

**2ND TRAINING COURSE ON STRUCTURED PARTICIPATION IN DEMOCRATIC  
PROCESSES\***

**FINAL REPORT**



HAMMAMET, TUNISIA 1-8 JUNE 2015

**\*Within the 3rd Mediterranean University on Youth and Global Citizenship**



## **A. The North-South Centre and the youth co-operation programme<sup>1</sup>**

In 2013, the Committee of Ministers (CM) of the Council of Europe (CoE) entrusted the Centre with a mission in the framework of the CoE neighbourhood policy and in agreement and co-ordination 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 that civil society, in particular youth and women, is empowered through intercultural dialogue and global education to play an active role in Member States and neighboring regions.

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<sup>2</sup> initiatives.

## **B. The Mediterranean University on Youth and Global Citizenship (MedUni)**

The University is organised by the North-South Centre of the Council of Europe. 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 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 first edition (1-8 July 2013) was held at the International Cultural Centre in Hammamet, Tunisia, on the topic “Democratic Citizenship” and the second in 2014 (2-9 June) in the Centre de Vacances et de Loisirs pour Enfants.<sup>3</sup> These editions were 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 Italian National Youth Forum, the Catalan National Youth Council and other youth organisations.

The third edition took place in Hammamet between 1-8 June 2015 under the joint theme: “Youth.org: actors for change!”

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

### **a. The main goals of MedUni:**

---

<sup>1</sup> For more information: <http://www.nsc.org>

<sup>2</sup> The quadrilogue is a working methodology 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).

<sup>3</sup> For more information: <http://goo.gl/v9e19h>

- To promote youth work and youth participation in the Southern and Eastern Mediterranean (SEM) region.
- To foster political mainstreaming of the youth-related issues and youth policy development in the SEM 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.

#### **b. Joint Theme 2015 – “Youth.org: actors for change!”**

The Network of the Universities on Youth and Global Citizenship identified “Youth.org: actors for change!” as the joint theme for 2015.

The theme allowed youth organisations to reflect on and evaluate their impact and look into what can they improve, do better or more, in order to truly fulfill their role as actors for change.

During the joint programme activities, participants had the possibility to tackle questions such as: What is our common vision? What kind of change do we want to achieve? What is necessary to make change happen? What are youth organisations doing currently and what can be done in order to achieve the common vision? Looking beyond youth organisations, what relevant partners should be there to co-operate with in order to maximize the impact we want to have?

The Network of Universities reflected on the theme of “Youth.org: actors for change!” based on regional and sub-regional understandings and practices, providing space for building a common ground, sharing of best practices and discussing future opportunities for co-operation, in order to contribute to a common vision of the global youth movement and of other relevant actors.

The capacity-building activity on “Structured Participation in Democratic Processes” that was held in the 2015 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.org: actors for change!”.

#### **C. The Training – background and justification**

In 2013, the CM entrusted the Centre with a mission in the framework of the Council of Europe Neighbourhood Policy and in agreement and co-ordination 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 neighbourhood 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 2014-2015 programme of activities of the Centre includes the organisation of a capacity-building activity on Structured Participation in Democratic Processes<sup>4</sup> (SPDP), the overall objective of which 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 contribution and the added value that youth and young people from both sides of the Mediterranean bring to democratic consolidation and development, in the last 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)<sup>5</sup> 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 development of competencies in the field of democratic citizenship and participation in political life. The seminar conclusions recommended 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 the

---

<sup>4</sup> 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.

<sup>5</sup> For more information about the Seminar, please check EU-CoE youth partnership website: <http://youth-partnership-eu.coe.int/youth-partnership/euromed/Malta.html>

development of competencies and empowerment of young people and youth organisations.<sup>6</sup>

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<sup>7</sup> identified challenges and opportunities encountered by the civil society both in Europe and in Southern and Eastern Mediterranean region and formulated recommendations for improvement.



---

<sup>6</sup> For more information, about the Symposium, please check EU-CoE youth partnership website: <http://youth-partnership-eu.coe.int/youth-partnership/euromed/Tunisia.ht>

<sup>7</sup> Organised by FNG and the Catalan National Youth Council, in partnership with the European Youth Forum, for more information: <http://www.forumnazionalegiovani.it/it/news/ii-euro-arab-and-mediterranean-youth-leaders-meeting-hammamet-tunisia-1-8-luglio>



1st Training Course of Structured Participation in Democratic Processes,  
Hammamet, 2014

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 and underlined the importance of the development of “(...) leadership’s competences, organisational management and skills for youth organisations, such as advocacy, campaigning, promoting volunteering”. It was also highlighted 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 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”<sup>8</sup>

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.

The theme of the 2014 Lisbon Forum was “Electoral processes and democratic consolidation in the countries of the Southern Mediterranean” and the conclusions underlined the role and participation of civil society organisations in contributing to reform processes and/or to the democratic transitions under way, as well as in encouraging democratic participation and citizenship.<sup>9</sup> Indeed, the Forum concluded that “every citizen should be made aware and duly informed of the implications of the electoral process for democracy, so that he or she may exercise his or her rights and duties fully.” One of the aims of the SPDP training programme is to promote such awareness.

#### **D. The Training at a Glance**

The training activity was organised in the framework of the 3rd Mediterranean University on Youth and Global Citizenship and in parallel with other activities organised by partners such as the National Youth Observatory of Tunisia and the Catalan National Youth Council.

This second edition was based on the concept and programme of the pilot activity of 2014 and was further improved taking into consideration the evaluation of participants and pedagogical team from the last edition, as well as the learning needs and motivations expressed by selected participants in the application forms.

##### **a. Objectives and Expected Results**

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”.

---

<sup>8</sup> 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 neighborhood.

<sup>9</sup> More information about 2014 edition: [http://www.coe.int/t/dg4/nscentre/LF/LisbonForum\\_en.asp](http://www.coe.int/t/dg4/nscentre/LF/LisbonForum_en.asp)



The specific objectives were:

- To reflect about our individual and organisational practice of democratic citizenship (participation and representation in decision/ policy-making) and build an understanding of its global dimension;
- To create the opportunity for the participants to share and discuss good practices of youth structures development and Structured Participation in Europe and Southern and Eastern Mediterranean region;
- To get acquainted with different principles, channels and opportunities to further develop:
  - o the Structured Participation initiatives and mechanisms;
  - o the organisation of the youth movement mainly in the Southern and Eastern Mediterranean region.
- To create a space for quadrilogue actors to exchange views, experiences and expectations for on youth structured participation in democratic processes.
- To engage young people and youth organisations in the intra and inter-regional co-operation;
- To create the opportunity for participants to design a concrete - and autonomous - SPDP follow-up action.

## **b. 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.

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 compared their approaches and concerns in a process based on global education methodology.<sup>10</sup>

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.

---

<sup>10</sup> For more information about Global Education: [http://www.coe.int/t/dg4/nscentre/GE/ge1\\_EN.asp?](http://www.coe.int/t/dg4/nscentre/GE/ge1_EN.asp?)

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.

### **c. Profile of Participants**

This training course focused on the development of competencies 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.

Participants fulfilled 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.

### **E. Educational Team**

The team was composed by 4 experienced trainers from Europe and Southern and Eastern Mediterranean that were responsible to further design, implement the methodology, report and evaluate the training activity.

The team was composed according to the complementarity of profiles, their experience in the topic and in Euro-Arab and Mediterranean Youth Co-operation and the competencies related with Global Education.

The trainers' team also reflected gender balance and cultural, political and geographical diversity.

## F. Programme

	1 June	2 June	3 June	4 June	5 June	6 June	7 June	8 June	
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	
8:00-9:00	Breakfast							Breakfast	
9:00-10:30		<b>Intro to the TC</b>	<b>Our Stories &amp; Practices</b>	<b>Practicing SPDP</b>	Free Time	<b>Follow-up Action</b>	<b>Closing Follow-up action</b>	D E P A R T U R E S	
10:30- 11:00		Coffee Break		Coffee Break	Coffee Break				
11:00-13:00			<b>What is SPDP?</b>	<b>Practicing SPDP</b>	Free Time	<b>Follow-up Action</b>	<b>Follow-up action presentation</b>		
13:00-14:30		Lunch							
14:30-16:00		<b>Team Building</b>	<b>SPDP Channels</b>	<b>Youth Participation</b>	<b>SPDP Skills Lab</b>	<b>Follow-up Action</b>	<b>Evaluation &amp; Ila Liqaa</b>		
16:00-16:30		Coffee Break							
16:30-18:00		<b>Democracy</b>	<b>Youth Policy</b>	<b>Youth Empowerment</b>	<b>Joint Session</b>	<b>Quadriologue</b>	<b>Conclusion s &amp; Closing of the MedUni</b>		
18:00-18:30		<b>Passion fruiting I</b>	<b>Passion fruiting II</b>	<b>Passion fruiting III</b>		<b>Passion fruiting IV</b>			
18:30-19:30		Free Time							
19:30-21:00		Dinner							
21:00	<b>Welcome evening</b>	<b>Youth.org: actors for change!</b>	<b>Sharing Practices</b>	Free Evening	<b>Youth.org: actors for change!</b>	<b>Youth.org: actors for change!</b>	<b>Farewell Evening</b>		

Blue Cells - Joint programme | White cells - SPDP Programme

## G. Sessions & Outcomes

TUESDAY 2 June

### 1. 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.

Following this small activity, NSC representatives and officers were invited to introduce the group to the TC.

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 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.

#### **Participants' Expectations:**

To get to know different cultures; to learn more about SPDP; networking; sharing experiences; develop skills in conflict management; develop competences in lobbying with policy makers; to learn how to educate for democracy; to learn different ways how can youth participation actively influence decision-making and

## **2. Team Building**

In the beginning of the training course, it was important to make sure that the group bonds together and builds trust in each other. Therefore, a teambuilding activity was organised by the team.

The task of participants was to “build” the phrase: STRUCTURED PARTICIPATION IN DEMOCRATIC PROCESSES. They had to do it by stepping in the right order on letters that were placed on the floor in the working room. We allowed two participants to go and have a glimpse at the setting in the room. There was a set of rules to obey, related to the order and timing. Participants were not allowed to speak during the task; they could only work on a strategy discussed beforehand.

In the discussion after the activity, conclusions were:

- leadership is needed;
- although some people did not have a say, it was a safe and comfortable space;
- we made sure that everyone is included;
- people took and shared responsibility;
- challenges were: communication, time management, not knowing the reality;
- we learned from mistakes;
- we adapted as a group to changes

In the end of the session, participants, on the basis of the experience, built a “group contract” - set of rules that would help them to work better during the week.

### 3. Democracy

In this session, the participants started tackling the core topic of the training course, namely democracy. The objective of this session was to deepen the understanding of democracy and to come up with a group definition of democracy.

Participants were invited to read and reflect individually on five principles of Larry Diamond’s high-quality democracy (equality, rule of law, civic pluralism, participation, liberty). Upon their individual reflections, the participants were asked to write their own definition of democracy. Then, they were gathered in pairs with the aim of formulating one definition of democracy. Each pair joined another pair in order to formulate only one definition. The “snowball” steps continued until the whole group was reunited and wrote only one group definition of democracy.

The group came up with the following definition:

**“Democracy is a process which ensures people’s participation, rights, freedom, equality and justice through the rule of law”**

- How was it to democratically define Democracy? How did you find the exercise?
  - o The exercise was difficult because we have different understanding of the principles and we come from different backgrounds.
  - o To agree on specific terms was not easy.

- Did you find something new about Democracy? Any early conclusions about Democracy?
  - o There is a difference between democracy in theory and in practice.
  - o Democracy is not applied the same way in different systems.

#### 4. Passion-fruiting I

The session called “passion-fruiting” is the daily session where participants are invited to evaluate the day and to reflect individually on what they have learnt. Therefore, each “passion-fruiting” will be composed of two exercises.

The use of this term “passion-fruiting” was inspired by the daily reflection exercise from last year’s SPDP training course called “coco-nutting” (to put in a coconut, as a reference to the expression: to put in a nutshell). The choice of the passion-fruit was made because:

- Its size is smaller: the sessions of the day should be evaluated using brief expressions.
- It includes the term “passion” as the exercise contains a part of personal reflection.

The first passion-fruiting was composed of these two exercises:

1. Evaluation: the participants were given a poster with a picture of a half filled cup. In the filled part, they wrote down the positive points of the day. In the empty part, they wrote down the negative remarks with suggestions on how to improve them.
2. The personal reflection: participants were asked to write one statement/sentence that describes the most their day (the ultimate truth of the day).

WEDNESDAY 3 June

#### 5. Our Stories & Practices

At this session each participant had an opportunity to present their background - the story of their involvement and issues they are working with, as well the background of their organisation. After each presentation, there was space for questions from the group.

A group discussion followed, where participants shared what they did discover and learn through their discussions. The fact that the same challenges are faced regardless of the countries and backgrounds was unanimously put forward. Some other ideas were shared:

- We found clear possibilities of networking since there are many common points and common challenges.
- We want to learn more from some of the participants
- We found potential partners.
- Listening to others’ experiences is very important and enriching.
- We developed ideas of new projects to be launched.
- Platforms are more effective than individual organizations.

## 6. What is Structured Participation in Democratic Processes?

After the discussion of democracy as a concept on the first day of the training course, this session was the participants' first chance to reflect on the meaning of the concept of "Structured Participation in Democratic Processes". In this session, the participants were exposed to different concepts related to SPDP and were invited to form their own definition of it.

Democratic participation, democratic citizenship, structured participation, and global/local citizenship are important factors if not key elements in Structured Participation in Democratic Processes. These concepts were chosen to stimulate the brainstorming.

Using the "Silent Floor" methodology or the "offline chat", as described by a participant, these four concepts were written down on a flipchart positioned on a table. The participants were invited to silently come around the table and silently reflect on them and the link between them: similarities and differences. This activity inspired a fruitful discussion and helped the participants understand the "surroundings" of SPDP.

"Structured Participation is a specific kind of democratic citizenship" was one idea written down by a participant. Another wrote, "Not all structured participation is democratic but democratic participation is structured". This statement raised the issue of "Who decides the structure?"

Some participants agreed that "democratic Participation leads to democratic citizenship" and that "the process of democratic citizenship requires effective participation" while others argued that "Citizenship does not necessarily require democracy."

On the second part of the session, the participants worked together to translate their common understanding of SPDP into a definition. Using the "Carpet Rolling" activity, they reflected about the concept of representative democracy. The participants were divided into three groups: The kernel (inner circle, the middle circle, and the outer circle.

The participants on the outer circle had time to reflect and form their definition of SPDP. They then passed it to a group of 2 participants in the middle circle. These 2 participants were responsible for merging the definition they received with their own and pass it on to the inner circle, or the Kernel. The Kernel' members had the responsibility of putting together the input they have received from the participants

in the middle and outer circle and decide on the group's final definition of Structured Participation in Democratic Processes. The group's definition of SPDP was the following

"SPDP is an organised process to facilitate, improve, ensure and encourage the participation of citizens promoting democracy"

## 7. Structured Participation in Democratic Processes' Channels

The third session of the day was about channels and practices of SPDP. The use of the word "channels" was intended to include the tools and mechanisms that make the participation and practices of youth in democratic processes effectively structured.

In light of the morning session, where the participants explored and defined the concept of SPDP, they were asked to identify and discuss the SPDP channels they consider important and effective. In small groups, the participants wrote examples of channels in post-its. All the post-its were stuck in a poster and the groups discussed their examples explaining their choices based on the following questions:

- What are SPDP channels?
- How can these channels make youth participation structured?
- The SPDP channels presented by the group were:

Mini	mitt	Edu
strie	ees,	cati
s	seni	on
(ed	or	and
ucat	club	emp
ion,	s	owe
yout	You	rme
h)	th	nt
Gro	cou	Stru
up	ncils	ctur
wor	(nat	ed
ks	iona	dial
and	l,	ogu
wor	regi	e
ksh	onal	Adv
ops	,	oca
Publ	loca	cy
ic	l)	
com		



Stu	tion	You
den	s/in	th
t	stitu	parli
unio	tion	ame
ns	s	nt
Polit	Onli	Publ
ical	ne	ic
part	plat	hea
ies/	for	ring
orga	ms	Litig
niza	and	atio
tion	foru	n
s of	ms	Wat
poli	Me	chd
tical	dia	og
part	Citiz	mo
ies	en	nito
You	initi	ring
th	ativ	Me
foru	es	etin
ms	Cam	gs
Inte	paig	with
rnat	ns	deci
iona	Peti	sion
l	tion	mak
orga	s	ers
niza		

In the second part of the session, the participants were provided with a space to share their experiences and practices in their own organization or as individual activists. The discussions were held in small groups of four (or five), which merged in order to allow the participants to share their practices with the biggest number of persons in the group.

## 8. Youth Policy

This session intended to deepen the understanding of one of the SPDP channels where, sooner or later, directly or indirectly, participants shall be working in their contexts: Youth policy.

Firstly, participants brainstormed common misunderstandings of the meaning of “Policy” in order to stimulate a first clarification of the concept. Following, a short

input on Howard Williamson's five components of Youth Policy<sup>11</sup> took place just before participants went into groups for a jigsaw exercise to explore the requirements for effective youth policy, and sharing their conclusions.

The debriefing included questions such as:

- Can youth policy be a SPDP channel?
- How do you see now the youth policy in your contexts?
- Is there margin for progress?

## 9. Passion-fruited II

The second passion-fruited session was composed of the following exercises:

1. Evaluation: In a form of a Facebook status, the participants shared what they considered strengths and weaknesses of the day. The strengths were mentioned by putting a "like" and the weaknesses were written in the form of comments.
2. Personal reflection: based on a reverse model of the "three wise monkeys", participants wrote three sentences starting as follows: I did see ... I did hear ... I did say ...

THURSDAY 4 June

## 10. Practicing 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. The simulation game was a developed version of the simulation game prepared for the SPDP training 2014.

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 different organisations.

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

---

<sup>11</sup> For further information:  
[https://www.coe.int/t/dg4/youth/Source/Resources/PR\\_material/2012\\_Compndium\\_Youth\\_Policy\\_text\\_en.pdf](https://www.coe.int/t/dg4/youth/Source/Resources/PR_material/2012_Compndium_Youth_Policy_text_en.pdf)

In the course of the game, participants have been developing advocacy action on diverse levels. They also experienced an election procedure.

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 exercise was reflected by the group in a long debriefing discussion. In this process, the participants indicated, that biggest learning outcomes included:

- noticing how hard is it to “step into someone’s shoes” (i.e. government representative),
- realizing what are the challenges related to building a common advocacy strategy in a non-homogenous group,
- finding out about importance of representation in participatory processes,
- Understanding own capacity for advocating and negotiating policy proposals.

## 11. Youth Participation

This session had the objective of discussing in depth the concept of youth participation and its pre-conditions, principles, and dimensions.

The participants were provided with this definition of “participation” as featured by the “Have Your Say” Manual<sup>12</sup>:

***“In a nutshell participation means to be involved, to have tasks and to share and take over responsibility. It means to have access and to be included.”***

Participants discussed this definition and expressed their agreements and disagreements. While participants agreed that participation necessitates being involved and taking over responsibility, they stressed the importance of having actual power when involved.

Participants were also introduced to principles and pre-conditions for youth participation and discussed the fact that the importance of having these pre-conditions for a quality youth participation. While all of them are important, participants discussed the most essential ones for them according to their context.

---

<sup>12</sup> For further information on the manual:  
[http://www.coe.int/t/dg4/youth/Source/Coe\\_youth/Participation/Have\\_your\\_say\\_en.pdf](http://www.coe.int/t/dg4/youth/Source/Coe_youth/Participation/Have_your_say_en.pdf)

Two models for measuring youth participation were presented to the participants. The “Iceberg” model allowed them to see that the most common forms of youth participation and demonstrated in volunteerism and adult led projects and activities. These two are positioned on the tip of the iceberg. The most important and high quality forms of youth participation are at the bottom and are not seen often.

The Flower of Participation was another tool, which allowed the participants to understand the different levels of youth Participation from the point of non-participation to the highest level of Co-management.

The participants were the divided into groups and were asked to reflect on two points:

- Where do they see themselves positioned in their organisations?
- What do they do to help young people in their organisations to climb to higher levels of participation?

Most of the participants positioned themselves on high levels of participation and presented their activities and efforts to help bring more young people on board and ensure that they take part in the decision making process.

## **12. Youth Empowerment**

This session was divided into two parts: in the first part, a case study was presented to the participants with the aim of planning their own strategy of youth empowerment. Here is the text of the case study:

*“Aisha is 17 years old and was born and currently lives in a suburb of Izmir in Turkey, assaulted by a high rate of youth unemployment.*

*She comes from a Kurdish family with rooted cultural traditions and with modest resources. She lives together with her parents and 2 little brothers. Her sister is 25 years old and works in a company of cleaning services living together with her Kurdish recent husband.*

*Aisha spends most of her day in her school, but also helping her family in the domestic tasks.*

*One of wishes of Aisha would be to enrol in the university but, since the closest one is 150 Km away, she can't access this kind of education opportunities.*

*The possibility of mobility is very limited due to lack of resources and to high scepticism coming from her family, even with an eventual scholarship because the family expects Aisha to start work early in order to help with the home expenses.*

*You met Aisha during a workshop that your organisation conducted in the local school. You've noticed how passionate Aisha was when performing a theatrical activity. You asked Aisha if she would like to be more involved with your NGO, but she said that her parents could not approve more priorities in her life. She said no.*

*Meanwhile, you've noticed that she goes weekly to check her email in a local small library, where, by chance, you often meet with your fellow colleagues of your NGO.*

*One of the things you've noticed through the occasional chats is that she would like to break the cultural boundaries of her Kurdish community, particularly because she has grown feelings for a non-Kurdish boy.*

*Presently, your organisation strives for support from the government, and still lacks the resources to develop a consistent work at local level with young people. You have to rely in volunteering.*

*What would be an effective strategy for you, as an active member of your organisation, to help Aisha to choose about her own future? (And to achieve her choices)"*

In groups of four (or five) participants discussed and developed strategies to empower Aisha to help her achieve a better future. Each group assigned one participant to present their strategy.

Examples of strategies developed by the groups:

1. Strategy 1 : #Bring In Aisha

- To continue giving workshops in local schools: improving the workshops by including life skills and expanding them to other local schools. This will help understanding the needs of locals.

- To provide freelance opportunities: such as capacity building activities, theatre workshops and possibilities of providing the family with an income.
- To focus more on parents: inviting them to the workshops and including them in some activities. Parents should be informed of any necessary details and their participation would allow them to share cultural values within the different activities.
- To use Aisha's network to empower peers: normalizing the idea of training in order to gain community acceptance and break the social norms.

2. Strategy 2:

- Talk to the head of the local school
- Organize meeting with parents of the students, teachers and local authorities about promotion of education and its benefits.
- Bring out good examples
- Take into consideration the cultural background of the community.

3. Strategy 3:

- To start by launching a theatre club.
- To make partnerships with other local institutions (fundraising).
- Aisha has access to internet in the library, so she can use it to enrol free online courses.

After presenting their strategies, the participants had a discussion on the topic of youth empowerment. The discussion was based on these questions:

- Were you surprised with any of the strategies that came up?
- More focus has to be on the cause rather than the person.
- When you return home, in case you meet Aisha, are you ready to do what you said that you could do?

Some participants said that they are not ready to apply their strategies mainly because it needs more time to be achievable. With the belief that such strategies have to take into consideration the background, culture and attitudes of the target group, the participants said that enough time must be allocated to put into practice the steps of their strategies.

Other comments were brought up to the discussion:

- The importance of including parents in awareness processes, especially in the areas where the family has a special status in young people's lives.
- Young people like Aisha should advocate for themselves. One of the most important mainstays of youth empowerment is their strong belief in themselves, their capacities to be the change.
- Aisha doesn't need to be saved, but she needs to be encouraged.

This session was closed with a short input on the different types of co-management and its relevance on youth empowerment.

### **13. Passion-fruiting III**

For this third passion-fruiting session, the participants were asked to write down five answers as an evaluation of the day: In a picture of a hand, the participants wrote their answers to the following statements: something I liked, I want to point out, I didn't like, I will keep for a lifetime, that needs more time.

In the personal reflection exercise, a picture of the "blob tree" was distributed to the participants. They were asked to choose the figure to which they identify themselves at this stage of the training, and to think why and on which levels they chose that figure (emotionally, rationally, with regard to what they learnt,...).

FRIDAY 5 June

### **14. SPDP Skills Lab**

After lunch, participants joined one of the parallel sessions according to their already stated preference:

- Conflict Transformation
- Education for Democracy
- Evaluating & Managing Youth Participation Projects
- Advocacy

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.

#### **a. Conflict Transformation**

This session was one of the four sessions of the Skills lab. It was about conflict transformation, the levels of conflict, and the different styles in dealing with it.

In the beginning of the session, the participants were asked to think about a personal or professional conflict. Some questions were provided as guidelines:

- When did the conflict start?
- How did it start?
- What is the negative impact of the conflict?
- What is preventing this conflict from being transformed?
- What role could you have in its transformation?

After the participants shared their conflict and its details, they were introduced to different levels in the development of a conflict: discomfort, incidents, misunderstanding, tension and crisis. In light of this model, the participants discussed how advanced their conflict was and how close or far it is from the no-return boundary of becoming a crisis.

On the second half of the session, the participants were introduced to the different conflict styles as defined by Thomas Kilmann<sup>13</sup>. They also evaluated these styles in terms of assertiveness and importance for the relationships.

In the end, the participants discussed whether conflict is always a bad thing and the possibility of avoiding conflict. Some of the thoughts, which were shared, came as follows:

- "Conflict is a good thing. It challenges you"
- "In a workplace, it would be best to not have conflict. But that is in an ideal world"
- "Conflict can be a push forward"
- "It has negative aspects in the work place"
- "Life without conflict would be boring!"

b. Education for Democracy

This session was focused in deepening the understanding of Education for Democracy relevance for the development of young people and of Democracy as a whole. On the other hand, this was also a clarifying moment on the role of non-formal education in educating for democracy.

Methodologically, a story box was displayed. Inside, there was a rope with different props or pieces of information attached. For each revealed item, a different discussion took place within the group. The flow of the items was structured in a way to reach the session objectives.

---

<sup>13</sup> Further information here: <http://www.kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki>



c. Evaluating & Managing Youth Participation Projects

In this session participants had a chance to get a insight into basic concepts related to the Project Cycle Management methodology. After an initial introduction to the steps of PCM, we took a closer look at diverse building blocks of a project (goals, activities, results, timetable, and budget). Each participant presented briefly one idea, which was further being developed during the workshop - goals were defined, activities arranged on a timeline etc.

On Evaluation and Monitoring part of the workshop, we have taken look at concepts of Monitoring of Participation, as well as Participatory Monitoring and Evaluation. After discussing differences between Monitoring and Evaluation, participants have been discussing examples of Qualitative Indicators of Participation:

- Organisational growth at the community level
- Growing solidarity and mutual support
- Knowledge of financial status of project
- Concern to be involved in decision-making at different stages
- Increasing ability of project group to propose and undertake actions
- Representation in other government or political bodies with relation to the project
- Emergence of people willing to take on leadership
- Interaction and the building of contacts with other groups and organisations
- People begin to have a say in and to influence local politics and policy formulation

d. Advocacy

In this session, the participants chose to explore the topic of advocacy to know more and deepen their understanding of it and its use in their work as youth activists.

The session started with defining advocacy and asking participants how familiar are they with it. Then, in order to clarify the topic “advocacy” and its practice, the participants were introduced to an example of practicing advocacy within the family. This example is called “Ibrahim advocacy issue”:

*\*Ibrahim is 15 years old and he likes skateboarding. For this, he wants to go out in the evening to practice his hobby with his friends. This is Ibrahim’s issue.*

*\*His mother is totally against; she does not want Ibrahim to stay on the street until late because he is still young and she does not like his friends;*

*\*His father is more flexible, but he follows the mother’s opinion about this issue;*

*\* His sister is already going out with her friends and she had to wait until she had 18 years to do so. She is now very proud of her age and the allowance she's getting from her parents;*

*\* His brother is very comprehensive with him, and thinks that probably he will have the same problem very soon.*

While presenting this issue, a kind of map has been drafted, representing the different relationships between the family members, with regard to this issue, using symbols.

At this point, the participants were asked: what do they think is the action that Ibrahim shall carry to aim to solve his issue? The purpose of this exercise is to solve an issue using the different relationships that the person has.

After some suggestions, two other "stakeholders" have been added: the school and the friends of Ibrahim. The same question was asked to see how these two new relationships can help in solving the issue.

Through this exercise, three types of advocacy were presented that the participants were able to identify:

- Self-advocacy: I speak up for myself.
- Individual advocacy: I speak up for someone else.
- Systematic advocacy: We speak on behalf of those who can't speak for themselves.

Afterwards, the participants of this session were asked to think of an issue that they faced or they are currently facing in their organizations and try to solve it using the same strategy of mapping the stakeholders and the relationships between them. Then, each participant presented his/her advocacy strategy to the others.

At the end of the session, the participants were introduced to an example of an advocacy process composed of 8 steps (as described in the "Have Your Say!" manual).

SATURDAY 6 June

## 15. Follow-up Action

The process of building up follow-up action encompassed a full morning and half of an afternoon.

Firstly, participants were invited to “plug-out” - to bring back the reasons that brought them to the training course; to think out of the everyday fuss of their organisations, and so on.

A project management tool was presented (NAOMMIE), just before participants immersed in individual work, analysing their contexts needs (community, institutional and personal).

Afterwards, a networking space was provided, for participants to share their results and identify potential partnerships.

Following, and together with their partners, the participants designed their follow-up action per se, from the aims and objectives towards a step-by-step SPDP action.

The drafts were shared between the different partnerships created and every action got peer-feedback.

Transversally to the whole process, the partnerships could arrange a coaching meeting with a member of the pedagogical team. For some participants, this was an opportunity to develop quicker their follow-up action.

## 16. Quadriloguing

In this session, which was a joint one with other activities of the MedUni, participants had a chance to come into direct interaction with diverse actors of the Quadrilogue: a representative of a Tunisian NGO, a secretariat member of the European Youth Forum, a member of the Moroccan Parliament, as well as a North-South Centre of the CoE representative.

The session had a format of a culinary TV show - each of the guests started with a brief presentation of a good practice in youth participation - their “perfect recipe”. After that, each guest was assigned to one of tables, where participants could join them for an in-depth discussion. Each table had an assigned facilitator, who was taking notes in a form of a mind map, later presented to the plenary.

The session was conducted and facilitated in both, English and French, with consecutive translation for plenary moments, and different language tables in small groups. It was quite challenging therefore, to make sure, that all participants benefit the most from the possibility.

SUNDAY 7 June

### **17. Closing Follow-up action**

Taking in consideration the peer-feedback they've got in the previous day, the partnership further developed, and closed, their follow-up action, setting it ready for the presentation on the next session.

### **18. Follow-up action Presentation**

With the presence of a NSC representative, the partnerships presented their follow-up actions.

Those included Euro-Arab cooperation youth projects, local advocacy projects with an international dimension and trainings on SPDP.

### **19. Evaluation & Ila Liqaa**

This session was the last in the training course. The participants evaluated the SPDP training. After filling out evaluation forms individually about the training course and the university, the participants came together for a sharing moment. Cards from the Dixit card game were displayed inside on the ground and each participant was invited to pick two cards, which relate to her/his experience during one week of training. Each participant had one minute to show the cards they chose and how it is symbolic of their experience what they have learnt from the training course. Responses included following statements:

- every opportunity is a learning opportunity
- we come from different places, we go in the same direction
- I discovered new ideas for projects, built new partnerships and learned new things
- the training made me realize the importance of hard work
- there are challenges on the way, but cooperation opens door
- I feel like I am a winner after this training
- I gained experience and I will share it in the future.

## **H. Participants Evaluation Forms**

The results of the participants' evaluation forms are here presented.

**Course objectives (1: Not reached at all. 5: Fully reached)**

To reflect about our individual and organisational practice of democratic citizenship (participation and representation in decision/policy-making) and build an understanding of its global dimension.

To create the opportunity for the participants to share and discuss good practices of youth structures development and Structured Participation in Europe and Southern and Eastern Mediterranean region.

To get acquainted with different principles, channels and opportunities to further develop:

- the Structured Participation initiatives and mechanisms;
- the organisation of the youth movement mainly in the Southern and Eastern Mediterranean region.

To create a space for quadrilogue actors to exchange views, experiences and expectations for on youth structured participation in democratic processes.

To engage young people and youth organisations in the intra and inter-regional co-operation.

To create the opportunity for participants to design a concrete - and autonomous - SPDP follow-up action.

**Programmed elements (1: Not enjoyed at all. 5: Fully enjoyed)**

1st day morning: Introduction

1st day morning: Opening ceremony

1st day afternoon: Team Building

1st day afternoon: Democracy

2nd day morning: Our stories and practices

2nd day morning: What is SPDP?

2nd day afternoon: SPDP Channels

2nd day afternoon: Youth Policy

3rd day morning: Practicing SPDP

3rd day afternoon: Youth Participation

3rd day afternoon: Youth Empowerment

4th day afternoon: SPDP skills lab

Conflict transformation

Education in Democracy

Project management

Advocacy

4th day afternoon: joint session - panel

5th day morning and afternoon: Building up follow-up action

5th day afternoon: Quadriologuing

6th day morning: Finalizing and presenting follow-up action

Transversal element: passion-fruiting

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 depth discussions
- more time for the follow up action
- more SPDP labs
- more input from the trainers in certain sessions
- provide materials (a manual) dedicated to SPDP

## **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: Adel, Fadwa, Michel, Omar, Theresia, Hadil, Salwa, Rafeeq, Carina, Pauliina, Yago, Tina, Tomasz, Süleyman, Andreia, Barnabás, Luisa and Deniz. Thank you very much for your commitment and eagerness to learn.

The team would also to thank to the volunteers and staff that supported us along the whole process.

Thank you for your understanding and good mood day after day, dear members of the Joint Programme team: Insaf, Malek, Irene & Riccardo.

Thank you to all the staff members from L'Observatoire de la Jeunesse.



Thank you for precious (and humanly) presence, Andreia, Denisa, Fenice, Miguel, Niall, and Rocio.

**Thank you all!**