Education

Teachers are rarely trained in how to work with disabled people and therefore do not know how to approach them. Lack of knowledge concerning people with disabilities or impairments is the biggest problem and the biggest enemy of inclusion. Education is, therefore, needed: education for educators. It was noted that to develop partnerships can also serve an educative purpose.

Non-governmental organisations

More activity on the part of non-governmental organisations in lobbying governments and society is needed to improve and change the situation of people with disabilities.

Differentiations and definitions

Inclusion and integration

Inclusion can be understood as society's willingness to accept the presence of a particular person in its midst. It has emotional and social dimensions. Integration, on the other hand, is when a person is physically able to participate in society and when the means are put at their disposal to be a full and active member of it.

Impairment and disability

Impairment is when someone has a slight difficulty to do something. For example, if one wears glasses in order to see better, their sight can be considered as slightly impaired. Disability, on the other hand, is a construct created by society, which designates people as imperfect and which stigmatises their impairment. Society creates the barriers that create disability.

Positive discrimination and negative discrimination

Positive discrimination is when a group or kind of people are given additional chances or opportunities to even out inequalities they have experienced as a group previously or historically. Negative discrimination is when people are treated badly because they belong to a particular group or because they are seen to be different. The relationship between the two has been likened to the half-full or half-empty glass. It can also be a matter of perception.

A further brainstorming was conducted with participants in relation to common associations with the issue of disability, raising associations such as culture, discrimination, education, effort, fight, human rights, inclusion, information, interaction, labels, norms, partnership, responsibilities, society, tools and training.

The following strong points were expressed by participants in the discussion that followed the brainstorming:

- anyone can become disabled from one day to the next;
- deafness is the worst disability, because it is the only one that cannot be seen;
- decision makers should ensure that the disrespect of the rights of the disabled is properly sanctioned;
- the problems and issues of disabled people must be managed, including disabled people themselves;
- the problem for disabled people today is one of inclusion, not lack of financial support;
- disabled people need assistance and support;
- the notion of normality is open to much discussion;
- often, people who are not disabled see only the disability, not the person;
- it is important for policy to be directed by a social concept of inclusion, rather than the traditional medical approach to disability;
- the main issue today is not what is the difference between disabled and non-disabled people, but why is there a difference at all.

Outcomes

- the working unit prepared its own statement to feed into the fishbowl exercise that took place to conclude the work of the cluster. The following statement was agreed upon: "Human rights are worthless without inclusion, responsibility and partnership." It should be noted that participants of the disability working unit were very active in the fishbowl exercise and that everyone in the cluster found the palantype interpretation very helpful for communication;
- an emotional speech was made by one of the disabled participants during the closing ceremony of the event, which received applause from the participants of the whole event in the Hemicycle of the Council of Europe;
- four of the fourteen people in the Working Unit on Disability are also members of European Human Bridges and have initiated networking with the rest of the participants and within their organisation;
- an email group for the participants of the working unit was set up immediately after the event in order to develop the links established.

Miscellaneous

The following materials were made available to the participants of the cluster and working unit:

- 2003 Athens Declaration Towards a Barrier-free Europe for Young People with Disabilities;
- annual report of the European Disability Forum;
- Bush 2003 and 2004: Bulletins of the Association of Students with Disabilities, Serbia and Montenegro;
- Karina Chupina, "The role of European training, arts and participation in the inclusion of youth with disabilities", *Coyote* (European youth trainer magazine);
- "Good manners in everyday communication with persons with disability", guidelines established by the Network of Associations of Students with Disabilities;
- Madrid Declaration on Non-discrimination plus Positive Action Results in Social Inclusion.

Working Unit on Global Responsibilities

Facilitator: Kélig Puyet, European Youth Forum, France

Introduction

More and more, globalisation has a direct impact on the human rights of people all over the world. On the one hand, globalisation is helping to promote human rights worldwide, with the further development of international and regional systems and instruments for human rights protection. On the other hand, millions of people around the world are suffering from violations of their human rights, as a direct consequence of the processes of globalisation. In both cases, actors at the global level are involved, and this working unit focused on identifying them to better understand their impact on human rights. Discussing global responsibilities in the framework of the Europe, Youth and Globalisation event also implies identifying our roles and responsibilities as young people in the framework of actions that could be undertaken in the European sphere to foster the implementation of fundamental human rights at the global level.

Discussion

The participants started out by discussing the role of the United Nations in "promoting and encouraging respect for human rights and for fundamental freedoms" (Article 1, "Purpose of the UN", Charter, 1945). This system, based on international instruments which are not legally binding on states, was perceived by participants as a good first step for exerting international pressure on national governments to improve human rights protection in their countries, but not as the only tool necessary for guaranteeing protection of human rights worldwide.

For the participants, the biggest challenge was to ensure that all powerful groups acting at the global level promote and respect human rights within an international system. It was noted that in reality, those global actors are the ones which impose their rules on the system, leading to a situation in which it is difficult to have any global "system" at all.

How to globalise human rights in this context?

One approach was to look into the existing international system of human rights protection and to see whether global actors should be represented together with the states. For all participants, the involvement of private actors posed an important problem of representativity: who do those private actors represent? Which interests do they defend? According to the participants, to effectively globalise human rights, the system must first of all be democratic and, therefore, based on a genuine representation of the people's interest. This cannot be ensured by non-elected private groups.

Another approach was to look into possible ways of improving the situation of human rights worldwide using our own strength and potential as individuals. The question of how we can help bridge the gap between the recognition of human rights and their effective implementation was posed. On this issue, the participants focused both on our role as consumers, and on our potential as young people with an active role to play in building societies. For each of these aspects of the discussion, participants made the following concrete recommendations:

The role and responsibilities of consumers

Consumers can become key actors in the development of a more ethical approach to global consumption. For this, they first of all need to care about the respect of human rights in the production process. Secondly, they need to have easy access to adequate and transparent information. It was noted that the provision of such information should be ensured by institutions.

To ensure that consumers are well informed about the products they purchase, so that they can choose according to human rights criteria, the proposal is to set up an international independent body to assess and "grade" products according to human rights standards. This would help by shifting competition between companies from solely economic to more ethical considerations. It would also provide consumers with the information they need to choose what they purchase based on those ethical standards.

The key role of human rights education

One of the main concerns raised in the general cluster discussions was that there is a general lack of knowledge about human rights, as well as a lack of concern when they are violated. Therefore, if one wants to have a future generation of world citizens who do know and care about human rights, there is a crucial need to invest in education and awareness raising on human rights and global inequalities.

Intergovernmental organisations like the United Nations or the Council of Europe should put pressure on their member states to include human rights in school curricula, including global education. Participants stressed the importance of connecting formal and non-formal education for effectiveness in this regard. The European Year of Democratic Citizenship through Education 2005, organised by the Council of Europe, should serve both objectives. Youth organisations are key actors in this educational process and their actions in this field should be encouraged and supported by authorities at all levels, from local to international.

Youth exchanges are very important to raise awareness of different realities and, therefore, more intercontinental projects should be developed. Virtual exchanges should also be developed and promoted using the potential of ICTs and other media, which should be more often used as a tool to exchange knowledge and information on different realities, as well as to present youth projects and their outcomes.

The necessity to promote youth participation to build more democratic and inclusive societies

To ensure that human rights standards adopted at the international level are implemented at the national level, countries must be democratic. Democratisation is a

very complex process, but participants strongly believed that the active participation of young people in decisions and actions is an essential element to build more democratic societies. Therefore participants strongly advocated more dialogue between youth organisations and public authorities, and the establishment of a real partnership in the development of the democratic process.

Conclusions

It was noted that improving the situation of human rights protection in the world is very much linked to the efficiency of the legal system established to ensure their protection, but the effective implementation of the rights recognised in those instruments depends on the commitment of decision makers. It was noted that two types of decision makers can be identified: those who decide because they have been elected to represent their people and those who decide because they simply have the power to do so. In this global context, both global and local actors have a role to play and as such a responsibility for improving the situation of human rights in the world.

The better respect and protection of human rights worldwide depends not only on changing the system of human rights protection, but also changing the people who make decisions about it and govern it. One way to ensure this is to invest in young people, so that future decision makers are driven by human rights values. All our efforts and those of the partners in the youth field must be combined in this direction.

Working Unit on Human Dignity and Social Exclusion – "Leaving for paradise ... arriving in hell"

Facilitator: Corinne Grassi, independent training consultant, France

Introduction

In today's world, in modern and "civilised" societies, human rights are for some people just a word. Some people, considered as "illegal" because they are not given the necessary legal papers to stay in a particular country, are like "ghosts", present, yet invisible in our environment. Why and how did they come here? What did they have to face leaving their home countries, travelling to reach our "rich" countries? What is their daily life like once they arrive in places where they hope to find a better life than the one they left? These questions are one way to enter the invisible world of "illegal immigration" and asylum that exists under the surface of our societies and which is largely ignored by the majority of people.

Main issues addressed and discussed

The working unit had the opportunity to bring together people from different backgrounds and perspectives, including some persons who have been or still are considered to be "illegal migrants" and refugees. We also had people working in refugee centres, in detention centres and citizens who are engaged in the struggle to promote human rights and dignity. Then the rest of the group consisted of people who come from some of the countries from which migration to Europe originates.

The working unit was an opportunity to exchange ideas about the situation of immigration from different regions and countries in the world. It was noted that messages and images in the mass media give the, often false, impression that life in

some parts of the world is better. Dreaming they can have a better life, that they can escape violence and war, dire economic situations, some people decide to leave their social environment and their roots for the unknown. Those people sometimes also follow relatives who migrated before and did not tell the real truth of their situation at their final destination.

It was noted that due to the strict restrictions for entering European Union countries, commonly perceived as "rich countries", migrants often prefer to risk staying illegal, because they fear not being able to come back. The stricter the controls on borders, the greater the restrictions on migration and the more difficult it becomes for people to enter legally, the more "outsiders" will try to enter illegally.

The sharing of experiences and realities during the working unit was an occasion to realise that all over the European Union and in other parts of the world, the situations of refugees, asylum seekers and legal or illegal immigrants are fairly similar. It was noted that persons from other countries are often not welcomed at first and that the administration and migration policy are very hostile.

First of all, the group attempted to define what it believes to be human dignity. Human dignity should ensure the respect of human principles, without discrimination on the basis of race, sex and religion. Human dignity should also be perceived as mutually interdependent: "your dignity is my dignity" and vice versa. Human dignity ensures the recognition of the other as a human being and not exclusively as objects subject to the economy and market forces. The question of how to effectively promote respect for human dignity, in particular in "rich countries", was raised.

It was noted that migration is, in some respects, part of a perverse and hypocritical system, a vicious circle where the will of the richest and the most powerful wins out again and again. For decades, developing and poor countries have been attempting to pay off debts and loans and suffering from the consequences and dire effects of corruption, ensuring that they are unable to utilise what resources they possess in the economic and social development of their societies. While such countries have already become politically independent, they today need a "second independence": real economic independence. Multinational companies also manage to exploit, and even buy at very low cost, the natural resources of developing countries, to their significant detriment. This situation is one very concrete reason for more and more people to migrate in search of a better life. However, today there is more difficulty in the free circulation of human beings than in the free circulation of goods.

When migrants finally reach the destination country, more often than not having spent significant time, all their savings and having gone through many dangerous situations, they have to face hostile administrations and the impossibility to get work other than on the "black market", including the risk of slave labour, clandestine trafficking and prostitution. The health and psychological consequences of hav-

ing to face such risks are often staggering and, more often than not, migrants end up in situations of marginalisation and ghettoisation.

Conclusions

The situation of so-called "illegal immigrants" or those without legal papers (also commonly known as *sans papiers*) is a difficult one to face up to for society, as it forces people to reflect on the situation of others, outside their everyday reality and in countries at the "other end of the earth". It challenges our human capacity for empathy.

To address the growing problem of migration, it is necessary to develop better balance in the international system of economic exchange and trade. Fairer trade and better support for development in poor countries around the world would go a long way to helping ensure that people do not face situations in their countries of origin that necessitate migration.

The problem of migration is also a problem of mentalities. It is important to look at the other differently. To ensure this necessitates different and new approaches in education. People need to look at each other as individuals possessing a richness of potential that can contribute positively to each other's development. Even in very difficult situations, a person is first of all a human being, not a collection of problems. Therefore, someone considered as "illegal" in a given place, should be seen as a person who deserves the right to be listened to, to be trusted and to be respected, even though stigmatised with the label "illegal".

Further, knowledge and awareness of human rights is essential. It is essential for individuals to know what their rights are, and to be able to defend them. It is essential for people to know what the rights of others are and to respect that they need to be protected to an equal extent as their own. Institutions such as the United Nations and the European Court of Human Rights should, therefore, do even more to ensure that human rights are well known, understood and, even more importantly, that their protection is implemented.

The work of voluntary and non-governmental organisations is crucial for the improvement of the situation. Nevertheless, every individual, every citizen, has the responsibility to make the efforts they can to improve the situation in their context and at their level. Therefore, partnerships between non-governmental organisations themselves and between non-governmental organisations and governmental structures is essential. In this context, raising awareness of the situation of the other, and having a perspective on relations with the other, is important. The motto of this working unit, therefore, could be: "Give a little bit of yourself to help others".

Working Unit on Human Rights in Focus

Facilitator: Irene Rojnik, World Association of Girl Guides and Girl Scouts, Austria

Introduction

Since the Second World War more and more instruments have been developed and put in place to protect human rights. Looking at the reality today, however, it is noted that human rights are more violated then ever before. Nowadays, in our modern societies, some people perceive human rights as a term too often used, as an excuse and as an abused notion. For this reason, it is important to understand what human rights really mean, what they are in order to respect, promote and protect them. It is also very important that every individual is aware that he or she has a role to play in the global world and in the protection of human rights.

The aims and objectives of the working unit were:

- to raise awareness about human rights concepts and terminology;
- to learn more about the Universal Declaration of Human Rights (UN, 1948) and the European Convention on Human Rights;
- to explore the idea of diversity Europe and the world, and exchange different ways of thinking about human rights;
- to discover our global responsibility when it comes to securing human rights;
- to reflect on inequality and how society often unintentionally generates unfairness;
- to discuss the role human rights have in the search for true equality.

Working method

The working unit used practical methods and exercises to promote reflection and discussion.

Main issues addressed and discussed

The discussion began with a reflection on the basic principles of the Universal Declaration of Human Rights. Focusing on some of the articles of the European Convention on Human Rights, we discussed in-depth what they mean to different people. Some of the participants had never read the basic texts on human rights, such as the Convention and declaration, before.

Further, violation of human rights in different countries was discussed. Participants were asked to think of cases in their countries where human rights were violated. Cases of child labour, discrimination against disabled people and refugees, torture, the right to marry, freedom of expression, discrimination on ethnic lines, borders and limitations to the freedom of movement, and human trafficking were raised.

From these examples, the following questions were addressed:

- Which global issues influence the example given?
- What could prevent this violation from taking place?
- Who can do something about such violations?
- What can you do?

Main outcomes, thoughts and ideas

11. *Compass – A manual on human rights education with young people*, to be found at www.coe.int/compass

- the rights of one person go only so far as those of another human being – the interdependence of human rights;
- one is born with human rights. They are not given;
- respect for the human rights of one group/individual can lead to the violation of the human rights of others – some human rights situations contradict each other;
- non-governmental organisations play a key role in controlling the excesses of government and in reminding government/states of their human rights obligations;
- laws are crucial for implementing human rights protection. The current weakness of international human rights protection is that not enough international laws are binding on states;
- human rights education is a key to secure the respect of human rights. All sectors of society should be mobilised to ensure the widespread institution of human rights education: young people, family, school, media, peer groups, institutions and associations;
- human rights has to start from the smallest social unit (for example, the family). If human rights were to be ensured at local level worldwide, it would be easier to protect them at the global level;
- there is an enormous gap between developed and less developed countries. A functioning welfare system supports human rights.

Some questions were also raised, without answers necessarily being found:

- Do we really care? Do we want to see the reality?
- How can we close the gap between understanding and action?
- Why is action often not supported by legal change?

Conclusions

For this group of participants, it was most important to discuss human rights in a general way, as for many of the participants, the most basic issues were not clear. Participants went home with better knowledge of human rights and a broader view of the topic, although the group missed "western input", given the largely eastern European participation. The main conclusion of participants was that education about human rights is crucial and that every single person needs to protect human rights in order to make them become a reality.

Working Unit on Violence: a phenomenon permeating all life spheres of a young person

Facilitators: Christoffer Erichsen, Youth Against Violence Network Europe, and Goran Buldioski, European Youth Centre, Budapest

Programme and content

On the first day of the working unit we focused on building the group and on the different forms and expressions of violence, including a high-level discussion on the causes of violence amongst youth and the influence of violence on youth. The second day of the working unit focused on concrete interventions and youth participation in solving violence and potentially violent conflicts.

Description of the theme

Violence is the first and most direct form of human rights violation. Young people and youth groups confronted by situations of open violence – be it in sometimes socially violent environments or in regions and neighbourhoods affected by conflicts – have often found positive responses to violence, which by their nature and approach are frequently human rights projects. This is the case with many projects in regions afflicted by war or ethnic conflict, but also in suburban environments in most European cities and regions. Street violence, sport spectator violence, bullying, violence in schools and racist violence belong to the everyday experience of young people. Many young people reject violence and take direct action to combat it, in initiatives aimed at their peers and their social environment in general. Peer education has proved to be one educational solution to reach violent young people and victims of violence, both of whom are at risk of social exclusion and marginalisation.

Objectives

- to identify forms of violence influencing young people;
- to identify the influence of globalisation (media, information, entertainment) on violence, in particular violence among young people;
- to provide a forum for local project leaders and young people active in peer group projects against violence, delinquency and urban crime;
- to explain and highlight the role of peer education as an approach to human rights education;
- to investigate innovative forms of youth participation and non-formal education addressing the issue of violence among young people.

Approach

Human rights education as defined in *Compass*.[11]

Methods

Exercise "Rights Bingo" from *Compass*, some methods developed during the Seminar on Youth Against Violence held at the European Youth Centre Budapest in 2001, discussion groups and presentations.

Detailed timeline

Day 1:

Welcome to the working unit and introduction of participants

Opening exercise: "Rights Bingo" from *Compass*, adapted to directly relate to the theme of violence. At the end of the exercise, participants were asked to reflect and share experiences on the following question: How are you personally involved in this subject?

Introduction to the objectives of the working unit

Introduction to the subject: key issues, key questions

Theme: forms of violence influencing young people

Group 1:

- violence motivated by racism, intolerance and xenophobia;
- violence among youth in post-conflict regions.

Group 2:

- sexual abuse and gender related violence.

Group 3:

- bullying, mobbing and teasing in schools;
- street/gang violence;
- violence as a consequence of alcohol and drug abuse.

Each small group can add other forms of violence:

- other ... as suggested by the group.

Task: each group should:

- choose a reporter from the group;
- identify the main problems/issues in the given subject area(s);
- make the link between the topic and violation(s) of human rights, or how the types of violence discussed infringe human rights;
- determine the influence of global developments on local realities in relation to the discussed subject/topic.

Presentation of the results of the working groups, discussion and summing up in plenary

Day 2:

Theme: young people addressing violence

Introduction to the three main aspects:

- youth response to media and violence;
- intercultural learning helping to understand and work with violence;
- peer education – The youth way to address violence.

Theme: peer education

Peer education has proved to be an educational solution to reach violent young people and victims of violence, both of whom are at risk of social exclusion and marginalisation. More specifically, in the case of youth projects which aim at reducing youth violence, the "learning to be" dimension of programmes oriented at reducing interpersonal violence should be complementary to the "learning to live together" dimension. To include the "learning to be" dimension in the context of peer education programmes against youth violence implies implementing activities oriented towards the development or the strengthening of skills and personal values of young people. As for the "learning to live together" dimension, the aim is to develop skills that facilitate social interactions with others such as learning about human diversity through interactions with young people from different cultures for example and developing conflict resolution skills that are key to non-violent behaviour.

Theme: concrete youth responses to violence

Silent flipcharts

The facilitators asked the participants to split into three equally sized groups to conduct a brainstorming on the following three themes, according to the following stages:

- 1st round of brainstorming (participants do not talk, they only write on the flipcharts);
- 2nd round of brainstorming (all groups move to a new flipchart, participants do not talk, they only write on the flipcharts);
- 3rd round of brainstorming (all groups move to a new flipchart, participants do not talk, they only write on the flipcharts).

In each stage, the discussion should focus on examples of concrete actions and working methods that young people and their organisations can take to address this issue.

a. Youth response to media and violence

- the impact of mass media and entertainment on youth culture and violence amongst youth;
- media focus on violence, creation of a "violent macho identity", and the spreading of hate and fear;
- ways in which youth can deal with this massive influence.

b. Intercultural learning helping to understand and work with violence

- How can youth organise activities that break down barriers such as fear and prejudices?
- How can we open up channels of communication between different cultures and stop the vicious circles of violence?

c. Peer education – The youth way to address violence

- Why peer education against violence?
- What can it offer that other methodologies cannot?
- How can peer education be used in preventing violence and promoting non-violent behaviour? Different approaches to peer group education: objectives, target groups and choice of working methods.

Each group came back to their initial flipchart. They discussed the brainstormed issues, so as to structure what had been brainstormed and prepare a new flipchart with a concise presentation with the main recommendations, challenges and perspectives.

Presentation of the outcomes of working groups

Group A: youth responses to media and violence:

- provide a broader perspective on and understanding of youth and youth behaviour, in particular related to violence;
- co-operate with the media regarding the above;
- provide a wider perspective on violence;
- facilitate processes of negotiation between opposing youth groups (ethnic, cultural, religious, geographic, etc.);

- actively protest against the media's portrayal of stereotypical images of youth and violence and its negative effect on youth.

Group B: intercultural learning helping to understand and work with violence:

- peace education, human rights and intercultural learning through direct youth participation in:
  - cultural events (youth culture, music, food, theatre);
  - cultural exchanges (camps, family exchanges, sports, etc.);
- communicating experiences (passing on):
  - lectures, movies, Internet, debates, etc.;
  - based on direct youth participation experiences.

Group C: peer education – The youth way to address violence:

- young people to use, share and organise real events in order to experience equality and discover alternative peaceful solutions;
- to use "older" young people as positive role models to help younger people to see the benefits of both non-violence and positively taking responsibility in local communities/societies;
- to give young people the opportunity to experience "the other side" of society, for example trying the roles of politicians, police officers, job training, etc.;
- supporting youth initiatives and allowing them to make mistakes and to learn from them via older role models and contact with professional co-ordinators/youth workers;
- in less developed countries, this form of youth involvement and participation may be considered as a threat to the existing power structures and therefore a personal risk for the active young people in terms of human rights violations.

Final round of discussions and preparation for the cluster meeting.

Cluster 3: Culture and diversity

Chairperson: Oliver Wagner, European Educational Exchange – Youth for Understanding, Germany

Co-chairperson: Sunduss Al-Hassani, Forum of European Muslim Youth Organisations, United Kingdom

General proceedings

Looking at the globalising world of today from a social and cultural point of view, rather than from an economic perspective, was the key task of this cluster. After a brief round of introductions and a few minutes to break the ice with some exercis-

es, the participants of the cluster were introduced to the idea of the cluster and the set of questions which the facilitators wanted to raise and discuss in the work units.

The participants were asked to comment on the theme and give their own view on the cluster theme. Following that, a personal approach to diversity was taken and participants were asked to define their commonalities and differences in changing pairs, bringing up first ideas of diversity at an individual level. Participants enthusiastically continued this exercise into the coffee break.

After the break the participants were shown a presentation, which highlighted some contradictions in our society. The presentation put forward tendencies and comments, which reflect the complex implications of the way in which diversity is valued today in the world. It was noted that some aspects of different cultures can be wholeheartedly accepted by the majority society (such as music and food) but that others remain significantly contested (religious symbols, ethnically defined practices).

This triggered a lively discussion in the cluster group, which was channelled first into smaller working groups and then brought to the floor to allow for the greater involvement of all participants.

On the basis of the many questions raised and the motivation developed for an open discussion of the specifics of this theme, the cluster split into its working units:

- cultural diversity – the youth version of the Unesco Universal Declaration on Cultural Diversity;
- inter-religious dialogue;
- multiculturalism and diversity – "All different! Still equal?".

When the cluster reconvened, all three work units presented their proceedings and findings to the others using the fishbowl method. Two delegates of each work unit presented their findings, as well as challenged and discussed the findings of the other working units.

Conclusions and main comments from the cluster

Naturally, some attention was given to the term "culture" in the context of the cluster debate. Culture, in this context, was understood as not limited to the fine arts, but as the sum of everything that humans do, create or live by and for in everyday life, including the set of values which forms the background for their action. As culture is the basis of individual conduct, intercultural awareness and inter-religious understanding is a key tool for a peaceful world in times of globalisation.

The participants voiced that even though diversity was seen as a positive value in day-to-day life, if directly confronted with otherness people's first reaction is still one of fear, based on negative perceptions and possibly even hatred. One can witness a clear contradiction. On one hand, we see the celebration of diversity, the welcomed and encouraged insights and experiences of different cultures living within one's own environment (restaurants, festivals, fancy vacation destinations, body shaping practices, globally sold products). On the other hand, other cultures are often seen as a threat to our own way of living, the trusted values of the own culture.

One participant concluded: "Multiculturalism is not the problem, but the fearful interpretation of otherness (as a danger for ourselves) is."

Governments do not encourage diversity by their action. On the contrary, with visa controls and arbitrary refusals, policies restricting or obstructing immigration or plain bad practice, people from various backgrounds are kept out. Young people, however, are less afraid of learning about other cultures. Youth seems to be able to more easily accept and learn from others. Therefore, it was noted that young people can and should play a key role in the process of overcoming cultural conflicts. However, for this to be possible, young people need to be enabled and trained.

It can be concluded from the discussion in the cluster, therefore, that there is a clear demand on the part of participants for action both from governments and institutions such as the Council of Europe. This was also clearly expressed in the final statement from the cluster brought to the hemicycle in the closing session.

The Council of Europe is asked for concrete support for non-governmental organisations which are working on the consequences of globalisation in relation to the question of diversity and culture. As an example, support measures for organisations which work trans-continentally was mentioned.

Working Unit on Youth and the Unesco Universal Declaration on Cultural Diversity

Facilitators: Moe Chiba and Dulat Kasymov, Unesco

Introduction

If asked, most people would agree that cultural diversity is "good" and "important". However, cultural diversity is a multifaceted concept, the meaning of which may vary depending on one's position. People do not always refer to the same thing when they use the term "cultural diversity", nor do they agree on the way it should be promoted. We, therefore, need to be sensitive as to the different ways in which the term is defined.

This working unit was designed to analyse the different visions/scopes of cultural diversity around the world. A questionnaire was distributed at the beginning of the working unit for the participants to briefly introduce their ideas on cultural diversity (see Appendix I – Questions).

The next stage of the workshop was devoted to the analysis of different issues related to cultural diversity through four hypothetical case studies, each of them involving an individual with specific concerns and expectations in regard to cultural diversity (see Appendix II – Diverse situations, diverse concerns).

Finally, the Unesco perspective on cultural diversity was presented to participants with reference to the Unesco Universal Declaration on Cultural Diversity. Particular attention was given to the elaboration process of the declaration and the need to reconcile sometimes contradictory visions between the member states. To fully appreciate the subtlety of the process, one group of participants was requested to assume the role of the member states, each defending his or her own perspective on cultural diversity, while another group acted as the Unesco secretariat to serve as a moderator between the countries in order to reach a consensus.

The youth friendly version of the Unesco Universal Declaration on Cultural Diversity: "All different, all unique" was distributed to the participants (http://unesdoc.unesco.org/images/0013/001345/134556e.pdf). The publication was elaborated in co-operation with the Oxfam International Youth Parliament, on the basis of broad

consultation with the young people across the world concerning their vision on cultural diversity.

Main points discussed

Part 1 – What is your perception of cultural diversity? (Appendix I)

- How do you learn about other cultures?
- What does cultural diversity mean to you? Why is it important for you?

Part 2 – Diverse situations, diverse concerns (Appendix II)

While people agree most of the time as to the need to "promote cultural diversity", they sometimes have totally different perspectives when it comes to its purpose and approach. Four hypothetical case studies were presented, each representing different aspects of cultural diversity:

- North America or western Europe: the right of individuals to have free access to the multiplicity of cultural expressions/openness towards other culture;
- Africa: recognition of equal cultural dignity between countries;
- no specific region: the right and obligation of government to defend its own cultural identity and adopt protective measures;
- Latin America or minority groups: recognition of cultural diversity within national boundaries.

While some themes are contradictory, they are all valuable arguments arising from specific social context. It is, therefore, necessary to accept that diverse visions exist regarding the very concept of cultural diversity.

Part 3 – Unesco Universal Declaration on Cultural Diversity

Just as individuals have different opinions on cultural diversity, Unesco member states do not always agree on the most effective means to promote cultural diversity. The Unesco Universal Declaration on Cultural Diversity was the fruit of a long process of discussion between the member states and the Unesco secretariat in an effort to produce a universally acceptable text. If you represent a member state, how do you defend the national concerns and interests of that state? If you are a member of the Unesco secretariat, how do you overcome the differences of opinion amongst the countries to reach a consensus, while respecting their sovereign rights?

Main outcomes and recommendations

In the first part of the workshop, it was revealed that many of the participants are involved in associative work in the field of intercultural dialogue or social development and are very interested in the issue of cultural diversity. Most of them speak two or more languages in addition to their mother tongue and have travelled abroad, although their experiences seem to have been limited to European countries. The Internet, TV and magazines are their main sources of information on other cultures. Many of them seem to be in a relatively privileged position in terms of access to other cultures, with the exception of the two participants who spent time in a refugee camp. Many of the participants defined cultural diversity in terms of "openness" to others and "an opportunity for greater intercultural dialogue". They also perceived cultural diversity as a "personal lifestyle" and a factor of "personal enrichment".

The second part of the workshop allowed the participants to analyse different dimensions of cultural diversity. They admitted that in developed countries, cultural diversity was often perceived in a materialistic way – in terms of cultural goods and services (case A). In this relation, some of them pointed out the danger of idealising cultural diversity as a pleasant concept to marvel at and to consume.

It was also underlined that cultural diversity could be associated with patriotism, especially for young people from developing countries for whom promoting cultural diversity is about retrieving national dignity (case B). All the participants tended to agree that, while openness to other cultures is imperative for cultural diversity, there is also a need to maintain their own identity (case C). The notion of "protection" or "protectionism" was, however, generally rejected as having an essentially negative value for cultural diversity. The participants, none the less, recognised that the question of cultural diversity was closely linked with governments' economic concerns and that arguments exist in favour of the need for certain protective measures in terms of the national market.

The issue of cultural diversity within national boundaries, as illustrated by minority groups (case D), seems to have been the least familiar case to the participants. While they showed great sympathy to the cause of minorities, and in particular to their struggle for the right to be different, participants also pointed out that this should not be an excuse for segregation from the outside world. In general, the importance of education was stressed in improving intercultural understanding. The need for the respect of linguistic diversity was also reaffirmed.

At the end of the third part of the working unit, the participants produced a set of statements on cultural diversity, namely:

- everybody has the right to preserve and promote his or her own identity;
- wide openness to cultural manifestations (expressions) should be promoted, regardless of ethnicity, religion, sex, geographical origin, age, etc.;
- networks of cultural centres should be created to promote cultural diversity;
- promotion and support of quality artistic (cultural) products/creation should be ensured;
- information networks that promote cultural diversity in multimedia should be created;
- the mobility of artists and exchanges amongst them should be encouraged;
- youth exchange (for example, an exchange of ten young specialists or students between two countries to work/study for one or two years) should be enhanced;
- cultural festivals (cinema, art, exhibition) should be promoted in the country;
- tourism that presents the culture of a country should be promoted;
- all countries have the right and duty to preserve their own culture;
- countries should be able to support their cultural creation/production;
- exchange of cultural products should be reciprocal;

12. We usually expect the answers to be "yes". None the less, while not against cultural diversity, youth can be totally uninterested in the issue, since it is already an acquired value for them.
13. Cultural identity has two different levels: personal and social. For some people, social identity plays a great part in fostering individuals' mindsets, while for others, such a link is less intensive.

- rich countries should open their markets to cultural products from developing countries;
- we have the right to be different; but being different does not mean being closed to the world. Only through an interchange among different cultures can we understand each other;
- everyone has not only the right to express themselves in their own language, but also the right to be able to understand others. The first step for this would be the promotion of a bilingual education for everyone;
- as far as multi-ethnic countries are concerned, a central department should be created to respond to all the needs in respect of the peculiarities of each of the communities that live in the country;
- the domination of one specific culture should be banned;
- let us first find the similarities between us and then the differences. Cultural diversity will be further promoted through recognition of similarities rather than differences;
- multiculturalism is not just about a block of cultures existing within the same territory but should involve a real interaction between them;
- a culture which is not open to other cultures is a dead one;
- immigrants are desired people but not welcomed;
- know-recognise-enhance-value are the key elements for the promotion of cultural diversity.

Conclusion

Young people from Europe have a privileged relationship to cultural diversity. Most of them identified themselves with hypothetical case A, in which cultural diversity is associated with a pleasant world of consumption that enriches personal lifestyles. At the same time, they seem to be well aware of the gap that exists between, on the one hand, the positive image of cultural diversity promoted by the market-place and, on the other hand, national policies – be they in the field of economics, security or immigration – that can have contradictory consequences on cultural diversity.

Guided by a remarkable sense of openness, tolerance and dialogue, young people consider themselves as the main advocates of cultural diversity and, as such, are often ready to condemn double standards on the part of public authorities. Clearly, young people consider cultural diversity as a universal human value, which is at the antipode of national political interests. It would be none the less useful to recall that the question of cultural diversity pertains both to individuals and states, each of them having their own reasons and concerns. Furthermore, in international institutions such as Unesco, the states lead the debate on cultural diversity. We have seen throughout the working unit how the perception of cultural diversity may vary between individuals or between states. It would be instructive in the future for young people to also consider how the approach to cultural diversity differs between individuals and the state, why such a gap exists and how this can be reconciled. We hope that the youth-friendly version of the Unesco declaration will serve as a useful tool to enlarge young people's vision of cultural diversity.

Appendix – Questions

What is your concept of cultural diversity?

- How do you learn about other cultures? Give us your three main sources of information (school, TV, magazine, newspaper, friends, Internet, festivals, cinema, exhibitions, etc.).
- In how many languages can you communicate?
- Have you ever travelled abroad during the last two years? Where? Why?
- Are you a member of any organisations/associations or do you take part in any activities which promote cultural diversity and intercultural communication?
- What are your other intercultural experiences?

What does cultural diversity mean to you?

- What does cultural diversity mean to you? Give some examples.
- Is cultural diversity important to you and, if so, why? If not, why not? [12]

What is the impact of globalisation?

- How far do you agree or disagree with the following two statements about globalisation? Give reasons for your answers:
- The cultural homogenisation which results from globalisation threatens many cultures.
  - The multicultural societies which result from globalisation promote cultural diversity/will make the world a better place to live in, etc.
  - Do you think/feel your cultural identity is in danger [13] or developing?

Are we always in favour of cultural diversity?

Cultural diversity is not only about exotic dance, rituals and colourful handicrafts. Consider cultural diversity in terms of foreigners/migrants living in your community.

- Are there many people from other cultures around you? Who are they?
- Do you have friends from cultures others than yours?
- Do you think there should be more people from different cultures in your community?
- Foreigners should be considered full members of your community and consequently should be granted same legal rights and job opportunities. Do you agree or disagree? Give reasons for your answers.

Appendix – Cultural diversity case studies – Diverse situations, diverse concerns

Case A: Amy, university student, 22 years old

Amy studies anthropology at university and is greatly concerned about the rights of indigenous minorities in Latin America. In addition to her native language, she speaks fluent Spanish, which she learned during her two-year exchange programme at a Mexican university. *National Geographic* is her favourite magazine from which she learns a lot about the cultures in the world. In her city, she can find Chinese, Japanese, Cameroon and Lebanese restaurants and she enjoys going to all of them. She likes listening to world music and is happy that the Virgin Megastore in her city offers plenty of choice. She watches Hollywood movies most of the time but was recently impressed by a beautiful Chinese movie she saw at an Asian cultural festival. She is disappointed, however, that there are few opportunities to see foreign films in her city and she thinks that the Ministry of Culture should ensure that more world film is made available to promote cultural diversity.

Case B: Boubacar, recent university graduate, 25 years old

Boubacar graduated from university last year and is currently searching for a job. He comes from one of the so-called developing countries. He speaks good French in addition to his native tongue, Poular, because the formal education system was entirely in French. On the other hand, his parents do not speak French at all. Because of the colonial past, the country attracts a comparatively large number of foreigners and tourists who enjoy the sunshine and beaches. The information presented by magazines and TV about rich countries makes him dream and his girl-

friend wants to dress like a model from *Elle* magazine. However, Boubacar has never travelled abroad. It is too expensive and in any case, it is very difficult for him to get a visa. The unemployment rate is high in his country and many young people, including Boubacar, are starting to despair. He wishes to follow the example of his cousin who found a job in Europe. Many of his friends consider that to be successful, you have to go abroad and behave like the intellectuals in rich countries. Boubacar, however, does not agree on this point. He thinks that even though his country is poor, its rich culture is just as valuable as that of developed countries and can contribute to the world's cultural diversity.

Case C: Choo, university student, 19 years old

Choo studies international politics at the national university. Her country experienced important economic growth during the late 1980s and is now being considered as one of the major industrialised countries. Her country is rich in cultural heritage and people are proud of their own tradition. At the same time, young people are very attracted to pop music, soap operas, comics and cartoons from abroad, mainly Japan and the United States. As foreign cultural products were totally invading the national market at the expense of local production, the government decided to limit the import of these products so as to give more chance to national cultural expressions. Thanks to this cultural policy, the country has seen a major development mainly in the film and music industries. Choo is glad to discover that her country is actually able to produce films of excellent quality and that some actors are as attractive as Hugh Grant. She is also very proud to learn that one of the national films won the Palme d'Or at the Cannes International Film Festival. While Choo does not entirely agree with her government as to the need to limit the import of foreign films, she is none the less convinced that certain protective measures are useful to enhance national culture. After all, how can we pretend to promote world cultural diversity, if you do not preserve your own?

Case D: Damien, youth leader, 18 years old

Damien is a farmer in a little village and a leader of a youth group. His native tongue is one of the sixty-five local languages spoken in the country. He stayed at primary school until the age of 10 but then left because school was too far from his house and, in any case, his parents were not very interested in sending him to classes where lessons were given in a language different from theirs. This arose because of a government policy for education to be given in one language only to help reduce the cost for teacher training and textbook production. Radio is one way Damien can get news about what is happening in the capital city, which he has never visited. The TV is found only in the house of the chief of the village, where people like to watch foreign soap operas. Thanks to an international funding agency, the Internet was recently introduced to his village. As electricity is a scarce resource in the village, Damien as a youth leader has access to the Internet for thirty minutes per month. The first day he had access to the Internet, he was very excited but was quickly disappointed because he could not understand the language used. Also, most of the content had nothing to do with his own culture. He sincerely hopes that he will have the opportunity to talk about his culture to others in his native language.

Working Unit on inter-religious Dialogue

Facilitators: Sunduss Al-Hassani, United Kingdom, and Michael Privot, Belgium, Forum of European Muslim Youth Organisations (FEMYSO)

Introduction

Throughout the workshop exercises from *Compass* (cf., exercises entitled: "All different, all equal" and "Take a step forward") were used to initiate discussions in small groups and the plenary. Our intention was to provide participants with the opportunity to decentre themselves, take into account the realities of others, become aware of their prejudices regarding others and themselves, and to think about their own relationship to religion. The idea was to bring participants to a consideration of the role and importance of inter-religious dialogue in an increasingly globalised world.

Concerning the working unit participants, the majority came from central or eastern European countries. Just two participants were from western Europe (United Kingdom and Italy). Most of them were not part of religious and/or ethnic minorities in their country of residence. Only one participant defined herself as an atheist. All others described themselves as believers, although the majority did not regularly practise their religion. The majority of the members of the group were female. Less than half of the participants already had experience of inter-religious dialogue.

Main points addressed and discussed

- intensive discussions of the notions of "culture", "religion" and "civilisations";
- the role of religion and faith in our everyday life;
- the role of inter-religious dialogue nowadays and the positive and negative consequences of its absence or mismanagement. In this relation, the real life experience of a participant from Serbia and Montenegro was particularly inspiring;
- our respective practice of religion and inter-religious dialogue;
- the notion of secularism and recent examples of debates around secularism and exclusion in some European countries (namely France);
- our own position towards our prejudices against others, as well as those concerning our own identity;
- examining our own commitments and the reasons why we are committed;
- discrimination towards religious and non-religious minorities;
- our individual capacity to take into account the consequences of such discrimination.

From the discussions we had during these two days, the following key points may be concluded:

Some participants were of the opinion that inter-religious dialogue and intercultural dialogue should be separated and seen as two distinct fields of dialogue that should be accorded their autonomy, even if they overlap on some issues. Others were of the general opinion that religion is part of culture and that, therefore, inter-religious dialogue is a specific subdivision of intercultural dialogue. Although the working unit was unable to come to a consensus on this point, we would like to underline the importance of this debate, as it is an attempt to define the respective role and place of religion and culture in the shaping of our individual and collective identities. Some argue that religion is part of culture and thus is mainly influenced by it. Others argue that religion, in transcending cultures, shapes them. And a third group recognises a certain degree of autonomy to both religion and culture, along with a constant interaction process between them. The question is still pending.

Several participants suggested that the theme of inter-religious dialogue should have been given much more space in the overall programme of the event. Others argued that its place was not within a cluster on "culture and diversity". Indeed, seeing inter-religious dialogue as part of intercultural dialogue seems to be characteristic of a western European way of dealing with the issue of the interaction between different religious groups. Participants from eastern Europe were eager to recognise the legitimacy of an autonomous inter-religious dialogue. It was commonly agreed that inter-religious dialogue should not be limited solely to a discussion and comparison of the respective practices of the different believers involved in it, but that it is an all-encompassing theme in itself, as it can be tackled from multiple points of view: human rights, economics, education, peace, discrimination, etc. All these themes deserve a specific area in the general frame of inter-religious dialogue, as religion cannot exclusively be seen as inhabiting the private sphere. "Believers", or the "faithful", also act in reality on the basis of their ethics and own sets of values.

Inter-religious dialogue was also defined as a tool that can prevent religion from being used for political purposes and being instrumentalised, with all the disastrous consequences that can be cited from history.

The following recommendations to national and international bodies were suggested by the participants in relation to the better promotion of a positive process of inter-religious dialogue:

- the implementation of teaching to enable all children at school to understand religions should be undertaken. The different religious communities concerned should be consulted during the elaboration of the curricula. This would promote children's awareness of the diversity of faiths and religions in a multicultural and multi-denominational Europe, and assist them in learning how to respect the creeds of others and gaining respect for their own creed, throughout the educational process (both formal and non-formal);
- encourage the social interaction of children from different religious and non-religious backgrounds, in order to help them to live together and share respectfully their common humanity beyond their personal religious identities;
- support inter-religious dialogue at individual and community levels and in public and private spheres. All spheres should be involved: media, governmental and political institutions and organisations, NGOs, religious institutions (mosques, churches, synagogues, temples, etc.), the employment sector and so forth.

Working Unit on Multiculturalism and Diversity: "All different, still equal?" or racism and anti-racism

Facilitators: Alana Lentin, Refugee Studies Centre, University of Oxford, United Kingdom, and Aboubakar Soumahoro, "Immigrant in Movement", Italy

Introduction

The official theme given to this workshop, multiculturalism and diversity, appeared to inadequately represent the main problems that we wished to address, namely the current global politics of immigration, the persistence of racism and the fight against it. We, therefore, subtitled our working unit "Racism and anti-racism".

The main premise on which the working unit was based was that there is a central paradox in our culturally diverse societies. On the one hand, those of us living in the privileged West, and particularly in countries with relatively high levels of immigration, have become used to the widespread nature of cultural diversity. This is apparent in the way we dress, the food we eat, the music we listen to and the holiday destinations we choose. For many people, especially the young and those living in the big urban centres, it is commonplace to be at home with a panoply of cuisines from the world over and to identify more with Algerian Raï or Californian "Gangsta Rap" than, for example, with the traditional folk music of our native lands.

Governments across the West promote an ideal of cultural diversity, through images of successful multicultural societies, where those of different origins form a shiny mosaic of cultural variety. The media and business play an important role too, by using images of cultural diversity to promote products and give them a veneer of cosmopolitanism which, it has been proven, boosts sales – the Benetton campaigns being a good case in point.

The other side of the coin is an altogether darker one. While governments are promoting the cultural diversity of their societies on the one hand, they are also engaged in the restriction of the rights of refugees and migrants, as well as those of immigrant background, more stringently than ever before. Since the 1990s, the West has witnessed the opening of detention centres for the imprisonment of would-be asylum seekers and so-called illegal immigrants. This has been accompanied by campaigns of deportation of people to countries which often violate the most basic principles of human rights. Widespread disregard for the Geneva Convention is by now taken for granted by most Western states, who justify their actions by appealing to the need for greater "social cohesion", security and the protection of their own nationals against newcomers.

All of this bodes strangely at a time when governments are also preaching the need to accept the realities of the globalised economy. As has been pointed out time and again, there is a marked discrepancy between the ease with which goods and capital can traverse borders, and the difficulty of the many unwanted human beings who are excluded from the "global village", because they come from countries the West perceives as undesirable.

This central paradox is often left out of discussions of multiculturalism, interculturalism and diversity, which at times become euphemisms for talking about the realities of state racism and the effect this has on our lives.

Main points discussed

The aim of the working unit was to get participants to start thinking about this paradox and applying it to their thinking on the more general theme of cultural diversity and its political implications. The input of Aboubakar Soumahoro, the co-facilitator of the working unit, was crucial for this. Aboubakar is a 23-year-old migrant from the Ivory Coast who has spent the last four years in Naples, Italy. He has worked in a variety of sectors of typical migrant labour and now works for the Naples Municipality as an adviser on matters of immigration. He is also one of the principal activists of the Committee of Immigrants in Italy, an interethnic network of immigrant associations.

We began with a general overview of the main issues based on the personal experiences of Aboubakar and of those of the participants present who each shared the reasons for which they had wished to take part in the working unit. One of the most striking comments came from a local young person from Strasbourg who expressed his motivation to participate as being due to the fact that he has, as he put it, "a racist father".

Following from this, we asked participants to look at a variety of photographs and words, printed onto individual sheets of paper, spread out on the floor. The words included those such as "interculturalism", "tolerance", "racism", "new slavery", "solidarity", "detention", "labour", etc. Photos included positive and negative images associated with the paradox we were trying to express to participants. Therefore, they included an array of photos taken in detention centres in the South of Italy, as well as those displaying, for example, Chinese food, a black DJ, the multicultural French football team, an anti-racist demonstration, etc.

Each participant was asked to choose some photos and words. After some time they were asked to group themselves with others that they felt had chosen similar photos/phrases. Four main groups emerged. Within these groups, the participants were asked to create a representation of the world as they saw it and the place of the images/words within them. The groups were allowed to work for the remainder of the afternoon on preparing a presentation based on the task at hand.

Four main groups emerged. Two groups discussed the differences between multiculturalism and interculturalism and stressed the importance of an intercultural approach to education. In one group, in particular, the discussion focused heavily on issues such as the Islamic *hijab* and the teaching of religion in schools. A third group focused on a solution to racism by outlining the main problems it saw as central to global racism and proposing a world network against racism. A fourth group focused on the relationship between migration and development, and discussed the influence of Western policies on the developing world and the parallel impact these have on migration.

Following the extremely lively presentations made by each group, on day two of the working unit, the discussions were honed down into three main themes:

• interculturalism;
• the world network against racism;
• the development-migration nexus.

Participants were asked to choose the group in which they wanted to work and to spend the remainder of the working time more profoundly discussing their chosen theme. Finally, each group was asked to join a general discussion in preparation for the cluster fishbowl exercise.

Conclusion

The group as a whole decided to propose the world network against racism as its main proposal to the cluster synthesis. The aims of such a network could incorporate all the major preoccupations brought up within the three thematic sub-groups formed during the working unit session.

It was felt, in general, that the time had been insufficient for going deeper into the themes raised. This may have also have been to do with the fact that the group expressed a diversity of interests which all had to be incorporated in some way. Nevertheless, the working unit created an excellent spirit of co-operation, which was demonstrated during the cluster fishbowl exercise, during which participants were very supportive of each other. Many participants expressed the sentiment that the working unit had been of use to them and the hope that there would be some means of co-operating in the future.

Cluster 4: Sustainability

Chairperson: Els Meersschaert, International Movement of Catholic Agricultural and Rural Youth, Belgium

Co-chairperson: Ricardo Venturini, Representative of San Marino on the European Steering Committee for Youth

Introduction

Sustainable development is defined as "meeting the needs of current generations without compromising the resources of future generations". This is a very broad and comprehensive concept, which necessitates a balanced combination of development that is economically viable, socially responsible and environmentally friendly.

In the Millennium Development Goals (MDGs), there are several targets related to sustainable development. The cluster panel began with a presentation of some "provocative statements" about the MDGs. The content of the debate helped participants get a feel for the topic.

The "provocative statements" and a synthesis of the main points raised by participants

The MDGs provide a useful framework through which to address global development

The MDGs do not provide practical tools to change real situations. On the other hand, the strategy can be seen as "something" to start from, which is always better then nothing at all. The existing tools (International Monetary Fund, World Bank) are not being used effectively for the purposes of development. Adjustment to local realities is required for real change. A lot of the practical activities to implement the MDGs are aid-based and not sustainable in themselves, which is a problem. There is also no Southern involvement in the elaboration of the activities and programmes for implementation of the MDGs. There is no way to ensure that governments will live up to their commitments to implement the MDGs.

The well-being of old people in the future means giving up the well-being of young people in the present

The idea of well-being has different connotations in different realities (North-South). It can range from access to water and secure food, to education in the "European conception" of well-being, which might relate to less essential human survival needs. Having said this, it was agreed that well being is not the same as wealth. On the other hand, well-being does not need to be "sacrificed". As young people we should accept our responsibilities, but older people must also change. Some considered the statement is unethical, as it destroys the idea of taking care of each other and solidarity between generations. There is also the question of individual responsibility, which needs to be taken into account.

The problem of over-consumption is more economic than environmental

Over-consumption is an issue of global governance and thus involves economics and environmental dimensions, but there are also social and political factors to be considered. Advertising and the media play a big role in perpetuating patterns of over-consumption.

The World Bank and the International Monetary Fund are necessary evils

It was considered that it is possible for both the World Bank and the International Monetary Fund to become more democratic. The citizens of a country being assisted by such institutions should have more control, be in a position to contribute their opinion on which kind of actions will benefit them and on how the money can be best spent, especially when it is a question of the environment or poverty. On the other hand, we have to remember that the World Bank is a bank and is, therefore, engaged in profit related activities – they "lend" money. Instead of the International Monetary Fund there should be an international fund based on humanitarian concerns, which should be respected everywhere. There should be an incentive programme for countries who wish to access this fund. Access to development funds could depend on how human rights are respected in a given country. More help for small and medium-sized enterprises, which create employment and wealth, is also needed. Efforts to create easier access to micro-credits are necessary.

"Sustainable development" is too broad a concept to be useful

The concept is not practical. It is often used without really understanding what is involved. It was proposed that a more practical concept would be the idea of "con-

tinuous" development. Unfortunately, there is a danger that such concepts are "abused" by powerful people.

Main outcomes, recommendations, perspectives and challenges

- interdependence: everything is interlinked: when you tackle economics, you tackle social and environmental issues. The question is what can we do individually to make changes;
- there can be no sustainable development without control of the HIV/Aids pandemic;
- the economy is still the most important issue when referring to consumption. So, there is a need to make sustainable consumption economically efficient, in order for it to become more widespread;
- the role of different international institutions must be questioned and reviewed for change to take place;
- we have to act on our own initiative. We must not wait for governments to act on our behalf.

Conclusions

- macro-scale changes are necessary. It is possible to make choices to bring about such change, but we have to be aware that our generation will probably not see or benefit significantly from such change. Intergenerational solidarity is needed. The creation of better intergenerational dialogue is essential to this process;
- youth participation can contribute significantly to the support of sustainable development;
- local markets should be stimulated;
- incentives for sustainable consumption are required;
- a change in mentality can be brought about through formal and non-formal education;
- the Council of Europe should be an example for others to follow.

Some concrete proposals to follow up

- include the topic of sustainable development in local (member) organisations' work programmes;
- create an Internet forum for exchanging projects, ideas in the field.

Working Unit on Health and Sustainability

Facilitator: Eva-Liisa Luhamets, Estonian Evangelical Youth, Estonia

Introduction

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Globalisation and health in the context of sustainable development means ensuring the health of people in the future, as well as in the present. The main health problems in the developing world are malnutrition, infectious diseases and diseases connected with unclean water. These health problems are all strongly connected with poverty and ecological factors. The main health problems in the developed countries are cardiovascular diseases, cancers, illness stemming from injuries, mental illness and chronic diseases. These health problems are strongly connected with lifestyle. It is estimated that 50% of diseases can be

avoided by changes in lifestyle. Further threats to sustainable health are posed by increasing alcohol and drug abuse and mental health problems. It is estimated that one million people commit suicide every year and that anything between ten and twenty million people attempt suicide worldwide annually. In the last forty-five years, suicide rates have increased by 60% worldwide.

However, HIV/Aids is today one of the biggest threats to humankind's sustainable development. Every year, three million people die because of Aids worldwide and nearly 14 000 new cases of HIV infection occur every single day. Some forty-two million people are living with HIV/Aids worldwide. It is causing unimaginable suffering and is impeding development.

Main points addressed and discussed

- What is the HIV/Aids situation in our community?
- Why/how does HIV spread?
- What are the problems that HIV causes for society?
- What has been done so far?
- How have those actions influenced the situation? Why have they (not) had an effect?
- What can we do?

Main outcomes, perspectives and challenges

- Aids is a world problem, and not just an African one;
- characteristics of the Aids pandemic (why it spreads, the attitudes in society towards it, the challenges to fight) are different in different regions and it is very hard to find common points and a common way to act;
- HIV/Aids needs an integrated local, regional and global approach;
- it is important to consider social, cultural and religious factors when speaking about HIV/Aids;
- lifestyle is an enormous factor influencing the spread of HIV/Aids;
- raising Aids awareness in the community is a first step to dealing with its problematic consequences;
- behaviour plays an important role and the most effective way to combat the HIV problem would be to work with peoples' mentalities. We should start with ourselves and act as healthy lifestyle examples;
- it is very important to encourage young people to act (peer education, youth groups that work to raise Aids awareness, youth activities to prevent drug abuse) in favour of proactively approaching the problem;
- public discussion is essential, and young people's voices need to be heard in the media;
- the West should work hard to prevent the spread of HIV/Aids by raising awareness and preventing drug abuse, and should avoid waiting until the problem grows too big to handle;
- the biggest challenge is to change people's attitudes and behaviour.

Conclusion

It is very hard to discuss HIV/Aids globally, since the epidemic patterns are different worldwide. A lot of thing have already been done in the world to fight it but it is still spreading. We also found that there are actions that are quite effective (like peer education) and well adapted for working on the theme. We found that as young

people, we have responsibility for our health, and that we can effectively contribute to changing attitudes by being good examples of sustainable health for our immediate environment (friends, family) and for the wider society.

Working Unit on Sustainable Consumption and the Global Market

Facilitators: Pelin Ayan and Yasemin Uyar, Youth Association for Habitat and Agenda 21, Turkey

İntroduction

Current consumption behaviour in the global market is one of the biggest challenges to the survival of the environment, in the sense that consumption patterns that are not sustainable lead to environmental degradation and the creation of excessive solid waste. There are some urgent concerns that we all face, such as restrictions on natural resources and the growing gap in consumption between rich and poor countries. Current excessive consumption also jeopardises the needs of future generations.

During the cluster debate, before the working unit began, a statement was addressed to participants concerning the theme of this working unit. The statement was: "The problem of over-consumption is more economic than environmental." Participants formed buzz groups of between four and six people to discuss the statement. Their reactions covered whether they agree or disagree, what they think about the issue and how they would respond to the statement.

Based on the outcomes of the buzz groups, the following feedback to the statement came from participants:

• the problem of over-consumption is not only economic or environmental. There are political, cultural and psychological aspects that are essential in any consideration of the problem of over-consumption;
• there is an urgent need to raise awareness; however, awareness alone is not enough;
• there is also a need to look at individual responsibilities in relation to the problem of over-consumption;
• advertising/media plays a big role in perpetuating problematic patterns of consumption;
• there is a need to further differentiate between over-consumption and irresponsible consumption;
• the question of over-consumption is an economic problem. Environmental problems are the consequence of over-consumption;
• there is also a need to look at over-consumption as an issue of global governance and interdependence. The North and the West over-consume and unequally exploit the world's resources.

During the discussions in the working unit, the participants noted that there were only participants from Europe. And, most of them were from central and eastern European countries.

It was also noted by the participants that action in favour of sustainable consumption must be based on a human rights approach, since the right to a sustainable and healthy environment and food security are basic human rights. It was also noted

that a human rights approach should not be limited to environmental issues, but should also include social and cultural aspects.

Main points addressed and discussed

In the working unit these issues were taken as the basis of the discussion. Firstly, a round of exchange of opinions was held to explore these issues more in-depth. The first round of exploration addressed the question: "What priorities define consumers' behaviour in buying products?"

Participants listed priorities such as:

- price;
- quality;
- fashion;
- packaging;
- origin of the product;
- brand;
- necessity/actual need;
- advertising;
- selfishness/greed.

Following this, participants discussed which of the above are most predominant in their own personal consumer behaviour. While there was no agreement on a common list of priorities, it can be said that price and quality were the most often voiced. However, it was also noted by some participants that it depended on what they were buying. For example, quality was the most important if they were buying food.

The second round of discussions addressed the question: "How does an aware person react to the issue of sustainable consumption?"

The participants came up with four important points:

- an aware person can first change his or her habits and their personal values may follow suit;
- an aware person can also do nothing. Participants said that they know some people who are aware of the impact of non-sustainable consumption, but do nothing to change their behaviour because they see that no one else is doing anything. Their attitude is: "Why should I bother if others don't care?";
- an aware person can feel guilty about his or her consumption patterns;
- an aware person can change his or her behaviour, and thereby create a multiplier effect, by acting as a good example to others.

Thus, participants generally agreed that awareness raising is an important but not sufficient solution to the problem of over-consumption.

From this point on, discussions focused on responses if awareness is not sufficient. Firstly, in order to define responses to the problem of non-sustainable consumption, a brainstorming on "which actors should have a role in the formulation of such responses" was undertaken.

The following actors were identified by the participants:

- governments (or public institutions in general);
- civil society;
- corporations;

- international organisations;
- consumers;
- media;
- education system (educators);
- religious institutions.

Main outcomes, challenges and perspectives

Based on the previous analysis and definition of relevant actors, the roles of these actors together with some of their actions were discussed:

Governments

- ensuring proper regulations;
- creating incentives for sustainable consumption;
- commitment to respect and implement international agreements;
- positive advertisement;
- incorporation of values into consumption behaviour;

Further to the above general role of governments, participants identified some key points in the role of Europe specifically:

- ensuring objective information about products;
- ensuring freedom of choice in consumption;
- ensuring regulation and taxation (note: one participant disagreed on this on the grounds that taxation of cheap flights, for example, would decrease mobility in Europe, especially for young people);
- shifting subsidies from traditional agricultural products to bio-products/organic products.

Civil society

- participation in decision making;
- disseminating information at all levels in order for individuals to be more informed consumers;
- formation of public opinion;
- monitoring government policies;
- protesting. It was noted that this is not necessarily negative or against something; protest can also be for something;
- awareness raising through non-formal education and campaigns.

International organisations

To start with it was stated that international organisations must also practise what they preach and adopt sustainable consumption behaviour on their own premises. The participants voiced their concerns about the non-sustainable consumption they observed throughout the whole event, such as:

- no recycling in the European Youth Centre or the Council of Europe;
- general use of materials is not sustainable;
- absence of fair-trade labelled, eco-labelled food, coffee, etc.;
- plastic and non-returnable bottles, knifes, forks;
- no information on the origin and production of the bags and t-shirts distributed.

However, the participants said that they appreciated that the Council of Europe had distributed public transport tickets to participants.

International organisations should:

- use more teleconferencing and make better use of ICT to reduce the need for travel and overall costs;
- act as clearing-houses for exchanging good practices and exposing bad practices in the field of sustainable consumption;
- be more active in "name and shame" activities to create pressure on the non-sustainable production patterns among their member states and more broadly;
- be more active on setting international standards;
- be more active in encouraging governments to implement international agreements;
- invest in scientific research on sustainable production patterns, or other consumption related issues.

Media

The discussion on the role of media was rather more difficult, since it is difficult to affect media and involve them. The media profession and industry is dependent on global markets and advertisements that promote excessive consumption for their own existence. However, participants agree that the media need to be more engaged to make them have a role in achieving sustainable consumption patterns. These could be achieved through some innovative actions, such as:

- targeting journalists to voice concerns rather than directly addressing media;
- use of state-owned channels for regulating advertisements;
- use of famous people (stars) for promoting sustainable consumption;
- hype environment as an attractive story for media and use competition between different media companies;
- bring media and civil society into dialogue more often;
- Europe should be more active in developing codes of conduct for advertisers;
- target local media (more accessible compared to national media companies).

Corporations

- corporate accountability should be encouraged rather than responsibility, since in many cases responsibility is interpreted as basic charity activities;
- target action to corporate decision makers rather than targeting corporations as entities, since sometimes key people can be influential in positive change;

- use/target competition between supermarkets for promoting ecological and socially responsible products;
- make the benefits of eco-efficiency (reducing costs, increasing profit, etc.) known to more corporations. Make sustainable production (supply side) a case for them;
- put effort into incorporating sustainable approaches to research and development in business.

Educational system/educators/NGOs

- incorporation of sustainable development issues in curricula at all levels;
- provide students with the opportunity to experience practical implications, namely green school buffets, recycling, sustainability measures in buildings and excursions to eco-villages, etc.;
- forbid advertisement in schools;
- increase non-formal education by non-governmental organisations in favour of sustainable consumption;
- involve pupils as volunteers in extracurricular activities.

Governments are also encouraged to organise activities in respect of the decade of education on sustainable development, which was declared by the United Nations in 2005, on a cross-sectoral basis, including different sectors dealing with youth and education.

Consumers

- consume responsibly. Use what is necessary to meet your needs but not excessively;
- get more organised for action, for example: encouraging children and young people to work in groups to overcome increasing individualism (which makes it difficult to consolidate values for change in sustainable consumption patterns);
- assist consumers to become aware of their influence in using consumer power in a positive way.

Religious institutions

An interesting discussion raised by one of the participants was that religious institutions can also be used as agents of change towards sustainable consumption, as they are very influential in many communities. It is sometimes very difficult to change consumer behaviour on an individual basis. Thus, working through values can create a collective and more internalised change in patterns. It was noted, however, that working towards change in these institutions can be rather slow.

What we can do?

The working group discussed what we can do as young people and youth organisations when we go home. Of course, there is a lot to be done, but we underlined some important actions as follows:

- organise sustainable youth activities and camps;
- carry out awareness-raising campaigns and educational activities;
- organise workshops for schoolchildren on sustainable development;
- use the "global footprint tool" in our activities as a very simple but effective way to address our individual contribution to over-consumption;

- increase co-operation between our NGOs and share experiences and best prac-tices (interacting with already existing networks);
- lobby the private sector and media;
- develop projects in favour of sustainable consumption at local level in co-oper-ation with schools, scouts, religious institutions and local authorities.

Conclusion

Finally, we also believe that there is a need for the Council of Europe to address and prioritise sustainability issues and responsible consumption in order for us to suc-ceed in achieving our goals. The Council of Europe has an especially good outreach to youth organisations. Thus, such a prioritisation and the organisation of activities on sustainable consumption could have a remarkable butterfly effect among European young people. The major question in this respect remains: "How big is your sacrifice to make sustainable development more than a hobby of specialists?"

Working Unit on Combining Economic Growth with Poverty Reduction, Social Justice and Environmental Balance

Facilitator: Xavier Baró Urbea, independent training consultant, Spain/Estonia

Introduction

The working unit was focused on an analysis of several different dimensions of the phenomena of globalisation. Specifically, the focus was on its aspects related to the economic, social and environmental spheres.

Through a definition of sustainable development, the participants deepened their understanding of this concept. They also looked at ways to achieve an appropriate balance of the key elements of sustainable development, and at how and when they clash (cf. short-term economic growth versus long-term sustainability, the orthodox concepts and modernisation of the approaches of international institutions such as the International Monetary Fund and the World Bank).

As the scope of the working unit was very broad, several elements were also raised and addressed in the context of the cluster group on sustainability, such as sus-tainable human development.

Development of the working unit

From the work developed in the cluster (points dealing with the introduction, methodology, awareness raising and the presentation of the main definitions), the working unit proceeded with the following programme:

- get to know each other and icebreaking;
- our background (experience);
- expectations and motivation;
- presentation of the workshop;
- presentation of the Millennium Development Goals and the Earth Charter;
- questions and reactions from participants;
- open discussion;
- work in subgroups;
- questions about social, economic, environmental spheres;
- making links;

- plenary discussion;
- preparing a concluding statement for the cluster fishbowl.

Discussion of the Millennium Development Goals and the Earth Charter

After a presentation of the main points of the document, reactions and ideas were shared. Participants made the following statements:

- the MDGs are only nice words. Political and social engagement is still missing. Agenda 21 is more effective. These are action plans not just values;

- the World Summit on Sustainable Development was a complete failure; it led to neither inspiration nor action. In Rio some action was taken but nothing has happened as a result of the Johannesburg Summit;
- there is a need for young people to be more represented in implementation of the MDGs;
- it should be decided who is going to implement these goals;
- the MDGs are much more concrete in proposing developments;
- the role of the democratic structures and how to deal with the present concentration of money and power have to be decided;
- there is a lack of political engagement at all levels. Measures should be taken by the Council of Europe to assist in the implementation of these goals;
- there is not enough transparency at the level of the United Nations. The debt of poor countries has to be abolished. Even so, a developing country's respect for human rights should be a prerequisite for the economic support of the World Bank;
- the document is useful for raising awareness in the mass media, but not for youth activists;
- more and more documents are being produced but more concrete action is what is needed;
- it would be better to elaborate concrete local objectives that can be implemented.

Description of the theme

The discussion on sustainable development was developed in a framework where economic, environment and social spheres were explored and the meeting points analysed.

From the documents developed at the World Summit on Sustainable Development, the Earth Charter, the Millennium Development Goals and Agenda 21, the focus was put on the following structure:

On this basis, the following questions were explored:

Politics and power

- Who makes choices and decides what is to happen?
- Who benefits and loses as a result of these decisions, and at what cost?

Participants discussed:

- participative democracy versus representative democracy;
- citizenship;
- the role of the mass media;
- NGOs and tools of civil society (through participation);
- the educational dimension to the concept of sustainable development;
- the use of Agenda 21;
- taking decisions.

Social systems

People, their relationships, traditions, cultural background and the way they live, including how gender, race, disability, class and age affect social relationships, were all included under this heading.

Participants addressed the following issues:

- participation;
- democracy (real power to society);
- rethinking social systems;
- education;
- respect for human dignity and human rights;
- individualistic rights are a bigger priority over collective social rights;
- competitiveness is one of the main values of individualistic systems and is promoted by the current educational system and mass media;
- social movements;
- gender relations (in the context of economic and consumer systems).

Economic systems

Money, trading, aid, ownership, buying and selling were included under this heading.

Participants discussed the following issues:

- solidarity;
- transborder relations;
- whether neo-liberalism is the only way;
- transparency;
- co-management;
- why principles such as "polluter pays" are not applied.

Natural systems

Natural environments and their relationship to each other (land, sea, air and biosphere) were included under this heading.

Participants discussed the following:

- environmental consumption;
- renewable resources;
- the role of technological development.

Proposals for action developed by the groups

From an analysis of the current situation and the links identified between the different spheres, some points of action were foreseen, namely:

Group 1

- political regulation of the economy (avoiding state interventionism);
- shift power from economics back to politics/society;
- financial controls (basic: air, water, Tobin tax);
- the price of the product has to be linked to the real environmental costs;
- cleaner modes of production;
- consumers have to become aware of their power;
- reform the regulatory institutions.

Group 2

- gender questions (male competitiveness, female solidarity);
- control of the use of water should come from society, rather than economic actors;
- the importance of religion (as a cultural/social regulator) should be noted;
- currently individualistic relations need to be moderated;
- social empowerment;
- strengthen the United Nations;
- global action can be effective for change.

Group 3

- mass media have the real power. There is a need to support alternative free media;
- the problem of financing development without causing further poverty is crucial. There is a need to promote micro-enterprises from local to international levels. Banks for people providing micro-credit are also effective;

- education, culture and consumption are all related to respect for the environ-

  ment;

- social participation in decision making has to be promoted. The co-management

  system used in the Directorate of Youth and Sport of the Council of Europe is a

  good model of participation for other institutions;

- society needs to change its focal values; the human being needs to be at the

  centre of concern rather than money;

- it is important to learn from the existing experience.

Cluster 5: Peace

Chairperson: Bjørn Jaaberg Hansen, Representative of Norway on the European Steering Committee for Youth

Co-chairperson: Renaldas Vaisbrodas, Vice-President, European Youth Forum, Lithuania

General proceedings

The main theme of the cluster was defined as follows: "Peace is not only the absence of war. Peace is the absence of physical, social and cultural violence in society. Peace, as a personal and social attitude, has to be cultivated and developed, in conflict and apparently peaceful situations, in personal and global relations."

The main aims of the initial discussion in the cluster were as follows:

• to discuss the theme of peace through four main issues: the culture of peace, conflict transformation, peace education and human security;
• to explore the impact of globalisation on peace-building processes in European societies;
• to explore and discuss the role of young people and youth organisations in promoting peace.

Main themes addressed

Participants of the working units had interesting exchanges of ideas and developed diverse visions on the subjects of the culture of peace, human security, peace education and conflict transformation.

The gender perspective in the culture of peace was underlined by participants. It was noted that "war is the game of boys". On human security, participants clearly stated that they do not want an international security policy. They underlined that there is today a crisis in the political system, including a crisis of ethics among politicians. The participants discussed the power of the media in conflict transformation, and focused on the negative role often played through the portrayal and glorification of violence and war. On peace education, participants stressed the need to improve the education systems in their countries, especially non-formal education, lifelong learning and popular education provision. Participants also debated the extent to which young people play an autonomous and positive role in the process of conflict transformation. Some were of the opinion that being young does not give you any special role or influence in this regard.

Conclusions and recommendations

Using the fishbowl procedure, participants highlighted the following items at the concluding session of the cluster:

Culture of peace

- the question of using violence against violence is a basic dilemma;
- responsibility at a personal level is fundamental. Making peace at home in your own environment is a prerequisite for peace making more broadly;
- while there is no one common concept of "peace", it is necessary to prevent violence in everyday life;
- all forms of violence are unnecessary and all should be combated;
- "conflict is part of life – violence is not – we have to build peace".

Peace education

- definition of peace: "positive peace" is characterised by human rights and tolerance, whereas "negative peace" is characterised as the absence of war;
- peace education should be part of all levels of education;
- peace could also be characterised as a state of mind.
- "governments and the Council of Europe are spending a lot of money on military approaches to prevent war. Why not use the resources on peace education?"

Conflict transformation

- reasons for and roots of conflicts;
- various forms of conflict;
- consequences of conflicts.

Participants underlined that violations of human rights must end. There is a need for an open and tolerant approach among the different partners in conflicts. The willingness to find solutions has to exist on all sides of a conflict if solutions are to be found. All those involved have to commit to universally recognised standards. Third parties have to be objective.

Human security

Participants of the working unit came from various countries and had different definitions and concepts of human security. Threats to human security, in their opinion, include:

- the crisis of democracies, including the often "unethical" attitudes and behaviour of politicians;
- the media being influenced by politicians and money;
- the crisis in today's education systems.

The Council of Europe should be even more involved in human security, strengthening the role of civil society and respect for international law.

It was concluded that the major challenge is to define and strengthen the role of young people in the peace-building process and help to make them aware of what they can do. The aim is that Europe should become an arena for dialogue in a peaceful spirit.

Working Unit on Conflict Transformation

Facilitator: David Gvineria, Bureau Member, European Youth Forum, Georgia

Introduction

All the working units in the cluster on peace kept a general focus on some common issues, such as:

- Is peace the counter-globalisation?
- What is the impact of globalisation on conflict transformation (political, military, economic, etc.)?
- What are the barriers to a global peace process?
- How does globalisation affect society by fostering or by limiting human security in our communities?
- Is it possible to solve human problems without violence?

The Working Unit on Conflict Transformation focused on identifying and discussing the issues that could lead participants from exploring the roots of violence and conflicts to various measures and actions to be taken in order to transform conflicts and establish global peace.

Positive peace: absence of any kind of direct violence, physical or psychological

Structural peace: resolution of unjust social, economic and political structures; and global justice through sex parity and equal distribution of world's richness

Cultural peace: absence of any kind of cultural legitimation of war and violence through languages, religions, national identities, cultural practices, etc.

Main points addressed and discussed

Thematically, the working unit was divided into three parts:

(1) Identification of the picture of "reality" (using the drawing of the human silhouette):

- What are the forms of violent conflicts that we know, observe and have experienced ourselves?
- What are the roots and reasons that feed conflicts and violence?
- What are the consequences of the violence and conflicts?

By answering and discussing these questions, participants tried to explore and exchange knowledge and understanding on the issues related to conflict and violence which exist nowadays in our world, in our communities.

(2) Identification and discussion on what and how we understand globalisation. Do we mean the same thing when using the same words? How does globalisation affect the conflict transformation processes? Is it a helpful factor or does it create more barriers?

Several key issues, related to globalisation, were debated by participants in order to exchange views and, if possible, find common positions in the context of a statement ("yes/no" exercise):

- globalisation produces more violence (yes/no);
- conflict transformation and peace building is more difficult in a globalised world (yes/no);
- globalisation serves the strong and the rich, whilst the poor and the weak just observe it and suffer its consequences (yes/no);
- politicians can solve conflicts, even without the active involvement of civil society (yes/no);
- young people have no specific role in conflict transformation (yes/no).

(3) Identification of what could be considered as the necessary factors (positive) for conflict transformation. Who are the main players and what has to be done to let these (main players) work together for global peace?

Apart from this, participants worked on proposals for what has to be done, and by whom, in order to achieve peace in both the short term (to stop the war/active violence, to get to the negotiating table) and in the long term (to solve the problems at the root of the conflict, so that every party is satisfied). They also discussed what the role of young people is.

Main outcomes, recommendations and perspectives

- the process of globalisation can be used in a positive way for conflict transformation, as there are possibilities to affect positively the well-being of communities and people all around the world;
- the domination of world development by one group of strong states (powers) has to be abolished for the sake of equality and justice;
- poverty, the huge gap in economic development between countries, a lack of education, unequal opportunities and the absence of a strong neutral international regulatory body for conflicts at world level, among others, are some of the basic factors that cause violence and conflicts;
- there is a huge lack of peace education;
- in every conflict situation, there is a definite need for the third party, the neutral, just and strong power, that can take responsibility to be a mediator between the conflicting sides;
- two parallel processes have to be activated in order to achieve the long-term (final) resolution of conflict: *a.* active negotiation, leading to the solution of the conflict issue; and *b.* active intercultural dialogue between societies/individuals coming from the different sides of a conflict.
- violence and conflicts are not only a problem for those involved, but one for the entire world;
- young people are, to a certain extent, more flexible and less affected by the different influences. Therefore, they can be much more open to dialogue. More opportunities for young people to meet each other and to discuss have to be provided.

Working Unit on the Culture of Peace

Facilitator: Teresa Cunha, University of Coimbra, Portugal

Peace is the only way that leads to a culture in which unnecessary harm is not legitimate.

Aims and objectives

- to explore and discuss the impact of globalisation on peace-building processes in European and non-European societies;
- to discuss the role of young people and youth organisations in promoting peace;
- to create a peaceful atmosphere inside the working unit;
- to exchange ideas and experiences about the meaning of peace among the participants;
- to recognise the elements of a culture of peace in our own experiences of non-violent conflict transformation;
- to discuss concepts and practices concerning peace and a culture of peace;
- to build up together, in a creative way, a "Manifesto of peace".

Activities of the working unit

- exercises of the "Theatre of the Oppressed" (group building, knowing each other, creating confidence in each other, creating an atmosphere of peace and an inner culture of respect and tolerance);
- presentation of the theme of the working unit, its objectives and methodology;
- exchange of experiences and concepts of peace, creating a common and collective memory of the issue;
- listen to music and its words as tools for peace and a positive atmosphere among people;
- know how in each participant peace is shown in everyday gestures and interpersonal relations;
- rationalising the outcomes of the discussions and experiences during the working unit by creating three paintings and a common written text;
- preparing the final discussions in the cluster group;
- evaluation.

Challenges and questions

When starting to talk about peace and the potential culture that can promote it, we initially faced some fundamental questions regarding its meaning. What are our notions of peace? Starting from different backgrounds and looking back at our personal history, we came up with different definitions. Do these definitions converge? Could peace be a global value with parameters that are shared among the people of the world? Who and how can bring it about?

Pointing out what peace "is not" helped us to construct a clearer perspective of what it could mean. It was largely agreed that violence is a counter-peace practice and needs to be faced up to. Looking at the actions that are taken at both a personal and political level, the way we narrate our national histories and the way in which the mass media creates a violent "common sense", we can conclude that we live in a culture of violence.

How, then, can we deal with realities? Should we employ a kind of punishment of violence and intolerance, or should we try to understand and embrace attitudes of cosmopolitanism and promote a culture of tolerance pointing to the value of our fundamental hybridity (every culture results from inter-relations between them and

every culture is incomplete, so the diversity of cultures is not only natural but fundamental).

These questions led us to discuss the following issues:

• What can be a common understanding of the meaning of peace?
• Who can bring it about and how?
• What are the obstacles that this process can meet?
• What are the conditions that can help peace processes move forward?

Understanding of peace

Understanding the concept of peace is a condition for working towards peace. Peace is a situation where there will be no fear – a safe situation for everybody. The person should be able to be himself or herself and live without fear of any kind of violence, racism or discrimination. An important aspect of peace is also the absence of sexism. Current concepts of domination mean that people (mostly women) are dominated and exploited by other people. Education, as an important location of socialisation, can be a tool for change. Domestic violence is not only perpetrated against women but also against children, old people, the disabled and servants (all vulnerable persons) and is often forgotten in discussions about world peace. Therefore, peace should start at home. Peace is also a situation of harmony, not only with other people, but also with all other creatures and nature.

This holistic perception should be taken on board in our efforts to really globalise a culture of peace. Competition and domination do not contribute to a culture of peace: instead we propose co-operation and sharing as the main tools of peace and a culture of peace.

Where is the starting point for a culture of peace?

As we said before, peace starts in our family, but also requires a peaceful subjectivity and one's personal will and voluntarism. Peace starts when we are near to other people and builds up our respect, within some common interest.

To build and to promote a culture of peace we need affirmation, determination and self-esteem. We need others to be involved, because peace is like a virtuous circle: peaceful subjectivities create harmony in the family; peaceful families help to create harmonious societies; cosmopolitan and peaceful societies bring harmony with nature; and global harmony makes people happy and ready for peace.

Constraints of peace

It is not only social facts that cause violence or lead to war. It can seem surprising but there other things to challenge and fight against. The following is an analysis of some of them.

Firstly, there is the feeling of social injustice. To be more precise, it is not only a feeling but also a reality: the majority of people in the world lack resources, education, medical care and facilities. We all feel that should not be so. Nevertheless, this is not enough for violence to happen. On top of this, there is a discourse of exploitation and perceptions of zero-sum games continue, strengthening injustice. This culture of violence leads to war.

Secondly, we have different identities, cultures and religions. We have always lived with that fact. We also have different historical backgrounds and experiences. The danger is when this diversity is transformed into the idea of several "uniquenesses"

and "purity" that must be opposed to others as rivals. This creates nationalistic moods, which shape people's lives and the politics of states. Once again, we are in the heart of a culture of violence, legitimating military approaches and methods to solve conflicts. This is the way the world is, but these problems appear because of the methods used. The military have their own special interests they wish to protect, but these are not the interests of the majority of people in the world. On the contrary, the majority's interests are peace and non-violent methods for problem solving.

Firstly, in our fight for peace, we should address perceptions, approaches, ideas and culture, not only the social reality and social facts. Changing these things, changing our minds, will also change reality.

Conditions and solutions

The necessary conditions and solutions in order to achieve peace start within individuals: being in peace with oneself and with the cultural and natural environment. However, in searching for peaceful means to solve or transform any situation, the human being, people and other creatures have to be at the heart of the solution and must not just be seen as a "thing" or as a commodity.

It is fair to note that peaceful solutions can be reached through responsible dialogue, negotiation and communication. This is an ambitious task, because in doing this we need to be tolerant and understanding. Peace begets peace – let us take any chance and opportunity to build peace.

We know that living in peace is not only when two or more people agree or have a common vision/mission. Peace is much more than that: peace is when all people around the world, with or without a common vision/mission, find non-violent ways to solve their problems. Peace is, therefore, another globalisation (different to the current and hegemonic neo-liberal one, which is just one of the globalisations going in the world at the moment) where every single individual, culture and experience has a place and an opportunity to flourish in harmony with the others and with nature.

Conclusion

It was not only possible for us to create a good atmosphere during the working unit, but we were able to exchange ideas and reflections on peace and a culture of peace. In that short period of time, we experienced a relevant moment where we all found new strength and discovered tools to continue our engagement for peace in our own realities. It was clear for all that peace is achievable if we want it, because human

beings desire it much more than war or violence. This was the most important thing we learned together during this opportunity to meet.

Working Unit on Human Security versus Global Insecurities

Facilitator: Joan Cortinas Muñoz, external expert, Unesco

Introduction

Since 11 September 2001, a wave of security mindedness has become entrenched in what is known as the "Western world". In this mindset, security is understood as any defensive action intended to protect against a potential risk. This conception implies a reinforcement of national, even nationalist, visions of security, as well as offensive political practices on the part of certain states against other states or individuals.

What are the bases for this ideology of security? Can we imagine another understanding of security? What are the limits of security, as a defensive political practice? What is security for young people living in a global world?

Main points addressed/discussed

The working unit had three different stages:

- presentation and analysis of a text representative of new policies of security that have emerged since the 11 September 2001;
- discussion of the causes and reasons for the way in which a certain part of society worldwide has accepted such policies;
- ideas from the perspective of young people for thinking about alternatives to such security policies, today commonly seen as the only solution to insecurities of a global nature that present themselves.

In relation to the two first stages of the discussion, the conclusions are:

Policies of a "securitarian" nature are based on a concept of security that is too wide and which takes into account many social problems that have nothing to do with questions of security. Furthermore, such policies have an essentially repressive character and do not propose any constructive approaches or solutions to the problems to which they refer.

"Securitarian" policies personify the problems of delinquency without dealing with its causes. Large-scale criminal activity, such as large-scale financial fraud, are not considered in the context of security policies, despite their connection to crime.

Such policies as exist have a direct negative effect on some of the most underprivileged communities in our societies, by targeting repression on them and by stigmatising them.

Such policies have a very limited vision of the concept of security, because they take as their basis the idea that a country and its citizens should not be attacked physically. They do not take into account other risks for the citizens and the country such as environmental degradation, unemployment, and the quality of life of all human beings as a factor for the generation of security.

According to the participants, the success of this ideology of security has at its root:

- political crisis: young people are the best proof that many so-called democracies do not ensure that citizens' voices are heard. Democracy is no longer seen as truly representative of the will of the people. Young people feel that there is a general lack of ethics on the part of the political classes;
- media: young people feel that the media are developing an image of the world that is completely manipulated by economic interests and policies. In this way, the media are seen as responsible for creating a feeling of insecurity which promotes the ideology of security prevalent today;
- education: young people see formal and non-formal education systems as being to blame for the utter lack of critical thinking amongst a large majority of citizens;
- injustice: a deepening of social and economic injustice was pointed to as one of the main causes for insecurity in society.

On the basis of the above, the participants of the working unit proposed:

- that the European institutions, and specifically, the Council of Europe, challenge the prevalent security ideology and "stop playing the game". It is necessary to put forward challenging questions concerning the real and multidimensional nature of security (physical, food, economic, etc.);
- renewal of the forms and methods of political representation must take place. It is necessary to reinforce effective exchanges between citizens and the political classes;
- civil society has to play a bigger role in political action;
- formal and non-formal education systems need to create teaching methods which develop the critical thinking of young people. A critical approach to the teaching of history is crucial in this respect. History is one of the key motors for changing national and nationalist visions of global problems;
- further opportunities for young people to meet and discuss are needed;
- it is important to reinforce the power of sanction of international law on states. Violations of human rights in the name of security provoke direct backlashes and are detrimental to the security and well-being of citizens and young people.

---

14. In the cluster this fact raised the question of how representative of "global youth" the participants at the event actually were. More than 90% of participants of the cluster attended higher education while 50% of the global population do not even have basic literacy skills.

Conclusions

Participants concluded that more time would have been needed to go into more depth on this complex subject. They also regretted the absence of young people who are not necessarily involved in formal youth structures, but who none the less are interested in the subject and generally in the opportunity presented by the working unit for exchange. Specifically, it was regretted that young people who are not involved in university level education or who do not come from well-off social backgrounds were not present, because they would have been able to provide specific inputs on the idea of "human security".

Further, it was concluded that there is a significant need to introduce the working concept of "human security" into the context of the European institutions, from which it is largely absent. Finally, the role of non-formal education in engendering critical minds must be reinforced in the face of the prevalent security ideology, which is one of the major challenges of globalisation.

Working Unit on Peace Education

Facilitator: Hakki Camur, World Organisation of the Scout Movement, Turkey

Introduction

The working unit developed according to the following programme:

- getting to know each other;
- group building game;
- expectations;
- concepts of peace;
- discussion on the definition of peace;
- collage related to peace;
- presentation of collages;
- individual reflection on three questions:
  - What are the things that threaten global peace?
  - What did you learn?
  - Which fields/areas have had their peace damaged?
- discussion on identifying problems/causes/solutions.

The working unit focused largely on trying to discover the meaning of peace, on the visualisation of conflicts in daily life and finding approaches to solve and transform them using educational tools. We first focused on the state of conflicts in the world and in our lives. We also had a discussion on peace policies and shared personal experiences.

Main points discussed

Problems and causes

Social:

---

15. (a) equal access and the commodification of education; (b) recognition of diplomas; (c) the impact of new technologies and the link between ICTs and employment; and (d) lifelong learning, the role of NGOs and employment.

- lack of transparency and accountability of governance; lack of transparency in the financing of political parties;
- individualism;
- poverty and inequality (access to services, rights, access to education, gender, information);
- unemployment;
- illiteracy and ignorance;
- violence and marginalisation;
- crimes;
- war;
- injustice and a lack of the rule of law;
- racism and xenophobia, discrimination and prejudices;
- lack of love, understanding, communication and co-operation.

Economic:

- lack of resources;
- economic depressions/crises;
- fluctuation of financial markets (speculation and deregulation);
- consumption without limits;
- non-sustainable development.

Environmental:

- misuse of natural resources;
- pollution;
- non-sustainability of consumption;
- threat to biodiversity;
- global warming;
- deforestation;
- depletion of fish stocks;
- water shortages.

Food:

- hunger;
- genetically modified foods.

International relations:

- wars;
- conflicts of interest;
- power struggles;
- geopolitical power/interests;
- ethnocentrism;
- nationalism;
- multinational corporations;
- terrorism;
- weapons (in particular, nuclear weapons);
- neo-colonialism;
- lack of reconciliation commissions.

Main outcomes and recommendations

Peace education (combined with elements of global education) should be introduced at all levels of the education system, as well as being available through non-formal education. It is necessary for the overall population to receive basic peace education.

This education should be based on values such as:

- human rights;
- tolerance;
- equality;
- intercultural learning;
- justice;
- co-operation;
- community responsibility and spirit;
- critical thinking;
- inclusiveness;
- respect;
- non-violence.

Peace education should have the following components:

- a global dimension including history, intercultural and language education;
- promote justice in all aspects of life;
- a human rights approach and be based on values such as tolerance, respect, equality, inclusiveness, respect and non-violence;
- focus on conflict/peace: promote conflict transformation where conflict is seen as an opportunity to learn and a change in driving force;
- develop problem solving skills;
- develop a commitment to solidarity: where community spirit is developed and co-operation promoted;
- it must include a process of empowerment, developing critical learning and critical thinking.

Students must be included in the definition of programmes and contents, eliminating the present teacher-student hierarchical structure.

One way to implement this is by networking and developing partnerships between civil society and educational institutions (NGOs, companies, schools, universities and institutes). Formal and non-formal education must become complementary and more interrelated. Finally, significant investment in teacher training is essential to make peace education effective.

Cluster 6: Education and employment

Chairperson: Alexandros Liakopoulos, European Trade Union Confederation, Greece

Co-chairperson: Christine Heinze, Young Business and Professional Women International, Germany

Introduction

Opening the meeting, the chairperson and co-chairperson welcomed the participants and made a brief presentation of themselves and the working method they would follow during the two days of the cluster meeting. They presented the time schedule to the participants and then asked them to have a quick "round of self-presentations", in order to break the ice and make them feel more comfortable about using the microphones. During these self-presentations, the facilitators of the working

units also had the chance to introduce themselves and in that way became visible

to the participants.

Following this, the chairperson made a brief introduction of the theme and objec-

tives of the cluster. As he explained, the themes of education and employment are

very much interlinked within the framework of globalisation. He avoided providing

a final definition of globalisation, in order to leave the space open for a free debate.

At the same time he noted that it is a phenomenon that cannot be ignored due to its multidimensional nature and the fact that it has concrete impacts on everyone's ordinary life.

He then described the phenomenon according to both its positive and negative effects: hi-tech revolution, the limitation of distance and time, a high level of interdependence among people and nations, changes in the production of goods, a shift from the economy of goods to the economy of services, a new role for the state, a "digital divide" among citizens of a given country and the "digital gap" between societies, poverty, an extension of inequalities and disparities, global asymmetric threats, etc.

Aiming to provoke the participants, the chairpersons put forward two different statements that describe the positions of some people on the phenomenon of Globalisation: "Shit happens" or "Miracles happen", clarifying that they thought that the truth is somewhere in the middle. Furthermore, as globalisation is an ongoing process, it was also noted that "globalisation is what we will make of it". The Europe, Youth and Globalisation event was considered a very good opportunity for young people to help in shaping the globalised world according to their needs. What is essential is to alter the equation and make globalisation serve the people and their needs.

Bridging the topic of globalisation with those of education and employment, the chairpersons made reference to new tensions. Concerning education, they spoke about the shift from the more "humanitarian" approach of the past years, which aimed to create independent and well-formed thinker-citizen-persons, to a more market-oriented approach, the aim of which is to create well-trained workers.

It is undeniable that there is a need for education to deliver specific skills and qualifications that can lead to finding decent and worthy employment, but it is equally true that there is a need for individuals to decide for themselves on the educational direction they would like to take. In other words, the absolute subjugation of education to market needs was strongly challenged. The chairperson asked, "… through education do we mean to create well-formed personalities or robots?" Reference was made to the fact that our societies are not just markets and that in the future society will still need historians and philosophers, even if we know that the market will never be able to give them a job. In this respect, the role of the state is central in providing society with the necessary framework for ensuring a decent working life for people.

Involvement exercise

Aiming to get the participants as involved as possible in the discussions, the chairpersons conducted a statement exercise, with the aim of bringing participants' contradictory positions on specific themes to the fore. Before discussing the statements, the co-chairperson asked the participants concrete questions about their backgrounds in order to identify the common and particular qualifications of the group. This helped people to get to know each other. Specifically, the co-chairperson asked the following questions:

• Who has higher education? The responses given proved that the vast majority of the participants were in the fortunate position of having had higher education; [14]

• Who is multilingual, in the sense of speaking more than two languages? Again the responses demonstrated that the large majority of participants were multilingual;

- Who has stable employment? Who has become unemployed during the last three years? Who is working in the private sector, public sector, in an NGO or is self-employed? Only a very limited number of participants could answer these questions, because the majority of participants were students who so far had not been in a stable employment situation. In this respect, one can question the extent to which the participants were representative of the majority of young people. Some of the few employed said they had a stable job, while one or two had recently become unemployed. The only conclusion that could be drawn was mentioned by one of the participants: "There is nowadays an increasing number of unstable and non-permanent working contracts."

Following this phase, the co-chairperson presented the following statements on the four themes [15] of our cluster, asking each time that participants choose a position from among: "in favour", "against" or "in-between". After having decided, there was a short debate among the participants about their different positions.

The group was then split into four different subgroups, where participants were asked to negotiate a reformulation of the statements in such a way that the whole cluster would accept their respective proposals.

The results of the group work were as follows:

- Equal access and the commodification of education:
  — we live in a world where social, cultural and economic barriers prevent people from accessing adequate education;
  — nation states should guarantee equal access to all levels of education for all, making primary and secondary education compulsory.
- Recognition:
  — "It is important to make the framework of education comparable in undergraduate and postgraduate courses, without losing the characteristic strengths of regions and communities, in order for studies to be recognised around the world."
- Impact of new technologies and the link between ICTs and employment:
  — "The new ICT environment is setting faster, more democratic and transparent, circumstances for young people and their personal life. However, it is strongly recommended that national governments provide cheaper means together with proper education in order to make it easier to handle for everyone."
- Lifelong learning, the role of NGOs and employment:
  — constantly imposed changes without the inclusion, involvement and participation in decision making of all young people from all levels of society destroys social stability, professional status and privilege;
  — everything is changing constantly, the change cannot be prevented, it keeps you alive stimulating you to follow progress in order to gain social stability and professional status;
  — constant change makes you feel as if you are surfing on the wind. If you can find out how to manage it, you can gain stability in your social life, professional status and maintain your privilege.

At this point the cluster broke up into four working units and participants continued their discussions in smaller contexts on more specific themes.

Final slogan and conclusions

During the fifth round of the Fishbowl, the representatives of the working units negotiated a final common statement that would be delivered to the closing plenary of the event. The idea is that this statement would represent the overview of all the cluster's discussions. The Cluster managed to agree on the following slogan: "Equal access! Education for everyone! Employment for all!"

These three phrases encapsulate the work done within the cluster on education and employment. Each one of them and all of them together have multiple meanings and set some of the targets for our generation.

"Equal access" signifies the need for everybody to have the possibility, the necessary tools, the appropriate social environment and the necessary assistance to enjoy both education and employment. It also signifies the fact that neither education nor employment should be seen as commodities – they are basic human rights and should be applied in a non-discriminatory manner.

"Education for everyone" also comprises the non-discriminatory agenda – irrespective of ethnicity, nationality, gender, age, etc. At the same time, by "education" the cluster underlines the essential nature of all forms of education (formal, non-formal, informal) and calls all the providers (governments, public and private institutions, NGOs, etc.) to work in order to ensure that everyone around the world has the opportunity to get educated. New forms of education through ICTs are also covered by this demand. Training in using ICTs effectively is an essential dimension of education today.

Last but not least, "employment for all" is a strong call for full employment and for the fight against unemployment and precarious work, implying the essential role of employment both for people and their self-development, and for our societies' social stability, development and economic growth.

The slogan in its entirety concretely signifies the need for education and employment policies to be strengthened and empowered throughout the globe in an inclusive, non-discriminatory way, something which is a prerequisite for the more just, prosperous, safe and worthy-to-live-in globalised world that we dream of.

Working Unit on From Education to Employment

Facilitator: Juliane Bir, European Trade Union Confederation and the European Youth Forum, France

The working unit began with a presentation of the different elements of the proposed programme and of the objectives of the working unit, namely:

- to discuss the theme of young people and employment in the world;
- to place this discussion in relation to the global reality of the often precarious situation of young people;
- to formulate recommendations for addressing this problem.

The working unit focused on working from the basis of the participants' own personal and professional experiences and comparing them to contemporary facts and figures concerning the issue of youth and employment.

Following an active moment for getting to know each other, participants attempted to define for themselves the issue of "youth employment" in smaller working groups. The definitions brought back from the groups revealed the diversity among the realities of participants, in particular in relation to the countries where they live. A second question was posed, concerning the participants ideal vision of youth

employment. There was a marked difference between the answers of participants to the two questions.

The following elements were given as input to this initial discussion:

- contextual elements that have an effect on the situation of young people and their employment:
- 510 million young men and 540 million young women live in the world today;
- 1/5 of these young people are aged between 15 and 24 years of age, which represents a proportion of 18% of the world population;
- 85% of this population lives in developing countries, of which 60% live on the Asian continent;
- poverty: according to UN estimates, more than one billion people live in conditions of poverty, notably in rural areas;
- illiteracy: according to Unesco, 96 million young women and 75 million young men are illiterate, the majority of whom live in developing countries. Despite the progress made in many regions to provide primary education for all children, access to education remains significantly limited. The rate of illiteracy is highest in North Africa, Sub-Saharan Africa and south Central Asia, with a significant difference to be noted in rates of male and female illiteracy. The rate of illiteracy amongst women is much higher than amongst men;
- HIV/Aids: according to the programme of the UN, at least 10 million of the 30 million persons living with HIV are aged between 10 and 24 years of age. It is estimated that each day approximately 7 000 young people become infected with HIV;
- elements specifically concerning youth and employment:
- unemployment: according to the International Labour Organization, it is estimated the 88.2 million young women and men are unemployed worldwide, which represents 47% of all those unemployed (185.9 million worldwide). This situation concerns more young women than men, and more in rural areas than in urban centres;
- the majority of young people work long hours with low salary rates, often in the context of the informal labour market;
- precarious work of young people: unstable jobs – with the mechanisms of globalisation and the economic changes that benefit only the few, the level of vulnerability of most young people during the period of transition from adolescence to adulthood has risen significantly;
- this situation is closely linked to trends in education. In general, it remains largely the case that the higher one's level of education, the less chance there is of becoming unemployed. Although, a high level of education is no longer a guarantee of employment.

In the course of the discussions, the place of young people as partners and as social actors was underlined as necessary. Particular reference was made to the role of youth organisations in this regard.

In the third stage of the working unit, the group elaborated recommendations for dealing with the difficult situation of youth employment and for achieving the ideal situation they wish to have, as brainstormed in an earlier stage of the working unit.

Conclusions

Participants came to the following conclusions:

- young people's voices need to be heard and integrated into the policy-making process;
- social partners need to be empowered to negotiate collective agreements;
- free and equal access to education should be available to all;
- the quality of education needs to be improved in order to give young people the tools to develop themselves;
- there should be equal access to employment for all and equal pay between men and women should become the rule rather than the exception;
- the quality of employment (working conditions, salary and social security) has to be protected and ensured;
- the right to self-organise in trade unions should be ensured;
- young people need to learn to become active rather than being reactive in the face of transformation in the field of education and employment;
- it is the responsibility of nation states to promote specific measures in order to integrate young people in the labour market.

Working Unit on Information and Communication Technologies (ICTs)

Facilitators: Karina Chupina, International Federation of Hard of Hearing Young People, Russian Federation, and Miriam Lexmann, independent training consultant, Slovak Republic

Introduction

Young people are especially vulnerable in terms of access to information resources, which affects their possibilities for education and employment in today's knowledge-based information society. The evolution and development of the media and new ICTs have provided young people with excellent opportunities to access information and education. Many young people welcome these advances and seize the opportunities that they offer. It is known that efficient participation goes hand in hand

with access to information. However, new technologies can present risks such as the

monopolisation and abuse of the media, the widening of the gap between those

with access to ICTs and those without, and information overload. The potential and

dangers of ICTs require a co-ordinated and balanced approach from actors, includ-

ing governments, legislators, educators, providers and users, in order to secure

uncensored, independent and diverse media and promote wide access.

Objectives of the working unit

- to provide participants with the opportunity to explore the threats and potentialities of ICTs;
- to enrich participants' knowledge of existing policies in the ICT field and to provide participants with examples of good practice of ICT application in education;
- to develop participants' critical approach to the media and ICTs and their impact on youth work, education and employment in a globalising world;
- to develop participants' understanding of ICTs as an educational tool in youth work;
- to identify strategies for using and applying ICTs within the educational processes, specifically defined for formal and non-formal education as an important tool in raising skills needed for employability, as well as for making young people more active within society;
- to stimulate and support the integration of the discussion outcomes into the future actions and plans of working unit participants who come from both non-governmental and governmental sectors.

Expectations of participants

Participants wanted the following things from the working unit:

- for it to be concrete;
- to know how to use information for better functioning of NGOs;
- to discuss the ways of increasing access to ICTs;
- support for e-governance;
- mutual understanding;
- come up with ideas for further use and Council of Europe policy;
- ICTs and their role in education and employment: concrete examples.

The following should be avoided:

- too much generalisation;
- lectures without dialogue.

The "Take a step forward" exercise from the *Compass* manual was adapted to the ICT context and was proposed to participants with the following objectives:

- to give the participants an opportunity to explore and think about the complexity of different ICT issues, such as the digital divide;
- to give an impetus to participants to understand the reasons for controversial approaches to ICTs and the roles that ICTs play in the social sphere (discrimination, social gap, cultural gap);
- to give the participants an opportunity to share viewpoints and approaches towards ICTs;

- to create a good start for further in-depth discussion.

For the purposes of the activity, the participants were given different roles to assume. General statements were read out to participants, namely:

- you have decent housing with a phone line and television;
- you can easily learn about people in a situation similar to yours, from the Internet or television;
- you can enjoy learning about other cultures and countries;
- you can enjoy learning about other cultures and countries without leaving home;
- you have all the necessary skills and competencies in ICTs to get a good job;
- you have a computer class in your school or university/you can benefit from distance learning;
- if you want to get information in languages other than your mother tongue, you look for it on the Internet;
- you have free access to official documents concerning your life;
- you can use all the advantages of the Internet;
- ICTs are extremely important in shaping your future.

If they could answer "yes" to a given statement, the participant took a step forward. The aim of this was to demonstrate diversity and inequality in relation to ICTs, education and employment, and the access to and right to information.

The exercise made participants look at ICTs from a different and somewhat unusual perspective (some of the roles provided people who would never have imagined life without ICTs with a completely different perspective, for example: a young Roma girl who never completed her school education, supposedly denied access to ICTs, competence in using ICTs, the right to information and expression, etc.).

Themes touched on during the debriefing of the exercise included the ways new information technologies can contribute to social transformation, social inclusion or exclusion, social dialogue, responsibility, identity formation, voluntary initiatives, youth work and human rights, as well as other social impacts of ICTs such as:

- ICTs are not for everyone: they create social gaps and exclusion of those who have no access to them, such as disadvantaged groups, isolated populations and others;
- on the other hand, ICTs play an inclusive role for those who have/are given access, especially for minorities and people with disabilities, who can use ICTs for more intensive communication, psychological support (for example, counselling via specialised Internet sites), strengthening communities (online communities included) and integration;
- some ICTs have unknown or detrimental effects on the health and well-being of users;

It was concluded that ICTs cannot be seen as an "unreservedly" positive development and that their impact on the social and physical life of people is a highly controversial issue, with effects ranging from highly positive to highly negative.

Function of ICTs

Following a brainstorming on this issue, the following function of ICTs could be noted. They:

- provide global reach;
- build contact among people;

- promote participation;
- are at the root of a lack of active participation;
- can cause social isolation;
- provide free information;
- provide long-distance interactive dialogue;
- create greater distance among people who otherwise would have to communicate face to face;
- might cause psychological problems;
- might cause unsocial behaviour;
- might have negative impacts on private life.

At this point, participants undertook a discussion to identify strategies for ICT usage within educational processes, specifically defined for formal and non-formal education as an important tool in raising skills needed for employability as well as for making young people more active within the society.

The following functions of ICTs in education were identified. They:

- help and support teachers and trainers to provide better communication, information exchanges, experiences and materials;
- are a source of real material in real language for language learning;
- provide up-to-date resources and free materials;
- support logical thinking;
- provide for an interactive approach;
- provide the possibility of creating educational networks.

However, it was also noted that:

- ICTs might be a source of erroneous or incorrect information;
- a healthy balance between ICT usage and other pedagogical methods in education and training has to be maintained.

In preparation for the fishbowl exercise in the cluster, the group developed their own statement, based on their discussions: "ICTs should not only be used in education but ... for education."

Examples of good practice

A discussion of examples of good practice of the application of ICTs in the social sphere, in youth and NGO work, and in the development of the NGO sector was undertaken. The following aspects were raised in the discussion:

- development;
- exchanging experiences;
- network communication and co-operation;
- access to resources and information (including funds);
- providing counselling;
- influencing policies;
- opportunities for participation in decision making.

Examples of good practice that were spoken of included the Youth for Human Rights Network Initiative (www.youthhumanrights.net) that started as an online debate on issues, *inter alia*, of political participation, education, the environment, minorities, media, peace and violence, and concluded with a face-to-face conference eighteen months later. The result of this activity was the creation of the Youth for Human

Rights Plan of Action, which describes how youth can help promote democracy and human rights in Europe.

Another example was a CD-Rom consisting of an online interactive training course module on conflict transformation developed by the Network University in Amsterdam, Netherlands (this is a network of universities and external experts that offer innovative academic and other courses via the Internet – www.netuni.nl).
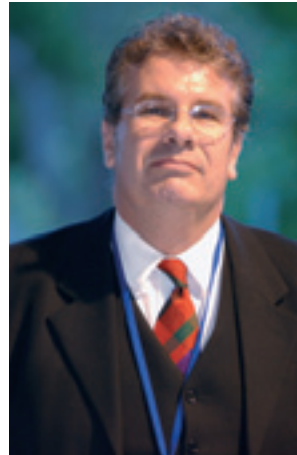
Recommendations for Council of Europe action

• to support access to ICTs for young people during their educational process;
• to support possibilities for young people to learn how to use ICTs in order to become more active in society as well as to increase their employability;
• to ensure policies in the member states that guarantee ICTs without censorship and access at a reasonable price for everyone;
• to take steps forward in order to make the idea of e-governance realistic in Europe.

Conclusion

It was regretted that there was not enough time to fully cover all aspects of ICTs relevant to education, employment and youth work, and to go deeper in the identified issues. However, on the other hand, it was surprising to see how many different concepts, and new and controversial issues were raised and questioned within the given time. Participants were happy to participate in a working unit that was run in an interactive and dynamic way. This responded to their expectations.

As an initial follow-up, a list of web links prepared by both facilitators was sent to participants, covering various EU and Council of Europe policies on ICTs and other relevant sites such as the Series on Policy Awareness and Training in Information Technology, the World Bank, Global Information and Communication Technology (GICT), the Digital Opportunity Initiative and others.

Working Unit on Avoiding Marginalisation of Refugees: Access to Education and Employment

Facilitator: Jacinta Goveas, UNHCR Geneva

Introduction

Young refugees experience situations of extreme vulnerability by the very nature of their circumstances: being away from their home country and unable to return for reasons of fear of persecution for various reasons. While in the country of asylum, the most important thing is for them to have access opportunities to continue to develop themselves and engage in their new "home" society, which will also benefit them in the future. Education is directly linked to opportunities for their future: employment, integration and adjustment in the new culture. It also allows for the receiving community to get to know them (as refugees), to challenge their stereotypes and to engage in meaningful dialogue. In the long run, education opportunities and access to employment may also lead to better opportunities if the refugees and asylum seekers ever return home. However, the political and social climate in many countries in the developed world causes refugees and other groups of people who may appear different to be marginalised, limiting their access to education and employment opportunities.

Main points addressed and discussed

Participants shared various stories of experiences (both from their own personal experiences or from their countries) on what marginalisation looked like to them. Several ideas were discussed, from which we concluded that marginalisation was, *inter alia*:

- on the edge instead of at the centre;
- being on the outside;
- not having equal access.

We also made distinctions between refugees, asylum seekers and illegal migrants and touched on the concept of internally displaced persons, that is people who are dislocated from their home environment but are still within their home country.

Some questions were then suggested to assist in starting the discussion on the marginalisation of refugees and asylum seekers, and the role of education in assisting integration, namely:

- Have you ever felt marginalised? What did that feel like?
- What do you think would help people to feel less "different"?
- What are some of the difficulties refugees face in their countries of asylum?
- What can be done to help address these difficulties? Who has the responsibility to implement the solutions?
- Do you feel refugees have something to learn from the country in which they have asylum? What?
- Do you feel refugees and asylum seekers have something to offer their country of asylum? What would that be?
- What do you feel is needed to enable refugees to offer what they can to their country of asylum?
- What can the nationals from a country of asylum learn from refugees? How can they access this learning?
- Do you think the society is enriched by the experience of having refugees and asylum seekers in their midst? If you think so, how can they realise this?
- Can refugees learn anything from their refugee situation that can help them if they return home?

From the discussion, some ideas on how to make citizens/nationals more aware of refugee situations arose as follows:

- draw comparisons with histories of their own early settlers: history of war and ethnic conflict;
- involve civil society, that is NGOs and people in the neighbourhood, in various situations to do with refugees;
- NGOs should also provide a space in society for refugees and other marginalised groups to interact with each other and people from the receiving country;
- develop education programmes to promote concepts of multiculturalism;
- create forums where the perceptions of society in general vis-à-vis refugees and other marginalised groups can be analysed.

In relation to the question "Why should the focus be on refugees and asylum seekers when there are so many other marginalised groups of people in every society?", discussions focused on the acknowledgement that there were many other marginalised groups in every society, but for the purposes of the group the focus was on

how marginalisation limits the access to education and employment for refugees and asylum seekers, who are not nationals of the respective state and may not be able to return to their home country. However, the receiving state may not take any responsibility for ensuring that they have access to their rights. It is a deterrent to their possible integration. Whereas, when it came to other marginalised groups within a country, they may be nationals and therefore the acknowledged responsibility of the state.

What kind of education or education programmes would support integration and recovery from marginalisation?

It was agreed that the education necessary should be formal, informal and non-formal; that it should reach all people, namely young people and adults, and influence teacher training programmes, the media and other groups within civil society.

Main outcomes, recommendations, perspectives and challenges

From the discussions, the following recommendations were made:

• provision of services to refugees and asylum seekers and the members of the receiving community in an inclusive environment;

• improving and increasing intercultural understanding through the implementation of non-formal and informal education methods;

• promotion of education of the media in all its forms, to change negative discourse about refugees and asylum seekers.

The main elements the group wanted to see reflected in the final statement were then drawn out of the above recommendations. These included: awareness, discourse, consciousness, systems (education, legal, social, cultural), inclusive environment, multiculturalism, dialogue, shift, change, improve, host/receiving community and new citizens. The group then developed the final statement together.

Conclusions

The statement from the group is: "We, the young people of the world, demand an end to marginalisation, specifically that of refugees and asylum seekers, through a proactive educational policy that promotes multiculturalism, social inclusion and a shift in discourse."

Working Unit on the importance of Non-formal Education

Facilitator: Pascale Boulanger, bureau member, European Youth Forum, France

Introduction

This working unit addressed the issue of non-formal education from the perspective of its added value for young people, as lifelong learners. Many youth organisations and civic associations, through their use of non-formal education, provide educational opportunities and experiences to young people, which are valuable to society as a whole including the labour market. A better recognition of such educational processes – the methods used and the competence acquired – and the consideration of their value, in the assessment of the overall qualification of a young person,

is considered essential for the creation of equal opportunities for young people to participate in the wider development of society.

Further, the working unit addressed the need for the social recognition of non-formal education as a professional realm requiring specific competencies and knowledge from those working in it (youth workers, for example), its validation being a means to achieve it.

Objectives of the working unit

The main objective of the working unit was to explore, from the perspective of the experience of the participants, ways in which non-formal education contributes to the overall education of young people, and how that can be better recognised in public policy and in the labour market, in particular in relation to the professional qualification of those conducting non-formal education with young people.

Programme and methods

A variety of interactive methods were used in the working unit, including:

- post-it brainstorming on the added value of non-formal education for those who

  participate, the difficulties faced and the motivation for overcoming these;

- role plays simulating job interviews where interviewees tried to "defend" and

  explain the added value of non-formal education to more or less understanding

  "employers".

Main points discussed and addressed

To begin with, the working unit discussed a possible definition of non-formal edu-

cation. The following definition was agreed upon:

"Non-formal education is an organised educational process taking place alongside the mainstream systems of education and training and not typically leading to certification. Individuals participate on a voluntary basis and, as a result, the individual takes an active role in the learning process. Unlike informal education, where learning happens less consciously, the individual is usually aware of the fact that he or she is learning through non-formal education."

The group debated the following main themes in the course of the working unit:

Access to non-formal education

In this respect it was noted that not all young people have equal or adequate access to the learning benefits of non-formal education. Access can depend on many factors, including socioeconomic status, gender, belonging to a particularly isolated community, or living in a peripheral or rural environment. Efforts should be made to ensure the more equitable distribution of opportunities for non-formal education among all young people. To this end, youth organisations need to pay attention to the manifest differences in opportunity of young people from specific backgrounds, and provide special access programmes for them.

The social recognition of non-formal education

Most people in society do not recognise the value of non-formal education because they have never had the chance to experience a training activity, international seminar or youth exchange. It can sometimes be very difficult to explain why these experiences are important in the socialisation of young people and what they really learn. People on the outside have difficulty in differentiating between non-formal education activities, such as seminars or international work camps, for example, and holidays. The fact that youth work based on the principles of non-formal education is often not a recognised profession, distinguishable from social work or work with special needs groups, is an added problem for the recognition of non-formal education.

The recognition of youth organisations as providers of non-formal education

Further, youth organisations and civic associations of young people are not always recognised as competent in the educational field. The universalisation of formal education has created the image of education taking place largely within school. When one refers to non-formal education, people often imagine unstructured and leisure-oriented activities rather than structured learning environments where issues of civic responsibility and democratic governance are addressed and where citizenship is actually practised. Efforts should be made to ensure that those organisations of young people conducting non-formal educational programmes receive adequate recognition for the contribution they make to socialising active citizens.

It was concluded that there is a need for youth organisations, government and political institutions, employers and formal education institutions to better recognise and understand the value of non-formal education.

Conclusions

• valuable work needs to be done to promote non-formal education and its public recognition;
• nation states should involve NGOs in decision making;

- in the process of policy elaboration, integrate NGO experience in the fields where they are experienced and most knowledgeable;
- governments should:
  - provide space for NGOs to fulfil their mission;
  - value skills and competencies acquired through non-formal education;
  - promote co-operation between young people from different regions of the world through youth exchanges, volunteering experiences, fostering intercultural understanding and so on.

Chapter 3.
Closing plenary session and ceremony

Introduction

On the last afternoon of the event (8 May 2004), several dignitaries with political responsibility for the event in the context of the Council of Europe and in the co-managed decision-making bodies of the Directorate of Youth and Sport, from the academic world, as well as several participants and the general rapporteur, were invited to make closing interventions, as a means, however inadequate, of summing up the rich discussions that took place during the different parts of the event.

Ralf-René Weingärtner, Director of Youth and Sport, chaired the closing session. He heartily welcomed participants back to the Hemicycle for the closing plenary. At this point, and before introducing the order of the speakers, he used the occasion to introduce the members of the steering group to the participants and to note that they would be responsible for ensuring that the event would be concretely followed up.

Ralf-René Weingärtner then introduced the order of speakers and the programme of the closing session, as follows:

- introduction of the video documentary prepared by the young journalists from CIRCOM;
- final statements from the different cluster groups to be presented by six participants;
- presentation of the general report of the event by the general rapporteur;
- closing intervention by Mr Marc Crepon, philosopher, researcher at the Centre Nationale pour la Recherche Scientifique and Professor at the Ecole Normale Supérieure, Paris;
- closing intervention by Mr Renaldas Vaisbrodas, Vice-President of the European Youth Forum;
- closing intervention by Ms Gabriella Battaini, Director General for Education, Culture and Heritage, Youth and Sport;
- closing interventions from representatives of the co-management bodies of the Directorate of Youth and Sport;
- formal closing of the event by Ms Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe.

The various closing interventions were complemented by a series of short films, including interviews with participants and an overview of the event, developed by the young media professionals of CIRCOM.

Final statements from the clusters

Cluster 1: Democratic governance and youth participation

introduced by Golda Koshie Attoh from Ghana, representing the World Association of Girl Guides and Girl Scouts, Africa Region

We went through a lot of topics and a lot of ideas: youth as a resource; young people as innovators; and social change. We need a long-term commitment to global youth co-operation in order to build confidence among governments, civil societies and other partners. We also have to accelerate the globalisation of new opportunities for this youth generation. They should exercise responsible citizenship at local and global levels. The current institutions working at the global level need to be reformed, democratised and open to the civil society including all young people. A good example of how this can happen is the Council of Europe Directorate of Youth and Sport's co-management system. In conclusion, we would like to say: ask not what globalisation can do with you or the youth; ask what you can do for globalisation.

Cluster 2: Human rights and global responsibilities

introduced by Regina Calcagno from Argentina, representing Centro de Jubilados y Pensionadeos "Todo por Amor"

My name is Regina. I am from Argentina. I am going to present the statement of Cluster 2 on human rights and global responsibility. A lot of questions arose from our discussions. First, the powerful players in the system, do they really want to apply human rights? And, secondly, who actually benefits from violations of human rights? How can we ensure that international conventions are respected by the nation states, and what kind of responsibility do we expect from them? Human rights are useless if there is no inclusion. We believe human rights education is the way to avoid the violation of human rights. There is a role for young people and for youth organisations to play in the field of human rights. And this role should be better recognised and appreciated by all. Furthermore, we believe that the universal language should be the language of human rights.

Cluster 3: Culture and diversity

introduced by Vladimir Us from Moldova, representing the European Educational Exchange – Youth for Understanding

Ten years after the European Youth Campaign against Racism was started, we today face the worst level of discrimination ever seen, including the detention and deportation of migrants, refugees and asylum seekers. The return of the far right and the growth of religious intolerance, such as, for example, Islamophobia, are manifest. If culture is the basis of any human action then we need intercultural dialogue at all levels. We want to see the promises made to young people put into practice. We thank the Council of Europe for inviting us and for listening to us. Now we want our governments to support our action. Action is the expression of the voice of young people and we as the participants of the Europe, Youth and Globalisation event want to bring about real change.

Cluster 4: Sustainability

introduced by Francesco Asicing from Indonesia, representing the Mulia Abadi Foundation

We believe that the promotion of sustainable development requires changes in the mentality of both the individual and the community. We as responsible citizens and as part of the community are willing to take the practical steps to make these

changes. However, how sustainable have we here at the Europe, Youth and Globalisation event been in the last three days? We must accept the costs and sacrifices that are needed for sustainable development both individually and as a society as a whole. Or, will sustainable development remain the hobby of some select specialists and experts?

Cluster 5: Peace

introduced by Saif Abu Keshek from Palestine

What is peace? Can we educate ourselves and everybody else about peace? Is there a culture for peace? Is it possible to build one? Can we find human security in the space between dialogue and "securitarian" policies? Is there a powerful objective party that can intervene in a conflict without seeking to serve its own purposes? We can say peace is a state in which people interact in a way that respects universal standards, considering the different situations of persons, their human rights and solidarity, and that helps us to deal with many things in a non-violent way, including dealing with any conflicts of perspective we may have with others. To reach such a state we need to work through a process of education, both formal and non-formal, leading to the development and improvement of awareness in our societies about peace and about the importance of education for peace. The question of why the Council of Europe and other authorities spend a lot of money intervening in conflict situations using violence instead of putting that money into a process of peace education, which will help to transform the conflict situation, is one of relevance to everybody. That peace education will help us to build the culture that we want: the culture of peace. Other elements are also needed for that culture to develop. Starting from the very personal rules by which we run our own lives, we can unite people to work for a culture of peace and for our aim – that any and every form of violence shall no longer be accepted in any way. Conflict is a part of life but violence does not have to be. We have to use every chance and opportunity to bring about peace. Europe should be a space of dialogue for this purpose. It should not get involved in "securitarian" policies that will necessarily lead to repressive conceptions. No, Europe has to engage in a dialogue on the real reasons why people feel unsafe and insecure. And, we need to talk about more types of insecurity than is the case at present, such as social injustice, a lack of critical points of view, and a focus on repression and security from terrorism that is provoking young people not to have any trust in the political system. Let us resolve our conflicts and let us work hard to achieve the peace that we want, but the willingness of both sides, universal standards and 100% objective third parties are also needed to resolve a conflict. Finally, there is no way to peace. Peace is the only way.

Cluster 6: Education and employment

Introduced by Adil Tbel from Morocco, representing Action Jeunesse

We worked in four sub-groups on the following issues: the importance of non-formal education, information technologies, education and employment, and how to avoid marginalisation. It is important to ensure equal access to education for each person and employment for all. Access to education and employment means that there will be no marginalisation, no discrimination on the basis of sexual bias or any other arbitrary criterion, and everybody will be able to enjoy their legitimate rights.

General oral report of the Europe, Youth and Globalisation event

Presented by Guillaume LÈgaut, World Organisation of the Scout Movement, former Chairperson of the Advisory Council on Youth of the Directorate of Youth and Sport

This report cannot claim to meet the challenge of reflecting the entire variety and quality of the exchanges that have taken place during this event. It is not possible in a few minutes to reflect all the contributions of 400 young people, representing youth and youth organisations from all over Europe, and coming from the 48 states party to the European Cultural Convention. Neither is it possible to represent all the thoughts of the 100 young people from approximately 50 countries in other continents or those of the representatives of the many governments and intergovernmental institutions. The quality of the organisation and the management of the gathering have made it possible to create a conducive and convivial atmosphere for exchanges at a level that has rarely been reached at conferences, the broadness and complexity of the theme notwithstanding. We hope that the various people and the teams in charge of the implementation of the event will find, in the quality of the political content of the work done during these days, an expression of our thanks.

More modestly, and with the help of the chairpersons and co-chairpersons of the cluster groups, who have worked closely with the facilitators of the working units, we have tried to highlight some of the transversal tendencies that have appeared during the informal exchanges during the event. Upon the request of the steering group of the event, which represents the governmental and the non-governmental statutory bodies of the youth sector of the Council of Europe, we have tried to place these elements in the political perspective of strengthening the contribution of the youth sector to the general policy of the Council of Europe. The role of this general report is also to link us to other young people, who have not had the opportunity to participate in this event and who would appreciate that the conclusion of our work here also reflects their expectations. Concretely, the meeting of such a large number of youth representatives and organisations is an opportunity to address a message to the 3rd Summit of Heads of State and Government of the Council of Europe and to the Conference of European Ministers responsible for Youth, which will decide the next triennial plan, both of which take place in 2005. It is also an opportunity to address a message to the Parliamentary Assembly, the Committee of Ministers and the Secretary General of the Council of Europe.

During the opening session, Kumi Naidoo underlined that young people are too often regarded as the citizens of tomorrow and never enough as the actors of today. In the Council of Europe, young people are an important actor. For some years now, the youth sector has contributed significantly to education for human rights, the promotion of peace and democracy and the formation of European citizenship. During these last few years, co-operation between the Parliamentary Assembly and the Committee of Ministers has improved thanks to the development of the advisory role of the statutory bodies of the youth sector.

As a reward for the efforts made by the youth sector to improve the monitoring of the objectives and the results of its action, with the support of the Secretary General, youth has been placed among the transversal priorities of the Council of Europe,

and budgetary restrictions have been limited in scope. It is time for the Council of Europe to consider youth not just as a complement of its actions but also as a crucial actor in its global strategy.

It is difficult to give a European perspective on globalisation. The question concerns in the first instance a global perspective. It seems to be hard for Europe to admit that, because until now, as many witnesses from other continents have testified, Europe has been seen as a model of a liberal society that has prospered due to the inequalities of the world, especially economic inequality. It is true, at the same time, that Europe can also be seen as the vehicle for the promotion of a democratic political model and respect for social justice and human dignity.

Understanding the globalisation process is not a simple task since it questions our collective imagination, especially our conceptions of democracy and human rights. The questioning of this collective imagination will be the first point of this report. Since global explanatory models have been called into question, feelings and emotions have become more and more often the forces that drive the actions of people. The third transversal element that appeared in the work here is the desire for the realistic political commitment of young people.

Questioning paradigms

In plenary, during the village forum or in the working units within the clusters, the questioning of the explanatory models used in the global sphere has been a common point largely shared by everybody.

During a panel discussion one participant asked the following question: "In a society where injustices and inequalities are growing, what can be the role of the state?" Many young people among us underlined that the idea of democracy appears more and more formalised and yet not real and concrete. The electoral system and other forms of consultation are not sufficient to guarantee real participation of citizens if they do not tackle the political issues at stake. Others from the cluster on democratic governance mentioned the loss of trust in representative democracy and the expectation of more participative democracy among a large proportion of citizens. The Vice-President of the World Bank has clearly underlined the growing gap between the process of economic and demographic expansion and the fact that the political institutions do not evolve at the same pace. If democracy loses its meaning, what can be the basis for elaborating a new social contract? Here, in a building called the "House of democracy", even if the question could appear a bit encompassing, we should ask ourselves about the concept of democracy and we should challenge ourselves to give it new and fresh fundaments.

Having said this, political models are not the only ones to be questioned. In the social and economic areas as well, young people have raised, in the different panels and many working units, important questions on the relevance of the development model current in our societies. Visions of economic development, social development and human development are in constant change, to the point that we are forced to ask if it is still relevant to continue the quest for development. Does development give a sense to living together or does it become a tool to spread liberal society, with its clear limits. At the same time, the attractive notion of partnership for development appears more and more abused, especially by international institutions, to the point that it is no longer an encouragement to mobilise or a meaningful project.

In the cultural field, collective imaginations are questioned. In a global world, everybody can notice that there is no longer one civilisation that could be regarded as a model for happiness, truth or justice. Furthermore, the world of today promotes cultural diversity, but unfortunately it is still a place of racism, exclusion and of limitations to the freedom of movement of persons (cf. visas). Instead of a clash we are witnessing a relativisation of civilisations, and there is not a single cultural model that could totally embrace the individual quest for truth. This movement of cultural relativisation, seen as a global representation of the world, can at the same time be a source of new richness when it values the diversity of cultural exchanges. In a certain sense, religions are as well confronted with relativisation of the global representations. The problem of HIV/Aids is challenging certain traditions and institutions, which limit the protection of individuals from this scourge. At the same time, the search for spirituality is becoming more and more real.

Over the last fifty years the vision of human rights has been in constant evolution: from political rights through social rights to environmental rights. Today, the question of economic equality and human dignity is at stake. The challenge is to invent a model of political democracy integrating human values such as tolerance, responsibility and solidarity, in which the recognition of rights and freedoms as well as obligations and responsibilities is inherent.

Many participants have underlined the very special and important role of the North-South Centre of the Council of Europe, which allows for the presence of young people from all over the world in Council of Europe activities. They also clearly indicated their ongoing wish and desire for the Council of Europe to strengthen its relations with other continents.

Facing the complexity of the world, the loss of direction experienced by some leads to disillusionment or even to becoming discouraged about their own capacity to deal with the reality of the world as it is lived. Facing the questioning of models, young people think that there is a fundamental need to adapt collective representations and in particular rethink the foundations of democracy and human rights. Young people hope for the development of more democratic governance at national and global level. For them, the co-operation that exists between states and civil society within the Council of Europe system is a reference point for imagining the reform of other international institutions, in particular the security system of the United Nations and the international financial institutions. Concretely, the youth sector, which has a solid know-how in the field of human rights education and the promotion of democracy, could propose at the next Conference of European Ministers responsible for Youth to place the search for democratic governance in the core priorities of the Council of Europe. The study sessions organised by the youth sector could be the best place to follow up this work during the next triennial plan for 2006 to 2008.

Living in a more sensitive and human world

Reflection on, and the challenging of, current global models, along with the fact that the global world is getting more and more complex and difficult to understand, are more than often the driving force behind youth action. This is the second big transversal question that was expressed by the participants during the event.

Facing a world that has lost its readability, young people develop a sense of general unease, malaise and discomfort, while also experiencing a difficulty in feeling a sense of belonging to the world as it develops and evolves. The difficulty to ratio-

nalise, explain and understand the world and to link the different actors is limiting the scope for long-term vision. The dream of overall and long-term happiness is being replaced by instant gratification. The global world is the world of the immediate, the world of the short term. The recent example of the reversal of public opinion within forty-eight hours in Spain has been mentioned by lots of participants.

The media exploit this tendency to live in the sphere of the impressive, dashing and the sensational. For example, the panel on gender equality reacted to the degrading image of a woman that was used for a publication. The power of slogans and photos is replacing reflection. The gradual scorn or disappearance of valuable points of reference leads to extreme reactions, based on fear and ignorance. In particular, the extreme violence through which certain young people express themselves is, in a lot of cases, the fruit of stress and incomprehension.

Living in a more sensitive world has also very positive aspects. The creativity of youth in different domains is enormous. More sensitive young people also have a tremendous capacity to mobilise for a goal. Kumi Naidoo underlined very well how young people can invent a different world because, as opposed to older people, rigid models of representation and imagination do not limit them.

This reality of a more sensitive world highlights the tremendous need, in the domain of education, for better interpersonal relations. It is also clear from the work done together during these three days that "I am because you are." It is through a relation with the other that a person can find their own identity, as one participant has said. Education has the significant role of preparing young people to deal with and function in the labour market. In this regard, the cluster on education and employment detected financial and cultural barriers that still deny many young people access to basic education. Only a minority of young people have access to new technologies and the Internet. However, education should also help people to learn to live in society and to respect human values of living together. It is not enough to transmit knowledge and ways of thinking, it is also necessary to help everybody to learn how to manage feelings and emotions in a critical and competent manner.

Non-formal education constitutes an amazing tool to cover this educational need. The Council of Europe can contribute to make education for interpersonal relationships one of the upcoming priorities in the field of education and youth. Investing in non-formal education contributes directly to the prevention of violence in society and can help to avoid the tendency of just endlessly fighting its effects (cluster on human rights and global responsibilities). This could constitute a second priority for youth policy, one that could be proposed to the next Conference of European Ministers responsible for Youth. Furthermore, training for interpersonal relationships could be one of the priorities for study sessions in the next triennial plan of the youth sector.

Strengthening new political commitments

A third transversal issue that has appeared in discussions among participants is the new will of young people to commit to realistic political projects. Within diverse panels and clusters, and equally during the opening plenary session, the lack of political will among decision makers in society has been clearly criticised.

Society needs change and for this, it is necessary to strengthen the political commitment of actors. It means also that it is necessary to support organisations and individuals who promote the involvement of actors for real commitment. Support for citizens is crucial for the success of change. This is the reason why an overly tech-

nocratic model of governance, like the one proposed by the World Bank here, is not realistic. Even if it could be efficient for designing a clever proposal, it will never gather the citizen support necessary to implement effective change in society. The role of civil society must be recognised and valorised.

Our world, and Europe in particular, has a huge need to become more realistic in its politics if it is to build effective change. Young people want a return to politics without utopia. Politics should not propose ideals or paradigms, but should lead more to change. The issue is to design new rules for global governance based on individual responsibility and opportunities to change the world. Today, young people propose making politics in a different way.

Young people want to be proactive rather than reactive on many issues, such as: raising awareness of sustainable development, strengthening gender equality between women and men, bridging cultures and civilisations, preventing conflicts and reinforcing peace, which is missing for many women and men who are today victims of conflicts. Willing another kind of world is a personal commitment before anything else. Civil society does not speak with one single voice. Its richness comes from the fact that it is composed of different movements, itself moved by the involvement of different individuals.

Youth commitment is an extraordinary opportunity to build concrete change. During the next ministerial conference at the end of 2005, the Council of Europe could decide to prioritise youth involvement in policy development in the field of education and youth. One of the priorities of the next triennial plan could be to launch a large campaign underlined by an increase in support for pilot projects. This campaign could concern various areas of commitment which appeared as fundamental during this event, such as peace, culture, sustainable development, environment, youth employment and cultural diversity. To encourage and support youth involvement in those fields through a large campaign could also be a way to reinforce transversal co-operation between the youth sector and other sectors of the Council of Europe. It could also emphasise the unique contribution of young people to Council of Europe action within the world today.

"How big is your world?" "It is strange how close I feel to other participants even if they come from the other side of the world," said a participant. Finally, our world is very small. As young people, but also as the Council of Europe, is it not our task to make our world bigger and to enlarge it to other people? "Do we want to reduce or eradicate poverty?" asked one of the participants. "How can you pretend to fight against poverty if you do not dare to face people in the street?" said another in the cluster on human rights and global responsibilities. In the face of globalisation, young people propose not only building a better world, they also dare to build a different world.

With this event, young people have succeeded in showing that another way of acting within the Palace of Europe, the home of the Council of Europe, is actually possible. Let us hope, step by step, that we can now succeed in mobilising the entire world.

Closing interventions

Firstly, I would like to say that as a group of young people, we are happy to participate at this event. I want say how we felt. I want to give some constructive criticism. As a group we wanted to write a couple of lines, to communicate with the different organisations present at the event. There should have been more time for participation in the plenary discussions. And, more productive working units. The groups this morning did not manage to come to a consensus and the conclusions were not very relevant. It is the same as with international summits. We consider that the criticism of the World Bank, the IMF and other international financial institutions raised here should have been fully tackled by the participants. Throughout this event, we were served Coca-Cola in plastic cups. This does not match with the message of the event and with positive ideas about sustainable development. Lastly, we would like to thank the interpreters, who have made it possible for us to communicate in different languages.

Marc Crepon, philosopher, researcher at the Centre Nationale de la Recherche Scientifique and professor at the Ecole Normale Superieure, Paris, France

I would like to thank the European Youth Centre and the Council of Europe for inviting me to take part in this very special event, and to share with all of you my feelings at the end of three very intensive days of work. I want to stress that the place in which this event has taken place, Strasbourg, is not just any old town in the history of Europe and today's date, the 8 May, is also important. To bring 400 young people from all over Europe and the rest of the world together in this place to work and discuss together is already something of remarkable symbolic significance.

However, it is not enough to point out the event's exemplary nature. There are three main points that have come to my attention during the event that I would like to share with you. First of all, when the Council of Europe speaks of Europe, it is a very particular image of Europe that is given, one with a wider sense of geographical scope, and in which rich and poor countries exist together. This is a Europe which is open and attentive to the rest of the world. A Europe which is less concerned with its position in the world than with its responsibilities towards the world. That in the workshops discussions, on themes such as peace, the environment, democracy, human rights, gender equality and employment, were postulated as a form of dialogue demonstrates the importance of coming together. Responsibility does not mean that Europe should lead some world agenda, but that it can and should try to reinvent itself and meaning for the world.

When thinking about what I have heard in the workshops I attended, I realise that the young people present here have both a message to send and a demand to make. The message is that the globalised world in which we find ourselves today is one in which young people do not really see any meaning. This can explain some of the feelings of fear, unease and worry that have been expressed during the discussions at the event. This feeling of perplexity has redoubled our attachment to concepts and values – democracy, human rights, governance – values which often seem to be betrayed by those who demand them most vociferously. The demand that you have to make is that these feelings of perplexity and malaise at the lack of meaning in the world should not be taken lightly. They should be heard, and the

conclusions that the participants have come to at this event should be taken into consideration.

This leads me to my third point. The very organisation of this event and the discussions in the workshops, panels and cluster groups demonstrates that it is not a question, as so often, of simply confronting statements and gathering accounts of the problems, but of facilitating the emergence of a common approach and message in which all can find themselves and with which all can identify. Even with all the difficulties that such an event can entail, and all the risks and all the misunderstandings that might occur, both the message and the request are clear, made in one voice, and need to be put out into the world. This is the exemplary nature of the event.

The last three days of discussions have raised a lot of different questions about coexistence, cohabitation and mutual comprehension, dialogue between cultures and religions as conditions necessary to ensure that the meaning given to the world is a common one – in other words, that this meaning is not closed in the logic of region, one country or one continent or that one economic, cultural or political community should have the monopoly on the definition of what is good, great or meaningful.

The intercultural was not just a theme that came back again and again in the discussions here, it went to the heart of those discussions. It was also what you were experiencing and experimenting with during your time here. Experimenting with the creation of a common idea, from your individual experiences, a message that can transcend differences in culture. This also means that what you are demanding (understanding, dialogue, to be listened to) is what you are doing. In other words, you have demonstrated that concern for the world can transcend "cultural affiliations" and that this concern can and should change and complicate one's own perception of one's identity.

That such a common voice be possible, that you should have achieved to develop it and to make it heard, shows that identities are not exclusively homogenous, static, closed and in confrontation with those of others, but that they are in their essence open to the experiences of others. It also demonstrates that the closing down of identities is not natural but the fruit of a disastrous and deliberate policy. And it is without a doubt that here the generational character of your gathering becomes meaningful. I would not risk trying to define youth – such definitions are always ridiculous. But, I will say one thing: if youth is privileged in some way, it is that it has a little more of its identity in front of it and that it is available to welcome new experiences and the language and words of others, for a period of time not defined.

In listening to you yesterday and today, it was not a philosophy book that immediately sprang to my mind, but rather a book for children (of both the young and less young kind), one that has been translated into so many languages: *The Little Prince*, of St Exupéry. You will without a doubt recall the meeting of the aviator with the little Prince in the desert and the headstrong insistence with which he put forward his first demand: "Draw for me a sheep!" And you know with this drawing that a whole world came to the surface: power relations, the question of the co-existence of species and a host of other things.

In listening to you, the following image came to my mind: more than 400 young people gathered in Strasbourg and gave themselves an incomparable task: to draw the world. Without a doubt, neither the constant repetition of the fact that the world is full of violence, inequalities, injustices and violations nor the multiple propositions that you made to remedy these problems will suffice to create that picture. However, it seems to me that by the very virtue of meeting and by the willingness this meeting demonstrates to imagine a better world, one which is better shared, you have at least begun the picture and have begun the process of filling the gap in meaning that I spoke about earlier. And, with that, I would like to thank all of you, in several languages, this time: Thank you, *merci, vielen dank, sposiba and gracias*.

Hello, my name is Benoît Guillou. I come from France and I am a representative of the Unesco clubs. I think that this type of event allows us to make globalisation better. In fact, globalisation of the economy can help people, if it is done in the right way. I want to propose the establishment of an independent international organisation that would evaluate manufactured products and the processes by which they are made, taking into account environmental and human rights factors, and provide information to the consumer about whether they meet standards satisfactorily. This would give the consumer the choice to have an economic impact. They could make their choice to buy a product not only on the basis of quality and price, but also on the basis of whether the product and the process of making the product meet environmental and human rights standards. This would change the manner in which businesses compete and would provide a positive role for the economy in the globalisation process.

Renaldas Vaisbrodas,
Vice-President of the European Youth Forum

Dear Friends, the Europe, Youth and Globalisation event is coming to an end and we are in the process of closing it. It is a sad moment, which was especially touching for me as I was coming here and saw the tents on the lawn in front of the Council of Europe being dismantled. I would like to join with the previous speakers and reiterate that this global village we built in Strasbourg is cool. I really believe that. Even though we have been discussing many complex issues, we have felt so much in common with others present here, despite our differences.

For these days, we have lived in one global village. Look around you. Look in the faces of the people sitting next to you. During these last days many of us have been smiling at each other, because we like being together, and because we like to discuss issues that are of concern to us. It does not matter that they are difficult, that they are not too easy. Many of us, for the first time, had the opportunity to understand what it is to be discriminated against on the basis of race, nationality or religion. Many of us have explored the map of the world to simply find out where one of our colleagues comes from, whether Kyrgyzstan or Tanzania. For us, this opportunity was not only a lesson in geography – it was also a means to expand our mindset, to expand our understanding.

Nevertheless, we must not forget that we are extremely privileged. We are sitting here in this Hemicycle and we know, that once we go back home, we will be doing ordinary things again in our usual contexts. We, therefore, carry a lot of responsibility being here in this room. We have participated in discussions that have inspired

us and moved us forward. We believe in what we discuss and we believe that we can change the world. However, for most of our friends, probably the issues of sustainability or those of endangered fish species are not on the major priority list. For most of our friends, the priority issues are fun, friends and sex. Just as an aside, keep in mind, though, our discussions on HIV and Aids – we have been discussing the importance of using condoms, so dear friends, I urge you to please condomise.

But, we do not only care about friends and fun, we also care about peace. Although it has been mentioned already by one of the participants, I wish to reiterate that we want peace. Peace is a mindset, peace is an achievable reality and peace for all of us is the only way. Young people want a different world. There is a need for a revival – there is a need for change. We want to work and solve problems together. We believe in change. So, if all of us, after coming back home and sitting in our nice armchairs, become a little bit more daring, a little bit more ambitious and a little bit more ourselves, it would be a good result for this event. For me the horizon is not the limit, for us the sky is the limit: let us change the world together and let us do it now. Thank you.

Hello everybody. My name is Diego Alexis Echegoyen Rivera and I come from El Salvador in Central America. I represent an organisation called Red de Lideres Jovenes. It is important for me to point out three issues. First, I want to thank the Council of Europe for opening a space for the participation of young people from all over the world in this debate. Secondly, it is important to mention how dynamic things have been at this event. The programme has been very dynamic, and so have the participants. We had the support of the facilitators in the working groups and clusters. I would like to underline the importance of the results of this event. In a few months time, we should not forget what was discussed here. The debate should leave its trace and it should be referred to. The Council of Europe should publicise the results of the event to other organisations. There are youth leaders all over the world involved in transforming the world by seeing globalisation as a challenge and not only as a problem. Those youth leaders – we – want to face the challenge with courage.

Gabriella Battaini, Director General, Directorate General IV – Education, Culture and Heritage, Youth and Sport, Council of Europe

The first thing I would like to share with you is to tell you that the youth field and I go back a long way. If someone would have told me some twenty-five years ago, when I started my career at the Council of Europe in the youth field, as a tutor at the European Youth Centre in Strasbourg, that so many years later, I would have the privilege to speak to you at the end of this important event, I would have laughed and would never have taken them seriously. But, here I am and this is an important and emotional moment for me, because so many years afterward, coming myself out of a youth organisation, I stand before you as the leader of the general directorate that comprises the Directorate of Youth and Sport, as well as the directorates of education and culture. I will say a few more words about that in a moment.

Secondly, I am very happy to see that the Council of Europe has been able to open up its doors and to bring so many representatives from Europe and other parts of the world to Strasbourg for this event. You came here to discuss globalisation, and that in itself is a very good thing. It is an important debate. And this Organisation

desperately needs to have this debate with young people. So, I am very grateful that this opportunity has been afforded us. I am also grateful that you came here, that you have spent a few days with us and that you have taken the time to tell us what you feel about the issues.

Thirdly, when you look at globalisation, as with any other important issue in our lives, what is important is to raise the right questions. And, if you have the chance, being young, to raise the right questions now, at the beginning of your political and active lives as citizens, so much the better. I also would like to raise certain questions, to show that, even if you get older, it remains within your responsibility as a citizen and within your possibilities as a person. One of the questions that is important for me, is whether I can accept to live in a society which becomes more and more divided, one in which the gap between people increases at every moment, every minute, even now as we speak. The answer is obviously no! We heard, a few minutes ago, from the report that was presented by the general rapporteur, that one of the key issues that you have been discussing is to reduce inequalities. A second issue of importance, closely related, is how to ensure democratic governance of the globalisation process.

These are questions that the Council of Europe likes to ask itself. We think we are in a legitimate position to do that because we work to promote all the values and the elements of good governance, which should inspire us, such as the respect of human rights, real democracy and the rule of law. Here we believe that unless we have these principles and values to inspire us, we run the risk of not knowing where we are going. And, here I would like to pick up what Marc Crepon said a few minutes ago, we feel uneasy; we do not know where society is going. Reference points to orient our lives are needed – what about reference points such as human rights, the rule of law and democracy?

One of our answers to the problem of poverty, a very important field of work for the Council of Europe, was to work towards ensuring access for all who need basic social rights. I heard that during your debates there was a controversial discussion over the question of whether it is better to work towards mediating poverty rather than working towards its eradication, a totally different concept and approach. Well, I would like to give you the answer of the Council of Europe to that question. Actually, you can read it for yourselves. It is written on a stone, which is just outside this building, as you come up the stairs. I wondered how many of you have looked to see what is written on that wall. I will read it out for you now. It is a very important statement by Père Joseph Wresinski which goes like this:

> "Where human beings are condemned to live in misery, human rights are bridged. To unite in order to have them respected is a sacred duty."

I think that when you leave and you walk by that inscription, it is important that you reflect on the symbolism of those words, at the entrance of this house of human rights. You are discussing globalisation in a very special place, one that is heavy with values and convictions in relation to human dignity and the fight against social exclusion.

I would also like to add that the Council of Europe as an international organisation has a very particular profile in the debate on globalisation. Two years ago at the Johannesburg Summit on Sustainable Development, we insisted that it is fine to go for globalisation but not "poor globalisation for poor people". We were proud to insist that globalisation is good, provided there is respect for human rights and pro-

vided that the concept of building sustainable and cohesive societies in which everybody is respected is enshrined as part and parcel of the process.

Now, as for the future, the general rapporteur made it very clear earlier that the discussion that you have begun is going to be taken into consideration during the next year for the preparation of the important political events that were mentioned: namely, the 3rd Summit of Heads of State and Government of the Council of Europe, on the one hand, and the Conference of European Ministers responsible for Youth, on the other. In the foreseeable future we shall be launching two new think-tanks within the Council of Europe to reflect on the development of a proper strategy on sustainable development, on the one hand, and on the management of cultural diversity, on the other. Young people's opinions will be needed for the development of these strategies. I consider you as policy makers, and I would like to take this opportunity to engage myself publicly, by telling you that I will do my best with the people responsible from the Directorate of Youth and Sport to make sure that you, and your representatives, will participate on an equal footing in the work which will take place transversally in our directorate general in the preparation of these two important policy instruments on sustainable development and on the management of cultural diversity.

Maybe this can give you a better idea about how seriously we take your work and about how we intend to bring this work forward. Thank you.

Hello everybody. My name is Alexandros Liakopoulos and I am from Greece. I represent the Advisory Council on Youth of the Directorate of Youth and Sport, one of the co-managed decision-making bodies, and my organisation, the International Union of Socialist Youth (IUSY). To respond to the first remark made, I would like to say that we already know there should have been more time for this kind of debate and for the participants to be active in the discussion. For the planning of our next activity we will keep that in mind. I would like to mention all the positive things that have come out of the event and some of the big challenges we now face. Here, we have been talking about a better world, one that is possible. We have been talking about moderating our democratic system and about eradicating poverty and about the creation of new international institutions. We will have to find ways to actually meet

16. World Youth Report 2003, *Young people in a globalising world*, p. 291.

these targets. One clear and practicable proposition to the whole group – Let us at least keep in touch. We have a list with everyone's email addresses. Let us create a youth movement all around the world. This would be another sign of globalisation, but a positive one. There are more than 300 youth organisations present at this event – we can have an effect. Let us create a youth network around the globe. Let us fight to follow up at home the discussions we have had here. Of course, it is important to take institutional steps inside the Council of Europe, but we must also be active at the grassroots level. We need the people to create a better world.

Heather Roy, chairperson of the steering group of the event and chairperson of the programming committee

Well, my friends, we have come to the end of the beginning. Over the past three days we have realised how small the world is, but how big the challenges are that face it. We wanted to launch the debate, to discuss the critical impact of globalisation on young people and to provide access to the debate with experts on the theme. And we wanted to analyse Europe's position in the world. The event has also been an opportunity to think about the development of a common platform, and to conceive of actions on the effects of globalisation. Time will be necessary for reflection on what to do next. Each of you has ideas and potential actions buzzing around in your head. The statutory bodies of the Directorate of Youth and Sport have the task to take this output and to develop concrete actions, such as eventual recommendations to the Committee of Ministers and the Parliamentary Assembly of the Council of Europe. At this event you met Lasse Thue, and he along with his colleagues in the Advisory Council on Youth will develop the follow-up to the event. You have met others from the statutory and co-management bodies of the Directorate of Youth and Sport while you have been here, and now that you have seen the people, go and talk to them, give them your ideas. Nevertheless, during this closing session, we can already have a look at some of the concrete ideas that exist for eventual future work in this field.

Hello. My name is Aboubakar Soumahoro. I am from the Ivory Coast and I live in Italy. Before I put my proposal to you, I would like to express my thanks to the Council of Europe for having provided us, hundreds of young people, with the opportunity and with the space to look together at what sort of horizon young people have for participation in the process of globalisation. But, I think we should set ourselves another target. The fight against the globalisation of profit already exists. What is missing is action. As was said, where people are condemned to live in poverty, human rights are trampled under foot. Today, in Europe, hundreds of thousands of people are locked up in detention centres, behind bars in prison, but they have committed no crime. They have merely given themselves the objective of getting a better life. They have fled warfare and armed conflict in Africa and Asia. They are refugees and immigrants, fleeing famine in the world, and they are locked up behind bars in detention centres. The objective we should set for ourselves is to bring high-level representatives

17. UN Human Development Report 2003. Millenium Development Goals: A compact among nations to end human poverty.
18. World Youth Report 2003, pp. 303-304.
19. *Idem*, p. 305.

of all Council of Europe member states to visit that stone and to read that inscription, to stand before it a whole day, so they can reflect on what it means to respect human rights. Nation states are elaborating laws that are in breach of human rights all the time. To talk about diversity is contradictory. I invite you at the next meeting of the European Ministers responsible for Youth, to also invite the ministers of the interior and the others who talk about social problems, so we can ask them to change their perspective and to look at the immigration issue from the social point of view.

Jan Van Hee, representative of Belgium-Flanders to the European Steering Committee for Youth

Three simple words: Europe, youth and globalisation. Just three words, but a very complex reality. One main question: Is everybody really equally welcome at this global party? Globalisation has added a new dimension to the challenges we face. Humankind is at a crucial crossroads. For the first time, we have discussions on this situation between youth organisations, officials and experts. I have to convince more of my colleagues, those who are not here, to also be part of this discussion and reflection. It is good to have this discussion in this house, the house of democracy, the heart of democracy. This discussion must continue. It can never stop, because it belongs to everyone. For this to happen we need a worldwide coalition of civil society organisations, and activists and professionals in the youth field. There is, as we know, no time to waste.

What to do? I have three simple ideas: first, is it not possible for this house, a symbol of fairness and justice, and our European Youth Centres to serve fair trade coffee? What are we waiting for? Secondly, is it not possible for the World Bank to evolve into a system, co-managed with civil society? We need to find a way to provide more support to local NGOs. The governments do not need that level of support. Thirdly, I would like to remind you of what Wolfgang Behrendt, German Member of Parliament for the Social Democratic Party, and then Head of the European delegation to the World Summit on Sustainable Development in Johannesburg, advocated. He proposed the appointment of a commissioner for future generations. Where is that person? Surely, among the 400 people present, such a person is present? So to conclude, I would like to refer to the words of my South African friend from the National Youth Commission and to simply say that the debate must go on. So, go on.

Hello everybody. I just wanted to represent the Russian Federation and my own people. I agree with what my colleague from Africa has just said. Human rights are violated and will continue to be violated across the world. Russia knows well that violation of human rights is wrong. We have a law enforcement agency and a President that act against the interests of human rights. In Russia we understand this problem and we cannot avoid it. We can ask many questions, but we must ask what we are doing to affect the globalisation we experience. We are only united as friends when we work together in partnership for progress, in order to improve dignity and peace across the world. Thank you very much.

Marcos Andrade, North-South Centre of the Council of Europe

20. Other examples include WPAY+10, the World Bank – Youth, Development and Peace, etc.

"Europe is not a planet." This powerful message was the theme of the campaign which led to the creation of the North-South Centre of the Council of Europe. Some fifteen years later this message needs to be refreshed. We live in a world that has to be shared by six thousand million other human beings, to whom we want to guarantee equal human dignity, equal access to rights and the capacity to express their concerns as global citizens.

Friends, this is an important event, because it has provided us with the opportunity to meet in the same space, we have had the privilege to discuss at a crossroads and now we have the responsibility of a world that is bigger than we ever imagined and in which we now come into direct contact with our peers. The event has also left out dozens of people, hundreds of people, who, because they live in a different part of the planet, cannot move freely around the world. That was a process that we also suffered. We had to leave out almost a thousand young people who were candidates and wanted to come to discuss how to change the world with us today. But this event also left out all those who do not even know that we were here. As Kumi Naidoo said, this struggle is a marathon not a sprint. It is not important to get there first, it is important to get there together.

And from what was heard here, it would appear that there is ground for agreement even if there are great concerns. There should no longer be poor people, because poverty is in itself a violation of so many rights. It is a priority agenda point because it is important for all of us. It is important that all those who are invisible to the eyes of our world are entitled to claim their rights. We heard often that the Millennium Development Goals represent a process supported by a basic minimum agreement among states. Young people should be involved, they exist, and they urgently need their work for these goals to be valorised. In the end it is their children that will live the success or failure of their work.

We have the major challenge of globalising this millennium. We have an agenda for globalisation. The co-operation between the North-South Centre and the Directorate of Youth and Sport on this event, and on other projects, has widened the horizon of the Council of Europe, made it look bigger. That is not surprising, that always happens when things are done together, when things are inspired by the idea of solidarity. This co-operation between the North-South Centre and the Directorate of Youth and Sport constitutes a value for us. It expresses the fact that the Council of Europe has the capacity to integrate the message that "Europe is not the planet".

We want to see each other again and for that we must see what opportunities there are. We have some already: the World Youth Festival in August 2004. Many young people will be getting together in Barcelona, to celebrate their global space. The North-South Centre also wants to offer its programmes as an opportunity for deepening this debate. We want to continue to facilitate a space for learning together through our training programmes, through our summer university for young people. As Gandhi said: "You have to be the change you want to see in the world." The big challenge is to learn on the road to global citizenship, a happier kind of citizenship. Global education leads us away from global barbarism. Let us hope we meet again very soon in the company of many fellow travellers. Thank you.

Thank you very much. My name is María Cruz. I represent the European Law Students Association. I would like to thank the interpreters of the Council of Europe who allowed us to express ourselves in different languages. We are not

just here to make negative criticisms, there were positive experiences as well: people from all over the world were invited here. We also saw how such an organisation works. But, what I do want to say, despite the wide geographical representation, and I have seen people here from pretty much everywhere, they nearly all represent organisations belonging to the European Youth Forum. There are many associations who are not members of the European Youth Forum. We belong to associations that are not political. When we deal with such issues we cannot speak from a party political point of view. We are party less, but nevertheless we are associations of doctors, dentists, other young professionals, etc. I do not know whether this event was organised by the Council of Europe or the European Youth Forum. That is a big confusion. I do not know how the selection process was done. Despite the fact that we have been involved in activities with the International Criminal Court in The Hague and with the United Nations, we have not been invited to be more actively involved in this event. I call for all types of organisations, whether they are members of the European Youth Forum or not, to be taken into consideration. They represent hundreds of thousands of students around the world. Indeed, why were not more, and important, organisations present: the WTO, the ILO or Unesco. They came and went and when we dealt with problems of human rights, they were not present. So, maybe we need a little less conversation, and a little more action. We are talking away. The facilities were great, but there was not enough time for team building, people got rather lost. And as for the people with disabilities, they had a very hard time, with no one specifically looking after them. Next time, I would like to see greater diversity. The Council of Europe is not the European Youth Forum or vice versa. Organisations not belonging to the European Youth Forum are also entitled to be here. We have the right to intervene and have our voices heard too.

Heather Roy, chairperson of the steering group of the event and chairperson of the programming committee

This is not a competition – it is not for one continent, for one person, to get there first. In my capacity as the chairperson of the programming committee of the Directorate of Youth and Sport, I can say that in the process of setting political priorities we must find a way to transform priorities into actions. Action is key to not letting the results get lost. The Directorate of Youth and Sport must continue to be visible inside the Council of Europe. As we develop the political priorities, we must focus on the messages that have come from this event: the desire of young people to be engaged in the decision making that affects their lives, to enhance solidarity with the rest of the world, to preserve democracy, to develop proactive interpersonal relationships with people from elsewhere and to strengthen the role of international youth organisations. However, we must also not forget the role of youth policy at the national level or the groups of local young people who just want to do something. Nevertheless, we cannot assume that what worked previously will work today. We must find new ways of working. We have heard many proposals during these days together. The Programming Committee on Youth must take those proposals and make them happen. Each one has a personal responsibility to take action and to encourage others to do so. We have a voice. At the beginning of this event, we heard that the Council of Europe has a global reach. We, as young people, are already reaching globally. We are ready to engage, and to address the issues around globalisation. We are ready to make it happen. And with that I would like to pass the floor to Maud de Boer-Buquicchio to give her closing address.

Hello, my name is Simon. I was a participant in the human rights cluster and in the working group on disability issues. I wanted to say on behalf of all of us how wonderful this event has been. The people here have been great and the disabled contingent have been very well looked after. I hope it will be possible for disabled people to continue to be involved in such events and in youth work more generally in Europe. Thank you very much.

Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe

You have met here under the slogan "How big is your world?" The bigger, I would suggest, for the time you have spent here together. Your individual worlds have been widened for having been present at this encounter, for having met so many people from different countries, continents and cultures. Your horizons have been broadened, and your perspectives developed on the important issues surrounding globalisation.

Several speakers have underlined that globalisation in itself is neither good nor bad, but what we make of it. After all the work and your many discussions, you will have discovered the positive aspects of globalisation in that it can broaden our horizons and enrich us by enabling us to meet and get to know new people, new cultures, new ideas. At the same time you have faced the negative and thought about strategies on how to make this a process which is good for all, how to make sure that some (or even many) are not left behind.

Let me underline once again the reasons why the Council of Europe decided to organise this major encounter. It was designed to provide a platform for actors in the youth field to come together, exchange, debate on the problems and challenges posed by globalisation, and to underline the Council of Europe's fundamental values in work undertaken on the themes related to globalisation. For this Organisation, it is vital that its core values – human rights and human dignity, pluralist democracy, the rule of law and social cohesion in diversity – remain at the heart of the debate on these themes.

In all our work, it is essential that the youth dimension be taken into account, in a process of "mainstreaming"; under these terms, youth should be seen as a component part of other sectors' activities and, as such, firmly inserted into the overall priorities of the Council of Europe.

Globalisation often has drastic effects on the lives of children and young people. Too many young people and children continue to live in abject and absolute poverty, in families with incomes of less than US$1 dollar per day. Such inhumane economic imbalances need to be overcome.

Exploitation, particularly sexual exploitation, and forced labour affect hundreds of thousands of young people and children. Trafficking in human beings directly undermines the values on which the Council of Europe is based; poverty, dire economic prospects and political instability have all contributed to the spread of this vile practice, but this cannot be a fatality. At the European level we are taking action to fight this obscenity through drawing up a convention on action against trafficking in human beings, placing particular emphasis on prevention and helping the victims; youth representatives are taking an active part in this process.

In our increasingly interdependent world, it is vital that young people in particular, but indeed society as a whole, should have access to a pluralist information network, enabling them to become part of the knowledge society. Social cohesion and democratic stability must be built on the basis of allowing all citizens to participate in the development of a fair and unbiased information society; at the same time, for the sake of encouraging informal debate at a global level on issues that affect us all, increased efforts need to be made to overcome tendencies towards hate speech and racist discourse, and the ills that they spawn. These are the issues which the Council of Europe is working on, following up the 2003 World Summit on the Information Society in its endeavours to promote pluralist democracy and good governance, as well as access to knowledge.

It is of course vital that youth everywhere be involved both in the design and in the implementation of policies affecting them. Many issues currently given a high place in our societies are put on the political agenda by the older generation; the decrease in populations (decrease in the birth-rate and an aging population), which we witness in many countries, could further marginalise young people and their interests, particularly in the political and economic domain. Particular attention should be paid to the participation of marginalised and disadvantaged young people, as well as to encouraging participation at the local, grassroots level, where action can often be most effective.

Where might the Council of Europe, and in particular the youth sector, take the outcomes of this event? Much valuable material has been presented over these three days for the definition of its future priorities. Programmes to be developed for the three-year period starting in 2006 might focus on following up these outcomes, especially as they relate to strengthening the Council of Europe's work on core values such as justice, equality, human dignity and peace. A start could be made already by pursuing the idea launched by the European Youth Forum of holding a new public campaign that would take up a number of the themes of the 1995 "All different, all equal" campaign, whilst relating them more specifically to the most pressing concerns of young people in today's world, including some of the issues raised here. Reports of the event will also be transmitted to the Committee of Ministers and to the Parliamentary Assembly, and will thus give impetus to the Council of Europe's policy making.

I would like to congratulate you all on the hard work that you have carried out throughout these past days and on your enthusiasm. I know from my participation in Thursday's panel on gender equality that the level of discussions on the various issues has been of a very high level and of a very forward-looking nature. We must not forget the continued need to push for equal opportunities and gender equality, including for a more balanced participation of women and men – including those with disabilities – in public and political life without which no society can rightfully call itself democratic.

I would like to thank all the experts who have come here to share their ideas and experiences with us. I would also like to thank the governments without whose financial support this event would not have been able to take place on the scale that it has, as well as the other bodies which provided support to the event. To all of you who worked hard to make it happen, I also say thank you. And while you are still looking forward to a doubtlessly memorable farewell evening, I herewith declare the formal part of the Europe, Youth and Globalisation event closed.

Chapter 4.
Outcomes and future perspectives

Outcomes

Young people and globalisation: strengths, weaknesses, opportunities and fears

The relationship between youth and globalisation is highly ambiguous. As outlined in the World Youth Report 2003 (one of the most comprehensive analyses of the condition of young people worldwide available):

> "Globalisation offers clear economic opportunities and benefits, but comes with substantial social costs that often appear to affect young people disproportionately, given their tenuous transitional status within an uncertain and rapidly evolving global context." [16]

The Europe, Youth and Globalisation event, if it has had one important outcome, has resoundingly reconfirmed this ambiguous relationship, and has pointed out some areas about which young people, living in both more and less developed countries, share significant concern and often a sense of injustice and the urgent need for "something to be done".

While the event cannot be said to have provided empirical evidence of the condition of young people in the context of globalisation, the representatives of the youth organisations, international NGOs and international organisations present brought with them a myriad of examples from their areas of work (in thematic and geographical terms), which tell of the consequences of globalisation for the life realities and chances of young people all over the world.

While globalisation has brought with it unprecedented opportunities for many groups of people worldwide and some regions have benefited from it dramatically, a growing proportion of the world's population is young (under the age of 24), the vast majority of these live in developing countries, a growing proportion of the unemployed, under-employed and exploited are also part of this age cohort and at least for those living in the least developed parts of the world, life chances are shrinking as conflict, HIV/Aids and the globalisation of capital and markets become widespread.

In the more developed countries, an enormous growth in choice has accompanied the transformations brought with globalisation. Nevertheless, many young people face globalisation with growing fear and anxiety, worrying about the consequences of war, worldwide social inequity, terror and ecological destruction for the future. Their life chances are also conditioned by processes of economic globalisation, with

---

21. A more detailed summary of extracts from the minutes of the 3rd steering group meeting, which took place in Barcelona on 16 and 17 August 2004 in order to evaluate the event and plan its follow-up, can be found in the appendices. The meeting took into consideration data collected from participants, staff, organisers and partners of the event in compiling its conclusions.

the problems of qualifications, inflation and economic dependence becoming more common. While information might have become available at the touch of a button, young people experience the globalisation of culture in both positive and negative terms: choice has increased and identity has become a matter of choice, but global influences seem to overthrow so many cultural certainties that making the relevant choices for one's life about one's senses of belonging and identity have become doubly difficult.

The notion of vulnerability [17] has come to be inextricably linked with the transitional period of youth for a growing number of young people worldwide. Whether young people live in the developed world, where a lack of corporate responsibility and the need for government to deliver on economic growth, creates risks for young people's transitions from the world of education to the world of work or whether they live in developing countries, where abject poverty, the lack of a functioning state or the presence of conflict threaten their daily existence, the condition of youth in the context of globalisation has become highly insecure.

According to the World Youth Report 2003:

> "... the impact of globalisation [on the lives of young people] is still evolving and uncertain ... The only certainty is that globalisation is characterised by increasing market power, and there is always the danger that such power will be abused ... In this context it is important to recognise what Doreen Massey has described as the 'power geometry' associated with globalisation. What benefits one group or country may create problems for another sector of the population ... Although young people are not powerless, their economic position is such that they are more vulnerable than any other social group to the uncertainties and risks associated with economic and cultural globalisation." [18]

This situation, as well as the differences and disparities visible both within and between countries and continents highlighted by the contributions of participants at the event, point to problematic gaps between the rhetoric and practice of both development and youth policy at all levels of the governance chain from local to global. This has consistently presented young people and their organisations with a crucial dilemma: how to effect change in a situation where the promise of "global citizenship" is consistently undermined by inequality? [19]

In the first place, those young people and their organisations, from local to global levels, in a position to do so have rallied to the idea of a more equitable process of globalisation, representing their first strength in the face of what sometimes seems to be a process out of control. Young people are an active part of both the anti- and alter-globalisation movements, and many youth organisations with a global reach are attempting to become active protagonists of processes and partnerships with national governments, international organisations and development agencies, to pursue the Millennium Development Goals, to cite just one area of co-operation.[20] Locally embedded groups are affecting change with global concerns in mind and in response to global change, and young people play an important role in community development in very local contexts.

---

22. The 3rd Summit of Heads of State and Government of the Council of Europe was held in Poland in May 2005. A youth summit also took place in parallel.

In the second place, not all young people are affected equally negatively by the process of globalisation. Some young people have the privilege to reap benefits in terms of freedom of choice and movement, as well as economic independence. In Europe, for example, many of these young people are also organised, often in some of the more "traditional" international youth organisations, such as those related to political parties or large-scale, global-reach, youth non-governmental organisations. Through their functioning and reasonably well-funded platforms, they can play an important advocacy and support role to nascent representative youth platforms in other continents. To some this might sound a little "imperialistic". On the contrary, participants of the Europe, Youth and Globalisation event have clearly stated their belief that without solidarity across the diverse realities of young people and their organisations, and particularly without initiatives from those with access to both power and resources, change will be difficult to affect. The idea of helping each other to help ourselves springs immediately to mind. For those taking up that responsibility, such co-operation will also be a learning experience, even a "wake-up call", reinvigorating what may have become hum-drum discussions of rights taken for granted. Such nascent global cross fertilisation and mutual support in the youth field represents a second important strength of young people in the face of the negative consequences of globalisation.

Thirdly, young people are both creative and adaptable, as many of the youth organisations taking part in the event have testified to. All the positive attributes typically associated with the period of youth and with young people as an identifiable group can be put to the positive service of their empowerment. The age of globalisation has brought with it unprecedented change and innovation in information and communication technologies, potential for transparency and for the sharing of good practice in both governance and development. Young people and their organisations are often best placed to take advantage of these opportunities presented by globalisation for the benefit of all young people. Nevertheless, support systems need to be put in place for this to become possible. A better understanding of how to harness the positive potential of globalisation, including those offered by ICTs, was one of the key opportunities identified by the participants of the Europe, Youth and Globalisation event.

Even if a comprehensive generalisation of the condition of young people in the context of globalisation is impossible, and the above "birds-eye view" notwithstanding, the participants of the Europe, Youth and Globalisation event did identify, through their discussions in the decentralised parts of the programme, four main areas of concern, which could be seen as in need of priority action on the part of all actors concerned with a youth development agenda and the consequences of globalisation for young people's lives, namely: poverty and exclusion, rights and access, diversity and living together, and political participation and governance. While this list of four main concerns is anything but exhaustive, it does summarise the issues that the participants highlighted again and again.

Poverty and exclusion

The young people who attended the event, whether from less or more developed countries, are extremely concerned with the consequences of economic globalisation. This seems to be a matter of solidarity between young people worldwide: they are particularly concerned about the adverse affects of economic inequality and injustice among countries and continents for the overall sustainability of global development. They are worried about both their own economic well-being and that

of others, whether it is in other parts of the world or in their own city. Poverty and exclusion of youth, who as we have seen are more vulnerable to economic shocks, is not conceptualised as a matter exclusively of living in poor or rich countries. They can hit any young person anywhere. In relation to this situation, education and employment policy is seen as well placed to create conditions through which young people can actively participate in the economy and attain the full potential of their citizenship. However, experts are more and more of the opinion that overall, sustainable economic growth at the country level will do most for the alleviation of poverty and the creation of jobs, for young people as well as other groups in the population. Without this, targeted schemes cannot be very effective.

Nevertheless, it cannot be denied that social and legal barriers to the full participation of young people in economic and social life still exist, including those touched upon above, such that without their redress, the status quo of marginalisation of a large number of young people will continue. For example, an over focus of policies in this field on the supply side, with education focusing on making up deficiencies in qualification rather than employment focusing on the creation of new demand for a highly skilled work-force and job creation, have created significant weakness on the part of governments to address youth unemployment.

Exclusion, however, does not only result from poverty or a lack of access to employment or education, although these are important factors. Questions of entitlement, legitimacy and belonging also enter the debate with minority youth, including LGBT and those with disabilities, being subject to exclusion for little more than perceived differences. The gender dimension of both poverty and exclusion was regularly highlighted during the event.

Overall, it is the issue of justice which is of most concern to those who participated in the event. The world, its system of economic and social relations between and within countries, seem inherently unjust and unable to provide for the needs of those who need most assistance, including a very large constituency of young people. And it is this injustice that is seen as one of the root causes of the lack of sustainable development observable worldwide.

Rights and access

Young people are concerned with the shrinking access they have to fulfil their rights, in particular in relation to social and educational rights. They blame this on economic globalisation and the commodification of such services. While economic growth is

largely accepted as necessary to support public services, young people are worried by the seeming shift in government priorities away from policies inspired by solidarity.

A further issue of concern in this relation is that of human rights and their protection. The young people who participated in the event are very concerned about the ambiguous relationship of globalisation to human rights. On the one hand, human rights are more than ever on the agenda, with plenty of publicity for atrocities and human rights abuses being provided by global reach media, and more urgent international responses to human rights crises. The establishment of the International Criminal Court is a good example of the positive momentum that globalisation can have for the cause of human rights. On the other hand, economic globalisation is adversely affecting many regions of the world to such an extent that even the most basic human needs, let alone rights, of young people are not met. And, it is eroding what until recently in the social and labour spheres in Europe were considered as *acquis*, and as goals of development to be emulated and attained, such as correct working conditions and hours.

Another good example of this ambiguity is the case of economic migrants, refugees and asylum seekers arriving in Europe. While international treaties make clear differentiations between who can be considered part of each category, governments, opposition parties and the media often do not, lumping all those arriving from outside Europe into one group of people invading their shores with the aim of claiming social security benefits. While it is accepted that certain controls need to be brought to bear on migration so that it becomes safer and more manageable for all concerned, it is unacceptable that key treaties of human rights protection such as the Geneva Conventions are being regularly contravened by their signatories in Europe in response to economic migration.

Further, the international environment in which the protection of human rights takes place has become very tense since the terrorist attacks on the United States in September 2001. The securitarian approach and the implementation of certain national and global anti-terrorism measures have had very adverse affects on several categories of "people on the move", including refugees and asylum seekers, and on locally embedded minorities, particularly those with an affiliation to Islam or who are of colour. Many young people consider it a matter of state sponsored racism and an affront to civil rights (among the oldest, most widely accepted and legally protected of the human rights canon) that freedom of movement and due process are so often not respected in the interests of "national security" or under counter-terrorism measures.

Finally, the above issues of rights and access also intersect with questions of economic entitlement and participation, particularly in the case of young people who are affected by the issues outlined. In particular, it seems that young women from minority backgrounds or having a disability are particularly negatively affected by problems of social and educational access. It was noted by the participants of the event that the ongoing barriers to the full participation of young women is a significant barrier for the fulfilment of many development goals, including that of the eradication of poverty.

The main concern of participants of the event in this regard is the interdependence of issues of rights and access with almost all other issues treated, making them among the hardest to tackle. Again, education and particularly non-formal education were cited as one of the main avenues through which to affect change, particularly at the level of societal attitudes in relation to the acceptance of the need for human

rights' respect and protection to become a key criterion for the assessment of the performance of governments. Nevertheless, education alone will not suffice. Reform of international institutional mandates for the protection of those vulnerable to human rights abuses, and proper financing for the implementation of protection policies and monitoring, are desperately needed. Finally, a widespread debate concerning the consequences for human rights of the process of globalisation, including the consequences of economic globalisation on migration, and efforts to avoid that human rights advances of the last years are not eroded, are considered overdue.

Diversity and living together

Closely related to the previous two concerns, questions of diversity and how to live together peacefully in the contemporary society, given both the opportunities and threats presented by globalisation, was a third area of major concern for the young people attending the event. This relates to three broadly connected spheres: cultural diversity, sustainable life and common goals for society.

In relation to cultural diversity, it is felt that there is not enough respect for the diversity that is present in society, and among young people themselves. Marginalisation of youth often coincides with the fact that they belong to a cultural group, not identical with that of the majority where they live. Many young people experience racism, xenophobia and intolerance, and in the worst of cases these can manifest themselves violently. Such situations tend to poison social relations between different communities, creating entrenched resentments and perpetuating the spiral of intolerance.

In relation to the sustainability of life, young people are concerned by the fact that they have inherited a world from their elders, which has been spoilt and in some cases destroyed by industry and war, and often all in the name of progress. They would like to be the first generation to reverse the trend of living in discord with the environment and other human beings. In the end, humanity's survival depends on it. In this sense, the notion of intergenerational responsibility was very present in the discussions at the event. And in this regard, the proposals were very clear. There is a need to reduce consumption in order to increase sustainability and it is the responsibility of each individual to undertake a change in their behaviour.

In relation to common goals for society, the discussions at the event show clearly the ongoing commitment of young people to the idea that society should work towards some commonly accepted universal goals. In the very first place peace should be sought. Here peace is referred to in its broadest possible sense: in the first place, as the absence of war, destruction, rape and pillage and in the second place, as a more encompassing sense of peace with oneself, humanity and the environment. While as so often in relation to globalisation, the paradox is that so many young people continue to be caught up in war, as both its victims and its protagonists, young people and their organisations, as well as civil society more broadly, are seen as having a particularly important role to play in the promotion of peace.

Political participation and governance

The final area of major concern and the one that is seen as having most influence on the prospects of the others for resolution or progress is that of political participation and governance. Probably, this section would better be entitled "power", as power differentials were considered to be among the major causes of many of the

other problems addressed at the event, and influence significantly the nature of political participation among young people and the nature of governance from local to international levels. "Democracy" might also be an appropriate title for this section, as more democracy is one of the main demands of young people in relation to the process of globalisation. Other associated words spring to mind: responsibility, accountability and transparency are just a few examples.

Specifically, young people suggest that the nature of relations between states and the nature of relations between states and their citizens needs to change profoundly under the conditions of globalisation that reign today. The idea that nation states are becoming more and more interdependent and that some problems need to be addressed with global responses rather than national ones has gained currency in recent years. Nevertheless, the international institutions that would normally pursue such policies have not adapted or changed significantly in more than fifty years. In particular, reform of the United Nations and its Security Council to reflect current political realities and reform of the global financial architecture to ensure fair as well as free trade are seen as not only essential, but long overdue. Accountability and responsibility are also seen as needing to be brought to bear on multinational corporations and other global economic actors, so that their influence on development becomes positive. Governance, from local to international level, is also seen as lacking in participativeness and effectiveness. More recognition for the role of civil society and, in particular, for the positive role that youth organisations can play as vectors of democratic culture and citizenship is demanded at all levels of governance.

Here, political reform at all levels of governance in individual countries as well as at the international level is necessary. And for this, the "people with the power", invariably not young people, must move. Young people, however, can push those with power in the right direction. This function is seen as more influential and effective for the democratic process than going to vote by significant numbers of young people, including many present at the event who prefer to give their time and energy to social, cause-led movements than to "traditional" politics.

Conclusion

While the above can only summarise in a very simplified manner the very diverse and rich discussions that took place among the participants of the event, the four areas of concern identified could be considered as constituting a "next agenda", to use the phrase coined in the road map for the implementation of the Millennium Development Goals. Indeed, the Millennium Development Goals, as a framework for world development that has been accepted by the entire international community, might themselves be considered the "next agenda", given the areas of concern outlined above.

In terms of specific actions, each of the different work formats of the event, and in particular the cluster groups and working units, have suggested recommendations for particular actions in relation to their special theme. Nevertheless, two areas where investment is considered to really pay off for young people have been identified at this event.

They are in the first place the education of young people to be productive and active citizens through both formal and non-formal channels and, in the second place, the increased participation of young people in decision making on policies that affect them at all levels of the governance chain.

Future perspectives

Introduction

On 16 and 17 August 2004, the Steering Group of the Europe, Youth and Globalisation event met in Barcelona to evaluate the event and to develop a strategy for its follow-up.

The aims of the meeting were to:

- evaluate the event on the basis of data collected from participants, partners, staff and organisers;

- develop recommendations for the political and other follow-up initiatives to the event.

Conclusions of the evaluation by the steering group

The overall evaluation of the event by participants and others involved was very positive. In particular, participants felt it was an unprecedented occasion to discuss an issue of growing importance and were impressed by the commitment of the Council of Europe to provide such an opportunity to young people, who usually do not have the opportunity to meet in such a wide composition and diversity.

Feedback from participating institutions and partners (Francophonie, village forum participants (international non-governmental youth organisations and local Strasbourg associations), Unesco, UNHCR, World Bank, etc.) indicates that they found the event highly interesting, were happy to be able to participate and were very positively impressed by the organisational management of the event.

Nevertheless, several difficulties were encountered in the organisation of the event. For the future, if the statutory bodies of the youth sector of the Council of Europe express their will to develop similar events, it should be clear that without the internal basic work conditions being better in place from the very beginning (higher prioritisation of the event within the programme, budgetary guarantees, human resources corresponding to the workload, ownership of the event by statutory bodies and staff), such an experience should not be repeated. Nevertheless, it was concluded that the event was a landmark occasion to discuss a new orientation towards mainstreaming a global perspective, and a better awareness and greater concern for global issues at the Council of Europe.[21]

The steering group of the event, at their evaluation meeting in Barcelona, decided to elaborate a follow-up strategy that would combine specific follow-up activities and longer term approaches to mainstreaming a global dimension in the work of the Directorate of Youth and Sport.

Background to the follow-up strategy

From 5 to 9 May 2004, 400 young people from 83 countries gathered together in Strasbourg for the Europe, Youth and Globalisation event "How big is your world?" The event was organised in the framework of the Youth Building Peace and Intercultural Dialogue Programme implemented by the Council of Europe Directorate of Youth and Sport between 2003 and 2005, and was run in close co-operation with the North-South Centre of the Council of Europe.

The purpose of the event was to provide:

• an opportunity for young people to enter into a dialogue with each other, and the personalities present, on their experiences and perceptions of life under the conditions of globalisation, as well as on Europe's position in the world;
• an occasion to establish a common platform for the formulation of political messages and to conceive effective actions to respond to the effects of globalisation, with the aim of encouraging good governance and the protection of human dignity worldwide.

The event took the form of an interactive space where participants were involved in the following activities: debates, thematic panels and smaller working groups, interactive workshops and cultural events. The programme covered six major topics: democratic governance and youth participation; human rights and global responsibilities; culture and diversity (in particular, inter-religious dialogue); sustainable development; peace (in particular, reconciliation); and education and employment.

It was anticipated by the steering group, and by extension the statutory bodies of the Directorate of Youth and Sport, that the event would present some concrete directive thinking on future actions by the youth sector in relation to globalisation and its effects on young people. Specifically, it was foreseen that political outcomes of the event would contribute to the definition of the new priorities of the Directorate of Youth and Sport for the period 2006 to 2008 and that input would be provided for the 3rd Summit of Heads of State and Government of the Council of Europe.[22]

At its evaluation meeting, the steering group took note of the following concrete suggestions received or follow-up initiatives already undertaken from participants, partners, the steering group itself and others consulted in the evaluation process:

• an African youth summit is under discussion among the group of participants from the African continent. The initial meeting took place at the event and further discussion has since taken place at the World Youth Festival and at the Global Education Summer University (Molina, October 2004). In the opinion of the North-South Centre, it is a good initiative, in which a third way to the existing regional structures could be discussed, involving the International Union of Socialist Youth and the World Organisation of the Scout Movement, etc. One weakness, however, is that the summit idea was initiated by people based in Europe, who are not necessarily strongly linked to the structures in Africa. There are two or three forthcoming activities for the region, and it has been decided to concentrate on one after the other, so the initiative is still very much in the planning stage. International Cultural Youth Exchange Africa is one of the main partners but they remain quite weak;
• a Spanish-speaking Internet space has been established. It has been used for the preparation of the World Youth Festival and was also being used for the preparation of the Latin American Youth Forum. The regional youth structures

met again in Molina in October 2004, but it remains to be seen how this discussion space can be developed or used to best effect;

- a meeting took place at the end of the event with the All China Youth Federation and a kind of "mutual understanding" about co-operation, even if very informal, now exists. However, it remains to be seen whether this can go beyond tentative institutional co-operation for the moment and whether the proposals can feasibly be taken up, particularly from a political perspective. The involvement of some Chinese participants in the Directorate of Youth and Sport's activities is foreseen, but under the same conditions as other participants;

- an international co-ordination meeting of youth organisations with global reach took place in July 2004 on the initiative of the European Youth Forum. The meeting included participation of the regional platforms and INGYOs with global reach. The objective was to foster co-operation between international organisations and the regional platforms. Europe, as concerns the status and financing of the regional platforms, is privileged because there is an ongoing process of regional integration and co-operation, which gives importance to the youth sector and also finances and supports it politically. However, the other regions do not have such support and possibilities. It is clear that international youth organisations with global reach could provide support to the regional platforms, but space needs to be provided for co-operation to be developed. Regular meetings of this group will take place in the future. Inviting international institutions to participate in future meetings should be considered;

- a proposal from the World Bank to meet and discuss possible issues and items for co-operation in the youth field has been tabled. The Deputy Secretary General of the Council of Europe met President Wolfensohn in Washington in September and mention of the event was made in her briefing notes for the meeting. A tentative involvement of the Directorate of Youth and Sport is foreseen in at least one World Bank Institute activity concerning the Russian Federation in 2005. This is seen as a starting point to build more operational co-operation;

- organising exchanges or study visits for youth leaders from different parts of the world to Europe and vice versa was suggested, with basic support from the Council of Europe and their respective organisations. This could provide support to the development of the youth sector in different parts of the world and make significant use of the example that the European youth sector could represent for other continents, without imposing a particular model of development;

- it was noted that it would be important to prioritise the institutionalisation of sustainability in the Council of Europe: recycling paper, contracting of suitable service companies (in particular, a suitable catering company), using sustainable and recycled materials and products in the European Youth Centres, use of fair trade products, etc. This would be a simple matter of the Council of Europe being more consistent in its values.

While all these spin-off initiatives were welcomed by the steering group, several important open questions concerning the extent to which the event could be followed up were raised, namely:

- What kind of support is available from the Council of Europe and the Directorate of Youth and Sport, if any, for activities with partners outside Europe – technical, financial, know-how, training?
- How can the Directorate of Youth and Sport and the North-South Centre and the other partners in this event go beyond organising periodical events to develop

a more encompassing strategy for co-operation with the regional platforms and for strengthening their capacity and effectiveness?

• Conceptually, the distinction between the European and world agenda can no longer be made in the youth field, as the issues of development and other youth policy dimensions overlap even in Europe. However, the working methods of the institutions at international level in their youth related programmes maintain this conceptual distinction. In order to work with several of these institutions (United Nations, World Bank and others), the Directorate of Youth and Sport and the Council of Europe need to prove that they are working on the "hard" development issues – Aids, health, poverty, etc. How can the Directorate of Youth and Sport develop the necessary reflection on the conditions of youth worldwide and how do those relate to concepts and practices of youth work worldwide?

• How can the partnerships developed in the context of the event be consolidated and enlarged to other institutions so far not involved, but which have youth programmes and outreach to relevant target groups (for example, the African Union)?

The steering group decided at its evaluation meeting, therefore, to elaborate a follow-up strategy paper, through which existing proposals, open questions and the conclusions and suggestions for follow-up could be addressed to the statutory bodies of the Directorate of Youth and Sport. The paper proposes various strategy points and where necessary gives indications of possible discussions to be undertaken in the statutory bodies and possible actions to be taken with the agreement of the Joint Council on Youth in 2005 and within the new priorities of the Directorate of Youth and Sport for 2006 to 2008.

The strategy adopted is intended to develop a cross-sectoral approach, to give a clear political orientation to the work of the Directorate of Youth and Sport in this area, and to ensure maximum visibility for both the achievements of the Directorate of Youth and Sport in this area and for the outcomes of this event, so that they become an integral part of the future approach of the Council of Europe in the sphere of global co-operation.

The overarching purpose of the strategy is to ensure that the outcomes of the event are not lost and are not only short term. The strategy adopted by the Joint Council on Youth must have a long-term perspective and a sense of build-up towards a clear point from which future input can be gathered. The starting point for the strategy is that the global dimension should appear in the new work priorities adopted by the Joint Council on Youth. This work area could be integrated as a priority on its own, but it can also be crosscutting to all work areas – just as it does in the lives of young people. The aim of this strategy is to enlarge the Council of Europe agenda to global issues – the core values of the Council of Europe in the youth field have a global dimension and a global perspective.

Such efforts can address themselves in three directions:

• towards the youth sector itself, namely the statutory bodies, where, for example, a discussion on mainstreaming the global dimension of the work of the youth field could be initiated;

- towards the other political organs of the Council of Europe by, for example, significant reporting to the Committee of Ministers and the Parliamentary Assembly on the orientations raised by the results of the event;
- towards a wider public of youth and youth organisations in Council of Europe member states and further afield, through educational and political activities.

Key elements of the follow-up strategy

- presentation of the results of the event to the different statutory partners (in particular, to the governmental sector) and the political organs of the Council of Europe:
  - presentation and round table to be held with the Committee of Ministers;
  - presentation and round table to be held with the Sub-Committee on Youth and Sport;
  - presentation of the outcomes to other directorates and departments, for example culture, human rights, education and external relations;

- the definition of a new programme priority for the Directorate of Youth and Sport for the period 2006 to 2008, including reference to global issues and the relationship between Europe and the world. This priority will define the policy of the Directorate of Youth and Sport in relation to global issues and youth, and should include some key actions in "hard" development issues, as discussed during the event. This new priority could be the successor to the present priority on "Peace and intercultural dialogue":
  - co-operation with the North-South Centre;
  - encouragement of co-operation with other regions by the Directorate of Youth and Sport;
  - sharing of best practice globally: particularly in research, youth work development and youth policy;

- further development of several key partnerships with institutions working in the field of youth and development that were consolidated during the event (World Bank, UNHCR, Unesco, etc.);
- the institutionalisation of a significantly more developed common programme of activities with the North-South Centre around global issues and youth, taking into account the different competencies of the Directorate of Youth and Sport and the North-South Centre;
- the active promotion of the values of the Council of Europe youth sector and the co-management system to other contexts outside Europe:
  - support and advice given by the youth sector;
  - sharing of best practice;
  - research;

- inclusion of other regions in events and activities;
- the broadening of the provision of assistance to partners from outside Europe in their efforts to develop coherent youth policies and to share the knowledge base of the Council of Europe in the youth field with partners on other continents:
  - support and advice given by the youth sector;
  - sharing of best practice;
  - research;
  - inclusion of other regions in events and activities;
- the development of further opportunities for young people from other continents to benefit from the youth programme of the Council of Europe:
  - opening up of programmes;
  - assistance from the European Youth Foundation;
- the mainstreaming of the global dimension across youth related activities in the Council of Europe:
  - cross-sectoral approach within new priorities for 2006 to 2008;
  - development of crosscutting objectives that ensure the global dimension in all priorities as appropriate;
- the promotion of the discussion of the global dimension of relevant political and social issues in the context of the wider Council of Europe system by ensuring the inclusion of reference to youth and global issues in the final declaration of the 3rd Summit of Heads of State and Government of the Council of Europe:
  - active participation by representatives from the statutory bodies either as independent delegates or through liaison with the appropriate ministries nationally;
- the further definition of the link between the content of the event and the campaign that has been recently initiated through the statutory bodies of the Directorate of Youth and Sport by the European Youth Forum:
  - the campaign includes the global dimension;
  - the campaign encourages build up of activity in the area and visibility of the youth sector;
- the eventual inclusion of representatives of governments and non-governmental youth organisations from other continents as permanent observers in the co-management system:
  - reflection on this issue to be carried out in the statutory bodies;
- the preparation of a flagship event for the year 2007/8 (which would act either as a culminating point for the new programme priority or would bring together the global dimension as it has emerged throughout all the programme priorities):
  - bring together civil society, government and the research community;
  - focus on personal development, employment and citizenship.

Priorities of the Directorate of Youth and Sport for 2006 to 2008

Since the event, work has gone on to discuss the place of globalisation issues, as raised by the event, in the overall work and youth policy of the Council of Europe. In this relation, the process of the elaboration of the new work priorities for the

youth sector of the Council of Europe for the period 2006 to 2008 has been partic-

ularly important. Integration of global issues into the work programme of the

Directorate of Youth and Sport can only be achieved through their implicit and

explicit consideration in relation to the setting of objectives within the priority work

fields.

At its meeting of February 2005 the Joint Council on Youth adopted the following

priorities for the period 2006 to 2008, some of which are particularly relevant to the

follow-up of the event and the themes it has raised.

Overall objectives:

- to empower young people, through formal and non-formal education and participation methods, to play an active role in the strengthening of civil society in Europe, and to find ways of meeting both the challenges facing them and their aspirations;
- to promote and support the development of youth policies in Europe.

Programmes 2006–2008

The Council of Europe has defined the following four programmes in the youth sector for the period 2006 to 2008:

- human rights education and intercultural dialogue;
- youth participation and democratic citizenship;
- social cohesion and inclusion of young people;
- youth policy development.

Each programme is split up into different projects and objectives. For 2006 each project will focus on the specific objectives mentioned below.

Programme 1. Human rights education and intercultural dialogue

Youth promoting global solidarity and the peaceful transformation of conflict

In 2006, this project will mainly focus on developing educational programmes and resources for the promotion of global solidarity and the peaceful transformation of conflicts in Europe, with a particular focus on South-Eastern Europe, the Caucasus and Euro-Mediterranean co-operation.

Youth promoting intercultural dialogue, inter-religious co-operation and respect for cultural difference

In 2006, this project will mainly focus on the following objectives:

- promoting inter-religious and intercultural dialogue among young people and addressing the role of history/tradition, culture and religion in young people's lives;
- developing responses to situations of discrimination and intolerance affecting young people, such as racism, anti-Semitism, xenophobia and Islamophobia.

Developing networks of trainers and multipliers in human rights education with young people

In 2006, this project will mainly focus on the following objectives:

- implementing a programme of national and European training courses in human rights education;
- supporting networking and co-operation among youth organisations and other institutions and individuals (trainers, multipliers, youth leaders) active in the field of human rights education.

Supporting and promoting good practice in human rights education and intercultural dialogue at the local level

In 2006, this project will mainly focus on the following objectives:

- providing financial support to pilot projects in human rights education and intercultural dialogue;
- the exchange of good practice between practitioners and other actors in the fields of human rights education and intercultural dialogue.

Supporting the recognition of human rights education and intercultural dialogue in formal and non-formal education

In 2006, this project will mainly focus on the following objectives:

- developing and disseminating educational resources for human rights education;
- developing quality standards and tools in the field of human rights education and intercultural dialogue for youth, in non-formal and formal education.

Programme 2: Youth participation and democratic citizenship

Promoting and sustaining the role of youth organisations in the development of democratic participation

In 2006, this project will mainly focus on the following objectives:

- supporting youth NGOs as spaces where young people can develop their capacities to become active citizens;
- supporting and integrating the development of a viable youth NGO sector in the member states of eastern Europe, South-Eastern Europe and the Caucasus, as well as in the framework of Euro-Mediterranean co-operation;
- supporting the emergence and development of new forms of organisations and networks of vulnerable young people or groups under-represented in society.

Promoting citizenship education and participation of and by young people

In 2006, this project will mainly focus on the following objectives:

- training youth leaders and youth workers to act as multipliers in projects on European citizenship;
- further developing concrete ways to implement and promote the Council of Europe's Revised European Charter on the Participation of Young People in Local and Regional Life.

Promoting access of young people to decision making

In 2006, this project will mainly focus on the following objectives:

- supporting and further developing existing and new forms of youth participation in decision making, especially with young people who have less access to decision-making structures;
- promoting the participation of young people from minority backgrounds.

Programme 3: Social cohesion and inclusion of young people

Facilitating the access of young people to working life and to social rights

In 2006, this project will mainly focus on the following objectives:

- further developing non-formal/formal education with a view to increasing the possibilities for young people to have access to and actively participate in the labour market;

- creating and further developing methods/tools/ways to promote equal opportunities for socially excluded young people;
- promoting awareness of gender equality among young people.

Youth work and policy responses to violence

In 2006, this project will mainly focus on the following objectives:

- empowering young people to be actors in preventing all forms of violence;
- developing the capacity of youth organisations and multipliers to address all forms of violence (for example, gender based, religious, towards disability, homophobic, racial and ethnic, etc.) affecting children and young people.

Programme 4: Youth policy development

Developing and promoting standards for youth policies, in connection with child policies in the Council of Europe and its member states

In 2006, this project will mainly focus on developing youth information policies.

Fostering the recognition of youth work and non-formal education competences in the member states

In 2006, this project will mainly focus on increasing the recognition of non-formal education/learning, in particular acquired through youth work.

Developing and sharing knowledge on the situation of young people

In 2006, this project will mainly focus on the following objectives:

- creating and developing technical and analytical tools to understand the situation of young people in the member states;
- promoting exchange and co-operation among researchers on youth.

Support measures for the quality and sustainability of European youth work training and policy

In 2006, this project will mainly focus on identifying and developing innovative approaches to training in the youth sector and increasing the visibility, transparency and accessibility of the programme of activities of the youth sector of the Council of Europe.

Conclusion

It is largely through these priorities that the recommendations raised at the event may be pursued. They have been drafted in light of many of the issues raised during the event.

Nevertheless, several activities will take place in 2005 to ensure visibility for the results of the event, including activities to involve members of the political and decision-making organs of the Council of Europe in further discussion on the role and the place of global issues in relation to youth in the overall policy of the Council of Europe. The preparations for the youth summit on the occasion of the 3rd Summit of Heads of State and Government of the Council of Europe and for the forthcoming European Youth Forum Campaign on the theme of "Diversity and participation" under the slogan "All different, all equal" are two further occasions where such

issues may be explored and worked into the overall development of the policy of

the Council of Europe's youth sector.

It remains to be seen in the coming months how the very specific work required to

bring about the vision of a more humane globalisation so cherished by the partici-

pants of the event may be put in place inside the Directorate of Youth and Sport,

and in the Council of Europe more broadly. That has to be a long-term effort. And

it starts from here.

---

23. All biographical information was valid on the date of the event.

Appendices

Appendix 1. – Programme of the Europe, Youth and Globalisation event

Wednesday 5 May 2004 – Arrival day and welcome evening

All day until 8 p.m.:

• information and welcome stands at Strasbourg airport and train station and other arrival locations

Meeting point and registration at the Palais de l'Europe:

• registration of participants

From 7 p.m. at the European Youth Centre

Gathering of all participants for the opening event including:

• fanfare: "Allons z'enfants de la batterie"
• welcome speech by Mr Ralf-René Weingärtner, Director of Youth and Sport, Council of Europe
• international buffet served in co-operation with local and community associations in Strasbourg
• live entertainment provided by Ensemble Engé (Roma ensemble), Magic Electro (hip-hop group) and the Twelve Stars Band (rock band)

Thursday 6 May 2004 – Day 1

9 a.m. Opening animation by Goran Buldioski, European Youth Centre Budapest

9.15 a.m. Opening plenary session and welcome addresses:

• Walter Schwimmer, Secretary General of the Council of Europe
• Lasse Thue, Chairperson of the Advisory Council on Youth
• Fabienne Keller, Mayor of Strasbourg
• Lord Russell-Johnston, President of the Parliamentary Assembly Sub-Committee on Youth
• Ralf-René Weingärtner, Director of Youth and Sport, Council of Europe

9.45 a.m. Introduction to the objectives and programme of the event

9.55 a.m. Keynote session

Chairperson: Peter Lauritzen, Head of the Division for Education, Research, Communication and Documentation, Directorate of Youth and Sport, Council of Europe

Keynote addresses:

• Kumi Naidoo, Secretary General and Chief Executive Officer of CIVICUS
• Jean-Francois Rischard, Vice-President for Europe, World Bank

Responses to the keynote addresses from a panel of youth representatives:

• Giacomo Filibeck, President of the European Youth Forum

- María Paula Romano, Latin American Youth Forum
- Dylan Boutiflat, European Social Forum – Youth Committee

Final comments from the keynote speakers

12 noon   Decentralised panels on the challenges of globalisation

Introductory message by video from Eveline Herfkens, United Nations Special Co-ordinator for the Millennium Development Goals

Poverty

Chairperson: Giuseppe Porcaro, World Organisation of the Scout Movement

Experts: Fikile Mbalula, International Union of Socialist Youth, South Africa, Jan Van Hee, CDEJ Belgium-Flanders, and Pierre Girardier, World Bank

Languages: English/French

Education

Chairperson: Anna Volz, CDEJ Switzerland

Experts: Lynne Chisholm, CEDEFOP, United Kingdom, Thomas Tichelmann, Irish Department of Foreign Affairs, Germany, and Galina Kuprianova, Ministry of Education of the Russian Federation

Languages: English/Russian

HIV/Aids

Chairperson: Emil Kirjas, International Federation of Liberal Youth (IFLRY)

Experts: Arturo Romboli, World Organisation of the Scout Movement, and Lwazi Mboyi, National Youth Commission, South Africa

Languages: English/Spanish

Global partnership for development

Chairperson: Yasemin Uyar, Youth Association for Habitat and Agenda 21

Experts: Karolina Frischkopf, European Youth Forum, Belgium, Eduardo Missoni, World Organisation of the Scout Movement, Italy, and Aminata Traore, Mali

Languages: English/French

Environment

Chairperson: Markus Schrader, International Movement of Catholic Agricultural and Rural Youth

Experts: Hanka Sedlackova, International Young Nature Friends, Czech Republic, Martin Rocholl, Friends of the Earth Europe, Germany, and Natalia Landivar, Food First Information and Action Network, Ecuador/Germany

Languages: English/Spanish

Gender equality

Chairperson:	Heather Roy, World Association of Girl Guides and Girl Scouts
Experts:	Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe, María Paula Romano, Latin American Youth Forum, Argentina, and David Gvineria, European Youth Forum, Georgia
Languages:	English/Russian

1.30 p.m.   Buffet Lunch in the "Salon Bleu" Restaurant, Council of Europe

3 p.m.   Meet on steps of the Council of Europe for the official opening of the village forum by the Secretary General of the Council of Europe

Parallel activities in the village forum

7 p.m.   Barbeque dinner at the Palais de l'Europe

9 p.m.   Concert: La Laiterie – Frederic Galliano and the African Divas

Friday 7 May 2004 – Day 2

9.30 a.m.   Cluster panel discussions

Democratic governance and youth participation:

Chairperson:	Michaela Pavlisova, Students' Forum 2000, Czech Republic
Co-chairperson:	Erik Schionnemann, European Youth Forum, Denmark
Expert:	Philippe Schmitter, European University Institute, Italy
Languages:	English

Working units:

• building global democracy: Petr Lebeda, Glopolis, Czech Republic
• youth participation in decision making: Richard Amalvy, World Organisation of the Scout Movement, France
• global civil society: Miguel Angel García López, "Make a Team", Germany/Spain

Human rights and global responsibilities

Chairperson:	Beata Petes, CDEJ Hungary
Co-chairperson:	Karolina Frischkopf, European Youth Forum, Switzerland
Expert:	Rui Gomes, European Youth Centre Budapest
Languages:	English/French/Russian/Spanish

Working units:

• global responsibilities: Kélig Puyet, European Youth Forum, Belgium
• human rights in focus: Irene Rojnik, World Association of Girl Guides and Girl Scouts, Austria
• disability: Eugen Gherga, European Human Bridges, Romania, and Vanessa Migliosi, European Disability Forum, Italy
• human dignity and social exclusion: Corinne Grassi, independent training consultant, France
• violence: a phenomenon permeating all life spheres of a young person: Christoffer Erichsen, Youth Against Violence Network Europe, and Goran Buldioski, European Youth Centre, Budapest

Culture and diversity

Chairperson: Oliver Wagner, European Educational Exchange – Youth for Understanding, Germany

Co-chairperson: Sunduss Al-Hassani, Forum of European Muslim Youth Organisations, United Kingdom

Languages: English/French

Working units:

• multiculturalism and diversity: Alana Lentin, Refugee Studies Centre, Oxford University, and Aboubakar Soumahoro, "Immigrant in Movement", Italy
• inter-religious dialogue: Sunduss Al-Hassani and Michael Privot, Forum of European Muslim Youth Organisations (FEMYSO), United Kingdom and Belgium
• youth and the Unesco Universal Declaration on Cultural Diversity: Moe Chiba and Dulat Kasymov, Unesco

Sustainability

Chairperson: Els Meersschaert, International Movement of Catholic Agricultural and Rural Youth (MIJARC), Belgium

Co-chairperson: Ricardo Venturini, CDEJ San Marino

Languages: English/French/Russian/Spanish

Working units:

• combining economic growth with poverty reduction, social justice and environmental balance: Xavier Baró Urbea, Independent Training Consultant, Spain/Estonia
• sustainable consumption and the global market: Pelin Ayan and Yasemin Uyar, Youth Association for Habitat and Agenda 21, Turkey
• health and sustainability: Eva-Liisa Luhamets, Estonian Evangelical Youth, Estonia

Peace

Chairperson: Bjørn Jaaberg Hansen, CDEJ Norway

Co-chairperson: Renaldas Vaisbrodas, Vice President, European Youth Forum, Lithuania

Languages: English/French/Russian/Spanish

Working units:

• culture of peace: Teresa Cunha, University of Coimbra, Portugal
• conflict transformation: David Gvineria, European Youth Forum, Georgia
• human security versus global insecurities: Joan Cortinas Muñoz, Unesco, Spain
• peace education: Hakki Camur, World Organisation of the Scout Movement, Turkey

Education and employment

Chairperson: Alexandros Liakopoulos, European Trade Union Confederation, Greece

Co-chairperson: Christine Heinze, Young Business and Professional Women International, Germany

Languages: English

Working units:

- the importance of non-formal education: Pascale Boulanger, European Youth Forum, Belgium
- information and communication technologies (ICTs): Karina Chupina, International Federation of Hard of Hearing Young People (IFHOHYP), Russian Federation, and Miriam Lexmann, Independent Training Consultant, Slovak Republic
- avoiding marginalisation of refugees: access to education and employment: Jacinta Goveas, UNHCR Geneva
- from education to employment: Juliane Bir, European Trade Union Federation, France

11.15 a.m.–
11.45 a.m.   Coffee break

11.45 a.m.   Cluster panels continued

From 1 p.m.   Picnic lunch

3 p.m.   Working units

6.30 p.m.   End of programme activities

Dinner in town at location of choice, different options for discovering Strasbourg and free time to explore the city

Saturday 8 May 2004 – Day 3

9.15 a.m.   Working units continued

12.00 noon   Meet in cluster groups to exchange results of small working units. Preparation of a provocative statement by each cluster group for presentation at the closing session

1.30 p.m.-3 p.m. Lunch

3.30 p.m.–
3.40 p.m.   Participants meet in Hemicycle for closing session

4 p.m.   Presentation of a short video depicting the event prepared by the young journalists from CIRCOM

Closing session:

Chairperson: Ralf-René Weingärtner, Director of Youth and Sport

4.10 p.m.   Six provocative voices from among the participants, one from each cluster group

4.20 p.m.   Presentation of the general report by the general rapporteur, Guillaume Légaut

4.40 p.m.   Closing interventions:

- video interview with participants
- Marc Crepon, philosopher, CNRS researcher and professor at the Ecole Normale Supérieure, Paris
- video interview with participants
- Renaldas Vaisbrodas, Vice-President of the European Youth Forum

- video interview with participants

- Gabriella Battaini, Director General for Directorate General IV – Education, Culture and Heritage, Youth and Sport, Council of Europe

- video interview with participants

5.30 p.m.   Live classical musical performance proposed by Amalgame – a sextet from the Strasbourg Conservatoire

5.40 p.m.   Closing ceremony

Chairperson:

- Heather Roy, chairperson of the steering group of the event and chairperson of the Programming Committee on Youth

Interventions by:

- Jan Van Hee, CDEJ Belgium-Flanders

- Marcos Andrade, North-South Centre of the Council of Europe

- Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe

6.40 p.m.   Closing music to accompany participants leaving the Hemicycle by Amalgame

7 p.m.   Reception and dinner

9 p.m.-1 a.m.   Farewell evening with dancing and live music at the Palais de l'Europe

Sunday 9 May 2004 – Departure day

Departure

Appendix 2. – Composition of MDG panels and experts' biographical information[23]

Education

Anna Volz (chairperson) is the representative of Switzerland on the European Steering Committee for Youth. Anna Volz was born in 1977. Holder of a Bachelor of Arts degree in Political Science and Master of Arts in Mass Communications and Sociology from the University of Lausanne, Switzerland. She works as an adviser for the Swiss Government's Youth Service (international affairs/national youth projects fund) and as a scientific secretary for the Federal Commission of Child and Youth Affairs.

Lynne Chisholm, European Centre for the Development of Vocational Education and Training (CEDEFOP), is professor in the Department of Educational Sociology at the Danish University of Education and works on lifelong learning at CEDEFOP, following five years' working at the European Commission's Directorate-General for Education and Culture in Brussels on prospective policy development. Before working at the Commission, she spent twenty years as a university lecturer and professor at universities in Northern Ireland, England, Canada and Germany. A widely published specialist in education, training and youth transitions in comparative and intercultural research and policy context, she is regularly involved in undertaking European and international studies and reports. She has recently written a report on the social situation of young people in Europe for the Conference of European Ministers responsible for Youth, and another on education and training in a global perspective for the United Nations Global Youth Report; she has just completed an evaluation study of a continuing training course for European-level trainers in the non-formal sector and is an expert member of the Mobility and European Co-operation Working Group within the follow-up to the European Council's report on "Future objectives of education and training systems". In autumn 2004 she became a senior chair in education and intergenerational relations at the Leopold Franzens University, Innsbruck (Austria).

Galina Kuprianova, born in 1960, now works at the Russian Federation's Ministry of Education. She has a Ph.D. in Sociology. She has also graduated from Novosibirsk State University (1984, social science) and the Russian Academy of Civil Service (1999, political science). Her research interests included the theoretical principles of social youth work. She developed the plan on "The main direction of state youth policy in the Russian Federation". She was head of a working group which prepared

---

24. All biographical information was valid on the date of the event.

legislation concerning the interests of children and youth. Galina Kuprianova was Vice-Director of the Russian Federation's State Committee on Youth Policy between 1998 and 2000. As Head of the Department on Youth Policy of the Ministry of Education, she co-ordinated projects on state youth policy and developed socio-logical work and the federal programme on "Youth of the Russian Federation" between 2001 and 2005. She has also prepared governmental and ministerial agree-ments on youth exchanges. Galina Kuprianova was an initiator, co-ordinator and leader of the Russian Federation's Working Group on the Conception of State Policy. Since 1992 she has been a teacher at the Centre of the Russian Institution of Youth. She has experience of international co-operation.

Thomas Tichelmann is Education Officer in the Development Education Unit in Development Co-operation Ireland (DCI) at the Irish Department of Foreign Affairs. DCI is the Irish Government's official overseas development assistance programme. His particular responsibilities are non-formal education, youth work and adult and community education. He previously worked for the National Youth Council of Ireland and was board member of the European Youth Forum and Chairperson of the International Lesbian and Gay Youth Organisation (IGLYO).

Environment

Markus Schrader (chairperson) is European Secretary of the International Movement of Catholic Agricultural and Rural Youth. German-born Markus Schrader is 27. He began youth work twelve years ago, starting in a local group. From 1998 to 2002, Markus was a member of the Commission on International Development in the National Bureau of the KLJB in Germany (which is a member of MIJARC). Since 1999, he has been involved in running MIJARC Europe, from 2002 as European Secretary. Besides his work for the organisation, Markus is studying for a postgraduate quali-fication in environmental law.

Hanka Sedlackova, President of International Young Nature Friends (IYNF), was born in 1978. Diploma: Master's Degree in International Relations and Political Science from Charles University, Prague. Occupation: office manager and since 2002, President of IYNF (currently in second term). In addition to my responsibilities on the board of the organisation, I am responsible for IYNF's external relations. In this field, I am working on building up IYNF's potential to address issues that are not just linked to the movement itself but are set in a broader, global context. One of the focus points of my work in this sense are the new challenges for IYNF in launch-ing a reflection on the way globalisation affects young people, how these new chal-lenges feed into our mission and how we can respond to them.

Martin Rocholl, Director of Friends of the Earth, Europe, was born in 1959. He has a Ph.D. in Biology. He studied at the universities of Würzburg and Freiburg and was employed as a molecular plant physiologist and radio journalist. He has more than twenty years involvement in local, national and international environmental organi-sations, often as project leader: projects on transport, acid rain, climate change, biotechnology and sustainable city planning (Forum Vauban, Freiburg – EU LIFE proj-ect). He is founder of the global network A SEED (Action for Solidarity, Equality, Environment and Development); leader of the nationwide ecological tax reform cam-paign (1996-97) of the Deutscher Naturschutzring (German umbrella organisation of all environmental groups); and author of the book *Die Ökologische Steuerreform* (ecological tax reform) (Birkhäuser 1998). Since 1998, he was political co-ordinator of Friends of the Earth Europe (FoEE) in Brussels; since 2001, Director of FoEE.

Friends of the Earth is the largest grassroots environmental network in the world, campaigning to protect the environment and create sustainable societies. Friends of the Earth Europe unites more than thirty national member organisations with thousands of local groups (www.foeeurope.org).

Natalia Landivar, Food First Information and Action Network (FIAN). Born in 1975 in Ecuador, Natalia studies economic science with a specialisation in international economic policy, economic co-operation for development and environmental economics at the University Ruperto Carola, Heidelberg, Germany. She is presently working on the development of a thesis in co-operation with the German Development Agency for Co-operation (GTZ) on the introduction of entrance fees in the Natural Park of Fogo, Cape Verde. It is an economic analysis using the contingency valuation method. She is a volunteer in the NGO FIAN and follows the investigation of violations of the right to food in Ecuador.

Gender

Heather Roy (chairperson) is the Executive for Europe for the World Association of Girl Guides and Girl Scouts (WAGGGS) and in this role has supported the development of girl guiding/girl scouting in all countries of Europe. In addition she develops inter-regional co-operation with other regions of WAGGGS. She has a particular interest and experience in developing leadership skills in young women, non-formal education, volunteerism, community development, global education, organisational development for NGOs and capacity building. Heather has worked extensively in co-operation with political institutions and other NGOs to advocate on behalf of girls and young women and youth work in general. Heather has been a member of the Advisory Council on Youth and the Programming Committee on Youth since 2000, and since 2003 has been chairperson of the programming committee. She has also been active in the European Youth Forum. Heather is Scottish but has lived in Belgium for the past six years. She has degrees in language and literature, and information technology.

Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe. Born in Hoensbroek (the Netherlands) and educated in Deventer (classical gymnasium), she developed a keen interest in languages and started her university career studying French language and literature at Leiden University. Inspired by Montesqieu and Descartes, she then proceeded to study law and specialised in international relations and labour law. She wrote her doctoral thesis on equality of treatment between men and women, as envisaged by the then EEC Treaty. Straight after university, she joined the Council of Europe and started working for the European Commission for Human Rights in 1969. Three years later, she became a member of the private office of the Secretary General of the Council of Europe, holding responsibilities in the field of human rights and legal affairs, social and economic affairs and the environment. During the five years in this post, she familiarised herself with the functioning of the Organisation as a whole and felt better equipped to face the challenge of serving the human rights cause by contributing to the implementation of the European Convention on Human Rights and by conveying its achievements to the outside world. From 1977 onwards, she steadily progressed in her career in human rights, being closely involved in the launching of the newly created single European Court of Human Rights, to which she was appointed Deputy Registrar in 1998. In this position she was in charge of the Court's administration, notably personnel and budgetary matters. In June 2002, Maud de Boer-Buquicchio was the first woman to be elected Deputy Secretary General of the Council of Europe by the

Organisation's Parliamentary Assembly. She is in particular committed to the cause of children's rights, and more generally to that of advancing the cause of vulnerable groups in society. Her publications also mainly concern these issues. Maud de Boer-Buquicchio is married with two sons, and is a fluent speaker of English, French, Italian and German. She is a keen golfer and swimmer.

David Gvineria, Bureau member of the European Youth Forum. Georgian-born David Gvineria is 28. As a Bureau member, he is responsible for the development of youth work and training. He has been actively involved in youth work since 1996. In the period from 1998 to 2002 he was the Secretary General of the National Council of Youth Organisations of Georgia (NCYOG). Since 1997, he has been active in the European youth training field and he is also a freelance trainer.

Global partnership for development

Yasemin Uyar (chairperson), Youth Association for Habitat and Agenda 21. Yasemin Uyar is 24. She studied political science and international relations at Marmara University in Istanbul and then international relations at Dalarna University in Sweden with a focus on globalisation and democracy theories. She has been working for the Youth Association for Habitat and Agenda 21 for five years, holding various positions. She is currently a member of the executive board of the association. She is also a member of the Advisory Council on Youth of the Council of Europe representing Youth Association for Habitat and Agenda 21. She has been involved in various activities of the association including participation in the UN summits on Istanbul+5, the World Summit on Sustainable Development preparatory process as well as local youth work on sustainable development in Turkey. She is currently working for a UN project on local development for youth and women in Turkey.

Karolina Frischkopf, European Youth Forum, is 26 and from Switzerland. Since November 2002, she has been a Bureau member of the European Youth Forum for the United Nations and global issues. She was the youth representative in the Swiss delegation to the World Conference Against Racism in 2001 and the United Nations General Assembly in 2003. Between 1999 and 2004, she represented the Swiss Students Union in the Bureau of the Swiss National Youth Council where she was responsible for gender issues, international relations and the promotion of voluntary work. As board member of iyv-forum.ch from 1999 to 2002 (International Year of Volunteers, 2001) and as President of the Forum Freiwilligenarbeit.ch from 2002 to 2004 (Swiss Forum of Volunteer NGOs) she was responsible for advocating the general recognition of volunteer work in Switzerland. She has a degree in intercultural project management and is about to finish her degrees in political science and international relations. For the last eight years she has been a part-time staff member in the same house for elderly people.

Since 1 April 2004, Eduardo Missoni (Italy) is the Secretary General of the World Organisation of the Scout Movement. The organisation comprises more than 28 million scouts, boys and girls, in 215 countries and territories. Eduardo Missoni, 49, succeeded retiring Secretary General Jacques Moreillon (Switzerland) who had held the position since 1988. The Secretary General is a professor at the prestigious Bocconi University Management School in Milan, where he teaches development co-operation management and global strategies for health. For sixteen years he was responsible for the Italian Government's health co-operation programmes in Latin America and sub-Saharan Africa. He has extensive field experience with youth development issues in a wide variety of cultures. He has represented his government in

several international bodies, including the World Health Organization. He made his scout promise in 1965 as a member of the Italian Association of Catholic Scouts and Guides. He became a medical doctor, specialising in tropical medicine, and started his professional life as a volunteer doctor in Nicaragua. Later he worked as a Unicef officer in Mexico. He has a strong personal experience and commitment in the development of civil society initiatives for disadvantaged youth, and a dedication to the promotion of active citizenship. In addition to Italian, he is fluent in English, Spanish, French and German.

Aminata Traore, 57, author and former Minister of Culture of Mali, is engaged in the exploration and promotion of social and cultural values that will allow Africa to reposition itself and to participate in the development of a more just social, political and economic order. The holder of a Ph.D. in Social Psychology (University of Paris VII) and a diploma in psychopathology, she has since 1974 been active in the following fields: the development and evaluation of projects for the promotion of the role of women in productive labour (agriculture, smoking fish), in the creation of jobs in the field of environmental management and local crafts and design, and in the development of employment in the cultural sphere. She has authored several publications that advocate on behalf of Africa. She is also particularly engaged in work to foster the development of strong regional and national civil societies capable of influencing decision making and the nature of leadership in Africa.

HIV/Aids

Emil Kirjas (chairperson) is President of the International Federation of Liberal Youth. Emil Kirjas, of "the former Yugoslav Republic of Macedonia", 28, is a computer engineer by training. He has been actively involved in international youth NGOs of a diverse character for over twelve years. For a number of years he has been a member of the Advisory Council on Youth and the Programming Committee on Youth. He has participated and organised various international youth events and trainings in Europe, Asia, Africa and Latin America. Professionally, he used to work for the OSCE spill-over mission in "the former Yugoslav Republic of Macedonia" and the Directorate of Youth and Sport of the Council of Europe. He is currently working as Head of the office of the Friedrich Naumann Foundation in "the former Yugoslav Republic of Macedonia" .

Arturo Romboli, Project Officer for External Relations and Partnerships, World Organisation of the Scout Movement. Since January 2004, Arturo Romboli, 24, Argentinean, has been working as a project officer in charge of external relations and partnerships. Arturo has been working actively in Argentina and in the Latin American region promoting youth participation in decision-making processes and empowering young people to participate in different instances and levels of the scouting movement. After his experience at the national and regional level he joined the World Scout Bureau Team to co-ordinate efforts in the field of partnerships and relations with other youth organisations, institutions, and the organs of the United Nations. He has been working on the organisation of many events and has represented scouting in different important meetings and gatherings. He will finish his civil engineering studies in 2005.

Lwazi Mboyi is the CEO of the National Youth Commission of South Africa. He was born and bred in the Eastern Cape province, completing both his primary and secondary education there. He completed his postgraduate studies at the University of Durban Westville. During his university career, he became involved in the student

movement and community organisations. Upon completion of his studies, he joined the university and worked within its administration. He served in different leadership capacities at the student movement level as well as in numerous committees of the university. Subsequent to that, he joined the African Centre for the Constructive Resolution of Disputes (ACCORD) as a senior programme officer, spending six months of his term at International Alert in London. ACCORD is an international conflict management organisation, also specialising in training, mediation and process facilitation. Part of his responsibilities was the setting up of the ACCORD youth programme, which covered work both within and outside South Africa. In 1996, he joined the Natal Technikon's Business/Labour Development Unit, assuming the role of programme manager, responsible for, among others, the National Taxi Industry Improvement Project and other related government projects. He was appointed Chief Executive Officer of the National Youth Commission of South Africa in September 1998, a position that he still occupies. The youth commission is a statutory body responsible for youth development within government. He is currently serving on boards of various organisations.

Poverty

Giuseppe Porcaro (chairperson), 25, Italian, is the representative of the World Organisation of the Scout Movement at the Advisory Council on Youth, and member of the steering group of the "How big is your world?" event. He has been working as a consultant for the World Bank, dealing with youth related issues at its European headquarters in Paris. He was previously assistant for external relations at the European Scout Office in Brussels, working on partnerships between youth organisations and European institutions, and on the role of the youth sector in civil society. He graduated in international relations and development studies at the University L'Orientale in Naples, Italy, and he is currently finishing a Ph.D. in the Geography of Development at the same university. He is also active in the process of establishing a national youth council in Italy, and volunteering with youth NGOs at local level where he lives.

Fikile Mbalula, President of the International Union of Socialist Youth, was born in 1971. He holds a degree in teaching from the Free State College of Education in South Africa, from which he graduated in 1988. In South Africa he presently holds two positions: Secretary General of the African National Congress Youth League and co-ordinating member of the National Medical and Dental Association. During the late 1980s, Fikile was active in the Congress of South African Students and the South African Youth Congress. He has participated in various international gatherings in both South Africa and abroad on issues of multilateralism and international justice, peace and stability.

Jan Van Hee, representative of Belgium-Flanders on the European Steering Committee for Youth of the Council of Europe, was born in 1959. He holds a diploma in social work. Present position: assistant to the Director in the Division of Youth and Sports, Ministry of the Flemish Community (Belgium). Jan Van Hee is responsible for international youth work/policy. Since 1999, he has followed all the relevant youth issues: the youth working group in the Benelux, the youth working group in the European Union, the programming committee of the EU youth programme, and the European Steering Committee for Youth of the Council of Europe. He is active in the following working group: ERYICA, portfolio for youth workers and youth leaders. Since 1983 he has been active as a volunteer in a NGO fighting poverty. He participated in the development of the "General report on poverty in Belgium" (1995) and

in the follow-up to this report (1995-2000). He has developed, together with the

University of Ghent, a postgraduate course entitled "poverty and participation"

(ongoing since 2001). As author or co-author Jan Van Hee has written the following

books: Poverty and education, Exclusion in youth work, (photo book), and the

Handbook for the course "Poverty and participation".

Pierre Girardier is a communications officer based in the World Bank's Paris office.

Before joining the World Bank in 1999, he spent two years in Bosnia and

Herzegovina working with children, victims of landmines. He started his career in

1995 working in the private sector of the space industry. In the last two years, Pierre

has been working on engaging global youth organisations in a dialogue with the

World Bank.

--→

Appendix 3. – Composition of the cluster groups and experts' biographical information[24]

Cluster 1: Democratic governance and youth participation

Chairperson: Michaela Pavlisova

Michaela Pavlisova, 23, Czech, lives in Prague. However, she has also lived in the United States and the United Kingdom. Michaela obtained a degree in international business and international politics and diplomacy, with a minor in European economic integration. She has been involved in the Students' Forum 2000 since 1999, and is currently a member of the steering group and representative in the Advisory Council on Youth of the Council of Europe. Since 1998, she has been co-operating with centres for higher education studies in the area of higher education policies and distance education. Since 2003, Michaela has also served as an external consultant in the field of EU structural funds mainly in the sphere of human resources development, adaptability and employment. Michaela currently works as project manager in CzechInvest – an investment and development agency in the Czech Republic, where she mainly concentrates on development programmes in the sphere of human resources development and employment. During the past two years, she has also been a trainer in project management, time management and other areas.

Co-chairperson: Erik Schionnemann

Erik Schionnemann, 28, Danish, is a Bureau member of the European Youth Forum responsible for regional youth co-operation and global affairs. Previously Erik served a term in the Advisory Council on Youth and was a youth representative in the Danish delegation to the United Nations General Assembly. Erik has an organisational background from the Danish Youth Council (since 1997) and Youth for Understanding (since 1992). Erik has lived in the United States, Germany, Spain and Estonia, but he is currently based in his hometown, Copenhagen. Here he is pursuing a Master's Degree in Business and Development Studies at the Copenhagen Business School, from where he graduated with a degree in intercultural business management.

Expert: Philippe Schmitter

Philippe Schmitter – born in 1936 – is a graduate of the Graduate Institute for International Studies of the University of Geneva, and took his doctorate at the University of California at Berkeley. Since 1967 he has been successively assistant professor, associate professor and professor in the Politics Department of the University of Chicago, then at the European University Institute (1982-86) and at Stanford (1986-96). He has been visiting professor at the universities of Paris I, Geneva, Mannheim and Zurich, and Fellow of the Humboldt Foundation, Guggenheim Foundation and the Palo Alto Centre for Advanced Studies in the Behavioural Sciences. He has published books and articles on comparative politics, regional integration in western Europe and Latin America, the transition from authoritarian rule in southern Europe and Latin America, and the intermediation of class, sectoral and professional interests. His current work focuses on the political characteristics of the emerging Euro-polity, on the consolidation of democracy in southern and eastern countries, and on the possibility of post-liberal democracy in western Europe and North America.

Working Unit on Building Global Democracy – Facilitator: Petr Lebeda

Petr Lebeda is the founder and Director of the Prague Global Policy Institute – Glopolis. This new think-tank focuses on the Czech Republic's and Europe's global responsibility, reform of the international political and economic architecture, and the political role and legitimacy of private sector and civil society actors. Petr has recently worked as a researcher in international relations, a university lecturer and an independent journalist. He has also consulted for Vaclav Havel's Forum 2000 conferences and for the foreign policy section of the Czech Green Party.

Working Unit on Youth Participation in Decision Making – Facilitator: Richard Amalvy

Richard Amalvy is a former journalist and parliamentary assistant, and currently works as the Director for External Affairs of the World Organisation of the Scout Movement. He is a former Vice-Chairperson of the French National Youth Council and he was a Bureau member of the European Youth Forum in charge of global co-operation from 1996 to 1998 and co-ordinator of the GCCC. He also launched the Mediterranean Youth Forum and managed the Peace Cruise (1999), a capacity-building programme aimed at promoting peace and reconciliation in the Mediterranean region.

Working Unit on Global Civil Society – Facilitator: Miguel Angel García López

Miguel Angel García López, 36, is Spanish but now lives in Germany. His formal education includes: telecommunication engineering, a postgraduate course on pedagogy and, currently, a Master's Degree in Evaluation of Educational Programmes. He has been involved in youth work for the last ten years in several different capacities from local volunteer to member of the European secretariat of JECI-MIEC. For the last five years he has been working as a freelance trainer for several European institutions, NGOs and private companies. Currently, he is working as a resource person for the Sociology Faculty at Osnabruck, a project development assistant for Terres des Hommes and in co-operating with SOLWODE (solidarity with women in distress).

Cluster 2: Human rights and global responsibilities

Chairperson: Beata Petes

Beata Petes, Hungarian, Representative of Hungary on the European Steering Committee for Youth, is an adviser at the Ministry of Children, Youth and Sports, where she is responsible for international youth affairs. She was Vice-Chairperson of the CDEJ in 2004. She is also currently the Hungarian representative on the Council's Working Party on Youth and a trainer. Previous experience includes: working in the ministry since 1999, development executive for the Association of Hungarian Girl Guides 1997-98, ten years of voluntary youth work at local and international levels. She was a trainee at the European Commission in spring 2003.

Co-chairperson: Karolina Frischkopf (see Appendix 2).

Expert: Rui Gomes

Rui Gomes is programme and training administrator at the European Youth Centre Budapest (Directorate of Youth and Sport of the Council of Europe). He is also the co-ordinator of the Human Rights Education Youth Programme. Before this, Rui worked as a freelance trainer/tutor at the European Youth Centre Strasbourg, as sec-

retary general of a youth organisation and as a teacher. He is co-author of *Compass* and of the "All different, all equal" education pack.

Working Unit on Global Responsibilities – Facilitator: Kélig Puyet

Kélig Puyet works for the European Youth Forum, where she is responsible for projects related to human rights as well as for the co-ordination of activities held in co-operation with the Council of Europe, in particular with the Directorate of Youth and Sport. A lawyer by training, she specialised in human rights and holds the European Master's Degree in Human Rights and Democratisation. In addition to that, she is a member of the bureau of a humanitarian aid organisation Zazakely, Children of Madagascar, through which she regular goes to Madagascar to set up development aid projects and to participate in the running of the children's centre created by the association.

Working Unit on Human Rights in Focus – Facilitator: Irene Rojnik

Irene Rojnik, Austrian, is the Development Executive for Europe for the World Association of Girl Guides and Girl Scouts. She is responsible for the development of girl guiding and girl scouting within the European associations, including planning, training and monitoring their educational programme, training for leaders, finance, structure and management, external relations and membership growth. Previous experience includes being a journalist in the field of education and economics (1995-2000). Qualifications: university degree in publicity and communication, and a certificate in mediation and conflict resolution.

Working Unit on Disability – Facilitators: Eugen Gherga and Vanessa Migliosi

Eugen Gherga is Romanian and lives in Timisoara. He is a member of an intercultural institute's board. His background is in education and teaching in orphanages. Currently, he is a game designer and freelance trainer, particularly in the areas of youth and minorities. He is the author of several books and has a Master's Degree in the Psycho-Pedagogy of Integrated Education. Eugen Gherga is also a facilitator of the long-term European Human Bridges project, networking disabled and non-disabled young people and organisations. He is a member of the pool of trainers of the Directorate of Youth and Sport, and a member of the Youth Express Network and of the European Network of Animation.

Vanessa Migliosi, 31, Italian, lives in Rome. She has a Master's Degree in Molecular Biology and research experience in human genetics, mainly hearing loss. She has worked abroad with several grants: in Tampere, Finland, Sanriku, Japan and Madrid, Spain. Vanessa has been the President of the International Federation of Hard of Hearing Young People (www.ifhohyp.org), the only international federation of hard of hearing young people, since 2000. She is also a member of the European Disability Forum (www.edf-feph.org) and a member of their Youth Committee, since 2001. In 1999, she was a member of the team responsible for organising the training course: "How to cope with information?" (EYC, Strasbourg). In 2001, she took part in organising the study session "How to transfer knowledge?". In May 2003, Vanessa organised, in co-operation with the European Youth Forum, and participated in the European Disability Forum's Towards a Barrier Free Europe for People with Disabilities Conference. She is their representative in the Advisory Council on Youth.

Working Unit on Human Dignity and Social Exclusion – "Leaving for paradise ... arriv-

ing in hell" – Facilitator: Corinne Grassi

Corinne Grassi is French and lives in Strasbourg. Since a young age, she has been involved in voluntary activities, and since 1986 in international youth work, both as volunteer and trainer. She has worked mainly to develop projects on exclusion (poverty, Roma/Gypsies, disabled, "illegal" migrants) and intercultural dialogue. In the last three years, she has worked on specific issues related to the *alter-mondialiste* movement: general awareness on refugees, illegal migrants, the situation in Israel-Palestine, the absence of real decisions at the international level and the impact of the conflict in French society.

Working Unit on Violence: a phenomenon permeating all life spheres of a young person – Facilitators: Christoffer Erichsen and Goran Buldioski

Christoffer Erichsen is a 28-year-old youth consultant from Denmark. In 1993, Christoffer was a co-founder of the Stop the Violence Movement in Denmark (1993-2000) and responsible for several anti-violence campaigns and events organised by youth at risk. Since 2001, he has been the co-ordinator of the peer-group Youth Drug Counselling Programme, which is supported by the Danish Ministry of Social Affairs, and a widely used lecturer on youth issues. Since 2003, he has been a board member of the European Youth Against Violence Network (www.yav.info).

Goran Buldioski has been an Educational Advisor at the European Youth Centre Budapest since September 2000. In this capacity, he has been involved in planning, delivering and evaluating many training courses, study sessions and assistance programmes, and is co-author of the T-Kit "Training essentials". His previous experience includes involvement in youth work at national level through the National Youth Council of "the former Yugoslav Republic of Macedonia", and delivery of national and international training activities in the non-formal education sector; most of them for young people – multipliers and trainers – but also for NGO leaders and employees of development agencies and foundations. In addition to youth work he is interested in human resource management and organisational development in not-for-profit organisations. He has experience in: non-formal learning, experiential learning and learning styles, training trainers, facilitation, communication, team work, leadership, intercultural learning, organisational management and development, youth work and human rights education with young people.

Cluster 3: Culture and diversity

Chairperson: Oliver Wagner

Oliver Wagner, German, is a member of the European Educational Exchange – Youth for Understanding. He is also a history and informatics teacher in German secondary schools (Gymnasium). During 1992/1993, he participated in the Congress-Bundestag-Exchange Programme. Since then he has been an active volunteer and delegate to the National Assembly of Youth for Understanding Germany, representative to the European Youth Forum and member of the European Youth Forum's Council of Europe Affairs Commission. He is currently a member of the Directorate of Youth and Sport's Advisory Council on Youth.

Co-chairperson and facilitator for the Working Unit on inter-religious Dialogue: Sunduss Al-Hassani

Sunduss Al-Hassani is the representative of the Forum of European Muslim Youth and Student Organisations in the Advisory Council on Youth. Based in the United Kingdom, she holds a BA (Hons) in Information Technology in Society, an MA in Middle Eastern Studies from the University of Manchester and is currently finishing a Ph.D. on the "Dynamics of identity formation, the case study of the Syrian Muslim diaspora". She has lectured and presented papers on issues affecting Muslims in Britain and Europe. In addition, she has been actively involved with a wide range of youth organisations and student societies for over fifteen years.

Working Unit on Inter-religious Dialogue – Facilitator: Michael Privot

Michael Privot was born in 1974 in Verviers, Belgium. He holds a degree in oriental history and philology (Islamic studies), specialising in the comparative history of religions. He has also completed a *Diplome d' Education approfondie* (equivalent to a Master's degree) in Arabic. He is presently preparing a Ph.D. thesis on Islamic philosophy and mysticism. He has also worked as a communication trainer in an international ICT company. Since May 2003, he has been Secretary General of the Forum of European Muslim Youth and Student Organisations and is in charge of relations with the European institutions and other NGOs. He participates in the Faith Base Inter-Religious Dialogue Group of youth international NGOs, which takes place in Brussels with the support of the European Youth Forum. At local and national level, he is active in the positive development of the citizenship and social commitment of Muslim communities through involvement in inter-religious dialogue groups and civil society movements. He is also part of the "Commission des Sages", the Belgian equivalent of the French Stasi Commission on Secularism.

Working Unit on Multiculturalism and Diversity: "All different, still equal?" or racism and anti-racism – Facilitators: Alana Lentin and Aboubakar Soumahoro

Alana Lentin, EC Research Fellow, Refugee Studies Centre, University of Oxford, is a political sociologist. She completed her Ph.D., a political sociology of anti-racism in Europe, at the European University Institute in Florence in 2002. Her current research focuses on collective action against detention and deportation in the domain of immigration and asylum in Britain, Italy and Israel. She has received a two-year "Marie Curie" Individual Fellowship from the European Commission to carry out the research project entitled "'They must stay!': globalisation, immigration and collective action" within the framework of the Refugee Studies Centre, University of

25. The above material is a summary of extracts from the minutes of the 3rd steering group meeting, which took place in Barcelona on 16 and 17 August 2004 in order to evaluate the event and plan its follow-up. The evaluation meeting took into consideration data collected from participants, staff, organisers and partners of the event in compiling its conclusions.

Oxford. She continues to be committed more generally to research on "race", racism and anti-racism within a political sociological perspective. Her first book, *Racism and anti-racism in Europe*, was published by Pluto Press in June 2004. In addition, she is a member of the trainer's pool of the Directorate of Youth and Sport of the Council of Europe and has ten years of experience in international youth work, particularly in the areas of anti-racism and minority youth.

Aboubakar Soumahoro was born in June 1980 in Betroulilie/Lakota (Ivory Coast). He passed his Baccalauréat (French/Arabic) in 1999 in Abijan (Ivory Coast). He now holds a diploma in cultural mediation, and is presently attached to the Region of Campania (Italy) in a programme financed by the European Union in the framework of community policies in relation to immigration. He arrived in Italy in December 1999 and now lives in Naples. At the local level in Naples, Aboubakar is part of the "Immigrant in Movement" collective, which was created in 2001 and which brings together citizens of immigrant and local backgrounds. Its aim is to promote policies based on the affirmation of fundamental rights of citizenship and a multi-ethnic and multicultural European society. Since 2002, he has been an adviser to a deputy in the regional council of Campania on issues concerning immigration. In the context of inter-institutional activities, he has been involved in the elaboration of a regional law on income. In November 2003, he had the honour to represent the Comitato Immigrati Italia along with two other delegates at the European Social Forum, which took place in France.

Working Unit on Youth and the Unesco Universal Declaration on Cultural Diversity – Facilitators: Moe Chiba and Dulat Kasymov

Moe Chiba, 32, Japanese, is a graduate in comparative cultures from the International Christian University, Tokyo, Japan, and former cultural attaché at the Japanese Embassy in Senegal. At present, Moe Chiba works in the Division of Cultural Policies and Intercultural Dialogue, Culture Sector, Unesco and is in charge of the promotion of the Unesco Universal Declaration on Cultural Diversity and the preparation of a new convention on cultural diversity. Moe Chiba has been involved in the organisation of the following events: High Level Round Table on Biodiversity and Cultural Diversity on the occasion of Johannesburg Summit (September 2002), meetings on "Water and cultural diversity – Water and indigenous peoples" on the occasion of the 3rd World Water Forum (Kyoto, March 2003).

Dulat Kasymov, 31, is from Kyrgyzstan. Dulat graduated in linguistic studies from the Moscow State University of Foreign Languages, the Institute of Political Sciences and the Institut Supérieur de Commerce International (France). In 1995 (EYC Budapest), 1998 (EYC Strasbourg) and 2001 (Madeira, Portugal) Dulat was involved in seminars as a member of Youth for Exchange and Understanding. Since February 2003, Dulat has been a member of the Unesco secretariat, and is currently working in the Section for Youth within the Bureau of Strategic Planning.

Cluster 4: Sustainability

Chairperson: Els Meersschaert

For fifteen years, Els has been involved in youth work, as a volunteer and as a professional. At the local level, she was leader of a youth organisation, member of a youth council and member of a steering group responsible for developing local youth policy plans. She has worked in the community youth service as a youth counsellor. At national level, she worked for the rural youth organisation in Flanders, hav-

ing responsibility for training local leaders and trainers, as well as working on soli-

darity and the organisation's international activities. At present, Els represents the

International Movement of Catholic Agricultural and Rural Youth in the Advisory

Council on Youth at the Council of Europe.

Co-chairperson: Ricardo Venturini

Ricardo Venturini has a Degree in Psychology from Padova University and an MA in Family Therapy and Complex Systems from AITFS – Niguarda Hospital in Milan. He was a teacher of psychology from November 1996 at the University of San Marino. In 1986 and 1987, he was responsible for training on the theme of "Information, communication and culture" at General Directorate X of the European Union in Brussels. From April 1986 until January 1992 and from June 2000 until present, he has been the member of the European Steering Committee for Youth for San Marino.

Working Unit on Combining Economic Growth with Poverty Reduction, Social Justice and Environmental Balance – Facilitator: Xavier Baró Urbea

Xavier Baró Urbea is a member of the European Youth Forum pool of trainers, and has developed his work as a trainer in the youth field mainly in central and eastern Europe. He collaborates in the development of training activities for international youth organisations, national youth councils and the YOUTH programme (SALTO and national agencies). Since the year 2000 he has belonged to the trainers' pool of the Council of Europe's Directorate of Youth and Sport. He graduated as a geotechnic engineer from the Catalan Polytechnic University, and as an environment and water management engineer from the Ecole Polytechnique de Lorraine (France). He works in the field of environmental consultancy and sustainable development.

Working Unit on Sustainable Consumption and the Global Market – Facilitators: Pelin Ayan and Yasemin Uyar (see Appendix 2 above)

Pelin Ayan is a senior student, studying political science and international relations in Turkey. Since 2001, on a voluntary basis, she has been working for Youth Association for Habitat and Agenda 21, acting as the secretariat of the Youth Association for Habitat International Network, an independent, non-profit network of youth NGOs. During the period 2002-03, she co-ordinated relations with the UN agencies within the International Relations Department of the organisation, and was actively involved in the World Summit on Sustainable Development Youth Caucus activities. At present, she is co-ordinator of international affairs of the Youth Association for Habitat and Agenda 21.

Working Unit on Health and Sustainability – Facilitator: Eva-Liisa Luhamets

Eva-Liisa Luhamets is studying social work and social policy at the University of Tartu. Since 1999 she has worked as a Bible school teacher with children aged 6 to 12 and been a voluntary youth worker in the Estonian Evangelical Lutheran Church Tartu St Paul Congregation. From 2004 until 2007 she will be responsible for the Lutheran World Federation's youth liaison in Estonia. She belongs to the Fellowship of Estonian Evangelical Students and since 2002 has been on its board. She also carries out voluntary work in prisons (individual counselling and group work).

Cluster 5: Peace

Chairperson: Bjørn Jaaberg Hansen

Bjørn Jaaberg Hansen, Norwegian, is a senior adviser in the Department for Child and Youth Policy at the Ministry of Children and Family Affairs. He is responsible for international co-ordination and policy development in the field of children and youth. Previous experiences: Secretary General of the National Committee for International Youth Co-operation, 1973-75; Secretary General of the Council of European Youth Committees (at present, part of the European Youth Forum), 1976-78; and Secretary General of the National Committee for International Youth Co-operation in 1979. The national youth council was founded in 1980 on the basis of the National Committee for International Youth Co-operation, and he continued as Secretary General until 1983. From 1983, he has worked in Norwegian ministries responsible for child and youth policies (national and international). He has been the Norwegian representative on the European Steering Committee for Youth since 1989 and chairperson during the period from 2001 to 2003.

Co-chairperson: Renaldas Vaisbrodas

Renaldas Vaisbrodas, 22, Lithuanian, has a Bachelor of Political Science from Vilnius University. Renaldas' background is in the Lithuanian school students' union movement and Lithuanian liberal youth. Renaldas was International Secretary of the National Youth Council of Lithuania from 1999 to 2002 and Vice-Chairperson of the Council of Europe's Advisory Council on Youth, representing the National Youth Council of Lithuania from 2000 to 2002. Currently, Renaldas is Vice-President of the European Youth Forum, and is responsible for institutional relations with the Council of Europe.

Working Unit on the Culture of Peace – Facilitator: Teresa Cunha

Peace activist since the 1980s, youth leader and trainer in non-formal education, Teresa Cunha is currently a professor in the Education College of Coimbra, member of the Peace Research Centre of the University of Coimbra and President of the NGO Youth Action for Peace – Portugal (www.ajpaz.org.pt). During the last three years, she has been involved in the World Social Forum.

Working Unit on Conflict Transformation – Facilitator: David Gvineria

David Gvineria, 28, Georgian, is currently the member of the European Youth Forum's bureau responsible for youth work development and training. Actively involved in youth work since 1996, he was Secretary General of the National Council of Youth Organisations of Georgia during the period from 1998 to 2002. Since 1997, he has been active in the European youth training field as a freelance trainer.

Working Unit on Peace Education – Facilitator: Hakki Camur

Hakki Camur, Turkish, is a high school teacher, adviser to the national agency on EU youth programmes and a freelance trainer. He studied physical education, holds a Master's Degree in Sports Pedagogy, and is a Ph.D. student in adult education at Ankara University. He is member of the Anatolian Scout Association and the Turkish Youth Association. He is also member of the Adolescent and Scout of the World Programme Committees in the World Organisation of the Scout Movement. For the past six years, he has run training courses on leadership, conflict management, project development and peace education.

Working Unit on Human Security versus Global Insecurities: Joan Cortinas Muñoz

Joan Cortinas Muñoz is a sociologist. He received an MA in Ethnic Studies from the University of Paris VII in 2000. He is currently finishing a Ph.D., at the Ecole des Hautes Etudes en Sciences Sociales in Paris, on ethnic and racial discrimination processes in the labour market access of Gypsies and Moroccans in Spain. He has presented papers on racism and discrimination in different congresses of sociology. He received an MA in Conflict Resolution in 2002 from the Unesco Chair of Peace and Human Rights at the Universitat Autonoma de Barcelona. Since 2001, he has worked as an external expert in peace education issues for different international organisations (Unesco, IYHF etc.). He has run training courses in conflict transformation – for Unesco's Youth Section – in several countries (Haiti, Thailand, France, etc.). He is currently interested in exploring the role of international organisations in peace-building processes in war-torn societies.

Cluster 6: Education and employment

Chairperson: Alexandros Liakopoulos

Alexandros Liakopoulos, 26, is a Greek trade unionist who is currently the President of the Youth Committee of the European Trade Union Confederation and member of the Council of Europe's Advisory Council on Youth. He has a degree in international and European economic and political relations from the University of "the former Yugoslav Republic of Macedonia", Salonika, Greece, and a Master's Degree in European Politics from the Free University of Brussels. Currently, he is also preparing his Ph.D. on the international economic and political order under the title "Globalisation and regional integration processes: parallel or opposite tendencies?" at the University of Athens. Concerning his "youth" engagement, he has been involved with youth matters for the last twelve years in various capacities: from student to political youth movements and then the trade unionism of young people, and was active at all levels: from the local to the regional, national and international. During the last four years he has also been a member of the National Social Forum and has taken an active part in the European Social Forum in Genoa, Florence, Salonika and Paris.

Co-chairperson: Christine Heinze

Christine Heinze, German, is the representative of the International Federation of Business and Professional Women in the Advisory Council on Youth. During the last thirteen years of her membership, Christine established and implemented the Leadership Programme "Young Business and Professional Women" within Business and Professional Women Germany (1996-99) and Young Business and Professional Women Europe (1999-2001). In addition, she developed, established and implemented a mentoring project within Young Business and Professional Women Germany, which helps to manage the diverse generations within the organisation and ensures that non-formal knowledge of women is handed over to the next generation. In 2001, her first book entitled *Frauen of Erfolgskurs mit Mentoring* (Women on course for success with mentoring) – publisher Herder Verlag – appeared. Christine holds the post of representative of Young Business and Professional Women to the United Nations in New York. Christine was recently awarded the first prize as "Outstanding Young Business and Professional Women Leader" at the 24th International Congress of Business and Professional Women International in Melbourne, Australia. Based in Frankfurt, Christine holds a degree in banking, is

employed by one of the main German banks as Liaison Manager for banks in China, Hong Kong and Macao and has working experience in the United States and Japan. She has been involved in their management training programme since 2001.

Working Unit on the Importance of Non-Formal Education – Facilitator: Pascale Boulanger

Pascale Boulanger, 28, from Belgium, has an MA in translation (English-Dutch – French mother tongue) and a postgraduate diploma in European studies. She has been working for the World Organisation of the Scout Movement since 2000, where she currently holds the position of Deputy Director for External Relations (European Region). On a voluntary basis, Pascale is bureau member of the European Youth Forum and is responsible for the youth issues of certain policies and more specifically education (informal, non-formal and formal), European Union funding and active citizenship. She has also been an active member of the NGO "Opération Villages Roumains" for thirteen years now.

Working Unit on Information and Communication Technologies (ICTs) – Facilitators: Miriam Lexmann and Karina Chupina

Miriam Lexmann works as a freelance trainer for European institutions, NGOs and other civil society bodies, and is a member of the pool of trainers of the Council of Europe and the European Union. She graduated from the Faculty of Philosophy at Comenius University, Bratislava. Miriam completed two semesters at the University of Vienna, studying political science and international relations, and one semester in the Department of Sociology at the University of Roskilde, Copenhagen. She has been actively involved in the NGO sector for more than ten years. She was a member of the Bureau of the National Youth Council of Slovakia, from 1993 to 1996, the European Youth Forum Bureau, from 1996 to 1998, and the Council of Europe's Advisory Council on Youth, from 1998 to 2000. Miriam was also very much involved in the development of the NGO sector in Slovakia as the co-ordinator of the *Gremium* of the non-profit sector. Other professional experience includes: external PR and marketing consultant, the SITA news agency, and currently Bratislava Culture and Information Centre executive manager, where she is mainly responsible for the structural change and development of Bratislava's cultural policy and development of international co-operation.

Karina Chupina, 24, Russian, lives in St Petersburg where she is a freelance journalist for English-language and Russian publications, trainer and author of articles on such topics as minority youth participation, mass media, human rights education, disability and social inclusion. She is a member of the pool of trainers of the Council of Europe's Directorate of Youth and Sport. Karina is currently finishing her thesis on "Information policy of European institutions and disability rights" as part of her MA in International Journalism. She already has a diploma in interpretation in the field of professional communication. She is an alumna of the US Department of State's Freedom Support Act and Internet Access and Training Programme and has recently completed her project on Internet training programme for students with disabilities in the north-western region of the Russian Federation. Karina has been Vice-President of the International Federation of Hard of Hearing Young People since 2000 and has been involved in local and international volunteer youth work for more than five years. Since 2002 she has been a project co-ordinator and trainer for the European Human Bridges integrated network. Her other responsibilities include

volunteering as press secretary and project co-ordinator for the Assistance Fund for Disabled Children and Youth in the Russian Federation.

Working Unit on Avoiding Marginalisation of Refugees: Access to Education and Employment – Facilitator: Jacinta Goveas

Jacinta Goveas has been with the UNHCR since 1994, working in Africa, Asia and Europe as Community Services Officer, and in Iran as External Relations Officer. She is presently based at UNHCR Headquarters in Geneva, where she is the Senior Regional Adviser on Refugee Children with the Europe Bureau. She had been involved in training, facilitating and teaching for a number of years prior to joining the UNHCR and continues to engage in those activities through her role in the UNHCR.

Working Unit on From Education to Employment – Facilitator: Juliane Bir

Juliane Bir is French and 27 years of age. Training: state diploma of social assistance and first degree in industrial relations. She presently works as an adviser to the European Confederation of Trade Unions on the following issues: youth policy, the social responsibility of businesses, social dialogue of accession countries and immigration. She was a member of the Bureau of the European Youth Forum and the Presidium of the Youth Convention (2002).
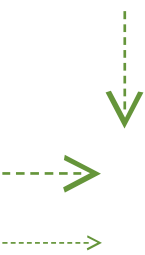
Appendix 4. – Evaluation of the Europe, Youth and Globalisation event [25]

Introductory remarks

The steering group felt it was important to focus on two main dimensions during the evaluation process – the internal implications of the event for improved performance of the Directorate of Youth and Sport and the external implications for partnership, visibility and the promotion of the youth sector's values raised by the event. While many appreciated the institutional perspective that such an event provides, it was noted that elements of the co-management system, in particular intergovernmental co-operation, were not visible enough and some organs of the Council of Europe institutional system were absent – for example, the Committee of Ministers and members of the Parliamentary Assembly. On the external side, the involvement of the European Union was missing.

It was also noted that in governmental circles, there is increased discussion of the idea of the Council of Europe concentrating on certain particular topics in which it has most competence. In terms of strategy it may, therefore, not be a good idea to speak generally about "globalisation". The idea of working out a follow-up strategy that integrates and mainstreams the global dimension into all aspects of our programme was considered the most pragmatic.

Finally, it was noted that holding an event called "How big is your world?" has implications for the scope of the future work, which should no longer be limited to Europe. Further, it was noted that work needs to be done to systematise institutional relations so as to be in a better position to put forward a global message. Existing mechanisms, such as the co-operation with the North-South Centre of the Council of Europe, can be very effective for this and should be consolidated.

Evaluation of the programme of the event

Opening session

The programme of the opening was too full, with too many "highlight" speakers and institutional representatives in a short space. It would have been more effective to distribute them throughout the programme of the event. Unfortunately, co-management, as a concept and as a model of governance, were not sufficiently visible in the opening session. It was noted, however, that some of the procedures for representation do not favour innovation, creativity and good practise in running a discussion. When it comes to speaking time, the somewhat *laissez-faire* approach to the management of time during the opening session led to a loss of control of the discussion. It was also considered a mistake not to introduce the steering group and its role in the development of the event at this point. It was noted that it is sometimes better to have one brilliant speaker, with whom the participants can identify and who is competent for the task, than to invite several representatives to take the floor in such a context. If that person is chosen by mandated representatives, this should not pose a political or legitimacy problem.

Keynote speakers

The inputs of the keynote speakers were considered highly complementary and were considered to respond to the needs of participants and the objectives of the ses-

sion. It was felt that by this choice the event did not impose any one political orientation on the discussion. Nevertheless, including two speakers of such a profile pushed the time frame of the session to its limits and eliminated any possibility for real engagement with participants. It was noted that the content of the inputs represented very well the global debate and the issues on the agenda.

MDG panels

Due to the time constraint, it would have been better not to hold the MDG panels immediately after the opening session. Nevertheless, it was considered useful to frame a more in-depth discussion of specific issues by using the goals, as the themes are considered a good filter for more general discussions. It might also have been interesting to develop reflection on the MDG strategy itself. Unfortunately, the specific objective of those panel discussions – that participants have a chance to express their personal concerns – was not achieved due to the time constraints. Nevertheless, participants took the opportunity to make reference to the items they wanted to raise but did not have a chance to during the opening. It was noted that often leaving the floor open favours only those young people who are already empowered and have significant confidence. Even if this is the case, it is a sign of inconsistency that the organisers did not realistically plan space for participants to express themselves and reflect individually. It was considered a missed opportunity that some personalities invited for these panels, such as Aminata Traore, were not used to the maximum of their potential for the whole event.

Village forum

While the concept is considered very innovative and something to work with, the practice of the village forum left a lot to be desired. This is "a yes, but ... activity". It became an information point rather than an animation point, and its intended "bottom-up" participative dimension did not materialise. For such an activity to be viable, there is a need to co-operate in the establishment of the activities and it needs in-depth preparation with participating organisations (such as the preparation that was conducted with the cluster and working unit leaders). Two technical things also played a part: the weather was very bad, which made the activity less attractive, and it was very expensive to participate and run, which made additional preparation difficult. Nevertheless, it was noted that this activity provided the whole event with a "magical" image and very important visibility would have been lost without it.

Cluster groups and working units

The clusters and working units were the most exciting and important places for participant discussion, the core of the event in content terms and the place of the real freedom for participants to explore. However, this was the most difficult part of the programme to document and to mirror in the plenary discussions. The relationship of the general oral report to the cluster and working unit discussions was not sufficiently explained and this caused unrealistic expectations concerning how those discussions would be reflected in the report. It was also noted that it was not clear if the steering group had always recruited the right people to do the job. In relation to the clusters, efforts were made to balance out the representation by putting people into the positions of chairpersons and co-chairpersons, but not all of them were entirely competent in the theme of their cluster or in terms of delivering a programme. This also led to a loss of interactivity. It was also noted that, in some cases,

the communities of concern regarding the issues being addressed were not put in the position of representing those issues. It was unfortunate that for some of the themes addressed (in particular, non-formal education), the accumulated knowledge of the sector was not used by many of the cluster and working unit facilitators. To satisfy the needs of representation, interactivity was lost. Nevertheless, it was very good to have such a diversity of working unit topics – it was a "main attraction" for the participants.

Closing inputs and closing ceremony

The overall impression of the closing session was very positive, in comparison to that of the opening. It was kept as light as possible and to an extent helped participants to identify with the event as a whole. Nevertheless, the role of the general rapporteur and his oral report in the context of the whole event were not clear enough and this created a certain amount of dissatisfaction during the closing session. It was also noted with some disappointment that the closing statements of the representatives of the Council of Europe were not very good or relevant. It was very important to open up the floor to participants' comments and concerns, but it would have been even better with a bit more time. CIRCOM youth can be congratulated for their excellent work – the videos demonstrated a good understanding of the event as such and the delivery was very professional.

Social events

Overall the social events were highly appreciated and thoroughly enjoyed. A couple of noteworthy criticisms, however, have to be pointed out:

• the approach of the catering company, Eurest, to profiting from the social activities at the event is considered scandalous, with particular criticism being launched for the terrible quality of service and high prices at the farewell evening. In addition, the lack of sufficient refreshments at the welcome evening was also mentioned. A formal complaint and avoiding the use of a multinational company for such an event in the future were both suggested;
• better consideration of the individual needs and concerns of disabled participants and consultation with them would have avoided the problems that were encountered. The staff of the Directorate of Youth and Sport need to be more sensitive to such situations;
• the farewell party ended too early and the bus transport back to the hostels was immediately provided. This was not very good for the atmosphere.

Finally, the concept of the Strasbourg Discovery Evening was considered very innovative and in practice it was a very good experience for organisers and participants alike. It should be used in future activities.

Methodology

It was noted that the event and the smooth running of the programme would have benefited from the appointment of one chairperson for the whole programme. This person would have had both the representativity required and would have acted as the procedural manager of the programme. This would have provided more security to the participants overall, and would have given them a common point of reference. The reporting system and the role of the general rapporteur needed to be better developed and explained. A fourth programme day could and would have been useful. It is noted that the original concept of the event before budget constraints

set in was five working days. In addition, the steering group and Secretariat took on too many tasks.

Technical points of evaluation

The service provided by Eurest was more than poor – it was scandalous. The comments of participants concerning the lack of sustainability demonstrated by both Eurest and the Council of Europe in general should be taken into account. The organisation of such an event in a large bureaucracy, such as that of the Council of Europe, is far from ideal. It was constantly necessary to find ad hoc solutions to get around the institutional barriers to organising the event put in place by other parts of the administration. As in the case of previous youth sector events, the institution was unable to provide reasonable material and human resources for running the event, whilst exploiting to the utmost the work-force of willing members of staff in a completely unacceptable manner. A reasonable time frame for planning such an event is a minimum of two years. The statutory bodies need to take better into account the real feasibility, in terms of workload and financial burdens, when initiating such events.

Nevertheless, it was noted that such events are very good for the cohesion of the youth sector, even if only in the short term, as they provide a great moment and experience of motivation for Directorate of Youth and Sport staff who generally work alone in a sectoral fashion. In addition, such events are important to provide impetus to the aims and mission of the Council of Europe. Further, such events are the occasion for the creation of new external partnerships and the consolidation of old ones.

Noteworthy for participants was that the Council of Europe is one of the only institutions that provides such a space for young people and lets young people in to discuss issues of burning societal importance. It was, however, considered unfortunate, as in previous cases, that it was not possible to mobilise the entire Council of Europe system in the event. Synergy with other sectors of the Council of Europe involves hard work and the event did not have enough human resources to bring more sectors in. Had there been someone to work on that more systematically, it would possibly have guaranteed more partnerships and a greater contribution of the Council of Europe sectors. Politics has a bearing on this too. It was believed that both the Dutch and Norwegian presidencies would make large contributions to the event. These assumptions were instrumental in the event's initiation. However, both presidencies changed their priorities and, as a result, the Committee of Ministers was not present. This caused lesser interest in the event among other directorates general and sectors of the Council of Europe.

Evaluation of the event's aims and objectives

The steering group took some time to discuss the extent to which they felt the different objectives of the event were fulfilled in actual fact and in relation to the evaluation discussion held previously. On this basis, they also assessed the extent to which the aims of the event were addressed, namely:

Objective 1: to enable young people and representatives of youth organisations, from Europe and beyond, and the Council of Europe to understand and develop an informed awareness of globalising processes, the place of international institutions and civil society in such processes, and to network the capacities, practices and approaches of young people and youth organisations in this relation:

• in part this objective has been fulfilled, in particular as the event provided a space for the different groups mentioned to meet and discuss. Nevertheless, as regards the Council of Europe, the event itself has not been so important. In fact, it is rather through the follow-up that the event might be able to influence Council of Europe policy or action. For example, the 3rd Summit of Heads of State and Government of the Council of Europe is a target. Ensuring that one sentence on youth and global agendas is included in the declaration arising from the summit would be a very positive outcome. This would be a very strong message and an opening to further policy developments inside the Council of Europe and the youth sector. To achieve this it is necessary to develop a process by which the outcomes of the event are linked into the policy priorities of the institution itself. At that moment, it becomes more feasible to invite the organs of the Council of Europe to act on these issues. It was noted that the event also contributed to the debate on the issue of good governance, which for several governments in the Council of Europe is key.

Objective 2: to gather contributions from young people and youth organisations with a view to debating the potential content of a specific Council of Europe policy on global processes and its possible future implementation:

• it was not possible to fulfil this objective explicitly during the event as such, because the time available for it was not sufficient. It was possible to provide some direction, but there was no space for a specific discussion of this in more depth with all or even some participants. It is, however, possible to extrapolate and interpret some ideas on this in the discussions in the steering group based on the feedback received and the documentation available from the different working units and clusters. The identification of new priorities is essential in actually ensuring a link between Council of Europe policy and the event. The exercise of gathering opinions and issues of concern (in the application forms, in the event during the discussions and from the evaluations, other information gathering from clusters, etc.) has been ensured but only in a documentary fashion. As such it can only be used as reference material for further development.

Objective 3: to consult and discuss with young people on the role of the Council of Europe in the international institutional architecture in relation to global phenomena and the changing context of international relations:

• this was intended by the steering group. A number of processes were developed in the event through the involvement of certain actors (namely, the World Bank and CIVICUS). The youth sector actors were all represented, but there was a lack of institutional implementation, for example, the absence of the EU in the activity. At that level, this objective is, in fact, an ongoing mission. At the individual level and among participants, this was the very content of the discussions in which they took part;

- there are many statements from the clusters and working units on this theme. Participants developed positive energy in seeing an institution being so open to the concerns of young people. It is necessary to continue to work with that positive energy. There is a need to break down stereotypes in young people's visions of the international architecture and institutional actors. The Council of Europe can be given as an example of the fact that globalisation can be "given rules" – the taming of globalisation through regulation, ethical discussion and other than economic dynamics. It seems that this message has got through to quite a number of participants, because these issues were raised in the clusters and working units and are mentioned in their reports. The participants compared the way that the Council of Europe deals with the world and values expressed through the working methods and decision making of the Council of Europe with those of other institutions, and the Council of Europe has come out well;
- the European Union does not have a clear mandate on this issue, so their absence is not a judgment on the event – rather a clear indication of the institutional character of the European Union that mitigates against proper participation of the Commission in activities related to the theme of globalisation. Experts in the research field could have been present on the content side, from the European Union and other institutions. Getting the Commission to commit to certain specific projects will probably not be possible due to their lack of a working mandate in this field. If a mistake was made in relation to the European Union, it was that not enough effort was made to involve the European Parliament.

Objective 4: to improve the visibility of the youth sector of the Council of Europe and of youth organisations, and to provide them with the opportunity to network and develop partnerships on global processes, within the framework of an overall approach of mainstreaming youth issues:

- the steering group agreed that the visibility of the youth sector had been increased in the eyes of other institutions, the participants and the Council of Europe as a whole. However, the event was of too specialised a nature to be able to make a significant impact on the general press or the "outside world".

Aim 1: to provide young people and representatives of youth organisations with the opportunity to enter into dialogue with each other, experts and policy makers on young people's experiences and perceptions of life in the context of globalisation in Europe and the world. In relation to the above aim, the steering group concluded that:

- it was regrettable that the knowledge of the European Steering Committee for Youth (CDEJ) was not better represented in the event. It is not clear how far governments can participate in such flagship events through the co-management system alone. Is it possible to develop large-scale events that can include the needs of the governmental side in terms of capacity building and participation? In this respect, the Advisory Council on Youth would have to have a more active role in convincing the governments to get involved;
- much of the key work with governments is bound to persons and their attitudes in the work that is done – the roles can get blurred. The event went as far as it could in involving intergovernmental co-operation, but representatives of governments have difficulties in mobilising their ministries and governments to understand the relevance of their experiences in the context of such an activity. Therefore, it has to be ensured that the results of the event are translated into

the national level discussion and that national level discussions can have an impact on the follow-up. It would have been an added value for the event to provide space for the presentation of specific national competencies and experiences;

- some key issues in the Directorate of Youth and Sport agenda did not appear in a very visible manner – violence, non-formal education, etc. – and youth research knowledge and the research agenda was largely missing from the event.

Aim 2: to provide young people, youth organisations, governments, international organisations and other actors of the youth sector with the opportunity to create a common platform, political messages and effective actions on the effects of globalisation on the lives of young people, stressing the promotion of good governance and the globalisation of human dignity. In relation to the above aim, the steering group concluded that:

- the opportunity was indeed provided;

- the message of the need to globalise human dignity and good governance was stressed again and again throughout the programme and discussions;

- however, it was not possible to develop a common political message in the context of the event. The steering group concluded that although this was not the role of the event, a common political approach was to be observed in the clear demand from the participants for a more human approach to globalisation.

Additional evaluative comments and conclusions

It was noted that the level of participation – despite the length of travel to Strasbourg, difficulties of getting around in Strasbourg, dispersal of activities and the awful weather – was rather impressive. The atmosphere and relations between the staff of the Council of Europe and participants was very good. Thankfully, the event did not reinforce the prejudices of the staff towards young people. In some cases, it even changed some people's ideas about young people, which were quite negative and stereotypical (security, etc.). The staff of the Directorate of Youth and Sport and the volunteers were very helpful and this created a very good atmosphere.

Appendix 5. – Members of the event's steering group[26]

Representatives of governments

Belgium

Daniel Menschaert
Chairperson of the European Steering Committee for Youth (CDEJ)
Directeur de la Jeunesse
Ministère de la Communauté Française
Rue du Commerce, 20-22
B-1080 Brussels
Belgium

Republic of Belarus

Marina Philipyuk
Head of Sector
Department for Youth Affairs
Ministry of Education of the Republic of Belarus
40-70 K. Marx Str.
BY-220030 Minsk
Belarus

Serbia and Montenegro

Ana Vlajkovic
Head of Youth Section
Ministry of Education and Sports
Zahumska 14
CS-Belgrade 11 000
Republic of Serbia

Switzerland

Anna Volz
Service de la Jeunesse
Office Fédéral de la Culture,
Département Fédéral de l'Intérieur
Hallwylstrasse 15
CH-3003 Berne
Switzerland

Representatives of the statutory bodies

Programming Committee on Youth

Heather Roy
WAGGGS Europe Office
Avenue de la Porte de Hal, 38
Boîte 1
B-1060 Brussels
Belgium

Advisory Council on Youth and İnternational Non-governmental Youth Organisations

Emil Kirjas
International Federation of Liberal Youth
PO Box 781
B-1000 Brussels
Belgium

Giuseppe Porcaro
European Scout Region
World Organisation of the Scout Movement
Avenue de la Porte de Hal, 38
B-1060 Brussels
Belgium

Yasemin Uyar
Youth Association for Habitat and Agenda 21
Fulya mahallesi
Mevlut Pehlivan Sokak No. 8A/2
TR-80290 Mecidiyeköy
Istanbul
Turkey

Renaldas Vaisbrodas
Vice-President
European Youth Forum

Karolina Frischkopf
Bureau member for global issues
European Youth Forum

Kélig Puyet
Responsible for Council of Europe
European Youth Forum

Ana Felgueiras
Responsible for global issues
European Youth Forum

European Youth Forum
Rue Joseph II, 120
B-1000 Brussels
Belgium

General rapporteur

Guillaume Légaut

WOSM European Scout Region

Avenue de la Porte de Hal, 38

Boîte 1

B-1060 Brussels

Belgium

North-South Centre of the Council of Europe

Marcos Andrade

Global Education and Youth Unit

North-South Centre of the Council of Europe

Avenida da Republica, 229-4

PT-1250 142 Lisbon

Portugal

Directorate of Youth and Sport of the Council of Europe

Peter Lauritzen, Head of Division for Education, Research, Communication and Documentation

Jean-Philippe Restoueix, Administrator

Yael Ohana, Educational Advisor

Amelie Teisserenc, Programme Assistant

Directorate of Youth and Sport

30, rue Pierre de Coubertin

F-67000 Strasbourg

France

Appendix 6. – List of participating organisations and partners

Action Jeunesse
actionjeunessemaroc@yahoo.fr

AIESEC International
Teilingerstraat 126
NL-3032 AW Rotterdam
The Netherlands
www.aiesec.org
info@aiesec.org

Albanian Family Planning Association
afpa@albaniaonline.net

Amnesty International Kyrgyzstan
c/o International Secretariat
1 Easton Street
GB-London WC1X 0DW
United Kingdom
www.amnesty.org
http://web.amnesty.org/contacts/index/eng-000

Armenian Ministry of Culture and Youth Affairs
Government Building 3
Republic Square
Yerevan
Armenia
dpcv@netsys.am

Arthur – Trent University Student and Community Newspaper
Arthur Newspaper
Suite 104
751 George Street North
ON – K9H 7P5 Peterborough
Canada
www.trentarthur.info/archives/contact.html
editors@trentarthur.info

Asia Pacific Student's Association for International Development (ASA)
B, 2/F, Wang Cheong Building
249-253 Reclamation Street
Kowloon
Hong Kong
asasec@netvigator.com

Associacao Juvenil Rota Jovem
Largo do Mercado 2750-431
Cascais
Portugal

www.rotajovem.com
rotajovem@hotmail.com

Association des Etats Généraux des Etudiants de l'Europe (AEGEE)
Rue Nestor de Tiere, 15
B-1030 Schaarbeek/Brussels
Belgium
www.aegee.org
headoffice@aegee.org

Association des Jeunes Méditerranéens pour les Echanges Culturels (AJMEC)
Residence Jeunesse 21
La Corniche
Sousse
Tunisie
ajmec@voila.fr

Association "é. change!"
10, place Geoffroi Velten
F-67170 Brumath
France
www.ofaj.org/part/echange
asso.echange@wanadoo.fr

Association Nationale des Conseils d'Enfants et de Jeunes (ANACEJ)
105, rue Lafayette
F-75010 Paris
France
www.anacej.asso.fr
info@anacej.asso.fr

ATD Fourth World
F-95480 Pierrelaye
France
information@atd-fourthworld.org

Ateneo-Harvard Project for Asian and International Relations (HPAIR)
PO Box 380032
Cambridge, MA 02238
United States of America
www.hpair.org
hpair@hpair.org

Azerbaijan Youth Euro-Atlantic Organization (AYEAO)
ayeao@yahoo.com

Belarus National Council of Youth and Children's Associations (RADA)
40-34 Karl Marx Str.
BY-220 030 Minsk
Belarus
rada@user.unibel.by

Bokk Jang – JEF Senegal

c/o Jef Europe
Chaussee de Wavre, 214d
B-1050 Brussels
Belgium
www.jef-europe.net
info@jef-europe.net

Burundi Youth Training Centre (BYTC)
Rohero II
Avenue Mugamba, 30
BP 7031
Bujumbura
Burundi
contact@bytc.bi

Catalan National Youth Council (CNJC)
Pl. Cardona, 1-2, baixos
E-08006 Barcelona
consell@cnjc.net

Centre Régionale d'Information Jeunesse
17, rue de Metz
F-31000 Toulouse
France
www.crij.org
crij-tlse@crij.org

Centre Socio-Culturel d'Elsau
6, rue M. Grünewald
F-67200 Strasbourg
France
www.fd67.centres-sociaux.org/LesCentres/LAnnuaire/cartecus/elsau/elsau.htm
csc.direction@elsau9tel.com

Centro de Estudios Rurales y de Agricultura Internacional (CERAI)
www.cerai.es
comunicacion@cerai.es

Children's International Summer Villages
MEA House-Ellison Place
GB-NE1 8XS Newcastle-upon-Tyne
United Kingdom
international@cisv.org

Christian Democratic Youth of Ukraine
http://cdy.iatp.org.ua/english.htm
or
c/o DEMYC
Gl. Skaarupvænge 4, 1
DK-5700 Svendborg
Denmark
www.demyc.org
demyc@demyc.org

Citizens Youth Commission

cyct16@hotmail.com

CLAPEST

Comité de Liaison d'Associations pour la Promotion des Immigrés en Alsace

76, avenue des Vosges

F-67000 Strasbourg

France

clapest@clapest.org

CNAJEP

Le Comité pour les Relations nationales et internationales des Associations de Jeunesse et d'Education populaire

15, passage de la Main d'Or

F-75011 Paris

France

cnajep@cnajep.asso.fr

Comité de Juventud de la Comisión Costarricense con la Unesco

393-2050 San Pedro de Montes de Oca

Costa Rica

comision@unesco.or.cr

Conseil des Jeunes de Strasbourg

www.cdj-strasbourg.org and www.anacej.asso.fr

cdj@cus-strasbourg.net

Consejo de Juventud del Paraguay (CJP)

c/o Consejo Nacional de la Juventud del Paraguay (CNJ)

Scout del Chaco C

Mariscal Estigarrabia, Fernando de la Mora

Asunción

Paraguay

Consejo de la Juventud de España (CJE)

C/Montera 24 – 6a planta

E-28013 Madrid

Spain

www.cje.org

Consejo de Participatión de la Juventud
Consejo Nacional de la Juventud (CONAJU)
Calle Andrés Reyes 386
San Isidro
Peru
www.conaju.org.pe
cnj@cnj.gob.pe

Consorizio Solidarieta Sociale
www.cssparma.it

Crossing Borders
c/o International People's College
Copenhagen, Denmark
www.crossingborder.org
cb@crossingborder.org

Cyprus Youth Council for International Co-operation (CYCIC)
Office 106
41, Th. Dervi Str.
CY-1066 Nicosia
Cyprus
cycic@cyprusyouthboard.org

Danish Red Cross Youth
PO Box 2600
DK-2100 Köbenhavn Ö
Denmark
www1.drk.dk
drk@drk.dk

Danish Youth Council
Dansk Ungdoms Fællesråd (DUF)
Scherfigsvej 5
Denmark
www.duf.dk/web/data.nsf
duf@duf.dk

Dialogue Lab
www.dialogue-lab.org
info@dialogue-lab.org

Dutch Youth Council
Maliebaan 127
NL-3581 CK Utrecht
The Netherlands
internationaal@jeugdraad.nl

Ecumenical Council of Churches (Czech Republic)
Donská 370/5
CZ-101 00 Prague 101
Czech Republic
ekumrada@iol.cz

Ecumenical Youth Council in Europe (EYCE)
Rue du Champ de Mars, 5
B-1050 Brussels
Belgium
general.secretary@eyce.org

Estonian School Students Councils Union
Koleri 8
EE-10150 Tallin
Estonia
www.escu.ee
escu@escu.ee

European Committee for Young Farmers' and 4H Clubs
Schauflergasse 6
A-1014 Vienna
Austria
ecyf4hc@pklwk.at

European Confederation of Youth Clubs (ECYC)
ECYC Secretariat
Ommeganckstraat 85
B-2018 Antwerp
Belgium
info@ecyc.org

European Educational Exchanges – Youth for Understanding (EEE-YFU)
Fleminggatan 21
S-112 26 Stockholm
Sweden
office@eee-yfu.org

European Federation for Intercultural Learning (EFIL)
Avenue Emile Max, 150
B-1030 Brussels
Belgium
info@efil.afs.org

European Human Bridges
c/o Eugen Gherga
Intercultural Institute Timisoara
eugen.gherga@intercultural.ro

European Law Students Association (ELSA)
Boulevard Général Jacques, 239
B-1050 Brussels, Belgium
elsa@brutele.be

European Network of Animation (ENOA)
Rua do Alviela, nº 66
Mato – Cheirinhos
P-2775 S. Domingos de Rana
Portugal
empada_com_mayo@hotmail.com

European Non-Governmental Sports Organization (ENGSO)
General Secretariat
Deutscher Sportbund dsb
Otto-Fleck-Schneise 12
D-60525 Frankfurt-on-Main
Germany
rydzy-goetz@dsb.de

European Trade Union Confederation (ETUC)
International Trade Union House
Boulevard Roi Albert II, 5
B-1210 Brussels
Belgium
www.etuc.org
etuc@etuc.org

European Youth Card Association (Euro‹26)
Füge utca 6. Mf. 4
H-1022 Budapest
Hungary
www.eyca.org
mail@eyca.org

European Youth Forum (EYF)
Rue Joseph II, 120
B-1000 Brussels
Belgium
www.youthforum.org
youthforum@youthforum.org

Fédération des Mouvements et Association de Jeunesse et d'Enfance de Côte d'Ivoire (FEMA-JECI)
Konagagota 11
100 Thorshavn 20
BP 798
Faroe Islands
Ivory Coast

Fédération International des Mouvements Catholiques d'Action Paroissale (FIMCAP)
Kipdorp 30
B-2000 Antwerp
Belgium
www.fimcap.org
info@fimcap.org

Fédération Ivoirienne de Scoutisme Féminin
World Bureau
World Association of Girl Guides and Girl Scouts
Olave Centre
12c Lyndhurst Road
GB-NW3 5PQ London
United Kingdom
www.wagggsworld.org
wagggs@wagggsworld.org

Federation of Young European Greens (FYEG)
ASP 08 G 138
European Parliament
Rue Wiertz
B-1047 Brussels
Belgium
www.fyeg.org
fyeg@europarl.eu.int

Finnish Youth Co-operation (ALLIANSSI)
Olympiastadion
Eteläkaarre
FI-00250 Helsinki
Finland
info@alli.fi

Foro Latinoamericano de Juventud (FLAJ)
Technical Secretariat
c/o Juan Carlos Rodríguez
Foro Juvenil de Uruguay
Calle Maldonado 1260
UY-CP 11 200 Montevideo
Uruguay

Forum of European Muslim Youth and Student Organisations (FEMYSO)
Rue Archimède, 50
B-1000 Brussels
Belgium
www.femyso.org
info@femyso.org

Friends World Program
403A Holloway Road
GB-N7 6HJ London
United Kingdom
www.southampton.liu.edu/fw
fwec@cix.co.uk

Fundación Arte Viva
Fernando el Santo, 3 – 1ª planta
E-28010 Madrid
Spain
informacion@arteviva.org

Fundación Chol – Chol
Rengalil, Km 16 Camino Temuco-Imperial
Casilla 45
Temuco
Chile
www.cholchol.org
info@cholchol.org

Greek Youth Hostel Association
75 Damareos Street
Athens
Greece
y-hostels@otenet.gr

Grupo de Inclusión y Desarrollo
Universidad Simón Bolívar
Venezuela
www.usb.ve

Helsinki Citizens' Assembly
Inonu Cad. No. 77/13
Gumussuyu
Beyoğlu
TR-34437 Istanbul
Turkey
www.hyd.org.tr
info@hyd.org.tr

Helsinki Committee for Human Rights in Bosnia and Herzegovina
Ante Fijamenga 14b
Sarajevo
Bosnia and Herzegovina
www.bh-hchr.org/index2.htm
info@bh-hchr.org

Humana Global
320, rue Saint-Honoré
F-75001 Paris
France
http://centro.humanaglobal.org/
mail@humana-global.org

Hungarian Students Union from Kolozsvár (HSUK)
Str. Avram Iancu 21
RO-3400-Cluj
Romania
office@kmdsz.soroscj.ro

L'Institut de Droit Européen des Droits de l'Homme (IDEDH)
Bureau 1.25
Bâtiment 1
39, rue de l'Université
F-34060 Montpellier Cedex 1
France
www.univ-montp1.fr
idedh@univ-montp1.fr

Instituto Nacional de la Juventud (INJUV)
Dirección Nacional
Agustinas 1564
Santiago
Chile
www.injuv.gob.cl

Intercultural Institute of Timisoara
Bd. 16 Decembrie 1989 nr. 8
RO-300173 Timisoara
Romania
iitm@mail.rdstm.ro

International Committee of the Red Cross Brazil
c/o International Secretariat
19, avenue de la Paix
CH-1202 Geneva
Switzerland
listproc@list.unicc.org

International Cultural Youth Exchange (ICYE)
Große Hamburger Str. 30
D-10115 Berlin
Germany
www.icye.org
icye@icye.org

International Falcon Movement – Socialist Educational International (IFM-SEI)
Rue Quinaux, 3
B-1030 Brussels
Belgium
www.ifm-sei.org

International Federation of Liberal Youth (IFLRY)
PO Box 781
B-1000 Brussels 1
Belgium
www.iflry.org
office@iflry.com

International Federation of Medical Students' Associations (IFMSA)
c/o WMA
BP 63
F-01212 Ferney-Voltaire Cedex
France
www.ifmsa.org
gs@ifmsa.com

International Movement of Catholic Agricultural and Rural Youth (MIJARC)
European Secretariat
Rue J. Coosemans, 53
B-1030 Brussels
Belgium
www.mijarc.org/index-en.htm
office-europe@mijarc.info

International Organisation of Good Templars Latvia
c/o IOGT International
S-435 83 Mölnlycke
Sweden
www.iogt.org
iogti@iogt.se

International Red Cross Youth
International Federation of Red Cross and Red Crescent Societies
PO Box 372
CH-1211 Geneva 19
Switzerland
www.ifrc.org
secretariat@ifrc.org

International Union of Socialist Youth (IUSY)
Neustiftgasse 3/13
A-1070 Vienna
Austria
www.iusy.org
iusy@iusy.org

International Youth Hostel Federation (IYHF)
Trevelyan House
Dimple Road
GB-Matlock DE4 3YH
Derbyshire
United Kingdom
www.hihostels.com
customerservices@yha.org.uk

International Young Catholic Students – International Movement of Catholic Students (JECI-MIEC)
Rue du Marteau, 19
B-1000 Brussels
Belgium
www.jeci-miec.org
jecimiec@skynet.be

International Young Nature Friends (IYNF)
c/o DUHA
Senovazne nam. 24
CZ-116 47 Prague 1
Czech Republic
www.iynf.org

iynf@iynf.org

Istituto Cooperazione Economica Internationale (ICEI)
Via E. Breda, 54
I-20126 Milan
Italy
www.icei.it
info@icei.it

JINT
Grétrystraat, 26
B-1000 Brussels
Belgium
www.jint.be
jint@jint.be

Latin American Youth Council (FLAJ)
Technical Secretariat
c/o Juan Carlos Rodríguez
Foro Juvenil de Uruguay
Calle Maldonado 1260
UY-CP 11.200 Montevideo
Uruguay
www.takingitglobal.org/opps/orgdir.html?vieworg=4709

La Ligue Cojepienne d'Education Populaire (LICEP)
43, route du Polygone
F-67100 Strasbourg
France
http://licep.free.fr/
www.licep@ifrance.fr

London East Connexions Partnership
Unit 6
Stratford Office Village
4 Romford Road
Stratford
GB-E15 4BZ London
United Kingdom
www.lecp.net
info@londoneastconnexions.co.uk

Moviment de Centres d'Esplai Cristians de la Fundacio Pere Tarres
C/Numancia 149-151
E-08029 Barcelona
Spain
fundacio@peretarres.org

Movimento Infanto-Juvenil de Reivindicacao
Rua do Sossego, 600, apt E
Boa Vista,
Recife

PE Brasil 50100-150
mirimbra@elogica.com.br
National Council of Youth Organisations of Georgia (NCYOG)
Post Box 26
AZ-380079 Tbilisi
Georgia
ncyog.dato@caucasus.net

National Unions of Students in Europe (ESIB)
Avenue Toison d'Or, 17A/80
B-1050 Brussels
Belgium
secretariat@esib.org

National Youth Council of Azerbaijan (NAYORA)
98a F. Khoisky Str.
AZ-370110 Baku
Azerbaijan
nayora@azeriweb.co

National Youth Council of Bulgaria (NMS)
3rd Floor
5 Saborna Str.
BG-1000 Sofia
Bulgaria
nms@dir.bg

National Youth Council of the Czech Republic
Circle of Children and Youth Associations of the Czech Republic (KSDM)
Senovážné nám 24
CZ-116 47 Prague 1
Czech Republic
www.kruh.adam.cz
mirek.prokes@volny.cz

National Youth Council of Lithuania (LIJOT)
Lietuvos Jaunimo Organizaciju Taryba
Didzioji 8-5
LT-2001 Vilnius
Lithuania
www.lijot.lt
international@lijot.lt

National Youth Council of Malta
Kunsill Nazzjonali taz-Zghazagh (KNZM)
36 Old Mint Street
MT-VLT 12 Valletta
Malta
www.knz.org.mt/portal.asp
info@knz.org.mt

------> **"How big is your world?"**

----->

National Youth Council of Norway
Landsrådet for Norske Ungdomsorganisasjoner (LNU)
Nedre Vollgate 5
N-0158 Oslo
Norway
www.lnu.no
lnu@lnu.no

National Youth Council of Russia
Maroseyka 3/13
RU-101970 Moscow
Russian Federation
http://iclub.nsu.ru/~youth/counsil/counsil.html
nycr@aha.ru

New Zealand Young Labour
www.younglabour.org.nz
president@younglabour.org.nz

NGO Renaissance Uzbekistan
gulnorad@nukus.freenet.uz

Nigerian Federation of Catholic Students (NFCS) (JECI-MIEC)
International Secretariat
171, rue de Rennes
F-75006 Paris
France
jeciycs@wanadoo.fr

Norwegian People's Aid
www.npaid.org

Observatoire de la Mondialisation en Afrique Centrale
Organisation des Médias d'Afrique Centrale (OMAC)
BP 6719
Bujumbura
Burundi
www.omac-afrique.org
ndikumanac@omac-afrique.org

Operation Day's Work
Møllergata 28
PB 8964
Youngstorget
N-0028 Oslo
Norway
od@od.no

Orga Chorcai Ltd
20 Patrick's Hill
Cork
Ireland
http://homepage.tinet.ie/~clvyc/guide/ogra.html

Organizing Bureau of European School Student Unions (OBESSU)
Rue Borrens, 32
B-1050 Brussels
Belgium
www.obessu.org
obessu@obessu.org

Organisation des Jeunesses Libérales Africaines
http://oaly.iflry.org
www.iflry.org

Pax Christi Youth Forum
Pax Christi International
Rue du Vieux Marché aux Grains, 21
B-1000
Brussels
Belgium
info@paxchristi.net

Peace Games
National Office
280 Summer Street
Boston, MA 02210
United States of America
www.peacegames.org
info@peacegames.org

Plan International Colombia
c/o International Headquarters
Chobham House
Christchurch Way
GB-GU21 6JG Woking
Surrey
United Kingdom
info@plan-international.org

Prague Global Policy Institute – Glopolis
Karlínské nám. 12
CZ-186 03 Prague
Czech Republic
lebeda@glopolis.org

PRONI
SIPU International
Box 70338
S-107 23 Stockholm
Sweden
www.sipu.se/international/PRONI
info@sipu.se

Red de Lideres Jovenes de El Salvador
San Salvador
El Salvador
www.takingitglobal.org/opps/orgdir.html?vieworg=5950

Reseau Express Jeunes/Youth Express Network (REJ)
22, rue de la Broque
F-67000 Strasbourg
France
www.y-e-n.org
network@y-e-n.org

SalvaEco
Str. Vasile Lupu, 33
MD-2032 Chișinău
Moldova
www.salvaeco.org
salvaeco@salvaeco.org

Service Civil International (SCI)
St. Jacobsmarkt, 82
B-2000 Antwerp
Belgium
www.sciint.org
sciint@sciint.org

Social Democratic Party of Germany
Willy-Brandt-Haus
D-10911 Berlin
Germany
www.spd.de/servlet/PB/menu/1010905/index.html
parteivorstand@spd.de

Stop Drugs – Rostov Na Donu Public Movement
Apt. 67
Zorge Str. 22/91
RU-344090 Rostov na Donu
Russian Federation
slonic@donpac.ru

Student Action for Refugees (STAR)
3 Bondway
Vauxhall
GB-SW8 1SJ London
United Kingdom
www.star-network.org.uk

Swiss Youth Council
Schweizerische Arbeitsgemeinschaft der Jugendverbände (SAJV)
Postgasse 21
CH-3011 Berne
Switzerland

info@csaj.ch
SYNDESMOS
PO Box 66051
GR-Holargos 15510
Greece
syndesmos@syndesmos.org

Szansa XXI
ul. Broniewskiego 10
PL-89-100 Nakło nad Notecię
Poland
http://szansaxxi.webpark.pl
szansaxxi@poczta.onet.pl

Time to Turn
www.timetoturn.nl

Unesco
7, place Fontenoy
F-75352 Paris 07 SP
France
bpiweb@unesco.org

Unesco Clubs
7, place Fontenoy
F-75352 Paris 07 SP
France
s.ishizaka@unesco.org

UNHCR
Office of the United Nations High Commissioner for Refugees
Case Postale 2500
CH-1211 Geneva 2 Dépôt
Switzerland
www.unhcr.org

UNITED for Intercultural Action
Postbus 413
NL-1000 AK Amsterdam
The Netherlands
www.xs4all.nl/~united
info@unitedagainstracism.org

Vlaamse Jeugdraad
Arenbergstraat, 1D
B-1000 Brussels
Belgium
info@vlaamsejeugdraad.be

Women's Organization of Sveti Nikole
Plostad Ilinden bb
2220 Sveti Nikole
the "former Yugoslav Republic of The "former Yugoslav Republic of Macedonia""
www.womsvetinikole.org.mk
wom_org@yahoo.com

Women to Women
Ku_a ljudskih prava
Ante Fijamenga 14 b
BA-71000 Sarajevo
Bosnia and Herzegovina
zene2000@megatel.ba

World Alliance of YMCAs
World Alliance of YMCAs
12, clos Belmont
CH-1208 Geneva
Switzerland
www.ymca.int

World Association of Girl Guides and Girl Scouts (WAGGGS)
World Bureau
Olave Centre
12c Lyndhurst Road
GB-NW3 5PQ London
United Kingdom
www.wagggsworld.org
wagggs@wagggsworld.org

World Bank Group
66, avenue d'léna
F-75116 Paris
France
www.worldbank.org

World Esperanto Youth Organisation (TEJO)
Nieuwe Binnenweg 176
NL-3015 BJ Rotterdam
The Netherlands
oficejo@tejo.org

World Organisation of the Scout Movement (WOSM)
European Scout Office
Avenue de la Porte de Hal, 38
B-1060 Brussels
Belgium
worldbureau@world.scout.org

World Student Christian Federation (WSCF)
Kálvin Tér 8
H-1091 Budapest
Hungary
www.wscf-europe.org
regionaloffice@wscf-europe.org

World Young Women's Christian Association (YWCA)
16, Ancienne Route
CH-1218 Grand Saconnex
Geneva
Switzerland
www.worldywca.org
worldoffice@worldywca.org

WOSM Scouts de France
See World Organisation of the Scout Movement (above)

YMCA of the "former Yugoslav Republic of Macedonia"
Dame Gruev 1-3/15
Skopje-Centar
the "former Yugoslav Republic of The "former Yugoslav Republic of Macedonia"
alexdimov11@yahoo.com

YMCA Russia
YMCA-Novosibirsk
Performing and Creative Arts Youth Centre "Smile"
4/1 Vokzalnaya magistral
RU-630004 Novosibirsk
Russian Federation
ymca@online.nsk.su

YMCA Ukraine
Apt. 43
13 Kikvidze str.
UA-01103 Kiev
Ukraine
ukr_ymca@adamant.net

Young Artists Association
Rottenbiller u. 35
H-1077 Budapest
Hungary
studio@c3.hu

Young Business and Professional Women
Bolleystr. 32
CH-8006 Zurich
Switzerland
www.bpwintl.com/start.htm
president@bpw-international.org

Young European Federalists (JEF)
Chaussee de Wavre, 214d
B-1050 Brussels
Belgium
www.jef-europe.net
info@jef-europe.net

Young Researchers of Banja Luka
hCa Banja Luka
Jevrejska 52
YU-78000 Banja Luka
Serbia and Montenegro
hcabl@urc.bl.ac.yu

Youth Action for Peace (YAP)
Avenue du Parc Royal, 3
B-1020 Brussels
Belgium
www.yap.org
yapis@yap.org

Youth and Environment Europe (YEE)
Ekologicke centrum Toulcuv dvur
Kubatova 1/32
CZ-10200 Prague 10 Hostivar
Czech Republic
www.ecn.cz/yee
yee@ecn.cz

Youth Association of Slovenia
Mladinski Svet Slovenije (MSS)
Linhartova 13
SI-1000 Ljubljana
Slovenia
mss@mail.ljudmila.org

Youth Council Slovakia
Rada Mladeze Slovenska (RMS)
Prazská 11
SK-816 36 Bratislava
Slovakia
rms@rms.mladez.sk

Youth for Achievements
13/2 Khanjyan St.
AM-375010Yerevan
Armenia
www.yfa.am
yfa@yfa.am

In May 2004, the Directorate of Youth and Sport (DYS), in co-operation with the North-South Centre of the Council of Europe, held a large-scale youth event in Strasbourg on the themes of Europe, youth and globalisation under the slogan "How big is your world?".

"How big is your world?" was an opportunity for actors in the youth field to reflect on Europe's position in and its relationships with the rest of the world, while examining how Europe, the world and young people are affected by global processes, from the perspective of young people.

This publication brings together the contents of the discussions which took place during this unique three-day event, which brought together nearly 400 young people, experts, personalities and policy makers from all over the world. Whether in large-panel discussions or small-scale working groups, the participants of the event reaffirmed the importance of young people taking an active role in the struggle to humanise global processes and to become empowered actors of a more equitable and just process of globalisation.

The Council of Europe has 46 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the Second World War, the Council of Europe has symbolised reconciliation.

Directorate of Youth and Sport
Direction de la jeunesse et du sport

NORTH-SOUTH centre

COUNCIL OF EUROPE

Inter Rail

Union Internationale des Chemins de fer
Internationaler Eisenbahnverband
International Union of Railways

COUNCIL OF EUROPE CONSEIL DE L'EUROPE