



17th UNIVERSITY ON YOUTH AND DEVELOPMENT

Connecting identities – Molina, Spain

REPORT

18-25 September, 2016

Organised by:



In partnership with:



With the collaboration of:



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English edition

North-South Centre of the Council of Europe
Youth Co-operation Programme
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THE UNIVERSITY ON YOUTH AND DEVELOPMENT

The University on Youth and Development (UYD) is an activity organised by the North-South Centre of the Council of Europe (NSC) in partnership with the Spanish Government (INJUVE), the European Youth Forum (YFJ), the Spanish Youth Council (CJE) and other international youth-led organisations and youth-serving organisations.

Since 2000, it takes place in the CEULAJ (Euro-Latin-American Youth Centre – Mollina, Spain) and gathers representatives of youth organisations and youth movements to discuss, train and be trained around the main issues on the global agenda.

Specific objectives of the UYD:

- ❖ To promote youth work development and youth participation as well as political mainstreaming of the youth related issues and youth policy development;
- ❖ To encourage participation of young people in decision and policy making by promoting their involvement and interaction in quadrilogue initiatives;
- ❖ To provide training and capacity-building for young people and youth organisations;
- ❖ To foster youth co-operation and global youth work;
- ❖ To promote human rights, intercultural dialogue and democratic citizenship as essential dimensions of global education.



The Network of Universities

The University is the oldest sister of the Network of Universities on Youth and Global Citizenship. The Network, created in 2011, currently includes the University on Youth and Development (UYD, Spain) and the Mediterranean University on Youth and Global Citizenship (MedUni, Tunisia)¹.

For 16 years now, based on the idea of global citizenship and identity, the different Universities have provided a space where young people and youth workers come together as part of a global youth movement that works for more sustainable and inclusive societies.

The Network provides an exceptional space for young people and youth organisations to meet, debate, build their capacities and co-operate on youth policy related issues. The Universities are committed to further strengthening youth cooperation through a permanent dialogue between youth organisations and youth-related institutions at regional, multilateral and global level, contributing to the Global Youth Partnership for Development.

Joint theme

Every year, the Network defines a topic which is integrated in each university's programme. This joint theme becomes the thread that connects all activities of the same university and all the universities in the same year. It is also used as a basis for all the joint activities organised in the framework of the universities. In 2016, the joint theme was: "**Connecting identities**".

Methodology

The educational model developed in these Universities is largely inspired by the Global Education Guidelines², systematized by the North-South Centre of the Council of Europe, and by Council of Europe's Recommendation on Education for Global Interdependence and Solidarity³.



University on Youth and Development
2016 - *Spain*



**Mediterranean University on Youth
and Global Citizenship**
2016 - *Tunisia*

¹ The Network also included the African University on Youth and Development (AUJD, Cape Verde and Kenya) and the University of Participation and Citizenship (UPC, Uruguay) not active at the moment.

² The North-South Centre of the Council of Europe (2012), Global Education Guidelines, available [here](#), accessed 25 January 2017

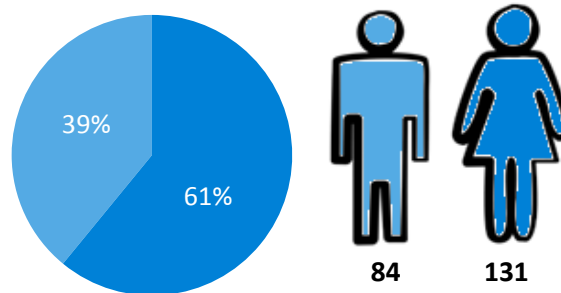
³ Recommendation CM/Rec(2011)4, Committee of Ministers to member states Council of Europe, *On education for global interdependence and solidarity*, available [here](#), accessed 25 January 2017

2016: 17TH EDITION OF THE UYD

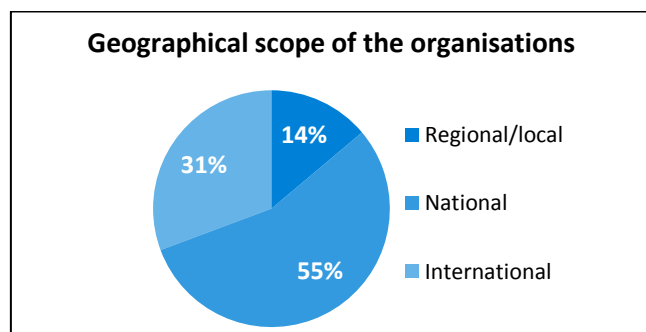
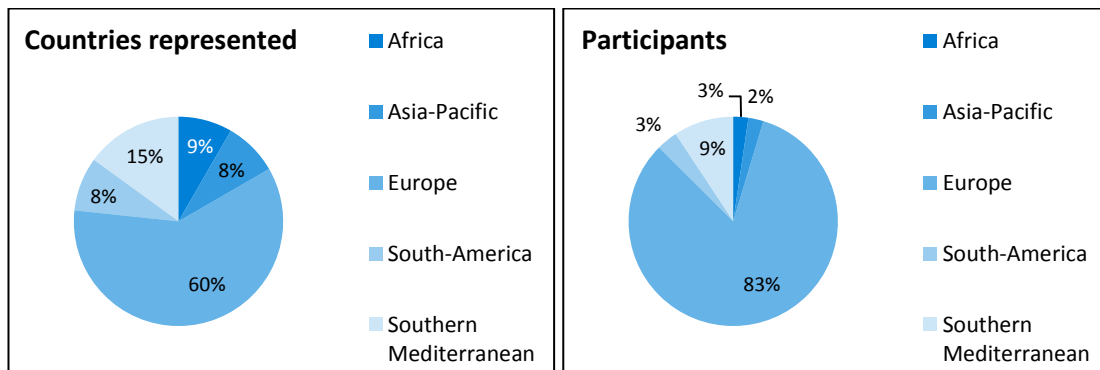


A multicultural and multilateral event

Gender balance



Geographical representation





Local community



The 17th edition of the UYD counted on the participation and support of the Department of Youth and Sports of Mollina municipality, the Asociación Jóvenes Mollina (a recently founded youth-led local association) and AMIDIS (Asociación de Mollina para la Integración del discapacitado - Mollina Association for the integration of disabled people) which is a local association founded in 2001 to provide responses to the lack of support people with

functional diversity in rural areas in order to support their socio-labour development.

This edition was also marked by the growing co-operation with the local community of Mollina: representatives attending the preparatory meeting and the opening ceremony, a young woman worked with the coordination team and two joint team members were engaged for more than a month in calling, e-mailing and asking to establish contacts with the local community, specific posters were developed and shared in town to announce the Festival during which the local community was very active, school students discovered the venue of the UYD and the work done by the participants and local performers joined the closing ceremony and the farewell dinner.

This *glocal* dimension is perfectly in line with the [UN 2030 Agenda for Sustainable Development](#) which stipulates to *localise the global agenda* and with the work the North-South Centre which organised, with YEU, a Training for Trainers back in 2007 about “Let’s get Glocal”.

Joint theme: Connecting identities

The definition of identity is a paradox in itself. Dictionaries often give two meanings for the word identity. On the one hand, *identitas* (from Latin) means “sameness”. But on the other hand, identity refers to the essential character that defines somebody, that makes someone unique, meaning “difference”. The confrontation between the two dimensions of identity is essential not only to understand oneself but also to understand *who I am* in relation to *the other*. In turn, the confrontation between the two dimensions of identity is crucial to the understanding of inclusion and diversity.

With its two dimensions, identity is a complex and contextually sensitive combination of elements, which define an individual through time, situations, contexts and settings. Identity encompasses physical, social, cultural, political, economic and geographical dimensions i.e. gender, religion or profession. It is multi-faceted. There are individual and collective identities. It can be self-assigned (how a person perceives himself or herself) and hetero-assigned (how others perceive a person’s identity). Holding multiple identities can provide an individual with numerous benefits, such as opportunities for social interaction or accumulation of skills and abilities. Yet sometimes, as Amin Maalouf puts it, these many allegiances that forge identity conflict with one another and confront individuals with difficult choices. Such a process could lead to isolation and marginalisation, among other.

Youth has a certain unique quality in a person’s life and identity construction; it is a bridge between childhood and adulthood. It is during adolescence that young people have to negotiate their ideas about who they are with the social expectations of the wider society, including parents, teachers, peers and

authorities (for example, local government or the police) and, at the same time, they have to make their own decisions of who they are or want to be⁴.

Youth organisations and youth workers have a long tradition of supporting young people in their self-definition processes and in the understanding of the world around them. Youth organisations can provide a safe space for young people to develop their identity among people who can stabilise them and provide a social framework in which “identity crisis” can be overcome. Youth organisations also provide a good training ground to help others to overcome a crisis, transform conflicts, receive and give feedback, and develop many other competences needed to deal with other groups in the future and with many other identity crises to come. They are unique knowledge producers and educational providers, in formal, non-formal and informal settings. They have the expertise, pedagogical approach and the capacity to outreach and promote awareness.

It is within this context, that the Network of the Universities on Youth and Global Citizenship identified **Connecting identities** as the overarching theme that will connect all different Universities in 2016.

The full concept note is accessible [here](#).



⁴ EU-CoE Youth Partnership (2012), *Youth transforming conflict T-kit*, accessible [here](#), accessed 8 May 2017.

Connecting identities: the objectives of the University

| | |
|---|---|
| <p>Identity: a source of problems and solutions</p> | <p>Discussing to what extent questions of identity lie at the core of many current problems and solutions. In this sense, it is not only essential but fruitful for youth organisations/workers as well as for young people to learn more about their own and other people's identity.</p> <hr/> |
| <p>Global youth work</p> | <p>Promoting and advocating global youth work in order to increase the consideration people - especially policy-makers and practitioners – have of the connection between globalisation, identity and sense of belonging; but also the implications regarding national policies and programmes.</p> <hr/> |
| <p>5th cycle of structured dialogue with young people</p> | <p>Contributing to the 5th cycle of structured dialogue with youth people in the Trio Presidency (the Netherlands-Slovakia-Malta, from January 2016 to June 2017) and in the CoE's Action Plan on Building Inclusive Societies (2016-2019).</p> <hr/> |
| <p>Towards inclusive societies</p> | <p>Sharing existing ways and identifying new ways to work towards inclusive societies. Discussing the role that international organisations, national, regional and local authorities could play in promoting and ensuring inclusive societies.</p> <hr/> |
| <p>Global citizenship Development education</p> | <p>Sharing good practices and methodologies to promote global citizenship/development education. Building skills to develop the democratic culture bearing in mind that the complexity of identity-related issues poses educational challenges which require specific competencies. Improving the recognition and support for new learning settings emphasising youth work and to non-formal and informal learning.</p> <hr/> |
| <p>Connecting identities</p> | <p>Furthering the reflection about "Connecting identities" during the joint sessions that allow inter- and intra-regional approaches with all the groups of participants, mainly through creative workshops and arts.</p> |

JOINT PROGRAMME

| | Sunday 18 th | Monday 19 th | Tuesday 20 th | Wednesday 21 th | Thursday 22 th | Friday 23 th | Saturday 24 th | Sunday 25 th |
|-------------|-------------------------|-------------------------|--------------------------|----------------------------|---------------------------|-------------------------|---------------------------|-------------------------|
| 8:30-9:15 | ARRIVALS | Breakfast | | | | | | DEPARTURES |
| 9:30-11:00 | | Opening | PARTNERS' ACTIVITIES | | | | | |
| 11:00-11:30 | | Coffee break | | | | | | |
| 11:30-13:00 | | PARTNERS' ACTIVITIES | | | | | | |
| 13:00-15:00 | | Lunch break | | | | | | |
| 15:00-16:30 | | PARTNERS' ACTIVITIES | Coffee break | Joint session | Free afternoon | PARTNERS' ACTIVITIES | | |
| 16:30-17:00 | | Coffee break | | | | Coffee break | | |
| 17:00-18:30 | | PARTNERS' ACTIVITIES | | | | PARTNERS' ACTIVITIES | Conclusions and closing | |
| 18:30-20:00 | | Free time | | | | Free time | | |
| 20:00-21:30 | | Dinner | | | | | | |
| 21:30- | Welcome evening | Connecting identities | Sharing workshops | Connecting identities | Free evening | Local community | | |

Programme of the 17th UYD (18-25 September 2016)

Partners' activities

It refers to all the activities organised during the week by the North-South Centre and its partners, that is to say: training courses, focus groups and meetings.

During these 7 days, more than 100 organisations were represented in the 12 activities organised in the framework of the UYD. See their descriptions in the [next section](#).

Joint activities

It includes the opening and closing ceremonies, the joint session and six evenings which are facilitated by the joint team.

Who is the joint team?

They are experienced trainers in non-formal education settings with multifaceted creative competences which guaranteed a pedagogical approach based on global education for a fruitful intercultural learning experience.

The mission of the joint team is to build bridges between participants and to go further on in the discussion about the topic in a relaxed and creative atmosphere. Throughout the week, time is dedicated to these activities, mainly in the evenings.

The joint team 2017



The joint team of the UYD is composed of several teams whose works are coming together to ensure the smooth proceedings of the University and to create a space where the participants can learn, exchange and network in the best conditions possible and in a creative, artistic and benevolent atmosphere.

Here are the description of their complementary roles and the members of the 2017 edition.

Pedagogical team

Composed of experienced trainers in non-formal and Global Education in the youth field and actively involved in the youth movement, the pedagogical team is at the core of the joint programme. They prepare and implement the different joint activities during the week and facilitate the inputs coming from the partners and the participants.



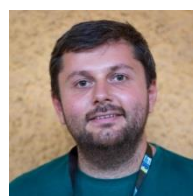
Estel Buch Mundò



Brais Fernandes



Nada Ismail



Stefan Manevski



Faith Odhiambo

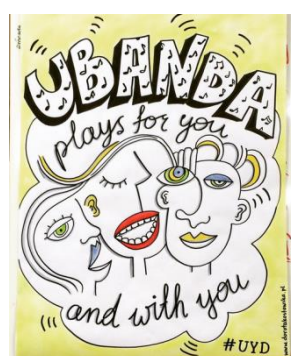
Media team



The media team deals with all the communication aspect during the event. They take pictures, videos and animate the social media. They also interviewed stakeholders and participants and write articles for the website of the network of Universities. They ensure to have a visual and audio heritage of the University.

(Bergsma Martijn, Fey Evelyn Dedovic Haris, Santamaría Justo Ana Maria, Donda Enrico)

UBANDA



UBANDA is the team of musicians. Not only are they animated the event. They allow to give a rhythm to the event and to create real synergies between all the participants and the teams. They complete the work of the pedagogical team and increase the creative aspect of their work.



Rui Afonso



Keith Ellis



Helena Sofia Messias
Palhinha Lopes Madeira



Ed Wade-Martins

Graphic facilitators



(Kostowska Dorota and Araźny Magdalena)

Two graphic facilitators joined the team for this edition. It is, without a doubt, one of the real success stories of this year. They supported the work of the pedagogical team and helped them to communicate in a more effective way the messages to the participants. They were also involved in different activities and assisted the participants in the creation of visual materials to express their ideas, clarify their follow-up projects and understand the various notions tackled, especially the ones linked with the joint theme Connecting identities.

Coordination team



Abdulmajid Abdulrahim



Narimen Beneddine

The coordination team deals with all the logistics of the University and coordinates all the different team together. It is composed of a part of the team of the North-South Centre, a member of YFJ and a local inhabitant who came to help the team during the event, which is one of the several elements that show the great and growing participatory engagement with the local community of Mollina.



Ricardo Martins



Elvira Campillos



Rocío Cervera



Rim Filali Meknassi



H  l  ne Himmer



Miguel L  pez



Opening ceremony

“Look around you, this is your learning context.”

Ms Rocio Cervera

Deputy Director of the North-South Centre of the Council of Europe

The opening ceremony is a plenary moment to welcome everyone and build understanding of what is the UYD.

It was held at the very beginning of the first morning and started with the presentation of the UYD, and more globally the Network of Universities, and the North-South Centre.



Mr Eduardo Sevillano
Mayor of Mollina

Speakers

Mr Octavio Martínez Rodríguez

Subdirector General de Cooperación of INJUVE

Mr Luis Alvarado Martinez

Vice-president of the European Youth Forum

Ms Julia Chica Linares

President of CJE

Ms Faith Odhiambo

President of NIYOA

The joint team introduced the theme “Connecting identities” through the reading of a poem. This introduction was followed by a presentation by the main partners of the UYD in the format of a talk-show. Mr Octavio Martínez Rodríguez, the Subdirector General de Cooperación of INJUVE, underlined their willingness to keep providing youth with spaces to debate and develop their activities.



Octavio Martínez Rodríguez



Luis Alvaro Martinez
Faith Odhiambo



Julia Chica Linares

The UYD was described as “an incubator for the new generation of leaders” by Mr Luis Alvaro Martinez. The Vice-president of the European Youth Forum emphasized the importance for young people to address their demands directly to the public administration in order “to be seen as right’s holders, and not just as a number”. The dialogue with institutions was also mentioned by Ms Julia Chica Linares, the new elected President of the Consejo de la Juventud de España, who stressed the key role of youth organisations on this matter. Ms Faith Odiambo, the President of the Network of International Youth Organisations in Africa (NIYOA) highlighted the current challenges for the societies, especially the global issue of population movements and of youth unemployment which is “one of the main causes of radicalisation and insecurity”.



“We have to find innovative ways to face these problems, to connect regions and to overcome these challenges”

Ms Faith Odiambo
President of NIYAO

The talk show was followed by a theatrical interlude on Connecting identities to keep familiarising the participants with the topic.

After that, the coordinators of the media team, graphic facilitation team and the UBANDA introduced their teams and their work for the UYD and the activities of the partners were presented to the audience.

During the whole ceremony, UBANDA provides a musical support which was highly appreciated and allowed to boost the Ubuntu philosophy: “I am because we are.”

The 17th edition of the UYD was launched; 220 young people from 65 different countries, 1 space and 1 goal: change for a society based on solidarity, empathy and diversity.

“We change reality by changing each individual, one by one.”

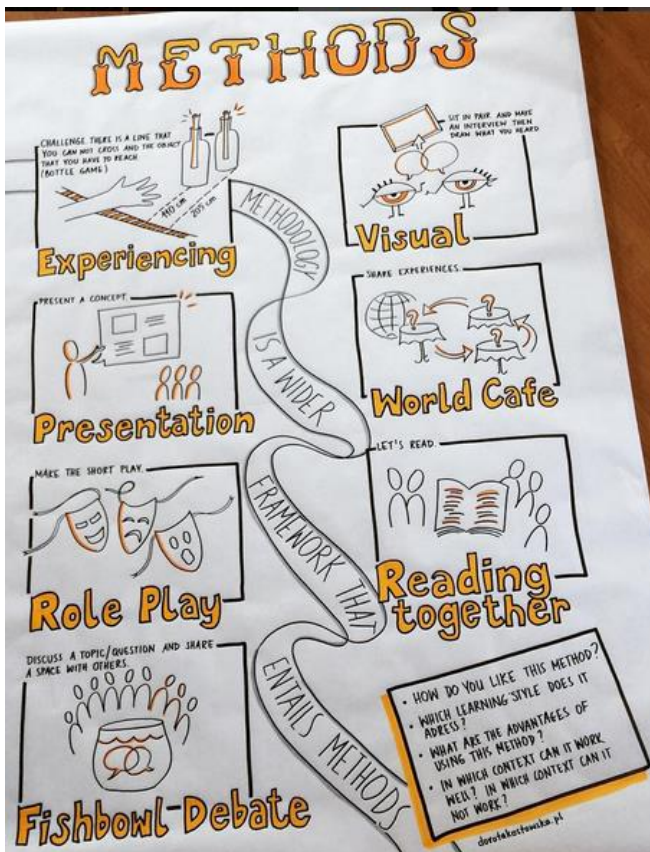
Mr Luis Alvaro Martinez
Vice-president of the European Youth Forum



Joint evenings

Two evenings of the week were especially focused on the joint theme. The first took place on Monday 19th and the second on Wednesday 21st. With different creative methods, the team gave a framework for the participants to tackle this crucial topic.

Connecting identities – 1st session



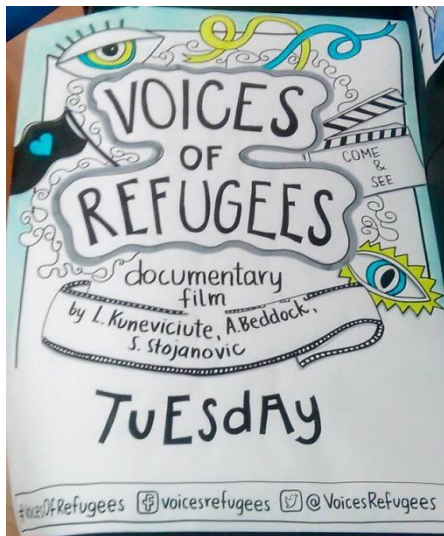
The aim of the programme was to explore our different identities and senses of belonging and how it can be, or not, a source of pride. Participants explored the “freedom to be” and how it can be limited by others or by society. It was the first step on exploring each person multiple identities.

In order to do so, it was decided to work with masks as a metaphor. Each person received a mask they had to personalise: the outside was for the key elements about others perceive you, inside for the ones representing your true self. Then they had the possibility to share their masks with others. The poem of Khalil Gibrain “How I Became a Madman” about multiple identities has also been shared during the evening. It was more based on introspective processes and peer sharing.

Connecting identities – 2nd session

This was a storytelling session. At the beginning of the week, the pedagogical team announced a call for storytellers amongst the participants. Then they met at few occasions on order to prepare them to share their story. Five to six stories were expected for the evening but it was such a huge success that, at the end, the session lasted more than three hours with twenty stories shared. It was a very emotive moment when people connected together and, as active empathic listeners, understood better the struggles that people had to face, the transformations they went through and their achievements. It is said that storytelling is a tool to empower others and to “heal” oneself; this session was a living proof of this statement. However, because this tool is so strong, participants have not only to be prepared in advance, but to be supported after the session to help them to “digest” the evening.

Film screening



On Tuesday 20th the documentary “Voices of refugees” by I. Kuneviciute, A. Beddock and S. Stojanovic was screened during the evening. Migration was in the heart of the events of 2016 and will keep being one of the most important aspects that has to be taken into consideration. It is essential to tackle it when you want to discuss the concept of identity, not only due to of the overall context of migration but also because “Migration is our History, Reality and Future”, as stated by William Lacy Swing, the Director General of the International Organization for Migration (IOM). So it definitely influences our perception of our identity and others’ identity.



Joint session

The joint session is the main moment for all the stakeholders to exchange and reflect together on the joint theme. It usually takes place on a whole afternoon and is divided into different kinds of activities.

For this edition, it took place on Wednesday 21st. It was a very powerful space to talk about identities and also to understand many challenges that people are facing in their efforts to “connect identities”.



After a short drumming introduction aiming at breaking the remaining barriers, Ms Natalie Spiro, the keynote speaker of the joint session, delivered her speech based on reflections regarding the inter-dependency between different identities and the challenges from stand-alone views, prejudices and self-awareness, in line with the Ubuntu philosophy “I am because we are”. Three questions were raised by Ms Spiro in order to feed the reflection of the participants:

- ❖ How did we honour each of our unique and diverse contributions?
- ❖ How do we overcome stereotypes?
- ❖ How can we apply this process to our work as global citizens and change makers?



“Before 2015, I would never have expected that I would live outside my country. [...] At the end, refugees are humans, and we all have to find how can we make a new future.”

Mr Abdumajid Abdulrahim
Law student and Syrian refugee

Then the joint team presented the parallel sessions with experts: four guests were invited to share their experience or story related to the topic of the University. The participants had the possibility to attend two or the four sessions. Each took place in a different part of the CEULAJ in order to ensure a comfortable space for exchanges and discussion.

The strong contributions by the speakers made a clear link on how identities develop, how they are inter-connected and inter-dependent and how they change over time and circumstances. They also emphasized the important role of young people in the struggle for more inclusive societies. They highlighted the universal connection between people and encouraged them to be different and equal in their diversity.



The four speakers were:

- ❖ Ms Ayo Wallace – African Diaspora Youth Network in Europe (ADYNE)
- ❖ Mr Abdumajid Abdulrahim – a law student and Syrian refugee
- ❖ Ms Aomori Matsumoto – Foro Latinoamericano y Caribeño de Juventudes (FLACJ)
- ❖ Ms Carmen Fischer – Advisory council on Youth of the Council of Europe

“It is important for communities in the diaspora to identify themselves as a unique voice, and it is important to reach youth to get closer to this goal.”

Ms Ayo Wallace
Secretary General of ADYNE



After these parallel sessions, the participants went back to the main room where Ms Natalie Spiro facilitated a space for sharing discoveries and inspirations, questions and reflections. At the end, she summarised their thoughts and called them to act as multipliers, in line with the Ubuntu philosophy.

Children visiting



During the morning of the 4th day, the complex of the CEULAJ received a group of children who are going to the college of Mollina. From 11 to 13 years old, they came to discover the University which is held each year in their town.



The pedagogical team hosted them at the entrance. Then they visited the place to meet the participants who were told in advance and could prepare a presentation of their activities. To conclude their visit, UBANDA made a little concert for them. This morning allowed them to feel the atmosphere of inspiration created during the UYD.



This was one of the key elements which proved the ties between the University and the local community are becoming stronger and stronger. It were also the occasion to implement even more the principles of non-formal education.

Festival



Every year a festival is organised in the city centre of Mollina to celebrate and strengthen the ties between the University and the local community.

On Friday 23rd, UBANDA and the pedagogical team led all the participants to main square of Mollina. More than 220 youngsters from 65 different communities and all the inhabitants and local artists could go on the stage and sing, play an instrument, dance or recite a poem; or simply enjoy the spectacle.



“It was incredible for me to feel how inhabitants of Mollina danced together with participants, trainers, and even CEULAJ workers. This Festival was the conclusion of the process, the result of a huge effort that started five years before when we came up with this idea. This is the best example of non- formal education”

Mr Rui Afonso
UBANDA



Some pictures are worth a thousand words...



Closing ceremony

On the 24th of September, the closing ceremony took place during the afternoon.

Speakers

Ms Carmen Fischer

Advisory Council on Youth

Ms Rocío Cervera

Deputy Director of the North-South Center

Mr Mohamed Jouilli

Director of the Observatoire National de la Jeunesse of Tunisia

Ms Johanna Nyman

Member of the European Youth Forum

The session was in the meantime a formal moment during which the partners and the organisers could express their closing words, a celebration of the work done during the UYD with the presentation of participants' achievements, reflections and messages, and an invitation to keep working on Connecting identities and to be active multipliers of the UYD outcomes.

The sessions started in music: UDANDA playing music and Ms Ayo Wallace reciting *Ibao, Ibao*.

The media team and the graphic facilitators presented then an overview of the week which was followed by the presentation of the activities by the participants who proved once more their creativity.





These presentations were rhythmized by poetic interludes and ended on a musical performance of a band of Roma youngsters from Molina. The involvement of this band was another proof of the increased collaboration between the UYD and the local community.

After some sort closing remarks from Ms Rocío Cervera, Mr Mohamed Jouilli presented the results of the Network of Universities' meeting and Ms Johanna Nyman the final declaration. Ms Carmen Fischer closed this 17th edition of the UYD.



ACTIVITIES AND THEIR OUTCOMES

In the framework of the 17th UYD, several activities were organised by different partners and took place in parallel. Though the topics tackled were different, they shared subjects linked with the joint theme and the current global situation.

Gender equality

Beyond the fact that the North-South Centre organised a focus group on “Connecting Women, challenging stereotypes”, it was a cross-cutting issue in all the activities: everybody considered that achieving gender equality and stopping gender-based violence were essential component of better democratic systems.

In the framework of its campaign “UNiTE to End Violence against Women”, the United Nations proclaimed the 25th of each month as “Orange Day” in order to raise awareness and encourage people to take action against violence against women and girls. Based on the willingness of a single participant, a symbolic action was organised during the UYD, everybody taking part in it. This is another proof of the potential of the UYD as a tool to mobilise people and to increase the scope of their initiatives.



Through this picture, all the UYD participants took part in the North-South Centre’s #16 Days Of Activism Against Gender-based Violence, which is an international campaign launched by the Previous Secretary General of the United Nations (from the 25th of November to the 11th of December).

“What I have learnt here about women rights is that everyone has some special issues to fight for. We do not face the same problems, but sharing our experiences makes us to find a solution for all of them.”

“We have to fight for our dreams. It is our duty to find solutions for the challenges we face. It’s up to us to be the generation that respect women’s rights, and we must do it raising our voices together, respecting our own struggles.”

Ms Hanane Kaouane, Project Coordinator at SIDRA NGO (Algiers)

“Women Rights movements can be developed from very different perspectives and realities, but above all, freedom and mutual respect have to be the rule in this fight.”

Ms Marta Rosique, member of the Consell Nacional de Joventut de Catalunya (Catalonia)

“This is a safe space in which intercultural dialogue is a must. When you exchange your ideas with women from other countries, cultures and religions you break the prejudices you have already from them.”

Ms Maria Ballesteros, member of AEGEE

Refugees

The training course of the Organising Bureau of European School Students (OBESSU) - called “#Refugees Welcome to School” - focused on the importance of providing education to refugees and migrants in order to facilitate their inclusion in society. The focus group on the North-South Centre on “Connecting Women, challenging stereotypes” also addressed the situation of refugee women that are often victims of double stereotyping. The coordination team included one volunteer who fled from Syria and is now living in Belgium. He was one of the storytellers of the joint session.

On the offline Twitter, the situation of refugees led to different comments.

“It is estimated that about a third of people of Kosovan descents currently live outside of Kosovo”

“More than half of the Icelandic population has offered their homes for refugees”

Educational approach

Non-formal education were used by all the pedagogical teams which adapted it according to their topics and the needs of their participants. The graphic facilitators also prepared these templates to support everybody in their learning process.



“UYD is an incubator for providing solutions for the empowerment on equality. Thanks to the non-formal education tools used here, as well as the creativity and diversity this place inspires, we have had the opportunity to connect with each other. This is so powerful, and I see a great potential coming out of this.”

Ms Ayo Wallace, artist and member of The Ubele Initiative

“The general evaluation of the activity was very good; participants evaluated very well the general organisation of the event, the activity programme, the team and the proposals designed during the event. The level of satisfaction of the team was also high. The UYD deserves a special mention: the general organisation of the University, and the environment where participants could have the chance to live a unique experience, were the two most appreciated elements by participants.”

OBESSU

Connecting in civic education: NFE meeting FE

AEGEE Europe (Association des Etats Généraux des Etudiants de l'Europe/European Students' Forum) organised this training course that gathered 11 participants – all members of AEGEE – and three trainers, one coming from the World Organisation of the Scout Movement (WOSM).



Context

Formal education and non-formal education are often considered in competition. Yet their learning tools and methodologies should be complementary. This training was designed from the outcomes of AEGEE'S GR-EAT project whose main objective is to increase the recognition of non-formal and informal learning, especially by the implementation of a tool for their recognition⁵. The training aimed at focusing not only on civic competences developed by volunteering, but on how the combination of non-formal and formal learning tools and methodologies can better enable young people to take active part in society.

Profiles of the participants

- A balanced group between more and less experienced volunteers and trainers, for a share of fruitful share of practices, experiences and perspectives;
- Diversity of backgrounds.



⁵ More information on their [website](#), visited on 30.03.2017

Overall objective

To enable an international group of participants to gain theoretical knowledge about civic education and civic competences, as well as to test their creativity and knowledge about becoming active citizens

Specific objectives

- Enhance young people's understanding of the methodologies and practices of non-formal education, knowing that they will need to be adapted in order to comply and complement the standards of formal education;
- Support the development of young people through non-formal education in order to turn them into active citizens;
- Train young people to act as multipliers in their communities and reach the levels of governing where the improved educational practices could be implemented;
- Raise awareness on the importance of connecting multiple sides of the educational spectrum in order to find a path to the education of active and aware citizens;
- Identify the needs for a common European civic education and the needs of educational practices.

Content of the activity

- Project management at the local and European level and impact measurement processes;
- Local tools and mechanisms of youth policy and the ways to engage grassroots communities;
- Theoretical knowledge and interactive activities about civic competences;
- Realisation of questionnaires, interviews and short videos recordings with participants from other activities.

Methodology

The methodology of the training was based on a combination of non-formal and some practices of formal education. Peer-based exchanges with the support of the three experts will allow them to reflect on the cultural, societal and learning environment of the other participants, along with the opportunities their environment offers to its citizens.

Main outputs

- ❖ Co-writing of the Declaration of the University and discussion about its ratification during the general assembly of the European Youth Forum;
- ❖ Realisation of a short video documentary;
- ❖ Deeper involvement of the majority of the participants in the organisation since the training;
- ❖ Strong networking between the participants: creation of a mailing list and meeting in various other AEGEE's events;
- ❖ Establishment of a new contact between AEGEE and Malaga, since one of the participant was coming from this city.

Intervención inclusiva y el papel de las entidades ante la situación de las personas refugiadas y migrantes

This training course organised in Spanish by the Consejo de la Juventud de España (CJE) gathered 18 participants. During the training course, the participants were reflecting about the concept of their own identity and its construction and about the ways to connect it to other identities in order to build local entities, and broadly societies, more inclusive and respectful of Human rights.



Profiles of the participants

- Fluent in Spanish;
- Coming from the CJE, from UJSARIO (Western Sahara) or from the Consell Nacional de la Joventut de Catalunya (CNJC).

Overall objective

To focus on the role of youth local action and entities in the inclusion of migrants and refugees

Specific objectives

- Discover campaigns as “No Hate”, especially concerning the fight against racism and xenophobia;
- Analyse the situation of young migrants and refugees;
- Reflect about the rights and vulnerabilities of migrants and refugees;
- Discover inclusive methodologies towards migrant youth;
- Reflect about the role of the entities towards the situation of refugee people;
- Discover and understand the KA3 of Erasmus + and the Structure Dialogue as tools to connect proposals with the policy makers.



Structural empowering

This training for trainers were organised by the International Union of Socialist Youth (IUSY). It gathered eight participants from four continents and three trainers.



Context

The International Union of Socialist Youth is the umbrella organisation of the socialist, social democratic and labour political youth organizations from around the world: about 136 member organisations from more than 100 countries.

Profiles of the participants

- Coming from member organisations of IUSY;
- Involved in youth party political organisation;
- Having strong socialist/social democratic values;
- Willing to commit with the afterwards;
- Balanced representation in terms of region, member organisation, age, gender, motivation, experience.

Overall objective

To reinforce the educational element of IUSY activities in their different member organisations and to set up a IUSY Pool of Trainers



Specific objectives

- Promote the concept of non-formal education as a working tool among the participants and in extension, to their member organisations;
- Train members on the concepts that are relevant for youth political activism/campaigning training (such as advocacy, speech, drafting, communication etc.);
- Bring the global perspective to the local level by providing training skills to the participants;
- Provide participants with knowledge and tools to pursue training in their local organisations;
- Develop the IUSY Pool of Trainers by improving the training capacities of young activists and youth organizations.

Content of the activity

The activity focused on improving educational skills by making each participant understand others' learning experiences and styles, by helping them to see themselves as trainers and to identify the qualities of a trainer and by experiencing different methods and analysing them in order to improve the design of learning contexts.

Methodology

One of the trainers came from a sister organisation (IFM-SEI) and the other one from one of their MOs (DYS). A member of the IUSY Secretariat was also partially member of the pedagogical team. The training was based on participatory learning, Global education and non-formal education and consisted of various modules: experimentation, experience, feedback and conceptualisation.

Main outputs

- ❖ Implementation of a pool of trainers (participants have been very active for its implementation and the trainers are very engaged) – a coordinator should be elected to mainstream its work;
- ❖ Trainings on the planning stage;
- ❖ Creation of an informal network between the participants who keep exchanging, through Skype meetings, about educational approaches and the implementation of their projects to improve the quality of their activities in their organisation as well as in IUSY;
- ❖ Recommendations about the recognition of non-formal education, the empowerment of young people, youth work and youth participation.

Connecting Women, Challenging Stereotypes

This focus group was organised by the North-South Centre of the Council of Europe and gathered 13 participants and two facilitators from both shores of the Mediterranean Sea.



Context

This activity was the follow-up of the training course “Challenging Stereotypes and Identities to promote Gender Equality” (CSI-Gender EQ) organised in the framework of the 4th Mediterranean University on Youth and Global Citizenship (MedUni, Hammamet, Tunisia, 1-8 May 2016) in order to deepen the understanding of deconstructing gender stereotypes by focusing and confronting stereotypes targeting women from the South and the North of the Mediterranean.

Profiles of the participants

- Youth activists representatives of youth or women organisations: trainer, researcher, journalist, youth worker or project manager involved in an initiative which aims at raising awareness on gender equality and/or women rights;
- To be between 18-35 years old.



Overall objective

To promote a positive and non-stereotyped image of woman both in Europe and Southern Mediterranean through education and intercultural dialogue in order to contribute to their assurance as essential actors for change in society and to enable participants to implement projects with an inter and intra-regional cooperation dimension

Specific objectives

- Analyse how gender stereotypes, sexism and discriminations affect identity construction and opportunities both in individual and global dimension and in particular in a Euro-Arab context;
- Provide participants with tools and methods to deconstruct sexist and racist stereotypes in Europe and Southern Mediterranean countries and to confront their views;
- Equip participants with tools promoting intercultural dialogue through awareness-raising and/or capacity-building activities;
- Equip participants with common methods to fight discriminations and sexism with an inter and intra-regional dimension according to common/different elements on stereotypes belongings to each region.

Methodology

The first part of the activity was based on a training on the practical methods to challenge and deconstruct stereotypes and, in particular, on a specific method developed by Ms Wiem Melki with Search for a Common Ground. It aims to bring together two groups, with different sets of beliefs but with the ability to work together, to reach a common objective.

In the second part, participants worked in groups to develop a project with the aim of challenging stereotypes in order to allow the beneficiaries to get a better understanding, to work together for gender equality and to promote a positive image of women. The methodology approach was based on non-formal education involving active learning, debates, role play, work in groups and practical exercises.

One of the added value recognised by the participants was the organisation of activities by other UYD actors: Participatory Theatre and Forum Theatre workshop by Nada ISMAIL (UYD team), good practices/experiences sharing by Sanaa AFOUAIZ and Ayo WALLACE (guests), Proverbial Working Words of Wisdom workshop by Natalie SPIRO (key speaker) and graphic facilitation with Magdalena ARAŻNY and Dorota KOSTOWSKA (UYD team).

Main outputs

- ❖ Fruitful exchanges of experiences and analysis of the current situation in various realities;
- ❖ Design of 4 international projects: *Raising Voices*, *One Click Away*, *Empower Women* and *Young Leaders Bridges*.

Global Education and Youth TC for Youth multipliers

This was the 5th edition of this training course organised by the North- South Centre of the Council of Europe (NSC) gathered 21 participants and five trainers from all over the world.



Profiles of the participants

- Between 18 and 30;
- Key multiplier playing an active role within a youth organisation/platform or institution, and plan to continue this work in the near future;
 - Diverse social and geographical background (including disadvantaged and minority groups);
 - Some qualification or experience in terms of the Universities and/or international youth work and project work;
 - Background knowledge in terms of Sustainable Development Goals (SDGs) and youth related issues.

Overall objective

To promote the development of global citizenship through education by empowering young people to further support the practice of Global Development Education (GDE) based on the NSC Global Education (GE) methodology (see the booklet on the [website](#)) and by providing youth multipliers with a series of competences and tools to promote and disseminate principles of GDE to other young people



Specific objectives

- Understand the skills, values and knowledge behind the concept of GDE;
- Strengthen, revitalise and underline global interdependence by promoting the post-2015 UN agenda and contributing to processes of democratic consolidation through support of youth civil society organisations;
- Facilitate the development of specific training and facilitation competences and transfer of knowledge in educational methodologies for the development of multilateral youth activities that promote peaceful and inclusive societies;
- Contribute to a database/network of young trainers/multipliers on GDE that will support inclusive and equitable quality education and to the NSC GE Online Resource Centre facilitating the sharing and dissemination of tools and practices to strengthen GDE.

Methodology

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. Global Development Education methodological approach through non-formal methods was used in delivering the sessions of the course and the activities were designed and implemented according to the profiles of participants and the objectives of the NSC, fulfilling the needs of different multiple intelligences, local and national contexts, and specific competences of participants. Guests from the Network of the Universities were invited to introduce participants to the global institutional framework of youth cooperation facilitated by the North-South Centre.

The Global Education guidelines

This pedagogical tool has been created to support educators from formal and non-formal systems to understand and put into practice global education activities in their respective contexts. It includes a presentation of Global Education philosophy and content, related methodology and evaluation issues and existing practice, tools, resources and bibliography. It complements other aspects of the work of the North-South Centre regarding Global Education: Global Education Week website, newsletter, publications and [on-line training course](#). It is also a base for a global education policy instrument.

For more information about the Guidelines please check on our Global Education Website [here!](#)

Main outputs

- ❖ Increased understanding of the concept of Global Education by the participants;
- ❖ Sharing of tools and methodologies linked with Global Education;
- ❖ Discovery of diverse formats of activities.

#RefugeesWelcome to School

This training course for multipliers were organised by the Organising Bureau of European School Student Unions (OBESSU) and gathered 17 participants from diverse European countries. They were trained and supported for the implementation of local projects aiming at the integration of refugee youth in education.



Context

“Education is a human right. That is to say that everyone has the right to self-fulfilment and to develop the critical thinking crucial to democratic citizenship. Thus, the right to access an education of free and informed choice must be granted to everyone at all times.”⁶

In the current European situation, education is an often denied fundamental right for refugee and migrant children and youth. *#RefugeesWelcome to School* is a programme developed by OBESSU and funded by the Open Society Foundations which aims at providing immediate and sustainable solutions by mobilising school students belonging to organisation. Since they are essential stakeholders on this, OBESSU gives us the space to create and nourish the debate. The other aspect of the programme is to provide micro-grants to grass-roots groups of school students and to train them so they have the resources to implement small, targeted and quality local initiatives to facilitate access to education for refugees and migrant children and youth.



⁶ [OBESSU Political Platform](#), p.6, visited on 29.03.2017

Profiles of the participants

- School student activists, active in a national school student union from OBESSU member, candidate and affiliate organisations and able to bring the outcomes of the training to their organisation;
- Already with some experience in their own organisation;
- Able to develop small scale, targeted local initiatives foreseen by the #RefugeesWelcome to School Programme.

Overall objective

To build the capacity of school students to implement projects and campaigns addressing the theme of the programme #RefugeesWelcome to School

Content of the activity

The first part of the training focused on the theoretical aspect of the topic: Human rights, migration, social inclusion, intercultural dialogue, the migration policies implemented at European level and their links with the current situation in the educational field.

The second part was about the sharing of experiences and the technical knowledge which is needed to implement quality initiatives: identification of the stakeholders, design of the initiatives, dissemination and exploitation of the achieved results, etc.

Methodology

The training was based on non-formal and peer-based education. The technical aspect had the format of a “project incubator” (participants developing their own projects with the training, support and feedback of the team and of the other participants).

The pedagogical team was composed of three trainers (one of the pool of trainers and two board members in charge of the portfolio of the programme) one expert and two persons for the logistics (from OBESSU secretariat).

Main outputs

- ❖ Development by the participants of specific competences focused on how to include migrants and refugees in school, and so in society;
- ❖ Very good number of proposals for specific initiatives, some submitted in the first round of micro-granting; more rounds of micro-granting are foreseen to allow the participants to submit more initiatives;
- ❖ Recommendations: more initiatives for integration at school should be implemented; the school, and education in general, should be priority in the political agenda of each national and international institution when it comes to the integration of newcomers, whichever background and experience they bring with them;
- ❖ Development of new partnerships and networking with other participants and organisations of the University;
- ❖ New networking initiatives will be implemented by Member, Candidate and Affiliate Organisations in the framework of future OBESSU activities.

RESTART: Rethinking, Assessing, Activating and Evaluating youth organizations

This third training course organised by Youth for Exchange and Understanding (YEU) in the framework of the UYD focused on “Evaluate to improve”. Young participants from more than ten organisations attended it to learn how to put efficiently in practice theories and methodologies they have acquired in their work.



Overall objective

To help local organisations to be more efficient in implementing and evaluating their local actions

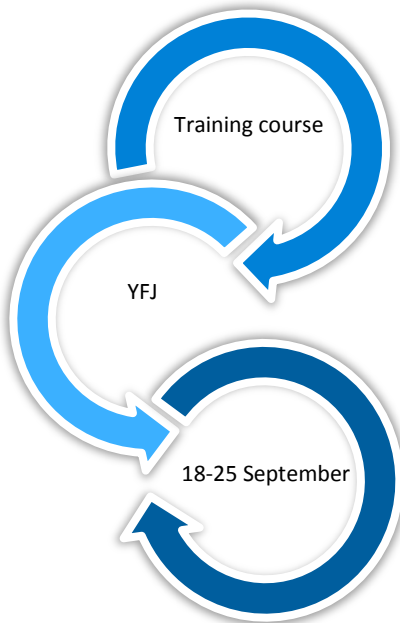
Specific objectives

- Develop sustainable approaches for boosting youth participation;
- Improve and raise quality of non-formal education by introducing quality assurance framework to everyday work of youth initiatives on local level;
- Develop competences of youth workers for improving cooperation with policy makers on local level;
- Develop recommendations on improving impact of youth-led activities/initiatives and cross-sector cooperation on local level.



Work and Changing Society

This training course organised by the European Youth Forum (YFJ) gathered 13 participants and two trainers from the Pool of Trainers of the European Youth Forum.



Context

The European Youth Forum organized each year various activity about youth employment, social inclusion and their advocacy for the adoption of measures and policies which ensure decent conditions in the labour market for young people. This activity focused on three main issues:

- The evolution of work due to the new forms of employment, precarious work, social entrepreneurship and alternative business models, among others;
- The impact of this evolution on young people, in terms of employment, social inclusion and gender equality by considering the relationships between work, identity and life;
- The empowerment, connection and mobilisation of young people with a focus on the role of trade unions, youth organisations and new youth social movements for change.



Profile of the participant

Delegates of member organisations of YFJ with developed work on the topic of the activity: 2 members of the YFJ Secretariat, 2 of the board of YFJ, 7 of National Youth Councils, 2 of international youth NGOs

Overall objective

To define an action plan with progressive recommendations: how different actors can support the respect of social rights of young people in a changing world of work

Specific objectives

- Express young people's relationship with work today;
- Discover how work is changing;
- Analyse how this is impacting young people;
- Visualise how young people can empower, connect and mobilise for change.

Methodology

Non-formal education methodology was used: icebreakers, glossaries, games (including a full day simulation), creative expression (creation of T-Shirts and video-making), open discussions and individual/collective reflection moments. We also had the presence of experts who gave inputs to the group at specific moments.

ToolKit

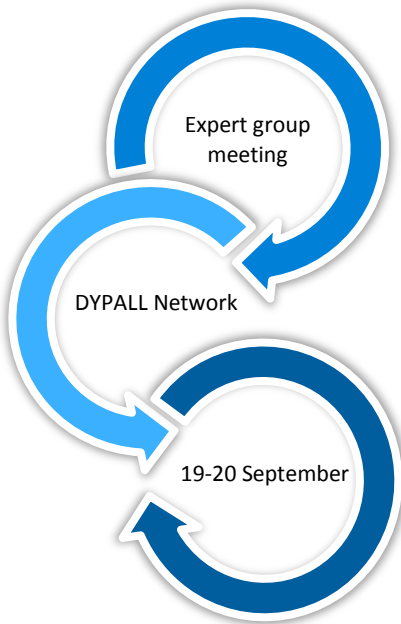
YFJ also presented their new Toolkit on Quality Standards on Youth Policy. This tool has been designed to help youth organisations and public institutions to diagnose existing policies and processes, identify their strengths and weaknesses in order to achieve quality youth policies. The toolkit is available on their [website](#).

Main outputs

- ❖ Elaboration of an action plan with progressive recommendations to identify how different actors can support the respect of social rights of young people;
- ❖ Implementation of the aforementioned action plan;
- ❖ Dissemination of the videos created during the training to support their advocacy goals for the following year.

Expert Group Meeting

DYPALL Network partners and the Steering group members organised an Expert Group meeting in order to develop the strategic planning and priorities for the network development for the period 2017-2018.



Who is DYPALL?

A project involving 22 European partners, youth organizations and municipalities from 17 countries

Objective

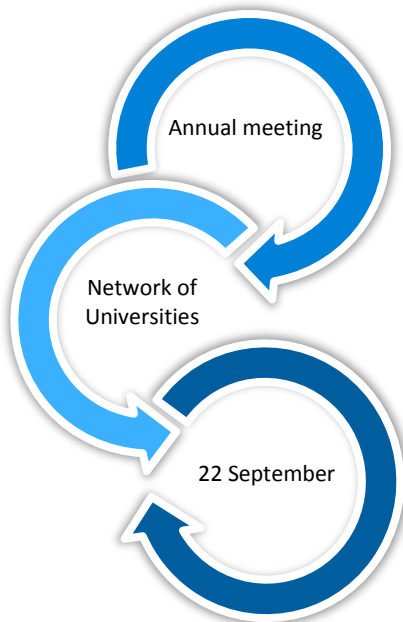
To involve young people in the decision-making process – so local and regional authorities understand and address youth needs and interests – and to engage youth as active actors of the solutions for their problems

By bringing experts from European local authorities and civil society organisations whose work focuses particularly on youth participation, their meeting was a real added value for the UYD and contributed to the dialogue between different representatives of the quadrilogue.



Annual Meeting of the Network of Universities

An annual meeting of the Network of Universities on Youth and Global Citizenship is organised in Mollina.



Who is the Network of Universities?

The Network of Universities has been created in 2011 to connect the different Universities organised by the North-South Centre:

- The University on Youth and Development (since 2000);
- The Mediterranean University on Youth and Global Citizenship (since 2013);
- The African University on Youth and Development (2009-2015);
- The University on Participation and Citizenship (2002-2013).

The Network of Universities also refers to the group of youth organisations and governmental institutions involved in the preparation, organisation and follow-up of the Universities.

Objective

To allow a more coordinated work between the Universities, thus promoting more visibility and sustainability, to mobilise political support and funding, and to strengthen their impact

During this meeting, the members share their updates and reflect on the following year plan and joint theme for the next cycle of Universities.



Focus Group on Diaspora

This focus group aimed at strengthening the work of diaspora organisations working in Europe, especially through the design of training courses and the mapping of these organisations. It gathered four experts, two women and two men, who are part of the diaspora and live in Europe and was facilitated by two members of the North-South Centre.



Context

Diaspora and migrant youth have proven to be crucial in the promotion of global/development education and an immense richness in terms of human resources, intercultural opportunities and possibilities for relationship with the sending societies. The North-South Centre built up this focus group on previous successful activity and achievement, such as the African Diaspora Youth Network in Europe (ADYNE) and will keep working with diaspora in the following years.

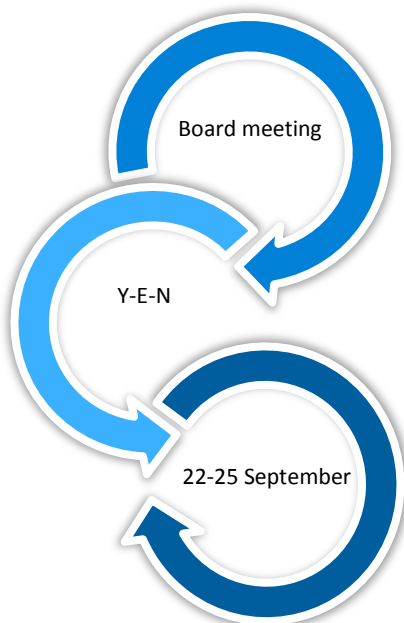
Objectives

- Exchange concrete successful experiences of diaspora/migrant youth in Europe for more inclusive societies in both countries of residence and of origin;
- Advise and identify strategies and approaches for an active involvement of diaspora/migrant organisations in networking and dialogue platforms that promote principles and concepts of global interdependence/development education in policy-making;
- Define the basis for a research on mapping of diaspora/migrant organisations in 4 regions: Balkan, Baltic, Visegrad, and South-East Europe and Mediterranean regions;
- Provide inputs for the design of training and awareness-raising activities for diaspora/migrant youth regarding the issues of interdependence and global citizenship.



Board Meeting of Y-E-N

The Youth Express Network (Y-E-N) organised their 6th board meeting of the year during the UYD. It gathered five board members and two staff members of Y-E-N.



Objective

To ensure active participation of young people in the management of the organisation

Specific objectives

- Offer an effective Board orientation process: Board Manual and training offered to the new elected Board members at the last General Assembly (getting to know and team building);
- Work on implementation of the decisions taken by the last General Assembly regarding strategic decisions and projects for the second semester 2016 and the year 2017;
- Review and evaluate past projects (summer 2016);
- Prepare the activities of autumn 2016: select pedagogical teams and participants of the coming activities.



Main outputs

- ❖ Three grant applications : Erasmus + KA 1 and KA3 and a COE joint-study session with Youth Social Rights Network;
- ❖ Meeting with participants from the National Youth Council of Spain (planning of a Board Meeting and the study visit of the association Youropia), DYPALL (organisation of field visits and a public debate for them in Strasbourg) and the European Youth Forum.

OUTCOMES OF THE UYD

At the end of the UYD, the final declaration was written by the partners of the Network of Universities to reflect the visions and opinions of the participants and the organising partners about the joint theme Connecting identities and to write recommendations about what should be done and the role of youth organisations and activism.

Youth as a complex identity construct

- Diversity as an integral part of identity;
- Identity as a complex combination of elements;
- Complex and multifaceted identities, often with contradictions;
- Reduction of young people to a single aspect of their current situations (like *NEET*, *disengaged* or *radicalised*);
- Importance of considering all the elements of their identity to understand and empower them;
- Promotion instead of restriction of youth multiple identities.

Current situation

Diversity in a globalised world

- Highlight of the need for mechanisms for a peaceful life in a same community as diversity is increasing;
- Sense of loss of community due to globalisation that lead reinforce needs of national identity and so to the resurgence of prejudices and stereotypes, and the promotion and maintenance of divisions and discriminations in our societies.

Exploitation of prejudices, stereotypes and fears

- Rise of populist and nationalistic movements;
- Political construction of the “Other” as an enemy for political gain: a dangerous, misleading and very prejudicial development for the cohesion of our societies;
- Importance of counter-narratives and solutions to deal with the root causes (such as social exclusion and structural oppression) that lead to the refusal to accept difference.

What must be done

Education

- Global approach to education for more democratic, inclusive and peaceful societies;
- Democratic practices and citizenship education at all stages of learning to enhance critical thinking;
- Formal and non-formal educational approach to the diversity of identities: critical thinking, self-reflection and intercultural competences;
- Importance of media literacy in an interconnected world;
- Use of global and non-formal education from a very young age.

Mobility and Intercultural Learning

- Creation and dissemination of opportunities for cooperation (synergies) and sharing (experiences, methodologies and solutions);
- Safe space of exchanges about others’ realities (cultural, social, religious, political, ethnic and geographical) and identities;
- Breakdown of the various barriers that hinder mobility.

Social Policies

- Social model for equal opportunities for all, especially youth and other underrepresented groups.

Democracy and participation

- Development of public policies and initiatives for an inclusive, peaceful and diverse society;
- Transparent and accountable policies, involving especially those affected by the issues being discussed;
- Permanent communication with citizens and real participation at all levels of governance, not reduced to decoration or tokenism.

Globalisation

- Welcome and reflection on intercultural identity;
- Strengthening of global citizenship.

Role of youth organisations and youth activism

What?

Crucial role in connecting identities, advocating and developing more inclusive decision-making spaces.

How?

Creating partnerships and dialogue among people by sharing a common vision and standing together in promoting the values of diversity must be a priority.

What?

Diversity: a key for a healthy society.

How?

Addressing the root causes of any threats towards it.

What?

Voices of young people in the construction of a global society.

How?

Amplifying their voices; Fostering critical thinking, building intercultural sensitivity and developing methodologies for self-awareness to explore the power of the individual as a change maker.

What?

Support to better understanding of multiple identities, beliefs, cultures, traditions and histories of people.

How?

Promoting Human rights, challenging racism, discrimination and violent extremism.

What?

Support to the development of young people's self-esteem and sense of belonging no matter their differences, and to the shape of their identities, helping the development of open and respectful citizens for the future.

How?

Working actively on phenomena such as migration, economic inequality, conflicts and media that structurally influence personal and group identities.



Conclusions

All young people, no matter their background and identity, are rights-holders.

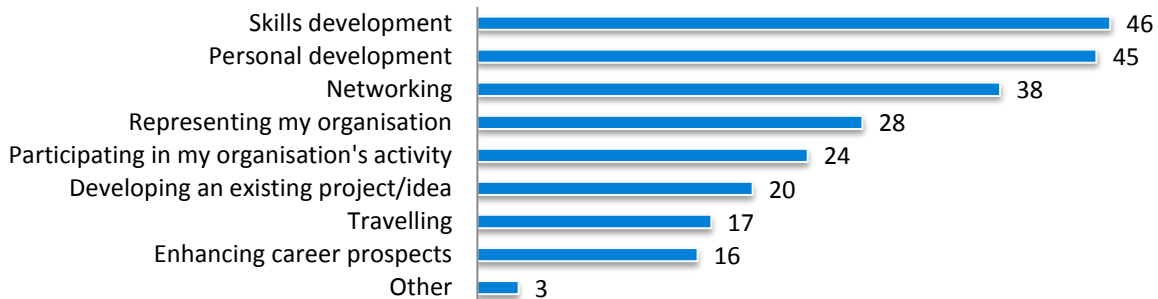
But all over the world, they cannot freely express and live their identities, even though there are institutional frameworks and commitments by governments to uphold their rights; on the contrary, they are not protected - and are even persecuted - by those who pledge to protect them.

This is why **young people need safe spaces such as the University to gather and celebrate our diversity**, and to **develop our sense of belonging and bring this to local communities**. In this sense, **youth organisations are an important catalyst** for this global approach, which contributes to the development of young people and society. Thus, **sustainable support to youth organisations is needed** to make sure they can reach out to more young people, empower them to claim their rights and have a positive impact on society.

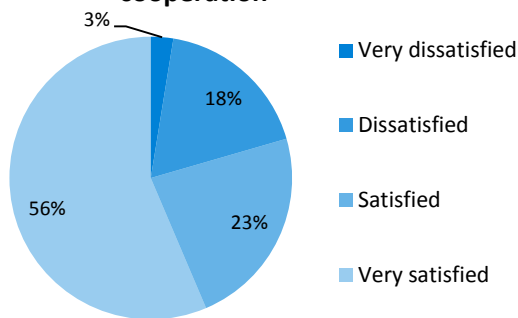
The theme of connecting identities allowed us to reflect on how youth organisations and youth work can accompany young people in **sensitive and meaningful processes of identity construction that ultimately defines us all as global citizens**.

WHAT THE PARTICIPANTS THOUGHT?

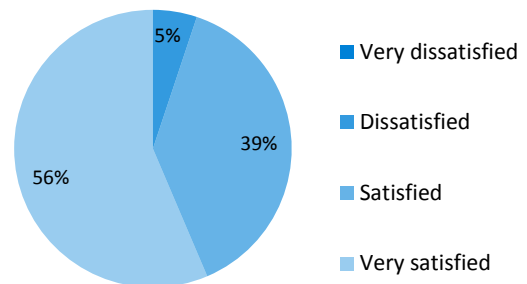
The main reasons to attend the UYD



Opportunities to develop global cooperation



Your own participation



What long-term impact do you think UYD can/will have on the society?

We are multipliers, we are the future of the world, we will spread the word and this university motivates us, we learn here, we express our ideas here, we work to make this world better here.

Actual, really meaningful societal changes are long-term processes which is sometimes very frustrating. In my understanding, having UYD in the world is a catalizator that makes these processes as fast as possible.

I think that UYD is unique in terms of teaching understanding and cooperation. And that many of us will bring this spirit further.

Inspiration is very important when it comes to long-term impact. Now I got the inspiration on how to develop training sections and start networking as well as develop the organization within the context of GDE.

Very positive impact, particularly empathy, cultural understanding, peace building, tolerance and respect because of all the activities which UYD delivers improves these things among people and spreads around the world one we go back to our communities.

How has UYD made you reflect on the topic of "Connecting Identities"?

I have not lived in a country where I am from for a few years, and I do not have a place I really call home and it made me think a lot about who I am and the difference between citizenship/nationality and so on. Also, how it does and doesn't matter where you and how we all are stronger if we work together.

I found out that integration is not only belonging to a group but being yourself.

Through the atmosphere created by the joint-activities, I was able to reflect on the different cultures present at (and absent from) the UYD. Meeting different people allowed a direct connection to be established between different people(s) and cultures, where I was personally able to overcome many of my prejudices (many minor, but also a few major ones).

It supported me to think wider and it motivated me again to think on the issue and to develop new ideas and moves. It showed me that there can be millions of ways to connect identities.

Connecting identities is finding the best in different people and using our skills together.

Being surrounded by people all over the world and having the chance to share with people that you might consider "different" but after all you realize that you have more things that are connecting you than separating you. That's connecting identities.

The event has made me reflect on my personal identities and how fluid they are, at the same time I have learned how identities can connect myself with other persons.

It gave me a wider perspective on it, it's not just trying some traditional meal or listening to the traditional song of the other, but it's sharing stories, listening, finding similarities and getting along with the new friend.

Being surrounded by 60 nationalities and seeing the differences and similarities we all have in our cultures made me realize how connected we are. How I share a belief with someone from Poland, and have something in common with another from Mozambique. It's the multicultural environment that made me realize again and again with every activity how connected we are. At the end of every day, I always reflect on what happened during that day, and every time it's always questions related to our identities and the way we see and share the world. Honestly, one of the best "connecting identities" events in the world.

To start fighting first of all stereotypes in our mind.

Is there anything else you would like to add?

For me, this was a game changer event in many ways. It made me realize my own potential and stabilize my commitment to keep working in this field, while it reminded me in so many ways of all the beauty other people can hold. Mollina truly is as magical as people say. I would like to thank each and every person who added something to organizing this event, you touch people in ways that I think you don't even know. Thank you for the commitment to making this planet somewhat better by actual actions!

Overall evaluation

