



Structured Participation in Democratic Processes

5th edition – Training Course

In the framework of the 6th Mediterranean University on Youth and Global Citizenship (MedUni)
Tunis, Tunisia – 7 to 11 May 2018

REPORT

Organised by:



With the financial support of:



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English edition

North-South Centre of the Council of Europe
Youth Cooperation Programme
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GENERAL OVERVIEW OF THE TRAINING COURSE

In 2013, the Committee of Ministers of the Council of Europe entrusted the North-South Centre with a mission in the framework of the Policy of the Council of Europe towards neighbouring regions. Respectful of this mission, the North-South Centre contributes to the consolidation of ongoing democratic processes in the Euro-Mediterranean region by promoting the principles and standards of the Council of Europe through bottom-up comprehensive multilateral actions, offering a unique platform for dialogue and structured cooperation between all *Quadrilogue* actors (governments, parliaments, local and regional authorities and civil society organisations) and relevant international organisations.

Recognising the unique contribution and the added value that young people from both sides of the Mediterranean bring to the development of peaceful and inclusive societies, the fifth edition of the training course on Structured Participation in Democratic Processes (SPDP) sought to reinforce the competences of targeted youth organisations – through their representatives - in the field of democratic citizenship and participation in public life.

The overall aim of the training course was for civil society youth organisations to improve their capacity to contribute to issues related to **youth** and **democratic participation** in the Euro-Mediterranean region.

Targeted outcomes

- to have a better **understanding of multilevel governance structures**;
- to increase awareness of decision makers and youth representatives about **each other's roles** and relevance on issues about **youth, peace and democracy**;
- to enhance **bottom-up multilateral cooperation** among youth stakeholders on issues related to peace and democratic participation through peer learning, networking and exchange of good practices, and
- to enhance the recognition of Council of Europe's standards as guidance tools for *quadrilogue* representatives.

In order to achieve these outcomes, the training course was structured in two modules:

1. **Capacity building:** A series of training sessions based on the non-formal education approach and peer-to-peer education. Case studies and thematic group discussions to stimulate in-depth participatory reflections and experiential learning with a view of strengthening competencies in the field of democratic citizenship and participation.
2. **Seminar:** A structured dialogue with other *quadrilogue* representatives (from governments, parliaments and local and regional authorities) responsible for youth policy/cooperation in Europe and the Southern Mediterranean countries to enhance Euro-Mediterranean cooperation mechanisms involving a wider range of youth stakeholders.

The Euro-Mediterranean Youth Cooperation Project

The training course was part of the project Euro-Mediterranean Youth Cooperation that aims at enhancing the *quadrilogue* approach in the youth sector in the Euro-Mediterranean region through multilateral cooperation, peer learning and the empowerment of youth actors. The Project responds to the Council of Europe's new set of [Strategic Priorities for Youth 2018-2019](#) and aligns with the United Nations 2030 Agenda for Sustainable Development where young people and youth organisations are recognised as key drivers in advancing inclusive and sustainable global development and where youth cross cut with at least six of the UN Sustainable Development Goals (UN SDGs). It relates particularly to the UN Resolution 2250 (2015) on youth, peace and security that endorses the urgent need to engage youth and youth-led initiatives as important partners in all levels of decision-making.

The project relies on the financial support of the Governments of Malta and Portugal and the Aga Khan Development Network.

The 6th Mediterranean University on Youth and Global Citizenship (MedUni)

The training course was organised in the framework of the 6th Mediterranean University on Youth and Global Citizenship (MedUni), coordinated and facilitated by the North-South Centre in collaboration with the Observatoire National de la Jeunesse de Tunisie (ONJ) and in partnership with a number of youth led organisations and bodies active in the field of Euro-Mediterranean youth cooperation.

PEDAGOGICAL TEAM AND METHODOLOGICAL APPROACH

The pedagogical team


The pedagogical team was composed of three trainers from Egypt, Portugal and Spain selected by the North-South Centre in accordance with the Council of Europe's procurement procedures. The trainers had experience in working with and in youth-led organisations, on issues such as youth participation, democracy, human rights, Euro-Med cooperation, global dialogue, structured dialogue and training for trainers, among others. Besides being members of different pools of trainers including that of the Council of Europe, European Youth Forum, Out of the Box, and SALTO-Youth. Two of the trainers were part of past editions of the SPDP training course. This contributed to a better understanding of the training and its objectives. Furthermore, the trainers have experience in working with institutions and networks in the South and North Mediterranean such as the United Nations, the Council of Europe¹ or the League of Arab States, among others. Their profiles combined a diverse range of expertise in working on the national, regional and international levels, providing the necessary foundation to complement each other and the participants' needs.

¹ SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth programme, the EU programme for education, training, youth and sport.

Methodological approach


The methodology used in this training course was based on the principals of [non-formal learning](#)² and on the [Global Education Guidelines](#)³ (North-South Centre), as well as on a number of training manuals by [T-kits](#)⁴ (CoE), [SALTO South Toolbox](#)⁵.

The course was built around these main principles:




Learner centred

The main programme and methods for each session were decided in accordance to the application forms of the participants, their background and their expressed needs




Flexible and adaptable

The programme was designed but changes happened to answer to specific needs and requests of this group of participants.



Inclusive

The programme was developed to fit the different cultural backgrounds and different learning styles.



Experiential learning

The participants were engaged in dynamic participatory activities that allow them to learn through experience (learning by doing)

To enhance the learning experience, during the *quadrilogue* seminar the participants were engaged with policy makers, experts, researchers, and practitioners to discuss further in-depth a number of topics directly linked to youth participation and engagement.

PARTICIPANTS

This training course targeted representatives from youth lead and/or youth serving organisations, youth workers, educators, students, young activists from local, national, international and regional organisations. The 13 participants who attended the training course represented organisations from: North Mediterranean countries (six) and South Mediterranean countries (seven)

Nationalities of the participants

 Algeria	 Bulgaria	 Cyprus	 Egypt
 Italy	 The Hashemite Kingdom of Jordan	 Libya	 The Kingdom of Morocco
 Romania	 Slovak Republic	 Spain	 Tunisia

² Youth Partnership - Non-formal learning/education: <https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning>

³ The North South Centre of the Council of Europe, Global Education Guidelines (2012): <https://rm.coe.int/168070eb85>

⁴ Youth Partnership -training kits: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

⁵ SALTO SOUTH Toolbox: <https://www.salto-youth.net/tools/toolbox/>

The selection of the participants was carried out by the North-South Centre keeping in mind a North-South balance between participants in terms of gender, background, and regional/national representation. The training engaged participants between the age group of 21 and 32.



F: 5 | M: 8

List of participants with their supporting organisation

First Name	Family Name	Nationality	Name of the youth organisation/structure
Abdel Moumen	ALIGUECHI	Algeria	Constantine Debate Club
Albert	PASHOV	Bulgaria	Erasmus Student Network Bulgaria
Panagiotis	CHAYZIMICHAIL	Cyprus	Youth for Exchange and Understanding
Mohamed	EI BAYAR	Egypt	MAC Club for Social Development
Marta	POTENZA	Italy	CAG Spaziogiovani Genzano
Mohammad	MAHADEEN	Jordan	NAYA - for Community Development
Siraj Aldeen	ARRAB	Libya	Libyan Organisation of Debates
Salma	TAKKY	Morocco	Global Girl Media and Network
Diana	CRISTOLTEAN	Romania	PATRIR
Lenka	CURILLOVA	Slovakia	ADEL Slovakia
Eduardo	ALONSO ARECHAGA	Spain	Youth Council of Spain
Dhikra	ELHIDRI	Tunisia	Cooperation for the Development of Emerging Countries
Moad	BABAALI	Morocco	FOMEJE

THE PROGRAMME

Day/ Time	6 May	7 May	8 May	9 May	10 May	11 May	12 May
		Getting Started	SPDP day	Quadriloging	Quadrilogue seminar		
09.00-11:00	Arrivals and reception	Informal Opening	Structured	Recommending I	Roundtable: The role of young people in promoting peaceful and inclusive societies	Multilateral cooperation in the Euro-Med region	Departures
11.00-11:30		break	break	break		break	
11.30-13:00		Introducing SPDP	Participation	Recommending II		Follow-up /wrapping	
13.00-15:00		Lunch	Lunch	Lunch	Lunch	Lunch	
15.00-16:30		Team building activity	Democracy	Immersing <i>Quadrilogue</i>	Welcome & Mapping the Challenges	Evaluation	
16.30-17:00		break	break	break	break	16:00 Final Plenary Closing	
17.00-18:30		Getting to know each other (organizations)	Peace	Organisations Fair	Structuring Dialogue on Youth Policy at Different Levels		
18.30-19:30		Free time	Free time		Free time		
19:30-21.00		Dinner	Dinner	Dinner	Dinner	Dinner	
21.00	Free	Joint thematic activities	Free evening	Joint thematic activities	Free evening	Cultural evening	

Day 1 – Group agreement and team building

Purpose of the session

- to define the working process during the training course;
- to build trust and confidence within the group.

Structure and Activities

A series of interactive group dynamics.

Learning outcomes

- the group agreed on a common understanding of giving and receiving feedback during the training course;
- planning showed blended leadership, balanced contributions and active participation from everyone in the group.

Day 1 – Introducing SPDP

Purpose of the session

- to introduce the group to each other;
- to get to know the participants' expectations regarding SPDP;
- to introduce the objectives, programme and methodology of the training course;

Structure and Activities

Through different interactive group dynamics, participants had the chance to get to know each other and to share information about their personal and professional background, as well as their expectations towards the training course.

Learning outcomes

Among their expectations, participants highlighted:

- to learn more about the Western concept of SPDP, while learning more about non-European practices, methods approaches and tools;
- tools + knowledge + networking/peer learning to contribute to a positive impact in their community,
- promote their organisations and learn about others;
- learn tools to practice global citizenship in this diverse group and how to engage better in society;
- to raise awareness among youth about SDGs.



Day 1 – Organisational market

Purpose of the session

- to allow participants to get to know better each other's organisations;
- to create an informal space for networking and potential cooperation opportunities.

Structure and Activities

Participants prepared a poster about their organisation. The poster should include information such as: name, location (country/city), number of people involved (staff/volunteers), role of the person in the organisation, type of activities and target group and whether the organisation is part of a network or works on the local or national level (which areas/cities).

The poster could also include/reflect the following questions:

- What expertise, resources, and tools can you bring?
- What may be lacking in your NGO?
- Which ways your NGO can benefit from *quadrilogue* collaboration?

Each participant was given two to three minutes to describe their organisation – by saying something about their organisation and/or their work that is not written on the poster. After each presentation there was the opportunity to ask the person presenting further questions or clarifications.

Learning outcomes

- participants learnt about each other's work and organisations. This also included some input on possible common areas of work such as youth or refugees;
- participants identified possible areas of collaboration between their organisations.

Day 2 – Structured

Purpose of the session

- to identify the participants' organisational structures in order to understand the similarities and differences (between North and South) under which each organisation is working.

Structure and Activities

The session was structured in three parts:

- Introducing the different organisational structures, showing examples (Council of Europe T-Kit 1 – indicated above).
- Asking participants to design their organisation's organigram and indicating its structure, their position in the organisation, decision-making processes, etc.
- Discussing the results in small groups and reflecting the group discussions: where your organisation stands in the overall – national structure in the decision-making process, whether the organisation is part of a network, able to influence policy makers, etc. (youth councils, parliaments, fora, boards and other structures – a traditional way of participating in decision-making processes in the framework of international, national, regional or local authorities, schools, clubs, NGOs, etc.)

Learning outcomes

- participants learnt about different organisational structures, understanding the common areas and the differences;
- participants learnt about decision taking/making processes in their organisations and whether or not these processes are participatory, if they would be able to influence them, how transparent these are and how much decision making should be developed from top-down or bottom up, etc.

Day 2 – Participation

Purpose of the session

- to develop an understanding about Participation and Structured Participation;
- to reflect and rethink about participation in participants' structures and programmes.

Structure and Activities

Participants worked on eight cases connected to Hart's ladder of participation⁶, deciding together on their own criteria from less to more participatory.

The discussion linked with:

- Council of Europe's approach to participation (COMPASS, Have your Say! manual, etc.)
- Youth, children, women, citizen... participation

Participants were also presented with the Department for International Development and leading Civil Society Organisations (DFID–CSO) – Three-lens approach to participation. Alternative model to show differences of approaches.

Learning outcomes

- better understanding of participants own and peer organisations structures, their participative approaches and how to become more participatory and inclusive;
- learning and understanding of Dialogue and Participation concepts;
- acquisition of new tools on Participation (Council of Europe toolkits),

Day 2 – Democracy

Purpose of the session

- to brainstorm on the values and elements of democracy.

Structure and Activities

Introduction to the concept of democracy and its seven essential elements as per the UN 2004 Resolution:

- Separation and balance of power
- Independence of the judiciary
- A pluralistic system of political parties and organisations
- Respect for the rule of law
- Accountability and transparency
- Free, independent and pluralistic media
- Respect for human and political rights; e.g., freedoms of association and expression; the right to vote and to stand in election.

Following the introduction, participants divided in two groups (mixing participants from the North and the South) to reflect on the order in terms of priority of the elements of Democracy they see fundamental in any democratic process or structure. Elements were: accountability and transparency, protection of human rights, personal freedoms, human dignity, political equality, pluralism of political parties & organisations, political freedoms, rule of law, free & fair elections, participation (informal/involved), freedom of the media, and common good.

Learning outcomes

- participants identified similar points between both groups in what they believe are valuable elements of democracy. This demonstrates that some of the basic values linked to democracy are common between the north and the south. The priorities viewed by both groups were quite similar (if not the same).

⁶ the 'Ladder of Youth Involvement' is a model conceptualised by Hart (1992) that demonstrates the degrees to which young people can be involved in organisations, with the bottom three rungs (Manipulation, Decoration and Tokenism) referring to non- or low involvement and steps four to nine representing increasing degrees of youth participation, where youth initiate ideas and share decisions with adults. The model makes it clear that youth can be involved in many different ways within programs and organisations

Day 2 – Peace

Purpose of the session

- to carry out critical reflection regarding "Democracy" concept and UNSDG16: Peace, Justice and Strong Institutions.

Structure and Activities

Participants are introduced to the UNSDG16 and UN definition of "Democracy" and have a critical reflection about it through the methodology of silent discussion.

Learning outcomes

Participants ended up with the following conclusions/questions:

- Existing economic systems "support" and "develop" inequalities,
- "Democracy" can be used as a legitimate tool to hide other interests,
- How accountable is representative democracy?
- The source of SDG problems is debatable,
- There is a lack of positive vibes about SDG's.
- A concept has many interpretations so how can it ever be "universal"?
- Democracy is beyond a word, it's a concept.

Day 3 – Mapping

Purpose of the session

- to identify the main themes of interest to dialogue during the *quadrilogue* session;
- to learn from practices about multi-stakeholder collaboration;
- to brainstorm about means to keep dialogue sustainable and long term.

Structure and Activities

Joint session between the North-South Centre's SPDP training course and the Diaspora training course.

Learning outcomes

- participants agreed on key topics to address during Structured Dialogue;
- the first ideas for recommendations emerged.

Day 3 – Immersing the *Quadrilogue*

Purpose of the session

- to develop skills for the forthcoming *quadrilogue* seminar.

Structure and Activities

By means of the fishbowl dynamic participants relate to the different levels of the *quadrilogue* (governments, parliaments, local and regional authorities and civil society) and worked around two possible approaches: the challenges that may have to be faced and the productive solutions to those challenges.

Learning outcomes

- participants developed competences on dialoguing, moderating, balancing, identifying argument opportunities, coping with different communication styles, etc.

Day 5 – Evaluation

Purpose of the session

- participants reflect on their week long process and identify the key elements of their training and dialogue.

Structure and Activities

Movement around the room through nine different stages, each one having a different evaluation question for them to work out individually and anonymously.

Outcomes

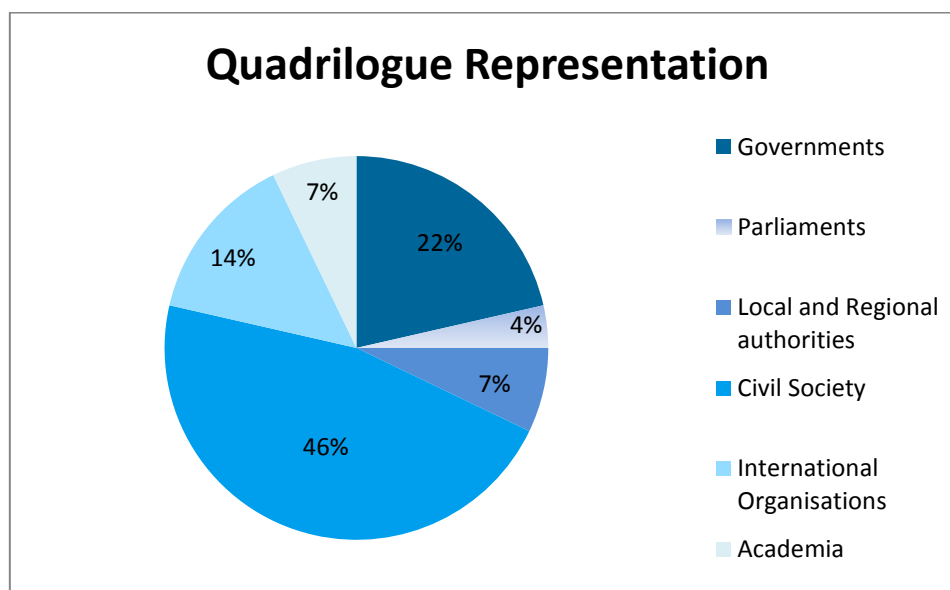
- The overall evaluation of the participants was positive ranging from satisfied to very satisfied with the training and the work they have done.

SEMINAR: ENHANCING THE QUADRILOGUE APPROACH IN THE EURO-MEDITERRANEAN YOUTH COOPERATION

Seeking to engage all levels of governance in its initiatives, the North-South Centre organises a series of seminars with the participation of all *quadrilogue* representatives (governments, parliaments, local and regional authorities and civil society), international organisations and academia responsible for youth policy/cooperation in Europe and the Southern Mediterranean countries.

For the first time, a *quadrilogue* seminar was integrated into the training course of Structured Participation in Democratic Processes in order to:

- attain better understanding of multilevel governance structures and increased awareness of decision makers and youth representatives about each other's roles and relevance on issues about youth, peace and democracy;
- enhance bottom-up multilateral cooperation among youth stakeholders on issues related to peace and democratic participation through peer learning, networking and exchange of good practices.



The *quadrilogue* seminar was structured in three main sessions, all of them developed through interactive discussions in round-tables:

- Session 1 on **mapping the challenges** focused on the challenges of youth work in the Euro-Mediterranean region. The session included the inputs of two different research findings on youth participation from different realities.
- Session 2 on **structuring dialogue a different levels** allowed for an exchange of good practices and lessons learnt from different levels of governance and allowed participants to identify elements needed for a sustainable and long-lasting dialogue.
- Session 3 **relevance of multilateral and multi governance cooperation in the Euro-Mediterranean region in the field of youth** stressed the importance of understanding and taking into account different political and administrative realities and of identifying and agreeing upon possible areas of cooperation.



Welcome and presentation by the North-South Centre of the Council of Europe

- Ms Rocio Cervera, Deputy Executive Director of the North-South Centre

Mapping the challenges:

- Mr Henri Onodera, Finnish Youth Research Society
- Mr Foued Aouni, Tunisian National Youth Observatory

Structuring dialogue on youth policy at different levels

- Mr Jorge Orlando, Director, Information, Communication and International Relations, Portuguese Institute of Youth and Sports
- Mr Thomas Andersson, Regional Councillor in Sweden, Congress of Local and Regional Authorities of the Council of Europe
- Ms Ilina Moutafchieva, President at National Youth Forum of Bulgaria
- Ms Mouna Boujbir, The Mediterranean Forum for Youth - Morocco (FOMEJE)

The relevance of multilateral and multi governance cooperation in the Euro-Mediterranean region in the field of youth

- Mr Rui Gomes, Head of Education and training, Council of Europe
- Ms Amira Tlili, Coordinator of the regional project participation of young people in public life Organisation for Economic Co-operation and Development (OECD)
- Ms Tina Hočevar, Board Member, European Youth Forum

The overall feedback was that despite having two regional discussion tables, the discussion was to a certain extent Eurocentric. The youth representatives from the Southern Mediterranean region pointed out that it is often harder for them to engage in political processes due to the absence of a structured approach or a framework in several countries of the region. Youth in the region report low confidence in the government – a common denominator with their European counterparts.

The absence or weak mechanisms result in (i) low involvement in policy cycles (voting, running for office, local elections, etc.); (ii) putting youth at risk (drugs, radicalization,

marginalization, mobility, etc.); and (iii) weak mainstreaming of youth issues across sectors (employment, education, housing, economy, entrepreneurship, political processes/governances, etc.). Youth in the North of the Mediterranean seem to have better structures and mechanisms to encourage their participation in national youth policies through local and national youth forums, youth organisations and networks, youth councils, youth parties, youth parliaments, and ultimately the European Youth Forum. Nevertheless, youth participation in Europe is also in decline.

The participants discussed means to further promote an inclusive structured dialogue in their circles and contexts and how to improve structured dialogue processes in order to include and engage more stakeholders and CSOs. They also discussed the importance of involving not only the policy makers, but their structures/offices in order to ensure continuity of the dialogue after the mandate of specific policy makers is over.

MAIN LEARNING POINTS AND TRAINING OUTPUTS



- Better understanding of the Middle East and Northern African region reality;
- better understanding of multilevel governance structures in Europe and in the Southern Mediterranean regions;
- knowledge about different organisational structures in Europe and in the Southern Mediterranean;
- identification of opportunities for cooperation in the Euro-med region
- mapping of good practices in the development of youth structures and initiatives to promote Structured Participation in Europe and Southern Mediterranean region;
- knowledge about the work of the North-South Centre of the Council of Europe and how its supports the work of youth organisations in the Euro-Mediterranean region.



- knowledge and tools to reinforce their competences on democratic participation for peace and security;
- knowledge about the UN 2030 Agenda. Particularly deeper understanding of the SDG16;
- new competences in the field of intercultural dialogue;
- new insights on how a youth workers can contribute for the SDGs not just by educating other youngsters but also by acting as role models in his/her own community.



- new competences to act as a multiplier in their communities and to contribute to peer's capacity development;
- improvement of skills on team cooperation, networking and peer-education;
- new competences to work on advocacy, social inclusion and awareness raising;
- knowledge about practical instruments to act as a multiplier in the topic of SPDP.

TRAINING OUTCOMES, MULTIPLIER EFFECT AND FOLLOW-UP

At the end of this edition the participants proposed to launch a youth-led network/platform to promote SPDP values on participation, democracy, and human rights at national and regional level among stakeholders and youth organisations.

Participants showed interest in implementing and promoting structured dialogue processes at the local level, raising the level and quality of participation in their own countries and the region, exchanging of good practices on youth participation and engagement, fostering critical thinking of the role of institutions and spreading concepts such as democracy, common good and voting.

In their evaluation, the participants mentioned that the training course empowered them and changed their perspectives, stereotypes and beliefs as well as provided them with tools and experiences that are useful for their work.

To measure the real impact and understand the multiplier effect of this training course, a mid/long-term assessment and follow-up of the participants within a few months of their return to their organisations will be required. However, the immediate effect, as advanced by the participants themselves would be in:

- sharing information and good practices from the training course in the participants' organisation and network;
- promotion of democracy and participation values among friends, members of the organisations and other networks;
- development of programmes and activities that reflect the learning from the SPDP training.

SOCIAL MEDIA CLIPPINGS

Dhekra Hidri 🤗 se siente fantástica con Pete Chatzimichail y SirajEddin Arrab en 📍 Hôtel El Mouradi Gammarth. 13 de mayo · Gammarth, Túnez · 👤

My participation in 6th Mediterranean University on Youth and Global Citizenship from 7 to 12 May 🙌🇺🇦🇵🇸
I was part of the "SPDP: Structured Participation in Democratic Processes" team... 🙌❤️🙌
I was selected to represent my group in the presence of the prime minister Mr Youssef Chahed and the minister of youth Ms Majdouline Chermi 🙌❤️🙌

Sérgio Xavier, Maram Anbar y 73 personas más 14 comentarios

Me gusta Comentar

Mohamed Chaieb está con Pete Chatzimichail y 15 personas más. 10 de mayo · 🌐

I am glad to have participated in the 6th mediterranean university on youth and global citizenship, Peace, justice and strong institutions
Enhancing the quadrilogue approach in the euro-mediterranean youth cooperation

182 reproducciones

Me gusta Comentar Compartir

Ana Solano Martin, Pete Chatzimichail y 21 personas más

SirajEddin Arrab está con Pete Chatzimichail y 12 personas más. 11 de mayo · 🌐

The best part of this training is how diverse it is , gathering all the Mediterranean together in one place and to see how close to each other we are when it comes to humanity .
God bless .
#global_citizenship #6thmeduni #spdp #no_hate

Me gusta Comentar Compartir

Pete Chatzimichail, Tina Hočevár y 100 personas más



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