

NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE

Report



10th Africa-Europe Training Course for Youth Organisations

25th January - 1st February 2015, Nairobi, Kenya

In the framework of the 6th African University on Youth and Development



English edition

North-South Centre:
Youth Programme 2015

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permission in writing
from the North-South Centre
of the Council of Europe
(Rua de São Caetano, 32
1200-829 Lisboa - Portugal
or nscinfo@coe.int).

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1. A LIFE CHANGING EXPERIENCE

The 10th edition of the Africa-Europe Training Course for Youth Organisations. An anniversary. A milestone. A process. An experience.

— Every year this training course is a common challenge and its approach is building bridges between young people all over Africa and Europe.

— With this publication we will try to write down in words, what an amazing and life changing experience the participation in this project can be. Or, at least, we will try to give an overview of what has been done and achieved, and encourage taking part in it in the future.

2. THE ORGANISATION AND THE STORY “BEHIND”- BACKGROUND OF THE PROCESS

This training course was organised in the framework of the Youth Co-operation Programme of the North-South Centre of the Council of Europe (NSC). The objective of this Programme is to provide training and capacity building for young people and youth organisations as well as facilitate their participation in decision and policy-making, in the framework of quadrilogue¹ initiatives.

3. THE AFRICA-EUROPE DIMENSION OF THE YOUTH CO-OPERATION PROGRAMME

As a follow-up of the Africa-Europe Youth Summits in 2007 and 2010, the North-South Centre of the Council of Europe has been developing and implementing a programme in partnership with key governmental and non-governmental actors in Africa and Europe, including the African Union Commission, the European Commission, the European Youth Forum (YFJ), the African Diaspora Youth Network in Europe (ADYNE), and the African Youth Platforms, such as the Pan African Youth Union (PYU) and the Network of International Youth Organisations in Africa (NIYOA).

— The North-South Centre and the European Commission (EuropeAid) signed a Joint Management Agreement (JMA) with the goal of strengthening global education in the new Member States of the European Union and supporting Africa-Europe youth co-operation², which seeks to:

- Promote the empowerment of youth of Europe and Africa;
- Strengthen young people's capacity to disseminate information and to get involved in the implementation, monitoring and evaluation of the Joint Strategy;
- Facilitate meetings and exchange between young Africans and Europeans;
- Help mapping the existing African youth networks.

— This Programme implemented by the North-South Centre includes activities such as:

- Five sub-regional seminars on youth policies and the African Youth Charter (finalised in December 2012);

- Africa-Europe training courses for youth organisations (10th edition in 2015); and training opportunities for African Diaspora in Europe (5th edition in 2014);
- Mapping exercise of Africa-Europe Youth co-operation work, leading to the creation of an Africa Europe Youth Co-operation on-line resource centre (AEYCO, launched in May 2013);
- Providing Seed Funding for youth NGOs exchanges (6th round in 2015);
- Creating the Africa-Europe Youth Platform (AEYP) and the institutional follow-up, implemented by key youth actors from Africa and Europe and representatives of agencies and institutions of the Africa-Europe co-operation (3rd meeting of AEYP took place in parallel with the 10th Africa- Europe Training Course).

— “To ensure that the future Africa-EU partnership will include a stronger focus on youth and youth organisations, the youth of Africa and Europe call upon the heads of state and government at the 4th Africa-EU Summit to build on success of the Africa- Europe Youth work and address the common youth challenges through establishment of an Africa-EU Youth Facility targeting joint actions on:

1. Leadership development;
2. Strengthened Africa-EU youth entrepreneurship and;
3. Promotion of the role of youth for peace.”³

— After the 3rd Africa-Europe Youth Leaders’ Summit that took place in Brussels (Belgium) between 31st March and 1st April 2014, the 10th edition of this Training Course held in Nairobi was a unique opportunity to give practical and political follow-up and implement some of the outcomes of the Africa-Europe Youth Summits, the Africa- Europe Youth Leaders’ Meeting of 2011 and the AEYP meetings (November 2012 and 2013).

4. AIMS AND OBJECTIVES OF THE TRAINING COURSE

The training course aimed to:

- Strengthen the role of youth organisations as civil society actors and enable youth to organise and take action;
- Reinforce its political participation in Africa-Europe co-operation;
- Promote the global citizenship of young people in Europe and Africa.

— The concrete objectives of the training are to enable participants:

- To strengthen individual and organisational competences for youth participation in development and youth leadership;
- To develop a common understanding of the situations and challenges faced by young people in Africa and Europe;
- To get acquainted with the framework of the Africa-EU Strategic Partnership and Africa-Europe Youth Co-operation (AEYP, Action Plan 2012-2015);
- To create a common understanding on concepts and challenges of youth work, youth policies and institutions in the two regions;
- To co-operate in a network with other participants and their projects;
- To foster capacity and motivation to act as multipliers by passing on the training and knowledge acquired;
- To live through an intercultural experience with the opportunity of learning about each other and encountering local realities.

5. THE TRAINING COURSE THAT TRAVELS - 1ST TIME IN KENYA

After last editions of the course held in Tarrafal, Cape Verde (2002, 2009); Mollina, Spain (2004); Coimbra, Portugal (2005, 2008) Almada, Portugal (2006), Polokwane, South Africa (2010) and Mindelo, Cape Verde (2012, 2013) this 10th Africa-Europe Training Course was held 25 January - 1 February 2015 in Nairobi, Kenya for the first time.

6. THE PEOPLE WHO TRAVELLED TO NAIROBI

A remarkable number of applications (764) takes us to two important observations. First of all, the success and the amazing experience of the former editions and the commitment of young people to be a part of this process mobilise others to participate. In second place, the countless hours the North-South Centre's team has spent on reading every single application to create a balanced group in terms of gender, region, experiences and nature of organisation.

— According to the call, the Centre defined specific criteria for the selection. The applicant had to be:

- A key multiplier playing an active role within a youth organisation, network or service at national or regional level, and plan to continue this work in the near future;
- Aged between 18 and 30;
- Qualified or have experience in terms of international youth work;
- Committed to attend the full duration of the course and be supported by a youth organisation or service;
- Able to present the context of their work, their way of tackling problems, the challenges they meet;
- Able to work and communicate in English/French.

— Below you can find the list of participants and team members.

EUROPE		
BRISAERT	Joeri	Jeugddienst Don Bosco
CHARONIS	Georgios Konstantinos	International LGBTQ Youth & Student Organisation
HALLSWORTH	Laura	International Falcon Movement – Socialist Education International
BEDŮ	Viktória	EFIL - European Federation for Intercultural Learning
CHAOUCH	Amira	ADYNE - African Diaspora Youth Network in Europe
ZEBROWSKI	Lukasz	TEJO (World Esperanto Youth Organisation)
NGUEN	Teodora	Bulgarian Red Cross Youth
PIRTSKHALAVA	Ana	IUSY - International Union of Socialist Youth
BURUIANA	Irina	EEE-YFU - Education Educational Exchanges - Youth For Understanding
TIKKANEN	Juho Tuomas	Finnish Youth Co-Operation Allianssi
BERGSMA	Martijn	YEU - Youth for Exchange and Understanding

AFRICA		
ANDRIANARIMAHEFA	Ny Hindra Alifidy	Liberty 32
MAARFI	Henda	Tunisian Scouts
TUYISENGE	Emmanuel	International Young Catholic Students
MUKAMI	Ann	Kenya Young Greens
MASEKA	Esanju	The Duke of Edinburgh's International Award-Zambia
TCHALLA	Nandjim	National Youth Council of Benin
ADEDEJI	Oluwatumininu Elisabeth	National Youth Council of Nigeria
MAGEKA	Grace Sabiri	Organisation of African Youth - Kenya
YOKO	Nadege Ongbile	Cameroon National Youth Council
MIJUNGU	Billy	National Youth Council of Kenya
PEDAGOGICAL TEAM		
FISCHER	Carmen	Pool of Trainers and Facilitators of the European Youth Forum
MANEVSKI	Stefan	Pool of Trainers and Facilitators of the European Youth Forum
ODHIAMBO	Faith	NIYOA - Network of International Youth Organisations in Africa
KOMBO	Salim	PYU - Pan African Youth Union
NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE		
HENRIQUES	Andreia	Youth Co-operation Programme Manager
LIMA	António	Resource Person

7. THE PEDAGOGICAL TEAM

The educational team for this course was composed of four trainers with relevant experience in youth work and Euro-African co-operation. Two of them were African and the other two European. The European trainers were identified by the European Youth Forum and the African trainers by the Pan-African Youth Union and the Network of International Youth Organisations in Africa.

— The team:

- Carmen Fischer (nominated by the European Youth Forum and pedagogical co-ordinator)
- Stefan Manevski (nominated by the European Youth Forum)
- Salim Kombo (nominated by the Pan African Youth Union)
- Faith Odihambo (nominated by the Network of International Youth Organisations in Africa)

— Three out of the four trainers were former participants of the Training Course in previous editions and all of them were under 30 years old.



8. THE PEDAGOGICAL APPROACH

The pedagogical approach promoted by the North-South Centre is based on a number of successful experiences of training for youth workers and youth leaders. It also benefits from the knowledge of some of the trainers and young people working in the field of youth co-operation. The team of experienced trainers from Africa and Europe proposed a programme for the training course based on global education and learner-centred methodologies. The use of experiential methods and workshops strengthened the practical side of this course: a variety of educational methods were used, such as: thematic, methodological and political inputs and discussions, new technologies, reference documents, simulation exercises, group dynamics, and exchange of good practices.

9. THE PROGRAMME IN THE BIG PICTURE

	Sunday, 25th January	Monday, 26th January	Tuesday, 27th January	Wednesday, 28th January	Thursday, 29th January	Friday, 30th January	Saturday, 31st January	Sunday, 1st February
7:30 - 8:45	Breakfast							
9:00 - 10:30	Arrival	Arrival	History of the TC and the framework of AEYC	meeting the needs of young people	explore funding possibilities	Round Table together	assessment of the field visits	Departures
10:30 - 11:00		Coffee Break						
11:00 - 13:00		Arrival	Reality Check Africa - Europe	world cafe on priorities of the the AEYC	Open Space	Field Visits	Building bridges for future cooperation	
13:00 - 15:00	Lunch Break						Lunch Break	
15:00 - 16:30	Arrival	Official Welcome	Africa - Europe stereotypes	The Platform - who why what	Open Space		official goodbye	
16:30 - 17:00		Coffee Break					Coffee Break	
17:00 - 19:00		Getting to know each other	Bazaar of organisations	advocacy in the youth field	Intro to the Global Education Approach	Closing of AUVD		
20:00 - 21:30	Dinner Time							
21:30 - ...	Arrival	Welcoming Dinner	Cultural Evening	Movie Evening	Free Evening	Camp Fire	Farewell Evening	

10. THE PROGRAMME IN DETAIL

As every plan on paper it still needs to be put into praxis. The next chapter gives an insight on how the programme has been implemented and the different activities of the Training Course. In some occasions, the activities had been adapted to the practical needs, adjusting the original plan due to limited time and unexpected circumstances.

MONDAY

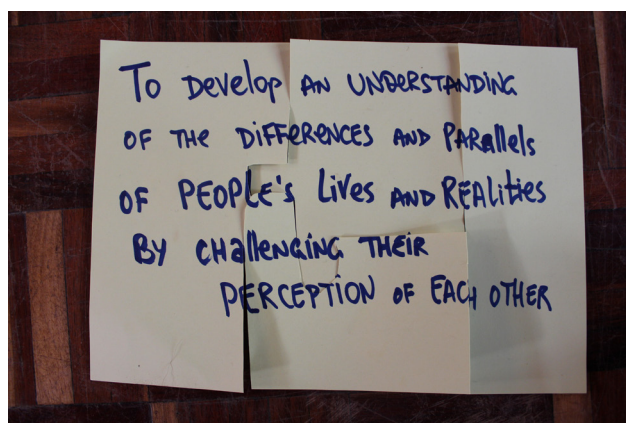
Due to very late arrivals, the training started after lunch break in order to give people at least a couple of hours to sleep.

The first day was devoted to an official welcoming and some exercises have been conducted to get participants to know each other, to feel comfortable and socialise, in this way they could begin to make connections and work as a team.

Objectives Puzzle and Programme presentation

The objectives of the training were cut into puzzle pieces and taped under the chairs. Each participant was asked to look under her/his chair take a piece of the puzzle and find the other remaining parts. Once completed, the participants read the whole text containing the objectives of the training and they discussed what it meant for them.

The flow of the programme was presented as a step-by-step process. Following the its presentation, a short note was shared about methodology, to introduce the key concepts, such as the Reflection Groups (to reflect on learning achievements, conclude the day and provide feedback) and the Parking Lot (a space where unclear issues, topics or questions can be placed).



— Ground rules - Group Contract

The group agreed on a set of rules that were the reference for working and living together during one week.

— Offline Facebook Profiles

Participants created a personal paper Facebook page according to a template (name, activities, interest, about me...) using drawing materials, with the addition of an envelope as an "inbox". Once completed, participants hung up their Facebook profiles and had time to look at the different profiles and leave messages to each other.

TUESDAY

— The second day was full of exercises to raise awareness on the different realities in Africa and Europe, aimed also to make participants understand more deeply the different realities that they live in, to challenge stereotypes, knowledge about the different continents and the different perceptions that the media creates.

— Introduction to the framework of the Africa Europe Youth Co-operation

Andreia Henriques, manager of the Youth Co-operation Programme at the North-South Centre of the Council of Europe introduced the framework of the Africa Europe Youth Co-operation (AEYC). This session sparked in the participants an interest on how the co-operation has developed over the years and motivated their aspirations about what they hope to see in the future.

— Media Collage

During the second part of the day participants took part to an activity, whose subject was stereotypes and media. They felt that they could identify countries within their regions, know more about their neighbour countries and be able identify stereotypes. The participants from African countries felt that, while the perception was that everything is seen as a bed of roses in Europe, this was not the case, as Europe also has challenges even though the African ones are stronger.

— The participants also discovered that the media world publish more negative stories concerning Africa such as war, terrorism, Ebola outbreak, on the other hand about Europe they focus on positive developments, such as sports, infrastructures, body care, architecture and art. The African newspapers, instead, bring out positive developments from Africa such as technology, future projects, co-operation, fashion and arts.

— The participants also felt that by having the opportunity of looking at the different realities, they could identify similar hurdles suffered by the youth. They were also able to realise that some media reports were highly exaggerated and hence create unfounded negative perceptions. During this session, the participants had also the chance to discuss the various perceptions created by media and understand that, apart from the prejudices settled in the different continents, Europe and Africa suffer from similar prejudices.



— Organizations Bazaar

In a sort of Bazaar participants explained the work they do, the challenges they share and they created potential linkages between each other about different areas of co-operation.

WEDNESDAY

— Overall structure of the day

The structure of this day was developed in a flow, building the vision of the Africa Europe co-operation based on the young people's needs and their aspirations. The day started with a reflection on the needs of young people in both Europe and Africa and on the identification of the parallels and similarities, regardless of the region. Following this open reflection we took a look at our organisations and how we are meeting the needs

of young people, especially linked with the topics of the Africa Europe youth summit (youth entrepreneurship, youth leadership and youth as peace builders). The day continued by exploring more deeply the Africa-Europe Youth Platform and how it works and finally we closed it with a focus on advocacy and the responsibility to advocate for the needs of young people both in Africa and Europe.

— Meeting the needs of young people

The objectives of the session were to reflect on the different perceptions of the youth needs and the challenges in the two different continents. Moving from this reflection, the participants would also have the opportunity to understand the similarities between the needs and the challenges of the young people towards building a global perspective. The Africa Europe youth co-operation above all is based on the needs of young people and on the possibility, by working together, to address some of the common needs. The session offered space to reflect on the main differences between the groups' presentations and to understand how we perceive each other's needs.



— The World Café

Based on the previously identified needs, the participants took part in a world café to link the needs with specific priorities of the Africa Europe Youth Cooperation that resulted from the Youth Summit.⁴ The world café⁵ is a structured conversational process intended to facilitate open discussion, and link ideas within a larger group of participants. Participants were invited to move in 3 areas (café tables) in 3 time slots and on each of the areas to contribute by brainstorming on the needs that link with a specific priority from the Summit (Youth entrepreneurship, Youth leadership and Youth as peace builders). Following the first brainstorming part, participants were asked to select one priority based on their personal preference and to continue the

discussion in response to these 2 questions:

1. What is the vision (perfect/ideal situation) of Africa-Europe co-operation in this area?
2. Why is it better to work together than separately to achieve this vision?

In this regards, a direct link was made with the needs of young people and the topics for the Africa-Europe co-operation.

— Presentation of the Africa-Europe Youth Platform

Márcio Barcelos from the European Youth Forum and Abderhamane Ouedraogo from the Network of International Youth Organisations in Africa (representatives of two permanent members of the Africa Europe Youth Platform), were invited on a specific session to present the Platform, the work developed and also the questions that they are facing. This was a very important moment for the training course as the participants managed to link their discussions with the existing platform. Moreover, the presentation of the guests motivated the participants to get involved and to share more ideas between the different events at the African University.

— Advocacy in the youth field

Following the reflections and discussions, the conceptualisation of the afternoon was made with a focus on advocacy. The participants discussed about what advocacy is and then they were asked to prepare a list of 10 tips (advices) for a successful advocacy campaign. Following this exercise they had space to reflect individually about their role in advocating for Africa-Europe youth co-operation based on the needs of young people. For this purpose a specific reflection tool was designed in order to motivate participants to advocate as individuals but also to engage their organisations in advocacy.

THURSDAY

— Sharing opportunities and knowledge

After a morning looking into funding opportunities and exchanging information on possible programmes for young people on both continents, the major part of the training was dedicated to go deeper into the discussions of the previous days and even to work further on ideas which had already been developed. In order to give the participants enough time and space to put forward their own projects, the team decided to provide them with an open space⁶.

— The tackled fields were as diverse as the participants, ranging from a debate on how to work in the field of anti-discrimination to a more methodological exchange of knowledge, like the method of theatre of the oppressed⁷.

— For the last part of the day the training team prepared a session on the used transversal approach of Global Education as an empowering tool for intercultural co-operation work between African and European Youth work.

FRIDAY AND SATURDAY

— In the last two days, the participants were able to take advantage of the fact that the Training Course was taking place in the framework of the 6th African University on Youth and Development. In the morning, we participated all together in a round table on the topic of youth entrepreneurship and we worked on the field, visiting different initiatives and also meeting the everyday life of youth work in Nairobi. It was also vital for the participants to be able to transfer what they have learned from the training room to the real world and to begin to think concretely about possible ways of co-operation between Europe and Africa.

— Participants were tasked with identifying key assessment questions under each topic, which they then

shared with the rest of the group. Then, they made their own field assessment tools based on the assessment questions identified which best suited their personal interests and their organisations' one.

— Assessment of Field visit

Following the field visits, a debriefing on the assessment of the field visit was conducted. The session was geared towards getting the participants to share their experiences on the field visit and identifying the similar challenges that exist in their home countries.

— The participants were divided into 3 groups which visited different sites before converging at PAWA254. The following is a summary of the debriefing of all three groups.

Group 1: Marurui Youth Group

The group visited Marurui Youth Group. This organisation mainly works in the areas of garbage collection and sustainability, women empowerment and education projects. They work as well on a leadership programme. The site is equipped with a fully furnished library, which at the time was yet to open and a stocked computer room. The project also allows young people to get mentorship opportunities.

The youth group is also looking to expand into transportation field, that requires the registration of a company, and to develop a day care centre to allow young mothers to be able to take up economic activities. The second initiative under the Marurui Youth Group visit was about a M-Pesa (mobile money) outlet and a small restaurant. The youth group employs approximately 30 people.

Group 2: Huruma Town Youth Group Ghetto Models

The second group visited the Ghetto Models initiative being undertaken by the Huruma Town Youth Group. The project was set up to empower young people in the area who have low education levels (some of whom are illiterate). The Ghetto Models project aims to use citizen journalism, photograph and art to affect social change in their community and wider afield. It works as an artistic hub, which is supported by PAWA254 (discussed below). The youth group however is still in the process of starting up, but its members remain committed.

Group 3: Youth Projects in Kibera

Kibera is often referred to as the largest slum in Africa. It has an estimated population of 1 million people, according to the District Commissioner (DC), whom Group 3 had the opportunity to pay a courtesy visit to. The DC also gave them an overview of the history of the area, how it came to be, as well as the various projects the government is undertaking to improve living conditions (such as the slum housing upgrading, construction of community toilets and lighting projects).

Following the courtesy visit, the group visited a youth group which has set up a cyber café and PlayStation game room. The initiative started after the 2007-2008 post-electoral violence when communities which had been divided along ethnic lines started to come together to play football. A team was formed and the members began to propose income generating ideas. At the end, they decided to invest on the creation of a cyber café and a PlayStation room.

The group also saw the "Beyond Zero" clinics which have been constructed as part of a campaign to improve maternal healthcare throughout the country.

In addition, they visited 2 projects being spearheaded by the National Youth Service. The first is the slum housing upgrading project, that used hydra form bricks, supplemented by waste collection. The second project was a fish pond where mud fish was raised to generate income for the locals. The same initiative also had garden sacks which were promoted to enhance food security in the area.

PAWA254: As mentioned above, all three groups converged at PAWA254, an organisation which was founded

by award winning journalist Boniface Mwangi. The organisation aims to use art to promote social change throughout the country.

The participants were able to interact with the various artists and exchange ideas and experiences to get a better understanding of the various initiatives PAWA254 has conducted.



— Debriefing

On the whole, participants found that the field visits were inspiring and that it brought them back to reality. They also expressed a sense of admiration for the youth workers in the various projects and also motivated them to be more effective in their work.

— They also pointed out the shocking contrast between the projects aimed at addressing human basic needs (a "Third World" problem) and the PAWA254 project working on artistic expression and freedom (a "First World" Problem). The projects brought into stark contrast the large inequalities that exist between rich and poor people in the country and showed that more should be done to bridge the two dimensions. It was also noted that the youth are talented in different ways and being given opportunities such as the case PAWA254 to express themselves artistically, their different talents would be nurtured to help bridge the economic inequalities.

— The participants however commended efforts of the Kenyan government that was using positive discrimination to enable people from marginalised communities to attend the best public schools in the country, aiming at bridging the gap.

— The conversation moved on to the role of National Youth Councils in the youth development process, with some participants feeling that their role should be to influence and implement government policies on youth, while others felt they should be independent from government and work solely to support youth work.

— Participants also noted that there were several limitations in the field of youth work that were restricting the effectiveness of youth work, such as report, proposal writing skills and getting feedback from institutions. Further another issue came to light, the small size of the local organisations, making it harder for them to get funding. Therefore the participants explored possibilities of having joint project proposals with other organisations to help develop their skills and gain better chances to be granted.

— The participants then moved the conversation beyond discussing the different realities that exist to working towards improving the situation. In this regard, it was noted that there are common challenges and possibilities to work together. The conversation was summarised in the words of one participant as “you can change the world with the work that you do... you must challenge yourself to make an impact where you work.”

— The participants concluded by agreeing that the main motivation for youth work should be to make a positive impact, and not just money. They also agreed that necessity is the mother of invention, and youth work should seek to meet the needs of young people, and to look at these needs as an opportunity. It was also noted that it is better to start small and try to sustain ideas. The conversation was closed by a participant posing the question: “what can you do?”

— After this moment of sharing experiences, participants were given time to work further on ideas and conceptualisation of the next steps for concrete follow up projects after the training course. Before attending and presenting their learning outcomes at the closing ceremony of the AUYD, everyone together took a moment for the evaluation and the feedback of the journey they participated in the last couple of days.

11. EVALUATION OF THE TRAINING COURSE AND FEEDBACK

The evaluation was done at the end of the training course as well as after the participants went back at home. During the training, participants had the opportunity to share verbally their experience during course by using an interactive method consisting in one person standing on a chair and saying an observation about the training and who agrees can move closer to the chair.

— In addition, two visual methods were also implemented – one was a self-reflection activity where participants could identify the achievements from the training course (the outcomes, working methods, group learning etc.) and the second was a space where participants could give messages to the group by writing them on paper flowers and putting them in water.

— The written evaluation was sent to participants after the training so they could reflect from home about the learning achievements and give feedback about the process. The evaluation was set online and the



— Reaching the Objectives

The participants were asked to give their impression on how much the final objectives have been reached. They could give a mark between 1 and 5 where (meaning 1 = not reached at all and 5 = fully reached). Overall the participants felt that all the objectives were reached as on average the score was between 4 and 4.5.

— Participants were positive about the global education approach and the non-formal education methodology. Most of the comments mentioned that the participants enjoyed it and that they are motivated to discover more. One comment also outlined that to promote the idea further in Africa they would need much more advocacy for a non-formal education approach.

— Regarding the atmosphere of sharing best practice and promoting new projects in the Africa-Europe context, participants mentioned that it was very positive and “out of the box” and that motivated them to get further involved in seeking ways to continue the co-operation. Some of the challenges they have mentioned are connected with how to make the Africa-Europe co-operation an element of what they do in their associations, but also how to identify partners that work on a specific theme. With regards to the objective of understanding differences and parallels, the majority of participants expressed that the training course offered a very unique space for sharing and learning. Some were concerned about the sessions on stereotypes and perceptions, asking either for more structure or more space to have a clear conclusion. In addition, there have been suggestions to give more space to the reflection on the parallels and even to introduce some questions concerning stereotypes in the reflection groups. The majority of the suggestions came with the objective of building capacity that was very positively regarded but participants also felt they needed more support. They also found very positive the addition for funding opportunities and advocacy, as these are very specific tools (but also asked for more focus on this part).

Programme Content and Methodology

With regards to the training programme, participants seem to be satisfied by its content. Some of the proposals for improvement in this part included using more real-life examples from the Africa-Europe co-operation and give more space for to develop specific co-operation outcomes. Although several participants have appreciated the session on funding, here it seems that they wanted more training on how to use it. Few people felt that some sessions were not deep enough or that sometimes the closing was so quick that they missed the conclusions. Some additional topics have been proposed, including Human Rights education, gender roles, training trainers (or how to be a trainer), immigration and Post-2015 agenda. Few people also mentioned that there was a lot of content and it was difficult for them to follow the training at some points. When it comes to the group atmosphere these are the most common used words in a Wordle.



Few comments also mentioned a division between African and European participants in some activities, but at the end they felt comfortable in the group.

When it comes to point the most challenging activity of the training, the participants mentioned a few activities in the forms. For some participants the most challenging was at the beginning, when they needed to work together. For others that was more connected to a specific content such as political aspects of the Africa-Europe co-operation and advocacy. Most participants have said that the field visits and the open space have been the most challenging but also the activities in which they learned the most.

Learning outcomes of the training can be generalised, although the majority of the participants have really managed to personalise them into specific learning outcomes. In general, awareness of the Africa-Europe co-operation has been raised, same for parallels and realities. In addition, the course gave inspiration

to get engaged through advocacy, specific projects and within the political co-operation. As a result of the specific learning outcomes, several participants reported that they have some ideas for a follow-up back in their organisations, involving the Seed Funding grant or other programmes, engaging in more advocacy activities to support the co-operation but also more academic contributions for the Africa-Europe co-operation topic.

— Finally, participants have also enjoyed being part of the larger AUYD as for the opportunity to meet different groups of young leaders who discussed different topics and for being able to directly engage in future co-operation plans.

12. IT'S NOT OVER

As shared in the beginning, this Training Course is an experience that can have a life changing impact. A bunch of people to whom it was given a huge opportunity, brought together by the North-South Centre to the African University, hosted by NIYOA in the beautiful surroundings of Kenya. We finished the work as a group. A group with ideas, inspiration and motivation to continue working together. It is a sustainable process that let people grow and build bridges between them. A big thank you to everyone who dedicated time, ideas, discussions, sleep, fun, food, know-how, dance moves, experience, translation, sauna tradition, karaoke and so on. It's not a process, it is our future.

NOTES

¹ The quadrilogue is a working methodology promoted by the North-South Centre of the Council of Europe that promotes dialogue and action between the following actors: Governments, parliaments, local and regional authorities and civil society (namely youth organisations and trade unions)

² www.coe.int/t/dg4/nscentre/Youth/AfricaEuropeCooperation/JMA/JMA_en.asp#TopOfPage

³ 3rd Africa-Europe Youth Leaders' Summit – Summit Paper: www.africa-eu-partnership.org/sites/default/files/userfiles/3rd_africa_europe_youth_leaders_summit_-_summit_paper_.pdf

⁴ <http://goo.gl/Bg6djg>

⁵ www.theworldcafe.com/

⁶ www-new1.heacademy.ac.uk/assets/documents/heinfe/Open-Space-Technology--UsersGuide.pdf

⁷ http://en.wikipedia.org/wiki/Theatre_of_the_Oppressed

TECHNICAL INFORMATION

Authors

Carmen Fischer – pedagogical coordinator – Pool of Trainers and Facilitators of European Youth Forum

Stefan Manevski – trainer - Pool of Trainers and Facilitators of European Youth Forum

Salim Kombo – trainer - Pan African Youth Union

Faith Odhiambo – trainer – Network of International Youth Organisations in Africa

Revision

Andreia Henriques

Fenice Canestrini

Paging

Emília Soares & Luca Scognamillo

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European Centre for Global Interdependence and Solidarity - North-South Centre of the Council of Europe

Rua de São Caetano, 32

1200-829 Lisboa Portugal

Tel: +351 21 358 40 30

Fax: +351 21 358 40 37

nscinfo@coe.int

www.nscentre.org

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