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Final Report

Seminar on Diaspora Youth as Agents for Inclusive Societies and Global Development Education

CEULAJ, Mollina (Spain) 18 – 23 September 2017

In the framework of the 18th edition of the University on Youth and
Development



Authors: Aneta Dawidziuk, Bruno António, Mayssa Rehis

**Organised by the North-South Centre of the Council of Europe in the framework of
the Joint Management Agreement between the European Commission – EuropeAid
Co-operation Office and the North-South Centre**

1. Background of North-South Centre's Youth Co-operation Programme

Created in 1989, the European Centre for Global Interdependence and Solidarity, or 'North-South Centre of the Council of Europe', was set up with the purpose of spreading the universal values upheld by the Council of Europe (CoE) – human rights, democracy and the rule of law – in Europe and beyond. Since its inception, the North-South Centre (NSC) has been advocating a dialogue between the North and the South, fostering solidarity, creating partnerships, and raising awareness about global interdependence.

The specific mission of the Centre is to empower civil society, in particular youth and women, through intercultural dialogue and global citizenship education, to play an active role in CoE member states and neighbouring regions, notably through its multilateral activities.

The objective of the Youth Cooperation programme of the NSC is to promote youth participation through training and capacity building courses aimed at young people and youth organisations to promote their understanding of Global Development Education (GDE) and to facilitate their participation in decision and policy-making processes at all levels of governance.

2. Background of Seminar on Diaspora Youth as agents for inclusive societies and development education

Globalisation brought about a dramatic increase in the volume and scope of international migration. This mobility has been transforming societies and cultures, creating diasporas and developing transnational identities.

Diasporas perform as a cultural, economic and political bridge with the "homeland" societies, becoming prominent actors in development cooperation and agents for the promotion of democratic values and human rights. In fact, governments at both ends of the migration cycle increasingly recognize that diasporas play a unique transnational role as catalysts and connectors between countries of origin and residence.

The numerous accomplishments of diasporas must be seen as successful stories of double integration, offering tremendous opportunities for building inclusive societies, connecting different countries and identities.

In times of armed conflicts, large-scale arrivals of displaced people and increasing radicalisation and populism, that has made Europe witness growing discrimination, violent extremism and hate speech, diasporas can also play a prominent role in shattering negative stereotypes.

In this context, the North South Centre of the Council of Europe pays special attention to the role of diaspora youth. Exploring this phenomenon and learning from the youth diaspora experiences it is an effort that could substantially contribute to the integration policies and for the further development of global/development education in Europe.

Building up from previous successful experiences with youth leaders of Diasporas – specifically African Diaspora Youth Network in Europe – the NSC will continue to work with different groups of Diaspora communities as strategic partners for the promotion of more inclusive societies.

3. Aims of the Seminar

The seminar course has two main aims:

- to **explore the understanding of youth diaspora**, the **challenges** and the **potentials** that such groups can bring to the development of their own communities and their "homeland or origin" countries;
- to **promote and enhance the capacity of diaspora youth to create more inclusive communities** through quality initiatives and policies in the framework of GDE/GE.

4. Objectives of the Seminar

The concrete objectives of the seminar were to enable participants:

- to **identify and share practices and initiatives** that support the development of more inclusive communities in the framework of GDE/GE;
- to allow the **identification of needs** that will support the development of future capacity building programmes within the iLegend project;
- to develop a better understanding of **intercultural education, intercultural learning and intercultural competences** of diaspora youth leaders;
- to **empower diaspora youth** to multiply and disseminate principles of **GDE** to other young people from diaspora;
- to provide the space for **networking and exchange of best practices** among diaspora youth.

5. Pedagogical Team

The team that was responsible to develop the educational framework of this seminar as composed by:

- Aneta Dawidziuk, facilitator
- Bruno António, pedagogical coordinator
- Mayssa Rekhis, facilitator

6. Seminar Methodology

The seminar consisted of **residential programme of 6 days**, and was held in the EuroLatin American Youth Centre (CEULAJ), from the 17th (arrival day) to the 24th September (departure day). The pedagogical team of the course was composed of 3 experienced facilitators working with non-formal education, global development education and with diaspora youth groups.

The pedagogical team was responsible to further design and implement the methodology of the seminar. Invited guests and experts provided proposals for reflection in a process based on **global education and participant-centred**

methodologies. The seminar methodology was based on a number of successful experiences of educational activities for youth workers and youth leaders developed by the North-South Centre of the Council of Europe.



3rd Training Course for Youth Leaders of the African Diaspora Living in Europe – Braga, Portugal (May, 2012)

The programme included a variety of **educational methods** such as: thematic and political inputs and discussions, reference documents, simulation exercises, group dynamics, interactive role plays, good practices sharing, training sessions, practices implemented by participants, etc.

The seminar gathered **17 youth leaders** from, working with or interested to work with the Diaspora youth groups.

7. Participants

The participants in this activity were leaders representing **youth organisations and youth groups of migrants/diaspora origin living in Europe and/or working/interested to work directly with Diaspora youth**. The seminar was open for residents of all member-states of the Council of Europe.

Concerning participants and their profile:

- be a leader of a diaspora-related organisation/association based in one of the Council of Europe member states that has youth as a priority;
- be between 18 and 35 years old;
- be able to work and communicate in English;
- be available for the whole duration of the seminar
- be available and willing to follow-up the Seminar and contribute to the next steps of the project as strategic partner.

The selection process took into consideration organisational, gender and geographical balance.

8. List of Participants

Nº	FIRST NAME	SURNAME	NATIONALITY	COUNTRY OF RESIDENCE	ORGANISATION	EMAIL
1	Rasha	ZEINA	Syrian	Belgium	Tandem	rasha.zeina@gmail.com
2	Zaruhi	Poghosyan	Armenia	Armenia	Civilitas Foundation	zaruhipoghosyan@gmail.com
3	Kristina	ABRAMYAN	Armenian	Georgia	Umbrella	anikristi93@gmail.com
4	Ivanna	ZAKHAREVYCH	Ukrainian	Germany	SUSN (Union of Ukrainian Students in Germany)	zakharevych@gmail.com
5	Mustafa Musa	TAYIB	Irish	Ireland	PRSD (Providers of social responses to the development)	mustafatayib@hotmail.com
6	Ramona	CAPALDO	Italian	Italy	AICEM	ramona.capaldo@gmail.com
7	Anthony Munyiri	MAINA	Kenyan	Netherlands	Kenya Diaspora Community in Netherlands	mainahmunyiri@gmail.com
8	Gildo Graciano Dada	ADELINO	Angolan	Portugal	Conexão Lusófona	gracianodada@hotmail.com
9	Alexandru	CRIGAN	Moldova	Russian Federation	Moldovan National-Cultural Autonomy	krigan148@mail.ru
10	Porciana	NTOTO PAULINA	Angolan	Spain	NOVISI ELKARTEA)	novisielkartea@outlook.es
11	Shwetal	SHAH	Indian	United Kingdom	Ubele Initiative	shwetal.shah27@gmail.com
12	Dayo	ISRAEL	Nigeria	United Kingdom	GLEEHD Foundation	dayo@dayoisrael.com
13	Bashir	RUTASINGWA	British	United Kingdom	(ACD-ARTS)	Bashir@acdarts.com
14	Kwame	ASIEDU	British	United Kingdom	Narrative Eye	kwamz.asiedu@gmail.com
15	Ayoade	WALLACE	African British	United Kingdom	ADYNE	Ayowallace@gmail.com
16	Andriy	Yakubuv	Ukrainian	Spain	World Congress of Ukrainian Youth Organizations	andriyakubuv@gmail.com
17	Koketso	Mohotloane	South African	Ireland	African Diaspora Youth Forum in Europe	kmohotloane@gmail.com
18	Tomas	Glantschnig	Austria	France	African Diaspora Youth Forum in Europe	tomas@adyfe.eu
19	Bruno	ANTONIO	Portuguese	Portugal	Freelancer expert	bruno.chirrinze@gmail.com
20	Aneta	DAWIDZIUK	Polish	Poland	Associação SPIN	aneta.dawidziuk@gmail.com
21	Mayssa	REKHIS	Tunisian	Sweden	Freelancer expert (CoE pool of trainers)	mayssarekhis@gmail.com
22	Jacques	ROUSSELOT	Swiss	Portugal	Freelancer expert	jrousselot7@gmail.com

9. Programme

	Sunday 17	Monday 18	Tuesday 19	Wednesday 20	Thursday 21	Friday 22	Saturday 23	Sunday 24	
09:30-11:00	Arrivals	18th UYD OPENING	<i>Creating a Common Ground: Diasporas in Europe</i>	Global Education / Global Development Education - <i>in practice</i>	JOINT SESSION	Sharing Workshops	iLegend project & other initiatives next steps and our involvement	Departures	
11:00-11:30		Coffee Break							
11:30-13:00		Seminar Introduction <i>Getting to know each other</i>	Diasporas & Inclusion Challenges faced by Diaspora Youth and Diaspora Organizations	Global Education / Global Development Education - <i>in practice</i>	JOINT SESSION	Sharing Workshops	Follow up actions within our organizations		
13:00-15:00		Lunch							
15:00-16:30		iLEGEND Research/mapping Introduction Sharing our Practices I	Global Education / Global Development Education - <i>in theory</i>	The role(s) of Diaspora Youth in building inclusive societies	Free time	Looking at the future: Mapping of Diaspora youth groups in Europe	Seminar Evaluation & Closing & Preparations for the 18th UYD Closing		
16:30-17:00		Break		Free time		Break			
17:00-19:00		Sharing our Practices II	Sharing Workshops	Round table on youth participation at local level - a North & South Med perspective (Join Session with DYPALL Network)		Looking at the future: Assessing training needs of Diaspora youth groups in Europe	CLOSING		
19.00		Free time				Free time			
20.00		Dinner							
21.30		Welcome evening	Joint Activity	Free evening	Joint Activity	Free evening	Interaction with local community		

10. Programme Day-by-day & Session Results

Day 1 – Monday 18th September, 2017

18th University on Youth and Development Opening Session (09:30-11:00)

The official opening of the 18th UYD was introduced by Rocío Cervera, the Deputy Director of the North-South Center of the Council of Europe with support of the joint programme team.

It was also the moment where the joint programme and the different training activities and meetings that would take place in the framework of the 18th UYD were introduced to all the participants.

Seminar Opening & Introduction (11:30–13:00)

The session allowed to introduce the seminar to the participants at the same time that will provide the opportunity to start building the sense of belonging to the group.

The **17 participants** of the course had the opportunity to start to get to know each other better and the objectives and programme of the coming 6 working days.



It was also an opportunity to develop the connection and trust with the team of facilitators that supported their learning process during the seminar.

Main methodological approaches used during the course were introduced and explained to the group.

It was an important moment to start understanding in more detail the experiences of the participants.

In terms of objectives the session allowed to explore the following ones:

- To allow the participants to get acquainted with the course objectives and programme;
- Provide the space for the participants to share their expectations and allow to refocus them in case necessary;
- Provide the opportunity for participants to continue to know each other and start developing further the sense of belonging to a group.



Sharing Practices I & II: (15:00-16:30 & 17:00 – 19h00)

This session was a direct response to the following objective of the seminar: to provide the space for networking and exchange of best practices among diaspora youth. It allowed the **17 representatives of 16 different NGOs** to present their organizations as well as ongoing projects and best practices. Coming after the “get to know each other session”, this one focused solely on professional networking.

The session related directly to the needs of the group as most of them, at the application stage, indicated the need for their NGOs to expand their networks and build new partnerships. It had the following objectives:

- to get to know each other's organizations (projects, best practice, needs, challenges,);
- to identify possible common objectives or challenges, thus starting the expected networking & partnership building.

The participants were asked to prepare a poster presentation of their organization, using the promotional / informational material they had brought and focussing on the following issues / questions:

- Organization's name, city, country, team, contact information
- Aims of organization (briefly)
- Target group
- Ongoing projects / projects scheduled within short future
- Success story (best practice of the NGO, particularly successful project)
- A tale of struggle (particular challenge the NGO has been facing)



The participants were then divided into 3 groups and took turns presenting to or visiting other participants. In the last part of the session, the participants made logical connections (in a tangible form, with strings) between their organizations. There were many links created and so the participants noticed that their organizations have many common and / or complementary characteristics, problems, issues, successes, etc. and therefore can set up meaningful partnerships.



Day 2 – Tuesday 19th September, 2017

Creating a Common Ground: Diasporas in Europe (9:30–11:00)

This session was a session to create a common understanding of “diasporas” and to contextualize it. It was a first step to make sure that during the seminar, the participants use the same words to mean the same things. It was also a session for the participants (who were not from diaspora organisations) to think about the link that their organisations have or can have with the diasporas.

The session was based on research and group work, as the participants were divided in 4 groups, each one exploring one dimension related to the definition of the diaspora:

- *Diasporas & destinations: Etymology & historical meaning*
- *Diasporas & the homeland: which relationship?*
- *Diasporas & Identity: What makes a person identifies as a diaspora?*
- *Diasporas & Generations : When do we start speaking about diasporas?*

After a time dedicated for research, and discussion, the groups had the space to present their main findings:

- Group 1: Etymology & Historical meaning : they presented that ‘diaspora’ means ‘scattered’ or ‘dispersed’, which is related to having more than one country of destination for the group. They also tackled the tragedy that was historically associated to diasporas, mainly the Armenian, Greek and Jewish diasporas.

- Group 2: the relationship to the homeland : the group presented the different possibilities of relationships diasporas can have to their homelands: families, marriages, economical relationships (investment, sending remittances...), emotional, regular travels..
- Group 3: diasporas and identity: this group already tackled the big diversity of definitions of diasporas, and that scholars do not agree on only one, which makes it complex to know who is diaspora, as the answer will change according to the definition we choose. They have also underlined that the person itself needs to identify as diaspora to be considered as such.
- Group 4: diasporas and generations: when do we start speaking about diasporas? This group also tackled the controversies between scholars, and diasporas organisations in defining diasporas.. They agreed that the majority starts to speak about diasporas as soon as the communities decide to settle (and are not in the host country only as a temporary situation).

After the presentations, the group was able to discuss and ask questions to the different groups as they researched one specific dimension. The fact that there are different definitions and schools was underlined, and that there is no "right" and "wrong" answer to the question : "what are diasporas?".

Then, the definition used by the iLegend project was presented (the definition in the call for participants by K.Butler).



Research and discussions

Inclusion: challenges faced by diaspora youth and diaspora youth organizations (11:30 - 13:00)

This session was divided into two parts. In the first part the topic of inclusion in relation to diaspora youth, communities and organizations was explored. "I agree" and "I disagree" signs were placed on opposite sides of a patio. The participants were presented with a series of statements related to the inclusion of diaspora communities within the general society and asked to position themselves between the two sides in accordance with the strength of their conviction on the matter.

After each sentence, time was given for discussion. If a participant changed their mind over the discussion period, they were free to re-position themselves.

The presented statements and the discussion outcomes were as follows:

1. Only non-included groups get organized in diaspora communities: an overwhelming majority of participants disagreed with the statement, arguing that coming together in a diaspora community does not necessarily have to do with the group's or individual's feeling/state of exclusion from the host society, but rather with the need for full self-expression and preservation of the link to the country of origin. The minority argued that, though they recognized the above viewpoint, still in many cases the reason for organizing into diaspora organizations is the feeling of exclusion and/or not fitting in.



2. Diaspora organizations should mainly focus their work on the development of their countries of origin: the whole group placed themselves along the Disagree half of the spectrum, recognizing that the Diaspora Communities are an integral part of the host society and it is therefore in their interest to contribute to the development of the host country. However, the participants did not disagree also with the fact that it is in the interest of Diasporas to support the development of the origin

countries. This particular outcome validates the premise of the iLegend project that the Diaspora Youth can, in fact, be important agents for the development of inclusive societies.

3. If diaspora organizations are inclusive they lose their diaspora identity: an overwhelming majority disagreed with this statement, arguing that the attitude of openness towards others cannot undermine the identity of an individual and/or organization. This outcome strengthens the outcome #2.

The 2nd half of the session was focused on the challenges faced by the Diaspora Youth in relation to their inclusion and the challenges faced by the Diaspora Youth Organizations on their way of fostering inclusion within the general society. The participants were asked to discuss those topics in groups, while recording the data in a mind map, and then to present the outcomes of their discussion in plenary. Based on the mind map presentations, the discussion outcomes were as follows:

1. Challenges faced by the diaspora youth: discrimination, financial issues, language issues, culture shock / different behavior / different religion, conflicting feeling between origin and host country identity; to most of those problems the suggested solution was (formal, non-formal & informal) education on cultural differences, respect, tolerance, etc.



2. Challenges faced by the

diaspora youth organizations: the most stressed challenge was the one of funding for activities and/or for everyday functioning, followed by lack of influence on policy-making, lack of recognition, lack of visibility/impact; the solution that was stressed the most was more funding (whether governmental or from philanthropists) for implementing activities as well as hiring specialists, it was also agreed among the group that specific training for NGOs' members would also be helpful to combat the existing challenges (possible areas: fundraising, project design/application/management, ICT/communication).

Global Education / Global Development Education - in theory (15:00 - 16:30)

This one and the following sessions on GDE (in theory/practice), both done jointly with the GDE Training Course Trainers and Participants, were crucial to reaching the general Seminar objectives, and especially the following two:

- to empower diaspora youth to multiply and disseminate principles of GDE to other young people from diaspora;
- to identify and share practices and initiatives that support the development of more inclusive communities in the framework of GDE/GE.

Many of the participants in the Seminar were not familiar with the DGE, even though some of their NGOs' activities fall under the GDE category. This session helped them get familiar with the theoretical notions of Global Development Education as well as to start identifying the relevant practices & initiatives within the framework of GDE.



The session aimed specifically at:

- introducing the notion of Global Development Education and help understand the theoretical framework of GDE;
- promoting creative thinking about how to foster the positive aspects of globalisation and global interconnectedness towards inclusive and peaceful societies;

- stimulating reflection on how GDE can be applied within each participant's NGO's work;
- introducing NSC's Global Education guidelines.

The method chosen to attain those specific aims was a short Powerpoint Presentation with the theoretical input, presented by the Head Trainer of the GDE Training Course Team, followed by a World Cafe in which each table discussion was facilitated by either a GDE Trainer or a Seminar Facilitator (thus strengthening the learning outcomes). There were 6 topics explored in the World Cafe:

- What does it mean to live in a globalised world? How do you learn about global issues in your everyday life?
- What are the aims of GDE according to your perspective?
- How do you understand the micro-macro approach of GDE? Any ideas to put in practice?
- What is your understanding of GDE as a transformative approach?
- How can you apply / are you already applying GDE in your organization's work?
- What are the most relevant values and attitudes in order to enhance the inclusion and sustainable development in your community?



Day 3 – Wednesday 20th September, 2017

Global Development Education - in practice: the Global Market Simulation (9.00 - 13.00)

This joint session, with the GDE training of multipliers, followed the session introducing GDE in theory, so that participants get a practical experience on GDE. It was also a session where participants can get the bigger picture of the world,

with the different realities of the countries, the relationships between them, and the dynamics regulating migration

The session was designed as a simulation, where participants were assigned to different countries and asked to produce goods in an unequal system (with unequal conditions, resources and rules) with the following objectives:

- Allow participants to experience unequal distribution of resources and its structures/forms, as well as different reactions to power;
- Experiment the consequences of injustice;
- Reflect on participant's reactions to inequality;
- Put participants in a setting where they have the ability to reinvent the system of power distribution in order to reflect on the values that have been kept by their actions;
- Allow participants to reflect on the bridge with reality, concerning their real relation to power and to privilege
 - Explore the root causes of migration in relation to unequal distribution of resources and the role of migrant / diaspora population in host/original communities

Participants actively participated to the simulation, and took on their roles. When they shared their feelings, it was clear how emotionally engaged they were, as they expressed the frustration, the despair, exhaustion, and for some the pride or happiness... "We usually are nice to each other and in this simulation it was very hard. People were strict."

During the debriefing, different topics were tackled: Inequalities, the value of work, competition Versus collaborations between countries, the role of development / international organisations, smuggling and corruption, migration, working on the local Vs the global level...



Role of diaspora youth in building inclusive societies (15.00 - 16.30)

After exploring the concepts of diasporas (session 2.1) and of inclusion (session 2.2 : Inclusion and challenges) the day before, the challenges faced by host communities, and taking into consideration the realities of global inequalities (session 3.1 : the simulation), this session is for the participants to reflect on the role they can have in working for inclusion.

The session used the fish-bowl discussion technique to explore these questions:
What do diasporas have as assets in a globalised world?

One of the main assets that came out was having the both sides perspectives: to give an opportunity for the host communities to get to know better what is our country of origin culture, economic, social.. (to help host community to better understand the countries of origin; and consequently to break stereotypes); to contribute financially and through knowledge and expertise to the country of origin.

Which contribution(s) can diasporas bring in tackling global injustice and inequalities?

- The fact that they can communicate, that they can more easily share the realities of the countries origin; one of the roles of diasporas is to speak up about the injustice; it can link with institutions and donors to support the countries of origin. *Diasporas can also contribute by facilitating a two-ways learning process: from the north to the south but transfer also good practices that are implemented on the south and that can support the north*

Are diasporas better equipped to work for inclusion? Why or why not?

The fact that diasporas have links to two societies (at least), they were considered by the group as more equipped to be able to change the mentalities (as they are themselves having two mentalities, and not stubbornly fixed to one). But in order to be better equipped to work for inclusion, the need for more cooperation between diasporas groups was underlined.

‘Do we want / need to work for inclusion?’ was also a question tackled, as there is this expressed fear that inclusion will lead on the long term to assimilation that some diaspora organisations find contrary to their aims (preserving the links and the belonging to the country of origin).

What are the roles diasporas have been playing in building social inclusion?

Examples of good practices were presented and discussed: mainly Claudia Jones, a Caribbean activist have initiated the Caribbean Carnival in London as a way to create inter-cultural understanding at a time of violent riots and police brutality, and her legacy is still present nowadays and the black history month that was started in the UK by African diasporas.

What role(s) can diaspora youth organisations have in building inclusive societies in the host communities?

Examples of practices were also presented: Organizing cultural events (e.g black history month); remembrance of the history/ movement of the diaspora group; and

organizing activities that can allow the host community to get to know more about the cultures and realities of our countries of origin;

Role of diaspora youth: among diaspora organisations, youth are more open minded to initiate a Give & Take relationship, and to create something common, while older generations were more conservative and working, sometimes, on isolating the diasporas. Thus "the role on working for social inclusion is mainly the one of youth". A generational conflict has been underlined in the diaspora organisations, while youth departments do not really have a voice, and there is sometimes little opportunity to bring new practices.

6. What practices of youth diaspora organisations are related to Global Development Education?

The participants started underlining that GDE can be non-understandable or technical, and they are doing GDE without calling it as such : intercultural events, organizing mobility and capacity building, working against discrimination and violence..). They perceived GDE as a way that should help them to see that they belong to something bigger, to a global community (e.g. we are not just Ukrainian/German but part of a global community), creating a global identity will make it possible to be an "outsider" in the host societies, and increase self-esteem among young people. Non-formal education activity and awareness raising are common activities that the diaspora organisation organize, and that fall under the frame of GDE as sharing its values and aiming mainly to break stereotypes.



Youth participation at local level (Join session with DYPALL Network Seminar: 17h00 – 18h30)

The join session between the two seminar had the aim to provide the opportunity for the exchange to knowledge between the participants from both activities. Specially addressing the role that diasporas can have to foster the youth participation of migrants, refuges and other minority groups. At the same time that allowed to look at the different stakeholders that have an important role in promoting and enhancing the political participation of such groups in the local communities.

The session started with a round table with guest from both seminars and was followed by discussion groups on the different thematic.

Please find bellow the main themes for the group discussions.

Welcome to our Participation CAFÉ *"Enhancing the youth participation"*

MENU 1: PARTICIPATION

Entrance:

1. Why foster the political participation of young people in general?

Main course:

2. How do you see the reality of the participation in decision making (local policy making) of young migrants/ refuges/ diasporas and other youth minorities groups in your contexts? Why is it relevant to promote it?
3. What are the effects of the low level of political participation of such groups?

Desert:

5. What projects, initiatives or practices do you know that are promoting the (political) participation of such groups?

MENU 2: EDUCATION

Entrance:

1. What is the role of the education system (schools) in preparing youth in general to actively participate in their communities?

Main course:

2. How is the education system preparing young migrants/ refuges/ diasporas and other youth minorities groups to actively participate in their communities? If not, what should be done differently by the education system?
3. How do you see the role of NGOs and Municipalities in the cooperation with schools on these themes?

Desert:

4. What projects, initiatives or practices do you know that are taking place in schools that are fostering the political participation of young migrants/ refuges/ diasporas and other youth minorities groups at local level?

MENU 3: IDENTITY

Entrance:

1. What challenges do young people face today concerning their identity?
2. And if we talk particularly about young migrants/ refuges/ diasporas groups?

Main course:

3. How do you connect the sense of belonging with identity of young migrants/ refuges/ diasporas and other youth minorities groups and what are the challenges

are related to this? Please share concrete examples from your experience or context.

4. How can we increase the sense of belonging of young migrants/ refugees/ diasporas in our communities?

Desert:

5. What projects, initiatives or practices do you know that are promoting the sense of belonging to the communities of young migrants/ refugees/ diasporas, and/ or working with the topic of identity?

MENU 4: CROSS-SECTORIAL COOPERATION

Entrance:

1. What is the added value of cooperation amongst NGOs, municipalities, schools on the topic of enhancing the participation of young migrants/ refugees/ diasporas in decision making at local level?

Main course:

2. What is the role of the different actors in such cooperation projects/ initiatives, etc.?

3. How can we increase the cooperation between such actors?

Desert:

4. Please share concrete practices, projects or initiatives that are developed in such cross-sectorial cooperation on the topic (youth participation in decision making)?

Day 4 – Thursday 21st September, 2017

The morning of the fourth day of our training was dedicated to the University joint session that allowed to develop synergies among the more than 200 participants of the 18th edition of the UYD.

Participants had the opportunity after getting inspired by the guest speaker (Nuno da Silva) to continue exploring deeper the themes in different workshops with invited guests.

During the afternoon, participants had the opportunity to explore the surroundings and some of the close cities in the regions of Andalusia.

Day 5 – Friday 22th September, 2017

Sharing workshops (9.30 - 12.00)

This session is a space for the participants to learn from each other, to run themselves a series of workshops and share tools and methods that can help their fellows in their organisations.

Four workshops were organized by the participants:

- **Workshop on Edutainment (Bechir)**

The workshop was interactive, and offered a taste of what the edutainment workshops organized in schools by ADC organisations are. In that specific case, it was through the use of traditional dances to learn about different cultures and to introduce African Ugandan traditions. The participants had also the possibility to discuss other forms of edutainment used (Education through Theater techniques, painting..)

- **Presentation on the role of cultural studies in building interculturality (Andrui)**

Through a case study, Andrui proposed a tool to create interest for people to learn about different cultures: finding a common story / cultural anecdote... This tool is used by Ukrainian diaspora in Spain to create a mutual interest in each others' culture through the interpretation of Don Quijote by an Ukrainian author : Franko. The presentation tackled also different examples, while a common story is used.

- **Presentation on the role of media (Kristina)**

The presentation focused mainly on the role of activist / citizen media on covering what mainstream media doesn't and in creating alternative narratives: an illustrated example through reportages of the positive coverage of Syrian-Armenian refugees in Armenia was a practice that Kristina shared from her organisation, but also the coverage of popular demonstrations that weren't given enough attention by the media.

The discussion tackled some faces of discrimination of diasporas by media coverage, and how the NGOs have an urgent role to create, but also disseminate positive narratives.

- **Presentation on intercultural learning for youth empowerment (Porci)**

The presentation was mainly to share a practice of Novisi organisation, that organizes intercultural learning trainings and activities to empower young migrants and diaspora youth. The presentation covered also the No-hate speech campaign that the organisation joined, and put into practice in Barcelona while showing the diversity of Barcelona's inhabitants' origins.



Looking at the future: Mapping of Diaspora youth organizations (15h00 – 16h30)

The session was introduced to the participants by the facilitator and by our seminar researcher Jacques Rousselot and it was focused on a mapping exercise that started already during the participants preparations for this seminar. Where participants need to reply to the two following questions:

- **What are the diaspora youth organisations or diaspora organisations with a youth branch active in your city / country of residence?**
- **What are their main projects / activities? (Try to map them and their different areas of work, including your organisation)**

During the 90 minutes of the session duration participants were able to contribute for the mapping exercise being done within the iLegend project for Diaspora youth organizations spread around the Council of Europe member states. Close to one hundred new organizations were identified within the exercise.

This session was a very important contribution for the overall project, since it would allow that the future training activities of the North South Centre within the iLegend project will be able to reach and engaged more diaspora organizations.

Looking at the future: Assessing training needs of Diaspora youth groups in Europe (17:00 - 19:00)

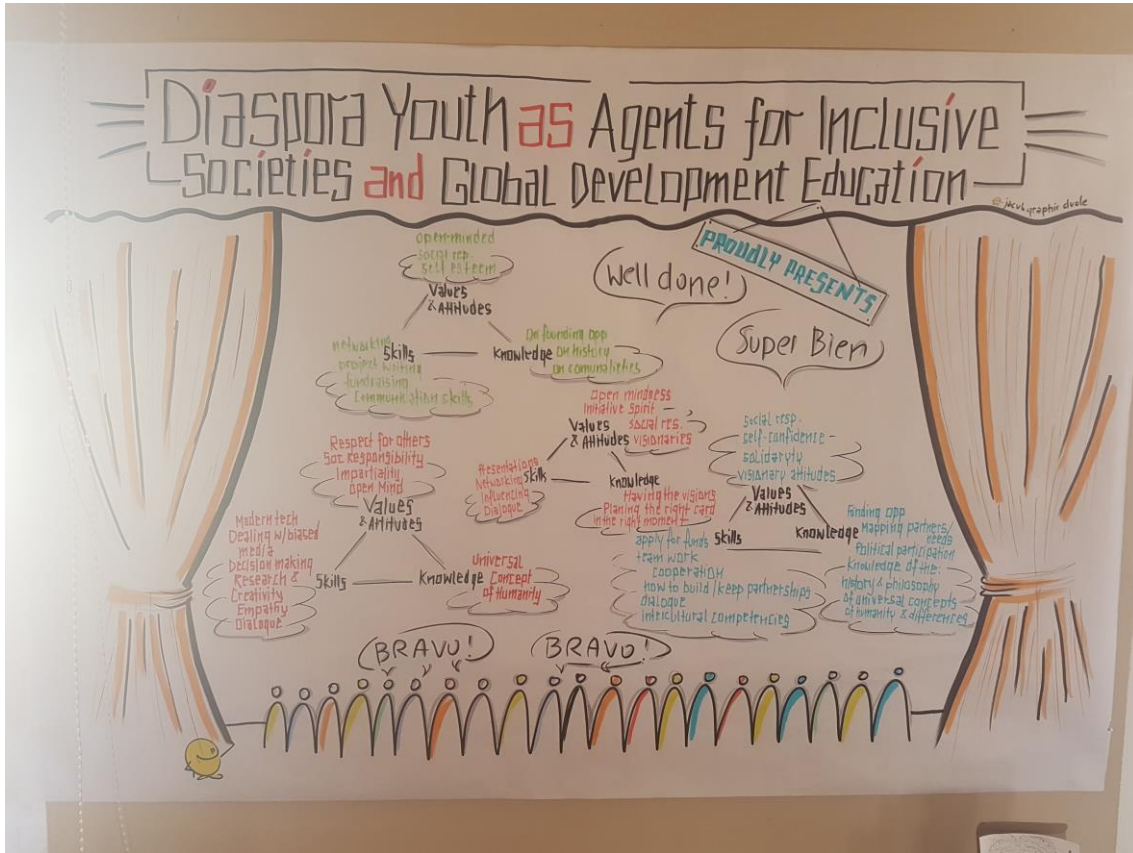
This session was a direct response to one of the Seminar's objectives, namely "to allow the identification of needs that will support the development of future capacity building programmes within the iLegend project".

Based on the input provided by the participants in the previous sessions (especially during the "Role of diaspora youth in building inclusive societies" session and the "Inclusion & challenges" session) the facilitating team identified 4 most recurring areas / topics in which the Diaspora Youth may play an important role towards inclusive societies:

- Education and training;
- Awareness raising and changing narratives;
- Bridging: intercultural event/initiative implementation;
- Policy making/influencing and youth participation.

There was also an open slot for an area suggested by the participants in case they thought that a relevant area of need assessment had been left out (however, no-one suggested a 5th area).

Each participant could choose in which of those areas they wanted to assess the training needs. The formed groups were then given the handouts for the session (excerpt from NSC's GDE Guidelines and the competence triangle) and were then asked to discuss which skills, attitudes and knowledge their own and alike organizations have yet to develop in order to be able to implement meaningful initiatives with the objective of fostering inclusion within their communities/general society. Though the participants were given the GDE Guidelines excerpt, they were not strictly limited by its content. Each group received a facilitator from within the facilitator & research team in order to make sure that the content provided by the participants was duly recorded and preserved, as well as that the discussion was duly facilitated.



It was immediately noted by the participants that the needs assessments needed to be done on two levels. On the one hand, there are skills, attitudes and knowledge to be gained by the Diaspora Organizations' staff/members themselves, but on the other there are also those that their youngsters and/or communities are missing. In some cases both of those may also overlap, as in order to transmit the knowledge down to the community, the organizations would need to gain it first themselves.

A very much recurring and stressed issue across all 4 areas was the lack of knowledge on funding opportunities, as well as skills of grant application writing, fundraising, project management and networking. The suggested concrete training ideas within this topic were: specialized trainings on fundraising (incl. grant application writing), entrepreneurship, project management, meaningful partnership and network building. In 3 out of 4 areas (not mentioned only in advocacy) it was also noted that there was a need for greater knowledge of history and philosophy of universal concepts of humanity, both by NGO staff/members and within the communities they serve.

Specifically within the area of education and training, apart from the needs mentioned above, the participants identified the need for greater knowledge about communalities and differences within their communities, as well as the need to develop teamwork and intercultural competences in communication (both at NGO and community level). In terms of attitudes and values, the recognized needs were self-confidence and visionary attitudes (at both levels)



and social responsibility and solidarity within the communities. Suggested training ideas that came from this work group were: training for trainers, trainings on non-formal education (for educators), trainings on coaching and leadership development.

Within the area of awareness raising, the focus was put mainly on the need to develop ICT/communication skills within the Diaspora Organizations and all spectrum of skills and knowledge related to dealing with the media. On the community / general society level, the need for critical thinking skills development was brought up, together with empathy and intercultural dialogue, respect and social responsibility. Ideas for concrete trainings included specialized training courses in ICT / dealing with the media, as well as ToT/Multiplier TCs on Human Rights, Social Justice, Peace and Conflict Transformation, Diversity, Intercultural / Interfaith Dialogue, etc., as well as on critical & analytical thinking.



As far as the “bridging” (intercultural event/initiative implementation) is concerned, a strong need for GDE/NFE training courses for NGOs was raised, in order to implement quality initiatives, especially to promote the intercultural dialogue, combat stereotypes and prejudice, foster empathy, open mindedness and social responsibility. It was also noted that the NGOs should be able to help youngsters and their communities develop self-esteem,

self-confidence, self-respect and the respect for others. As ideas for concrete training courses were suggested: Training for Trainers / Multipliers in the area of GDE & NFE methodology as well as TCs focusing on communication / ICT & dealing with the media.

When it came to the area of advocacy / policy making (influencing) / youth participation the work group identified the following lack of knowledge within Diaspora NGOs: understanding of the process of decision making within policy processes and understanding of the globalisation dynamics and impacts. Focusing on the skills, the following needs were identified: negotiation, public speaking, presentation and dealing with the media. As the necessary values to be developed the spirit of initiative & visionary attitude were deemed crucial (but also open mindedness, empathy or solidarity). The suggestions for concrete training courses were: trainings to better understand the spaces of influence and the youth participation structures at local, regional, national and international levels; trainings to increase NGOs capacity to advocate and lobby (capacity to influence the processes, setting of political agendas, decision makers, etc.).

Day 6 – Saturday 23rd September, 2017

iLegend - next steps / Tools & Resources (9:30 - 11:00)

This session took the participants back to the iLegend project in order for them to gain a better understanding of the process they were participating in. It also gave

them an opportunity to pose any questions on their organizations' participation in the project, as well as any on other future collaboration with the CoE/NSC.



In the second part of the session, in order to give answer to the 3rd objective of the Seminar ("to empower diaspora youth to multiply and disseminate principles of GDE to other young people from diaspora"), as well as to some of the needs expressed in the challenges session and the training needs assessment session, the participants were familiarized with the most useful resources, chosen jointly by the facilitating team:

- All different all equal Education Pack www.eycb.coe.int/edupack/default.htm
- Compass www.coe.int/en/web/compass
- T-Kits <http://pjp-eu.coe.int/en/web/youth-partnership/t-kits>
- Mosaic <http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-11>
- Manual for facilitators in non-formal education <https://rm.coe.int/16807023d1>
- European Youth Foundation Publications www.coe.int/en/web/european-youth-foundation/publications
- Edutainment: youth peer education tool-kit: theater based techniques for youth education https://www.unfpa.org/sites/default/files/jahia-publications/documents/publications/2006/ypeer_theatre.pdf
- SALTO toolbox <https://www.salto-youth.net/tools/toolbox/>

- CoE/NSC training courses www.coe.int/en/web/north-south-centre/online-training-courses
- SALTO training calendar www.salto-youth.net/tools/european-training-calendar/

- Erasmus+ https://ec.europa.eu/programmes/erasmus-plus/node_pl
- Erasmus+ National Agencies https://ec.europa.eu/programmes/erasmus-plus/contact_pl
- European Youth Foundation www.coe.int/en/web/european-youth-foundation

- SALTO partner finding tool www.salto-youth.net/tools/otlas-partner-finding

Follow-up reflection (11.30 -13.00)

The session was a the last session of the seminar before the final evaluation and closing. It was designed as a space for the participants to reflect on their own learning, and on what they bring 'home' with them.

The session was designed in two main parts: a first part that an individual reflection with notes-taking, where participants have the time to think about the new ideas they got, the inspiration, questions and suggestions they want to bring back to their organisations. The second part was a sharing and feed-back part: when they were first in trios to share their learning points and ideas, and give suggestions to each other, and then the session was closed by a moment of group sharing as an exhibition, when participants put their organisations posters back with post-its added about their new ideas / actions to take after the seminar.

The main ideas for actions come under these categories:

- Collaborating with other diasporas youth organisations (both in the local/national setting or European/International), and creating partnerships
- Integrating Global Development Education tools in their work
- Fundraising / applying to European funds : European Youth Foundation, Erasmus + ...
- Organizing workshops within their teams about the role of Diasporas, creating global identity, and sharing the outcomes of this seminar.



The participants reflecting on their learning experiences and writing down the new learning points and ideas they got from the seminar

Evaluation and Closing (15.00 -16.00)

The session allowed to reflect on the process, the learning outcomes and the methodology of the seminar, at the same time that provided the space for participants to give transparent collective feedback on the quality of the seminar.

With an interactive evaluation method the participants evaluated the program, the process, the content, the participants contribution to the collective learning, the preparations, the facilitation, the organization, the venue and the outcomes.

Participants were asked to fill the Evaluation Forms (results can be found bellow).

The session was closed with some concluding words from Rocio Cervera the Deputy Director of the North South Centre of the Council of Europe and from the team of facilitators.

11. Participants Evaluation

Apart from participating in the non-formal evaluation session, each of the participants was asked to fill in a formal evaluation questionnaire. The questionnaires were anonymous and non-mandatory, though the participants were informed that their feedback was highly appreciated.

In terms of general satisfaction with the Seminar, on a scale from 20% to 100%, the average satisfaction of the group was 75,4%. The aspects that some of the participants suggested would have improved their experience were: focusing on more concrete/practical issues/ideas and having more free time to digest the large amount of information.

As far as the objectives of the Seminar are concerned, on the following scale: 1 = not really, 2 = somehow, 3 = pretty much and 4 = totally, the participants scored the fulfillment of each objective as follows:

to identify and share practices and initiatives that support the development of more inclusive communities in the framework of GDE/GE	2,8
to allow the identification of needs that will support the development of future capacity building programmes within the iLegend project	3,0
to develop a better understanding of intercultural education, intercultural learning and intercultural competences of diaspora youth leaders	3,2
to engage and empower diaspora youth to multiply and disseminate principles of GDE to other young people from diaspora	2,9
to provide the space for networking and exchange of best practices among diaspora youth	3,3

In terms of satisfaction from individual sessions, the formal evaluation is mostly positive (70-80%). The lowest score was 64,6%, given to the session devoted to the mapping of / research on Diaspora Youth Organizations in Europe. The highest score, apart from the opening and closing sessions, was given to the Sharing Our Practices networking workshop (81,5%).

Overall the participants scored their own participation much lower (63,1% in case of self-evaluation and 70% in case of peer evaluation) than the work done by the pedagogical team (86,9%), giving own tiredness and overload of information as some of the reasons for lower participation. On the other hand, most participants recognized that taking part in the seminar was useful for them on professional, as well as personal level and that they will implement follow-up actions within their organizations (for example through newly established partnerships or thanks to the newly found resources).

12. Conclusions and Recommendations

The following conclusion and recommendations are the results of the several evaluation moments that the team of facilitators had during the activity, as well from the analysis of the results of the final evaluation of the participants, the individual writing evaluation forms completed by the participants in the end of the seminar. And also of the final evaluation moment that took place between the team of facilitators and the organizers (the North South Centre) after our activity implementation.

Based on the different moments we would like to highlight the following aspects:

Participants evaluations

Its mainly positive. However, in terms of the evaluation of specific sessions we can see a big diversity of opinions. The participants in general evaluated that our seminar objectives have been pretty much achieved (level 3 out of a maximum of 4).

More results can be observed in more detail in the enclosed file with all the final written questionnaires results.

Team of facilitators

The teams acknowledge that not having a proper preparatory meeting before our activity it affected in different ways the team work. Since it influenced, our common understanding of aims and objectives of the seminar, the conceptual ownership of developing the seminar programme as well as getting to know each other better as team members and how we work.

The team worked well in terms of delivering. However, there is a feeling of not connecting, of not really building the things together. There was the need to creating a common vision. The fact that this team had never had worked together and not having a preparatory meeting before the activity also didn't help to create bonds among the team members and to develop a common vision. There was a lack of team building moments also among the facilitators team. There was a miss of creating a common vision together.

Somehow it also missed to have more availability of the organizers from the NSC, since we sometimes have questions in terms of the expectations of the institutions towards the results of the seminar and also of specific sessions.

Programme

The duration of the seminar was also something to take in consideration, since it was quite long in terms of the results to achieve.

The fact of having a full day that participants were connected with other University activities also created a break in terms of our programme flow and the participants engagement.

The joint activities with the other courses are definitely an added value but they need to be carefully interlinked with our programme flow otherwise the expected result can be missed.

In our case it would have been important to work more on the building on the group on the initial phases of the seminar, especially due to the diversity existing within the group;

Participants

A significant part of the participants didn't fill the expected profile set on the call for participants.

The motivation and expectations towards the outcomes of the seminar was in not totally clear to them. And also their preparations towards the activity could have help to shape expectations and contribute to create a more common understating of the outcomes expected of the seminar.

Methods and Methodology

In terms of methodology and methods used. Since it was a seminar the facilitation focused more on creating spaces of sharing among the participants. However, due to the profile and capacity to contribute (knowledge and experience) it was difficult to extract information for the overall project.

It would have been relevant to create more capacity building moments, specially having in consideration the profile within the group and also the duration of the activity.

Some reflections from the team towards the developments of iLegend project "Diaspora youth dimension"

Some open questions were raised that should be addressed in the coming steps towards defining the priorities and contents of the coming capacity building activities within the iLegend project "diaspora youth dimension":

- Why the approach on diaspora groups to develop activities just for them, instead of integrating them on existing activities of NSC?
- Why not to have also refuges and recent migrants organizations, since they will be the target groups that we aim the diaspora youth groups to work with?
- Are the diaspora organization perceiving the inclusion of other group as their priority?
- Clarification on what need to be addressed on prioritized, this meaning to focus on the needs and challenges that diaspora youth groups are facing or should we focus on the needs and challenges that such groups and organizations are facing to be able to better include other groups (newcomers) in the society?

- Is this a role that we are creating for such groups or a role that is assumed and perceived by the youth diaspora groups.

Aspects to highlight

- The diaspora youth groups can support to bring diversity into the existing NSC activities (e.g. of the TC for Multipliers);
- Importance of creating spaces within NSC activities connected with GDE where diaspora youth leaders can be directly involved;
- (what challenges they face as agents for inclusive societies or to become such agents);
- The combination of having both groups, such as diaspora youth groups and new newcomers in the activities can definitely be an added value in terms of helping the participants from Diaspora groups to focus their attention not just on their problems but also on the role they can have to support the groups of newcomers;

ANNEXES

FINAL EVALUATION QUESTIONNAIRE	Average
A.	
How many times have you participated in na (other) international youth event before?	
B	
Have your expectations in general been fulfilled with the seminar?	75,4
C. How much the seminar was able to meet the objectives?	
to identify and share practices and initiates the support the development of more inclusive communities in the framework of GDE/GE?	2,8
to allow the identification of needs that will support the development of future capacity building programmes within the iLegend project?	3,0
to offer a platform to reflect on the role of peer education among young people?	2,9
to develop a better understanding of intercultural education, intercultural learning and intercultural competences of diaspora youth leaders?	3,2
to engage and empower diaspora youth to multiply and disseminate principles of GDE to other young people from diaspora?	2,9
to provide the space for networking and exchange of best practices among diaspora youth?	3,3
D. Concerning the seminar programme. Have your expectations been fulfilled/were you satisfied with...?	
Day 1	
Introduction and opening of the seminar	81,5
Introduction to iLegend and research project	76,9
Sharing our practices (organisations and presentations)	81,5
Day 2	
Diasporas: Getting a common ground	78,5
Challenges faced by diaspora youth	80,0
Global development education-in theory (Join session)	72,3
Day 3	
Global development education-in practice (Join Session: world bank simulation)	69,2
Role of diaspora youth in building inclusive societies	73,8
Youth participation at local level (Join session)	76,9
Day 4: (Will be evaluated on the 18thUYD evaluation form)	
Day 5	
Sharing workshops (implemented by our seminar participants)	76,7
Mapping of diaspora youth organizations	64,6
Assessing training needs	75,0
Day 6:	
iLegend next steps and tools and resources	76,7
Follow up action	73,8
Evaluation and course closing	81,7
E.	
1) How do you evaluate your contribution/participation during the seminar?	63,1
2) How do you evaluate the group dynamics and participants' contribution during the seminar?	70,0

3) Evaluation of the pedagogical team of facilitators. Please, if you have any specific comment or suggestions about one or more facilitator, write below.

86,9