NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE

Capacity-Building Activity on Structured Participation in Democratic Processes
Final Report

In the framework of the 2nd Mediterranean University on Youth and Global Citizenship
Hammamet, Tunisia 2-8 June 2014

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1. THE NORTH-SOUTH CENTRE AND THE YOUTH CO-OPERATION PROGRAMME[1]

I n 2013, the Council of Europe (CoE) Committee of Ministers (CM) entrusted the Centre with a mission in the framework of the CoE neighbourhood policy and in agreement and coordination with the activities developed by other sectors of the Organisation.

In this context, the objective of the North-South Centre of the Council of Europe is to contribute to democratic processes, mainly through education to global democratic citizenship and intercultural dialogue. The main target is civil society, in particular youth and women.

The objective of the Youth Co-operation Programme of the Centre in terms of youth is to provide training and capacity building for young people and youth organisations as well as to facilitate their participation in decision and policy making, in the framework of quadrilogue[2] initiatives.

2. THE MEDITERRANEAN UNIVERSITY ON YOUTH AND GLOBAL CITIZENSHIP

The Mediterranean University on Youth and Global Citizenship (MedUni) is organised by the North-South Centre of the Council of Europe in co-operation with the National Youth Observatory of Tunisia and in partnership with the Youth Department of the Council of Europe, the EU-CoE youth partnership, the League of Arab States, the European Youth Forum and other youth organisations. It is the youngest University of the Network of Universities on Youth and Global Citizenship that is facilitated by the Centre and it is inspired by the model of the University on Youth and Development (UYD) that takes place annually in Mollina, Spain, since 2000. MedUni was established to be a space to create synergies and promote the development of competences and empowerment of young people from both Europe and the Southern and Eastern Mediterranean.

The main goals of MedUni:
• To promote youth work and youth participation in the Mediterranean region.
• To foster political mainstreaming of the youth-related issues and youth policy development in the Southern and Eastern Mediterranean based on shared experiences, standards and mechanisms of the Council of Europe and in light of regional needs and initiatives.

• To reinforce the capacity-building of different "quadrilogue" actors in the field of youth at both regional and national levels.
• To promote Euro-Arab and Mediterranean youth co-operation and Global Youth Work and foster the development of networks that can serve as trans-Mediterranean communities of practice.
• To mainstream human rights, intercultural dialogue and democratic citizenship as essential dimensions of global education and the work with young people, in the framework of Euro-Arab and Mediterranean Youth Co-operation.
• Identify good practice and shared experience to be incorporated in concrete follow-up activities to ensure sustainable outcomes from MedUni

The first edition (1-8 July 2013) was held at the International Cultural Centre in Hammamet, Tunisia, on the theme of "Democratic Citizenship" [3].

The second edition (2-9 June 2014) was focused on "Youth Opportunities", a theme chosen by the Network of Universities, and in particular addressed the participation of young people in democratic processes (policy and decision making).

*1st Mediterranean University on Youth and Global Citizenship
Hammamet, July 2013*

3. UNIVERSITY JOINT THEME 2014 – "YOUTH OPPORTUNITIES"

The Network of the Universities on Youth and Global Citizenship identified "Youth Opportunities" as the joint theme for 2014.

Reflections on the theme will be based on regional and sub-regional understandings and practices, in order to contribute for a common agenda and positioning of global youth movement and other relevant actors.

The new capacity-building activity on "Structured Participation in Democratic Processes" that was held in the 2014 edition of the MedUni benefited from this overall framework, namely in the joint moments of the programme where participants had the opportunity to gather with other groups attending different activities to reflect and discuss about "Youth Opportunities".

2ⁿᵈ Mediterranean University on Youth and Global Citizenship Hammamet, June 2014

4. CAPACITY-BUILDING ACTIVITY ON STRUCTURED PARTICIPATION IN DEMOCRATIC PROCESSES – background and justification

As already stated, in 2013, the CM entrusted the Centre with a mission in the framework of the Council of Europe Neighborhood Policy and in agreement and coordination with the activities developed by other sectors of the Organisation. According to this new mission, the Centre should contribute to the consolidation of ongoing democratic processes, in the Neighborhood regions, by promoting the principles and standards of the CoE, through comprehensive multilateral actions of regional scope, and by offering to those regions and beyond a unique platform for dialogue and structured co-operation between all quadrilogue actors (governments, parliaments, local and regional authorities and civil society).

⎯ The Centre 2014-2015 programme of activities foresees the organisation of a capacity-building activity on Structured Participation in Democratic Processes[4], which the overall objective is "to support empowerment of the civil society and more particularly of the youth organisations with the purpose of making them fully fledged actors of governance".

⎯ Recognizing the unique and the added value that youth and young people from both sides of the Mediterranean bring to democratic consolidation and development, in the last two years several meetings took place in the framework of the Euro-Arab and Mediterranean Youth Co-operation with the aim to assess needs and identify priorities and proposals for further investment in this field.

⎯ One example of those meetings was the seminar 'Empowerment of youth organisations and youth-led civil society initiatives in the South-Mediterranean framework' (22-24 March 2012, Malta) organised by the EU-CoE youth partnership (in co-operation with the League of Arab States, the Maltese Youth Agency, Euromed Youth Platform and NSC-CoE)[5]. In this seminar, needs of youth NGOs and youth led civil society organisations were identified and this new capacity-building activity of the Centre is a contribution for the achievement of the proposals identified. The training will tackle the competences' development in the field

of democratic citizenship and participation in political life. The seminar conclusions referred to the fact, that "Capacity building through specific training should form part of institutional and youth organisations strategies as they guarantee empowering young people to take an active role in matters that concern them" and "(…) co-management of structures dealing with youth, sport and education issues (for instance) should be considered based on the models already applied within the Council of Europe or following the path of the EU's structural dialogue."

⎯ In August 2012, the symposium "Arab spring: Youth participation for the promotion of peace, human rights and fundamental freedoms" took place in Tunisia, organised by EU-CoE youth partnership in co-operation with several partners. In this symposium the commitment towards capacity-building and training was reaffirmed with the announcement of a future Mediterranean University on Youth and Global Citizenship, organised by NSC-CoE, as a space to create synergies and promote competences' development and empowerment of young people and youth organisations[6].

⎯ In the framework of the first edition of MedUni, a pilot activity was organised on the topic of Structured Participation by NSC-CoE in co-operation with the Italian National Youth Forum (FNG). During the exchange, under the theme "Civil society actors in democratic transformations: Sharing the experience of Central and Eastern European NGOs", representatives of various dimensions of "quadrilogue" and the participants of the 2nd Euro-Arab and Mediterranean Youth Leaders Meeting identified challenges and opportunities encountered by the civil society both in Europe and in Southern and Eastern Mediterranean region and formulated recommendations for improvement.

⎯ The main conclusions of the exchange refer that, as the experience has proved it, civil society requires structuring in order to effectively move forward its agenda. The exchange of best practices nationally and internationally was highlighted

as particularly important to strengthen the civil society. It was also pointed out that consulting the civil society is not enough. It is necessary to secure real participation in decision-making processes at national and local levels. Involving civil society, and especially youth, helps to open up the system and promote transparency. It is an essential element of "participatory democracy".

⚊ The conclusions of the 2nd Euro-Arab and Mediterranean Youth Leaders Meeting (organised in the framework of 1st edition of MedUni) also referred to the issue of participation of young people and youth organisations in decision-making processes. It was also underlined that there's a need to develop "(…) leadership's competences, organisational management and skills for youth organisations, such as advocacy, campaigning, promoting volunteering". It was also underlined the need to develop the capacity building actions in the following framework: "A physical space for youth Euro-Arab and Mediterranean youth organisations and platforms to meet and share experience, such as the Mediterranean University."

⚊ This new capacity-building activity on Structured Participation of NSC-CoE, apart from being framed according with the results of the different initiatives organised in the last couple of years in the context of the Euro-Arab and Mediterranean Youth Co-operation, is also taking into consideration the conclusions of 2013 Lisbon Forum on "Valuing civil society as actor of governance: perspectives for the South Mediterranean"[8].

⚊ The conclusions of this flagship event of the North-South Centre refer to the challenge of establishing a new and multiple relations between the four quadrilogue actors in Southern Mediterranean and in this context underlines the importance of "(…) inclusion and participation of civil society – notably women and young people – in capitalizing what has already been achieved in those countries".

⚊ References to the development of training tools in the field of citizenship addressed to civil society organisations (youth and women), the establishment of mechanisms/bodies to assure participation in the definition and implementation of public policies and the promotion of exchange of best practices, are amongst the concrete proposals that resulted from 2013 Lisbon Forum and that also underline the need of organising a training on strengthening capacities of youth organisations.

5. THE TRAINING AT A GLANCE

The training activity was organised in the framework of the 2nd edition of the Mediterranean University on Youth and Global Citizenship and in parallel with other activities organised by partners such as the Youth Department of the Council of Europe and the EU-CoE youth partnership.

As defined in 2014-2015 programme of activities of NSC-CoE, the overall objective of the activity was "to support empowerment of civil society and more particularly of the youth organisations with the purpose of making them fully fledged actors of governance".

According to the profiles of the 24 participants, the pedagogical team reviewed the specific objectives of the training course as such:
• To deepen the understanding of individual and organizational practice of democratic citizenship (participation and representation in decision/policy making), towards their organisations and global development.
• To explore good practices of Structured Participation and youth engagement in alternative forms of civic action in Europe and Southern & Eastern Mediterranean region;

• To develop competences regarding the different principles, tools and opportunities to further develop the organization of the youth movement, mainly in the Southern and Eastern Mediterranean region and of Structured Participation initiatives and mechanisms;
• To exchange views and share challenges and achievements and identify proposals for improvement in further work with representatives of the quadrilogue;
• To engage young people and youth organisations in the intra and inter-regional co-operation.

The expected results for this activity were:
• 15/20 young activists are trained and equipped with tools related with Structured Participation;
• Network, partnership and peer-learning between youth organisations are reinforced;
• Awareness within quadrilogue actors raised about the relevant contribution of youth organisations to democratic processes and suggestions for future improvements identified.

*Capacity-Building Activity
on Structured Participation
in Democratic Processes
Intro session*

6. METHODOLOGY

The final programme elements were defined by the pedagogical team, having into consideration the overall aim, specific objectives, expected results and the profile of participants.

— The training methodology was based on a number of successful experiences of training for youth workers and youth leaders developed by the North-South Centre of the Council of Europe. It also counted with the contribution and experiences of the Education and Training Division of the Youth Department of the Council of Europe and the EU-CoE youth partnership.

— The North-South Centre, together with its partners, has developed and tested training methods and tools for this type of activities; it has also benefited from the knowledge of some of the best trainers and youth workers in the fields of Euro-Arab and Mediterranean Youth Co-operation and global democratic citizenship.

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— The team of experienced trainers from Europe and Southern and Eastern Mediterranean was responsible to further design and implement the methodology of the course. In addition, invited guests and experts provided proposals for reflection and shared good practices.

— The course was also a mutual learning experience, where participants could compare their approaches and concerns in a process based on global education methodology[9].

— The course was a week-long programme using a variety of educational methods such as: thematic, methodological and political inputs and discussions, new technologies, guidelines and reference documents, simulation exercises, group dynamics, interactive role plays, examples of good practices, etc. The use of experiential methods and workshops strengthened the practical and pedagogical side of the course.

— The programme tackled issues such as the concepts and practices of global democratic citizenship, the role of youth organisations in decision-making and policy design, implementation and evaluation, the quadrilogue, tools and mechanisms for an effective participation of youth in democratic life and sharing of good practices.

A snapshot of a working session during the Capacity-Building Activity on Structured Participation on Democratic Process, Hammamet, June 2014

7. PEDAGOGICAL TEAM

From left to right:

- Mohamed Al Saud, trainer North-South Centre
- Sérgio Xavier, pedagogical coordinator North-South Centre
- Ela Jakubek, trainer Pool of Trainers and Facilitators of the European Youth Forum
- Madiha Taouss, trainer North-South Centre

8. PROFILE OF PARTICIPANTS

This training course was focused on competences' development of youth workers/activists involved in civil society organisations in Europe and Southern and Eastern Mediterranean.

The course was addressed to young people from Europe (CoE member States) and Southern and Eastern Mediterranean (Morocco, Algeria, Tunisia, Libya, Egypt and Jordan).

Participants were selected according to the following criteria:
• Being actively involved in a youth organisation (local, national, regional, international) as volunteers, trainers and/or youth workers;
• Aged between 18-30 years old;
• Being involved in an organisation, project or initiative that aims at the participation of young people in democratic governance/decision and policy making.

The selection of participants was carried out by the North-South Centre of the Council of Europe, in consultation with the partners of the Network of the Universities. The selection process sought balance between participants in terms of gender, background and different regions.

9. PROGRAMME

	Monday 2	Tuesday 3	Wednesday 4	Thursday 5	Friday 6	Saturday 7	Sunday 8	Monday 9
8:00-8:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00-10:30	Arrival of Participants	Introduction to the TC	Understanding SPDP - Vol.2 - Youth Participation	Experiencing Structured Participation in a Democratic Process	Context Analysis	Strategizing SPDP + Mentoring	Follow-up Action - Peer Review	Departure
10:30-11:00		Break	Break	Break	Break	Break	Break	
11:00-13:00		Opening	Understanding SPDP - Vol.3 - Structured Participation on Democratic Processes	Experiencing Structured Participation in a Democratic Process	Context Analysis - Sharing Issues	Strategizing SPDP + Mentoring	Presentation of the follow-up action / EuroMed Cooperation/ Next Steps	
13:00-14:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
14:30-16:00		Team Building	SPDP Channels	Daily Coconutting 3 / Best Practices	Youth Participation & Democratic Consolidation	Tools Cocktail (Parallel Sessions)	Evaluation See you later	
16:00-16:30		Break	Break	Break	Break	Break	Break	
16:30-18:00		Understanding SPDP - Vol.1 - Democracy	SPDP Channels - Youth Policy	Best Practices	Youth Participation & Democratic Consolidation	Further Developing Follow-up Action + Mentoring	Conclusions & Closing of the MedUni	
18:00-18:30		Daily Coconutting 1	Daily Coconutting 2			Daily Coconutting 4		
19:30-20:30	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
21:00	Welcome Evening	Youth Opportunities	Youth Opportunities	Free time	Sharing Practices	Youth Opportunities	Farewell	

Orange Cells - Joint programme | Blue cells - SPDP Programme
The programme flow is generically the following:
Introduction➔ Conceptual framework➔ Oneself ➔Oneself in context➔ Follow-up action
The team has also created a set of questions in order to deepen the understanding of the programme flow:
*1. What is Democracy?*
2. What is Youth Participation?
3. What are the tools and mechanisms useful for youth structured participation in democratic processes?
4. Who am I?
5. Where I am? Where do I need to go? (What's the gap?) How to bridge the gap?
6. What competences and tools do I need to have in order to bridge the gap?
7. What do you think about it?
8. How are you going to go further?

10. SESSIONS & OUTCOMES

Tuesday

≈ Introduction to the TC

After the welcoming joint session from the previous day, this day started with the introducing (and recalling) each other's names, through an ice-breaker were everyone in the group shared suppositions of someone they didn't know and, afterwards, these suppositions were said to be far or near the truth.
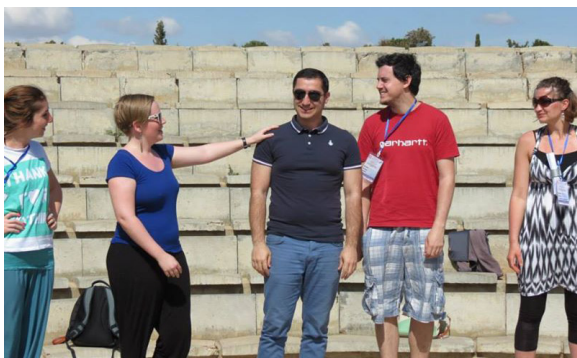
Capacity-Building Activity on Structured Participation in Democratic Processes - "I suppose" icebreaker, session "Introduction"

≈ Following this small activity, a trio of NSCentre representatives and officers was invited for an introductory input, providing an overview of the background of the TC:
• Niall Sheerin, Deputy-Director;
• Miguel Silva, Global Education Programme Coordinator;
• Andreia Henriques, Youth Programme Coordinator.

≈ After the questions from the participants have been answered, the session proceeded with a self-directed activity where participants could choose their introductory path within an open space divided in 4 'stations':
• Programme – featuring the introduction of the programme of the TC in a loop presentation by a trainer, ready to clarify participants' questions.
• Expectations – where participants shared in pairs their expectations (5 minutes) for the TC and wrote

Capacity-Building Activity on Structured Participation in Democratic Processes - Introduction to the course background by North-South Centre representatives

down in post- it's afterwards sticking them in a "My expectations for the TC SPDP" flipchart.
• Aim & Objectives – featuring a loop presentation of the updated aim and objectives of the TC by a trainer, ready to clarify participants' questions.
• Possibilities – featuring 2 flipcharts where participants registered the good practices they would like to share in the "Best Practices" Joint session and their theme preferences regarding the "Tools Cocktail" parallel sessions.

≈ The expectations assessed were, in summary:
• to get to know different cultures
• to learn more about SPDP in order to be able to multiply good practices and influence Democracy
• to learn new tools & mechanisms to mobilize youth movements and organize networks
• networking
• learn about forms of SPDP and what makes it structured
• sharing experiences
• develop skills in conflict management
• develop competences in lobbying with policy makers
• to plan long term strategies
• to learn how to educate for democracy
• to learn different ways how can youth participation actively influence decision-making and youth policy
- new practices on SPDP

• further develop regional cooperation in the Mediterranean and establish concrete action to make it reality
• project management skills
• competences for advocacy
• how to engage young people
• develop understanding of the quadrilogue
• links between this TC and the "bird-view" vision of NSCentre objectives

⚊ The list of the registered good practices was provided to the Joint Programme team, so that those could be incorporated into different thematic tables at the Joint Session on the 5th of June.

⚊ After analyzing the participants' preferences regarding the "Tools Cocktail" session, the team defined the 4 workshops that would happen in this space, as such:
a) Mobilizing Youth Movements
b) Educating for Democracy
c) Conflict Transformation
d) Monitoring & Evaluation
After this session, there was the official MedUni opening as part of the Joint Programme, and participants got more acquainted with the overall proposal of MedUni and also got to better know the remaining groups and activities present on the venue.

⚊ **Team Building**
After the lunch, the participants were immersed in an outdoor team building activity were they were divided in two teams.

⚊ Their objective was to cross a dangerous river from one bank to the other (called "the pink continent of ideal Democracy"), by helping each other and using 'magic stones' in order to prevent contact with the imaginary water. Each group also had a 'golden card' they could use in order to immediately enable one of them to cross to the other river bank, free of danger.

⚊ Participants had the opportunity to further break the ice among them and unleashed the

group dynamics that can effectively affect their work and cooperation.

⚊ Along the debriefing, the following comments were shared:
• it was hard before collaboration was actually initiated;
• it was good to see different solutions and other points of view;
• initially we were all talking at the same time;
• communication was fundamental for cooperation;
• different roles/tasks made it, for everyone, together;
• not everyone has similar opportunities (about the decision on golden card);
• having respect for different opinions avoided complications for the team;
• the expression "they & us" was used frequently;
• a participatory approach also requires leadership;
• in daily life we don't usually ask the leaders why they're there;
• keeping people informed is important;
• we don't have to look for someone like us, but someone complementing us;
• some opinions are not heard because their voice is not loud enough;
• it's easy to lock people out;
• we were not so concerned in winning;
• the team is also playing according to the rules and not questioning the rules;
• we tried to discover the rules;
• getting late has impact;

⚊ In the end of the debriefing, the participants discussed some of the suggestions for the group to follow in order to work more effectively:
•   No electronics while in the session.
•   One speaker at a time.
•   Respect for all.
•   Discuss the idea not the person.
•   Talking by raising the hand.

⚊ **Understanding SPDP - Vol.1 - Democracy:**
This was the first session where the conceptual framework of the training was deeply tackled. In total, 3 sessions were dedicated to this purpose,

but with different concepts being tackled:
1. Democracy
2. Youth Participation
3. SPDP

The expected outcome was, in the 3rd session, to reach a definition of SPDP created by the group of participants.
In this first conceptual session, Democracy was the topic.

The following Wikipedia definition of "Democracy" (excerpt) was written in a large paper on a center table:

"Democracy is a form of government in which all eligible citizens participate equally – either directly or indirectly through elected representatives – in the proposal, development, and creation of laws."

The participants initiated a silent discussion (aka 'silent floor') by writing around the provided definition, and bringing questions to each other's comments.

During the wrap-up of the silent discussion, participants observed the different understandings of "Democracy" concept - sometimes contradictory. There was a question on "who exactly is actually practicing Democracy?" bringing the points of age, minorities and migrants.

Another core questions for the discussion were "are the democratic countries successful?" and "Can Islamic countries ever be democratic?", bringing the points of secularism and that democracy isn't perfect.

Also, the issue of the lack of education for Democracy was identified, as a social exclusion factor.

"Who makes laws in Democracy for Democracy?", was another line of discussion, bringing the matter of democracy being actually the "power of the people" or only of an elite.

Other points brought were:
• The majority vs. consensus decision making and the importance of dialogue for democratic decision making;
• The citizens' rights vs. responsibilities - and how often one and another are forgotten (is there any co-relation?);
• Going to vote or not going to vote at all? (as a sign of protest);
• One of the questions left open was "Is democracy bureaucracy?".

The last part of the session was an input on Prof. Larry Diamond's framework on the "elements of High-quality (liberal) Democracies". Along and after the presentation there were the following questions and remarks from the participants:
• The high number of political parties in Egypt affects the democracy, because voting poll threshold leaves out many of those parties from the governmental bodies.
• What about the diversity? - there shall be a balanced amount of political forces, in order to be representative of diversity, but also manageable for government to execute their work
• In some countries there's only one truly mainstreamed political party (e.g. Syria, Iraq)
• The importance of youth councils and how they affect youth policies, and build relations with the government
• The Denmark issues about the voter turnout
• How the age quota in political parties can help youth?
• How challenge of resources allocation and Government means may compromise the state performance? - "failed states" concept
• The lack of legitimacy of Libya case
• The "dictatorship of the majority" paradox of democracy
• The mentalities (and democratic paradigms) need to change
• How the Arab Spring is related to the civic culture? - and how the struggle for democracy is in the balance between cooperation and rupture?
• There's not a single state featuring all the elements of Larry Diamond's "High Quality Democracies"

• Monarchies VS democracies
• How to bring these elements (high quality democracy features) to reality?

⚊ This session was closed with a small reminder of the programme flow, where the SPDP definition was yet to built by participants, having this Democracy session as a first step.
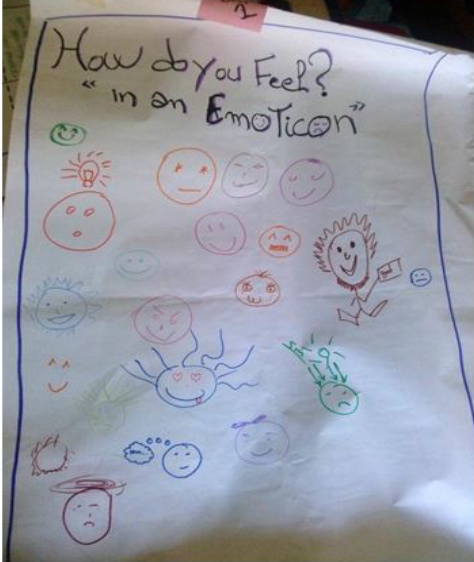
⚊ **Daily Coconutting 1**
The "Daily Coconutting" was the space in the programme where participants could quickly and openly wrap-up the outcomes of the day and evaluate it.

Each "daily coconutting" was methodologically different from the other but all of them followed the same principles:
• It has to be quick;
• It has to be self-directed;
• It has to provide monitoring information for the pedagogical team.

⚊ In this first day, the daily coconutting was a simple space were participants wrote down (and drawn) their impressions of the day in flipcharts with the following titles and respective outcomes in summary:

How do you feel? (in an em⊗tic☺n)	Likes for the day	Proposals for improvement
	- the team building and the silent floor were mentioned as highlights of the day - discussions - conceptual exploration - music	- to avoid sessions under the sun - to feature more music during the sessions - to provide space to introduce participants, their NGO's & background - to provide more free time - to avoid power point presentations - to feature more energizers

Wednesday

�find⟩ **Understanding SPDP - Vol.2 - Youth Participation**
From the previous session, participants brought their reflections and conclusions to this second conceptual session, about youth participation, half-way towards the group definition of SPDP.

⟷ In this session, participants found the opportunity to look into the way they are living (and working with) youth participation.

⟷ Participants were asked to write down in separate post-it's the answers to the following questions:
• What are the main forms of participation in your organization?
• What are the forms of participation in which you are engaged more often?
• What are the forms of youth participation that the target group your organization works with, experiences more often?

⟷ Afterwards participants were presented outdoors with the flower of participation model:

⟷ Participants positioned themselves in the part of the flower were they felt more close to, considering their answers in the beginning of the session (3 rounds, one for each post-it). After positioning, participants shared why they were in their positions.

⟷ A discussion followed, were participants shared their feelings and challenges regarding their positioning in the first part of the session. This activity raised their awareness about the realities in youth participation and one of the remarks shared was related to the fact that no one was positioning themselves in the lower petals of the flower (where no youth participation exists): "Were we totally honest with ourselves?"

⟷ While the participants were answering to the question:

FLOWER OF PARTICIPATION
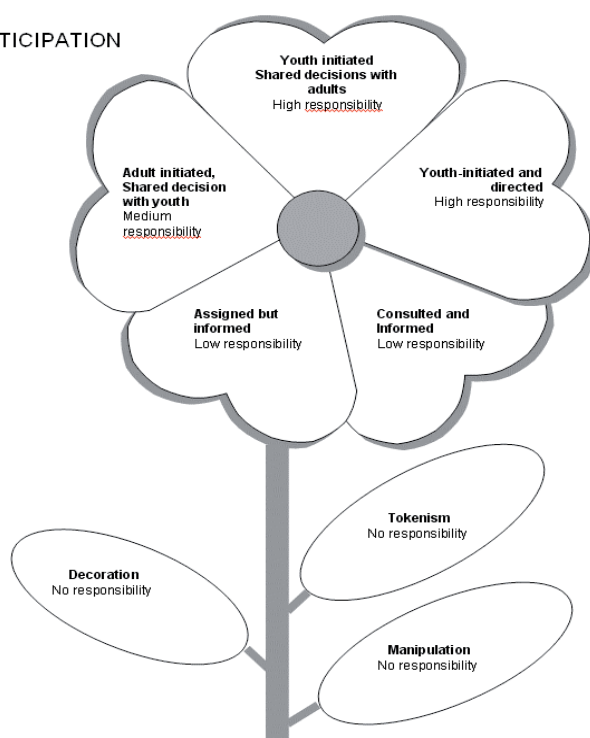
The "Flower of Participation" model, as in "Have your say! - manual on the revised European charter on the participation of young people in local and regional life" (Council of Europe)

"what would be the principles that ensure meaningful youth participation?", the team was displaying in the center of the circle the principles for youth participation as "Have your Say!"[10] manual features:
• Participation should be based on a challenge
• Participation should be based on capacity
• Participation should be based on connection
• Voluntary
• Related to real needs of young people
• Valued
• Beneficial to all the actors involved
• Offer diverse forms of involvement
• Backed up with the resources needed
• Based on real partnership between adults and young people
• Transparent
• Anchored as a policy principle rather than a mere technique
• Enjoyable

〰 **Understanding SPDP - Vol.3 - Structured Participation in Democratic Processes**
After Democracy and Youth Participation conceptual sessions, this was the final step of the "Understanding SPDP" series, and the one where participants created their definition of SPDP.

〰 The group was firstly divided in two sub-groups where, each participant was individually writing down the answer to "What is structured participation?" (1st group) or "What is a democratic process?" (2nd group).

〰 Afterwards, participants were joined in pairs where they discussed their answers and formulated a pair unique answer.

〰 In the next step, the pairs from the first group joined the pairs from the 2nd group and they discussed and formulated their unique definition of "Structured Participation on Democratic Processes".

〰 The snowball steps proceed until the whole group came out with the group definition for SPDP:
Structured participation in democratic processes is an ongoing set of action towards inclusive, transparent, *organized involvement of people in effective decision making, respecting rights, equality, freedom and responsibilities of individuals.*

〰 The session was closed with the reflection on "Why do we need SPDP" and with a sentence brought by the team:
"While youth participation is still being an unsinkable boat, the 'pink continent of ideal democracy' will always be reachable."

〰 **SPDP Channels**
After lunch, and in order to bring down into concrete examples the somehow abstract concepts that the group was working in the last 3 sessions, this afternoon was totally dedicated to explore the concrete tools and mechanisms (channels) that can structure or facilitate SPDP.

〰 In the first part of this session, participants were invited to brainstorm their ideas of SPDP channels – responding to the questions:
• What are the tools and mechanisms useful for structured participation in democratic processes?
• What makes the participation through these channels structured?

〰 Participants wrote their ideas down on separate pieces of paper and then later, they picked a small number of these pieces of paper to discuss in small groups with the following guiding questions:
• How do you understand this channel?
• How can it facilitate structured participation in democratic processes?

Capacity-Building Activity on Structured Participation in Democratic Processes - Small group work during "SPDP Channels" session

⎯ In the end, each group presented briefly the results of their discussions.

⎯ The channels mentioned by participants in the brainstorming were:

• volunteering • cultural exchanges • dialogues • meetings • round tables • activities for citizenship • awareness campaigns • media attention • lobbying • non-formal training • ombudsman • national Human Rights Institutions • international Human Rights Mechanisms • youth programmes mainstreamed in formal education	• Youth-led platforms (NYC, LYC...) • elections • campaigns • union strike • youth advisory bodies • EU Structured Dialogue • public consultations • consultative bodies at ministries • youth organisations • online platforms • focus groups • referendums • surveys

⎯ The answers to the question "What makes it structured?" were:
• Involvement of different actors
• targeting particular groups
• proper preparation and scheduling of events
• strategic planning
• evaluation
• previous training to enlarge impact of campaigns
• clear identification of demands prior to taking action
• collecting feedback
• setting up clear rules for communication and contributions
• following-up on activities undertaken

⎯ Particular channels further discussed in small groups:
• Visible lobbying (i.e. working through virtual channels like change.org; public campaigning, peaceful public pronunciations).
• Signature collection (tangible and visible part of activists campaigns, first step to engage people)
• Looking at Government as partner, not enemy (attitudes shift required, reaching for consensus, improves communication, it is an inclusive process, allows effective involvement in decision making)

• Diverse capacity building activities (creates awareness and allows educating at early age, increasing numbers of active citizens, democracy is understood as way of living, contributes to SPDP by raising a generation that is a part of an ongoing democratization process)
• EU Structured Dialogue (involves diverse actors at many different levels, leads to concrete results)
• Civic education in formal education structures (develops critical thinking, creates civic culture, builds early understanding of what is participation, Human Rights, citizenship)
• Advocacy and campaigning (targeting the right audience, working towards different actors, moving things forward, explaining what is at stake, gathers structured knowledge, media outreach is important to broadcast recommendations / issues)
• European Citizens Initiatives & petitions (mechanisms to put pressure on a specific issue in the European Parliament, to start public discussion and engage general public around the issue; it allows citizens to contribute to lawmaking, it is an expression of freedom of speech)
• Student Unions (provides solutions and alternatives to students on issues that concern them, advocates and fights for student's rights via diverse tools)

• IHR – CoE, UN (holding governments accountable of their Human Rights protocols signed and ratified by states on the international level, allows civil society to submit independent monitoring and reporting on HR violations, allows imposing international pressure on the state)
• Public consultation (involves umbrella organisations in creating the framework for citizens to be a part of discussion, they can have direct impact on policy making)
• Youth Councils (give voice to young people to express their needs, they act as bridge between young people and government, allow young people – as they have a pivotal role in the society – to have a role in policy making)
• Awareness campaigns (explanatory activity - action on specific issue that needs to be highlighted, so that people can understand it and better engage and act accordingly, it allows free, equal and inclusive access to information, that is vital for SDPD; it mobilizes individuals towards pre-determined goals)

⚞ Channels not mentioned by participants, but pointed – out by trainers (as needed for further part of the session):
• political party membership
• trade unions
• elections participation: voting, candidacies, monitoring
• youth policy

⚞ **SDPD Channels - Youth Policy**
Considering the great importance of youth policy as a channel for SDPD (and also considering the participants profile and expectations), in the second part of the SDPD Channels (double) session, after the break, the participants were invited for a creative exercise on road mapping their experience and expectations regarding SDPD channels, oriented by the following questions:
•	Which channels have I used in the past and on what occasion?
•	Which am I using now and in which context?
•	Which am I interested in exploring in the future?
Closing this activity, the participants created and visited the exhibition of their different roadmaps.

⚞ Afterwards, the Components of Youth Policy were quickly introduced based on Howard Williamson's "five C's" theory.

⚞ Later on, the group was divided for a jigsaw exercise[11] on requirements for effective Youth Policy, where each of the 6 teams was provided with a hand-out with 2 or 3 requirements for effective youth advocacy, based on Youth Policy Manual - how-to-develop-a-national-youth-strategy[12].

⚞ Additionally, participants were invited to also discuss the relation between Youth Policy and SDPD, on the basis of the question: "In what way an effective youth policy can be a channel for Structured Participation in Decision Making?"

⚞ The materials were discussed and summarized for presenting it later to the other teams.
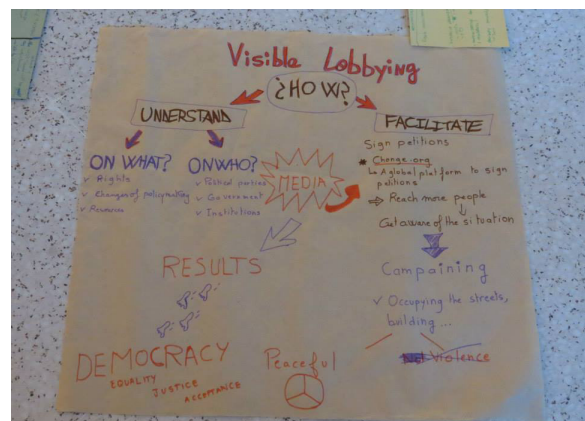
Capacity-Building Activity on Structured Participation in Democratic Processes - In-depth group analysis of "Visible Lobbying" SDPD Channel
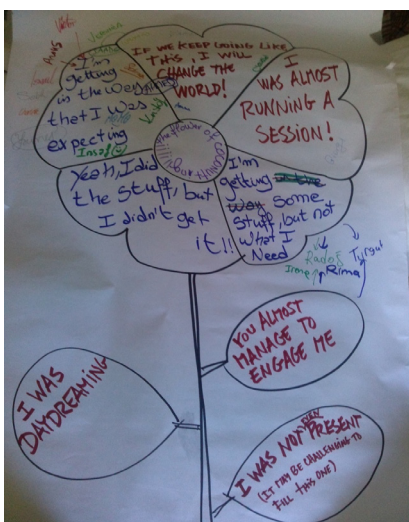
Capacity-Building Activity on Structured Participation in Democratic Processes - SPDP roadmapping

Daily Coconutting 2

The second session of Daily Coconutting brought an evaluation model based on the flower of participation (familiar to participants since the morning) - the "Flower of coconutting", where participants had to write down their names in a specific petal more close the way they felt about the day:

The results of this daily coconutting were particularly useful in the preparation of the simulation of the next day, namely in assigning participants to specific roles, depending on their individual needs.

Capacity-Building Activity on Structured Participation in Democratic Processes - SPDP roadmapping

Thursday

Experiencing Structured Participation in a Democratic Process

This session took place on the mid-term of the training and was its core element of experiential learning. The participants were immersed in a simulation with roles - inspired in quadrilogue diversity - through a process of SPDP.

In summary, there were two parallel lines of action (articulated by a time-keeper from the team) where one was the government preparing a new policy package and, in the other, there was a Youth Council, getting ready to influence this policy package. This Youth council was populated by representatives of 6 different organisations such as: a youth sports NGO, a Youth Centre team, an informal group of young people, a local YNGO, a youth political party and a student's federation.

This Youth council was populated by representatives of 6 different organisations such as: a youth sports NGO, a Youth Centre team, an informal group of young people, a local YNGO, a youth political party and a student's federation.

All the roles were carefully written and assigned considering participants learning needs and profiles, in order to further enhance the potential learning outcomes.

The simulation ended with the Prime Minister announcing publically the policy package, whereas it became visible how the Youth dimension was featuring or not.

The outcomes are presented as (mostly) direct quotations from what participants have shared during debriefing.
• Feelings: challenged, enjoyable, stimulated, excited, curious, exhausted, surprised, happy, desperate, good, thoughtful, inspired, frustrated
• About the challenges in organisations:
    - too much into detail, we lost the big picture.
    - put ourselves in other's position

Capacity-Building Activity on Structured Participation in Democratic Processes - Prime-Minister public speech, concluding the simulation

- there was a lack of networking
- many needs identified - what to prioritize?
• We did not think about a cross-sectorial reforms
• We appointed the representative on an hierarchy logic
• It was hard to be a representative and to not be able to speak out
• When representing some organisation or people, we have to leave out our ego
• Ministry of Youth:
- I learned my lesson from my Government - I didn't want to manipulate like they do
- Young people want everything... it is a problem, as government works apart
- I personally feel young, I tried to mainstream young people, while being realistic.
• I felt like decisions were already made
• "Natural" leadership arises (and communication skills help a lot) _ side-note from trainers: "naturally" was one of the most used words to classify what happened during the simulation.
• A big power gap was visible in the meeting between the NYC representative and the minister
• Our leader managed to bring our issue in the agenda of Youth
• Young people came with more concrete proposals than the government (due to their more complex agenda)
• Advocating the ministers with particular portfolios should be possible, not only the Youth minister
• Short time has had a strong impact on the outcome
• About the governmental process: it gets boring when it comes to discuss money
• About gender (im)balance: in small group we did not realize, only with big picture (during the simulation, participants made the options "naturally" in a way that gender became imbalanced)
• Bringing priority ideas only would make it easier for youth minister to negotiate further
• I felt that young people should be included before, and in all fields, not only youth policy
• We did not come prepared (no copy of document, only a list, but no priorities - that made it harder to negotiate)
• Politics also happened during the coffee-break ("backstage lobbying")

〰 From trainers' observations:
Several interesting phenomena occurred, including:
• "backstage lobbying"
• lack of interest in election results (time dedicated rather to consolidate requests)
• Minister of Youth realizing that certain demands are not realistic in given political reality
• a certain organisation considering stepping out of the NYC because they were not happy with representation
• representatives voting not for own candidate, but for the most outspoken one

〰 **Daily Coconutting 3**
After lunch the group went for the 3rd daily coconutting where the participants built a cooperative frozen sculpture with their own bodies, answering to the question "how do you feel about today"? The team read feelings such as: perplexity, wondering, happiness, motivation, doubts, need of a hug, friendship, having questions.

〰 This theatrical picture was also useful for the team to further prepare the next days.

〰 Afterwards, the group participated in the best practices session (joint programme).

Capacity-Building Activity on Structured Participation in Democratic Processes - SPDP roadmapping

Friday

≥ **Context Analysis**

This session took place after the day of simulation on SPDP and the sharing of concrete best practices. It was the space for participants to deepen their understanding about how they can apply the theories and models they learned during the course so far in their individual context, as well to reflect what does it mean for possible future intra- and inter-regional cooperation.

≥ The results of this daily coconutting were particularly useful in the preparation of the simulation of the next day, namely in assigning participants to specific roles, depending on their individual needs.

≥ After quickly filing a matrix mapping types (Youth NGO, NYC, INGYO, Youth services NGO, Political organization, etc.) and scopes (local, national, regional, international) of their organisations, a small round of discussion took place, guided by the following questions:
1. What does this position mean for you in terms of channels of participation you can work through?
2. What does this position mean to you in terms of scope of action you will undertake – who will be your target audiences and why?

≥ In the next step, the participants choose if they wanted to analyze the situation in their country or in the organisation (or both). An open space with two stations was provided:
1) barometer of quality democracy - here participants assessed features of quality democracy present in their countries, by rating on a scale from 0 – 10 on criteria against the ones laid down in Larry Diamond's presentation tackled in the first day.

Capacity-Building Activity on Structured Participation in Democratic Processes - barometer of quality democracy during "Context Analysis" session

2) RMSOS model of conditions for participation - here participants got acquainted with the RMSOS model and analyzed their organisation, by drawing a "radar scale" of conditions for participation.
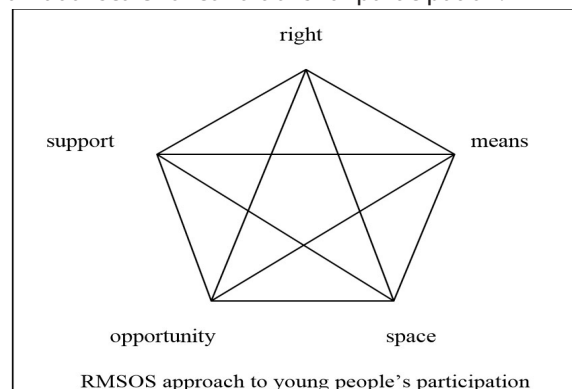
RMSOS approach to young people's participation

The "RMSOS" model, about the conditions for youth participation, as in "Have your say! - manual on the revised European charter on the participation of young people in local and regional life" (Council of Europe)

≈ Participants approached individually each of the stations and freely circulated between them, working according to the instructions in each.

≈ **Context Analysis - Sharing Issues**
In order to deepen the understanding of their (and each other) context, in the second part of the morning, participants went for sharing in small groups, according to the station they would like to explore the most.

≈ During the sharing, every participant identified his/her priority issue, which was later used as a starting point for the strategizing SPDP session.

Capacity-Building Activity on Structured Partici-pation in Democratic Processes - sharing issues during "Context Analysis" session

≈ Some of the issues identified were:
• lack of communication between international/umbrella organisations and their grassroot members
• weak access to the right of association
• narrow (or decorative) opportunities for youth participation
• lack of institutional support and/or recognition of the value of youth organisations
• lack of funding programmes for local NGO's
• lack of contact and cooperation between different sectors (students organisations living inside a "bubble")
• organisational inertia (difficulties to transform "inside")
• lack of organisational priority to stop to think and evaluate

≈ As a result of the session each participant has identified "the gaps"/issues (differences between current situation and a desired state in the future) which will be a starting point towards strategy planning on later stage. Those gaps were related either to organisational situation, or to general situation in the country, in the context of structured participation in democratic processes.

≈ One of the side-outcomes of this session was that it brought visibility to the diversity between the different countries of the Euro-Mediterranean region, regarding the general conditions for youth participation.

≈ In this day afternoon, the group was in the Youth Participation & Democratic Consolidation joint programme session, where panels of experts and a short consultation on the theme took place.

Saturday

≈ **Strategizing SPDP**
This morning session comes in a logical flow after going through the concepts and the context analysis, where issues/gaps to tackle were identified. Participants have decided which issue/gap they want to analyse further and target with their follow-up plan.

≈ Participants were introduced to "strategy" concept and to the following strategy design flow, proposed by the team and provided in an handout form-to-fill:
1. Issues, Needs, "Gaps" - what is the difference between the ideal situation (the "pink continent") and your current situation (based on the context analysis)? What is the gap/issue you will work on to bridge or the issue you want to tackle?
2. Aims and Values - the aim should illustrate the change that the follow-up action pursuits. It should identify the target group and the territorial area encompassed. Values are the principals that guide your work both on strategic and every day scale. Aims are not measurable.
3. Objectives - clear achievements that the follow-up action has to reach. Measurable. Realistic.

4. Flow of Activities - what will be the logical order of your activities in terms of timeline?

5. Resources - any human, financial or technical resources you need based on the flow of activities.

6. Evaluation & monitoring - monitoring is a transversal process that goes from the beginning of your strategy. It includes a continuous check on if the set values are being respected, or not. How will you evaluate your follow-up action?

〰 While working on their follow-up action form, participants scheduled and had mentoring meetings with a trainer of the team to discuss and get feedback about the issues found relevant for him/her, regarding the follow-up action.

Capacity-Building Activity on Structured Participation in Democratic Processes - mentoring during "Strategizing SPDP" session

〰 **Tools cocktail - parallel sessions**
After lunch, participants joined one of the parallel sessions according to their already stated preference:
- Youth Movements Mobilization
- Education for Democracy
- Participatory Monitoring & Evaluation
- Institutional Conflict Transformation

〰 After collecting preferences for topics and detailed expectations towards particular topics, sessions have been further developed/adjusted by the team.

〰 The wide-aim of the parallel sessions was to develop participants' soft skills in relevant themes concerning their SPDP follow-up action.

〰 **Youth Movements Mobilization**
This session was focused on understanding different strategic approaches and methods of youth mobilization and the links they have with participants context.

〰 After providing and discussing examples of youth movements, participants were introduced to the basic elements of a movement - the aim, the values and the agenda - and to different movement organization models.

〰 Afterwards, different methods for fundraising have been presented, such as:
• Crowd funding
• Merchandising
• Events
• Fund generating services.

〰 As a result of the session, the participants were introduced to different youth movements and the some basic reasons behind their success or failure, like the 6th April movement in Egypt and the Serbian youth movement. The participants were well introduced to the practices and techniques for organizing movements and ready to search more about the topic. They also shared their practices about fundraising and were introduced to new models on this matter.

〰 **Education for Democracy**
This session was focused on the theoretical framework of education for democracy and its link with non-formal education.

〰 Participants were firstly introduced to the "sphere of competences", a model establishing a division between knowledge, skills and attitudes, where small groups assessed standard competences that can be addressed by education for democracy.

〰Within the results there were:
Knowledge: civic education, human rights, political

processes, electoral processes, laws, principles of democracy.

Skills: Leadership, monitoring, evaluation, conflict resolution, campaigning, public speaking, teamwork, advocacy, project management, networking, strategic planning, facilitation, lobbying, organisation.

Attitudes: Open-mindedness, objectivity, patience, self-confidence, passion, creativity, collaboration, innovation, environment awareness, critical thinking, respect.

⚈ Afterwards, participants were invited to relate the assessed competences to the following key-values:
• Equality of all human beings
• Human Rights
• Solidarity
• Pluralism (e.g. cultural, social, political)
• Environmental awarness and responsabilities
• Active respect for self and other
• Sustainable Human development

⚈ Participants added other values such as:
• Democracy
• Justice
• Tolerance

⚈ One of the remarks brought by participants was that some of the skills, knowledge or attitudes can suit more than one value. Another of these remarks was:

The most important is to be aware of the mechanism of human rights, democratic regimes, and non-violent actions.

⚈ During the wrap-up of the session, participants were reflecting on the links of Education for Democracy and non-formal education, namely towards the development of the assessed skills and attitudes. Recognition of non-formal education was another of the trends addressed.

⚈ **Monitoring and evaluation**
Regarding the fact that monitoring and evaluation is a topic that can be applied to many different

contexts, the focus on this session was on (a) participatory monitoring and evaluation as well as (b) monitoring and evaluation of participation.

⚈ Firstly participants were invited to brainstorm and clarify the differences and similarities between evaluation and monitoring.

⚈ A short input was made on participatory evaluation and monitoring.

⚈ Later on participants reflected on - and discussed about - the dimensions of participation in Monitoring & Evaluation, checking them against previously learnt frameworks:
- flower of participation
- principles for meaningful participation

⚈ Afterwards, participants were split in two groups for the analysis - and later on to exchange - two different fragments of the UNDP Guidebook on Participation[13]:
• part 3: Key Elements in the Monitoring and Evaluation of Participation
• part 4: Indicators of Participation

⚈ Closing the session, the group was working on ideas for tools of Monitoring &Evaluation for a concrete project they chosen from within the group.

⚈ Some general remarks and outcomes of this session were:
• M&E applies to programmes, projects, processes, initiatives – for each there will be a slightly different approach;
• it is important and integral part of management, yet very often it is done superficially
• it is crucial to see it as beneficiary for the target group in the first place, not as an exercise done for the sake of pleasing the donor
• importance of qualitative M&E has been emphasized
• Monitoring: a periodical exercise that helps to control the development of the project / programme / process / initiative; it concentrates on overseeing the development of activities, their accordance with planned timing and budget

• Evaluation: an exercise that concentrates on looking at achievement of results and objectives, verifying larger impact of the programme/project/process/activity, run after a larger period of time (mostly at the end, also mid-term)
• for both (M&E) indicators have to be defined, however they will be different
• participants have proposed diverse tools for participatory M&E within the project (a commonly created evaluation form, a jointly build set of indicators, a set of visual / spatial exercises during the event, an on-line tool for peer-revision of reports that are being developed)
• participants have proposed a set of tools for M&E of participation (attendance lists, interviews, visual records)

⟩ Institutional Conflict Transformation
This session was responding to participants' expectations by being focused on conflicts with institutions and decision makers, and not necessarily the interpersonal dimension of conflict.

⟩ Participants were invited to position themselves towards the "conflict" (a trainer was in the middle of the circle). They shared with the group why they were in that position, making visible their general relationship with conflict.

⟩ Afterwards, participants were invited to share in rounds structured by a series of questions/instructions (one per round):
1. Share an institutional conflict that you still face in your life.
2. When did this conflict start?
3. How did it start?
4. What's the negative impact of this conflict?
5. What's preventing this conflict from being transformed?
6. What role could you have in transforming it?

⟩ During the wrap-up of the session some models on conflict were shared and discussed.

⟩ Within the outcomes brought by participants there were:
• Conflict is not necessarily something bad - at least forever. It can be transformed, for example, in learning;
• conflict always has two sides;
• institutional conflict often incorporates an unbalanced power share;
• a possibly good approach towards institutional conflict is to come back often to the main objectives, and keep acting in their reach;
• there are conflicts that never "stop", they have times of more activity/visibility, and times when they are almost not visible;
• it may be helpful, in some circumstances, to find a more neutral person that can better communicate with the person which you are in conflict with (and having communication issues) - networking is important
• Institutions are, by definition, committed to stability, and that's why transforming them from outside may always be perceived as hostility- a way to overcome this is to "enter inside" the institution, or to do it very slowly, and with "carrots" for the institutions. Acting strategically.
• in the end, transforming conflict always depends on an attitude, from one side and the other.

⟩ Further Developing Follow-up action
As in the morning session "Strategizing SPDP", participants had some time to further develop their projects and to have a second (shorter) meeting with their mentor.

⟩ In the end of this session, participants handed over their follow-up action forms for the team in order to help in the preparations of the next training day.

⟩ Daily Coconutting 4
In this last "daily coconutting" moment, participants were invited to write an individual letter to themselves, having in mind what, where and how they would like to be in 6 months' time from then. NSC will send them their letters to the provided addresses by the end of 2014.

Sunday

〓 **Follow-up Action & Peer Review**

In the previous day, participants consolidated their follow-up action. In this session, they shared their plans and provided feedback to each other. On the following session they presented their follow-up action in plenary.

〓 Participants were organized in trios and duos for the peer review. Everyone had time to explain their follow-up action within the group and to get feedback from their peers.

〓 During the plenary wrap-up of this session participants showed their satisfaction by stating that it was great to have the opportunity to have the feedback from peers. Not only did it provide them with further consolidation of their follow-up action, but also it allowed them to compare the different regional approaches for similar issues.

Capacity-Building Activity on Structured Participation in Democratic Processes - feedback group during "Follow-up Action & Peer Review" session

〓 **Follow-up action / EuroMed Cooperation/ Next Steps**

This session was focused on what participants were planning to do after the training course:
• their follow-up plans;
• their cooperation in the Region;
• their immediate steps right after they return from the training.

〓 The session started with the participants presenting their final follow-up action in plenary, having a very short time to do it ('elevator pitch').

Capacity-Building Activity on Structured Participation in Democratic Processes - the elevator pitch during "Follow-up action / EuroMed Cooperation/ Next Steps" session

〓 Later on, Andreia Henriques (North-South Centre) shared with the group what, in their view, were the main trends of EuroMed Cooperation and the recent developments in this matter, identifying vectors of possible engagement for the participants and their organisations.

Capacity-Building Activity on Structured Participation in Democratic Processes - EuroMed Cooperation panel during "Follow-up action / EuroMed Cooperation/ Next Steps" session

The discussion that followed included:
• Q: are there any further details on the development of an Arab Training Centre?
• A: depends on partner's eagerness to take the responsibility to operate it.
• Q: What is the idea for institutional follow-up of the training?
• A: Next – improved - edition of the training is planned to take place; we would like to see and – if possible – support your follow-up projects.

As an additional note: participants were also invited to check the Youth Partnership's "Toolkit on Youth Policy" that has been translated into Arabic, revised and reedited, adapted to Arab reality.

Following the input, the group was presented with an 'intra-regional cooperation in the framework of the follow-up action' matrix with the fields: Name, What I need, What I can give.

After filing the matrix, participants drawn the links between them and they had a short time with the only purpose to set with each other next steps regarding networking.

Afterwards, participants were asked to think about the first three actions that they will do when they got back home regarding the implementation of their projects. They wrote it down and shared it with others.

Some of the actions shared:
• develop a strategy for my project within the NGO, cross-checking if it is participatory
• meet with local organisations for project implementation
• run a local campaign
• reconsider how my organisation operates in terms of participatory approach, based on learnings from here
• share learning outcomes with the team of my organisation
• share responsibilities that relate to participatory approach within our team
• assess to what extent my follow-up action plan fits into the organisation's strategy (if it does not, build a new alliance around it, in order to implement it anyway)
• hold a project partners meeting
• run a fundraising campaign for my project

Evaluation & See you later
After presenting their follow-up action in plenary, and in this last session of the TC, participants evaluated the SPDP training and adjourned.

In the first step, participants filled in individual evaluation forms. Afterwards, a sharing circle took place, together with the North-South Centre team. The sharing was structured in the way that each participant threw a dice to finish one of the following 6 possible sentence beginnings:
• I've enjoyed the most, when…:
• I've learned the most, when…:
• It was the most challenging for me, when…:
• A thing I really missed was…:
• I really did not like it, when…:
• If I would recommend SPDP training, it would be because of…:

Capacity-Building Activity on Structured Participation in Democratic Processes - networking space during "Follow-up action / EuroMed Cooperation/ Next Steps" session

⟳ Some of the remarks were:
I've enjoyed the most, when...:
• I was representing the group in simulation
• the entire dynamics of the group
• the SPDP definition session
• the whole strategizing process, with mentoring included – it was really practical, I could use all the knowledge and skills from the training and be creative

⟳ I've learned the most, when...:
• we were sharing ideas,
• we were playing the teambuilding game
• on mentoring sessions with a member of the pedagogical team
• informally during breaks
• we had the simulation and I was in the role of the decision-maker and had to think in the shoes of the other
• at the understanding SPDP session
• on the simulation and mentoring
• on the simulation – in the role of the decision-maker, who tried to be youth friendly. I think in the future I can become a politician!
• I discovered there are so many types of Arabic! (coordination team member)

⟳ It was the most challenging for me, when...:
• I had to review the principles of participation and apply it to my own project
• we had the simulation – it was very good!
• discussing proposals on simulation; I expected strategizing to be my most challenging, but it was not!
• Not many very challenging moments, but the teambuilding game was – it always involves more, than just being a simple game
• we were discussing concepts with the team, to understand, learn together and have a coherent approach (trainer)
• I had to manage expectations of partners and expectations of participants for the joint session of the University (coordination team member)

⟳ A thing I really missed was...:
• my family back home – here nothing else was missing!

• Anything (well, yes, sleeping!)
• Wi-Fi for e-mails
• having time to reflect and internalize concepts, both intellectually and emotionally – I will have to do this job now when I go back home
• free time for my own reflection (trainer)

⟳ I really did not like it, when...:
• you asked me „how do you feel?"
• we started late
• I was tired on parallel session – I could not concentrate and participate as I wish I was
• we had a very long panel discussion – my patience was tested
• we had to choose limited content for sessions from such a vast field (trainer)
• coming tired to deliver session (trainer)

⟳ If I would recommend SPDP training, it would be because of...:
• the nature of it: practical and to the point
• daily coconutting
• the silent table exercise on defining democracy
• the concepts I learned here
• the fact that I have seen the team working on how to introduce all those concepts in an interactive and creative way (coordination team member)


Capacity-Building Activity on Structured Participation in Democratic Processes - adjourning during "Evaluation & See you later" session

〰 Afterwards, each participant took a SPDP TC certificate from a table and gave it to the owner with kind actions/words.

〰 In the last activity of the training, a thank-you text was read by the team. Everyone was provided with a candle and, one by one, participants, started to lit each other candles until every candle was lit.

〰 Meanwhile, wooden plugs with motivational phrases were discretely attached to participants clothes by the team. Later on, participants were invited to exchange those plugs among them. In the end, each participants took at least one plug home. The training was then declared closed.

〰 Afterward a MedUni official closing ceremony took place as part of the Joint Programme.
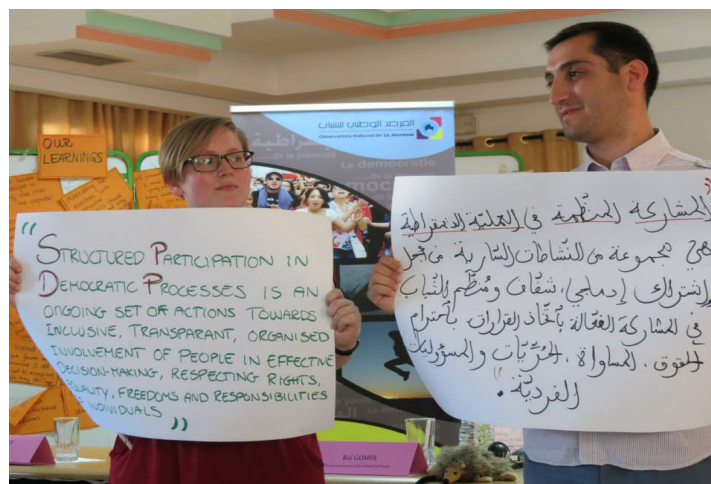
2ⁿᵈ Mediterranean University on Youth and Global Citizenship, Hammamet, June 2014 - Joint Programme closing session.

11. PARTICIPANTS EVALUATION FORMS

The results of the participants evaluation forms are here presented. (Yellow- lowest marks. Green - highest marks)

Course Objectives (1: Not reached at all. 5: Fully reached)	Average
To deepen the understanding of individual and organizational practice of democratic citizenship (participation and representation in decision/ policy making), towards their organisations and global development	4,14
To explore good practices of Structured Participation and youth engagement in alternative forms of civic action in Europe and Southern & Eastern Mediterranean region;	3,71
To develop competences regarding the different principles, tools and opportunities to further develop the organization of the youth movement, mainly in the Southern and Eastern Mediterranean region and of Structured Participation initiatives and mechanisms;	3,81
To exchange views and share challenges and achievements and identify proposals for improvement in further work with representatives of the quadrilogue;	4,33
To engage young people and youth organisations in the intra and inter-regional co-operation.	4,12
Average	**4,02**

Programme elements	Average
(1: Not enjoyed at all. 5: Fully enjoyed)	
1st day morning: Introduction	4
1st day morning: Opening ceremony	3,28
1st day afternoon: Team building	4,48
1st day afternoon: Understanding SPDP vol. 1 (democracy)	4,31
1st day coconutting: (emoticons, likes, to improve)	3,86
2nd day morning: Understanding SPDP vol. 2 (youth participation)	4,49
2nd day morning: Understanding SPDP vol. 3 (SPDP)	4,17
2nd day afternoon: SPDP channels	4,21
2nd day: coconutting (flower of coconutting)	3,6
3rd day morning: experiencing SPDP	4,43
3rd day: coconutting (image theatre)	4
3rd day afternoon: best practices	3,86
4th day morning: context analysis	3,90
4th day afternoon: joint session – panels & workshops	3,21
5th day morning and afternoon: strategizing SPDP (including mentoring)	4,53
5th day afternoon: tools cocktail (Evaluation & monitoring)	5
5th day afternoon: tools cocktail (Education for Democracy)	4,5
5th day afternoon: tools cocktail (Youth Movements)	4
5th day afternoon: tools cocktail (Conflict Transformation)	5
5th day afternoon: tools cocktail (not specified)	3,92
5th day: coconutting (letter to myself)	4,09
6th day morning: peer review sessions	4,12
6th day morning: presentation of follow-up steps	3,93
6th day morning: EuroMed cooperation presentation	3,38
Average	4,09

The overall evaluation from the participants' side was very positive and the following suggestions were made for a possible next edition of SPDP training:
• more lectures by and with experts
• more practical exercises
• raise the number of participants
• provide more informal & free time, namely in the evenings (also in order to furthermore allow cooperation & networking)
• more days for the TC
• gathering youth researchers with SPDP participants to discuss youth policies
• keep SPDP topic, but more focus on Youth
• discuss developments in transitional democratic countries
• guests shall really be working in the field they are speaking about
• bring a real case-study
• less idealistic concepts (such as the pink land of Democracy)
• create a media platform to share videos, campaigns, etc.
• have interaction before the event, so that everyone can understand each other contexts
• written evaluation after each training day
• to build on the SPDP concept as a continuous next version
• to be more effective in terms of setting the programme & timings
• to make inputs and talks more interactive
• less content and more group interaction
• participants should have a comparable level of experience (otherwise, frustrations are created)
• better assessment of needs of participants before the TC

12.   THANKS NOTES

The pedagogical team is very grateful to the North-South Centre of the Council of Europe for creating and funding this opportunity, together with the partners.

⟹   This training was made with its participants: Rima, Mohamed Arous, Insaf, Amna, Mohamed Elseweify, Nouran, Mondir, Sobhi, Ismail, Saad, Oumnia, Ahmed, Younes, Turgut, Claudia, Charlotte, Dario, Victor, Irene, Rados, Giorgi, Kristóf, Sabrina, Veronica. Thank you very much for your commitment and eagerness to learn.

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⟹   Thanks to the wonderful team from the North-South Centre, that, in such a dedicated way, helped us to get in and get out of the bubble: Candice, Manuel and Andreia.

Thank you all!

13. FOOTNOTES

1. For more information

2. 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).

3. For more information about 1ˢᵗ edition

4 Structured Participation refers to Youth participation, from a human rights based approach. This means going beyond dialogue. This implies the right of young people to be heard and play an active role in all decisions that affect their lives; the right to fully participate in the society and decision-making processes at all levels (with particular attention to be given to the vulnerable and socially excluded groups of young people); participatory, accountable and structured mechanisms for youth engagement at all levels as regards the definition, implementation, monitoring and evaluation of policies, programmes and actions related to them should be put in place and strengthened.

5 For more information about the Seminar, please check EU-CoE youth partnership website.

6 For more information, about the Symposium, please check EU-CoE youth partnership website.

7 Organised by FNG and the Catalan National Youth Council, in partnership with the European Youth Forum, for more information.

8 Organised by the North-South Centre of the Council of Europe, in co-operation with the Anna Lindh Foundation, Institute for Democracy and Electoral Assistance and the Aga Khan Development, in the framework of the Joint EU/CoE Programme "Strengthening Democratic Reform in Southern Neighbourhood. For more information.

9 For more information about Global Education

10 More

11 A jigsaw exercise is an analysis made by different "expert groups" in parallel on different subjects/matters under an umbrella topic. After a first round, the rapporteurs of each group move to another group in order to share the conclusions with everyone, each new group consists of members from all the "expert groups". By the end, everyone in the room knows about every subjects/matters that were analyzed.

12 More

13 More

TECHNICAL INFORMATION

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