



meet'in EuroMed

Salto-Youth EuroMed's magazine

September 2012



2011 YEAR IN PREVIEW

DOSSIER: FROM INDIGNATION TO CONTRIBUTION

HIGHLIGHTS

ABOUT US



#2



ÉDITO



Dear readers,

2012 was a very important and challenging year for SALTO-Youth EuroMed: many events happens and the role of youth become more and more relevant in the EuroMediterranean framework. This year, within EuroMediterranean framework, the youth participation is a key issue for understand the social relevance of the phenomenon. We have to consider the events which are currently taking place in the region, and particularly the role of young people involved in demonstrations and in the real changes of their own country.

We have to consider the significance of the participation of young women and men who are of different socio-cultural backgrounds and beliefs, but united by their desire for a better future for their country. Youth is the future of Euro-Mediterranean co-operation

and mutual understanding is the starting point for the new historical path that these young people have started. In this context, role of NGO and youth organisation is very important in the development of active citizens and in supporting a better understanding of youth participation at local and national level. In general, NGO and youth organisation have a core aspect in the civic participation and democracy, putting values such as solidarity and non-discrimination into action and contributing to the development of societies. Within the context of youth work, NGO and youth organisations can provide unique opportunities for young people to become active and responsible citizens in their societies through participation, to get informal (spontaneous and individual) and non-formal (more planned and structured) education opportunities, and to be included and integrated into the society.

SALTO-YOUTH EuroMed faced many challenges in cooperation with National Agencies for better support their NGOs and youth to understand the current reality and to have appropriate tools to work in the youth field and youth policy developed.



SALTO-YOUTH EuroMed team





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ABOUT US

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2012: SALTO-YOUTH EUROMED'S ACTIVITIES

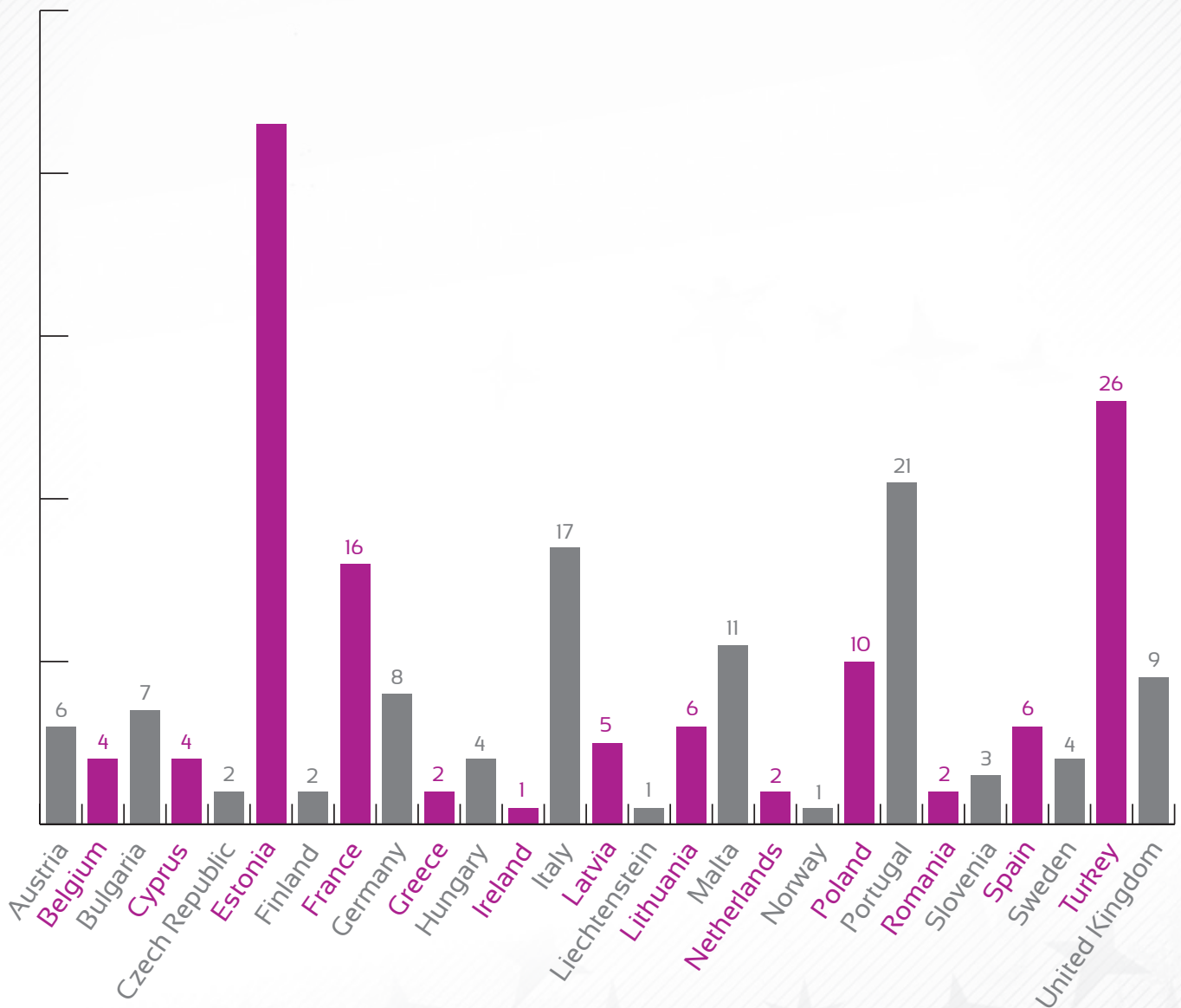
CAPITALISING ON PAST RESULTS AND TAKING NEW CHALLENGES IN 2012

SALTO EuroMed Team

Drawing on its 2010 strategy « capitalising on past results and taking on new challenges », SALTO-EuroMed succeeded in completing all the 9 scheduled activities , and therefore training 366 participants on various subjects related to Youth, Sustainable Development, History and Borders. Overview of a year of activities featuring an enriching mix of countries, expertise and cultures... ■

■ GEOGRAPHICAL DISTRIBUTION OF PROGRAMME COUNTRIES PARTICIPANTS IN 2011

Source: Salto EuroMed





////////////////////// CAPITALISING ON PAST RESULTS AND TAKING NEW CHALLENGES IN 2012

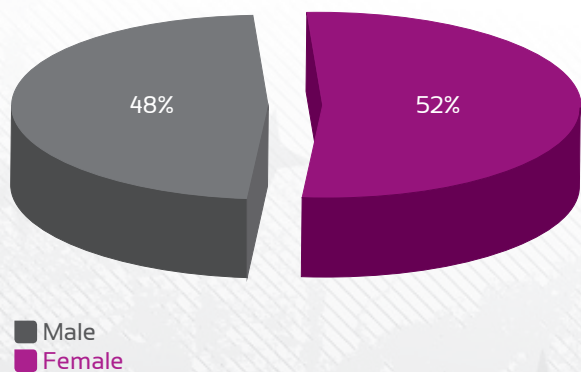
■ KEY FIGURES 

- 9 activities
- 366 participants
- 15 experts and researchers involved
- 1 584 applications received
- 12 trainers

ACTIVITIES 2011					
NAME OF ACTIVITY	KIND OF ACTIVITY	DATES OF ACTIVITY	VENUE/LOCATION	CO-ORGANISERS	NUMBER OF PARTICIPANTS
EuroMed for beginners	Training	10-16 January	Adrasan, Turkey	Salto EuroMed, NA Turkey	20
"Essentials in EuroMed" : "History: Knowing our past to better understand present" "EuroMed no borders"	Training	6-11 June	Adrasan, Turkey	Salto EuroMed, NA Turkey	17
"Let's train with our neighbours"	Partnership Building Activity	5-10 July	Plovdiv, Bulgaria	Salto EuroMed, NA Bulgaria	19
TOT.EM Training Of Trainers	LTCC	8-11 October	Warsaw, Poland	NAs France, Slovenia, Poland, 3 regional Salto and 3 thematic Salto	56
Hand in Hand for sustainable development (3rd phase)	LTTC	7-13 November	Geres, Portugal	NA Portugal, Salto EuroMed	16
ToolFair VI	Event	15-20 November	Tallinn, Estonia	NAs Estonia + France, Spain, Turkey, Portugal, Italy, Greece, Poland and Salto EuroMed on behalf of SALTO Network	130
Investing in Youth	Event	23-27 November	Braga, Portugal	NA Portugal, European Youth Capital 2012, Salto EuroMed	47
"Our White Sea" III	Event	6-10 December	Adrasan, Turkey	NAs Malta + Turkey + Greece + EuroMed youth Platform	24
TOTAL					366

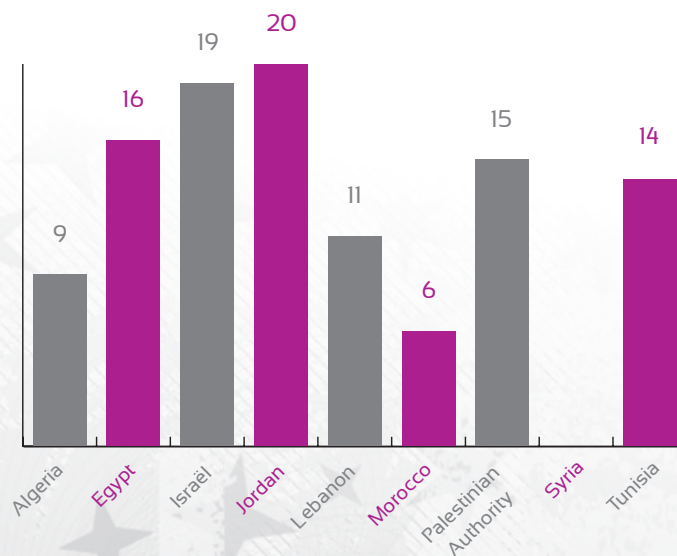
■ BALANCE GENDER IN ACTIVITIES 2011

Source: Salto EuroMed



■ GEOGRAPHICAL DISTRIBUTION OF MEDA PARTICIPANTS IN 2011

Source: Salto EuroMed





2011: SALTO-YOUTH EUROMED'S ACTIVITIES

KNOWLEDGE SHARING: NEW PEDAGOGICAL SUPPORT FOR BETTER UNDERSTAND AND WORK WITH YOUTH IN THE EUROMEDITERRANEAN FRAMEWORK

SALTO EuroMed Team

In 2010, SALTO-YOUTH EuroMed introduced two new collections in French, English and Arabic: Practical Guides and Studies and Research.

<http://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/>

Both collections provide useful information, tools and updated perspectives about the current situation of Youth in Action cooperation with Mediterranean Countries and other relevant topics in EuroMed.

PRACTICAL GUIDES

The main goal of the Practical Guides is to provide advice and useful information as well as practical hints to assist youth workers, trainers, and project designers in developing better projects within the framework of Youth in Action and EuroMed Youth IV programmes. The guides are also intended to help first-time applicants and beginners transform their ideas into viable projects.

PRACTICAL GUIDES:



► N°4, "TOOLS FOR LEARNING, HOW TO CREATE AND DEVELOP", by Jonathan Bowyer

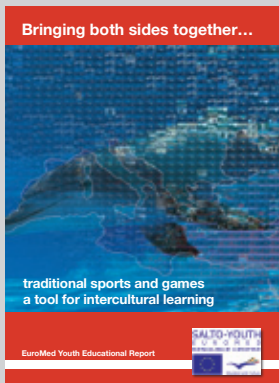
This fourth Practical Guide focuses on the Tools for Learning in the context of non-formal learning and the European Youth in Action Programme and EuroMed Youth IV Programme.

It aims at...

- ▮ Giving an overview of the Tools for Learning Strategy
- ▮ Clarifying what it is meant by Tools for Learning
- ▮ Providing ideas and resources for the creation and development of Tools for Learning

The tools used for learning provide a focus point – a meeting point for people from many different backgrounds and situations. The tools themselves are dynamic, changing thing which can transcend cultural settings and educational sectors. They grow, evolve and adapt to the needs of many different learner groups. It is the intention of this publication to encourage the accessibility, adaptability and transferability of Tools for Learning so that they can benefit even more groups and individuals.

BRING BOTH SIDES TOGETHER:



► BRINGING BOTH SIDES TOGETHER

An older collection of educational report called "Bringing both sides together" has also been extended by an issue on "Traditional Sports and games a tool for intercultural learning".

This collection has as its main aim to share the most interesting and important training activities developed in the SALTO-YOUTH EUROMED experience.

This collection is based on the training session that was run and aims to share the most important educational tools developed during those activities.

STUDIES AND RESEARCH

The Studies and Research collection focuses on investigating specific topics and on providing background information on the Euro-Mediterranean area. Youth workers, trainers and social workers are always eager to develop specific competences and deepen their understanding of the social, cultural and political contexts in which they are working to better foster cooperation.

With this collection, authored by experts from different backgrounds ranging from academia to training, we wanted to make our contribution to the overall reflection and debate about the Youth in Euro-Mediterranean area.

Our Collections have been enhanced by several new issues. ■





////////////////////////////////////// KNOWLEDGE SHARING:
NEW PEDAGOGICAL SUPPORT FOR BETTER UNDERSTAND AND WORK WITH YOUTH
IN THE EUROMEDITERRANEAN FRAMEWORK

STUDIES AND RESEARCH:

► **N°2 "SUPPORTING LEARNING: LONG TERM TRAINING COURSE IN EUROMED",**
by *F. Demicheli, M. Taylor, L. Kaserer, T. Laouzari*

This handbook was written to help bring some clarity to what is for many a fuzzy picture and to help us be clearer about what we are offering in our role as coaches in a EuroMed training course and what expectations can be met.

Primarily addressed to trainers and organisers of long-term training courses, we hope that others may also find inspiration here! This handbook is intended to be used in the framework of Euro-Mediterranean cooperation within two important funding programmes, namely Youth in Action and EuroMed Youth IV. This publication is here to help you navigate in and around the Mediterranean Sea as a coach.



► **N°3 "THE GEOPOLITICAL CONTEXT OF EUROMED YOUTHS"**
by *E. Mariani*

This short essay aims at providing basic data about the main international issues that threaten stability and security in the Mediterranean area; presenting geopolitics as a methodology to interpret and represent them; and introducing human security as an effective paradigm to assess threats that is inspiring, to some extent, international decision makers in their action.

We believe that analysing the geopolitical context, adopting the human security approach, is particularly useful to understand some of the deepest reasons of the Euro-Mediterranean wave of youth protests, as well as to define the opportunities and set of choices available to policy makers.

► **N°4 "EUROMED YOUTHS AND SUSTAINABLE DEVELOPMENT"**
by *S. Issa & H. Tidy*

This guide outlines threats to the Mediterranean environment and the pressing need to promote genuine sustainable development in the region.

The guide also aims to give ideas and inspiration for youth who want to contribute to defending their shared sea and its unique culture.

One of the main opportunities for youth who want to take action are the Euro-Med Youth and Youth in Action programmes.



► **N°5 "YOUTH EMPOWERMENT IN EUROMED AREA"**
by *J-C. Richez, F. Labadie and C. De Linares*

In an "impertinent" but necessary way, we can ponder over the fact that an "empowered" youth has been wanted for a long time and that it has suddenly appeared and claiming if not power at least a part of it.

Have the end purposes of the European programmes and EuroMed based on « empowering » been able to contribute towards these mobilizations or not?

And is it possible today to integrate certain teachings relating to these events in order to think out these "empowerment" policies?

2011: SALTO-YOUTH EUROMED'S ACTIVITIES

TOTEMers

Annan Ibrahim, trainer and TOTEM participant



In the late 18th century, one of the most beautiful forms of Native American Art came into existence. It is the Totem poles that flourished later in the 1800's and became a very unique kind of art.¹ However, now that we are in the 21st century, TOTEM takes a different course that is not less artistic or unique. 21st century **TOTEM** is the art of training and being a trainer; Training Of Trainers in Euro-Med presented by SALTO. There is no link between the Native American Art and the SALTO training except coincident similarity of names, TOTEM! This coincidence sparks parallelism of art in two so different fields! Both twin names are representing cultures but in contrasting patterns. Unlike the Native American Art that did not exist outside the Northwest Alaskan Culture; modern TOTEM

is based on cross cultures. It is designed according to the Euro-Med concept of having different cultures embracing each other. The main focus is the exchange in order to learn, the sharing in order to know, to cross over rather than staying fixed to one's roots without realizing the growing of others. TOTEM is the art of gardening and planting the special flower that is called the Euro-Med program; where most of the European and Mediterranean countries come together to draw and plant the seeds of what is yet so different, it is still so equal! The Artists who are also the gardeners of such soil in this exotic meeting place are the TOTEMers. In the old times, Totem Poles were fixed in their places. Nowadays, TOTEMers are movable poles. They come together to leave in order to transfer the knowledge

of enlightenment through spreading the flower's essence of the Euro-Med program. When the word art is mentioned, the word style directly follows. Totem Pole(s) was an art that had the style of respecting the shape of a tree creating uninterrupted flow of carving from top to bottom. So is TOTEM that has valued the personal qualities of the selected trainers, creating undisturbed flow of how to be a trainer. In a Trainer/ Tree simile, carving together with planting have started with what is an ideal trainer as the basic seed and structure; knowing that, the flow continues on what does training consist of? How to design training? Then, how to deliver it to others in forms of sessions? Now the tree grows tall and the shape is designed, a stream of consciousness is dug to water the main and most exotic



¹ Paradigm Communications Groups for "Out of the Woods" by Heidy Schuessler from Alaska Airlines magazine



plant of all, the Euro-Med Flower: At this point, the shades of the trees cover the area with dreams, creating an outstanding environment of understanding and fulfillment. Paradoxically, this flower exists and blossoms within these trees, not outside. Therefore, when they are on the move, sailing through the stream, the flower becomes a dimension carried over to where the roots can reach.

Still in relation to style; each region, during the flourishing of the native art, developed its own carving style; so does the TOTEM that respected the individuality of each trainer and helped them to excel. How? First, by knowing how to evaluate one's self as well as others. Second, by showing how to communicate with one another. Third, by establishing how to collaborate together. Forth, by emphasizing on how to create and be creative. Fifth, by forming to participate and finish different tasks such as: presenting, observing, reporting, monitoring and judging. Last, by introducing future prospects to initiate the doing of projects. In this way, a practical application is done to meet the reality and apply what is being learnt. It is the style of learning by doing. Like the Totem Poles that had each type developing in its own way, some were rougher to the touch, some were delicate or some added to the main type; TOTEMers did the same, each one of the 37 selected for the training had personal perspectives that enriched the whole experience. However, unlike the native art, TOTEMers have not separated their perspectives - on the contrary - they mixed and mingled them. Here comes the specialty. How did this work? How all these different egos dissolved without losing their identity and yet, each one stood out? This is the secret behind the art of training. In the past, Totem Poles were erected to serve different purposes like: decorating, welcoming, apologizing or keeping records of the past. In the present, TOTEM training is organized to touch the core of sensitive topics and open them for discussion. They are five major ones: Heritage & Environment, Women in Euro-Med, Human Rights, Participation & Active Citizenship, Fight against Xenophobia & Racism. The training shows how to tackle them and act as an eye-opener to subjects so sensitive but yet so important.



This erects a dimensional vision to see that one does not stand alone, others have the same issues. The vision is carried over and transferred from one place to the other; by one project to the other; through one group to the other; spreading the essence of enlightenment through intercultural dialogue. Exactly like the greenery spreads through a derelict land. Each trainer grows and multiplies, like a tree in its land, creating a common soil where realization and consciousness of others fertilize the way to go on. In this way the Euro-Med flower flourishes and blossoms to send its essence everywhere. The soil that trainers focus on is the youth and indeed they are the ones who will keep the flower growing by continuing planting its seeds. ■

*This consciousness stream
Runs through so you dream
So let it flow
Fulfill your dream and make it grow
As it is not about what is fair
It is about doing it because you care!*





2011: SALTO-YOUTH EUROMED'S ACTIVITIES

LET'S FOLLOW UP WITH OUR NEIGHBOURS

A long trip with many adventures, challenges and outcomes

By Davide Tonon, facilitator of Let's Follow up and Federica Demicheli, Project Officer SALTO YOUTH EuroMed



WHAT IS LET'S?

For the first time in EU youth programme history, the Youth in Action Programme that started in 2007 included a very specific project, focused on cooperation with young people and youth organisations from outside the European Union. The action project was called "Youth in the world" and included in the action 3 group.

As the regional SALTOs focus on cooperation with neighbouring EU regions, namely Meda, South East Europe and Eastern Europe & Caucasus, their support for the development of the new action 3 was very natural, especially since action 2 - "European Voluntary Service", that also hugely supports cooperation with neighbouring countries - remains a top priority in regional SALTO activities.

Taking into consideration the potential of actions 2 and 3 to influence youth

cooperation with neighbouring regions, the regional SALTOs EuroMed, SEE and EECA, together with the European Commission and the French National Agency, organised a seminar in 2007 entitled "Let's MEET our Neighbours and the World". We wanted a big kick-off seminar that would open possibilities for cooperation with Neighbouring Countries and the World within the Youth in Action Programme, action 3.

The following year, 2008, our cooperation went even further and together with the National Agencies of France, Poland and Slovenia we organised the second stage of "Let's..." events, called - "Let's WORK with our Neighbours". The aim of this multidimensional seminar was to develop further high quality projects corresponding to the priorities of the Youth in Action Programme.

The time to EVALUATE the cooperation between partners from the three neighbouring

regions of EECA, SEE and Euromed as well as Programme Countries came in 2009 when a third seminar called "Let's EVALUATE with our Neighbours" took place.

During 2010, the regional SALTOs (EuroMed, EECA and SEE) in cooperation with thematic SALTOs (Participation, Cultural Diversity and Training and Cooperation) and the National Agencies for the Youth in Action Programme of France, Poland, Slovenia and Turkey, promoted three training courses under the heading "Let's TRAIN with our Neighbours", focusing on different subjects: "Participation, democracy and civil society", "Peace education" and "Recognition of non formal education".

The following pages provide a summary of the experience of each training course developed during the first part of the "Let's train process".





CIVIL SOCIETY, PARTICIPATION AND DEMOCRACY

Merville-Franceville (France),
4-11 October 2010.
Organised by SALTO EuroMed, SALTO Participation, and the French National Agency.

The course focused on innovative perspectives for Democracy in the European Neighbouring Policy Initiative (ENPI) area. The LTTC was project oriented and offered participants new tools to develop further projects. Twelve participants attended the course on civil society, participation and democracy.

PEACE EDUCATION

Tbilisi (Georgia), 3-10 October 2010.
Organised by SALTO Eastern Europe and Caucasus, SALTO Cultural Diversity and the Polish National Agency.

The course set out to examine youth work experiences and developments in conflict areas/situations (social, economic, political, intercultural, etc.), to increase competencies in peace building through youth work and to create partnerships for future projects on peace building.

Twenty-three people took part in the course.

RECOGNITION OF NON FORMAL EDUCATION

Milocer (Montenegro),
8-14 November 2010.
Organised by SALTO South East Europe, SALTO Training and Cooperation and the National Agencies of Slovenia and Turkey.

The course aimed to explore what non-formal learning/education is in the context of youth work, to raise awareness of the different levels of recognition of youth work in society and build capacities for developing and implementing projects aiming at increasing the recognition of youth work and possibly developing partnerships for future action in this field. Twenty-two participants took part in the course on recognition of non formal education.

Throughout the three training courses, participants were accompanied by a team of trainers from the coaching phase to the evaluation one.

After each training course, a process of project/s development was started. During the evaluation Seminar it was possible to "take a picture" of what happened after

the training courses and there are some comments from the training teams and participants below. This parallel evaluation of the project phase was an excellent transition to the second part of the Seminar, which aimed at preparing the ground for a common follow up.

LET'S FOLLOW UP WITH OUR NEIGHBOURS

After the organisation in Autumn 2010 of three thematic training courses under the heading of "Let's Train with our Neighbours", the implementation phase of the projects developed by the new partnerships set up during the training courses took place in the first part of 2011.

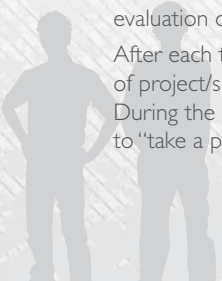
The Seminar "Let's Follow Up with our Neighbours", hosted by the Polish National Agency in Warsaw from 7 to 12 October 2011, was another step in the Let's Train process. It brought all the participants from the three "Let's train with our Neighbours" TCs together in a single venue, along with all the trainers involved. The partners in projects developed by participants as part of the

framework of these training courses were also invited. In total, forty-nine participants and thirteen team leaders took part in "Let's Follow Up with our Neighbours".

The Seminar was broken down into two parts, one of evaluation and the other - closely linked to the first - dedicated to building the follow up to the process together.

During the first part of the Seminar, participants worked in their Let's Train groups to evaluate process, personal development and quality aspects along with the impact on their training courses and related projects.

In the second part, participants worked together and had an opportunity to share the elements that represent the added value of the Let's Train process: the educational tools, contents explored, partnership stories and multilevel impact (personal, on the target, on the organisation, on the community, etc). Time to share new experiences, to build up new partnerships and to start designing further actions and projects based on cooperation was built into the timetable.





2011: SALTO-YOUTH EUROMED'S ACTIVITIES

////////////////////////////////////// LET'S FOLLOW UP WITH OUR NEIGHBOURS

LET'S FOLLOW UP... THE IMPACT FROM THE PARTICIPANTS PERSPECTIVES

The challenge during the first two days was to rebuild the atmosphere of the original training courses inside the three groups, while at the same time integrating new people who had not taken part in the training sessions but had been involved as partners during the project phase.

The group simultaneously worked on the evaluation of what happened after the training sessions, extracting elements that could be beneficial not only for the participating group but also for all the other participants in the Seminar and for Neighbouring cooperation in general.

On days 3 and 4, all the participants from the three training courses in their three groups came together to work on the results of the evaluation in order to build a common heritage and prepare a further follow up phase. In this way, we started the Seminar with three separate groups and ended up with only one large group.

The experience of Let's Train and Let's Follow up support an overall reflection on training needs and crosscutting topics related to the cooperation within the Regions and Programme countries.

The long-term training course experience allowed participants and organisers to better focus on the specificities of such cooperation.

As a long-term strategy, "Let's" provided an opportunity to observe changes and development in the Regions, to support their cooperation and to assess their training needs.

The next step in this cooperative process is "Youth cooperation beyond borders", which will explore the impact of 6 years of Youth in Action programme with NPC.



This Forum will take place in Baku in October 2012 and provide an opportunity to share the findings of 3 research projects made

in the 3 Regions to analyse the impact of the Youth in Action programme over the last 7 years. ■





////////////////////////////////////// LET'S FOLLOW UP WITH OUR NEIGHBOURS

IMPACT

Here there are some quotes from participants about the impact of the Let's Train process, recorded during evaluation sessions and personal interviews.

"It was a rewarding opportunity to reformulate my approach to youth work. I acquired new methodologies and skills."
Wassim Abbas
(Physicians for Human Rights, Jaffa, Israel)

"It's my first international experience and it brought me and my organisation a lot of things, I also got a lot of support: now I understand how a trainer can coach you from 2.000 km away!"
Kenan Aydin
(Search and rescue Team, Kocaeli, Turkey)

"In terms of impact, I would distinguish between different levels. The first concerns me as a learning person, taking on the challenge to widen my personal horizon and focus on key questions related to the issue "Recognition of Non-formal Education/Learning and Youth Work". On a second level I have to measure the impact with regard to my organisation: was I able to transfer what I learned to colleagues in my organisation? And finally I have to ask myself if it was possible

to have an impact on our target groups, namely young people, through the implemented actions. At this stage I prefer to "label" the big questionmarks and gaps which appeared throughout this learning process rather than celebrate the "big impact(s)" that from my perspective are hard to measure".
Markus Rebitschek
(Culture Goes Europe, Erfurt, Germany)

"It was an unexpected and revealing experience and... fun. And it still is! The international dimension opened my eyes to my local situation, where I work with young immigrants. Now I would like to become a trainer and make young people aware of the possibilities of changing themselves and the environment, of taking action".
Flour Lisselot
(Youth House, Wollewei, Belgium)

"This LTTC gave me the chance to go back to the learning process as a 'participant' with a chance to develop new competencies. It helped me to approach policy makers. And it has been a path full of joy, friendship building, critical thinking, a bit of frustration and a lot of fun."
Sever Dzigurski
(All different - All equal, Belgrade, Serbia)

"Thanks to the Let's Train process, I have been able to influence the strategic plan of my organisation, putting active citizenship and participation at the centre of our action. This process brought me a closer view of what European citizenship means, examples of good practices and chances of cooperation for my organisation".
Gurgen Balasanyan
(Youth Initiative Centre, Gyumri, Armenia)

"I come from the scout movement and this experience opened up another world to me, namely the world of youth associations. Let's Train gave me the motivation to improve the recognition of volunteering and youth work: because even if we do it, I'm not sure we know how we do it!"
Mojca Galun
(Zveza tabornikov, Ljubljana, Slovenia)



FORWARD



INJEP - The Institut national de la jeunesse et de l'éducation populaire - is both a Knowledge Centre for Youth and Youth Policies, called Observatoire de la jeunesse et des politiques de jeunesse, and the umbrella organisation for European Youth programmes in the field of non formal education.

The Knowledge Centre is designed to collect, develop and disseminate information to youth workers and youth policy makers and foster youth research and studies.

The European Agency serves both youngsters and youth organisations by delivering grants to youth projects, provided they comply with the Youth in Action Programme criteria. The projects' scope encompass Youth Exchanges, Seminars, and the European Voluntary Service (EVS).

The Institute is a public body under the Ministry for Youth, located in Paris, funded by the French government and the European Commission.

The Knowledge Centre particularly focuses on studying the challenges youth on both sides of the Mediterranean Sea is facing.

There are huge differences between societies on each side. Yet, the recent social and civic protests and sometimes youth outrage, in the North, epitomized by the Spanish Indignados, and the Arab Spring in the South, have put into lights similar grounds for discontent and common drives for action; questioning the role and place dedicated to youth in our societies and the effectiveness of youth policies in a period profoundly unsettled by a lasting financial, economical but also social and societal crisis.

A study conducted by INJEP's Knowledge Centre and published by SALTO YOUTH EUROMED in its research print collection (also available on line), entitled Youth empowerment in Euromed, points out the difficult access to the job market for young people on both sides, but also new patterns of participation and involvement, forcing the political agenda, and setting out a renewed approach of citizenship and social interactions. These trends take place whereas, in the background, the coming generation is reaching a higher education profile than its elders, and, at the same time, experimenting a wider use of information and communication technologies changing radically the ways to access knowledge, to socialize, drive attention or protest.

On the other hand, the European Agency, housed by INJEP, implements actions financed by the EU to encourage non formal education and promoting employability and youth empowerment. The Agency is in charge of the Youth in Action (YiA) Programme (DG Education and Culture) as well as the SALTO YOUTH EUROMED Resource Centre and the RCBS. SALTO - Support and Advanced Learning and Training Opportunities - is part of YiA and aims at helping the other Member

States' YiA Agencies set up actions crossing the Euro-Med area. RCBS - Regional Capacity Building and Support Unit -, supports Euro-Med Youth Units in dealing with the Euro-Med IV Youth Programme put forward by DG EuropAid, Development and Cooperation.

Thereby, INJEP stands at the crossing of strategic European programmes, helping youth from the North and the South of the Mediterranean Sea to meet together, with the ambition to convince and embark Youth workers, Youth researchers and Youth policy makers in Euro-Med actions for a better Euro-Med mutual understanding.

Bringing both INJEP's units work together was the challenge of two conferences held by INJEP. And the Euro-Med issue was the cross-sectorial pretext. The first one was held in Paris in September 2011 at the Maison de l'Europe in the presence of Catherine Lalumière, former Head of the Council of Europe, and Jeannette Bougrab, junior Minister for Youth. The conference title was "Euro-Med Youth Cooperation: a new deal?" since it took place shortly after the Arab Spring. Taking stock of that first meeting, a second conference was held in Lyon in February 2012 and called "Euro-Med Youths: from indignation to contribution". The conference was opened by Lyon's deputy Mayor Najat Vallaud-Belkacem, now Minister for Women's Rights in the new French government. The Conference was the conclusion of several days of intense intercultural team working, first with Euro-Med Units, then with SALTO Training Team? Speakers insisted on the complexity of the processes at stake and the need to analyse them in the long run. They warned us against too quick conclusions on either improvements or setbacks, and invited us to consider both the cultural and social demands behind the change. The younger participants pleaded for a better recognition of their actions and experiences, be they informal or non formal, showing how willing they are to take the lead.

This new volume of Meet'in Euro-Med gives good insights of SALTO Youth Euro-Med past and upcoming activities and put its focus on the Arab Spring a year after and on the Euro-Med Youth Programme one year after its launch.

If times seem harder now because of the deepening of the crisis and political hazards, we know tools are now ready and European credits available for a brighter Mediterranean future.

Let's not deceive Youth expectations !



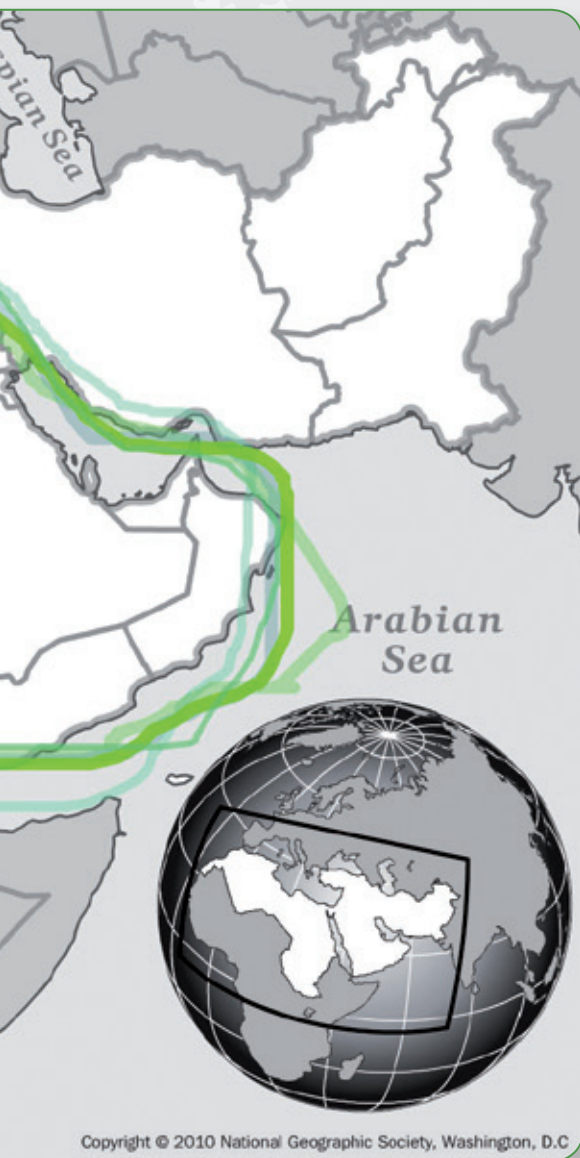
Olivier TOCHE
INJEP Director



This dossier can be read in different ways: Reading it from the first page to the last is one option, particularly for those young readers that want to get a comprehensive overview of the critical issues related to the Arab uprisings, but also about the 9 youth policy recommendations by the Euro-med youth leaders, that will be further advocated at different levels, national, international and European. Other readers might want to pick selected articles or graphics that are particularly of their interests. We hope to provide added value for both.

The Seminar/Conference: *From indignation to contribution* was the title of the conference-debate organized the first week of February, in Lyon, by National Institute of Youth and Education (INJEP), the French national Agency for "Youth in Action" European program, the SALTO-YOUTH Euro-Med, the RCBS (Regional Capacity Building and Support Unit for the

Euro-Med Youth Program IV) and the University of Lyon 2. The aim of the event was learn from the strong mobilization of young people one year after the Arab Spring and the waves of protest in Europe leveraging the Euro Mediterranean cooperation tools funded by the European Commission.



DOSSIER: FROM INDIGNATION TO CONTRIBUTION THE ARAB SPRING IN PERSPECTIVE

The Arab uprisings commonly referred to as the "Arab Spring" (al-Thawrāt al-Arabiyyah) are complex processes that have been described by various narratives and interpretations. This section aims to deconstruct these revolts with the aim of providing clarification as well as a clear analysis of the prospects ahead. Key questions include:

- What are the deep roots of these revolts and uprisings ?
- Who are the actors of these revolts, unprecedented in the Arab world?
- Were the revolts based on secular values?
- What was the role of social networks?
- What are the chances of success of the revolutions?

THE ROOTS AND MOTIVATIONS

The wave of Arab anti-government revolts, which started in Tunisia in December 2010, moved to Egypt in February 2011, then spread to the Arab-Muslim societies in North Africa and the Middle East at an unprecedented speed, is the subject matter of this publication. The following key issues provide the context for understanding the roots and the nature of the Arab revolts.

KEY ISSUES

■ The context

The rapid spread of the Arab uprisings was not only the result of the youth using modern online communication technologies. The militaristic autocratic regimes, which concentrated wealth in few hands, were not qualified to address the needs of the new generation. The refusal by the young people to accept the status quo was an underlying cause of these revolts.

■ Socio-economic distress and the marginalisation of youth

The current revolts in the Arab countries are deep-rooted and go beyond the simple act of rebellion against authoritarian rule by educated young people. Socio-economic distress in the region is deep. (i) Demographic and cultural factors leading to massive youth unemployment were some of the most explosive issues.

Unemployment also has negative repercussions for the transition from youth to adulthood, impacting on social structures and provoking frustration. (ii)

Significant problems include the increase of food prices and poverty. The autocracies in power were not very inclined to introduce the necessary economic, social and political structural reforms.



■ The incubation

Social and economic conditions have been declining for the last decade, while youth protests and worker's revolts have taken place since 2004. For instance, in Egypt there was the April 6 youth movement, the workers' protests in Mahalla and the creation of the "Kefaya" movement since 2006. Meanwhile, the youth have acquired increased access and skills in the use of the internet. They have taken their first steps towards political activism.

■ The spark

The complete hopelessness represented by the symbolic act of the young Mohamed Boazi, the educated but unemployed vegetable seller self-immolated in Tunisia. Alexandria's youth started the movement "we are all Khaled Said", through a Facebook campaign after the police killed young protesters.

NATURE OF THE REVOLTS

The Arab revolts took local regimes and international observers by surprise. No one saw them coming.

Specific aspects of the uprisings in Tunisia and Egypt, shared by other Arab revolts in the region are : (i) The absence of any political leadership of these revolts, triggered by the horizontal nature of social network (and soon to be filled during the transition process); (ii) the non-violent active participation of youth and youth movement - together with popular participation; (iii) the active role of young women; (iv) both the secular and non-ideological or religious character of the demands focus on unique political claims.

THE ORIGINS OF THE ARAB UPRISINGS

Several complex factors drive the Arab uprisings:

- **A Demographic "(r)evolution"**
Young population ("youth bulge")
Massive unemployment ("100 million jobs")
- **A social "(r)evolution"**
New social norms
Good enough is not enough any more
Economic and democratic freedoms
- **A Technological "revolution"**
Critical mass of internet, mobile phone and social media users
Increased accessibility (cost, know-how)

Fadi Salem is the Director of the Governance and Innovation Program, and Fellow, at the Dubai School of Government





**THE ARAB SPRING
(AL-THAWRÁT AL-ARABIYYAH)**

GENERAL TRAITS

■ The status quo

- Authoritarian repressive governments
- Government corruption
- Concentration of wealth
- Massive unemployment, including the educated
- Rising food prices
- Poverty
- Human rights violations
- Lack of perspectives for change

■ The aims

- Regime change
- Respect of fundamental freedoms
- Employment
- Social Justice
- Human rights
- Free and fair elections

■ The uprisings

- Non-violent character of civic uprisings
- Youth led with massive participation
- No structured leadership
- Youth social networks activism
- On-line mobilisations
- Secular nature of the demands
- Uprisings with no religious demands
- No structured programme for change available

The key issues can be summarised as follows:

LEADERSHIP AND PARTICIPATION

Arab youth and youth initiated and led, along with the worker's movements, many of the "spontaneous" revolts and political actions against the regimes in power **without the leadership or the intervention of traditional political forces.** For instance, near Tahir Square in Cairo, young activists improvised an operations center in an abandoned tourist company, where they received journalists and gave orders to youth in the field (X).

■ This leadership vacuum will not take long to be filled.

■ The revolts were mainly led by the **youth** and then expanded to involve other social classes and become popular revolts of national scope, including people of all political preferences.

■ One of the distinctive traits of these revolts was their **non-violent character.**

THE VALUES BEHIND THE REVOLT

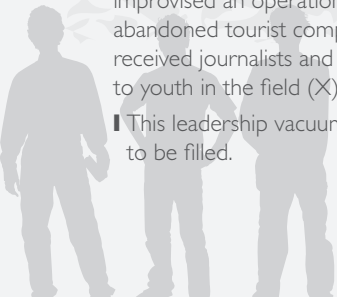
■ **Liberty, dignity, and social justice,** and bread, were the central demands of the protesters

■ The uprisings claimed basic human values **did not carry any religious demands** by the diverse protesters

■ There was a common goal and focus for the youth-led revolts: the request for resignation. This did not put in motion a specific programme for the follow up of the revolts.

THE ROLE OF SOCIAL AND TRADITIONAL MEDIA

■ The social networks played a very important role in mobilisation, but the role of Al-Jazeera, and other television stations is not to be neglected.



DOSSIER: FROM INDIGNATION TO CONTRIBUTION

THE ARAB SPRING IN PERSPECTIVE

THE ROLE OF THE INTERNET AND SOCIAL NETWORKS DURING THE ARAB UPRISINGS

Interview with Fadi Salem, Director and Fellow of the Governance and Innovation Programme, School of Government of Dubai.



“What is the Arab Social Media Report?”

I run a research programme on governance and innovation in the Dubai School of Government. One of our projects was the Arab Social Media Report. Its purpose is to analyse the usage trends of social media in the Arab region and to discover how people are using these technologies in their daily lives. The popularity of Facebook has grown rapidly in various Arab countries. We can witness a **shift from social usage to political usage** such as mobilisation, dissemination of information and campaigning for change. Twitter is also on the rise in the region, with most “hashtags” referring to the revolutions in some way. Social media is largely used for political purposes in Egypt, Tunisia, Libya, Syria and Bahrain currently.

Google, Facebook and Twitter have disclosed user information to government authorities before. Weren't activists concerned that their own information could be handed over to the wrong people?

Governments in the Arab region were caught off guard when the revolutions erupted. They did not know how to deal with this critical mass of young people who were using social media technologies for political means. Before these technologies were available, there was no freedom of speech, free media, civil society or representative parliaments. **Then, with the arrival of social media, suddenly people could bypass the controls.** Governments try to monitor the use of social media, some employing Western technologies for the purpose. The regime in Egypt blocked access to the internet for five days but this step backfired. We were surprised to discover that almost

half of the people whom we interviewed in Egypt said that the government's decision to block internet access was in fact a positive development, since it convinced online activists to take to the streets and showed them that one more of their human rights had been taken away.

Both pro-government and opposition camps are using social media for propaganda in order to win over public opinion and the authorities allow this, since blocking access can backfire and permitting it has some advantages for the regime.

Could the Arab uprising have happened without the usage of internet?

It is difficult to say if it would have happened or not. The revolutions did not take place because of Facebook or Twitter and the critical mass of social media users. They took place because people with genuine grievances decided collectively that it was time to act to change things.

These tools enabled them to mobilise and disseminate information in an empowering way which did not exist in Arab societies before, since there was no free media or parliament. Social media therefore expedited the process of revolution but did not cause it. The government failed to control the situation as the people were one step ahead.

Where is the internet usage headed over the next years in the Arab countries?

The growth of social media users will continue to be strong until we reach a point of saturation in some countries.

Egypt currently has strong growth in this sector but a mere 10 % of its population is currently on Facebook. Usage trends will change, as will the reactions of governments. Some regimes are beginning to adapt, developing legal infrastructure, guidelines for social media usage and techniques for dealing with unrest online. Compliance with the new regulations will continue to be strong.

Are Arab people building their own platforms now?

This is a growing trend. The events of the last year inspired people in the Arab world to take an entrepreneurial approach. People (young people) now feel empowered to act collectively in order to change things and they no longer depend on government or the private sector. Platforms already exist and more will be built. **Virtual civil societies have been created over the last year across the**

region and this phenomenon will continue to grow until a genuine civil society movement can exist in real life without being threatened.

If this happens, then the impact of virtual civil societies may possibly be reduced, as in other freer parts of the world.

What are the favourite platforms of Arab bloggers?

Facebook and Youtube are the most frequently used social media sites in the Arab region, followed by Twitter and LinkedIn. Blogger.com and other high-profile sites already popular in the rest of the world are among the most commonly used by the Arab people. No local versions of these social media sites have developed in the Arab region yet.

Are users in the Arab world concerned with privacy protection?

The infrastructure for privacy and copyright is growing and awareness is high in some countries in the world, but anything goes in the Arab region since **there are not yet any laws in this domain.** People have not yet reached the stage where they wish to regulate this field. This could be because they are not yet properly involved in the online society or because they do not perceive the potential negative consequences for privacy and copyright and the economy in general of a lack of regulation. It is only a matter of time before this situation changes, however. Soon, Arab governments will start to react to concerns regarding privacy, copyright and freedom of expression.

Do people have a more optimistic outlook on the economy now that technology helped them to change the direction their countries are heading?

It is difficult to say, since we are still in the “fog of war” and chaos prevails. Nevertheless, we are definitely witnessing a historic shift. **Cultural and social norms have been evolving in the Middle East over the last year. 60-70% of the population across the region is under the age of 30. This group is the one which has been empowered the most by these changes and this process will continue until they develop real-life, non-virtual channels for expression or the virtual channels merge with real-life channels and can develop further.**

Interview by Robert Huttinger, re publica, 2012. 2-4 May, Berlin

Available at: http://www.youtube.com/watch?v=wtNB2X_zMXc

THE PERSPECTIVE OF YOUNG PEOPLE ON THE YOUTH UPRISINGS

The original impetus to revolt came not from Islamic concerns but in response to economic and social needs of the youth.

Ahmed Fouad from Egypt

The rise of radical Islam creates the mistaken perception that the revolutions of the Arab Spring are somehow linked to this movement. In reality, the revolutions were motivated by a desire for liberty and an end to the abuse of power by the dictators. Democracy is not a universal standard. It has different permutations for each local context. In Tunisia we are building a form of democracy based on our local circumstances.

Mekhi from Tunisia

I feel freer. Freedom means many things. First I can speak freely and openly, with access to all topics, any time, anywhere, on the net, on my blog, so I feel free."

Tunisian association for Voluntary actions, Tunisia, 39

Contributions to the democratic transition of Tunisia Euromed youth Unit in Tunisia

*We were forced to reorient ourselves in the context of Tunisian youth and to make the Unit more responsive to the needs which were born from the revolution. We identified three needs which we decided should be national priorities: **support for the national electoral process, support for the employability of young people and consolidation of local democracy.** From that point onwards, we started to organise ourselves as a unit focusing on training for Tunisian associations. We were able to help a hundred in 2011 and this figure increased to 130 in 2012.*

Mohsem Hakiri, Head of the Tunisian unit, Tunisia

THE ARAB REVOLTS AND THE EUROPEAN YOUTH MOVEMENTS

These democratic revolutions in the MENA countries led by youth were notable for their incredible courage and strong sense of dignity. They were spontaneous revolts involving all social classes. They inspired

movements elsewhere, such as *The Spanish Indignados (2011-2012)* the Portuguese and Greek protests as well and *Occupy Wall Street*. Although these movements have different demands, there are definitely parallels in the form of social mobilisation, the use of modern technologies such as social networks and in the peaceful methods of peaceful protest or *al-Mouthahara al Silmiyya*. Nevertheless, the slogans are different: the Arab revolts target regimes considered to be authoritarian, repressive and corrupt, while the *Indignados* demand more social equality, governmental efficiency and opportunities.

The Spanish protests, also referred as the *Indignados* movements were demonstrations that can be traced to social networks such as *Real democracy now* or *Youth without future*, among other civilian digital platforms and small organisations.

Even though protesters were from an heterogeneous group they shared a strong rejection of unemployment enhanced by the current economic crisis, welfare cuts as well as unrepresented bipartidism. The protesters started with an initial call to close to 50 cities.

While the *Indignados* were asking for more justice, young Arabs were demanding liberty and justice.

The Arab uprisings are different from the simple workers' revolts which have marked

recent history, those of Algeria in 1977, of Gafsa in Tunisia in 2008 and the textile and cotton industry in Mahalla in Egypt which have continued throughout the recent years. Their massive and spontaneous character encompasses the workers' movement in addition to others. **The Arab uprisings are simultaneously democratic and social revolutions.**

New opportunities for Euro-Med collaboration in democratic processes

*I see this moment transition moment as a **unique opportunity**. Why is this such a **turning point**? The reason is that I see young people in North Africa protesting in the street, chanting "we want democracy" while in southern Europe young people are demonstrating in the name of a "better democracy". So there is the possibility that we could learn from each other and reflect together on the question of **what kind of democracy we want** for the world today. I think that both institutions and youth organisations realise **that we are working towards the same goals**. Now it's simply a question of **choosing the methods** by which those goals can be achieved. Nevertheless, the answer is not immediately evident. It is by creating spaces and experimenting that we can try to find solutions for youth.*

Bruno Antonio, ECOS, Portugal.



DOSSIER: FROM INDIGNATION TO CONTRIBUTION THE ARAB SPRING IN PERSPECTIVE

DIVERSITY OF ARAB SPRINGS SCENARIOS AND HORIZONS

The popular uprisings, revolts of revolutions, that occurred in the Arab world in 2011 overturned or still defy the authoritarian regimes or delegitimized. Arabo-muslim contemporary societies have common characteristics. But there traits of the uprisings are well differentiated from one country to another (Tunisia, Egypt, Jordan, Algeria, Morocco, Algeria, Lybia, Syria in the MENA region) as well as their horizons and future challenges.

Following are the views of eminent political analysts from the South describing the Arab uprisings in the different countries as well as anticipating the future transitional scenarios.

TOWARDS DEMOCRATIC TRANSITIONS?

During the Arab revolutions, the Arab youth became a world-wide model for their capacity for mobilisation and political and civic activism, able together with massive popular support to overthrow the authoritarian regimes or delegitimize them. Their democratic demands were not been translated into immediate political action.

Arab-muslim countries are facing unprecedented historic opportunities as the era of dictatorships draws to an end. Nevertheless, nothing can be taken for granted in any of the countries that have experienced the political uprisings. In fact, democratic processes are only beginning to emerge, security is shaky. The tensions that followed the events both in Tunisia and Egypt show that more time will be needed before the past can be forgotten and open, pluralistic and democratic societies can emerge.

The eminent arab-muslim professor of Contemporary Islamic studies provides relevant elements for reflection in the current political transitions:

The key players involved in each society will have no choice but to face up the real challenges, and to avoid the trap of polarization, of "secularists" and "Islamists". More than a new fundamental question remains to be elucidated: the nature

of the state, the role of religion, the basic principle of equal rights for all citizens, equality between men and women... But the debate cannot be reduced to a confrontation between the two approaches, both of which are in crisis. Also, Can Turkey be seen as a model? How are we to promote an autonomous civil society?

As he concludes: Beyond the questions of East and West lie freedom, autonomy, courage and determination. In them lies awakeing¹⁰.

5

MOROCCO: The resilience of the monarchy, the status of the opposition
Chawqui Lotfi⁷

Until now, the Moroccan monarchy has managed to impose its "permitted reforms", both constitutional and governmental, and to avoid the development of a widespread revolutionary movement. The predatory authorities are strong thanks to our weaknesses. Nevertheless, there is no Moroccan exception or historical respite. Regardless of the strengths and weaknesses of the left, the potential for a vast popular movement with radical social and democratic goals is great.

Morocco

5

Algeria

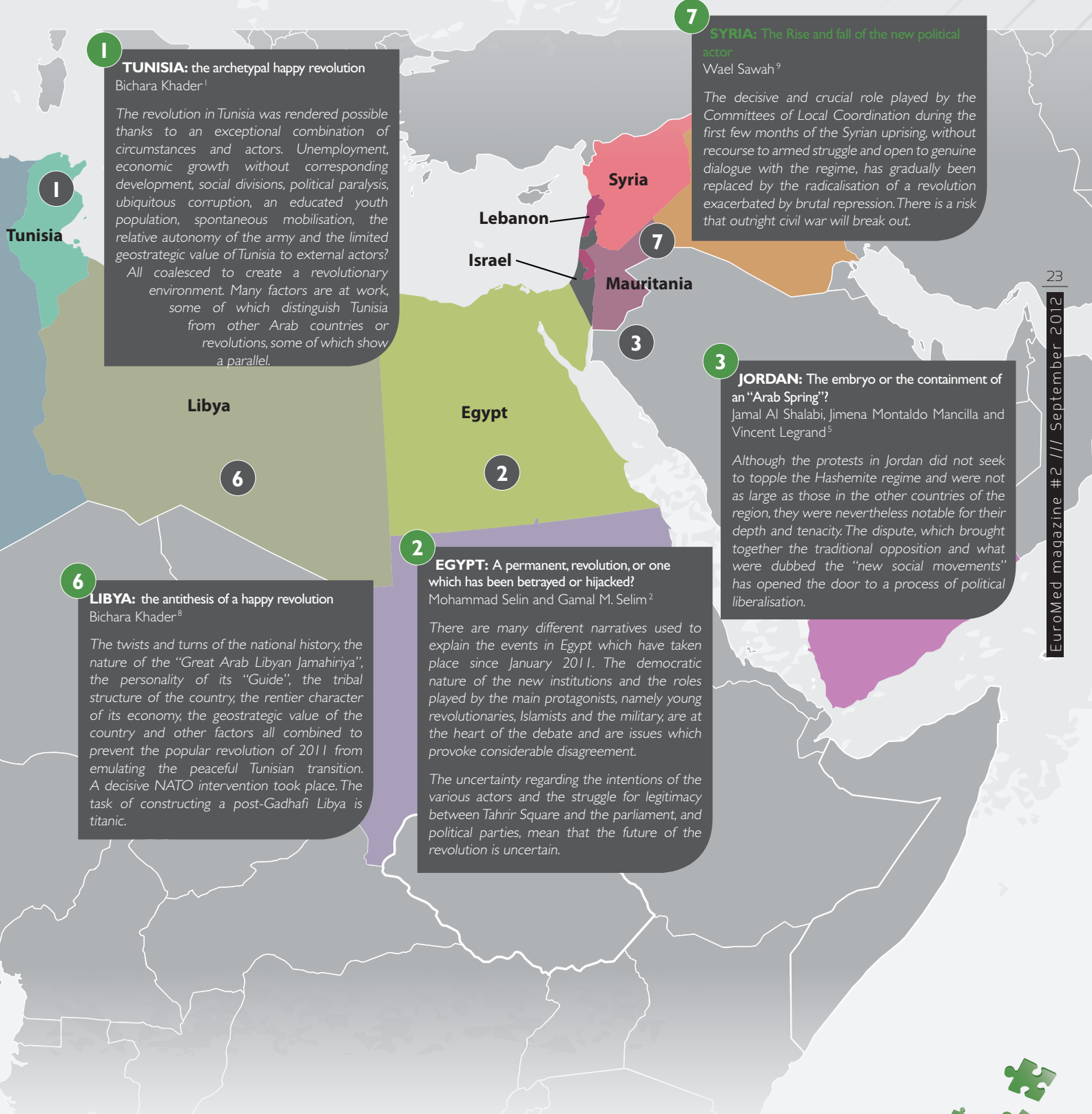
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ALGERIA: A permanent, revolution, or one which has been betrayed or hijacked?
Ahmed Aghrout and Yahia Zoubir⁶

Algeria appeared to have been spared by the wave of the "Arab Spring". The relative weakness of the democratic mobilisation can be explained by the memory of the civil war in the 1990s and the reaction of the regime. Nevertheless, the political reforms conceded by the government are superficial in more ways than one and will not contain popular discontent indefinitely, since its causes and intensity are comparable to those of neighbouring countries. The uncertainty regarding the intentions of the various actors and the struggle for legitimacy between Tahrir Square and the parliament, and political parties, mean that the future of the revolution is uncertain.

¹Professor and director of the Centre for Research and Studies on the Modern Arab world (Cermac), Catholic University of Leuven, Belgium. ²Respectively the Professor of Political Sciences at the University of Kuwait and the Head Assistant in Political Sciences at the University of Port-Said in Egypt. ³Professor of Political Sciences, Vice Dean of the Faculty of Letters of the Hashemite University in Zarqa, Jordan, winner of the 2006 Unesco Sharjah prize for Arab culture. ⁴Political scientist, researcher at the Centre for Research and Studies on the Modern Arab World (Cermac) in the Catholic University of Leuven. ⁵Professor and researcher at Cermac, at the Centre for the Study of International Crises and Conflicts, at the Centre for Development Studies and at the Inter-disciplinary Centre on Islam in the Modern World, Catholic University of Leuven. ⁶Respectively researcher at the School of Humanities, Languages and Social Sciences of the University of Salford (Manchester) and Professor of International Studies and Director of Geopolitical Research at Euromed Management (Marseille).



1 **TUNISIA: the archetypal happy revolution**
Bichara Khader¹

The revolution in Tunisia was rendered possible thanks to an exceptional combination of circumstances and actors. Unemployment, economic growth without corresponding development, social divisions, political paralysis, ubiquitous corruption, an educated youth population, spontaneous mobilisation, the relative autonomy of the army and the limited geostrategic value of Tunisia to external actors? All coalesced to create a revolutionary environment. Many factors are at work, some of which distinguish Tunisia from other Arab countries or revolutions, some of which show a parallel.

7 **SYRIA: The Rise and fall of the new political actor**
Wael Sawah⁹

The decisive and crucial role played by the Committees of Local Coordination during the first few months of the Syrian uprising, without recourse to armed struggle and open to genuine dialogue with the regime, has gradually been replaced by the radicalisation of a revolution exacerbated by brutal repression. There is a risk that outright civil war will break out.

3 **JORDAN: The embryo or the containment of an "Arab Spring"?**
Jamal Al Shalabi, Jimena Montaldo Mancilla and Vincent Legrand⁵

Although the protests in Jordan did not seek to topple the Hashemite regime and were not as large as those in the other countries of the region, they were nevertheless notable for their depth and tenacity. The dispute, which brought together the traditional opposition and what were dubbed the "new social movements" has opened the door to a process of political liberalisation.

2 **EGYPT: A permanent, revolution, or one which has been betrayed or hijacked?**
Mohammad Selin and Gamal M. Selim²

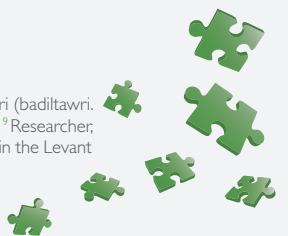
There are many different narratives used to explain the events in Egypt which have taken place since January 2011. The democratic nature of the new institutions and the roles played by the main protagonists, namely young revolutionaries, Islamists and the military, are at the heart of the debate and are issues which provoke considerable disagreement.

The uncertainty regarding the intentions of the various actors and the struggle for legitimacy between Tahrir Square and the parliament, and political parties, mean that the future of the revolution is uncertain.

6 **LIBYA: the antithesis of a happy revolution**
Bichara Khader⁸

The twists and turns of the national history, the nature of the "Great Arab Libyan Jamahiriya", the personality of its "Guide", the tribal structure of the country, the rentier character of its economy, the geostrategic value of the country and other factors all combined to prevent the popular revolution of 2011 from emulating the peaceful Tunisian transition. A decisive NATO intervention took place. The task of constructing a post-Gadhafi Libya is titanic.

¹ Activist for the 20 February Movement, former member of the National Association of unemployed graduates, publisher of the bilingual blog entitled Badil Tawri (badiltawri.wordpress.com/). ⁸ Professor and Director of the Centre for Research and Studies on the Modern Arab World (Cermac), Catholic University of Leuven, Belgium. ⁹ Researcher, member of the Middle East Legal Studies Seminar (MELSS), columnist for the Al-Hayat Newspaper, co-author of numerous works, including Issues of Secularism in the Levant and A Tale Entitled Syria (in Arabic). ¹⁰ Tarik Ramadan: 'The arab awakening: Islam and the new Middle East', introduction. Penguin Books, 2012.



DOSSIER: FROM INDIGNATION TO CONTRIBUTION

LYON RECOMMENDATIONS IN STRATEGIES FOR CHANGE

Euromed Youth leaders' recommendations: Participation, non-formal education and employability as well as the information society¹¹ :

The following are the edited recommendations to improve the current situation of young people in the domains of participation, education and employability. The recommendations were collectively written by 50 youth leaders from the north and the south of the mediterranean shores during the Lyon seminar in February 2012.

THEME 1: PARTICIPATION, NON-FORMAL EDUCATION, AND EMPLOYABILITY

Building long-term coalitions among all stakeholders involved in the youth social and employment context.

Any employment and social strategy for youth requires the contribution of all stakeholders, including the users. No single actor can tackle this issue alone.

This implies:

- > Raising awareness among all relevant actors of the necessity of joint collaboration, including the private sector - as part of its social corporate responsibility and correlated benefits
- > Knowledge sharing of successful partnership models and employment/employability schemes, these could include mentorship schemes, placements and apprenticeship schemes, that provide young people with a direct working experience.

Supporting entrepreneurship initiatives among youth in the Euromed area

One of the most reliable methods for boosting employment in the Euromed area today is the creation of micro or small enterprises, cooperatives, including social cooperatives, and the fostering of entrepreneurship. Additionally, Euromed joint-initiatives could also be developed.

It is important to:

- > Make capacity-building programmes accessible for people wanting to learn entrepreneurship skills, these should include training but also support for the selection of viable projects, guidance, and seed-money for start-up initiatives.
- > Entrepreneurship will develop most effectively if a conducive social, political, legal and economic environment exists. Fundamental steps should be undertaken in this direction.

To ensure the sustainability of youth-oriented non-profit organisations

The emerging youth non-profit organisations in the Euromed have a crucial role to play, as they are aware of young people's needs and act to support them at grass-roots level.

It is important to:

- > To enlarge the offer of capacity building for NGO leaders. Fundamental specific training areas include: organisational development, fund-raising, programme evaluation, volunteer and human resource management.
- > To promote the cooperation of NGOs

with the private sector; a potential donor, in ways which can be of mutual interest, within a given framework of good common law.

To reinforce the current non-formal education framework to further support volunteering and employability

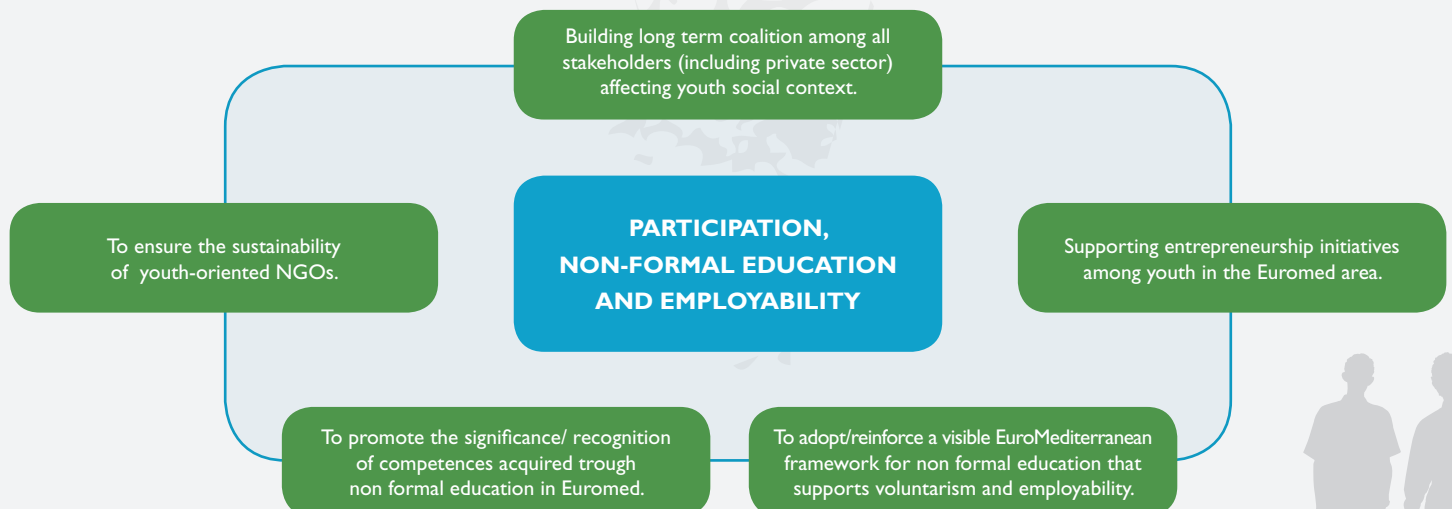
Non-formal education is an important element of life-long learning, and fosters the acquisition of skills and competences for young people.

It is important to:

- > Define guidelines for quality criteria and indicators of non-formal education that foster civic competences and employability and allow for the measurement of their impact
- > Reinforce dissemination of successful good practices, particularly for those that have the potential to be replicated or that could become sustainable with the support of local actors.

To promote the recognition of competences acquired through non-formal education

Skills and competences acquired through non-formal learning, if recognised and made visible, provide added value for employment, as well as for social cohesion. We refer to key competences such as: communication in a foreign language, social and civic competences, sense of initiative and entrepreneurship, or organisational skills in the organisation of youth international activities.



Measures should be taken to:

- > Encourage young people and youth social workers to make use of tools for the recognition of competences, such as the portfolio, the Youth Pass...
- > To promote the recognition of non-formal learning and its formal recognition tools among all relevant stakeholders, youth workers, trainers, employers and certification authorities.
- > To encourage national education authorities to recognise the learning outcomes of non-formal education, and formal tools for its recognition.

THEME 2: INFORMATION SOCIETY AND KNOWLEDGE ECONOMY

I To promote universal access to information through information and communication technologies

Information and communication technologies (ICT) are empowering tools which enhance human development. Indeed, the internet is a means to access information, news, distance learning, employment opportunities, social networking, or collaboration.

It is important to:

- > Support measures that promote the universal access to information through ICT, as a basic human right should be encouraged.

- > Advocate for policies and programmes that contribute to the removal of economic and social obstacles to accessing internet.
- > Support communication campaigns in "disconnected areas" that show the local youth the potential of ICTs as a developmental tool.

I To preserve the free flow of information and the sharing of knowledge

Safe ICT environments and full access to information are the prerequisites to enable individuals to become engaged and active citizens in virtual spaces.

It is crucial to advocate for:

- > Safeguarding privacy and anonymity of users.
- > Raising the awareness about political and economic threats to the free flow of information.

I To support innovation and knowledge economy

To cope with the fast changing world and the necessity of improving youth employability, innovation is necessary. ICTs offer a large number of opportunities to promote this.

This implies:

- > Setting up a network of dedicated EuroMed centers that share knowledge, innovative ideas and good practices in the framework of the knowledge economy.

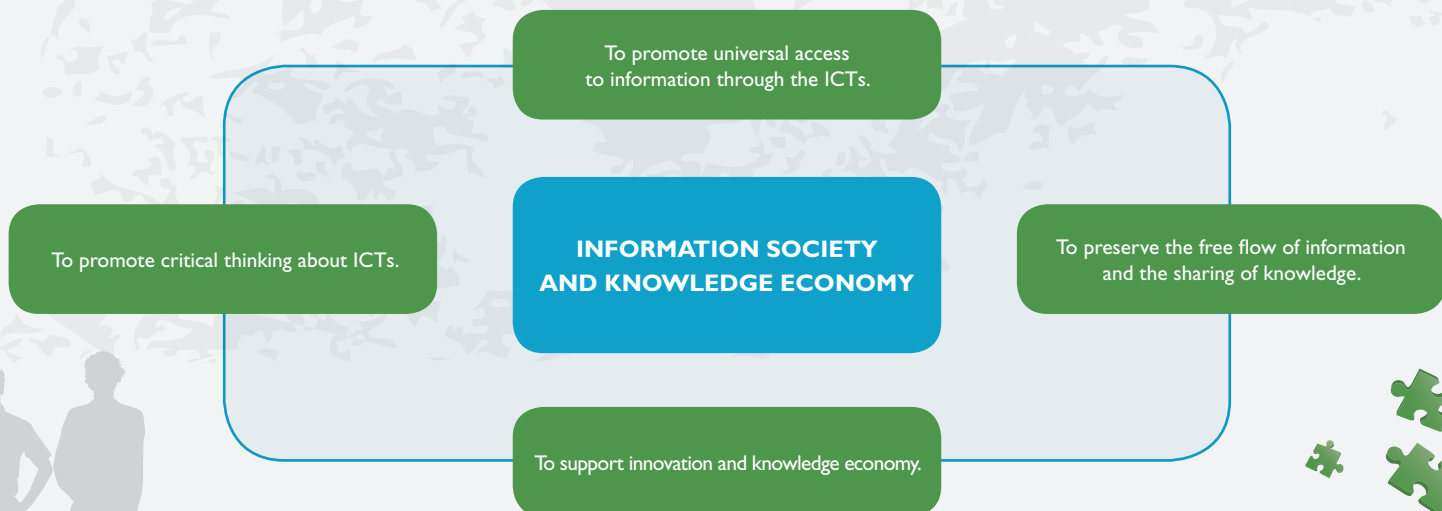
- > By raising the awareness of youth that innovative and entrepreneurial projects may pop up everywhere from grassroots processes to multidisciplinary encounters or clusters.
- > By establishing virtual incubators organised to provide support to start-up creative or innovative projects and entrepreneurs, through on-line connection.

I To promote literacy and critical thinking about Information and Communication Technologies

To fully exploit ICT's potential, young users should develop specific competences and skills, general digital competences, which relate to the confident and critical use of ICT for learning, leisure and communication work.

This implies:

- > Encouraging training (adopting formal and non-formal methodologies) on information and communication technologies and web 2.0 in order to enhance efficient, beneficial and responsible usage by young people.
- > By training people in the production and sharing of information, for instance through social media or other means such as blogs.



DOSSIER: FROM INDIGNATION TO CONTRIBUTION

LYON RECOMMENDATIONS IN STRATEGIES FOR CHANGE

THE PERSPECTIVES OF THE POLICY-MAKERS¹²

In the public conference – debate that took place on February 10th, the Euromed group had the opportunity to discuss their recommendations with a group of selected panelists leading programmes and agencies on youth, employment and promotion of the civil associative life at regional, national (France) and European levels, including the council of Europe. The panelists based their recommendations on a sound knowledge of the Euromed area and associative life.

The policy-makers welcomed the recommendations on participation, learning and employability and highlighted their pertinence. They provided concrete reflections on how to increase their relevance and impact. They provided vision on how to place them into the current Euromed transitions; suggested key strategies for success and increased outreach and proposed areas to enlarge the scope of work and highlighted key challenges. The presentation was followed by fruitful dialogue with the youth leaders.

COALITIONS, PARTNERSHIPS AND SUPPORT FOR YOUTH

- Youth coalitions in support of youth and employability should be built at different levels: national, regional and local.
- A condition for success in the support of the youth is building collaborations with the local territories. These are likely to provide the best tangible results and impact
- Within the current context of the emergence of a civil society, support to youth should not be restricted to youth NGOs. This should be enlarged in the first place to all NGOs which directly or indirectly support youth. Support should also be given to active youth civil society movements that work through platforms and forums. There are clear examples in the Arab spring and Spanish movements, for instance.

(Recommendations 1 & 4)

YOUTH EMPLOYABILITY

- In supporting youth entrepreneurship for job creation it is crucial to also introduce measures to support young people to launch concrete initiatives, micro-enterprises, cooperatives...
- Training for entrepreneurship should be open to all young people that have an entrepreneurial spirit and creative ideas. This should not be restricted to people with diplomas.
- The knowledge economy is a sector with a great potential for qualified youth workers but not exclusively, particularly in countries with economies that are not very diversified. Adequate opportunities for employment in this sector should be sought.
- Employability measures should be extended to the disadvantaged and those groups that don't match the profile of entrepreneur.

(Recommendation 2)

NON-FORMAL EDUCATION AND RECOGNITION OF COMPETENCES

- Recognition of competences in non-formal education should be extended to the recognition of youth work competences as well as to the volunteers. The impact of recognition is not only at the individual level, employability. It supports the visibility of a well grounded civil society.
- Recognition has three dimensions: the social recognition (recognition by society), the political recognition (recognition in policies) and formal recognition (valuing learning through tool or instruments). This is the approach of Council of Europe. The challenge is to keep the dimensions in balance.
- In the recognition of competences it is important to go beyond the current dichotomy of education presented as formal or non-formal education. Education should be presented as a continuum. This dichotomy should be surpassed when developing national frameworks.

(Recommendations 4 & 5)

STEPS FOR THE FUTURE: ADVOCACY AND ACTION PLANS

One of the final outputs of the conference was the inclusion of the recommendations of the Euro-Med youth leaders developed during the Lyon Seminar in the Action plan on "Recognition of youth work and non-formal learning /education in the youth field"¹³.

The Action Plan identifies a number of relevant actions to be launched and supported at the various levels of youth work and youth policy in this topic.

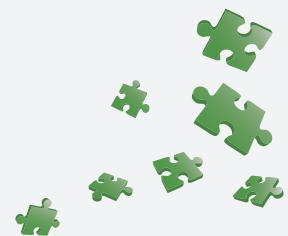
It aims to establish a medium and long-term coordinated strategy towards the recognition of youth work and non-formal learning, with the involvement of various actors and stakeholders from the various sectors concerned.



The following table is a summary of the Recommendations of the Euro-Med youth leaders and the views and considerations from the policy-makers on the theme of participation, non-formal education and employability.

THEME 1: PARTICIPATION, NON-FORMAL EDUCATION AND EMPLOYABILITY

	THE VIEW OF YOUTH LEADERS: RECOMMENDATIONS AND ACTIONS	THE VIEW OF POLICY-MAKERS: CONSIDERATIONS
<p>1. BUILDING LONG- TERM YOUTH COALITIONS</p>	<ul style="list-style-type: none"> ▮ To raise awareness of the necessity of joint collaboration for the development of any employment or social youth strategy or action. ▮ To develop knowledge-sharing about successful partnership models and employment schemes. 	<ul style="list-style-type: none"> ▮ A condition for success in youth support is building coalitions with local territories. ▮ Coalitions in support of youth should be fostered at all levels: local, regional, national and EU.
<p>2. SUPPORTING YOUTH ENTREPRENEUR INITIATIVES</p>	<ul style="list-style-type: none"> ▮ To enlarge the offer of capacity- building programmes. ▮ To build programmes that will allow youth initiatives to facilitate the first step to set up a company. ▮ To create an environment supportive to entrepreneurship. 	<ul style="list-style-type: none"> ▮ Training should be open to all youth with an entrepreneurship profile, not only to those with formal education. ▮ Specific actions to launch youth initiatives or micro-business are crucial for job creation. ▮ Supplementary measures to support those that don't have an entrepreneurial spirit, and the disadvantaged should not be disregarded.
<p>3. TO REINFORCE THE EUROMED FRAMEWORK EDUCATION THAT SUPPORTS VOLUNTEERING & EMPLOYABILITY</p>	<ul style="list-style-type: none"> ▮ To define criteria and indicators of non-formal education that foster key competences. ▮ To support dissemination of successful good practices, particularly those that have the potential to be replicable and sustainable. 	<ul style="list-style-type: none"> ▮ The recognition of formal youth work and the recognition of non-formal learning are essential to foster the civil society. A competence based approach is desirable. ▮ Recognition of competences should be extended to youth workers and volunteers.
<p>4. TO ENSURE THE SUSTAINABILITY OF YOUTH ORIENTED NON-PROFIT ORGANISATIONS</p>	<ul style="list-style-type: none"> ▮ To provide capacity-building programmes aiming at empowering NGOs. ▮ To promote cooperation schemes between NGOs and the private sector. 	<ul style="list-style-type: none"> ▮ Support should be enlarged to NGOs that support youth as part of their programme: eg fight against poverty. ▮ Youth civil society movements and platforms should also receive support.
<p>5. TO PROMOTE THE RECOGNITION OF COMPETENCES ACQUIRED THROUGH NON-FORMAL EDUCATION</p>	<ul style="list-style-type: none"> ▮ To encourage the use of tools for recognition of competences, youth portfolio, youth pass. Extend the use of the Europass within the Euromed programme. ▮ To encourage all relevant actors to recognise the competences acquired through non-formal learning, and formal tools for recognition, both for young people and social workers. 	<ul style="list-style-type: none"> ▮ Recognition has 3 dimensions, the social, the political and the formal (portfolio). A balance has to be attained among the 3. ▮ Education is a continuum, it is fundamental to go beyond the dichotomy of "school" and "out of school" learning.



DOSSIER: FROM INDIGNATION TO CONTRIBUTION ENHANCED COLLABORATION FROM THE EU

AN OVERVIEW OF THE EU RESPONSE TO THE ARAB SPRING: A NEW PACKAGE OF SUPPORT FOR NORTH AFRICA AND THE MIDDLE EAST¹⁴

The European Commission adopted a package of measures with programmes including support for areas like democracy, growth, job creation, microfinance and higher education, that is worth to follow and find more about. For particular interest for youth associations can we the Civil Society facility.

The four decisions approved are:

- The **SPRING programme** (Support for Partnership, Reform and Inclusive Growth). Under this flagship initiative, the Commission will provide support for the Southern Neighbourhood countries for democratic transformation, institution building and economic growth in the

wake of the *Arab Spring*. Support provided through SPRING will be tailored to the needs of each country. The total value of this initiative is €350 million to cover the years 2011 and 2012.

- The **Neighbourhood Civil Society Facility**, adopted on 20 September 2011, is designed to strengthen the capacity of civil society in their crucial role to promote democratic governance, equitable development and inclusive growth. With a total budget of €22 million, the programme will also support regional and country projects led by **non-state actors**. Similar amounts are envisaged for 2012 and 2013.

- A **Special Measure to support poorer areas in Tunisia** in the aftermath of the events of the *Arab Spring*. €20 million has also been allocated in order to foster employment and job creation in the

country and to improve living conditions for inhabitants of urban areas in the most impoverished regions, as well as to improve access to microfinance.

- The existing **Erasmus Mundus** programme. This will go towards achieving better understanding and mutual enrichment between the EU and neighbouring countries by creating possibilities for student and academic staff mobility (for example, the opportunity to study in universities in EU Member States) and exchange of knowledge and skills. The overall budget for this programme is 66 million. More information on Erasmus Mundus.

A NEW FRAMEWORK FOR EUROMED IN THE FUTURE?

By Bernard Abrignani

As Fathia Baccouche wrote in "The Mediterranean region united in its diversity" in Intercultural dialogue: basis for Euro-Mediterranean partnership: "The Mediterranean is both homogeneous and diversified, like its languages and cultures, its music, its colors, its fragrances and its forms. It could be compared to one of its major art forms, the mosaic, which is made up of assorted small colored fragments assembled to create images of astonishing richness, diversity and harmony."

EuroMed Youth IV is the fourth phase of this regional programme aimed at promoting the mobility of young people and the understanding between peoples through EuroMed Youth Exchanges, Voluntary Service and Training and Networking. Its geographical scope comprises 35 countries, the 27 EU countries and eight Mediterranean partner countries (Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestinian Authority, Tunisia and Israel).

The outcomes of years of cooperation within EMY I and III are: 82 projects done, 2.285 young people and youth workers involved for a total amount of 4M€, were a living proof that one should never lose faith in the energy and determination of NGOs to establish and maintain solid ties between Europe and its neighbors and more particularly with those on the southern bank of the Mediterranean Sea.

As some people used to say: History is an eternal resumption; EMY IV started 2 years after the end of previous programme but the context was slightly different:

2011 and 2012 have been crucial years for southern Mediterranean countries: *Arab spring* and the resulting political and social imbalance of some countries have not helped to the optimal running of the program.

Despite the complexity, the EuroMed Youth Program, after more than one year of its launch, is achieving good impact on the



Euro-Mediterranean Youth.

From the 22nd February 2011, the program gathered in Tunisia, Palestinian territories, Jordan, Israel and Egypt more than 800 participants from about 600 NGOs during

¹⁴ Further information can be found through the EU Delegations and the links provided.

25 Info and/or Training Sessions about the way to fill application forms to grant good projects of which 4 managed directly by RCBS (the Regional Capacity Building and Support Unit for the Euromed Youth Program IV).

Three deadlines are already passed and the first results start to come up: 135 proposals have been submitted and 34 awarded.

Among them, we could take the example of the project "Culture of Olive Trees... Culture of Peace" which represented an opportunity for creating new bridges among the Mediterranean European and North African countries, cultures, traditions and perspectives of living through a Euromed Youth Exchange (Action 1) in Hammam-Sousse. Tunisia, Algeria, Egypt, Italy, France share a unique background about the past and current culture and use of olives.

Olive oil has historically been used in several domains (nutrition, medicines, healing, religion) and constitutes a symbol of Unity. The project turned these perspectives of unity and peace into reality, by encouraging European and North African youth while working, living and sharing their ways of life together in a serene and productive environment.

Training Courses (Action 3) have also found their way into Euromed Youth IV, as the Woman Project held in Jordan shows. Youth workers were trained to support the implementation of activities related to gender issues, from a theoretical and practical point of view. Gender being one of the priorities of Euromed Youth IV, the success of this training course and its potential multipliers effects represent an achievement for the fourth phase of the program.

Morocco, Algeria and Lebanon are going to launch their calls but deadlines for applications have not yet been established.

If we compare the frame of each programme: political situation, number of countries involved and/or already having started, suspension or delay, it is obvious that the NGOs actively involved in the Youth field and especially the local ones are clearly in demand to this type of programme.

Not only based on the conviction that Euromed Youth Programme has become even more relevant since the Arab Spring, we also consider the need for extension and reinforcement of Euromed Youth IV

is high, especially if the extension is used to prepare the next Phase allowing to avoid any suspension or delay and to reinforce the sustainability of the Euromed Youth Cooperation!

THE CHALLENGES OF EUROMED YOUTH PROGRAMME

A small program, regional, semi decentralized, composed by micro-projects but affects many people: youth leaders, youth workers and youth and intending to bridge the two shores of "our white sea" (The roman used to say "mare nostrum" and the Arabs called "white sea" the Mediterranean sea).

Another feature of this program is that it acts locally; associations are locally and young people are affected directly without going through larger organizations often act as alternative administrations and running many programs from different countries and / or international institutions blurring the image of the European Union and its foreign policy. In contrast to this picture is more human dimension in the framework of the Euromed Youth. More money goes directly to young people through the actions put in place it is not used to supply the budgets of institutions that often the reason for living is to «run» after the money and not to implement the project for which they were created.

The fact that our site and country-specific sites have not yet started, are so much visited may prove the interest in our program which for many is one of the few opportunities for smaller organizations to benefit from using the support of the European Union.

This flexibility, this human dimension is what makes the strength and uniqueness of our program that despite September 11, wars, terrorist attacks, two suspensions is always present and meets the expectations of citizens active in these countries. ■

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HIGHLIGHTS

ACTIV8 IN EUROMED

By Aytaç Uzunlas

When you say "That's it!" you'll have probably found the most suitable exclamation for the project called Activ8 in Euro-med Training Course. From the beginning to the end, we "activated" participants, events, facilities and experiences. This article will give you an opportunity to find out for yourself just what Activ8 in Euro-med is all about.

To begin with, this activity is also linked to two other projects. Motiv8 will take place in the UK and is linked to the social involvement of sports, while Cultiv8, which will be held in Jordan, is about the cultural aspects involved in traditional sports. The first already took place in Ankara, Turkey from 27th February to 5th March 2012 and was entitled the Euro-Med peer education training. It involved young people from 6 countries - Spain, England, Jordan, Egypt, Lebanon and Turkey. The project was designed to improve the capacities and competence of youth workers coming from different European and Mediterranean countries. The main focus was on peer educator skills in the Euro-Med social context through outdoor activities and non-formal learning tools.

The participants included people with fewer opportunities, people who hadn't experienced such activities before, all coming from socially excluded and poor groups. All the participants were trained using different tools from non-formal education, including intercultural workshops as well as group dynamics. Basic skills for peer education methods for sports allowed the participants to transfer the knowledge and information to their daily duties. The participants also gained important knowledge about Euro-Med IV and the Youth in Action program and the possibilities the programs offer. During the TC learning process, we tackled a variety of themes such as volunteerism, tolerance, active aging, young unemployment, cultural diversity... etc.

As youth workers, we realize what the real/practical meaning of "volunteering" is, namely that a project is carried out not by oneself but together with others and requires communication between the partner NGOs. We formed a completely new group from the people who have never participated in YIA and Euro-Med. We also observed that different cultures



shared the same feelings at the same time. For example, participants from both Europe and Mediterranean countries embraced each other when they met, even on the first day. Through this behavior, they managed to capitalize on the harmony by finding similar tastes in different countries.

What's more, the atmosphere was such that participants felt free to represent their culture in the best way; they listened to each other with strong motivation, interest and respect. In other words, the training connected young people from different European and Mediterranean countries and gave them the tools to do further work in the youth field in the European level.

Just a few words on what happened in Ankara... As outdoor activities, 35 participants rode horses, ice-skated, played basketball, football and paintball, etc. They learned positive cheering, fair-play, team building, peer-education, how to learn, learning methods (non-formal, informal and formal) and the differences between them all. One of the most useful tools of non-formal learning is forum theatre. This was a really effective way of learning what non-formal learning really is. All their prejudices were left behind by the time they transferred their own thoughts and understood the ideas of others.

In conclusion, what we are trying to say here is that when you participate in such a project, whether you prefer delicious/chilly/sweet or the opposite, you have the chance to taste

many different flavors at the same time. You are introduced to people who have different cultures and backgrounds and life experiences from yours.

On the other hand, you not only know them but also happen to share their expectations, challenges, reactions etc... ■

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HIGHLIGHTS

ARAB SPRING ALSO AVAILABLE IN 2012: EUROMED YOUTH PROJECT IN PALESTINE

April 2012, Palestine

Shadi Zatarra, Youth Projects Coordinator, shadizatara@gmail.com

Since the *Arab Spring* started, many wide-reaching changes have taken place in Arab nations that have also impacted on European nations and the world, which everyone feels is being fundamentally transformed. Why did young people in the region start to take the lead by themselves? How did they start all those revolutions? How they manage them? How did young people make politicians, leaders, and decision-makers reconsider youth in their policies and regret that they hadn't included them for real in the system from the beginning?!!

These all questions to which the world is trying to find the right answers. Our EuroMed Youth project "*Arab Spring Also Available in 2012*" will also try to answer some of these questions. The idea for the project began during the Training of Trainers in EuroMed (TOTEMII) in October 2011 when three youth workers from three different countries wanted to focus on Active Youth Participation, as demonstrated in the images of the ongoing *Arab Spring* in the region. The project was further developed in Spain during a Job-shadowing project in November 2011 with CIIC, a Spanish organization whose main partners had the opportunity to put their ideas into a project and plan its activities and impact.

The partnerships were finalized between December 2011 and January 2012 with 18 interested partners from 15 countries: 10 EU countries, and 5 MEDA countries. The project was submitted for the 1st February 2012 deadline for the EuroMed Youth IV program in Palestine and was approved two months later.

The title of the project was inspired by a Loesje's Study Session organized in November 2011.

The **Overall Objective** of the project is to train youth workers to be active citizens in order to set up youth projects targeting youth participation practices within the EuroMed region.

And its **Specific Objectives** are:

- Providing better understanding of active youth participation
- Be inspired by the *Arab Spring* Revolutions
- Be active citizens by creating youth projects in Euromed region
- Raise awareness of the Palestinian situation

The project has 18 partners, in addition to the applicant, from 10 European countries and 5 Mediterranean countries; (UK, Italy, Germany, Belgium, Lithuania, Poland, Malta, France, Spain, Portugal, Morocco, Jordan, Tunisia, Egypt, and Palestine/Including Gaza Strip). A total of 36 youth workers and NGOs representatives will take part in the training course in the summer of 2012.

This EuroMed project is a challenging international youth project to be implemented in Palestine. It is challenging because it contains many political components and will be implemented in a conflict area. In addition, it has Arab partners who have to cross the Israeli border to come to Palestine. While we know that legally all Arab countries are allowed to enter Palestine, the political conditions that Palestine lives in as a result of Israeli occupation procedures limit possibilities for them in reality. In spite of that, the applicant Juzoor Foundation in association with the Jerusalem Youth Parliament insisted on working on this project and it also includes Arab partners since the EuroMed Youth program is based on bringing youth together from the Euro-Mediterranean region to encourage mutual understanding between young people. In addition, the project aims to break the siege and isolation in which Palestine finds itself. ■



HIGHLIGHTS

STUDY VISIT, AFTER THE ARAB SPRING:
YOUTH WORK IN TUNISIA

By Erik Churchill



Tunisia's revolution in January 2010, which saw a popular uprising chase a despot from power, provided the spark to the *Arab Spring*. The courage of Tunisia's youth and the non-violent nature of the uprising were an inspiration to other movements across the region in what came to be known as the *Arab Spring*.

The role of youth in the revolution was fundamental. Based largely on the previous regime's inability to live up to the demands of Tunisia's most important demographic, it was not by chance that a young unemployed, but educated man, named Mohamed Bouazizi became the face of the revolution. His suicide, after having his fruit stand taken away by the police, represented the frustrations of many Tunisian youth.

But 18 months after the revolution, and with Tunisia's first freely elected parliament in place, many of the problems of Tunisia's youth remain. The revolution itself, the ongoing crisis in Libya, and the economic problems in Europe have left Tunisia unable, as yet, to respond to the issues that caused the revolution – namely jobs and opportunities for young people. It was against this backdrop that in June 2012 the EuroMed Youth and Youth in Action programs visited Tunisia to study how Tunisian youth associations were responding to these

needs and how European organizations can help foster exchanges between Europe and Tunisia. Twenty-eight participants from 18 European countries met with counterparts in the Tunisian Ministry of Youth, local youth clubs, and civil society organizations working with youth in order to understand the situation on the ground and to find opportunities for partnerships. One of the key findings among participants was the extent to which different social problems were interrelated.

The youth worker system, put in place under the regime of the country's first president, Habib Bourguiba, was left largely intact. Managed under the Ministry of Youth and Sports, the youth worker program consists of a variety of different programs aimed at reaching young people across the country. The Bir el Bey Institute (Institut supérieure de l'animation de la jeunesse et de la culture) outside of Tunis is the center of youth leader training. Graduates are eligible to become state youth workers in any of the 284 youth clubs throughout the country. These youth clubs, some of which are mobile – in order to reach rural areas, provide non-formal education opportunities for Tunisian youth and also serve as community centers for non-governmental associations engaged in youth work. While the state youth worker system has remained intact, the reality of youth work has changed dramatically since the revolution. Free for the first time to acknowledge deficiencies in the government's approach to youth issues, state workers and associations are working to find solutions that had previously been ignored or hidden.

Recognition of regional disparities is one of these key areas. While governmental and non-governmental organizations have an important presence in Tunisia's major coastal areas, the country's interior has long been neglected. One of the key priorities to the reform of the country's youth work is to decentralize both budgets as well as priorities to the regions themselves.

Youth workers are also facing the challenge of working with youth who oftentimes lack the skills and experience to enter the workforce. While Tunisia's educational statistics remain near the top for the region, there is widespread recognition that the system does not provide the same quality that is required for the country's employers. Associations can play an important role in

bridging these skill gaps through training, networking, and non-formal education. Youth workers and associations also work directly with the educational system itself in order to provide non-formal learning opportunities. These activities can play an important part in bringing youth, who were otherwise disinclined, into associative institutions. The challenge of reaching new young people is particularly acute because of the perceptions many Tunisian youth have of youth clubs as organs of the previous regime.

Youth workers also face the challenge of teaching and imparting new expressions of citizenship and rights. Much of Tunisia's new civil society, borne after the revolution, are youth led initiatives aimed at creating awareness of social problems and providing outlets for young Tunisians to become involved. The October 2011 elections were an opportunity for many of these organizations to reach out to their communities in an effort to encourage voting. Other organizations have focused on health, the environment, and women's rights – all of which were previously the domain of the state.

These new organizations, however, face capacity challenges. While the time it takes to form and fund an organization has been dramatically reduced, few Tunisians have experience in non-profit management necessary to create sustainable organizations.

A shifting policy environment, a constitution that aims to decentralize state functions, and the emergence of thousands of new Tunisian associations are changing youth work across Tunisia. The challenges faced, and how they are overcome, will shape a new generation of Tunisians.

The findings of the June 2012 EuroMed Youth and Youth in Action study tour, including both the challenges and opportunities for youth work in Tunisia will be published in a forthcoming study on the subject. ■

HIGHLIGHTS

EUROMED YOUTH PROGRAMME: ONE YEAR AFTER THE LAUNCH

By Maria Rosaria Valentini, RCBS



A web radio has been launched in Tunisia by the Tunisian Association of Audiovisual and Multimedia Animation (ATAAM) to serve as a platform where citizens can express themselves on themes such as human rights and citizenship.

A Training Course took place in Jordan with strong participation from Egypt, Morocco, Greece, Bulgaria, Latvia and Poland as well as Jordan, with the aim of starting a lifelong learning process for active Euromed players to support the implementation of activities related to gender issues.

Two Euromed Youth Exchanges took place in Tunisia: one on the theme of peace in relation to nature and linked to the culture of olive trees and the other, "Two shores... A Dream", looked at how a cross-border

space is an ideal place to create cultural events including concerts, dance and films. These are some examples of what the Euromed Youth Programme has already accomplished just one year after its launch.

The Euro-Mediterranean Youth programme focuses on mobility, non-formal education and intercultural learning among young people, youth leaders and youth workers operating within the framework of youth organisations and civil organisations dealing with youth.

The programme is designed to facilitate encounters, partnerships and networks within the Euro-Mediterranean partnership through three types of actions:

■ Euro-Med Youth Exchanges

■ Euro-Med Youth Voluntary Service

■ Euro-Med Youth Support Measures

(Job-shadowing, Contact Making Seminars, Study Visits, Training Courses and Seminars)

Beginning on 22nd February 2011, the programme brought together (in Tunisia, Palestinian territories, Jordan and Israel) more than 700 participants from about 600 NGOs for 25 Info and/or Training Sessions on the way to fill out application forms to ensure grants for projects, 4 of which are managed directly by RCBS (the Regional Capacity Building and Support Unit for the Euromed Youth Programme IV).

Three deadlines have already passed and

the first results are starting to come up: 135 proposals have been submitted and 34 accepted.

Five projects under the Action 1 (Euro-Med Youth Exchanges) have been contracted: two in Tunisia, one in Israel, one in Palestinian territories and one in Jordan.

Three under the Action 2 (Euro-Med Youth Voluntary Service): one in Tunisia and two in Palestine.

Nine under the Action 3 (Euro-Med Youth Support Measures): three in Tunisia, three in Israel and three in Palestine.

Another three deadlines are already scheduled for phase IV (2010-2013) of the programme:

■ May 31st, 2012

■ November 1st, 2012

■ January 31st, 2013

Morocco, Algeria and Lebanon are ready to launch their calls but deadlines for applications have not yet been established. For Egypt, four projects submitted at the first call are waiting to be signed.

2011 and 2012 have been crucial years for southern Mediterranean countries: the Arab spring and the resulting political and social imbalance of some countries have complicated the running of the programme somewhat.

Under these conditions, the Euro-Mediterranean Youth is continuing to adapt its view on proximity and social responsibility. Its duty is to reinvent Euro-Mediterranean Youth by democratising ideas, sharing visions and turning inhabitants into genuine stakeholders.

For updates and further information about the programme visit:

<http://www.euromedyouth.net>.





ABOUT US

SALTO EUROMED & GOOD PRACTICES

www.salto-youth.net/euromed

SALTO-YOUTH... stands for «Support and Advanced Learning & Training Opportunities» within the **Youth in Action Programme**. This is a network of 8 regional and thematic Resource centres set up by the European Commission to improve the quality of cooperation within the Youth in Action programme by providing support, training sessions and information to National Agencies.

More specifically, **SALTO-YOUTH EuroMed supports and reinforces Euro-Mediterranean Youth cooperation** by offering training sessions, events, tools for learning and good practices, support to EuroMed Youth Units, the network and our partners.

SALTO-YOUTH EUROMED has been hosted in **INJEP** (National Institute for Youth and Non-formal Education) since August 2000 and is part of the **French National Agency** for the Youth in Action programme.

In cooperation with National Agencies and EuroMed Youth Units, SALTO organises thematic training sessions, seminars and conferences on EuroMed Youth priorities and Tools for Learning.

These allow participants to share, test, analyse, transfer and develop project ideas, international partnerships and to implement these priorities in future strategies.

Moreover, the Resource Centre is also in charge of the development and dissemination of tools for learning and good practices in the field of youth and training. SALTO EUROMED co-organises the TOOL Fair with National Agencies, SALTO Network and a specialised working group.

INTERVENTION ZONE

131 programme countries:

27 EU, Liechtenstein, Iceland, Norway and Turkey 9 Mediterranean Partner Countries that are involved in the Barcelona Process: Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, the Palestinian Authority, Syria, Tunisia.

INTERVENTION FIELDS

- International events
- Tools for Learning and Good Practices
- Networking
- Partnerships



SALTO-YOUTH EuroMed Team:

Bernard Abrignani (coordinator) - Federica Demicheli (Project Officer) - Stéphanie Jakubowski (Administrative Assistant)

FOCUS ON 2012 ACTIVITIES

ACTIVITY	DATE	PLACE	DEALINES
Forum "Youth Cooperation Beyond Borders" Tools for Learning	27-30 October	Azerbaijan	Close
TOT.EM (III phase)	9-20 October	Adrasan, Turkey	only open to participant in 1 st and 2 nd phases
Trust in EuroMed Youth	4-9 November	Spain	10 th September
Tool Fair VII	20-25 November	Poland	
Our White Sea IV	3-8 December 2012	Malta	5 th October
Tools for Learning in EuroMed	10-15 December	Italy	31/10/2012

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