

# THE SUMMER UNIVERSITIES: WHAT CONTRIBUTION FOR THE YOUTH SECTOR?

*A research paper for the 10th anniversary of the  
"Network on youth and global citizenship"*



*The opinions expressed in this work are the responsibility of the author(s) and do not necessarily reflect the official policy of the Council of Europe.*

## **Acknowledgements**

The North-South Centre wants to thank all the trainers, artists, musicians, institutional representatives, youth organisations and students who contributed in turning each edition of the university in a special event of bonding in the spirit of ubuntu: "I am because we are".

The North-South Centre is also thankful to the European Youth Forum who sponsored the work of Laura Valdés Cano for the design and layout of this publication.



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A publication developed by the North-South Centre of the Council of Europe in the framework of the project VC 2606 "Global Youth - interregional cooperation for youth participation and global citizenship".

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# FOREWORD

In 2000, the Spanish Institute of Youth (INJUVE) and the North-South Centre began collaborating on the University of Development (UYD), which has become one of the fundamental elements of both institutions' identity.

During these 20 years, the world experienced historic challenges that reinforced the legitimacy of the UYD. It is essential, now more than ever, to create safe spaces for young activists, who are all too often subjected to several forms of violence that threaten their physical and moral integrity.

We need spaces such as the UYD to foster a democratic culture, explore new participatory methods of education, build international networks and generate trust between young people and youth policy-makers.

The principles and values of the UYD have inspired INJUVE to become a more open institution, committed to actively listening to young people and implement the changes they want to see in the world.

For this reason, after these 20 years of fruitful cooperation with the North-South Centre of the Council of Europe, we are committed to renewing and deepening such long-lasting joint efforts and meeting the challenge of making the UYD an even broader platform of dialogue and youth participation.

## **José Ismael Criado**

Director of Euro-Latin American Youth Centre  
Spanish Institute of Youth (INJUVE)

After eight editions organised in partnership with the North-South Centre of the Council of Europe, we can conclude that the Mediterranean University on Youth and Global Citizenship (MedUni) is an excellent opportunity to create institutional synergies and get engaged with meaningful debates on the Sustainable Development Goals.

Our institution benefitted from the rich interactions that MedUni offers through exploring new practices and perspectives shared by hundreds of international experts and youth leaders. Many workshops inspired our programmes and strengthened our activities, particularly in the area of peace and justice. The activities we developed within MedUni greatly contributed to the establishment of 15 Peace Clubs in Tunisia and to nurture the research "Youth Facing Violence" we recently published.

At the national level, MedUni has encouraged the National Youth Observatory (ONJ) to work on an integrated youth national policy and on the mechanisms to ensure its implementation.

MedUni has proved to be an extraordinary experience of intercultural dialogue and Global Citizenship, nourishing relations through a human rights-based approach. It is thanks to MedUni that Tunisia has become an international destination for youth-oriented events.

## **Foued El Ouni**

Director General  
National Youth Observatory of Tunisia



# ABOUT THIS PUBLICATION

This research was commissioned by the North-South Centre of the Council of Europe on the occasion of the 10th year anniversary of the Network on Youth and Global Citizenship (the Network).

The publication aims at presenting the Network's contribution for the strengthening of the international youth cooperation and for the development of youth work and youth policies across regions.

The study specifically assesses the "Summer Universities" promoted by the Network in the last ten years, identifying the major outcomes in terms of capacity building for participants, partnership building among civil society organisations, and confidence building between youth leaders and institutional representatives.

## THE NORTH-SOUTH CENTRE AND THE NETWORK ON YOUTH AND GLOBAL CITIZENSHIP

The European Centre for Global Interdependence and Solidarity of the Council of Europe - or North-South Centre (NSC) - was created in 1989 with the purpose of spreading in Europe, and beyond, the universal values upheld by the Council of Europe - human rights, democracy and the rule of law - through intercultural dialogue, interregional partnership and global solidarity.

The Youth Cooperation Programme of the North-South Centre designs activities for youth empowerment and provides spaces for dialogue on youth policies to increase youth participation in democratic processes.

The Network on Youth and Global Citizenship (the Network) is a partnership coordinated by the North-South Centre that since 2011 gathers youth-led organisations, youth platforms, governmental and intergovernmental institutions from Europe, the Southern Mediterranean and beyond.

The organisations part of the network join their effort for the definition of a common youth agenda and for the promotion of the Summer Universities, fostering democratic participation and interregional cooperation in the youth field.

Network members:

- North-South Centre of the Council of Europe
- Instituto de la Juventud (INJUVE, Spain)
- Observatoire National de la Jeunesse (ONJ, Tunisia)
- European Youth Forum (YFJ)
- Pan-African Youth Union (PYU)
- Network of International Youth Organisations in Africa (NIYOA)
- Foro Latino-Americano y Caribeño de la Juventud (FLACJ)
- Consejo de la Juventud (CJE, Spain)
- Consell Nacional de la Joventut de Catalunya (CNJC, Spain)
- Forum Nazionale dei Giovani (FNG, Italy)
- Conselho Nacional de Juventude (CNJ, Portugal)

## THE SUMMER UNIVERSITIES

Every year, the Network promotes youth events called “Summer Universities” where youth-led and youth-oriented organisations from all over the world have the possibility to run their own activities (meetings, training, seminars...) within a multilateral cooperation context.

Each University is an international hub for networking and peer-to-peer education: for one week, hundreds of youth workers, experts from the field and decision makers responsible for youth-related policies gather to meet, debate, build their capacities and cooperate.

The participatory and inclusive approach of the Universities encourages all partners and participants to share knowledge and opportunities, to design common actions and contribute to the development of a global youth agenda.

The diversity of professionals involved and the variety of the activities taking place within each University, make these events unique spaces to explore the concept of global citizenship and experience intercultural dialogue first-hand.

The North-South Centre has organized its first University in the year 2000 and since then it has engaged new partners in each edition. In few years it was established a core group of partners which in 2011 established the Network on Youth and Global Citizenship (formerly known as Network of Universities on Youth and Global Citizenship). Since 2011 the Network has promoted:

- 9 editions of the University on Youth and Development (UYD) in Spain.
- 7 editions of the Mediterranean University on Youth and Global Citizenship (Meduni) in Tunisia.
- 7 editions of the African University on Youth and Development (AUJD) in Cape Verde and Kenya.

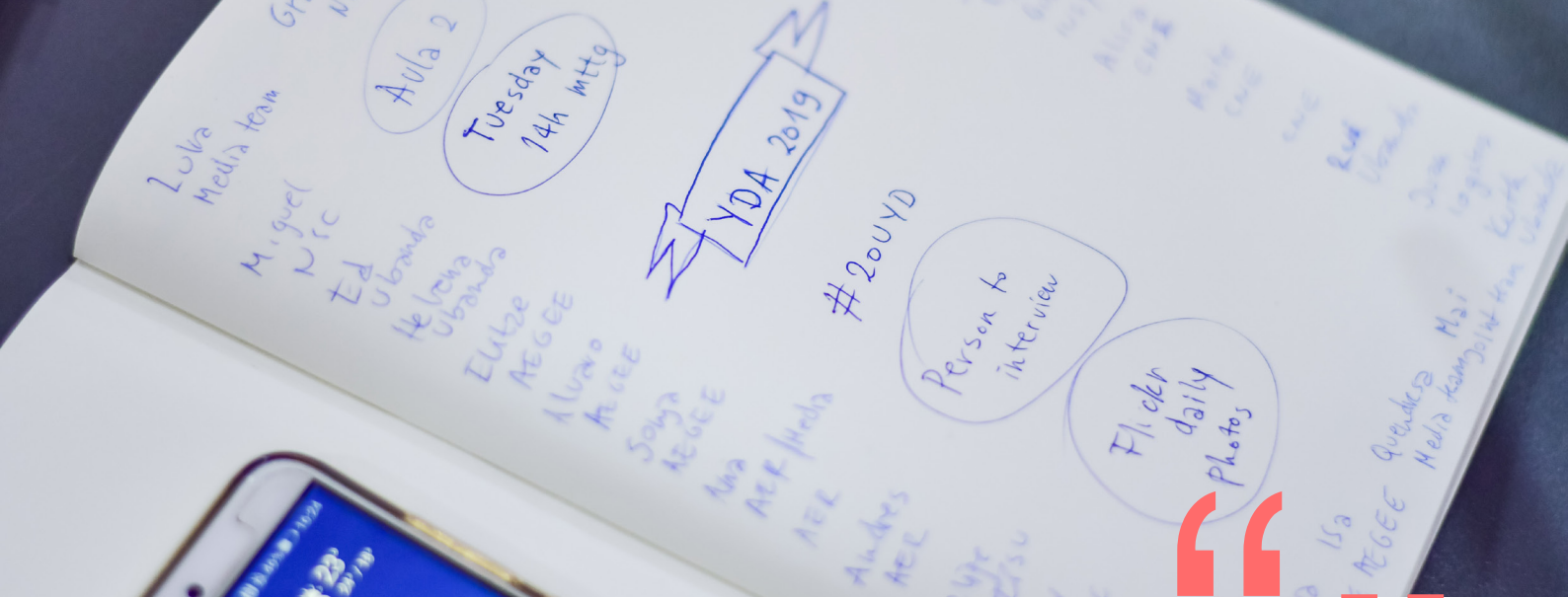
- 2 editions of the Latin American University on Participation and Citizenship (UPC) in Uruguay.
- 2 editions of the Meta-University (online)

Over the years, the Universities have contributed to train thousands of youth workers, to establish hundreds of partnerships and to release many publications and recommendation in various fields.

*“This is a binding sisterhood of shared values! Each of these Universities will keep their own and independent history and identity. Nevertheless, the constellation of similarities is wide, and we need and want to walk together the path of providing our shared objectives, methodologies, values and pedagogic views”.*

- Statement for the Establishment of the Network.





## THE RESEARCH

The study had five focus areas:

- Impact on the skills and competence development of participants and partners of the Universities.
- Follow-up initiatives and international cooperation undertaken by the participants and partners of the Universities.
- Policy and advocacy added value of the Network and its Universities to the global youth agenda and the youth sector at large.
- Challenges faced by the Network and its Universities.
- The major outcomes of the 10 years of Universities.

The research incorporated qualitative and quantitative methods to gather a variety of data on participants' experiences:

- Quantitative data were collected through a desk review of available documentation (reports, publications, evaluations..) and through a survey addressed to former participants and partners of the universities;
- Qualitative data were collected through two open-ended questions in the general survey as well as through three semi-structured focus group interviews.

Survey data was coded to draw out potential patterns in responses. Similarly, focus group interviews were transcribed and coded to draw out useful quotes and analysis on participants' experiences.

The study was performed in the period of August- September 2021<sup>1</sup>.

### RESPONDENTS' DEMOGRAPHICS

The survey had a wide global reach: respondents self-identified with 75 countries (including non-self-governing territories) from all continents.

43% of respondents identified as female, 56% as male and 1% preferred not to disclose their gender or self-identify.

*A selection of quotes from the survey and the interview process have been included throughout this report.*

<sup>1</sup> Please consult the annexes for a more extended description of the research and of its methodology.



## STUDY LIMITATIONS

It should be acknowledged that the sample of respondents was not necessarily representative of the experiences of all participants and other stakeholders of the Universities: the sample could overrepresent those who stayed active in the youth sector, who kept in contact with the North-South Centre, who had a very positive experience with the University(ies) and, therefore, willing to participate in the research.

Nevertheless, it should be noted that the results of the study show relatively similar outcomes in terms of positivity of evaluation when compared to the evaluation of individual Universities. Therefore, despite the limitations, the sample size offers a useful insight and reflection on the impact of Universities.

The limitation of the surveys' outreach should also be mentioned due to the lack of updated contacts of those who participated at the Universities more than five years ago (many professionals emails accounts from that time are no longer active).

Finally, the utilisation of online data collection methods may have also inhibited participants that do not have access to adequate internet services to engage in the survey.

## THE RESEARCH TEAM

The research was conducted by Humanity Consulting C.I.C.

**Lead Researcher: Neringa Tumėnaitė (Lithuania)**

Director of Humanity Consulting and PhD candidate at SOAS University of London researching on youth participation in decision making within the Euro-Mediterranean partnership. Member of the Pool of Researchers at the EU-Council of Europe Youth Partnership.

**Research Assistant: Josiane Atallah (Lebanon)**

Fulbright Association Scholar in Syracuse University, NY, focusing on Development and Humanitarian Assistance. Youth researcher for "Restless Development" and West Asia Caucus Coordinator for the "United Nation Major Group for Children and Youth".

**Research Advisor: Dr. Dan Moxon (UK)**

Director of "People, Dialogue and Change", a company supporting organisations in developing their approach to youth participation and youth engagement. Specialised researcher and practitioner with over 20 years of experience in inclusive youth participation.



# BUILDING NEW COMPETENCES

*"The experience was so strong that it had a very long-lasting impact on me as a trainer".*

*"The University literally changed my career. I fell in love with facilitation and now I am a senior education officer".*

*"I discovered the world in a week".*

*"It gave me the feeling of freedom and unity of cultures".*

The Network on Youth and Global Citizenship has consistently sought to build "young people's and youth organisations' capacities as responsible global civil society actors".

Survey respondents were asked to rate how participation in the University(ies) has contributed to their skills development in several areas.

## *Intercultural Communication*

Intercultural Communication received among the highest evaluations in the survey, with 90% of respondents confirming that their skills had improved as a result of joining the University.

The enhancement of skills can be attributed to both the participants' demographics, the Universities' purposeful design and the skills of trainers involved.

The nationalities and territories represented in each edition of the University provided adequate opportunities to engage with people from diverse backgrounds. At the same time, the participant-centred approach and discussion-based models applied by trainers created a space that allowed engagement in intercultural dialogue.

Respondents highlighted the positive implications that Intercultural Communication have for their work since it helped to enhance their global and intercultural perspectives.

The strong intercultural dimension of the Universities reflects the long lasting work of the North South Centre in this field, which is largely recognised as well as reflected in a study conducted by the Council of Europe (2015)<sup>2</sup>.



2 Council of Europe, Directorate of Internal Oversight (2015), Report on the Evaluation of the North-South Centre, Final Evaluation Report, available at <https://rm.coe.int/CoERMPublic-CommonSearchServices/DisplayDCTMContent?documentId=09000016806c6819>.

*“The University opened my eyes to the importance of being an active citizen and about our role in putting the right people in power”.*

*“The University made me realise how important international exposure is to increase leadership skills”.*



## Critical thinking

The Universities successfully exposed participants to new topics and perspectives and participants felt supported in developing their critical thinking skills.

The 77% of survey respondents agreed that their critical thinking skills had improved while focus group interviewees mentioned that the Universities enabled them to gain a broader perspective, challenging biases and considering new angles when dealing with complex topics.

Focus group statements and wider data indicate that critical thinking greatly contributes to both personal and professional growth as this skill enables the acquisition of further competencies as expressed in the North-South Centre’s “Global Education Guidelines” and related to the Council of Europe “Competences for Democratic Culture”, such as cooperation, conflict resolution and openness to other beliefs, world views and practices<sup>3</sup>.

## Leadership

73% of survey respondents stated that they either agree or strongly agree that participating in the University contributed to increasing their leadership skills.

It is interesting to note that although the percentage of leadership gain is high, it is lower in comparison to most of other skills analysed by this research.

This result can be explained by the fact that the main objective of the University programme is not to improve leadership skills per se. Whilst the University attracts youth leaders, the focus is on the development of skills such as intercultural communication, empathy, and teamwork.

The methodological approach of the summer university based on participatory and peer-to-peer education and its strong link to the concepts of global citizenship, democracy and interconnection are other elements that explain the low value (in terms of percentage of respondents) attributed to the leadership skills.

<sup>3</sup> Council of Europe (2016), Competences for Democratic: Living together as equals in culturally diverse democratic societies, available at <https://rm.coe.int/16806ccc07>

## Active learning and non-formal education

The impact the Universities had on participants' competencies and knowledge with regards to non-formal education (NFE) has been substantial.

79% of respondents have increased the capacity to use NFE methods as a result of their participation at the summer University(-ies) while 93% stated that they applied NFE in follow-up activities they organised after the University.

Common themes throughout the survey's responses were the discovery of good practices, the learning of new methods and the acquisition of more effective facilitation techniques.

The NFE experiential learning activities and the participant-centred approach applied at the Universities also had a positive impact in terms of active learning. 85% of the survey respondents indicated that working with others through NFE enhanced their active learning skills.

The participant-centred approach allows for learning engagement through a variety of modalities, including co-creating and experimenting new tools together, as well as a switch in focus from trainers to participants during a discussion, enabling a less-structured but richer exchange.

In addition, non-formal education competences contributed to flexibility and the ability to work online. The shift to online formats – as results of the COVID-19 pandemic - was challenging for many organisations. However, former participants of the Universities identified how the educational tools they have learnt at the Universities in person have helped them adapt to the unprecedented environment.

*"With the pandemic striking we were ready to switch and bring non-formal education online. We knew some digital tools and were ready to transfer it online".*

*"Changed my life, introduced me to non-formal education".*

*"I had the chance to implement non-formal education dynamics also with local and international authorities... non-formal education can also work with decision-makers: this is something I got to know through the University".*

*"It's not like the trainings I was used to have, where one speaker, who has all the knowledge, lectures the group. It was a platform where we discussed and learned one with each other. I used this new approach in my following trainings".*

**Graph 1.** On a scale of 1 to a 100, to what extent have you increased the use of non-formal education and experiential learning in your activities as a result of the programme?



## Cultural sensitivity

*"The inclusive approach you experienced in the Universities is so strong that you bring it in whatever you do next".*

*"In every activity our attention was drawn to include everyone, people with disabilities, people having different beliefs... I brought this approach in everything I professionally did afterwards, and it got recognised every time".*

A strong majority of survey respondents (90%) said that Summer Universities have played a role in developing their cultural sensitivity.

Similarly, focus group interviewees felt that the Universities enabled them to gain a deeper understanding of other peoples' cultures and a new perspective about social challenges.

The acquisition of this new lens to look at issues through, such as inclusion and discrimination, could be adapted to participants' contexts to identify new responses to social challenges .

In addition, respondents also mentioned that the sensitive topics explored gave participants a deeper understanding of concepts such as culture, identity, and citizenship.

The Universities, by exposing participants to different cultures, helped spread a culture of co-existence and respect.

Introducing quotas for more marginalized and underrepresented groups should be considered and may benefit the process ensuring even greater diversity in future editions.





*"Thanks to a collaboration I established with a seminar's fellow participant from Georgia, I have got a lot of knowledge about youth work in the region between Europe and Asia, which, for me living in Portugal was very enriching".*

*"Being from Australia, and working in the Asia Pacific region, the University expanded my understanding of youth work and cooperation in a global context".*

### Multicultural teamwork

The analysis of the reports and final evaluations of each edition of the Universities demonstrate that both participants and trainers have expressed satisfaction for the diversity of the groups' composition and acknowledged the benefits of having such diversity.

For young participants this factor increased their ability to perform different activities when engaged in cross-cultural teams.

For trainers and professional youth workers, the broad cultural and geographical representation enabled them to acquire new tools and to learn about different approaches in youth work from Africa, Europe and Latin America.

Diversity within same pedagogical teams is also an advantage as it enabled the involvement of different participants developing empathy with them applying different cultural approaches.

**Graph 2.** To which extent did the programme give you space to exchange best practices and/or working methods with others?



# FOSTERING INTERNATIONAL COOPERATION

*"Participating at the UYD helped me shape that project I had in mind. I am grateful for the experience!"*

Since its beginnings, the Network of Universities on Youth and Global Citizenship (2011) highlighted the importance of fostering cooperation at the interregional level.

The study has aimed to evaluate whether the Universities have been successful in creating spaces for participants to network and engage in international cooperation projects.

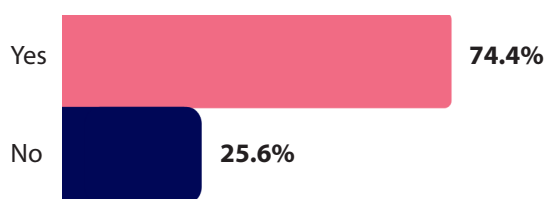
## *Partnerships and follow-up initiatives*

74% of respondents have organised activities with partnerships they have established through the Universities.

The majority of past participants and focus groups' interviewees spoke of the Universities as opportunities to network and meet people from all over the world, establishing means for future partnerships and projects. Others said they developed projects in their home countries building on the experience they had with people they met during the Universities.

The Commonwealth Youth Forum 2018, the "Virtual Torino Forum for Sustaining Peace - Women and Youth at the Frontlines", the global project "Building Inclusive Paths" (gathering youth from Spain, Italy, India, Sri Lanka and Nigeria) are some of the initiatives that respondents of the survey have identified as having been influenced by their participation in one of the Universities.

**Graph 3.** Have you engaged in cooperation with people/organisations from one of the Universities?



**Graph 4.** Did the initiative(s) include international/interregional cooperation?





*“The University is unique because of its atmosphere. There is an opportunity to completely let loose and knock down barriers. It is the best space to actually connect with people on a different level”.*

A concrete example of a partnership created as a result of the space for networking that the universities offer, is the seminar “The social inclusion of refugee students and their role in intercultural dialogue”. The initiative was jointly promoted by the Youth Department of the CoE and the Kiron Open Higher Education France (organisation providing refugees with online and offline learning and support) following the presentation of the CoE “No Hate Speech” campaign at the 4th MedUni (2016)<sup>4</sup>.

Those findings demonstrate that the goal to create space for networking and initiating international partnerships has been achieved.

These results also represent the success of the unique format of the Universities, that creates a comfortable environment enabling participants to confidently and comfortably engage. Many participants referred to the informal group moments and the cultural and musical activities as learning opportunities as well as special occasions to connect and discuss in more flexible spaces.

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4 North-South Centre of the Council of Europe, Report of the 4th Mediterranean University on Youth and Global Citizenship (2016): Connecting Identities, available at <https://rm.coe.int/report-4th-mediterranean-university-on-youth-and-global-citizens-hip-co/1680726f43>.

## A. Main areas of cooperation

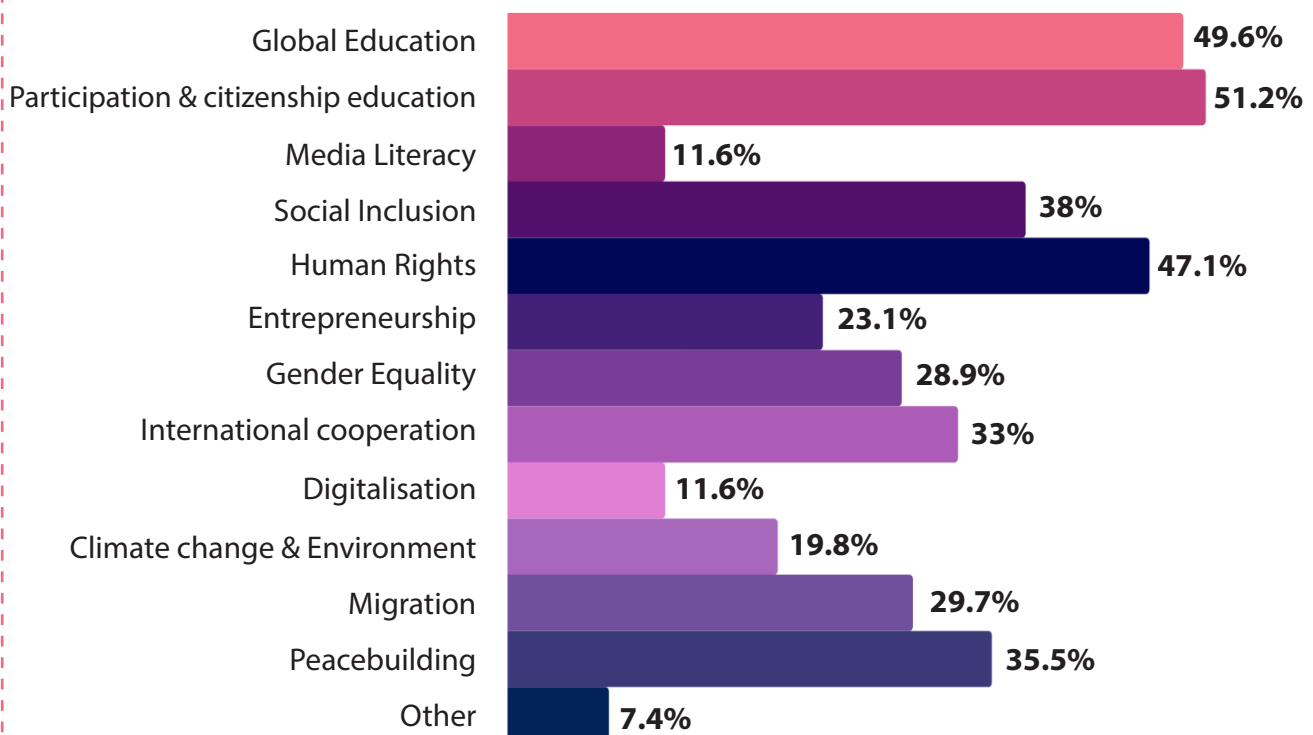
*"With people I met at the University I developed a project to promote civic participation among youth, women and people with disabilities. We now work in 23 municipalities in Morocco, involving also members of the Parliament. The University opened that door for that".*

Participants in the Universities transformed their learning and experiences into seminars, training sessions and other activities that enabled them to transfer their knowledge and skills to others.

Notably, the thematic areas, that were the core theme of the follow-up activities, are aligned with the Universities' annual themes and with the Council of Europe's strategic priorities. The main thematic areas identified were participation and/or civic education (51.2%), global education (49.6%), human rights (47.1%), social inclusion (38%) and peacebuilding (35.5%).

Additional thematic areas reported under "other" by former participants included emotional learning, health education, Euro-Mediterranean cooperation, empowerment of youth diaspora, recognition of non-formal education.

**Graph 5.** Please indicate the topic of the activity you developed in partnership with organisations met at the Universities.





## B. Interregional cooperation

*“Taking part in the UYD helped me expand the horizon of my practice in youth work. I was able to connect with organisations from the North dealing with similar social challenges”.*

*“With people I met at the MedUni I am now implementing youth initiatives across Europe and Africa. I even developed artistic projects for social inclusion with one musician of the University band Ubanda”.*

92% of respondents confirmed that their follow-up initiatives included international/interregional cooperation.

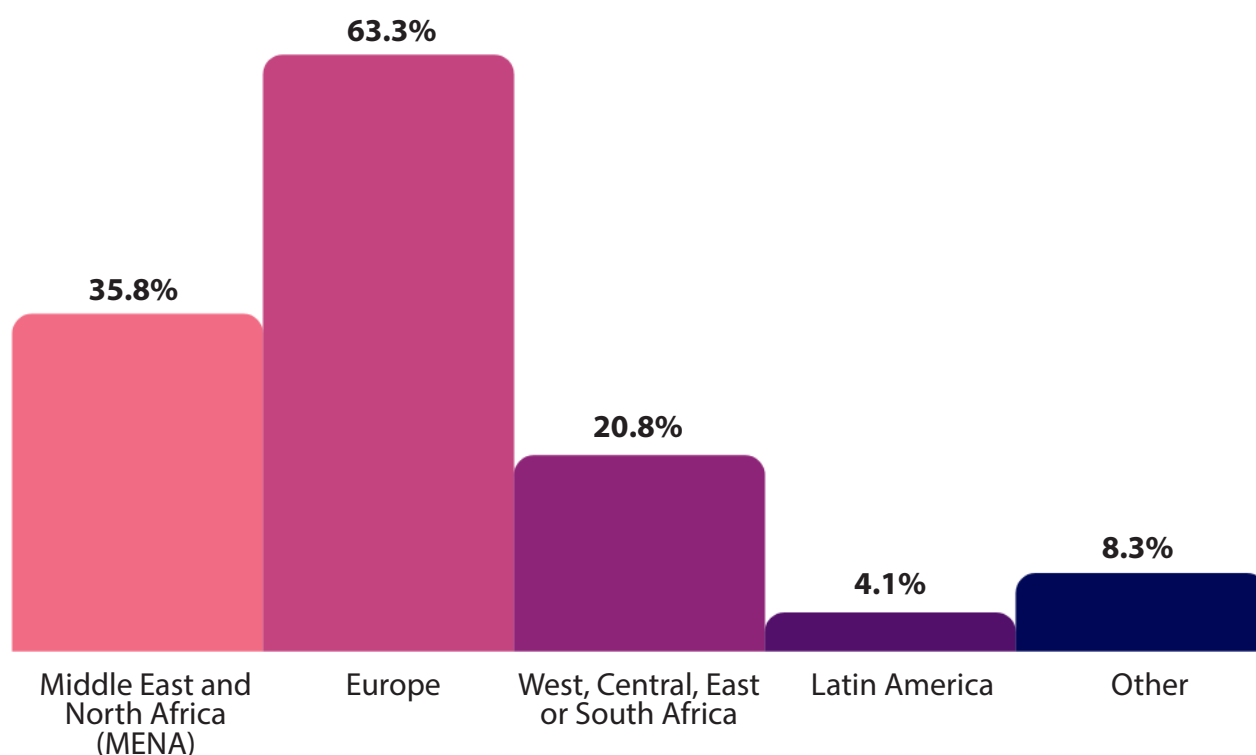
Most follow-up activities took place in Europe (63%), and in the Middle East and North Africa (MENA region) (36%); some also were implemented in West, Central, East or South Africa (21%) and a few in Latin America and Asia. Other activities were also implemented online due the onset of the COVID-19 pandemic.

At the inter-regional activities, there were mostly participants from Europe (78%) and from the MENA region (46%) as well as from West, Central, East or South Africa (33%).

In terms of trainers and speakers, 55% of those involved in follow up initiatives were from Europe, 27% from MENA region, 19% from West, Central, East or South Africa and 9% from Latin America.

Overall, this exemplifies the strong inter-regional dimension that the Summer Universities foster.

**Graph 6.** In which region did your joint activity take place?





### C. Supporting the establishment of new entities

The desk review identified that the Universities have provided participants with the space, contacts, and motivation to initiate multiple youth organisations, networks and youth councils.

The Universities have made a core contribution in 2011 for the development of ADYNE (African Diaspora Youth Network in Europe), whose mission is empower young African migrants and young people with African backgrounds, voicing the social, economic, political, cultural challenges they face.

The African Diaspora Network Italy was also identified by a survey respondent as a result of a group of young people participating in the Universities.

In addition, participants of the training course on “Structured Participation in Democratic Processes” from Tunisia and Algeria, following the conclusion of the course, have made the first steps towards the establishment of national youth councils in cooperation with their national authorities<sup>5</sup>.

More recently, a network of peace clubs was built across Tunisia relying on a group of young leaders trained at the Mediterranean University by the ONJ (Observatoire National de la Jeunesse, Tunisia), the hosting partner of the MedUni.

*“The participation at the University has enabled me to become more involved in the youth sector and do more advocacy work for disadvantaged girls in rural communities of Liberia”.*

*“I made strong connections and I become more self-confident that I created a NGO based in Martinique”.*

5 Council of Europe, Directorate of Internal Oversight (2015), Report on the Evaluation of the North-South Centre, Final Evaluation Report, available at <https://rm.coe.int/CoERMPublicCommonSearchServices/Display-DCTMContent?documentId=09000016806c6819>.

# SETTING-UP POLICY DIALOGUES

*“When I saw policy-makers at the UYD was the first time I realised that youth do have a voice and have an impact. We just had the revolution in 2011, so for me was refreshing to be in a context where we got to voice our opinions to institutional representatives”.*

*“The quadrilogue approach of the North-South Centre gives you the opportunity to express your opinion towards institutional decision-makers even if you belong to a small grassroots organisations.*

*For a young person, in terms of personal and professional development, this is amazing!”.*

*“Participating in the University increased in me a sense of initiative- taking which enabled me to work closely with local authorities in my city”.*

Through its annual theme, the Universities fostered, in all editions, the message that structured youth participation in decision-making processes is important to translate policies into action and to make governments more accountable.

## *Confidence building between youth and policy-makers*

Focus groups and desk review reveal that the opportunity to voice concerns and communicate their work to policy-makers in the framework of the Universities is empowering for youth organisations.

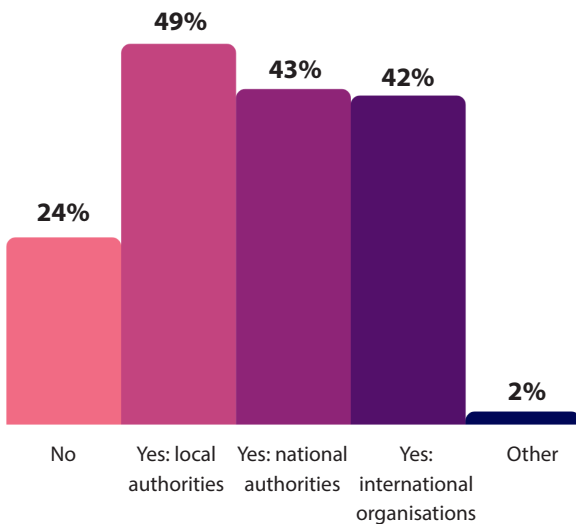
This is an aspect particularly appreciated by youth coming from grassroots organisations, which usually have limited capacity to reach out to institutional representatives.

In addition, youth representatives welcomed the possibility to interact with decision-makers in different spaces and through innovative non-formal methodologies (open spaces, world cafes, virtual platforms...).

*“It was really surprising to see that we could interact with decision-makers in Tunisia through non-formal education methods. It was a different way to have a dialogue with them”.*



**Graph 7.** Did you cooperate with or engage authorities, decision makers or policy-makers?



Participants of the focus group identified both personal and professional growth as outcomes of those exchanges. They mentioned having improved confidence in dealing with decision-makers and in doing advocacy work in general.

This feedback is reflected in the research' assessment of follow-up initiatives: after the attendance of an University, a high number of youth leaders engaged with multiple types of policy-makers: local authorities (49%), national authorities (43%) and representatives of international organisations (43%).

When successful, the interaction with decision-makers serves as an inspiring example to be replicated at local level and can enable participants to access a wider set of donors and partners.

Although interviewees highlighted the open and constructive dialogues with policy and decision-makers, there are challenges associated to the engagement with institutional representatives who are not accustomed to youth-led events. Respondents highlighted the importance of ensuring a safe and stress-free space for dialogue, allowing the expression of criticism without fear. As a result, interviewees reflected on the need to invest in capacity building for decision-makers to participate in structured youth dialogues.



## Setting the global youth agenda

The Network on Youth and Global Citizenship has been successful in reading the reality and anticipating the concerns of the Youth sector, tackling issues before they become high priorities of the global youth agenda.

Among forward-thinking examples, the challenge of climate crisis had already been addressed during the African University for Development in 2011.

- The Network on Youth and Global Citizenship brought up the discussion on the need to adequately respond to challenges brought by Internet: the 1st MedUni (2013) was amongst the first events hosting a CoE “no hate speech” campaign activity. Educating and building consensus towards a system of self-regulation, where users have a responsibility to make the internet a safer space, was offered as a solution to address hate speech.<sup>6</sup>
- The African University itself was developed as a follow-up to the 1st Africa-Europe Youth Summit (2007): the first ever summit, facilitated by the NSC, promoting the contribution of youth for the implementation of the EU-Africa Strategic Partnership. From there began the Africa- Europe Youth Cooperation programme of the NSC, which is a milestone in the area of interregional youth cooperation in general and has become a reference for other regional youth cooperation programmes (such as the Euro-Arab and Euro-Med cooperation).
- The Network has taken an active role in first championing the Millennium Development Goals and then the United Nations Sustainable Development Goals providing a vast series of awareness-raising and training opportunities for youth leaders.

- For the period 2018- 2020, the Network agreed on a three-year cycle under the umbrella theme “SDG 16 peace, justice and strong institutions”. This cycle gave special emphasis on a topic rarely tackled by the youth sector: the legal empowerment (the ability to understand and use the law and navigate across multiple judicial pathways) of young people. In 2019 the annual theme “youth and justice” explored the role of justice to move towards inclusive growth where young people can tackle social inequalities and hold authorities accountable.

*“As part of the University I took part in a training on Sustainable Development Goals. This was my first programme on SDGs and it was the starting point to become more involved in this field; now I mentor many entrepreneurs”.*

- The North-South Centre has dedicated the 2018 edition of the Lisbon forum, its flagship event, to the Youth, Peace and Security (YPS) Agenda, becoming the first CoE entity to dedicate a high-level event to this rising topic. Since that moment, each University had at least one activity on the YPS agenda, either promoted by the NSC or by its partners. Among the initiatives dedicated to the YPS, the Quadriologue Seminar in the framework of the 7th MedUni gathered national authorities’ representatives, high level experts and youth activists to discuss the use of the UNSCR 2250 as a legal framework to recognize youth work as a key element of a prospering society.

In addition, the desk review has also shown that, as a result of participating in the University, some organisations have developed their own policy papers on topics such as gender mainstreaming, non-formal education and the inclusion of young refugees and migrants.

# CHALLENGES

## *The inter-regional dimension*

In the final evaluation of each edition of the University, respondents expressed satisfaction with the diversity and inter-regional representation of participants and trainers. However, while in the past there has been a stronger African, and Latin America and Caribbean representation, in most recent years participants have been primarily Europeans. This is largely because of the change of mandate in terms of geographical focus of the North-South Centre, reduced to the Euro-Med dimension, which reflects the general resizing in terms of political priorities of the Euro-Latin America and Euro-African cooperation in the field of youth.

Although, the University on Youth and Development in Mollina (Spain) maintains a global scope, nowadays the event faces obstacles in engaging young people from outside Europe due to financing constraints the youth sector is experiencing (partners' organisations are expected to cover substantial travel expenses of participants). Even granting schemes providing substantial financial support to young people have limitations in these aspects: both the Erasmus+ programme of the European Union and the European Youth Foundation of the Council of Europe limit the engagement of young people from outside their Member States.

In addition many trainers and partners highlighted, in their final reports, the continuous challenges young people face when applying for visas.

This reduced global scope could be concerning since many of the global topics discussed in the Universities - from peace-building to the climate crisis- tend to significantly impact regions outside of Europe and should be tackled considering global interdependence.

To address this issue, the North-South Centre should consider purposeful diversity in the selection of participants and further its advocacy efforts towards donors to allow more funding opportunities and visas to support the engagement of youth from the Global South.

Although this is a multi-faceted problem, which requires a change of practices and policies within multiple, ensuring that this matter is addressed in statutory meetings and in donors' agreements may result in positive long-term effects.



## Cultural sensitivity and intersectional approach

Despite an overwhelmingly positive evaluation, a few interviewees noted the presence of culturally sensitive issues and an unbalance in regional representation that impact the inclusivity aspects of the Universities.

One interviewee described a case where a trainer did not showcase cultural awareness in organising an activity which included touching others' shoulders. The interviewee felt there should be options in approaches taken when engaging depending on religious and philosophical beliefs. Overall, participants were able to share this with the organisers, acknowledging that there was a safe space to share the concerns and have them addressed.

Another interviewee highlighted the importance of maintaining balance in terms of regional representation when it comes to high-level panels of institutional representatives.

Some interviewees felt that although multiple human rights issues have been addressed throughout the Universities, there is still space to enhance the intersectional approach, addressing challenges faced by marginalised communities, including people with disabilities and LGBTQI+ people. In this regard, there may be a need to enhance the skills of trainers on how to navigate these topics through an intersectional approach. The introduction of quotas for more marginalized and underrepresented groups should be considered and may benefit the process ensuring even greater diversity in the future.

The many follow-up activities usually stemming out from the Universities may also be an opportunity to face the new complex issues affecting young people. Alumni activities or funding opportunities for cross-sectoral or international collaboration can be useful means to identify innovative resources.





## *A safe space for youth activists*

In the framework of the Universities various activities bringing youth and policy makers together are organised. It is evident that such activities have played a pivotal role in building confidence between young people and institutional representatives.

The “Quadrilogue seminars” promoted by the North-South Centre, for example, are structured moments of exchange among representatives of governments, national parliaments, local and regional authorities and civil society. These initiatives contribute in breaking down communication barriers while fostering a better understanding of the diverse groups involved in youth policy development.

However, some young people may not feel safe voicing their opinions if there is a chance of repercussions in their home countries or if the context where the University takes place does not allow for free expression regarding sensitive topics. One interviewee said:

*“Regardless of where the University takes place, the Council of Europe’s standards should go there: if it takes place in a context more closed, the cooperation [with the host country] should ensure the Council of Europe values <...> I think that they could definitely be pressing some of these issues more”.*

To address these concerns, future activities could introduce a version of the “Chatham House Rules”, which stipulate that whatever is shared during the activity is to remain anonymous if quoted outside of a meeting. Alternatively, participants could partake without fully revealing their identity. The importance of maintaining a certain number of youth-only meetings within the University programme was also highlighted.

## *The evolution of the Network on Youth and global citizenship*

There are two main benefits of having a stable and permanent membership of the network supporting the Universities. Firstly, the Network has acquired mechanisms to easily identify lessons learned and new issues to be brought up at the Universities. Secondly, based on those findings, the Network can easily agree on the annual University’s theme and develop the strategy to unfold it.

The increasing common willingness among network members to mainstreaming the network’s work into policy developments processes can also enhance the advocacy efforts of the youth sector, especially towards the EU, Council of Europe, and the United Nations.

Nevertheless, if the permanent membership of the network strengthens the knowledge-transfer dimension, the same aspect may limit the breadth of perspectives and the possibility for other stakeholders to contribute, making sure to consider an inter-regional approach.

A way to expand the Network’s capacities to tackle the global youth agenda would be to open the Network to new members or to constitute a larger platform of dialogue and cooperation to explore new topics, approaches and practices. Interviewers also suggested to deepen the professional relationships among the ones that shared the intense experience of the University to cultivate a broader networking spirit.



# MAJOR OUTCOMES OF THE 10 YEARS OF UNIVERSITIES

The study revealed that the Summer Universities have been successful in:

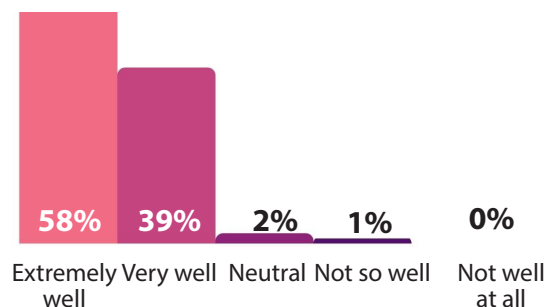
## 1. GATHERING YOUTH WORK PROFESSIONALS WHILE MOTIVATING BEGINNERS

The vast majority of survey respondents (93%) had been active in the youth field prior to taking part in the University(-ies). This shows that the Universities are made by and attract experienced youth workers and professionals. Moreover, 83% of those who were new to the youth field said that taking part in the University motivated them to engage and take action in the youth field.

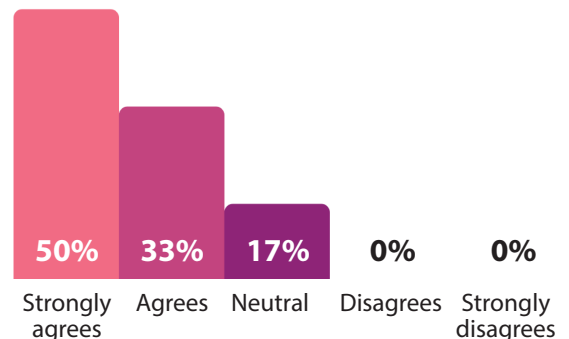
## 2. DEVELOPING COMPETENCES FOR DEMOCRATIC CULTURE

The universities have helped develop a diverse set of interpersonal skills. The majority of respondents having taken part in the University have significantly developed their cultural sensitivity (90%), intercultural communication (90%), teamwork skills (88%), active learning (82%), creative thinking and innovation (81%), critical thinking (77%), leadership skills (73%), as well as on confidence to engage with policy and decision-makers (68%).

**Graph 8.** How do you rate the overall experience of participating in the University?



**Graph 9.** How much do you agree that taking part in the University(ies) has motivated you to take action or engage in the youth field?



The skills and attitudes developed are also aligned with the Council of Europe's "Competences for Democratic culture", especially when it comes to "openness to other beliefs, world views and practices, cooperation, empathy and critical thinking".



### 3. MAINSTREAMING PARTICIPATORY AND NON-FORMAL EDUCATION APPROACHES

Nine out of ten survey respondents had increased their capacity to use of non-formal education and experiential learning in their activities. They declared to have learned about rights-based methods and participant-based approaches and to have acquired more effective facilitation and discussion skills. Former participants also identified that the educational tools they gained at the Universities have helped them adapt to the unprecedented environment of the COVID-19 pandemic as they feel.

### 4. DEVELOPING A COMMUNITY OF PRACTICE

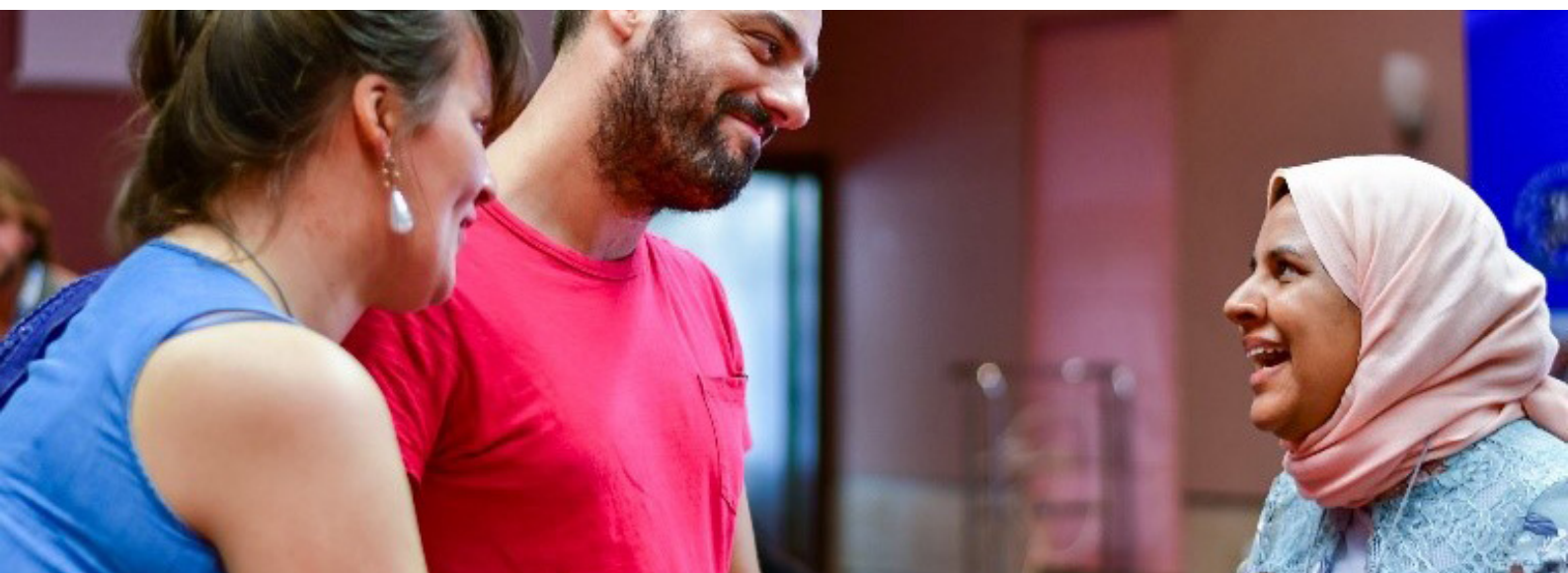
The ability to learn and share within a network was one of the common takeaways cited. Participants learned particularly about good practices and how to better work with others. Most of the interviewees expressed a strong sense of belonging and wished to keep in touch with the University(-ies) community and the North-South Centre. The community of practices around the Universities have provided participants with the ground to develop new projects and establish new organisations, networks and councils. This represents the success of the University's format, devoted to creating space and opportunities for peer-to-peer knowledge sharing.

### 5. INITIATING INTERNATIONAL PARTNERSHIPS

The research identified the University's role in partnership building and in establishing connections and long-term bonds. 74% of respondents have organised activities with partners they made at the University(-ies) while 92% of respondents had been involved in follow-up initiatives after the University. Partnerships were made both at international and interregional level. Activities were developed mostly in Europe (63%), in the Middle East and North Africa (36%).

Numerous former participants reported they are still now developing cross-cultural or trans-continental projects with individuals and organisations they met at the universities and that this a factor enriching their work with new perspectives.

“ ”



## 6. FOSTERING CULTURAL SENSITIVITY AND INTERCULTURAL UNDERSTANDING

Respondents expressed satisfaction with the geographical diversity of participants and trainers. Thanks to a great exposure to different cultures, 90% of survey respondents and the majority of focus group interviewees felt that the University has played a role in developing their intercultural skills and in building their cultural sensitivity. A deeper ability to understand and accept people from different backgrounds was a recurring theme in responses. This result can be attributed not only to the participants' demographics, but also to the safe space for intercultural encounters the Universities creates. The participant-centered approach allows engagement while providing adequate support when sharing sensitive personal experiences.

## 7. BUILDING CONFIDENCE BETWEEN YOUTH AND POLICY-MAKERS

Engaging with policy and decision-makers positively impacted the confidence and the advocacy skills of youth participants. The research reveals that the opportunity to voice concerns and communicate work to policy-makers is empowering for youth organisations.

This is an aspect particularly appreciated by youth coming from grassroots organisations, which usually have limited capacity to reach out to institutional representatives. In addition, youth representatives welcomed the possibility to interact with decision-makers in different spaces and through innovative non-formal methodologies (open spaces, world cafes, virtual platforms...). 68% of respondents who organised follow-up activities after participation at the University felt more motivated to engage with policy makers or institutional representatives.

## 8. SETTING THE GLOBAL YOUTH AGENDA

The desk review revealed that the Network has been successful in understanding the reality of the youth sector and addressing the needs of participants. Universities' activities managed to deal with relevant issues and tackle topics before they become the high priority of the youth sector. The Universities addressed issues such as climate change, internet governance, hate speech, Europe-Africa youth cooperation and the Youth, Peace and Security agenda ahead of many other international entities active in the youth field.



# CONCLUSION

The Universities have received an overwhelmingly positive evaluation. The great majority of survey participants favorably rate their overall experience at the Universities (97% - extremely well and very well).

This data, combined with others showed in the report, indicated that the North-South Centre and its partners have been successful in driving dialogue around contemporary global challenges and in providing skills to face them. The study has shown that participants have particularly improved skills part of the NSC Global Education Guidelines and the Council of Europe's "Competences for Democratic culture", such as critical thinking, cooperation, empathy and openness to other world views and practices.

However, it should be acknowledged that the study's sample could have been more representative of all stakeholders of the Universities. Nevertheless, the results do positively correlate with previous evaluations of individual Universities and demonstrate an effective and adequate approach to youth work.

Although there is a relative over-representation of Europeans in the study, the overall findings prove that the goal of creating an inclusive and intercultural space for networking and for initiating international partnerships has been largely achieved.

The engagement with policy and decision-makers within the framework of the Universities has been effective in building the confidence of youth participants and in successfully involving officials in local youth-led follow-up activities. Therefore, the engagement with institutional representatives remains pivotal and should be further strengthened.

The evaluation of the Network on Youth and Global Citizenship has shown that it has been effective in fostering synergies for inter-regional cooperation while sustaining processes for youth policy development. Considering that the membership of the Network on Youth and Global Citizenship is permanent and stable since many years, the Network may benefit from its enlargement or from its transformation into a larger and more flexible platform of dialogue and cooperation.

It is worth concluding on the strong sense of belonging to the community of practice the Universities create:

*"Whenever I receive communication about the Universities, I feel the connection, I feel I'm part of something big".*



# ANNEX 1. METHODOLOGY

The research design, sampling procedure, data collection, analysis methods and ethical considerations are explained in this section. Overall, the research study has five main focus areas:

- Impact on the skills & competence development of the participants and partners of the Universities.
- Follow-up initiatives and international cooperation undertaken by the participants and partners of the Universities.
- Policy & advocacy added value of the Network and its Universities to the global youth agenda and the youth sector at large.
- Challenges faced by the Network and its Universities.
- The major outcomes of the 10 years of Universities.

## RESEARCH DESIGN

The research incorporated qualitative and quantitative methods with the aim of garnering a variety of data on the participants' experiences. Quantitative data was collected through a survey sent out to the participants through closed-ended survey questions to better understand their experiences and learnings. An additional desk review of publications, reports and various documents of the North-South Centre and the Council of Europe provided information on current and former activities. Qualitative data was collected through two open-ended questions in the survey, as well as additional focus group discussions with survey participants who indicated interest in taking part in those interviews. Survey and focus group participants were informed in advance that their opinions may be quoted in the study but will remain anonymous.

## SURVEY

The survey included 23 questions, 20 quantitative and 3 qualitative. These questions included sections on the respondents' demographic, skill development, feedback on their experience and follow up activities.

The target population for this survey was former participants and trainers who completed at least one University in the past. The North-South Centre executed the outreach for the survey through the engagement of its stakeholders via a mailing list. Additional promotion was also done on Facebook and Twitter. The study was active from 11/08/2021 to 05/09/2021. Overall, the survey received 176 responses.

## FOCUS GROUP INTERVIEWS

Volunteer registrations for the focus group interviews were gathered through a separate link available at the end of the survey, thus ensuring anonymity of the focus group participants. Prior to the interview, the interviewees received the Participant Information Sheet.

Overall, three semi-structured focus group interviews and several individual consultations took place on the digital Zoom platform. They involved 11 former participants, trainers, facilitators and experts, who had joined at least one of the Universities (although several had joined multiple Universities in different capacities). Participants were active in multiple fields; business, NGOs, consultancy in youth, peace and security, gender, social integration and had experience working in Sub-Saharan Africa, MENA, Europe and South Caucasus.

## DATA COLLECTION & ANALYSIS

Information on the Universities and activities was collected through a desk review of reports and available information on the websites of the North-South Centre, Council of Europe and relevant stakeholders. A study evaluating the North-South Centre, conducted by the Council of Europe's Directorate of Internal Insight in 2015, proved to be particularly useful. In general, desk review provided key framing and background information that were useful to understand the participants' experiences and provided additional context for this report.

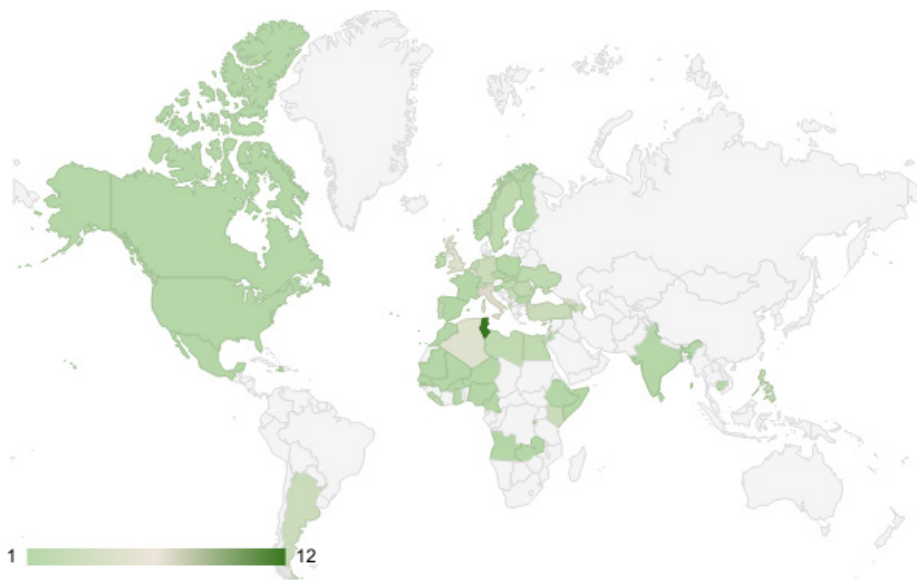
The survey data was collected through online forms and aggregated by questions to provide information on the respondents for quantitative data. Qualitative data was collected through both the survey and focus group interviews. Survey data was coded to draw out potential patterns in responses. Similarly, focus group interviews were transcribed and coded to draw out useful quotes and analysis on the participants' experiences.

## RESPONDENTS' DEMOGRAPHICS

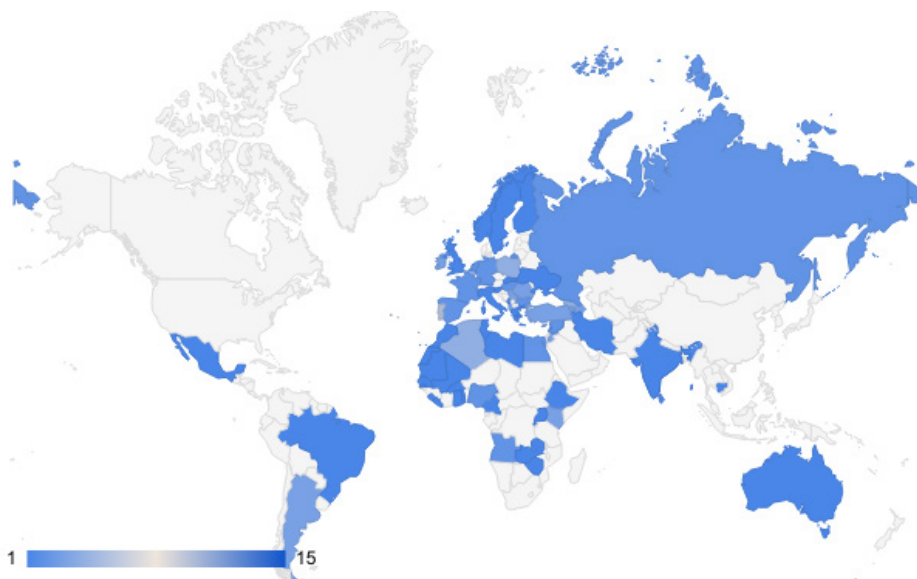
Overall, the survey was accessed by 176 respondents with a wide global reach, including Europe, Africa, Latin America, North America and Asia. Respondents self-identified with 75 countries and regions, including non-self-governing territories. The regional breakdown of survey participants can be found in graphs 1 and 2.



Geolocalisation of respondents based on country of residence (self-identified).



Geolocalisation of respondents based on citizenship (self-identified).



Overall, 43% respondents identified as female, 56% as male and 1% preferred not to disclose their gender or self-identify.

Most of the respondents had joined the University of Youth and Development (66%), the Mediterranean University on Youth and Global Citizenship (35%) and the African University on Youth and Development (15%). The fewest respondents had taken part in the newly established online Meta University (4%) and the currently discontinued University on Participation and Citizenship (3%). Participants engaged with the Universities between 2008 and 2020, with the highest number of survey respondents having joined the University in 2019 (31%).

The majority of survey respondents (81%) joined the Universities as participants. Others respondents had taken part in the Universities as trainers, organisers, speakers or musicians.

# ANNEX 2.

## SURVEY QUESTIONNAIRE

The data gathered will be used to inform the study “The Network on Youth and Global Citizenship: 10 years of youth cooperation and youth participation through its Universities”, commissioned by the North-South Centre of the Council of Europe and conducted by Humanity Consulting C.I.C. The information you provide in the survey is anonymous.

Data gathered from this survey will be published as part of the study report and other publications may be written that are linked to this. If you would like to receive copies of these you can.

The survey will take around 10 minutes to fill. We highly appreciate your time and response.

Question	Answer	Obligatory
1. In which country do you currently reside?	Open question	Yes
2. Your nationality(-ies)	Open question	No
3. Your gender	[Single choice] <ul style="list-style-type: none"> <li>• Female</li> <li>• Male</li> <li>• Prefer not to say</li> <li>• Prefer to self-describe, below</li> </ul>	No
4. In which University(-ies) did you participate?	[Multiple choice] <ul style="list-style-type: none"> <li>• Mediterranean University on Youth and Global Citizenship (MedUni)</li> <li>• University of Youth and Development (UYD)</li> <li>• African University on Youth and Development</li> <li>• University on Participation and Citizenship</li> <li>• None of the above</li> </ul>	Yes



<p>5. Which year(s) the University(-ies) took place?</p>	<p>[Multiple choice]</p> <ul style="list-style-type: none"> <li>• 2020</li> <li>• 2019</li> <li>• 2018</li> <li>• 2017</li> <li>• 2016</li> <li>• 2015</li> <li>• 2014</li> <li>• 2013</li> <li>• 2012</li> <li>• 2011</li> <li>• 2010</li> <li>• Other (please specify)</li> </ul>	<p>No</p>
<p>6. In which capacity did you join one of the Universities?</p>	<p>[Multiple choice]</p> <ul style="list-style-type: none"> <li>• Trainer</li> <li>• Organiser</li> <li>• Participant</li> <li>• Speaker</li> <li>• Other (please specify)</li> </ul>	<p>Yes</p>
<p>7. How do you rate the overall experience of participating in the University?</p>	<p>[Single choice]</p> <ul style="list-style-type: none"> <li>• Extremely well</li> <li>• Very well</li> <li>• Neutral</li> <li>• Not so well</li> <li>• Not well at all</li> </ul>	<p>No</p>
<p>8. Have you been active in the youth field prior to taking part in the University(-ies)?</p>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p>No</p>
<p>[Conditional - If No]</p> <p>9. How much do you agree that taking part in the University(ies) has motivated you to take action or engage in the youth field?</p>	<p>[Single choice]</p> <ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly disagree</li> </ul>	<p>No</p>
<p>10. How much do you agree that taking part in the University(-ies) has contributed to you:</p> <ul style="list-style-type: none"> <li>• Cultural sensitivity skills</li> <li>• Intercultural communication skills</li> <li>• Leadership skills</li> <li>• Critical thinking skills</li> <li>• Active learning skills</li> <li>• Teamwork skills</li> <li>• Creative thinking &amp; Innovation skills</li> <li>• Confidence to engage policy-makers and/or decision-makers</li> </ul>	<p>[Single choice]</p> <ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neutral</li> <li>• Disagree</li> <li>• Strongly disagree</li> </ul>	<p>No</p>

11. To which extent did the programme give you space to exchange best practices and/or working methods with others?	[Scale/Slider 0-100] (Slider range labels: Low-High)	No
12. To which extent have you increased the use of non-formal education and experiential learning in your activities as a result of the programme?	[Scale/Slider 0-100] (Slider range labels: Low-High)	No
13 a. Have you engaged in cooperation with people/organisations from one of the Universities?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	No
13 b. [Conditional - If YES]  14.1. Please share the topic of your activity(-ies)?	<p>[Multiple choice]</p> <ul style="list-style-type: none"> <li>• Global education</li> <li>• Participation and/or citizenship education</li> <li>• Media Literacy</li> <li>• Social inclusion</li> <li>• Human Rights</li> <li>• Entrepreneurship</li> <li>• Gender Equality</li> <li>• International cooperation</li> <li>• Digitalisation</li> <li>• Climate change &amp; Environment</li> <li>• Migration</li> <li>• Peacebuilding</li> <li>• Other (please specify below)</li> </ul>	No
15. [Conditional] In which region did your initiative(s) take place?	<p>[Multiple choice]</p> <ul style="list-style-type: none"> <li>• Middle East &amp; North Africa (MENA)</li> <li>• Europe</li> <li>• West, Central, East or South Africa</li> <li>• Latin America</li> <li>• Other (please specify)</li> </ul>	No
16. [Conditional] Did the initiative(s) include international/interregional cooperation?	<p>[Single choice]</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	No

<p>17 [Conditional] Please identify which international stakeholders were involved in your activity(-ies)</p>	<p>[Multiple choice]</p> <ul style="list-style-type: none"> <li>• Participants from Europe</li> <li>• Participants from MENA countries</li> <li>• Participants from West, Central, East or South Africa</li> <li>• Participants from Latin America</li> <li>• Trainers/Speakers from Europe</li> <li>• Trainers/Speakers from MENA</li> <li>• Trainers/Speakers from West, Central, East or South Africa</li> <li>• Trainers/Speakers from Latin America</li> <li>• Other (please specify)</li> </ul>	<p>No</p>
<p>18. [Conditional] Did you use any non-formal education methods?</p>	<p>[Single choice]</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p>No</p>
<p>19. [Conditional] Did you cooperate with or engage authorities, decision-makers or policy-makers?</p>	<p>[Multiple choice]</p> <ul style="list-style-type: none"> <li>• No</li> <li>• Yes, local authorities</li> <li>• Yes, national authorities</li> <li>• Yes, representatives of International organisations</li> <li>• Other (please specify)</li> </ul>	<p>No</p>
<p>20. If you would like to share a link to the activity, please provide it in the box below. Otherwise, please click Next.</p>		
<p>21. Overall, what difference did taking part in the University make to you?</p>	<p>Open question</p>	<p>No</p>
<p>22. Thank you for sharing your experience! If you have any final feedback, please share here :)</p>	<p>Open question</p>	<p>No</p>
<p>23. Would you be interested to potentially take part in an interview/focus group with the researcher to share more of your experience OR receive a copy of the final research study?</p>	<p>[Single choice]</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<p>No</p>

Thank you for completing our survey on the Network on Youth and Global Citizenship! We highly appreciate your time and dedication.

# ANNEX 3.

## INTERVIEWS AND FOCUS GROUPS

### *Questions with trainers and resource persons*

Semi-structured interviews will contain leading questions and follow-up questions based on the answers, if needed.

1. Please share your name and the University in which you joined as trainer/resource person
2. Prior to joining as a resource person, have you taken part as a participant or in another capacity?
3. Do you find that Universities increased the capacity (i.e. learning new training tools, gaining new contacts) of involved organisations to operate at an international level? In which way?
4. Do you find that Universities increased the motivation of participating young people and organisations to take action or engage in the youth field? Examples?
5. To which extent did you use the space to exchange your best practices and working methods with others during the University (-ies)? Please share examples.
6. Following the University, did you increase the use of NFE and experiential learning in own-led activities?
7. Do you think that University helped to increase the capacity (i.e. learning new training tools, gaining new contacts) of involved organisations to operate at an international level?
8. Has participation in the University(-ies) increased your confidence to engage policy-makers and/or decision-makers? If yes, in which way?

### *Questions with Network members*

Semi-structured interviews will contain leading questions and follow-up questions based on the answers, if needed.

1. Name and Organisation
2. Have you joined any of the Universities?
3. Do you find that being involved in the Network has increased the capacity of your organisation to operate at an international level? In which way?
4. Do you think that being part of the Network enables knowledge exchange? If yes, in which way?
5. Have you initiated any cooperation with people/organisations from one of the Universities or the Network itself? Please share (including: the number and type of initiatives (themes); regional distribution; international/interregional cooperation; use of NFE; cooperation/engagement of authorities/decision-makers)
6. Would you say that being part of the Network has made it easier for you to engage policy-makers and/or decision-makers? Please share.



The "Summer Universities" of the North-South Centre are residential youth events where youth-led and youth-oriented organisations from all over the world have the possibility to run their own activities (meetings, training, seminars and more) within a multilateral cooperation context.

For one week, hundreds of youth workers, experts from the field and decision-makers responsible for youth-related policies gather to meet, debate, build their capacities and cooperate.

Over the years, the Universities have contributed to train thousands of youth workers, to establish hundreds of partnerships and to release many publications and recommendations in various fields.

This research assesses the contribution of the Summer Universities for strengthening international youth cooperation and for developing youth work across regions. By gathering qualitative and quantitative data, major outcomes have been identified in terms of capacity building, partnership development and confidence building among civil society organisations and institutional representatives.

ENG

[www.nscentre.org](http://www.nscentre.org)

Created on 16 November 1989, the European Centre for Global Interdependence and Solidarity of the Council of Europe - more commonly known as the "North-South Centre" - was set up in Lisbon with the purpose to spread the universal values upheld by the Council of Europe – human rights democracy and the rule of law – beyond the European Continent.

To strengthen the promotion of interregional dialogue, foster solidarity and raise awareness of global interdependence, the North-South Centre was established as an 'Enlarged Partial Agreement' allowing non-Council of Europe member states to join.

The mission of the North-South Centre is to empower civil society, in particular youth and women, through intercultural dialogue and global citizenship education, to play an active role in Council of Europe member states and neighbouring regions.

