

Report



- August 2010 -

Training Course for Youth Leaders of the African Diaspora Living in Europe

Tarrafal, Cape Verde 4 – 12 July 2010

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Training Course for Youth Leaders of the African Diaspora Living in Europe

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1. Course Introduction

1.1 Background of TC

In 2010 and for second consecutive year, the Youth-Partnership between the Council of Europe and the European Commission also includes a Euro-African dimension implemented by the North-South Centre. This new dimension came up as a result of previous Euro-African training courses organised by the North-South Centre and of the Africa Europe Youth Summit, held in Lisbon in 2007.

Youth organisations and youth groups from the African Diaspora living in Europe are fundamental actors for the Euro-African Youth Cooperation. These groups share several aspects of the collective imaginary of the Diaspora phenomenon and identity and at the same time they are part of the European citizenship. They become essential actors and act as important bridges when it comes to implement youth cooperation projects, built on common identity. Their experience of action and the response to their challenges and aspirations are fundamental resources and aims of the Euro-African youth cooperation. The youth from the African Diaspora was a key participatory element in the process leading to the Africa Europe Youth Summit and of the Summit itself.

At the political level the Diaspora is considered by the African Union as the 6th region of Africa and the 6th building block of the African Union. These groups are also important actors for youth cooperation and represent for the hosting societies an immense richness in terms of human resources, intercultural opportunities and possibilities for relationship with the sending societies.

Encouraged by the successful experience of the first training Course, held in Almada, in December 2009, the North-South Centre organised a second training course for the Youth Leaders of the African Diaspora Living in Europe. The Course was held in Cape Verde, in the framework of the 2nd African University in Youth and Development. This is a new opportunity to carry out a capacity building programme for the Diasporas living in Europe but to do it in Africa, and in a wider context where that can exchange with other youth leaders from Africa and from Europe, by sharing the same space of the AYUD.

The training course is a residential programme of 6 days held in Cape Verde, from the 4th (arrival day) to the 12th (departure day). The pedagogical team of the course is composed of experienced trainers in Euro-African cooperation and included trainers of the African Diaspora living in Europe and from Africa. During the course participants acquire knowledge and tools to strengthen the role they play with regard to Euro-African Cooperation, acquiring also skills to develop the capacity of their organisations as civil society actors in this process. Participants exchange experiences and strategies to empower the youth community of Africans Living in Europe and to empower also actions developed from a local level to achieve the global goals involved within the Euro-African cooperation framework. The course is also an important tool to enlarge and consolidate the network of youth leaders from the African Diaspora initiated by the participants of the first training course (A.D.Y.N.E).

The course gathered close to 25 youth leaders from the African Diaspora active in youth organisations in the hosting societies or leading African Diaspora youth groups and movements. It is designed using a process of mutual learning, being the participants' experiences the starting point of the training process. Active participation and in-depth reflection are key methodologies used in the course, methodologies that have proven successful in the 1st Training Course for Youth Leaders of the African Diaspora Living in Europe and in similar courses previously. Participants compare their approaches to youth work and youth participation, engaging in the implementation and evaluation of the programme with the team of trainers.

The course also provides an excellent space for strategic networking and finding partners; this dimension is most strongly encouraged by the team of trainers as well as for intercultural dialogue and intercultural learning. Furthermore, the course is a unique moment of practical and political follow up and implementation of some of the outcomes of the Africa Europe Youth Summit held in parallel to the 2nd EU Africa Summit of heads of State in December 2007 and for the preparations of the upcoming Africa Europe Youth Summit taking place in November 2010.

This Training Course is an opportunity given to youth leaders from the African Diaspora to share, better understand and integrate the objectives settled at the international level and better contribute to their achievement. Some of these objectives, inscribed in the Africa-EU Strategic help enable youth to take an active part in these strategies at the national and regional level and be further equipped to participate in Cooperation project:

1. Promoting the empowerment of Europe's and Africa's youth;
2. Strengthening young people's capacity to disseminate information and to get involved in the implementation, monitoring and evaluation of the Joint Strategy;
3. Facilitate moments of encounter and exchange between young Africans and Europeans;
4. Mapping the existing African youth networks.



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1.2 Aims and Objectives

Aims

- Strengthen the role of young people through youth leaders and youth workers from the African Diaspora active in youth organisations in the hosting societies or leading African Diaspora youth groups/movements.
- Empower and promote the capacity to organise, take action and foster their political participation in Euro African Cooperation and Global youth work.

Objectives

- To strengthen individual and organisational capacities and skills for youth participation in development and youth leadership;
- To develop a common understanding of the situations and challenges faced by young people from the African Diaspora Living in Europe;
- To acquire know-how on concepts and challenges of youth work, youth policies and institutions relevant for the Youth from African Diaspora;
- To get acquainted with the new action framework, the *Africa-EU Strategic Partnership*;
- To reflect upon topics of importance to strengthen active citizenship
- To co-operate in a network with other participants and their projects;
- To act as multipliers by passing on the training and knowledge acquired;
- To live an intercultural experience with the opportunity to develop expertise and know-how on intercultural learning and developing a long lasting relation between brothers and sisters from Africa and Europe
- To be a participant and citizen of the Course and of the African University on youth and development.

1.3 Methodological Approach and Pedagogical Team

Methodological Approach

Training course based on Non-formal Education methods and Principles:

- Learner Centred (*You and the Group are the engine of the learning and the source of the Knowledge*);
- Collective responsibility (Sharing and been co-responsible for the Group learning);
- Uses a variety of training methods and approaches;
- Learning to learn together;
- Learning to live together;
- Community of practices and a Community of action;
- Foster enthusiasm, promote collective action;
- Attaches great importance to diversity and Intercultural learning;
- Non- hierarchical.

The educational team for this course was composed of 4 trainers with relevant experience in youth work and Euro African co-operation. Three of the trainers were African and recruited among Youth Leaders of the African Diaspora Living in Europe and one trainer was recruited among the pool of trainers of the European Youth Forum. The aim was to have a team of trainers with specific and complementary experience, recruited specifically to further design and implement this course. There was the concern that the trainers' team also reflect gender balance and the cultural, political and geographical diversity both of the countries of origin and of residence.

Profile of Trainers:

- Experienced in developing training methodologies;
- Previous experience in working on development/Euro-Africa cooperation and/or active citizenship and/or intercultural dialogue;
- Teamwork skills and facilitation skills: good listener, be able to summarize and rephrase arguments, be able to stimulate active participation; be able to take into account both the process and the outcome;
- Creativity;
- Communication skills: at least very good command of either English or French. Good knowledge of the other language maybe an asset.



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1.4 Expected Results and Profile of Participants

The **Expected Results** defined for this TC were:

- Building capacity of multipliers from youth leaders from the African Diaspora in youth organisations and youth group in Europe with the necessary skills to develop their Network and strengthen youth participation.
- An informal network of youth leaders from the African Diaspora and organisations actively committed to the strengthening of Civil Society;
- An increased engagement of the youth from African Diaspora in the Africa Europe Youth Cooperation.
- An increase in the understanding of the cultural, social, economical and political context of the Africa Europe relations.
- An increase in the understanding of the instruments to follow up and implement the new framework of the Africa –EU Strategic Partnership and the Africa Europe Youth Summit final declaration.

The participants in this course were representatives of youth organisations and youth groups of African Origin Living in Europe. The course was open for residents of all member-states of the Council of Europe:

Concerning **Participants and their Profile**:

- Should be a key African multiplier or from African origin playing an active role within a youth organisation, network or service at local, national or regional level, and plan to continue this work in the near future;
- Seeking gender balance;
- Diverse social and geographical background;
- Aged between 18 and 30;
- Had already had some qualification or experience in terms of international youth work and project work;
- Be committed to attend the full duration of the course and be supported by a youth organisation or service;
- Be able to present the context of their work, their way of tackling problems, the challenges they meet and identify;
- Be able to work and communicate in English.



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2. Programme Elements

2.1 Programme

8h00 - 9h00 Breakfast	4 July Sunday	5 July Monday	6 July Tuesday	7 July Wednesday	8 July Thursday	9 July Friday	10 July Saturday	11 July Sunday	12 July Monday
9h00-13h00 (break - 11:00/11:30)	Arrivals	35th Anniversary of Independence 450th Anniversary of discovering Cape Verde	Getting to know each other	Identity(ies)	Workshops Intercultural Learning ---- Leadership & Team Work	Reflection Groups	Africa-Europe Cooperation	Networking and Common Action	Departures
			Course Introduction			Mid-Term Evaluation		11:30 Joint Conclusions and Closing of 2nd AUYD TBC	
			Mapping our Realities			Roundtable Africa Europe Youth Cooperation	Connecting Us A.D.Y.N.E		
13h00- 15h00	Lunch								

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Education and Culture
Youth in Action

Training Course for Youth Leaders of the African Diaspora Living in Europe

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15h00-19h00 (break: 16:30/17:00)	Arrivals	35th Anniversary of Independence 450th Anniversary of discovering Cape Verde	Mapping our Realities	Our organisations	TC Visits	Visit to Cidade Velha	Networking & Common Action	Follow up Opportunities My Role	Departures
			16:30 Joint Opening Session	A.D.Y.N.E. (African Diaspora Youth Network in Europe)				Evaluation	
			Intro to Reflection Groups	Reflection Groups				Feedback and Debriefing about the Visits	
20:00	Dinner								
	University Group Welcome Evening	Welcome Evening Diaspora Group	Intercultural Evening			Cape Verdean Party		Departures	

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11:30	90' Mapping our realities <ul style="list-style-type: none"> • Divide group in 2;5' • One group will draw Africa and the other Europe and identify countries of origin/hosting: give different colour markers to both groups; 15' • Change groups to correct maps; 10' • Bring maps together (everyone can contribute for both maps); • With newspapers and magazines, key words, illustrate the continents reality (it should be a group exercise that people talk about it and not just individual);40' • Identify someone to present it in 5' max in plenary;10' • Debriefing:20' <ol style="list-style-type: none"> 1. How was it to make the exercise? 2. Which was the most difficult part? 3. How did you feel when you're geographic map was corrected? 4. What do you think about realities representation? Do you agree? Is there something missing? 5. How do we create these images? 	Yassine (activity presentation) Andreia and Gloria (Africa) Yassine and Lilian (Europe) Yassine (debriefing)
13:10 Lunch		
15:00	60' Mapping our stories <ul style="list-style-type: none"> • Outside (people should take passport with them): make groups of 4/5 people; • Each one will share the story/meaning of our name; 20' • Organise again in space (define North) according to the place you call home; • Invite people to sit down; • Create atmosphere mentioning that we're going to continue to share our stories and that we're going for a journey that we need our passports;5' • Invite people to share their life/family story and move in space according to it; • If necessary, team member starts.25' • Debriefing 10': <ol style="list-style-type: none"> 1. What do our stories have in common? 2. Which causes/motivations we can identify as reasons for mobility? 3. Any comments about exercise or content of stories shared? • Facilitator sums up. 	Lilian Andreia
16:00	5' Reflection Groups Presentation <ul style="list-style-type: none"> • Brief explanation of what it is (will go deeper inside each RG); • Present RG trainers/participants. 	Gloria
Break		
16:30	Joint Opening Session	
18:30/19:00	Intro to Reflection Groups (check RG guide)	
20:00 Dinner		
materials	2 colour post-its, computer, projector, A4 papers, colour pencils, rope, glue scissors, magazines, newspapers, tape	
comments		

DAY 2

date and time	7th July – 9:00 – 13:00
title	- Workshops introduction - Identit(y)ies- Who are I?
trainers	Andreia & Yassine Chair person: Lilian
objectives	- To introduce the Workshops to the group; - To organize the group in order to participate in two different workshops (ICL and Leadership and Participation); - To promote reflection about each one identity – identifying my personal characteristics; - To explore the concept of identity and its construction process; - To identify common features between participants; - To explore a common Diaspora identity in the group and its characteristics.

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Timeline		
9:00	5' Daily programme presentation	Lilian
9:10	20' Workshops introduction	Gloria
	<ul style="list-style-type: none"> Why these workshops and why part of the programme? ICL & Leadership and Participation – objectives presentation and general idea about workshop; Group division in two workshops: two flipcharts define min/max number of participants – each person writes their name. 	Yassine (Leadership & Participation)
		Andreia (ICL)
	Identities	
9:30	30' Going to the beach	
10:00	Tell me who you are?	
	20' Making sculpture	
	<ul style="list-style-type: none"> Invite participants to make a sand sculpture that defines them, a representation of you are, symbol of your identity, characteristics; You can use sand and resources around. 	
	45' Presentation	Andreia
	<ul style="list-style-type: none"> Sculptures and objects presentation: keep it short (1') – why is that object important to you? Explain meaning of sculpture. 	
	15' Group discussion	
	<ul style="list-style-type: none"> How was to make the exercise? How did you choose the elements for your sculpture? Can we identify any common characteristics between the sculptures and/or objects? Which ones? 	

11:20	Building a common identity: The African Diaspora	
	40' Making group sculpture	Yassine
	<ul style="list-style-type: none"> Participants are invited to build big common sculpture; Everyone should be involved and agree in what you're building; Reflect about what we have in common and what defines us as a group. 	
12:00	30' Presentation and group discussion	
	<ul style="list-style-type: none"> One person presents sculpture, group can add something if missing (5'); Do we all agree and identify ourselves with the sculpture? Is there something in common between us still missing? Key words to define common identity Explore which elements are common in the group; - Which are the strongest and that everyone agrees? 	

12:30	Way back to Sambala	
13:00 – Lunch		
materials	Beach materials!!! Empty bottles and scissor	
comments		
date and time	15:00 – 19:00	
title	Our Responses! – Introducing our Organizations / Story of 1 st Edition of TC (ADYNE)	
trainers	Lilian, Gloria, Yassine, Andreia Chair person: Lilian	
Objectives	<ul style="list-style-type: none"> To share organization aims, objectives and role of participant To explore common collaborative windows (pro-active networking) 	



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Timeline		
15:00	30' Our organisations	
	<ul style="list-style-type: none"> • Introducing the activity – getting to know each others work/ each organisation will have one minute to be presented to the group – 5'; • 60 seconds exercise – 5': <ol style="list-style-type: none"> 1. Ask participants how long it lasts one minute; 2. Ask everyone to stand up, stay next to their chair and that exercise must be done in silence; 3. When facilitator say starts, everyone has to count 60 seconds; 4. As soon as they're done, they open eyes, keep quiet and seat in their chair; 5. Facilitator must take note of how may seconds passed when first seats down, memorise who manage to seat close to exact 60 seconds and time of last person; 6. Now we know what is one minute!!! • Participants' preparation for the TV show - 20' (team should identify a space where participants can leave their organisations materials to be share a bit before and during break. 	
15:30	60' TV Show	
	10'	
	<ul style="list-style-type: none"> • Presentation of participants' organizations (7participants) 	Lilian / Gloria
	5'	
	<ul style="list-style-type: none"> • Interlude video 	
	10'	
	<ul style="list-style-type: none"> • Presentation of participants' organizations (7participants) 	
	5'	
	<ul style="list-style-type: none"> • Interlude video 	
	10'	
	<ul style="list-style-type: none"> • Presentation of participants' organizations (7participants) 	
	20' Networking	
	<ul style="list-style-type: none"> • Sharing materials (take this time and break to get to better know the organisations and the role of participants in those organisations. 	Lilian
16:30 - 17:00 Break		
17:00	30' "We, the Diaspora!"	Lilian
	5'	
	<ul style="list-style-type: none"> • Presentation of Elisa and her role 	
	15'	Elisa
	<ul style="list-style-type: none"> • Drawing an animal representing you 	
	10'	
	<ul style="list-style-type: none"> • Presentation of the book: "We, the Diaspora" 	



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<p>17:30 20' A.D.Y.N.E.</p> <ul style="list-style-type: none"> • Story-telling of the 1st edition of TC (Speech + Pictures) shared between 3 trainers (check story document) <p>5-10'</p> <ul style="list-style-type: none"> • Presentation of the final declaration (reading and telling how was the process of building it) <p>30' Introduction of ADYNE</p> <ul style="list-style-type: none"> - Presentation of aim, objectives - Current project (seminar in Molina) - Call for participation - Call for partnership - Deliver handouts (Calls, Statutes) <p>30' Finding out more about ADYNE</p> <ul style="list-style-type: none"> • Open floor Questions / Responses / Dialogue with participants 	<p>Lilian/ Yassine/Gloria</p> <p>Lilian</p> <p>Yassine</p> <p>Gloria</p> <p>Andrea as mediator</p>
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20:00 Diner

materials	book "We the Diaspora", paper, colour pencils, computer, projector, pictures from 1 st TC, ADYNE leaflets, applause, laughing signs, clock.
comments	

DAY 3 (Workshops)

date and time	8th July – 9:00 – 13:00	
title	Leadership and Team Work Workshop	
trainers	Yassine & Gloria	
objectives	<ul style="list-style-type: none"> - To reflect about the concept of leadership and teamwork; - To explore participants' skills as leaders; - To develop teamwork 	
Timeline		
9:00	<p>10' Daily Program</p>	Yassine
9:10	<p>The concept of leadership 30'</p> <p>10'</p> <p>Exercise about our perception of leadership</p> <ul style="list-style-type: none"> • Make groups of 3 people • Reflect on the 3 most important characteristics of a good leader. • Write those 3 characteristics on different post-its. <p>5'</p> <ul style="list-style-type: none"> • Each group sticks their 3 most important characteristics of a leader on a chart • Stick together common characteristics • Explore what has been written <p>15'</p> <p>Questions:</p> <ul style="list-style-type: none"> • Are there repeated characteristics? • Was it challenging to choose only 3 as most important ones? • What does this exercise tells us about the vision people have of a good leader? • Does this super leader exist? 	Yassine Gloria



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9:40	<p>45' Exercise: "tangled"</p> <p>10'</p> <ul style="list-style-type: none"> Introduce the exercise Choose a volunteer <p>7'</p> <ul style="list-style-type: none"> Tell the participant he/she has 7' Solving the problem without talking Stop the participant when the time is over <p>7'</p> <ul style="list-style-type: none"> Tell the participant he/she has 7' Solving the problem talking with the participant Stop the participant when the time is over 	Yassine
	<p>20' Debriefing</p> <ul style="list-style-type: none"> What happened? How did you react to the situation? Regarding leadership and teamwork, which elements (communication – time management – awareness of the problem) were important in this exercise? (How was it the first time? - How was it the second time?) Bridge to your realities 	Yassine
10:25	<p>30' From my vision to me – what leader am I?</p> <p>20'</p> <p>Exercise assessing our leadership skills</p> <ul style="list-style-type: none"> Distribute a quiz to all participants. Ask them to answer to multiple choices questions. Once you finish identify other person who finished and make a group of 3 to reflect Use your answers to identify the areas that need improving. <p>10'</p> <p>Debriefing-Leadership skills</p> <ul style="list-style-type: none"> Was it useful? Are your results more or less what you expected? Was the exercise revealing for you? 	Gloria
11:00 - 11:30 Break		
11:30	<p>25' Improving Effectiveness on Teamwork</p> <p>Exercise: Teamwork</p> <p>15'</p> <p>7' Exercise without talking</p> <ul style="list-style-type: none"> 2 groups standing holding hands each other in a line parallel Each group has something they want behind the other group How can they take it without splitting hands <p>7' Exercise talking</p> <ul style="list-style-type: none"> 2 groups standing holding hands each other in a line parallel Each group has something they want behind the other group How can they take it without splitting hands <p>10' Debriefing</p> <ul style="list-style-type: none"> What happened there? How did you feel the first part of the exercise went (without talking) Comparison with the 2nd one What does it tell us? Was the exercise revealing? 	Gloria

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11:55	45' Developing Teamwork 15'- 20' <ul style="list-style-type: none"> Split people in 3-4 groups Give them a chart with colour pencils Ask them to make drawings defining teamwork 15' (3-4' presentation each) <ul style="list-style-type: none"> Choose someone to present the collective drawings (without opening discussion) Trainers writing some key words on a flip charts 10' Reflection / Open space for discussion Share participants' views and discuss on our perceptions of teamwork. <ul style="list-style-type: none"> How was it to work as a team in this exercise? Did everyone participate? A volunteer to present the workshop to the other group	Yassine
12:40	Joint moment to share workshop with other group	Yassine
13:00 - Lunch		
materials	Flipcharts, post-its;	
comments		
title	Intercultural Learning Workshop	
trainers	Lilian & Andreia Chair person: Yassine	
objectives	- To deeper our own identity as a first step to ICL; - To reflect about the concept of culture; - To give an insight about ICL and migration; - To reflect about our attitudes towards dialogue between cultures and integration processes.	
Timeline		
9:00	10' Daily Programme	

9:10 35' Going deeper in identity – Lemon Box

ICL exercise about our own identity and specific characteristics **Lilian**

- There is a basket with as many lemons (or apples, oranges) as the number of participants;
- It is requested to each participant to take one;
- Participants are invited to observe the lemon and identify specific details;
- Everyone puts the lemons back in the basket;
- After everyone as to recognize their own lemon.

Questions:

- Everyone found its own lemon?
- Was it difficult? Easy?
- What does this exercise tell us about identity?

9:45 From me to us – what is culture?

10' Culture(s)

- Cultural groups' - ask to everyone: Make signal if you consider or not the following list items to be cultures: stand up – yes /sit on the floor – no.

Chinese Europeans Deaf people Homosexuals Old Women

Muslims Youth Workers Engineers Humans

In the end ask about African Diaspora

15' Debriefing – Culture(s)

- Why do you consider some groups as a culture and others not?
- Who of you considered all the groups as a culture?
- Who of you changed opinion because of the group?
- What is the notion of culture that we are dealing with?



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10:10	<p>Defining Culture</p> <p>25' Culture Drawing</p> <ul style="list-style-type: none"> • Divide the participants in 3 groups (4 participants); • Give them flipcharts and colour pencils/pens; • Ask them to discuss what is culture/the elements of culture and to make a collective drawing of the concept. <p>25' Presentations</p> <ul style="list-style-type: none"> • Each group presents their drawing and the facilitator will be taking notes in a flipchart about main key words mentioned; • In the end of presentations, take a look to flipchart: is there something missing? Do we all agree? What is culture for you? • Plenary conversation: relation between culture and identity. 	Lilian
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11:00 – Break

11:30	<p>10' Intercultural Appetizer – Me and the other</p> <ul style="list-style-type: none"> • There is a bag with small pieces of paper; • In each paper there is a way to greet; • After reading the papers the participants should go around and greet each other according with their paper. <p>15' Debriefing</p> <ul style="list-style-type: none"> • What happened? • How was your reaction and other's reactions to you? • Did something similar happened to you in real life? And not just about greeting. 	Lilian
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11:55	<p>Crossing ICL and integration/inclusion challenges</p> <p>10' Circle exercise</p> <ul style="list-style-type: none"> • One circle turned outside; • Few people out of the circle; • Just give instruction: People outside have to manage to go inside the circle. <p>25' Debriefing</p> <ul style="list-style-type: none"> • What happened? • How did you react? • Did the two groups created any kind of strategy? Did it help? • What does this exercise tell us about integration/inclusion-exclusion? • What is my role in integrating me, integrating the other? Or not? 	Andreia
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12:30	<p>10' Closing exercise Sun glasses story</p> <ul style="list-style-type: none"> • Give each person the Sun glasses Story <p>Imagine that all people in your home country, from the beginning of time, today and for all future, were born with two legs, two arms, two eyes, two ears, a nose, a mouth and a pair of sun glasses with yellow lenses. No one has ever thought that it is strange that people wear sun glasses all the time, it has always been like that and they are like a part of the human body. Everyone wears them. Take of your sun glasses and look at them. It is values, attitudes, ideas that people in your country share which gives the glasses their yellow colour. Everything everyone has seen, been taught and experienced have entered the brain through the yellow lenses. Everything has been filtered through those values and those ideas which colour the glasses yellow. The yellow lenses are your attitudes, your faith, your values and your cultural background. Thousands of miles away, in another country, there are people who, from the beginning of time, today and for all future, were born with two legs, two arms, two eyes, two ears, a nose, a mouth and a pair of sun glasses with blue lenses. No one has ever thought that it is strange that people wear sun glasses all the time, it has always been like that and they are like a part of the human body. Everyone wears them. Everything the people in this country have seen, been taught and experienced has been filtered through the blue lenses. Once there was a person travelling from your country to the other country. She was smart and understood that if they wanted to learn about the other country and the other people she had to get a pair of blue glasses to be able to "see". When she arrived in the other country she had made sure she had got a pair of blue glasses. She stayed for three months and felt that she really learned a lot about the other people values, faith and ideas. She could really "see" with the help of the new blue glasses. When she arrived home to her own country she became an expert on the other country and proudly told a lot of interested listeners that the other culture is green.</p>	Lilian
12:45	<p>15' Bring the group together</p> <ul style="list-style-type: none"> • Informal sharing of what happened in each workshop; • Give useful info for visits. 	

13:00 – Lunch

materials Basket, lemons, flipcharts, markers, colour pencils, bag+ greetings cards

comments

15:00	TC Visit to Youth Centre in Praia	
20:00 – Dinner		

Day 4

date and time	9th July – 9:00 – 19:00	
Title	Mid-Term Evaluation/ Roundtable Africa-Europe Youth Cooperation/Visit to Cidade Velha	
Trainers	Andreia, Gloria Yassine and Lilian Chair person: Yassine	
Objectives	To evaluate and know the feelings of the participants so far in the TC To discover deeply what has been happening so far within the Africa- Europe Youth Cooperation	
Timeline		
9:00	10' Daily Programme	
9:10	35' Reflection Groups	

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9:45 20'
Mid- Term Evaluation

How do I feel about...?

Music was put and there was a pulse within a minute and participants make actions as the music is pulsed to show their feelings about certain programme elements:

1. Getting to know each other;
2. Mapping our Realities;
3. Intercultural evening;
4. Reflection Groups;
5. Morning in the beach;
6. Getting to know our organisations;
7. Session about ADYNE;
8. Rooms and food;
9. Workshops;
10. Visit to Youth Centre;
11. The University.

10:05 10'
What I want to say...

Two flip charts posted for the participants to write:

- "I have been enjoying....."
- "I am still waiting for....."

10:15- Break

10:30 Round Table Africa- Europe Youth Cooperation
(Joint Activity)

13:00 - Lunch

15h00-19h00 • Visit to Cidade Velha

20:00 - Dinner

Materials Speakers, music, flip charts and Markers
Comments

DAY 5

date and time 10th July – 9:00 – 19:00

Title Africa-Europe Cooperation / ADYNE Connecting Us/ Networking and Common Action

Trainers Andreia, Lilian, Yassine, Gloria
Chairperson: Gloria

objectives

- To introduce Africa Europe Cooperation process;
- To promote ownership towards ADYNE;
- To collect contributions for building up ADYNE;
- To promote networking and common action between participants;
- To give time and space for people to work together.

Timeline

9:00 Africa-Europe Cooperation **Marcos**

- .Marcos presentation – From Lisbon towards Lybia

11:00 - Break



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11:30 120'

Connecting Us – A.D.Y.N.E (working groups)

- African Diaspora Cafe
 1. Divide the group in 4 (6pax x 2 + 7pax x 2);
 2. There will be 4 working spaces;
 3. Each space has a working “menu”;
 4. Questions:
 - a) What is ADYNE for you? + Who should be involved?
 - b) Which should be the internal structure (statutory bodies) of ADYNE + Which should be the relation of ADYNE with its member organisations?
 - c) Which should be ADYNE’s aims? + Which should be ADYNE’s objectives? (give proposal to this group)
 - d) Which should be the working areas of ADYNE? + What are your suggestions for Action/Activities Plan of ADYNE for 2011?
 5. Identify a rapporteur that will always stay in the same table (explain the importance of this role in collecting and structuring contributions for presentation in 5’ in the afternoon;
 6. Each round takes 25’;
 7. The group moves together to next table.

13:30 – Lunch

15:00	60' Connecting Us – A.D.Y.N.E (presentations and plenary discussion) <ul style="list-style-type: none"> • 20’ for presentations (5’ each without interruptions for comments) • 40’ plenary: any clarifications needed regarding presentations? Is there something still missing? Is there something we don’t agree? 	
16:00	60' Networking and Common Action <ul style="list-style-type: none"> • There will be a big flipchart; • Participants are invited to reflect about different possibilities for action: <ol style="list-style-type: none"> 1. Maybe I would still like to continue working in a document regarding ADYNE; 2. I already have a project idea and would like to find partners; 3. I don’t have a project idea but have a field/area that would like to network with others (examples: refugees, gender); 4. I’m more concerned about guaranteeing communication between the participants (facebook group, email list, sharing resources, collecting websites and so on); 5. I don’t have any idea and want to see first others suggestions. • Each participant writes one or more ideas but only one per post it and also their name in order to be able to identify who wants to do what; • In a short way, participants are invited to go and present what they would like to do; • The facilitator starts clustering exercise by putting close the post its that are related; • At the end give people the chance to joint groups by writing their name in a post it and put it together in the group; • If people choose more than one idea it’s up to them to organise time; • By Sunday 15:00, participants will have time to present their work to the group (time presentation to be defined according to number of groups). (will have max one hour to share this in the next day. 	
17:00	Networking and Common Action Working Groups <ul style="list-style-type: none"> • Participants organise their time and work and will have info regarding how they can contact team if they need something. 	
materials	Flipcharts, markers, juice, water and cups, big post its.	
comments		

DAY 6

Title	Joint Declaration Session Closing Session Networking and Common Actions Results - My role Evaluation TC Closing
Trainers	Yassine, Andreia, Lilian, Gloria, Guest (Marcos) Chairman : Andria
Objectives	<ul style="list-style-type: none"> - To have a common action - To have the networking results - To evaluate the training Course - Closing of the TC



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date and time		11 th July – 9:00 – 18:00
Timeline		
9:00	10, Daily program presentation Joint session Visit to the Presidency Palace with the rest of the training courses.	Andreia
13:00 – Lunch		
15:00	35' Networking and common actions: -Each group will have Max 10 minutes to present their network actions, 10' Comments, questions and discussion	Lilian
15:45	15' Follow-up Opportunities -Molina (seminar +general assembly) -Africa-Europe Youth summit -Future projects and cooperation opportunities	Yassine
16:00	30' Reflection groups – closing	
16:30	30' My role - Personal action plan - Letter to myself	Gloria
17:00	15' Evaluation (thermometer) 1-I created a network! 2-I learned how to make a team work! 3-I learned from the participants 4-I enjoyed the food and the resort 5-I got inspired and motivated 6-I believe that I contributed to the success of this Program 7-I my expectations were fulfilled during the week 8-I would like to attend such event in the Future	Yassine
17:15	15' Evaluation form's Presentation Complete the form until dinner time; bring the form to get your Certificate.	Lilian
17:30	30' Our closing session <ul style="list-style-type: none"> - Eyes closed Round - Final round for comments 	Andreia

2.3 Session Outcomes

This section of the report aims to bring the contents that were tackled through the week and the main reflections that came out. For this reason, we'll not go through all details of programme elements.



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Day 0 Independence Day Parade



On 5th of July it was the celebration of the 35th anniversary of the Independence of Cape Verde. All participants from our TC, together with other young people participating in the 2nd African University on Youth and Development participated in a parade that took place in Praia. Various national and local NGOs and youth organizations were also part of these celebrations.

Day 1

Apart from getting to know each other and going deeper about the course and its programme, in the first day participants also had the chance to share their main expectations and motivations:

- Expectations:

- Networking (projects and partners);
- Sharing best practices;
- A motivated group;
- Diaspora network;
- More structure for African students in Europe;
- Learn from others;
- Gain new skills;
- Reflect a major youth policy for the growth of Africa;
- Strengthen my organisation;
- Improve English skills;
- To know people;
- To learn about African Diaspora;
- To make a change;
- An action plan after TC;
- Plan online communication for Diaspora group;
- Cultural exchange;
- Improve one's knowledge about international world;
- To improve one's skills to motivate young people to participate;

Motivations

- Belief in energy and determination of African youth;
- Like culture and want to reflect about how preserve African culture;
- The diversity of participants;
- Need to develop Africa;
- Capacity of the youth;
- To learn about youth projects and organisations;
- Share my organisation with others;
- Coming together;
- Develop partnership Africa-Europe;
- Get to know and learn more with other Africans;
- My passion for Africa;
- know more about Council of Europe;
- To know Cape Verde;
- Challenges of being African in the Diaspora;
- The development of Africa;
- See new places;
- Build a network;
- Be a youth leader;
- The urgency of and hope for change;
- Unique encounter;
- Cultures crossing each other.



Mapping our realities (Africa Europe Map)

The group was divided in two and participants were invited to draw the African and the European continents, including the countries represented in our TC. Even with the groups changing drawings, participants had more difficulties in drawing Europe and identifying the location of some countries.

After, we brought together the two maps and everyone could fill them with drawings, images from magazines and newspapers, key words and other elements that could help us to represent the realities from both continents. Unfortunately, most of participants didn't bring newspapers with them so the exercise could have been visually richer.

However, the final map and the debriefing were quite interesting. One important element mentioned was that many



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participants don't have a clear idea about the reality of African or even of their countries of origin. Other relevant point mentioned was the power of media in building reality and how influenced we are by it. We also talked about the stereotypes we have from both continents and how we build that images in our societies.



Mapping our Realities (Stories)

Participants had the chance to share their personal life story. It was a nice moment where people felt comfortable to share some things more personal and as an exercise it brought a lot of contents for reflection.

It was possible to identify the main causes for mobility inside our group, such as education, war, economical reasons, and family. It was also interesting to see what the stories had in common: everyone ended mentioning their will to go back to Africa, a sense of belonging and responsibility towards Africa.

Day 2

Identities

We spent this morning in the beach, to allow more getting to know each other at the same time that participants could know the surroundings.

The individual sculpture exercise had the aim to make participants reflect about their own identity. It was a relaxing moment and many mentioned it was nice to have time to think about themselves. In the end, everyone could go around and take a look to other sculptures and talk about their meaning.

In a circle, we had also the chance to share a personal object that we had with us and why is it important for us. There was a very nice feedback coming from reflection groups regarding this exercise, because people mentioned that we managed to go deep inside our identities.



The biggest challenge the group had in the beach was when we got to the moment of building a common identity. The group had to agree on what they had in common and do a big sculpture together. At the beginning, they were singing and dancing but when it came to the moment of finding out what unites us, it was a quite challenging exercise. The group self managed discussion, not always in an easy way and tried to find key words that everyone agreed. Some words mentioned: roots, cultural identity, opportunity, unity, black, answers, commitment, vision, love, hope, positivity, Africa, development, African common spirit, peace, motivation, origins, ancestors and leadership.

Some participants were a bit frustrated at the end of the exercise because the group did not reach an agreement but everyone recognized that it was an intensive and important exercise.

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Day 3

In our third working day participants had the chance to choose between two workshops and work in smaller groups during the morning. For Intercultural learning and Leadership and Teamwork Workshops we also had participants with us coming from the Cape Verdean Diaspora Meeting.

Leadership and Teamwork

This workshop focused on the development of competences related with Leadership and Teamwork.

The group identified tolerant and visionary as important characteristics of a good leader. Other words mentioned were:

- Honest
- Change agent
- Sense of drive
- Good listener
- Self-confident
- Responsible
- Influential
- Service

At the end of exercise, "Tangled" the participant that assumed the role of leader mentioned: "I cannot take the lead if I don't know where I'm going or supposed to go". The group pointed out from this exercise:

- importance of teamwork and collective spirit;
- you cannot help the people if you claim to be the leader without others consent
- importance of communication;
- It was important that there was no resistance; it shows there was trust with her, a good connection; otherwise we could have done it differently.

Participants also filled a questionnaire assessing leadership and teamwork skills and mentioned that it was a great exercise also because it was quite challenging to ask oneself such questions and answer frankly

There was a drawing exercise where participants explored the concept of teamwork and the main ideas that came out from presentations were: common spirit, respect, tolerance, communication, sharing and easier to work on smaller groups.



Intercultural Learning

This workshop had the aim to explore concepts such as identity and culture, to make participants reflect about themselves and also to go deeper in the bridge between intercultural learning, migration and social inclusion.

We started with a simple activity (please check TSO – lemon exercise). The Lemon Box brought reflections about what we might have in common inside a certain group/society but also about how unique we are in our own identities.

After we explored what is a culture for us and which groups do we define as a culture or not. One participant identified all groups mentioned as cultures but other participants didn't. Many hesitated in several groups about their answer. This exercise brought the discussion of which elements define a group as a specific culture and pushed us to next exercise. We continued with the concept of culture and participants had to define (in a group with discussion and drawing) what is it for them, this were the main ideas coming out: the way we feel, we talk, language, religion, music, the way we act, how we think, food and norms, the way we see ourselves and others, dress/clothes, customs and values.

We also had the chance to explore how we react to differences, to small things that happen in our daily life when we meet "the other", by using the example of different greetings.

In the end of the workshop we made the circle exercise. The group initially had an almost automatic, instinctive reaction of protecting the circle but after few seconds they questioned themselves and let the participants that were out to come inside. Some were surprised why they reacted that way in the beginning and this was an important question debated in the group. We also reflected about integration and social inclusion of migrants with different cultural backgrounds of hosting country, the challenges, some solutions and that integration is everyone's responsibility.

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Visit to Youth Centre in Praia

In this afternoon we went to Visit the Youth Centre of Praia. We made a guided tour through the difference offices and got to know the activities, projects, main challenges and many young volunteers. It was the volunteer day in the Youth Centre and we had around 100 volunteers waiting for us to show us the Centre and to talk with us about their and our work. This visit was considered by participants really interesting because it was possible to have an insight of youth work in Praia.



Day 4

Mid- term Evaluation

In the middle of our TC the team thought it would be useful to make two mid-term evaluation exercises to check how participants' motivation and expectations were going. Apart from music and gestures exercise, we wrote two simple sentences in separate flipcharts that participants were invited to complete:

What I've been enjoying...	What I'm still waiting for...
<ul style="list-style-type: none"> - Intercultural learning; - Improving group dynamics; - Multilingual learning; - Changing dynamics of the group; - Practically everything; - Great team leaders; - Interaction (networking); - Practical learning; - My reflection group; - Workshop; - Intelligent, interesting and humble people; - My friends, the lesson at the beach, our stories; - Everything; - Team spirit; - Leadership redefinition; - Experiencing youth work in Africa; - Sharing experiences with colleagues; - The spirit of Cape Verdean community; - Participatory approach; - Creativity and mutual listening; - Intellectuality of black people here; - I love Cape Verdean people. 	<ul style="list-style-type: none"> - Tour to Praia; - Knowing you all by name; - An action plan for our group; - Email list for future networking; - Francophone's Diaspora; - Our realities; - Internet; - An expanded work plan for ADYNE; - Visit to the President of Cap Verde; - Facebook page; - Nice shopping; - Youth NGO exchange; - Common creation; - Emancipation; - Luggage; - Organization exchange and networking opportunities; - Visit to Cape Verdean city;

Roundtable Africa Europe Youth Cooperation

As a joint activity of 2nd African University, took place a Roundtable.

The guest speakers were:

- Domingos MASSANGANO
Final Declaration of the Southern Africa sub-regional seminar on youth policies and African Youth Charter
- Mr. Denis HUBER

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

- Ms. Vera DUARTE
Laureate of the North-South Prize of the Council of Europe (1995)
- Christoffer GRØNSTAD



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Vice-President of the European Youth Forum

- Satang NABANEH
World Association of Girl Guides and Girl Scouts

- Mohamed YASSINE ENNAEM
Representative of ADYNE (African Diaspora Youth
Network Europe)



Visit to Cidade Velha

In this afternoon we went to visit Cidade Velha, identified by UNESCO as World Heritage since 2009. We were welcomed by a Women Batuque group in the village centre and also by a group of capoeira. The rest of the afternoon was free to enjoy the surroundings.



Day 5

After a morning session with Marcos Andrade from NSC-CoE where we had the chance to get to know more details about this Africa-Europe Youth Cooperation process that is taking place already for several years, we went deeper in getting involved with A.D.Y.N.E..

Connecting Us - ADYNE - African Diaspora Cafe

There were several tables, with menus with different questions for participants to reflect and contribute for building ADYNE.

These are the questions and main contributions that came out of group discussions.

What is ADYNE for you ?

- Space for projects;
 - Funds;
 - Platform for organizations X individuals;
 - Honorary members;
 - Empowerment youth Diaspora;
 - Represents interests;
 - Awareness role Diaspora youth leaders, power + impact realization + synergies;
 - Info sharing;
 - Bring Africa and Europe together "converge mindsets";
 - Community;
 - Intercultural learning;
-
- Connects;
 - Bridge Africa – Europe, Africa- Africa;
 - Social economy development and integration. E.g. trade and culture.

What should be the aims of ADYNE?

- Unified structure for a dynamic exchange that fosters Euro African youth development strategy policy.

What should be the objective of ADYNE?

- To give youth the chance to empower themselves by participating in programs and sharing information;



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- To encourage the Diaspora to play an active role in the development of Africa;
- To build the capacity of Africa youth leader in Europe for leadership and development;
- To promote and reward volunteerism;
- To serve us advocacy platform for Africa youth organization in Europe;
- To motivate youth to be part on important decisions / changes.

Which should be the internal structure?

- Boards of advisors;
- Should be from both Africa and Europe;
- There should be a range of expertise;
- People with business/ political power / influential people;
- No depending on men organizations; it should be proportional;
- GA – they determine the power and function of ADYNE;
- Country branch - representatives to be the created @ the first GA;
- A patron: e.g. Kofi Anan, influential young person.

Which should be the relation of ADYNE with its member organisations?

- ADYNE represents the interest of men organization;
- Possible association membership – e.g. Latin America;
- All organizations should have the same voting rights;
- Sharing best practice, skill sharing exchange;
- Develop links between Diaspora and Africa;
- Create a space to dialogue;
- Need for a representative in Africa organization;
- Open to critical thinking and flexibility.

Which should be the working areas of ADYNE?

- Intercultural exchange programs;
- Capacity building (training seminars, empowering...);
- Dialogue platform Diaspora between Africa Europe;
- Diaspora Youth Parliament;
- Encourage return migrations;
- Entrepreneurship funds;
- Environment climate change;
- HIV / AIDS reproductive;
- Sexual Rights;
- Women rights;
- Create sports opportunity;
- Promote and redefine education;
- Cultural preservation;
- Advocacy program to lobby;
- Increase more aid to Africa.

What are your suggestions for action/activities plan of ADYNE for 2011?

- Workshop to share work partnership;
- Coaching / promoting ADYNE (visibility) – create website;
- Expanding the network;
- Creating / strengthening regional representation;
- Focusing on return migration to Africa;
- Intercultural exchange day;
- MDGS campaign;
- Development a structure for ADYNE;
- Focus on access to social rights for African young migrants living in disadvantage neighborhood.



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Day 6

Closing

The official closing took place at the residence of the President of Cape Verde. All participants from 2nd African university on Youth and Development were present and the group had the chance to deliver the Joint Declaration (see annex 4.4). The African Diaspora participants were quite involved in making this important document, they organized themselves, arranged representatives and used informal moments to discuss the document with the group and update it about how things were going.

Networking and Actions Results

In the previous day the team launched a challenge to participants to organize themselves according to their expectations to work together in different possible issues.

In the last day, it was shared what was done and what the group still wants to work on after TC.

Here are some of the outcomes of this exercise:

- A video project: a 30 seconds message “what will you take from the course?” to document the whole experience and share its diversity back home;
- Project: Providing a training course in London “Exploring our identities” base on ICL workshop that took place in TC;
- “Culture House” project for culture preservation / importance to keep and preserve our History. Based on comparison with what is being done in Europe, to bring critical thinking for Africans to meet the challenge of preserving our culture and heritage to be passed on new generations. (Also use ADYNE network to connect with other countries and share);
- Around 13 participants worked on unresolved issues of ADYNE and brought new suggestions, here are 3 main ideas:

Membership: comprise by African youth, run by African youth, organization officially registered in Europe and dealing with issues regarding African youth in Europe.

Power: should reside in the assembly, international board of advisors; General Assembly making all the decisions, electing people to run the international secretariat.

Build a charter before Mollina: consult first members of ADYNE to see how to form a common team for this task.



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3. Evaluation

3.1 Participants Evaluation

At the end of this TC all participants filled an evaluation form. Here is a sum up of participants' contributions for improvement of a next edition.

I. Training Programme

1. General remarks on content or on any special session that you would like to comment in more details.

- Week overcome my expectations;
- Enjoyed intercultural workshop;
- Would have loved to do both leadership and intercultural workshops;
- Explaining our identities was the best;
- I enjoy a lot;
- NFE methodology is very helpful;
- The structure was nice but content fell below intellectual expectation;
- The methodology of workshops was a lifetime experience for me;
- Identities session in the beach, we went deep into our souls;
- African Diaspora Cafe was a smart way to contribute for ADYNE;
- The reflection group really challenged me due to diverging views of what was happening during the days;
- Really appreciated visit to Praia Youth Center and to know that a HIV person works there with young people;
- I really appreciate the leadership session;
- Enjoyed reflection and working in small groups cause it gave me opportunity to express and to know others on a different level from class.

2. Was the programme adequate and relevant for your organisation needs? How / Why?

- Yes, good ideas to start new projects related with identity and culture;
- It was adequate and I was able to grow;
- Yes, my organisation wants to be part of the network;
- It was good but I was expecting more things for my NGO;
- It helped me connect with other organisations;
- Provided insight how we can cooperate with others;
- Enjoyed a lot because it fits the dream of my organisation (JURE) regarding the future of African Diaspora in Europe;
- The introduction of ADYNE;
- I've learned a lot about African continent reality;
- My organisation had no expectations; they felt it was more for personal capacity building;
- The programme elements related with leadership and team work and Interculturality and identity;
- Gain in terms of NFE methodologies;
- Useful because our target group is young people from London that face integration and society challenging their culture and identity;
- My organisation just started working with Africa so this TC gave us important information.

3. Which contents were not adequate or not relevant for your needs? Please explain your answers.

- Anything;
- There was limited time to share our experiences/stories/ organisations;
- Although I have a physical disability I felt I could participate in all activities;
- More could have been done in the evenings (common notice board);
- Logistics could have been better to allow us to go shopping and see the city;
- Were all adequate but while doing the session don't have much perception of what I'm learning but at the end of the day I understand;
- I believe it was a learning experience for me where I even used bad moments to reflect and challenge myself;

II. Methodology

1. Please comment on the suitability of the working methods and methodology used throughout the course (including the role of the other participants and the team).



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- Informal education is fantastic;
- Great way to learn, not boring;
- Little bit slow in the beginning but best fit for diversity groups learning;
- I liked a lot NFE;
- I liked the participative, interactive, NFE methods applied;
- Methods were well chosen, and everyone accepted NFE well;
- Thank to trainers for new methods and approach that saved time, provoked interesting debates and brought the best in teams and participants;
- Fantastic;
- Very, very useful;
- It was my first time trained with this methodology and you did a great job;
- Everyone was productive and eager to participate;
- I will recommend this method to other programmes;
- Were practical and it was always a suspense for me until we get to the end;
- Methodology was fantastic, you can be proud of your approach;
- Method was quite unique and great;
- Provokes you to bring the best of you;
- Most important was that it was fun learning and playing at the same time;
- My organisation uses similar methodology with reflection, sharing and evaluation and it was interesting to see it used in Africa with a different community.

III. Achievement of the course Aims and Objectives (see Excell doc.)

1. Aims: Further Comments

- If it's affordable, to bring more youth leaders, French-speaking were missing;
- A job well done;
- Really positive;
- Empowerment, motivation and love.

2. Objectives: Further Comments

- Were met to a very large extent due to good organisation;
- Sometimes we were unable to discuss deeply due to time.

IV. Learning Achievements

1. What can you say you have learned through your participation in the course?

- It's possible to have a multiple identity;
- Tolerance and team work;
- Learning without a pen and paper;
- About ADYNE;
- More knowledge on Euro-African Cooperation process;
- Enjoyed the need to speak in English;
- Personal identity;
- To appreciate the views of others even if we don't agree;
- Individual role in promoting change;
- The challenge as youth to promote and work towards strengthening the youth in diaspora;
- Great network of friends;
- Facilitation skills;
- Social skills;
- African issues;
- Developed my capacity to transfer knowledge on cultural and leadership skills because our training was practical;
- Living and learning from others;
- Learned how to become an active player in the diaspora and to collaborate and work with others;
- Learned with what others are doing differently in the diaspora and about best practices;
- Recognise myself as African diaspora in Europe and challenging my misconception of Africa;
- About youth work in Africa;
- It was really important the meeting with Cape Verdean authorities.

2. Please list the most important sources of your learning in this training course (for example, handouts, other participants, the group as a whole, training team).

- Training team,;
- Way of training;
- Other people in the group;
- Group as a whole;
- Participants expositions;
- Groups discussions and facilitators;
- Informal talking in free time;
- The drawings;
- Team work;
- The very intelligent and intellectual African diaspora;
- The surprising strong African women;
- Visits.



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V. Transfer

1. As a youth leader, what do you feel more confident in doing or undertaking as a result of the course?

- To partner with other participants to work on projects;
- Dissemination of training info to my organisation;
- Passion for Africa and Youth Work will be my priority;
- To do my own TC on intercultural issues (identity);
- To be in a diverse African environment and work as a team;
- To be able to be the change I want to see;
- Do things in computer sector;
- To work about identity and racial conflicts;
- To work on youth and communities development and experience sharing;
- Raising awareness and transferring my skills;
- Exchange programmes for groups;
- Develop ADYNE;
- About funding and resources;
- Build relationships with Cape Verdean Youth Centre.

2. How can your target group / youth work context / organization benefit from the knowledge and competence you have gained as a result of this course?

- Using the methodology from this course in my organisation;
- Executive members shall receive training from me on what I've learnt from 2nd African University;
- Implement NF methodology of teaching and learning;
- Through the process of launching ADYNE various contributions were made that my organisation can benefit from;
- The training has equipped me with knowledge and competences to do my job best as a leader;
- When I do TC in intercultural issues;
- Connections I've made with other organisations, especially ADYNE;
- Share the idea to make training on identities and citizenship in my university;
- Would like to bring together all Ghanaians living in Europe, once that we already do it in Italy;
- To educate other members on the need for team work, cause it makes things move faster;
- Organise an evening with my colleagues and present the course;
- Implementing the methodology in local action;
- Use skills to help young people to advocate for change.

3. What your plans are as follow up of this training course?

- To do an identity workshop for African diaspora living in London;
- Make a trip to Sierra Leoa;
- Take ADYNE with me and cultivate this seed in Italy;
- Take part on a TC for Trainers;
- Participate in Molina;
- Collaborate with ADYNE;
- Maintain communication with participants and organisers;
- Seek more opportunities to share and gain more knowledge;
- Make various adjustments to programmes already running in my organisation, in line with what I've learned;
- Learn my local tribal language;
- Explore my personal development: patience in team work and to be less introverted;
- To see ADYNE more functional and active and I hope that this TC continues;
- Get in touch with other African Diaspora organisations in my country
- Use the hope that I gain here to realise a long time dream and project;
- Fundraising for Cape Verdean Youth Centre;
- Raise awareness about African Diaspora through workshops, projects and the film made as a powerful tool.



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VI. Comments about Group and Team

1. Group	2. Team
<ul style="list-style-type: none"> - Difficult at the beginning, inspiring in the end; - Diversity, responsibility and hard work; - Good; - Perfect group dynamic; - It was diverse, rich in context and united; - Interactive and knowledgeable; - Fantastic but some difficult characters; - Was a very unique place to learn and tolerate people; - Inspiring and motivated; - Group of intellectuals, respecting each other and with one aim of making Africa our home; - Very splendid; - Was great, especially when we had to discuss controversial issues; - Very diverse and rich in experience and culture; - Flexible. 	<ul style="list-style-type: none"> - Amazing; - Sense of drive "Africa"; - Nice; - Perfect; - Experienced, very friendly and organised; - Contributed to consensus, although we had divergent views on issues; - Has been the best training team so far; - Well-formed; - Leaders; - Fantabulous, tolerating, accommodative and loving; - Very splendid; - Learning source; - highly knowledgeable team who worked on a non authoritarian way were we had the opportunity to make this our own experience; - It was important that they were very open, fun patient, caring and humble which added value to our experience. - Excellent.

Other comments:

- This course has been truly inspirational and has helped me to reflect both at personal and professional level;
- Provide internet access next time to help with online research;
- Some participants (especially the Cape Verdeans) were not following the rules. They were absent and even brought their friends to sessions;
- I'm afraid of the way "certain" African leaders behave sometimes. They're "dictators" in certain moments...

Results: Achievement of TC Aims and Objectives

Course Aims	Average
Strengthen the role of young people through youth leaders and youth workers from the African Diaspora active in youth organizations in the hosting societies or leading African Diaspora youth groups/movements.	5.22
Empower and promote the capacity to organise, take action and foster their political participation in Euro African Cooperation and Global youth work.	5.11

Course Objectives	Average
to strengthen individual and organizational capacities and skills for youth participation in development and youth leadership	5.17
to develop a common understanding of the situations and challenges faced by young people from the African Diaspora Living in Europe	4.79
to acquire know-how on concepts and challenges of youth work, youth policies and institutions relevant for the Youth from African Diaspora	5.05
to get acquainted with the new action framework, the <i>Africa-EU Strategic Partnership</i>	4.68
to reflect upon topics of importance to strengthen active citizenship	4.58



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to co-operate in a network with other participants and their projects	4.83
to act as multipliers by passing on the training and knowledge acquired	5.89
to live an intercultural experience with the opportunity to develop expertise and know-how on intercultural learning and developing a long lasting relation between brothers and sisters from Africa and Europe	5.63
to be a participant and citizen of the Course and of the African University on youth and development.	5.53

Results of evaluation of Programme Elements:

Programme elements	Average
Day 0	
University Group Welcoming evening (mapping game/song - school joint activity)	4.7
Day 1	
35 th Anniversary of Independence / Parade	5.5
Day 2	
Joint Opening of the Session (Plenary with officials)	4
Introduction of participants and team	5.13
Motivations and Expectations	4.89
Course Objectives and Programme of the course	5.27
Mapping realities workshop (Map of Europe and Africa exercise)	5.28
Intro to reflection groups	5.29
Intercultural Evening (school Joint Activity)	4.13
Day 3	
Identity(ies) – (Beach morning)	5.4
Introducing our Organisations (TV 1min. presentation)	5.13
Presentation of the book “We the Diaspora”	5.21
Introduction of ADYNE	5.35

Day 4	
Workshop – Intercultural Learning (evaluate only the one you attended)	5.71
Workshop – Leadership and Teamwork	5.69
Visit to Youth Center in Praia	5.75
Day 5	
Debriefing and feedbacks from the visit	5.17
Mid-term Evaluation	5.12
Roundtable Africa Europe Youth Cooperation	4.32
Visit Cidade Velha	4.78
Cape Verdean Party	3.87
Day 6	
Africa Europe Cooperation (AE cooperation timeline)	5.16
Connecting us – ADYNE “African Diaspora Cafe”	5.67
Networking & Common Action (choosing and developing joint actions)	5.47
Day 7	
Joint Session on University Declaration	4.44
Closing Session of 2 nd AUVD	4.9
Networking actions results	5.47
My Role	5.55
Closing Ceremony (Joint Activity)	5.54
Reflection Groups	5.33

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3.2 Team Evaluation

Preparation:

Preparatory meeting;

- The preparatory meeting was a very important part of the TC (especially for beginners);
- To get to know the team, trainers' role and activities;
- Select participants, make a draft of the program and divide tasks for proposals;
- It was a pity one of the trainers couldn't be present, but the basics were managed.

Preparation work before Cape Verde

- We could have used better this time to prepare ourselves and proposals for TC; It was not efficient enough because of the lack of experience of some of us. It was challenging for beginners ;
- There was a lack of feedback to proposals sent in advance ;
- It was not easy for the group to follow the timeline to send proposals and be available to prepare sessions .

Preparatory meeting in Cape Verde before TC

- It was quite important to have these days before TC to work on the proposals we didn't manage to prepare in advance for all sessions and finalize them ;
- We worked mainly the 4 of us together on everything but we could have organised ourselves in a better way (work more 2-2), as it affected the general dynamic ;
- There was extra work related with ADYNE and dynamics of the University, and these days allowed us also to have time to give an answer to these challenges ;
- The team tried to work on some things together, although there was a clear unbalance in the tasks that some people ended up doing for everyone (especially Andreia) ;
- But we have learned from each other and managed to kick out some stress .

Cape Verde

Aims, objectives and programme implementation

- Overall, the program managed to cover the aims and objectives of the TC ;
- Probably the less achieved objective was: "to acquire know-how on concepts and challenges of youth work, youth policies and institutions relevant for the Youth from African Diaspora" ;
- There wasn't much time for the participants to share their experiences in youth work so that they could learn from each other and discover more the challenges around working with the youth .

TC and University (joint programme)

- It was sometimes a challenge to adapt our programme to University dynamics. However, we must recognized the added value of being inside such framework with such diversity in the participants and their organizations and missions ;
- It was not easy to try to be part of the solution of including Cape Verdean Diaspora, mainly because of their lack of participation and interest; sometimes the dynamic of a session was broken by some people not making much of an effort in general ;
- But every time that we had some Cape Verdean involved in our activities (especially in the workshops) it was a rich experience ;
- Although the language barrier was not a main issue (as we had multilingual participants translating) it still discouraged some participants to make an effort to be involved some times .

Logistics

- We missed a working room for the team and we had to improvise ;
- The fact that we had to meet in the living room of an apartment was not the best option to concentrate and be quiet some times. There were more people living in the same house and this affected a bit our rhythm/efficiency/privacy ;
- Regarding the working room: it was too small for 30 people, especially during joint programmes; we had to adapt most of the things to do outside. However, this was considered a good option due also to the weather conditions and a methodological challenge that we accepted and we gave a good response to it ;
 - Another challenging part was the respect of time



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management .

Group dynamic/participants

- It was a strong group with some participants with leaders profile that needed to be given attention to canalize when necessary. But generally, the group managed balancing the dynamic by itself ;
- In the end, it felt like a big family from which both participants and trainers learned a lot;
- The group was quite diverse but francophone participants were under-represented (although we understand that might be connected to working language, it might also result from the last minute cancellation of some participants) .

Team work

- We worked better once in Cape Verde than in preparation phase, it was like a training/practice phase for some;
- The pedagogical coordination could have been anticipated in advance and not only in the spot both for the TC and ADYNE;
- There was a feeling of unbalanced team spirit and there were some moments that we could have supported each other more but tiredness or other things might have affected us;
- Although the team had faced some difficulties at some points, everybody knew his/her responsibilities.

Outcomes

- Many of the participants became very much interested and involved in ADYNE and started spreading the word to other organizations and this is a great outcome ;
- There were important contributions for ADYNE (suggestions for membership, internal structure, activities plan and so on) ;
- There are also some participants from UK that are working together, preparing a training for the young people they work with, related with Intercultural learning (identity, culture and other issues);
- There is a video being prepared to which everyone contributed with 30 seconds giving an insight about her/his own experience in TC ;
- A Facebook group for ADYNE has been created already by a UK participant;
- There has been suggestions to create a logo (even a temporary one) ;
- Another participant offered to design a website free of charge for ADYNE and other organizations that might need one.

Recommendations for next TC

- We identified the need to promote TFT for young people from African Diaspora;
- To take place in a spot that allows more contact with local community;
- To organise a bit better the visits (working but also the more touristic one);
- There wasn't much time for the participants to share their experiences in youth work so that they can learn from each other and discover more the challenges around working with the youth;
- Improve the time and space "to acquire know-how on concepts and challenges of youth work, youth policies and institutions relevant for the Youth from African Diaspora";
- To allow participants to use Internet for a limited time (for ex: 30 minutes a day);
- To notify the responsible person for the logistics, so in case participants want to know something they can have an idea whom they should ask.



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4. Annexes

4.2 Reflection Groups Guide

Reflection Groups

Duration: Normally, approx. 30m

Constitution: groups of around 5 participants

Background / Rationale:

In this TC the team wanted to have small consistent groups with a special function at the end of the day – to explore the daily outcomes in depth. These groups should be reflected as safe spaces where members can explore and share all comments and impressions including negative ones.

Aim and objectives:

- Get feedback on the activity of the day (outcomes and doubts)
- To provide a space of evaluation of the day for the participants
- To get the feedback on the program from that day
- To readapt the program if necessary
- To share the feelings

Sessions' outline:

Group can remind briefly the program of today.

After the following question might be asked:

1. How are you feeling?
2. What did you learn today?
3. What they like? What they dislike?
4. What would you change?

And always you can ask WHY....

How to do it:

For the **first reflection** groups:

Short name game.

Short introduction in the beginning about the conditions of reflection group: We can share our comments but everything personal stay between the group.

The outcome of first meeting could be finding a name for the group – connected with common characteristic of the members of the group.

For each reflection day use different method for reflection will be used:

1.faces; 2.hand or other. Each trainer is free to use them in the order and how they want.

Space requirements:

Each group work separately. Identify a space and always use the same.

Comments:

For all reflection groups:

You can do some energizers or relaxation with music, massage.

It is useful – within team meetings – to give a precise time for reporting about the Reflection groups: it avoids spending too much time on it. The report by the facilitators is inevitably influenced by the facilitator him/herself.

The perception of the Reflection groups can vary very much from participant to participant and a number of factors can determine this: composition of the group, language skills, commitment to the TC and (last but not least) the facilitating style chosen by the facilitator.

To develop the group dynamics during the Reflection groups is a choice mostly determined by time constrictions (short time available and the fatigue of the participants at the end of the day).



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4.3 Evaluation Form



In the framework of the "2nd African University on Youth and Development"
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Final Evaluation Questionnaire

Thank you for taking some minutes to fill in this form. All the forms will be analysed, used to produce the evaluation report, and with your contribution will influence future editions of this training course. Please feel free to give us all your comments in one of the following languages **English, Portuguese or French.**

- **THE TRAINING PROGRAMME**

Looking back at the programme of the Training Course...

I. Please evaluate the importance of the following programmed elements:

From: 1 (Useless) to 6 (Very Useful)

Programme elements	1	2	3	4	5	6
Day 0						
University Group Welcoming evening (mapping game/song - school joint activity)						
Day 1						
35 th Anniversary of Independence / Parade						
Day 2						
Joint Opening of the Session (Plenary with officials)						
Introduction of participants and team						
Motivations and Expectations						
Course Objectives and Programme of the course						
Mapping realities workshop (Map of Europe and Africa exercise)						
Intro to reflection groups						
Intercultural Evening (school Joint Activity)						
Day 3						
IDENTITY(IES) – (Beach morning)						
Introducing our Organisations (TV 1min. presentation)						
Presentation of the book "We the Diaspora"						
Introduction of ADYNE (African Diaspora Youth Network in Europe)						
Day 4						
Workshop – Intercultural Learning (<i>evaluate only the one you attended</i>)						
Workshop – Leadership and Teamwork						
Visit to Youth Center in Praia						
Day 5						
Debriefing and feedbacks from the visit						
Mid-term Evaluation						
Roundtable Africa Europe Youth Cooperation						
Visit Cidade Velha						
Cape Verdean Party						
Day 6						
Africa Europe Cooperation (<i>Marcos presentation of AE cooperation timeline</i>)						
Connecting us – ADYNE "African Diaspora Cafe"						
Networking & Common Action (choosing and developing joint actions)						



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Day 7						
Joint Session on University Declaration						
Closing Session of 2 nd African University on Youth and Development						
Networking actions results						
My Role						
Closing Ceremony (Joint Activity)						
Reflection Groups						

General remarks on content or on any special session that you would like to comment in more details.

Was the programme adequate and relevant for your organisation needs? How / Why?

Which contents were not adequate or not relevant for your needs? Please explain your answers.

- METHODOLOGY**
Please comment on the suitability of the working methods and methodology used throughout the course (including the role of the other participants and the team).

- ACHIEVEMENT OF THE COURSE AIMS AND OBJECTIVES**

1: Not reached at all. 6: Fully reached

Course Aims	1	2	3	4	5	6
Strengthen the role of young people through youth leaders and youth workers from the African Diaspora active in youth organizations in the hosting societies or leading African Diaspora youth groups/movements.						
Empower and promote the capacity to organise, take action and foster their political participation in Euro African Cooperation and Global youth work.						

Further Comments

In your understanding of the course, and considering the overall aim of the course, how far do you think the learning objectives (as presented in the introduction to the course) have been reached in this course?



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Course Objectives	1	2	3	4	5	6
to strengthen individual and organizational capacities and skills for youth participation in development and youth leadership						
to develop a common understanding of the situations and challenges faced by young people from the African Diaspora Living in Europe						
to acquire know-how on concepts and challenges of youth work, youth policies and institutions relevant for the Youth from African Diaspora						
to get acquainted with the new action framework, the <i>Africa-EU Strategic Partnership</i>						
to reflect upon topics of importance to strengthen active citizenship						
to co-operate in a network with other participants and their projects						
to act as multipliers by passing on the training and knowledge acquired						
to live an intercultural experience with the opportunity to develop expertise and know-how on intercultural learning and developing a long lasting relation between brothers and sisters from Africa and Europe						
to be a participant and citizen of the Course and of the African University on youth and development.						

Further Comments

• **LEARNING ACHIEVEMENTS**

- What can you say you have learned through your participation in the course?

- Please list the most important sources of your learning in this training course (for example, handouts, other participants, the group as a whole, training team).

• **TRANSFER**

- As a youth leader, what do you feel more confident in doing or undertaking as a result of the course?

- How can your target group / youth work context / organization benefit from the knowledge and competence you have gained as a result of this course?



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- What your plans are as follow up of this training course?

- **YOUR COMMENTS ABOUT THE GROUP & TEAM:**

Group:
Team:

Thank you very much!!!

Name (Optional)



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4.4 Joint Declaration 2nd African University on Youth and Development

DECLARATION FROM THE 2ND AFRICAN UNIVERSITY ON YOUTH AND DEVELOPMENT

Cape Verde July 4-11 2010

We, the participants of the 2nd African University on Youth and Development would like to congratulate our hosts in Cape Verde on the celebration of the 35th anniversary of their Independence and we feel inspired by the remarkably large proportion of young leaders in political positions.

The African University on Youth and Development, organised by the North-South Centre of the Council of Europe and its partners, has given us the opportunity to bring youth organizations and their elected representatives from Africa and Europe together, to share, to learn and to participate. This learning space has been a successful example for the possibilities of the implementation of the Africa-EU Strategic partnership.

The year 2010 marks an important milestone in our joint effort to achieve the Millennium Development Goals (MDGs). This year also creates a momentum in the Africa-Europe co-operation, which our University is an important part of.

Millennium Development Goals = Youth Development Goals

Young People constitute the majority of the population in the world and up to 80% in developing countries. We take note of and are encouraged by the progress noted in the UN Secretary General's 2010 MDG report. However we are very saddened and concerned by the fact that Africa – and Sub-Saharan Africa in particular – is lagging behind in many of the most crucial indicators of development. The achievement of the MDGs requires the full and effective participation of young people and youth-led organisations for example in decision-making processes.

Investment in and empowerment of young people is needed to boost development in Africa. This is the responsibility of all actors, including Governments, regional organisations such as the African Union, the European Union, the Council of Europe as well as civil society and youth organisations.

The following are our recommendations to achieve development through investing in youth:

Recognition of the rights of young people

Human rights and development are strongly interlinked and recognition of the rights of young people, including the rights to full and effective participation in policy formulation and decision making processes on issues that affect the youth, are of utmost importance. We therefore:

- call upon the African states that have not yet ratified the African Youth Charter to make the ratification a matter of priority;
- request all African states to implement the African Youth Charter and develop national youth policies in co-operation with National Youth Councils and other national and international youth NGOs;
- encourage the African Union and its Member States to promote the African Youth Charter and the work for youth rights also in the framework of the United Nations;
- call upon the countries present in the World Youth Conference to give an impulse to the approval of a Universal Convention on Youth Rights, taking as example International treaties, such as the African Youth Charter and the Iberoamerican Convention on Youth Rights.

Young migrants = Agents of Change

The majority of the world's migrant population is young and their contribution to society and development – both in their countries of origin and in the hosting countries – must be recognised. We therefore

- ask for the recognition of the important role the African Youth in Diaspora and in particular its networks in Europe are playing in the Africa-Europe co-operation and their inclusion into the development and implementation of youth policies;
- request for all actors to provide space and funding for the African Youth in Diaspora in Europe to participate in the cooperation for



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development with Africa;

- stress that migration should not be forced by economic, social, political and/or environmental factors.

Intercultural Dialogue

The week at the African University on Youth and Development offered us a unique opportunity to share best practices and promote intercultural dialogue. The 3rd EU-Africa Heads of States Summit will take place during the International Year of Youth; Dialogue and Mutual Understanding as well as in the beginning of the African Youth Decade (2009-2018), we therefore:

- demand for a strong commitment regarding investment on the youth and in developing further cooperation between youth organizations from Europe and Africa.
- request governments to ensure a greater involvement of Pan-African and sub-regional organisations in the promotion of a culture of peace, democratic values and respect for human rights and to recognise their role in preventing and managing conflicts.

Stronger co-operation amongst youth organisations in Africa

Strengthening the co-operation and exchange among Youth Organisations is crucial to reach out to more young people and to increase the impact and quality of youth and development programmes. We therefore:

- call upon the African Union to ensure recognised spaces for co-operation among Youth Organisations active on the Pan-African level, to establish a programme providing support to Pan-African activities in the frame of youth-led organisations and to enable, empower and include international Youth Organisations in Pan-African decision making and inter-regional co-operations;
- call upon all actors for support to the establishment of independent National Youth Councils and truly youth-led organisations, as promoters and facilitators of youth participation in policy making for development in all countries and on all levels;
- call upon all youth-led organisations to ensure transparency in internal decision making, including free and equal elections to leadership positions for a defined time-frame and a limited number of terms;
- demand for the recognition of the work done by African youth organizations as key contributors for development.

Towards the 3rd EU-Africa Heads of State Summit

Following and monitoring the implementation of the Joint Africa-EU Strategy over the last years, we have identified needs for improvement in many areas. Therefore we call upon the African and European Heads of States and other actors to:

- establish a new paradigm of leadership based on democracy, responsibility and accountability, fulfilling criteria for good governance and efficient and effective management of public goods;
- ensure sustainable growth through ensuring the right to decent work for all young people, investing in the renewable energies sector, reducing the environmental impact caused by massive exploitation and utilisation of resources and reducing the greenhouse gas emissions from all sectors;
- empower women to take upon permanent roles and leadership positions on a national level and in Africa-Europe co-operation, including youth co-operation;
- increase and strengthen the capacity building of all relevant stakeholders in the context of the Africa-Europe co-operation, for example through training courses and exchanges;
- provide resources and support to implement Africa-Europe youth projects and activities in the local context;
- facilitate youth exchanges and enhance youth mobility, including visa procedures, to ensure better co-operation for development;
- ensure freedom of assembly and freedom of expression in all countries in Africa and Europe;
- include youth delegates into their delegations to international meetings that concern the youth;

strongly commit, engage and invest in youth and in further developing the co-operation between youth organisations in Europe, international youth organisations on the Pan-African level and member organisations of the Pan-African Youth union and the European Youth Forum.



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4.5 Participants List

Nº	Name and SURNAME	Age	Sex	Country of Residence	Organisation	Acro.	E-mail
2ND TRAINING COURSE FOR YOUTH LEADERS OF THE AFRICAN DIASPORA LIVING IN EUROPE							
PARTICIPANTS							
28	Tekla NANZIIRI	28	F	Sweden	Music Aid		nanziiri@hotmail.com ; nanziiri@gmail.com
29	Ival CUMMINGS-John	27	F	UK	Commonwealth Youth Exchange Council		icummingsjohn@gmail.com
30	Richard Ernest KIRK-MENSAH	27	M	Italy	Council of Ghanaian Nationals Associations in Italy (COGNAI)		ronkirkgh@yahoo.com ; cognai@yahoo.com
31	Karoma Edward YAMBA	28	M	Italy	Associazione degli Studenti Africani di Verona		edward_yamba_koroma@hotmail.com
32	Aaron NYANAMA	27	M	Belgium	Association of African Students in Europe		sanyanama@yahoo.com
33	Mamuna CAMAPO	26	F	UK	Refugee Youth		mcamapo@live.co.uk
34	Selorm Kofi DAKE	26	M	UK	All-Africa Students Union (AASU)		skdake@essex.ac.uk
35	Mª Ermelinda Varela de CARVALHO	28	F	Portugal	Rota Jovem		emmycarvalho@gmail.com ;
36	Omotunwase Sanusi MUSA	19	M	Ukraine	Global African Dialogue GADO		omotunwase@gmail.com ;

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37	Amina ADEWUSI	22	F	UK	African Foundation for Development (AFFORD)	aminaadewusi@hotmail.com
38	Militino TAVARES FERNANDES	35	M	Portugal	JURE-Associação Juvenil, Jovens Unidos rumo à Esperança (United Youngs Bounds for Hope)	militino27@hotmail.com ; jure@sapo.pt
39	Mohammed Abraham SANYOH	31	M	Switzerland	Liberian Community in Switzerland (LICOS)	msanyoh@gmail.com
40	Enock MAIYO	29	M	The Netherlands	Diaspora Forum for Development	enockmaiyo@yahoo.com
41	Catia Cristina dos SANTOS	29	F	Italy	Tanbanka Onlus	cds@tabankaonlus.org
42	Ariana Barros Dias da FONSECA	23	F	Portugal	Conexão Lusófona	arianafonseca@conexaolusofona.org
43	Urias S. GOLL	26	M	UK	African Study Society	uriasgoll@gmail.com
44	Asha Ali MOHAMED	23	F	UK	Refugee Youth	asha_ali@hotmail.com
45	Antonietta SAGOE	21	F	ITALY	AFRICAN CATHOLIC COMMUNITY	efuababy89@yahoo.it
46	Dynka Amorim dos Santos		M	PORTUGAL	Boe fixe	dynkaamorim@gmail.com
47	Valerio Lopes Da Silva Fortes			LUXEMBOURG		vale@promedeo.com
48	Aderito VAZ			LUXEMBOURG		aderitovaz03@hotmail.fr

TRAINERS

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49	Lilian IFEOMA CHIBIKO	35	F	Sweden	Trainer		chinwekene@hotmail.com
50	Mohamed YASSINE ENNAEM	26	M	Cyprus	Trainer		Med.yassine.ennaem@hotmail.com
51	Gloria MIKA	30	F	Greece	Trainer		gloriamika@gmail.com
52	Andreia HENRIQUES	27	F	Portugal	Trainer		andreia.henriques@gmail.com
INTERPRETERS							
53	Zoe ROOKE	30	F	UK	Interpreter		zsrooke@yahoo.co.uk
54	Sebastien GUEHI		M	Côte d'Ivoire	Interpreter		sebastienguehi@consultant.com
NORTH-SOUTH CENTRE							
58	Marcos ANDRADE	36	M	Portugal	North-South Centre		marcos.andrade@coe.int
59	Gemma GÓMEZ	25	F	Portugal	North-South Centre		ggomezai7@gmail.com
60	Denis HUBER		M	Portugal	North-South Centre		denis.huber@coe.int
Guests							
55	Elisa Carlotta QUADRI	29	F	Portugal/Italy	IllustrAfricano	IllustrAfricano	elisa.quadri@yahoo.it
1	Ludgero Carlos GOMES RENOVATO TEIXEIRA	28	M	Portugal	ADYNE	ADYNE	gomesludgero1@hotmail.com

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