EUROMED: EDUCATION WITHOUT BORDERS

A GUIDE TO INTERCULTURAL EDUCATION

EURO-MEDITERRANEAN EDUCATION, CULTURE,

YOUTH AND CIVIL SOCIETY

ESTONIA 2017

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YOUTH AND CIVIL SOCIETY.

ESTONIA 2017

This project owns its success to the commitment and hard work of these people:

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- *Mahmoud Ezzat, Omneya Elgamil, Hadir El-Badry, Mamdouh Mabrouk (Egypt)*

Sillamäe Society for Chil Welfare

Euromed: Education withouth borders: A Guide to intercultural education

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Online PDF guide find on www.sscw.ee, www.euromed.sscw.ee or www.euromeduc.com

Photocredits: All photographs were taken by the project team or contributing project partners.

Quotations have been adjusted in order to fit with the design of the text, but are referenced and we hope they hold true to the spirit of the original sentiment.

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PARTNERS AND CONTRIBUTORS

CONTRIBUTORS

The following people comprised the international team made up of representatives from partner organisations. Each of these individuals has significantly contributed to the outcome of this book. All contributors represent civil society, educators, researchers, activists, decision-makers, community/religious/youth-leaders from around the Euro-Mediterranean region.

Eigo Varemäe (21), Estonia

Eigo has worked with SSCW directly since 2014 and indirectly contributed since 2011 coordinating many Youth and Children programmes on education for sustainable development and youth-led development and empowerment. He first joined in 2011 to help young people see their potential, in being the driving force behind positive community change. He's worked closely with various youth centres and some international NGOs to support youth working on intercultural issues. All this while being an open-minded student himself.

Vassili Golikov (32), Estonia

Vassili has worked with SSCW since 1995, coordinating many Youth and Children programmes on education for sustainable development and youth-led development and empowerment. He joined the intercultural education programme in 2010, catalyzing young people's potential to

make a positive community change. He's worked closely with various different governmental and non governmental organisations and international organisations to support youth working on intercultural issues. Vassili has a Master`s degree in Political Science and Bachelor's in International Relations and has been working and studying in UK, Finland and Germany.
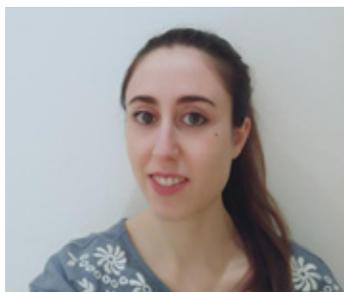
Federica Trimarchi (23), Italy

A Master's degree student in Arabic Language and MENA cultures and societies Federica is interested in formal and non-formal education for children and adolescents and passionate about development initiatives to strengthen the economic and social empowerment of vulnerable women and youth. Collaborator in communication and events organization for the university cultural activities sector. Since 2017 Federica has also been a volunteer in the remote adoption area and translator for Terre des Hommes Italy.

Marco Colombo (27), Italy

Marco has been interested in issues of inequalities and human rights since his youth. Since 2006 he is a volunteer at "In Mission Onlus" a small NGO with several development projects in Ethiopia. This passion has influenced his studies: in 2015 he get a master's degree in Co-operation, Development and Human Rights at the University of Bologna with a thesis on the comparative evaluation of projects to counteract the school drop-outs among foreign students. Collaborator of the Mondinsieme Foundation for three years has been involved in projects in the field of intercultural education. Since 2016 he is a social operator at the refugee center for asylum seekers in Reggio Emilia.

Sophia Khalid (28), United Kingdom

A law and human rights graduate Sophia is a passionate advocate for human rights and peace education. She has represented the UK as a human rights ambassador on a national and international level. From working in schools in her local community to speaking at the United Nations on the importance of human rights education. She is committed to her goal, to see more tolerant, harmonious communities and believes that this can only be achieved through understanding ones' rights and duties, mutual respect and intercultural communication.

Tony Reingoldt (23), United Kingdom

Tony is a first-year economics student at Glasgow University. He became a volunteer in Peace Child International since 2011. He has always been interested in different cultures and education. Tony believes that dialogue and trust are the key factors that could unite cultures around the world. That is why he decided activly participate and contribute in his first international project "Euromed: Education Without Borders".

Ilona Roja, (58), Latvia

She is a successful business woman and the director/founder of Non-Governmental Organization RIC. Under Ilona`s management, RIC has held various workshops, art contests, and intercultural educational events in Riga for an audience of different ages, as well as charitable actions for people from rural and disadvantaged areas. Ilona possesses the ability to inspire other volunteers through ideas of multicultural exchange, intercultural understanding and cooperation. The people working in RIC cannot be less described than creative, responsible and passionate, because RIC's team is working on juniors', adults' and seniors' education and support personal growth.

Susanne Kallanvaara (56), Sweden

Susanne graduated as upper secondary teacher at Göteborg University in Sweden in 1984 and has a vast experience of teaching all levels of Swedish for immigrants up to university level. Currently employed at Munkebäcksgymnasiet in Göteborg. She has been active in the Swedish Anna Lindh network from the very start and has taken part in more than ten international projects within the European Lifelong Learning programme. The previous project at Munkebäcksgymnasiet "Different Faces of Europe" was awarded both a national and a European quality label in the etwinning portal.

Mahmoud Ezzat (33), Egypt

Mr. Mahmoud Ezzat, is currently the deputy director of the Special Projects at Bibliotheca Alexandrina. He has a PhD in political science 2017 from the institute of Asian Studies and Research in Egypt. In addition, he has a Master's degree in political science from faculty of Economics and Political Science, Cairo University. He is responsible for promoting the cultural cooperation between Bibliotheca Alexandrina and foreign organisations, institutions and NGOs locally, regionally and internationally, and also responsible for the Memory of Modern Egypt website.

Omneya Elgamil (30), Egypt

Omneya is a political science and public administration graduate. She is now working as head of the Futuristic Studies unit, Bibliotheca Alexandrina. Her main concerns are localizing long term planning, foresight, problem solving concepts and tools among young professionals and researchers. Her big dream is to turn the futuristic studies unit into a hub for all futurists from the Arab world and the entire world.

Hadir El-Badry (31), Egypt

An English Literature and Studies graduate, Hadir holds a bachelor's degree in English Studies from Alexandria University. She is appointed acting head of the Depository Library unit, General Collection and Services Department, Bibliotheca Alexandrina. Her main concerns are youth develop-

ment, cultivating young leaders for the future, society development, raising awareness on different important societal issues, and problem solving concepts and tools among young professionals and researchers. she held and organized a number of of international conferences in the Bibliotheca Alexandrina in collaboration with international organisations. Also, took part in editing a book about Bibliotheca Alexandrina (Achievements of Library of Alexandria) 2012 along with some eminent professors.

Yassine Isbouia, (41), Morocco

Yassine is a director of the National Institute of Youth and Democracy, national coordinator of the "No Hate Speech Movement" and general coordinator of the Mediterranean Forum for Youth. He is a keen researcher in youth and civil society topics and previously a member of the Youth Committee of the League of Arab States. A Council of Europe and SALTO-Youth Euro-Med trainers pool member. Yassine has a Master's degree in human rights studies, from the University of Law of Tangier. Laureate of the Royal Institute of executive education for youth and sports – he has specialized in youth activities.

Wejden Ben Alaya (26), Tunisia

Wejden is a Business student and an active member of Zayrah. She is also working in several other organizations such as the International Institute of Debate and the Tunisian international Model of the United Nation. Wejden has undertaken many projects covering diplomacy, governance, gender equality, countering violent extremism, and many other global issues. Her main focus in civil society is youth empowerment, out of a strong belief that they represent the leaders of today and tomorrow.

PARTNER ORGANISATIONS

Estonia – (Sillamäe Society for Child Welfare)

Sillamäe Society for Child Welfare (SSCW) is a public interest non-governmental organisation that was created December, 8th in 1989. During these years SSCW has been working actively towards creating a child and youth friendly environment in our society. Each year we have broadened the reach of our activities to initiate broad based and society wide noticeable initiatives. Today SSCW has conducted and supported more than 150 projects not only on the county but also on country and lately on an international level including with partners from several Anna Lindh Foundation member states. Through that work SSCW has gained national importance and is currently a member of governmental commission on Civil Society Development and its adjacent volunteering working group. In 2015/2016 one of the priority actions of SSCW Euro-Mediterranean partnership programme. The organisation, which was started more than two decades ago, has now become an established and recognised organisation. Which is capable of successfully carrying out projects on a local, national and international level.

Sillamäe Society of Child Welfare is a member of the Estonian Union of Child Welfare (since 1990) and belongs to EKAK (Estonian Civil Society and Government) joint committee as the only foreign-language organization (since 2012), is a member of European anti-poverty organizations (since 2010), is a member of Estonian Anna Lindh Foundation Network (since 2007) and has consultative status in the UN Economic and Social Commission (ECOSOC) (since 2014) and in February 2015 became member of Estonian Nonprofit Organizations and in October 2015 a member of the Roundtable for Development cooperation.

Mission: Protection of children's rights and to empower young people.

Vision: Just and inclusive society, where children and young people are treated as equals.

Official webpage of Sillamäe Society for Child Welfare:
www.sscw.ee

Sweden - (Munkebäcksgymnasiet Göteborg)

Munkebäcksgymnasiet is a municipal upper secondary school with a media and music profile. There is also a large language introduction program for newly arrived immigrants in Sweden. About 20 percent of our students have an immigrant background. Sweden has developed functional strategies, organization and administration to meet with immigration on different levels. On the pedagogical level Sweden has developed curricula for migrant students. Furthermore the students can validate their marks from their home countries. Our school has a great advantage in that all students and all teachers are equipped with their own laptop. Bernadottegymnasiet is for pupils who are curious about what it is like to work within the police, the customs, the armed forces, the coast guard, the rescue force, the ambulance or within similar professions. The focus is on equality, human rights, nature, outdoor life, fitness and health. It is also possible for students to combine their studies with sports at elite level because we have the possibility to adjust theoretical studies to such a venture.

Official webpage of Munkebäcksgymnasiet

Latvia – (Radošas iniciativas centrs)

"Radosas iniciativas centrs" (RIC, in English – Creative initiative center) was founded in 2007 and is an NGO with charity status working in the field of charity, development of civic society, education, cultural education and raising the welfare of the poor and the disadvantaged. For this RIC use creativity as a way of self-development. RIC's partners with a number of local authorities, centers for disabled people, resource centers, youth centers and educational institutions in all regions of Latvia. RIC offers education and training in arts, therapy and the development of social skills. By that it focuses on all aspects of personal development and social learning. It uses research and artistic exercises in all training measures to promote the general competencies and harmonize psychology of young and elderly alike. Especially in the context of education projects, in which the whole team works together. It also interacts with partners from the social, economic, and political sector to develop training to face crucial problems currently faced by society. RIC has a wide experience in implementation of creative projects for youth, students, families and seniors, including training and hobby activities, competitions and exchanges. NGO RIC is dealing with projects in applied arts and is working for a wide territory. Centre partners are many schools, youth and social centers and educational institutions in all Latvian regions, and it closely collaborates with Government Youth Initiative Centre (VISC*) in a number of the projects/creative contests for youth.

Official webpage of NGO Centre for Creative Initiative:
www.ric.org.lv
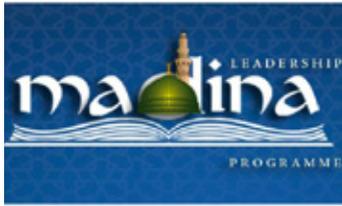
United Kingdom – (Madina Leadership Programme)

The 'Madina Leadership Programme' was initiated in 2014 with the aim to empower YOUTH to catalyze social change through means of FAITH. The programme aims to develop leadership skills, inspire thinking about global issues and equip young people to become involved in their local communities. The 'Madina Leadership Programme' begins with the 'Madina Leadership Summit' – an innovate '1 Week' development opportunity for young people between the ages of 18-30 to develop their leadership skills, inspire their thinking and equip themselves with the means to get involved in their local communities through FAITH. The Summit includes leadership skills workshops, inspirational sessions on global issues such as poverty and sustainability, and visits to projects in the local area which demonstrate leadership in action. The Summit features world-renowned leadership trainers and speakers, including Shaykh Muhammad bin Yayha An Ninowy. After the 'Summit'- Madina Institute will support 'Madina Leaders' projects with funds, tools and networks. Often, the most difficult part of getting an idea of the ground is getting the startup capital to make it happen. 'Madina Leaders' will be encouraged to share what they've learned with their local communities by organizing events that build the capacity of local youth to become active in their communities and start their own projects.

Official webpage of Madina Leadership Programme:
www.madinainstitute.org

Italy – (Fondazione Mondinsieme del Comune di Reggio Emilia)

Mondinsieme is an Intercultural Centre, established in 2001 by the Municipality of Reggio Emilia to carry out activities and initiatives promoting the value of cultural diversity. Over the years Mondinsieme has become an important institution able to promote intercultural dialogue, as well as a meeting place for developing constructive inter-cultural relations between people with migrant background and Italians. The Centre's mission is to work on integration in a bidirectional perspective in order to prevent situations of cultural marginalization and ghettoization.

Its activities cover the following themes:
- INTERCULTURAL EDUCATION – to develop high school students and teachers' intercultural competence;
- DIVERSITY IN THE ECONOMY- to create an environment that actively encourages the development of a migrant entrepreneurship and supports its inclusion into local economies, as well as to sensitize local companies on the advantages of diverse workforces;
- SECOND GENERATION EMPOWERMENT AND PARTICIPATION – to encourage the active participation of youngsters with migrant background and their leading role in the local and national youth policies;
- MIGRANT ASSOCIATION EMPOWERMENT AND PARTICIPATION – to promote the participation of migrants in the processes of active citizenship.

Official webpage of Fondazione Mondinsieme del Comune di Reggio Emilia: www.mondinsieme.org

The Mediterranean Forum for Youth -Morocco

Morocco – (Le Forum Mediterraneen de la Jeunesse "FOMEJE")

FOMEJE is a youth organization, its creation came in response to the ambitions of a group of young people belonging to Morocco and having African roots, Mediterranean civilization and universal culture. The aim was to shape a framework and find a place within a "society of information" which has changed the social, moral and cultural concepts as well as the network of international relations. The Forum is open to all local, national and international initiatives for which they exchange their experiences and expertise with openness and acceptance of all differences, respecting diversity and living in harmony with the cultural and civilizational contrast with tolerance confirming the essence of the universal slogan "We are different … We are equal."

Official webpage of the The Mediterranean Forum for Youth – Morocco (FOMEJE)

Facebook: www.facebook.com/fomeje

Algeria – (Association Club Scientifique de Setif)

The CSFSM is an apolitical and non-profit association. It is active in the scientific, cultural, sporting and human fields. It's creation, it's activities and it's aims are focused on the development and integration of youth.

Main projects and activities include; to improve the life conditions of the communities; debates and conferences specifically focused on youth issues; promotion of human rights, information and the cultural and scientific exchanges.

Official webpage of Association Club Scientifique de Setif:
www.club-scientifique.setif.org

Tunisia – (Zayrah Tunisia)

Vision: to alleviate poverty in fragile states of Africa, Zayrah searches for ways to achieve this. Zayrah's mission is to promote peace and socio-economic development in Africa by empowering youth and implementing best practices of governance. Our Strategy:

- to Advocate: we advocate for policies that seek to ensure better livelihoods for Africans.
- to Support: we support young people's initiatives and solutions for development.
- to Empower: we train young people and empower their initiatives. Young people are the most affected by the persistent challenges facing the world. They are also the future leaders and must take responsibility. Zayrah thus believes that young people are smart and possess solutions to the problems that affect them; there is however not enough support or a platform for them to run these initiatives, Zayrah seeks to fill that gap.

Main objectives: Empowering young people with information, skills and creating channels for advocacy and development

Main Activities: training, consultation, seminars, youth forums, conferences and workshops Additional Services: building capacity, human resources, business organisation, structural setup, strategic planning. Services are orientated towards young people in Tunisia and the other arabic speaking African countries (South Mediterranean cost countries + Sudan +Mauritania Djibouti + Comoros Islands + Somalia.)

Official webpage of Zayrah Tunisia:
www.facebook.com/ZAYRAHAFRICA

BIBLIOTHECA ALEXANDRINA
مكتبة الإسكندرية

Egypt – (Bibliotheca Alexandrina)

The New Library of Alexandria, the New Bibliotheca Alexandrina is dedicated to recapture the spirit of openness and scholarship of the original Bibliotheca Alexandrina. It is much more than a library it comprises the following: The Main Library (which can hold up to millions of books) and its affiliated libraries: the Francophone Library, the Depository Library, and the Maps Library, specialized libraries, museums, and academic research centers, permanent exhibitions, art galleries for temporary exhibitions and a Conference Center. Today, this vast complex has become a reality, receiving about 1.5 million visitors a year.

Mission: The Bibliotheca Alexandrina aims to be: A center of excellence in the production and dissemination of knowledge and to be a place of dialogue, learning and understanding between cultures and peoples.

Objectives: The unique role of the Library of Alexandria, as that of a great Egyptian Library with international dimensions, will focus on four main aspects, that seek to recapture the spirit of the original ancient Library of Alexandria. It aspires to be :

– The world's window on Egypt.
– Egypt's window on the world.
– A leading institution of the digital age
– A center for learning, tolerance, dialogue and understanding. More to see and know about

Official webpage of Library of Alexandria : www.bibalex.org

CHAPTER I: EUROMED`S JOURNEY INTO EDUCATION WITHOUT BORDERS

It is important to ask yourself 'do we value being educated, being knowledgeable about other cultures and understanding the role all this plays in our personal self-fulfilment? Or do we stay reactive and deal only with consequences when they occur?' The partnership team behind this project has decided to take responsibility for our own environment, by the promotion of intercultural education and dialogue, while encouraging others to implement their own initiatives. Life is full of complicated challenges, but meeting them head-first and tackling them in cooperation with others will create a more valuable outcome.

We welcome you to our guide to Intercultural Education, a book developed on this crucial topic, that affects the stability and prosperity of both of our regions. Through this project we have gathered young people from across Europe and Mediterranean countries who hold the keys to solutions to our common problems. Together participants from the 10 partner countries produced this book through much discussions, meetings and hard work.

The project activities which included workshops, editorial and partnership meetings in the respective countries of the participants across regions (Latvia, Sweden, Morocco, Tunisia, Egypt and Estonia) produced many fruitful discussions that lasted well into night. All these exchanges of experiences and sharing of best practices produced many ideas and suggestions that have an intercultural dimension and can be used in youth work, non-formal education, as well as the formal education system.

Through this project we aimed to encourage creative solutions and advance intercultural education among young people of the Euro-Mediterranean region. To increase communication and build trust to motivate young people across borders to take charge of the development of the Euro-Mediterranean region and recognize the benefits of working together across cultural boundaries as we share common goals and a common future. This book provides an opportunity to get an overview of our similarities and differences, and how these varied experiences can be used to gather momentum on

ways forward. As well as methods that can be used towards building a common future. When we wake up in the world we are unaware what is waiting for us; some have mountains of opportunity to be whatever they want to be, others must live up to the anticipation of those around them, making few choices for themselves.

We recognize that working together is crucial to reach our common future goals.

OUR MISSION: To increase communication and build trust to motivate youngsters crossing borders to take charge of the development of the targeted area.

PROJECT TIMELINE:

- 10 partners from - Estonia, Latvia, Sweden, United Kingdom, Italy, Morocco, Algeria, Tunisia, Egypt and Jordan got together in Riga, Latvia on the 23rd September 2016 to **launch Euro-Mediterranean annual project "Euro-Med: Education without Borders"**, which is co-funded by Anna Lindh Foundation and supported many institutions and partner countries. The realisation that from the encounter with the "other" emerges an exchange that enriches both sides has formed the basis of the first meeting of the EUROMED project: education without borders. Partners came together for the first time in Riga from 23rd – 26th September 2016. It was also the occasion for all the partners to get to know each other and to

share common ideas on the intercultural education, common challenges and targeting for joint solutions. During the two days we had the opportunity for a deep exchange of views on intercultural issues and also about everyone's expectation on the outcomes of the project and preparation of the events to follow (creative meetings in Sweden, Morocco and Jordan) and development of Euro-Mediterranean web-resource in English, French and Arabic languages.

- **<u>The I Creative meeting</u>** gathered partners and the local organiser, experts and youth together on the 8-11th December in Göteborg, Sweden. In the harmonious frame of the marvelous city of Goteborg took place the first creative meeting of the Euromed project. The local partners were two upper secondary schools: Bernadotte and Munkebäcksgymnasiet. These schools in addition to their regular classes have some classes dedicated to migrant students, mainly for helping them with the learning the Swedish language. And it is with these young people that we, participants of the meeting, had the opportunity to confront and interact. The focus of the meeting then moved on the web-resource and the toolkit, by d3efining the final concepts and design of two main outcomes. To conclude the meeting all together we celebrated with an intercultural evening-dinner

with partners traditional food, stories, songs and celebrating Christmas time. During the meeting there was also time to visit the city, meet with the history of Sweden and Göteborg city, visit Lisberg, Volvo Museum, Vardldskultuurmuseet (World Culture museeum) and immerse in the Christmas atmosphere, very unique. This brings us right to the heart of this project: there is no better way to know each other by going through our differences and traditions.

- On the 9-12 February 2017 in the beautiful Moroccan city Assilah, we have conducted **II Creative Meeting** to discuss what had recently been done (during the I creative meeting and at home) for toolkit and web-resource and to discuss our message to the Euro-Mediterranean governments, which we wish to address on the International Conference in Tallinn, Estonia on the 9th of June. During the II creative meeting we learned about non-formal education in Morocco and Arab Countries "creative experiences", Egyptian partners (Bibliotheca Alexandrina) presented their efforts in the field of non-formal education. All partners have shared their best practices and had the opportunity to discuss and provide feedback on the activities of each other. Participants were divided into 5 working groups with main task to edit the toolkit parts and web-resource correction (translation, texts

etc). On the second working day we continued our creative discussions, and this time theme was "Education without borders to face extremism and hate speech". Moroccan National committee presented their campaign "No Hate Speech Movement" and "The Confrontation of Terrorism and Extremism". Egyptian partner Bibliotheca Alexandrina presented their international program and officially signed a contract with their Moroccan partner. In Estonia the rest of partners will sign the cooperation agreement with Bibliotheca Alexandrina to join their initiative "The Confrontation of Terrorism and Extremism". After the meeting, each partner gathered materials for web-resource (by adding main information about their education, culture and youth policies, interesting educational materials/games in formal and non-formal learning. Of course most important is that participants from European and Arab countries including Moroccan youth (from Morocco different places Casablanca, Fez, Tangier, Rabat and Assilah) have had an opportunity to build trust, communication channels for future cooperation initiatives

- **The III Creative meeting** of the "Education without Borders" project was held from 7-10th of April 2017 in Sousse, Tunisia. The meeting was attended by several organizations representing the 10 partner countries of the project. Several Tunisian organizations (from Anna Lindh Foundation Tunisian Network) participated in the meeting to present their efforts and projects on non-formal education to the Arab and European partners who participated in this cultural event.

The meeting included a couple of sessions to discuss the final design of the website of the project to be launched and published and to present the contributions of each organization in the success of the project. The participants discussed some of the success stories and youth projects that were implemented by the Arab countries. Through the three creative meetings the participants have received new ideas and tools on how to use creativity in addressing societal issues and have participated in developing them further. The methodology has been composed together into a concrete form as a toolkit and also uploaded to the electronic web-resource that can be used as an education tool by participant organisations, but also schools, youth centers etc..

- **<u>The editorial meeting</u>** of the 'Euromed: Education without Borders' project was held in Alexandria, Egypt on 28th of April to 1st of May 2017.The main focus of this editorial meeting was to finalize the web resource and complete editing the contents for the educational part of guide including the content of educational, cultural, youth and civil society policies, also to select

useful best practices and lesson plans for the guide. Meetings took place in the Bibliotheca Alexandrina (Library of Alexandria), a major library and cultural center. Members were given a guided tour around the vast expanse of the library, including the art exhibitions and a screening on 'Culturama'. We listened to presentations from the Head of Networks and Outreach, and discussed potential future partnership opportunities and Egypt education, culture, youth and civil society policies and best practices. We managed also to meet with Anna Lindh Foundation staff to discuss future cooperation opportunities and the ongoing success of the project. It was a positive and productive meeting, and we now look forward to the international conference in Tallinn from 8-11th of June.

KEY CONCEPTS

As multi-cultural societies have become the norm in the modern world, at the global and Euro-Mediterranean level, it is necessary to envisage a less exclusive sense of belonging, an attachment not so much to a political entity but to a society and culture. Although tensions persist between various cultures in society, these cultures are less and less able to ignore one another completely. Citizens belong to "overlapping communities of fate: local, regional, national, and international and, increasingly, virtual. Even though people may have very different cultures and beliefs, their interests are tied up with others, not because they share a common national citizenship, but because they may be members of a diasporic group, have a common faith or political agenda, or live in a particular neighbourhood" (Osler and Starkey, 2003, p. 246). There is reason to believe that we are witnessing the emergence of a new form of citizenship, which can be more suitably described as intercultural than multi-cultural. The plurality of cultures clearly reflects the need to transcend a diversity that is divisive and find one that is cohesive. This is clearly what is

intended with the concept of intercultural citizenship. It implies that cultures are able to rise above themselves, engage in communication and exchange and set aside hostility and confrontation.

The emergence of intercultural citizenship has also an impact on the concepts of sovereignty and democracy. States have borders. This involves an exclusionist territorial rationale of sovereignty and domestic jurisdiction. Sovereignty belongs to the people because each of its members has inherent rights, and fundamental rights should be respected and protected where people live. National citizenship, based on the principle of exclusion, is consistent with the philosophy of states. Universal citizenship, based on the principle of inclusion, is consistent with a human-centric globalisation process.

Citizenship Education

The concept of citizenship education relates to educating people to become "responsible citizens" who are capable of contributing to the development and well-being of the society in which they live. Learning citizenship is interactive and deeply embedded in specific formal, non-formal and informal contexts and includes the transmission of knowledge, competences and attitudes that serve personal fulfilment, social inclusion and active citizenship.

In education processes and transmission of knowledge it is not sufficient to affirm the principle of the centrality of the person. The educator and the teacher have to act within the specific socio-cultural context responding to the challenges of globality and complexity, cultural disintegration and the dispersion and fragmentation of knowledge. This requires an integration of a diversity of learning sources and levels as to formal and non-formal education as well as informal learning. In other words, pro-active and intercultural citizenship building is a lifelong process. Support should therefore also be given to citizenship learning with the civil society as well as within the informal settings of the family. A new global consensus has emerged in recent years among policy makers and educational prac-

titioners to conceive new approaches for citizenship education and assess whether current citizenship curricula prepare young people to live together in contexts of diversity and enables them to adopt informed and critical perspectives on multicultural societies. The motto "Rethinking citizenship education" has been used in many countries.

Citizenship education is particularly challenging and interesting from a liberal perspective, because it is so divisive and fraught with tensions. (Galston, 1991) Citizenship education implies the shaping and tempering of children in certain ways that will turn them into "good citizens". It presupposes a shared conception of what a good citizen is: the special qualities and virtues that distinguish him or her, and the methods that should be employed to educate such citizens. There is a difficult and controversial question from any viewpoint, but especially from a liberal perspective because the liberal ideology is defined by its opposition to the "micromanagement" of individuals. (Fernandez and Sundström 2011, p. 364).

Intercultural Education

The specificity of intercultural education refers to learning processes which lead to a knowledge of other cultures and install behaviour patterns of availability, openness and dialogue. It concerns a rather complex type of knowledge. The primary objective of intercultural education is the promotion of the capacity of constructive conviviality in a multi-form cultural and social context, valorising the cultural dimension of active citizenship. It consists not only of the acceptance and respect of diversity, but also the recognition of the place of the personal cultural identity in a perspective of mutual learning. The challenge of such education can be expressed at two levels: the cognitive level of knowledge and information on the world and the others, and the affective level of the attention to the relation, interaction and the history.

The unifying perspective of intercultural education lies in the reconciliation between unity and diversity in several multi-cultural and plural situations. With a strong basis of respect, openness and equality, dialogue and mutual enrichment can be developed to manage cultural diversity, strengthen citizenship, solidarity. hospitality and create a sense of mutual responsibility. In short, education will need to play a key role in developing the ability to conduct authentic intercultural dialogue for the development of a democratic culture.[1]

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[1]   Euro Mediterranean Intercultural Citizenship Handbook, *Anna Lindh Foundation*
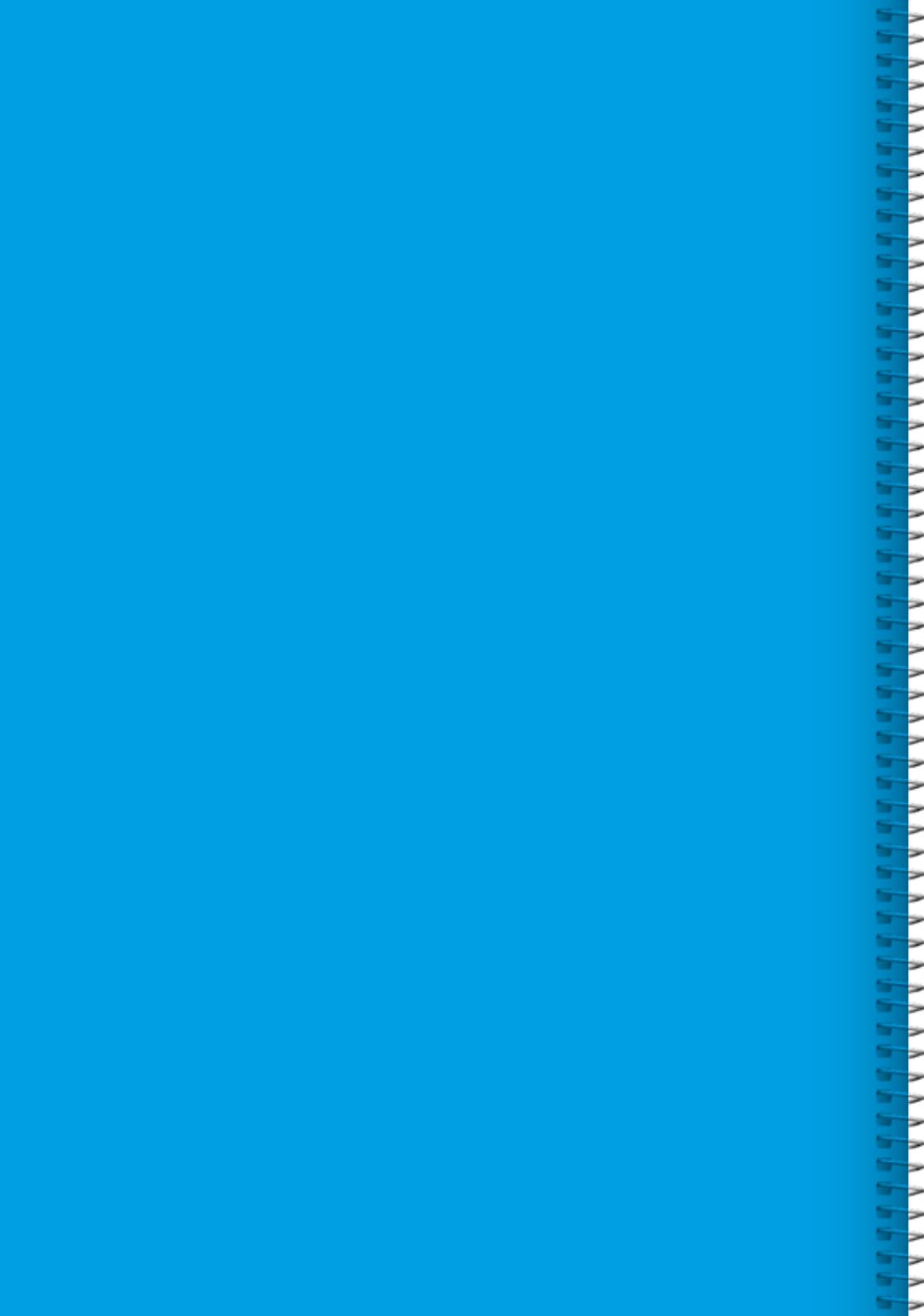
CHAPTER II: POLICY

This section includes an overview of relevant policies in partner countries in the following fields:

EDUCATION

CULTURE

YOUTH POLICY

CIVIL SOCIETY

The aim of this section is to give an overview of the practical, real life context that the organisations that contributed to this project operate in and how this informs the guide developed in the framework of this project. The foundation of understanding is knowledge. We cannot build cooperation and common initiatives without first taking the time to really learn about each other. This is a necessary part of this guide, as it provides background for the best practices and lesson plans included later in this book.

These overviews will be followed by a separate section where we create a comparative perspective based on the information provided in the previous section to highlight our similarities and differences and how these can contribute or hinder potential cooperation.

The objective of this chapter is not to conduct a full scientific analysis, but to introduce the intersectional cultural environment in these countries and hopefully to inspire you to take an interest and find out more on your own. Therefore also, where applicable, links for further information have been included.

EGYPT

Education policy

There are 3 educational systems in Egypt (National- American-IGCSE) , they are the same in the number of years which are 14 years (2 kindergarten years- 6 junior years- 3 preparatory years- 3 senior years)

Joining colleges from the three systems differs due to score.

In the national system we have 2 sections; Literature section and scientific section .

Each section allows you to join certain colleges.

Some students don't join the Academic education system and choose to join Technical or Commercial Education schools.

- Official Link of the Egyptian Ministry of Education: http://portal.moe.gov.eg/Pages/moe-homepage.aspx

- Official Link of the Egyptian Ministry of Higher Education: http://portal.mohesr.gov.eg/ar-eg/Pages/default.aspx

- Egyptian universities' years of study varies between (4-7 years) depending on each college.

- Example: Faculty of Commerce – Faculty of Arts (4 years) while in the Faculty Of Pharmacy and Faculty Of Medicine are 6 years.

Culture policy

Egypt has inherited the history, the cultural accumulation through periods of history represented by the civilizations that have made Egypt one of the first countries, which means the existence of the

Ministry of Culture the task give personal definition of Egyptian history and maintenance capabilities of this nation of its heritage and support creative gains from deals of the appeal of its members and objectives are put together required successful cultural policy is based on three fundamental axes:

- Egyptian cultural overview of the entity and its role in society

- Policies of this vision and turn this philosophical framework for detailed plans

- Operational plan represents the practical implementation of the theoretical policy

- Culture and Society: that cultural policy will bear fruit only if all participating intellectuals and cultural features - in Atokid belonging to the homeland, and in advancing the development of alchamlh wheel, especially since any plan for economic development and Alajtmaah remain its base is fragile if it is based on the cultural development of radicals.

Youth policy

The youth policy in Egypt is derived from the constitution and leg-islations that aim at socializing youth and teenagers, guaranteeing their rights and defining their duties. These rights and duties have been stretched out through a big number of laws such as Family, Child, Education, Small projects, Political rights and the law of Youth Bodies that work in Caring for youth, in addition to several bills that need to be carefully gathered and collected in one compre-hensive document or law. the Egyptian Constitution guarantee the protection of motherhood and childhood, take care of children and youth and provide the suitable conditions for the development of their talents» . In addition to this, it mentions the economic, social and political rights and duties of Egyptian citizens as a whole and among them youth. The constitution safeguards the right to live,

learn, work, receive cultural, social, and health services. It also secures the right to protection against discrimination, the rights to equality before the law, to equal opportunities, to freedom of expression and to demonstrate. The right to participate in decision-making also falls under this category of rights to which youth are entitled.

On the other hand youth are asked to be loyally devoted to their nation and preserve its unity. They must contribute to economic, social, political, and cultural development and advance democracy and the supremacy of law. They should also be committed to citizenship rights, fight against corruption and discrimination based on religion, sex, profession or class. There are many other regulations that are related to youth such as the laws of the child, identity card, license of driver, voting and nominating in elections.

Beside the constitution, there are many formal regulations that organize the field of youth work in Egypt: firstly, the law 77 issued in 1975, and modified in 1978, which regulates the formation and activities of institutions and bodies that work in the field of youth. Secondly, the presidential decrees that established the main coordinating bodies which formulate and implement the national policy and thirdly, the bills and regulations that the concerned ministries issued to deal with youth such as the bills of youth centres and student union.

The main legislation that organizes some aspects of youth policy in Egypt is the law No 77 issued in 1975, known as the law of the Popular Bodies Responsible for Caring for Youth and Sport . The republican decree 51 / 1978 in its first article modified the name of the law and replaced «the responsible bodies» by «public bodies». The law defines these bodies as: «All groups that are constant, organized and non-profitable, whose aims are to care for youth and develop their skills through providing sport, national, social, spiritual and healthy services within the state public policy and the planning of the Supreme Council for Youth and Sports». The law decrees the establishment of youth organizations, the decision-making process inside them, electoral process, financial resources and their relation

with the government. These youth bodies cover each part of the country at both local and national levels and are in charge of the implementation of the youth action plan at those different levels. The Law defines them in: Sports bodies like Olympic Committee, Games unions and Clubs - Scout Federation - Youth Houses Association - Youth Centres - Camps, journey and travelling - Volunteer services.

It is important to note that the law 77 has been the only legislation related to youth drafted by the government and adopted by the parliament. The main problem with this law is that it does not clearly determine the place and role of youth in society, as well as the responsibility of that society and public institutions towards youth. A striking point that stands out is that this law regulates the work of youth bodies and organizations; though it does not refer to youth policy or the definition of youth. Furthermore, there is instability in institutions and bills.

is obvious that there is no well-defined legislation that looks at youth from a comprehensive perspective. During discussions among a number of officials in the National Council of Youth , it was suggested that Egypt urgently needs a youth law like the «Child Law», but the problem of overlapping between the jurisdiction of ministries and agencies was raised and hindered this proposal. As a result the NCY concentrated on changing the law 77 and considered it one of its main priorities - as it was in its four-year plan 2006-2010. The Council constituted a committee in order to formulate a new law on youth authorities coping with the variables and new developments in the society. The committee included professionals in youth action and representatives from different organizations related to youth such as Cities and Villages Youth Centres Federation, Scout Federation, Youth Labour Federation, Federation for Young Moslems Associations, Christian Young Men Association and Youth Houses Association

Youth centres imply the bodies that ensure space for youth activities, operated under the supervision of government. The bill of youth centres No 282 issued in 2002 considers youth centres as «popu-

lar, educational, and independent bodies that contribute to the development of youth and teenagers, socializing them in a good and balanced way, developing their capacity, discovering their talents, and encouraging their initiatives". This new bill is very important because until the end of the nineties the youth centres' bills would not give the right of voting to youth under 21 years, so this bill has been changed to allow youth who are 18 years old to vote and elect their representatives, as well as ensuring women representation in the elected councils of youth centres. On the other hand, this bill could have a negative effect on the participation of youth. For example, the article 53 of the bill 282 gives the minister the right to abolish any decision by the elected council of the youth centres, and article 63 gives him the right to dissolve this elected council and assign a new one. In addition to this, article 68 gives him the right to stop any activity of the council. These articles cause many problems and many people have sued the government asking the court to abolish its rejected decisions. Apart from the law 77, all other regulations and institutions in the field of youth witnessed dramatic changes and fluctuations in the last ten years. In 1999 the Supreme Council for Youth and Sports which was established in 1979, was closed when the Ministry of Youth was established. The latter was dissolved in 2005 when two national councils were established: one for youth and the other for sport. Furthermore, there is instability in laws and bills; a former official in the youth sector said that «every minister changes the former bill and create a new one; the same minister may change the bill many times». For example, there may be more than ten modifications in the bill of youth centres in less than ten years. As a sign of its commitment to and respect for youth rights, Egypt has put a number of age related regulations and rights.

The principle of free education in the different grades, as well as making it obligatory in the primary grade, is enshrined in the Constitution. Education is a right guaranteed by the State. It is obligatory in the primary stage and the State shall work to extend obligation to other stages». In addition to this «Education in the State educational institutions shall be free of charge in its various stages". With regard

to work, the principle of right to work and prevention of forced labour is enshrined in the Constitution, which stipulates that: "Work is a right, a duty, and an honour ensured by the State. Workers who excel in their field of work shall receive the appreciation of the State and the society. No work shall be imposed on the citizens, except by virtue of the law, for the performance of a public service and in return for a fair remuneration». The law of child prohibits the work of children who are under 14 years old.

Egypt was among the first countries to sign the international agreement on child rights in December 1989. The law of child (2008) consider a child who is less than 18 years. This law diminished the sanctions and penalties on children. The military and national service is obligatory for young people male and female when they become 18 years old. The law of political rights gives the citizens who are 18 years old the right to vote. Young people who are 16 years old should have an identity card and at the age of 18 can have a driving license. The legal minimum age for young girls to marry in Egypt was 16 years and later was raised to 18 in the law of child in 2008. The personal code makes it easier for women to obtain a divorce. Abortion is only legal to save a woman's life in Egypt .Female Genital Mutilation is prohibited by Law.

Other laws try to provide young people with protection. The drug law, for example, protects young people under 21 years old through enforcing punishment to reach death penalty for the criminal who exploits them in drug dealing . There is no particularly judiciary system for youth, while the law of child has set up a youngster's court concerned with children who commit crimes.

Civil Society policy

The Law on Associations that Egypt's parliament has approved on November 2016, would make all activities of associations, including board decisions, subject to government veto. It would empower the

government and security agencies to dissolve existing groups, pending a court order, or refuse to license new groups if it decided their activities could "threaten national unity." It would allow officials to inspect the premises of any association suspected of engaging in the work of a nongovernmental organization. It would impose crippling restrictions on foreign funding of Egyptian nongovernmental groups and their capacity to communicate or cooperate with groups abroad. It would impose sentences of at least one year in prison and a fine of at least EGP100,000 (US$13,985) for infractions. The legislation would require international organizations to obtain permission in advance from an Egyptian government committee containing Interior Ministry and intelligence service representatives before carrying out any activity in Egypt. The committee would be able to rescind that permission at any time, for any reason.

Under article 4 of the Law on Associations, all entities that the government considers to be working as nongovernmental organizations would have to apply for re-registration as associations. Groups that did not do so could face the revocation of their licenses to operate and the seizure of their assets. The government would have the authority to reject the registration of organizations that did register as associations.

Under article 16, Egyptian associations would not be able to join any international association or entity, or assist or cooperate with one, without government approval. Violations could similarly be punished as a criminal offense.

Article 23 would require the associations to report annually to the government, disclosing details of their finances, activities, and internal decision making. The authorities could order a group to halt any activity or revoke any decision, and could take the group to court if it failed to comply within 15 days. Groups could appeal these orders to the Administrative Court, but because the law does not specify the grounds on which the government could issue the order, an appeal could draw the group into a protracted, burdensome, and uncertain legal battle with the authorities.

Article 18 maintains provisions from existing legislation requiring groups to seek government permission before raising funds domestically through charity events, mailings, or other forms of publicity. Article 17 would further restrict this funding from any source outside Egypt, including from expatriate Egyptians. Foreign contributions would have to be approved by a coordinating committee consisting of representatives of the State Council, a judicial body; the Interior, Foreign Affairs, Justice, International Cooperation, and Social Solidarity Ministries; the Central Bank; and the intelligence service. The law does not specify on what grounds the coordinating committee could refuse to approve funding.

The legislation requires international organizations seeking to undertake any activity in Egypt to seek permission in advance from the same coordinating committee, which could also amend or annul that permission at any time.

The law further prohibits any international organization from operating in Egypt if it accepts any government money, "directly or indirectly," if its activities "infringe on national sovereignty," or if it seeks to disseminate "the outlooks or policies of a political party." It further stipulates that "organizations must spend their funds in a way that realizes their purposes and accords with the rules of the activity for which they are licensed in Egypt." The coordinating committee, in consultation with whichever "experts" it chooses to consult, would determine whether the group complied with these requirements.

In addition to an annual financial report and "any other reports, data, or information required … regarding the organization or any of its activities," international groups working in Egypt would be required to present a semi-annual "achievement report" on any activity for which it is licensed.

Resources:

- Official link to Egyptian Ministry of Culture: http://www.ecm.gov.eg/en/home/
- https://www.salto-youth.net/downloads/4-17-1873/11-EuroMedJeunesse-Etudes_COMPILATION.pdf?
- www.policyproject.com/pubs/countryreports/ARH_Egypt.pdf
- euromedp.eupa.org.mt/wp-content/.../Final-version-25.03.2010.pdf
- www.undp.org/content/dam/undp/.../ENG_UN-Youth_Guide-LR.pdf
- https://www.salto-youth.net/downloads/4-17-1864/02-EuroMedJeunesse-Etude_EGYPT-090325.pdf?

ESTONIA

Education policy

Estonian educational system consists of pre-school education, basic education, general secondary education, vocational education and higher education. Basic education is the compulsory educational minimum which is provided by basic schools (grades 1-9). Children reaching the age of seven have to attend school. On completion of basic education, studies may be continued in an upper-secondary general school (grades 10-12) or in a vocational institution. Vocational education is offered by upper-secondary vocational school and post-secondary professional school. Post-secondary professional school gives a vocational higher education. Higher education is divided into two parallel sectors, applied higher education (diploma studies) and the academic higher education (bachelor's, master's and doctorate studies).

Culture policy

The national cultural policy is based on the constitutional aim of ensuring the preservation of the Estonian nation, language, and culture in perpetuity. The national culture policy views this aim as the harmony between the preservation and continuation of culture on the one hand, and the innovativeness and openness of culture, on the other hand.

The objective of the cultural policy is to form a society that values creativity by maintaining and improving the national identity of Estonia, researching, storing, and transferring cultural memory, and creating favorable conditions for the development of a vital, open, and versatile cultural space and for participating in culture.

Youth policy

The main activity areas of youth policy include youth work, social, employment, health, cultural, family and crime prevention policy. In addition to the education, research and language policy. Estonian youth policy objectives are following:

- young people have more choices to open their creative and development potential;
- youth has a lower risk to be marginalised;
- the participation of young people in decision-making processes is more supported;
- youth affairs function more efficiently.
- the share of youth at the age of 18–24 who have basic education or even lower level of education and who do not continue studies;
- unemployment rate of youth in the age group of 15–24.

The following principles of the previous strategy serve as a basis upon implementation of the Youth Field Development Plan for 2014-2020:

- Addressing youth as a whole. In order to implement really efficient activities to achieve any objective or solve any problem concerning young people, it is necessary to observe young people's living in its entity as well as factors affecting it and not to stay within the limits of an area of administration of the institutions or fields;
- involvement of youth as means to ensure good quality and impact of the planned measures;
- achievement of the common impact or the pursuit to the greater common impact through the use of different fields and knowledge.

Civil Society policy

The current legislative environment for nonprofit organizations in Estonia is favourable, organizational capacity and financial viability are on the rise, advocacy and lobbying skills are noteworthy. We have already seen a number of occasions in which nonprofit organizations have had a profound impact on the politics and general development of Estonia.

At this stage, however, many organizations are still struggling to plant their feet firmly on the ground. Organizations currently offer a wide range of services in such popular fields as healthcare, education, accommodation, schooling, counselling and environmental protection, as well as in less common fields such as economic development, administrative and supporting services, etc.

Nonprofits have mastered different skills in order to survive. The skill to adapt to new conditions, which could mean turning to project-based funding or providing services, has proven to be a critical survival skill. Organizations rely on a diverse range of income sources: direct support from the state and local governments, grants from foundations, programs of the EU, membership fees, fees for services, volunteer work – all are currently being utilized by Estonian organizations.

Participation in policy-making

Participation in the political process is most common among larger organizations. Most draft laws are forwarded to nonprofits for comments, but frequently with a very short notice to respond. In some cases, nonprofits have impacted the law-making process in public. They have organized public seminars and forums, analyzed the impact of drafts on popular opinion, challenged political parties, provided reports and expert opinions, etc. "Participation" was a common theme in 2004, with the State Chancellery developing the concept of the Good Practice of Participation together with and among civil servants and nonprofits.

To enhance social dialogue and participation in the political decision-making processes of the society, the network and Forum of country-wide nonprofits, trade unions, organizations of entrepreneurs, rural organizations, universities and political parties was established, in order to find out common priorities for the Estonian society and common solutions to social problems. There are representatives of 58 organizations involved in the network of social dialogue. The first Social Agreement was signed on October 20, 2003.

Funding

Estonian organizations are funded from a variety of sources: membership dues, public sector appropriations, grants, project grants (financed by local and international foundations), payments for products and services, and donations from private persons and businesses. Indirect assistance comes in the form of tax allowances and in-kind contributions. Another important resource for the associations is the contribution of time and energy by members and volunteers.

The private sector has also been actively involved in supporting NGOs, notably through the work of the Charities Foundation – an initiative mediating professional entrepreneurial support to nonprofits. One of the goals of the EKAK activity plan was to establish transparent funding mechanisms to support civil society organizations with state funds. Currently a consultant is working with nonprofits, ministries and political parties to design these guidelines. Local support for NGOs is relatively good (though varies by region) as local governments increasingly recognize the work of NGOs, and issue contracts for services. In addition, local community foundations have been established in three regions in Estonia.

Volunteerism

Volunteers are utilized by a lot of organizations. However, the status of volunteers and the actual content of the term still need to be clarified. To successfully involve volunteers, organizations need respective legal framework. Some nonprofits are working to increase the capacity of organizations to involve and manage volunteers as well as reward them, but broader national vision, action plan and resources are needed to really enhance volunteering. Tartu Volunteer Center is working on this topic and an EKAK joint committee will submit proposals to the government.

Philanthropy

As the civil society matures, there are many promising signs in local philanthropy developments. Community foundations have survived the early years. Corporations have become more 'strategic' in planning their community investments, both financial and non-financial. High net individuals are becoming more active, and there is considerable interest in some of the newer trends in philanthropy, e.g. venture philanthropy.

Governance

Legitimacy and accountability of the nonprofit sector is vital to Estonian organizations. In addition to conferences, discussions and workshops dedicated to the topic, Estonian organizations have adopted a Code of Ethics. It deals with issues like democratic governance and management, civic courage and care, sustainable and responsible utilization of assets and resources, accountability and reporting, openness and transparency, independence and avoiding conflict of interest, keeping to one's word, respecting the ownership of ideas, and tolerance.

Resources:

- Short overview Government of Estonia:
  https://www.valitsus.ee/en/education-and-science-policy

- Estonian Ministry of Education and Research
  https://www.hm.ee/sites/default/files/education-policy-outlook-country-profile-estonia.pdf

- The general principles of the cultural policy up to 2020:
  http://www.kul.ee/sites/kulminn/files/culture2020_eng.pdf

- Ministry of Education and Research:
  https://www.hm.ee/en/activities/youth/youth-policy

- Network of Estonian Nonprofit Organizations
  http://heakodanik.ee/en/estonian-civil-society/

TUNISIA

Education Policy

Education in Tunisia has a 6-3-4 formal education structure that has been established since 2001. Primary school's official entry age is six and duration of six grades. Basic education consists of grades 7 – 9. Secondary education consists of grades 1 – 4. The first year of secondary are considered common branch, and at the end of the second year of the Secondary school students choose an orientation among 5 specialties; Information Technology, Mathematics, Science, Economy and Management, Technical science. In the fourth year, students get the Baccalaureate degree after passing the national Baccalaureate Exam.

After the Tunisian independence, the educational system witnessed remarkable progress that bets on creating a solid base of human recourses that responds to a country in the phase of development. Substantial reforms took place since 1990 that covered the early childhood care, Basic Education, and High Education. The Basic and Secondary school are mandatory and Education is free in Tunisia, which counts as an asset for the Tunisian youth.

Nonetheless, the Revolution of 2010 in Tunisia revealed tremendous flaws in the governmental policies in different sectors including the education system. One of the Major problems that have emerged is the unemployables issue; High Education provided by the government is not compatible with the employment Market. Another issue was also highlighted which is the problem of corruption in the educational sector. For instance, in a sector where competence, scientific demands and rigor should take precedence, vested interests have had a degenerate effect which has had repercussions on the quality of education. The value of degrees and quality of education had been so devalued that graduates showed little promise of employability. Last but not least, the government is neglecting the elementary

key player in the educational system in the policies making process which is the student.

Culture Policy

Many are the civilizations that alternated on Tunisia during the previous 3000years that created a vast and rich history and diverse culture; were the Carthaginian - their native civilization, Roman, Vandal, Jewish, Christian, Arab, Islamic, Turkish, and French, in addition to native Amazigh. This diversity in Culture can be witnessed in so many aspects such as Arts, Customs, and traditions. Yet with the all existent diverse s legacy, and despite the progress made by the latest government to facilitate and encourage Culture we still can consider that the successive governments did not present significant reforms that may improve the cultural sector. In the opposite, this sector is now facing major challenges that can be classified in 4 categories; Private production, Quality control, Cinema crisis, and book crisis.

Concerning the Private production, there are no stable funding resources and there is bad distribution of resources that leads to bad quality of cultural production, which leads to the next category which is Quality control. It is commonly agreed by professionals that public television/ radio programs does not rise to the expectation of the receivers. The content of the product is very poor in the popular content. About the Tunisian cinema crises, there is a remarkable decrease in the number of films produced nationally each year from 181 in 1982 to 50 on 2002. Only 11 films were supported by the ministry of culture in 2012. Also the reluctance of the public to attend the cinema represents one of the substantial factor behind this dilemma due to the technological evolution and internet. Today the number of cinemas has dramatically reduced and the remaining ones are suffering from very mediocre conditions. As for Tunisian book crisis, similarly to the filming sector, it endures hard times. This issue is blamed on the lack of distribution. Legal barriers are, in addition, a huge obstacle to the progress of this sector.

Youth Policy

Youth represents about 35 percent of the Tunisian population. This important portion of the population represents a significant resource for the country. Youth demonstrated a huge power of change and leadership. The 2010 Jasmin revolution represents the best proof of that, where youth showed a great deal of civilization and creativity during the protest against the dictatorship. Yet despite the full involvement of youth in the Revolutionary change Tunisia witnessed in Terms of freedoms, we find that it is the first portion to be excluded from the policy building and decision making process in Tunisia. The Economic shocks taking place in that period revealed the sensitivity of youth and women employment; 1/3 out of 30% of employed youth lost their job between 2010 and 2011.Youth has the lowest participation in the election of both 2011 and 2014. All That is explained by the absence or lack of representativeness of youth in the parties proposed programs and the negligence of the decision makers to such powerful entity. As a result of this marginalization, Tunisian youth was massively targeted by extremist groups and significant smuggling group are created in order to afford the living expenses which dramatically hams the Tunisian economy. In the other Hand no Solid strategy is followed by the government in order to tackle these issues concretely.

Civil Society Policy

After the revolution of 2010, Tunisia witnessed a booming of NGOs that work on Education, Leadership, Human Rights, and many other problematic and huge international funds are allocated to Tunisian NGOs to boost the democratic transition and the national development. About 15,000 NGOs emerged since 2011. Civil Society in Tunisia nowadays represents a powerful tool of change. We witnessed the assistance of 300 civil societies' entities to the constitution of December 2014 among them "Bawsala" observatory. Furthermore, the NGOs played a key role in preventing conflict and maintaining peace and the best evidence to that is the Tunisian National Dia-

logue Quartet composed of The Tunisian General Labour Union, The Tunisian Confederation of Industry, Trade and Handicrafts, The Tunisian Human Rights League, The Tunisian Order of Lawyers, that was awarded with the Nobel Peace Prize in 2015 for its deep contribution in the creation of a pluralistic democracy in Tunisia in the wake of the Jasmine Revolution of 2011. Again this sector also has its own problems. One major issue is the non sustainability of the funding since international funds are diminishing with time and the lack of funding provided by the government.

Resources:

- http://www.epdc.org/country/tunisia
- http://www.reference.education.gov.tn/2016-02-20/PlanStrategiqueSectoriel.pdf
- http://www.universityworldnews.com/article.php?story=20111120095403594
- http://www.iri.org/Tunisia_2014_Presidential/1/assets/common/downloads/publication.pdf
- https://en.wikipedia.org/wiki/Culture_of_Tunisia#Education
- http://www.worldcp.org/tunisia.php?aid=41
- http://www.worldbank.org/en/country/tunisia/publication/tunisia-breaking-the-barriers-to-youth-inclusion
- http://countrymeters.info/en/Tunisia
- http://www.youthpolicy.org/pdfs/factsheets/tunisia.pdf
- http://scholar.colorado.edu/cgi/viewcontent.cgi?article=2212&context=honr_theses

ITALY

Education policy

The scholastic system is organized in **Primary school**, **Secondary school of I degree** and **II degree** or High school. The last effective school reform reduced the fragmentation of curricula and organized the last cycle in: **humanistic, scientific, artistic and linguistic curricula; technical institutes; vocational training. Education is *compulsory* for at least 10 years, from 6 to 16 years old. The fulfilment of compulsory education is finalized to the achievement of Diploma or a professional qualification. Different is the *formative education*, the right-duty of young people who have completed the compulsory education path to attend training activities until the age of 18 years. Every young person can choose, according to their interests and capabilities, to: continue the study; attend the system of vocational training; following the apprenticeship route, aimed to promote the integration of young people into the labour market; attend an education course for adults.** The recent migratory phenomena modified the role of school and demand it to redefine its educative mission. The foreign students enrolled in Italian schools in the years 2015-2016 are about 800 thousand (9.2 % on the total scholastic population). The 58% of them was born in Italy. Italy has chosen the full and complete integration of everybody in school, in which interculturality is the traversal dimension, the response to deal with the differences and to increase the quality of scholastic inclusion. Since 1989 the Ministry of Education established some guidelines to emphasise the needs of young immigrants. The first Ministerial Circular (C.M.) was based on two core ideas: focusing on immigrant students' right of education and on the respect of their cultural and ethnic roots; implementing formative courses for teachers on multiculturality. In the 1990 a new C.M. defined for the notion of Intercultural Education as *the capability to mediate between culture, to promote the dialogue, the democracy and the pacific coexistence*. A step forward was set by the C.M. in 1994, that reaffirmed the importance of valuing the differences through

the intercultural approach, the need of reorganizing the educational tools like textbooks and the renovation of the didactic methods. In the school, the students with migratory background can learn the meaning of *citizenship* in the Italian national context. Supporting the efforts of the Ministry of Education, Law 40/1998 on immigration affirmed that *every young migrant, both regular or irregular, must attend the compulsory school*. Other laws and C.M. followed this first normative pattern and some critical points are emerging in the last years: the massive dropout rate of migrant students and the slowness in learning Italian language. In fact, the scholastic path of foreign students and their outcomes usually present many problems. The disparity between the Italians and the foreigners is still a disadvantage to tackle.

Cultural Policy

Italy submitted to the European Commission the **National Operational Program (PON) for Culture**. The PON, that defined the themes for the construction of an "intelligent, sustainable and inclusive society", aims to overcome the under-utilization of cultural resources in less developed regions for increasing their appeal and generating more flows of touristic demand. The action addresses micro, small and medium-sized enterprises able to create activities and services for enriching and diversify the touristic-cultural offer. In Florence, on March 2017, the culture ministerial authorities participated to the first **G7 of Culture** in the history, promoted under the impulse of Italian Minister of Cultural Heritage and Tourism and ended with the signing of the **Florence Declaration**. In this first meeting, it was recognized the distinctive role of culture as a tool that contributes to preserve the identity and the memory, fosters the intercultural dialogue, fuels the tolerance, the mutual understanding, the recognition and the respect for diversity. It was underlined the importance of a joint and coordinated action to strengthen the protection of cultural heritage from the ever-increasing risks arising from terroristic attacks, armed conflicts and natural disasters. The destruction of the irreplaceable heritage suppress the identity of communities and remove any trace of diversity of the past and religious pluralism.

With new law for **Cinema and Audiovisual aids**, they are finally recognized as a real industry, with less bureaucratizing practices and an increasing of 60% of resources. The benefits will not only emerge in economic terms, but also in the promotion of the beauty and intellectual quality of the Country. A fund for the collection of incentives and contributions for "young, influential authors" and for all the works dedicated to the promotion of the Country is set up in 2017.

The initiative to select each year the "**Italian Capital of Culture**" aims to encourage the autonomous planning and the capacity of Italian cities in the field of arts and to recognize the high value of culture in increasing the social cohesion, the integration, the preservation of identity, the creativity, the innovation, the growth, the economic development and the individual and collective wellness.

Youth policy

Young people tend to be scarcely involved in political matters. There are indeed forms of youth activism, but it involves different ways of participation. Youth participation has gradually become a central issue at the political level and several Italian laws acknowledged this situation, confirming the role of associations, non-formal education and responsible citizenship. A programme which aims to promote the involvement of youth in voluntary activities: **National Civic Service**, an opportunity for youngsters from 18 to 28 years old. It allows accredited organisations to employ young and motivated volunteers for a qualifying experience in the field of social assistance. The incentive for both public agencies and Civil Societies Organizations comes from the government. The Service intends to enhance solidarity and cooperation at a national and international level, with regard to the promotion of social rights, education to the peace, the preservation of national cultural heritage and the environment. The service experience is also supposed to develop youth's civic, social, cultural and professional conscience.

Civil society policy

It is possible to record a widespread presence of civil society organizations, predominantly in the centre and in the north. Public involvement of all citizens is a key element for raising the awareness on current issues and its consequences on our daily lives. For this purpose, the network of civil society in Italy organize meetings, reflections, debates on current social relevant problems and campaigns promoting the right information, the participation, the solidarity and the pursuit of goals for the collective good. In addition to the traditional media, the ways for spreading initiatives, proposals, opinions and adhering to national campaigns are the web and social networks. Apart from some positive associative realities, the nature of Italian civil society is still fragmentary, bound to the territory and less accustomed to the private fund-raising systems. Moreover its weakness is in its limited ability to influence the attitudes and values of Italian society, low political impact, far behind social impact; limitations to face the effects of globalisation; insufficient commitment to emerging problems in Italy such as social mobility and the rules of law; the lack of inclusion and management of diversity, which includes insufficient attention to the situation of immigrants and the potential for development of their citizenship.

Resources:

- http://www.beniculturali.it/mibac/export/mibac/index.html#&panel1-1

- http://www.integrazionemigranti.gov.it/Documenti-e-ricerche/FROM_BENEFICIARIES_TO_ACTORS.pdf

- http://www.mondinsieme.org

- http://www.istruzione.it/

- http://dati.istruzione.it/espscu/index.html?Area=anagstu

- http://www.archivio.formazione.unimib.it/Default.asp?Idpagine=724&funzione=scheda_materiale&ins=2507&doc=mate

- http://www.serviziocivile.gov.it/

UNITED KINGDOM

Education Policy

The conventional UK educational system consists of Primary school (from 5 years old), secondary school (from 11-16 years old). After secondary school students are encouraged to attend higher education, there are a number of options available. They may decide on an academic route in the form of A Level education, a more vocational based route; such as a BTEC qualification or practical work experience such as an apprenticeship.

Educational policies are passed from top down; we have a Department of Education and a Minister of Education. We recently underwent a big educational reform at all levels; primary, secondary and higher education. Our grading system for core subjects has been reformed at GCSE and A Level.

We have a number of educational policies; some of these are listed below with a link;

- Academic and Free Schools https://www.gov.uk/government/policies/academies-and-free-schools

- Access to Higher Education https://www.gov.uk/government/policies/access-to-higher-education

- Education of Disadvantaged Children https://www.gov.uk/government/policies/education-of-disadvantaged-children

- Higher Education and Participation https://www.gov.uk/government/policies/higher-education-participation

- School and College Qualifications and Curriculum https://www.gov.uk/government/policies/school-and-college-qualifications-and-curriculum

Cultural Policy

The UK is a proudly multi-cultural, diverse and open society, and has a number of ad-hoc policies relating to the promotion of arts and culture, both British and that of other cultures. "Arts and culture strengthen communities, bringing people together and removing social barriers. Involving young people in the arts increases their academic performance, encourages creativity and supports talent early on." (*Policy Paper, 2010 – 2015 Government Policy: Arts and Culture)* https://www.gov.uk/government/publications/2010-to-2015-government-policy-arts-and-culture/2010-to-2015-government-policy-arts-and-culture

Youth Policy

The Government published a policy in 2011 which focused on the positive contribution of youth in society. The objectives of this report are threefold; to address underperformance in schools and raise attainment for all, ensure that every young person has the skills for further study and work and early intervention to overturn poor aspirations and attainment.

United Kingdom Youth Policy Framework: http://www.youthpolicy.org/national/United_Kingdom_2011_Youth_Policy_Framework.pdf

Civil Society policy

As a society who values democracy the United Kingdom encourage the democratic participation of all members. A healthy society is one where individuals are encouraged to share their opinions, debate and challenge policies which they are concerned about. Individuals exercise these rights by means of demonstrations and protects (some of the biggest protests have taken place in the UK – for example against the incarceration of Nelson Mandela, against the war in

Iraq and more recently against the state visit of Donald Trump). In more recent times individuals have used their voices collectively in the form of online petitions, Government agreed that if a petition exceeds 10,000 signatories they will consider the topic for debate in Parliament. (https://petition.parliament.uk/)

Community and Society Policy: https://www.gov.uk/government/topics/community-and-society

SWEDEN

Education policy

The Swedish school system is working to give the students deeper and wider skills in their foreign language learning. Top researchers in the area of language translation point out several advantages having a solid native language foundation while learning a second language. Being able to see a grammatical pattern in the native language gives a much better and faster understanding in the meeting with a new one. A student who is aware of grammatical structures, pronunciation patterns and who has experience of processing different kinds of texts in both reading and writing and who is able to vary the language interacting with different receivers and of different purposes, shows a significantly faster progression in second language learning. This knowledge tells us that we have a great deal to win by giving the students proper fundamental language education and that this will also enable him or her to integrate faster into the Swedish society.

A report from The Swedish National Agency for Education that analysed the PISA 2000 results, reveals that Swedish 15-year-old students performed above the OECD-average in all three surveyed domains; Reading literacy, Mathematical literacy and Scientific literacy. It was also found that the Swedish school system achieves a high level of equity compared to many other OECD-countries. Nevertheless the PISA results show that there is a considerable performance gap in Sweden between native students and foreign background students as well as in many other OECD-countries. It is not significantly larger than the OECD-average, but taking into account the other "equity indicators" and the fact that Sweden traditionally has belonged to one of the countries with the highest ambitions with respect to an equitable distribution of learning outcomes, the result is far from satisfactory. (Edited extracts from Report 227 - Further analyses from the PISA 2000 results) As part of the solution of this

problem, the students therefore get the opportunity to study their primary language with an educated tutor in the subject. To motivate the student even more they get grades in the language just as in the other school subjects. The grades also fill an important purpose as a mean to identify obstacles in the students' learning of the second language. For example: If a student has high grades in his or her native language, the second language teacher can conclude that difficulties in the second language-learning is not the consequence of for example dyslexia. The students also get to reflect over the similarities between their own language and the Swedish language.

The teacher has to be well educated with a good knowledge of the Swedish language. This is important in order to be able to make the student understand the process of learning a new language and to become acquainted with the Swedish school system. To develop this part of the educational system the Swedish Board of Education urges the school leaders and the teachers to work consciously towards this goal. Munkebäcksgymnasiet can offer additional tuition with a native language teacher who works with one or more pupils in or outside the classroom. At our school we have pupils from about 16 different groups of languages. Currently we offer native language tuition in six of them. This is done in for example history and mathematics since these particular school subjects often cause problems for our second language learners.

Your child can attend preschool from the time he or she is 1 year old. Play is an important element of preschool. When your child turns 6, he/she can attend preschool class. Both preschool and preschool class are voluntary. All children attend comprehensive school from about the age of 7. Comprehensive school is compulsory, and compulsory schooling applies for years 1-9.

Most young people then attend upper secondary school for three years. New arrivals who have received a permanent residence permit are entitled to begin their upper secondary education before the end of the spring term in the year they turn 20; for asylum seekers this limit is the year they turn 18. However, there are also certain

requirements for recognised grades from earlier education. Upper secondary school prepares pupils for university or university college, or for going on to employment without further education.

Skolverket (The Swedish National Agency for Education) is the central administrative authority for the Swedish public school system for children, young people and adults, as well as for preschool activities and childcare for school children. The role of the National Agency for Education in the Swedish education system is to define goals in order to administrate, to inform in order to influence and to review in order to improve. The National Agency for Education audits preschool activities, care for school children, schools and adult education in many different ways. Regardless of the method, however, the focus is always on asserting the right of each individual to knowledge and personal development.

Culture policy

The goal of Swedish cultural policy is to increase access for all who live in Sweden to culture, both via contact with culture of high quality and through creative activity of their own. Financial support for artists and cultural institutions is a key element of this policy, for which the Swedish state, regions and municipalities share responsibility. Yet it is individuals themselves who account for the majority of spending, when they purchase books, CDs, tickets for various cultural events, musical instruments, CD players, TV sets, computers, IPads and smart phones. There are certain national cultural institutions that receive funding direct from the Swedish government, such as the Royal Opera, the Royal Dramatic Theatre, Riksutställningar (Swedish Travelling Exhibitions) and Statens Musikverk (Music Development and Heritage Sweden). In every county there are theatres, music institutions, county libraries and county museums. These often function as regional centres in their respective cultural spheres, working together with schools, the business community and others. Regional and municipal heads of these organisations have financial

responsibility for their own institutions and thereby decisive influence over the scope and nature of their activities. However, for some considerable time the state has been promoting the establishment of the regional network of institutions, providing substantial funding each year. The state and regions also jointly fund specialist county consultants for dance, the pictorial arts and design with the aim of promoting activities in these areas.

The collaborative cultural model is a model for allocating State allowances to regional cultural activities. The purpose of the collaborative cultural model is to contribute to achieving national cultural policy goals, as well as providing opportunities to regional priorities and variations. In Sweden's 290 municipalities there are also cultural institutions funded wholly or for the most part from local income taxes, e.g. public libraries, art museums and, in some instances, municipal schools for children and young people specialising in music and the arts. In certain cases, the state provides funding for projects and special commissions. The cultural infrastructure is both a precondition and a consequence of Swedish cultural policy. Sweden's parliament laid down the objectives and basic principles of Swedish cultural policy in 1974. They were revised in 2009. The Swedish Arts Council was founded in 1974.

The vision of Alice Bah Kuhnke: Culture and Democracy Minister: "More culture to more people in the country and an active democracy policies that contribute to a Sweden where people live, learn and evolve. This is the basis for the policy that will be a priority during this term. The free culture depends on a stable and strong democracy. Sweden must be a country where many different voices get an opportunity to be heard and considered. Racism and similar forms of hostility will not be given space. It is therefore more important than ever to defend the freedom of the media, independence of art and civil society conditions. Culture and Democracy policy is part of the work of a Sweden that holds together."

Youth policy

The goal of the youth policy in Sweden is that all young people between the ages of 13 and 25 are to have good living conditions, the power to form their own lives and influence over developments in society.

Why we need youth policy

The opportunities for young people to enter into the world of adults are highly dependent on the way society is structured. Given the right conditions, young people can both form their own lives and contribute to positive societal developments. The goal of the youth policy is to ensure that all young people aged between 13 and 25 have good living conditions, the power to form their own lives and influence over developments in society.

Youth policy is multisectoral

Youth policy is multisectoral and includes areas such as education, work, influence, health, leisure time and culture. The fact that youth policy is multisectoral means that all affected areas of activity have a joint responsibility for achieving the stated youth policy goal.

Three prioritised areas

Teenagers and young adults face a range of challenges in the transition from childhood to adulthood that society needs to take into consideration. Three areas have therefore been given special priority in Sweden's youth policy for the period up to 2017 – young people's influence, young people's ability to support themselves and the mental health of young people.

Proceeding from the Convention on the Rights of the Child and a human rights perspective

Youth policy is binding on state agencies and is to serve as a guidance for municipalities and county councils. National Youth policy proceeds on the basis of the Convention on the Rights of the Child and human rights and is thus also mandatory for the municipalities. At the same time, the National Youth policy can only serve as a guidance in relation to how the municipalities choose to implement this policy. The Swedish youth policy is also linked to the ongoing EU youth policy cooperation.

A youth perspective in all public sector decisions

All public sector decisions and initiatives are to include a youth perspective. This means that young people should be viewed as a diverse group of individuals, should be given support to become independent, and should have the opportunity to participate in the decisions made in society. The youth perspective is to proceed on the basis of young people having a voice of their own (participation and influence) and knowledge about young people.

Municipal responsibility for activating young people

Chapter 2 of the Swedish Education Act assigns the municipalities an activation responsibility in relation to young people who are under 20 years of age, who have completed compulsory schooling but who are not attending upper secondary school. This means that the municipality is required to provide appropriate individual measures that are first and foremost intended to motivate the young person to enter education. The municipalities are also required to maintain a register of the young people covered by this responsibility and to document their measures in an appropriate way. This is what we do: We work to produce and disseminate knowledge on conditions af-

fecting young people and on youth policy and its goals. We emphasise the importance of the fact that all public sector activity should proceed on the basis of a youth perspective. We work together with other agencies, among other things by participating in a public sector agency network focused on issues affecting children and young people. We support the municipalities' work with their local youth policy by means of the LUPP youth questionnaire survey, education and training measures and by supporting municipalities in learning from one another's experiences. We also work to ensure that municipal activities are based on a youth perspective. This means municipalities conducting regular follow-ups of young people's living conditions and making use of information about young people as a basis for decisions and prioritization. In addition, the municipalities should also make use of young people's knowledge and experiences.

Civil society

The government wants to strengthen civil society voices and has therefore introduced a new method, a special council (sakråd), to systematically take advantage of the civil society expertise on various issues. It complements other forms of consultation and increases the quality of the government's support.

Thanks to the method government offices benefit from the knowledge of civil society in a more effective and transparent way. The purpose of the council is to help raise the quality of the government's work by deepening and broadening the government's knowledge and perspectives on issues where civil society organizations have important contributions to make. The method is flexible and can be used in different extents and in all kinds of issues in government offices, such as for early dialogue, or when there is a need for rapid acquisition of knowledge. If necessary, other actors than civil society be invited to participate.

The method is based on the six principles that are the basis of government policy for civil society: autonomy and independence, dialogue,

quality, sustainability, transparency and diversity. Civil society has played an important role in the development of the council. More than 100 organizations have participated in the work. The method is now starting to be widely used in government offices.

The council gives a good structure and setting for dialogue that we have with civil society and other stakeholders. They will be an important part of the Government's efforts to strengthen consultation arrangements and increase participation in EU work, says Oscar Stenström, Secretary of State of the EU and Minister of trade Ann Linde.

Resources:

- Göteborgsstad - The City of Gothenburg website Lagboken https://www.lagboken.se/dokument/lagkommentarer/768416/11-kap.-10--skollagen---modersmalsundervisning?pageid=24593
- Skolverket - The Swedish National Agency for Education
- https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D1480
- http://www.omsvenskaskolan.se/engelska/det-haer-aer-den-svenska-skolan/
- http://www.utbildningsinfo.se/in-english-1.3131
- http://www.regeringen.se/informationsmaterial/2015/12/det-har-ar-kulturdepartementet/
- http://www.kulturradet.se/en/In-English/Cultural-policy/
- https://eng.mucf.se/swedens-youth-policy
- http://www.regeringen.se/artiklar/2017/02/sakrad-ny-metod-for-att-inhamta-kunskaper-fran-civilsamhallet/

LATVIA

Education policy

Latvian legislation regarding education field:

- Law on Education (1998) - a framework law containing definitions of all types and levels of education which defines general principles and determines competences of governing bodies.
- Law on General Education (1999)
- Law on Vocational Education (1999)
- Law on Higher Education Establishments (1995)
- Law on Scientific Activity (2005)

Governance of the Education System

The education system is administered at three levels - national, municipal and institutional. The Parliament (Saeima), the Cabinet of Ministers and the Ministry of Education and Science are the main decision-making bodies at national level. The Ministry of Education and Science is the education policy development and implementation institution that oversees the national network of education institutions, sets educational standards and determines teacher training content and procedures.

Tuition fee

The tuition fee for pre-school, basic and secondary education in a state or municipality founded educational establishment shall be funded from the national or municipal budget. A private educational institution may set a tuition fee for providing education.

In higher education programmes the state covers tuition fees for a certain number of students' places, according to the State Procurement in the respective academic year, and the respective students receive state grants. Each higher educational institution may set a tuition fee for the other students' places.

Culture policy

The Ministry of Culture of the Republic of Latvia is the state governed institution, which organizes and coordinates state culture policy, social integration policy and media policy. The Ministry of Culture operates pursuant to the regulations of the Ministry of Culture, the declaration of the Cabinet of Ministers and the basic principals of the State culture policy.

The central apparatus of the Ministry of Culture consists of three (3) departments: Cultural Policy Department, Social Integration Department and European Union Funds Department

The Ministry of Culture is responsible for the development and implementation of integration policy in Latvia. The purpose of integration policy is to create circumstances under which people in Latvia can collaborate in achieving common goals and developing society where everyone feels safe, can expand their talents, work and learn. Enhancement of intercultural dialogue, the exchange of experiences and beliefs as well as maintaining strong social bonds are important tasks for achieving a prosperous and democratic society.

Youth policy

According to the Youth Law young people in Latvia are persons from 13 to 25 years of age. The youth policy is the purposeful set of activities in all the fields of state policy to promote the wholesome and versatile development of young people, their inclusion in the society and im-

provement of life quality. As a result of implementing the youth policy, stakeholders (state and municipality institutions, youth organisations, etc.) promote the initiatives of young people, their participation in the decision-making processes and social life, support youth work and provide children with easier transition to adult status envisaging corresponding activities for personal development of young people. The bases of the youth policy is youth work — planned practical set of activities developed for young people (events, projects, programmes) in order to improve their life quality.

In order to ensure the youth and youth workers, as well as the policy makers on the state and municipality level with the information connected with youth affairs, the Ministry of Education and Science administers the Youth Policy and Youth Opportunities Portal www.jaunatneslietas.lv.

In order to ensure the coordination of youth policy there was founded Youth Advisory Council (YAC), which since 2009 has substituted the Youth Policy Coordination Council.

The tasks of Youth Advisory Council:
- evaluation of the situation in realization of youth policy and counsel the Ministry of Education and Science in the areas of priority in youth policy;
- counsel the state governing authorities in order to provide the most effective implementation of youth policy;
- counsel the municipal authorities in the implementation of youth policy on the level of municipalities.

One of the main youth policy leaders in Latvia is the National Youth Council (LJP) of Latvia. LJP provides information to the public and promotes civic participation of young people, encouraging them to engage themselves in youth organizations, non-formal education activities and shelters the youth organizations.

The National Youth Council of Latvia (LJP) is the umbrella organization of 49 youth organizations in Latvia. Its mission is to improve the living conditions of young people and to represent the interests of youth organizations on national and international level. Youth Council's member organizations join around 30 000 young people across Latvia.

Civil Society policy

In Latvia, just as in other European States, there are a constituent nation determining the national and cultural-historical identity of the State, as well as national minorities and immigrants. The national and cultural-historical identity of a constituent nation determines the national and cultural-historical identity of the State, and is based on a common language, culture and social memory. The goal of Latvia's national identity, civil society and integration policy is a strong, cohesive Latvian people: a national and democratic community ensuring the maintenance and enrichment of its unifying foundation – the Latvian language, culture and national identity, European democratic values and the unique cultural space aimed at the balanced development of the democratic Nation State of Latvia.

The policy on the national identity of the Latvian society, civil society and integration emphasizes the principle of identities being complementary, in accordance with which, the various identities do not exclude but rather enrich each other. National minority identities exist and develop alongside the Latvian identity. An individual can simultaneously have a number of identities (that of a national minority, Latvian, European, global).

Resources:

- http://www.izm.gov.lv/en/education/education-system-in-latvia

- http://www.izm.gov.lv/lv/jaunatne
- http://www.izm.gov.lv/lv/jaunatne/lidzdalibas-mehanismi
- http://www.izm.gov.lv/lv/jaunatne/starptautiska-sadarbiba-jaunatnes-joma/eiropas-savienibas-sadarbiba-jaunatnes-joma
- http://www.jaunatneslietas.lv/jaunumi/2945-jaunatnes-politikas-istenosanas-plans-2016-2020-gadam
- https://www.km.gov.lv/en/ministry/about-the-ministry

MOROCCO

Education policy

According to the Values Education Summary Report, published in January 2017, following the adoption of the Moroccan Constitution in 2011 a greater emphasis has been placed on shared national values. These values include: democracy, human rights and gender equality; Islamic identity in Morocco and dialogue and understanding between world cultures and civilisations. The report identifies seven key areas for development of values education, these include:

Programs, curricula and training: promote human rights and equality through education. **Diversity of tools and digital space:** devise best practice for use of digital tools, including promotion of safety online. **School and university life and civic practices**: anchor a sense of belonging, form educational clubs raising awareness of values.

Pedagogical actors: recruitment tests, continued training and workshops.

Educational relationships between schools, their environment, institutional partners and civil society-actors: create partnerships and cooperation between school-family and institutions at a local and national level.

Scientific and pedagogical research: promote pedagogical research which focuses on development. **Categories of learners in special or vulnerable situations, and/or living with disabilities:** equal access to education for everyone including those with disabilities and those in special or vulnerable situations. The report highlights the importance of these shared core values and puts forward that these values are foundational in educating the younger generations in Morocco. Education is the key to provide lasting change in communities and social development.

Culture policy

Culture Morocco is rich of cultural qualifications distinct and authentic, but at the same time suffer from lack of radiation and appreciation. In fact, its cultural heritage and other cultural components deserve a better definition at the external level for those who can go to it intensively to discover them, and at the internal level of the static and the various actors who can increase their value and consideration. In this perspective, the joint cooperation program "Cultural heritage and creative industries as a locomotive for development in Morocco" seeks to accompany Morocco's policy of establishing culture as a locomotive for sustainable development. This program is structured in line with the priorities of the country in the field of development strategies related to the themes of the program (the framework plan for the assistance of the United Nations to the Kingdom of Morocco, the Cultural Strategy of the Ministry of Culture, the Tourism Vision 2010, the 2015 strategy of the traditional industry…).

The joint program is part of the national objectives and results as established in the program of cooperation between the United Nations and the Government of the Kingdom of Morocco of the framework plan to assist the Kingdom of Morocco, 2007-2011, on: "Natural and cultural heritage management as a basic tool for policies to combat poverty and for sustainable development", establish "improved regulatory conditions for the protection and valuation of natural and cultural heritage to serve human development". The main objective is: to establish culture as a locomotive for development. The aim of this joint program is to promote the qualifications of collective development and individual advancement, especially for vulnerable groups, by increasing the value of the country's cultural wealth by improving national and local capacities to accomplish this purpose, as well as doing specific indicative activities in some specific areas or places of intervention. Direct implications of the program:

1. Recognition of the qualifications of cultural heritage in economic and social development and their integration into a

national strategy, taking gender into consideration.

2. Provide cultural heritage professionals and potential interventionists with experiences and means to improve the maintenance, management and valuation of this heritage.

3. Implement appropriate strategies for the development of cultural and creative industries to promote the improvement of living conditions of the population.

4. To value cultural norms and values that promote the integration of women and youth and ensure the achievement of the Millennium Goals.

Youth Policy

The wave of the Democratic Spring impacted Morocco but took a different directions than other countries in the Middle east. The Kingdom saw a more pacific protest by the February 20th movement, leading to a major constitutional change and the election of a new government. The reform policy introduced by King Mohammed VI in March 9, 2011, led to the adoption in 2011 of a new Moroccan constitution that has institutionalized youth participation and allowed for the creation of the Consultative Council of youth and community work.

The constitution also reinforced the freedom of the creation of association and introduced the principle of democratic participation allowing civil society to be an integral part in state consultations from pre-planning to the evaluation of public policies. The constitution also allows citizens to participate in drafting legislations and presenting petitions. The constitution allowed for the creation of the Consultative Council on Youth and Community work as outlined in articles 33 and 170 in the 2011 constitution. The king has also reduced some of his powers and state institutions, the government and parliament were strengthened.

Prior to the 2011 reforms, the Ministry of Youth and Sports launched a national youth consultation with the support of UNFPA with the aim of developing a youth strategy. Yet, the process undertaken by the ministry did not include all the stakeholders, and civil society and youth actors. This led the whole process to fail with less or no support from civil society. The strategy has never been adopted nor turned into action.

In 2012, the same ministry launched another consultation with around 27,000 youth across the Kingdom with a new vision to have an inclusive process in developing a strategy for youth. However, it has been criticized again about the methodology and approach of the consultation. And the results have not yet been made public. **The Ministry formed a committee end of 2013 to work on suggesting a draft bill for the creation of the Consultative Council on Youth and Community work and preparing a law on youth rights**.

At the local level, with respect to the very few actions undertaken by the ministry of youth and sports at youth homes, there is no local youth policy. There are also some programs implemented by some international organizations and donors as well as by civil society. For the time, there is no such an official mechanism or institutional body in charge of dialogue with youth. The constitution in different articles referred to the channels of communication and dialogue with youth. However, the implementation of the constitutional provisions are still in the process. At the local level, the 2009 communal charter, which is currently being subject to change to adapt to the Kingdom's new constitution, provides a space for dialogue between youth and local government through the creation of adhoc or temporary committees where youth can participate such as the committee of youth dialogue with the commune and the committee of equality of chances. Yet, these provisions do not clearly specify mechanism of dialogue and participation and are subject to change based on the authority given to the president of the commune. As far as financial support is concerned, the Ministry of youth and sport announces every year a grant program to support projects submit-

ted by NGOs. Yet, this process is still facing criticism due to governance and transparency issues related to allocating funds without clear and predefined criteria. Among the major challenges facing youth in Morocco is youth empowerment and their participation in the management of local affairs. There are no real and efficient programs that prepares the young generation from the younger age to participate in decision making and publicly debate issues relevant to their lives. The second major challenge is education and employability. And the last one is the lack of legislation guaranteeing youth active participation in local and national public policies and decision making.

Civil Society policy

The laws enacted of public freedoms in the Kingdom of Morocco at the beginning of the independence that relate to the laws of associations, gatherings and press, were considered a great achievement. Morocco's aspiration to establish a pluralistic democratic system was recorded. If these laws were made by negative amendments influenced by the political conflict of the sixties and seventies in particular, political openness during the 1990s, thanks to the development of civil society struggles and democratic forces, allowed successive reforms to keep pace with the political development of the country. The various initiatives and reports undertaken by Morocco in the context of its reform, correction and reconciliation process since the late 1990s, in particular the report of the Equity and Reconciliation Commission and the fiftieth anniversary of human development in Morocco, emphasized the crucial importance of liberating, valuing and empowering Moroccan human beings. In order to expand and enhance confidence between the state and society and the various national components, and to strengthen and develop national unity and social cohesion, it also emphasized the centrality, location and function of civil society, and participation of citizens in public affairs in the course of a democratic and developed reform. The Moroccan Constitution 2011, which was achieved in the midst of

the democratic movement witnessed in Morocco and its regional environment, enhances the roles of civil society and interprets the demands of its various components by emphasizing on the principle of participatory democracy and establishing a comprehensive and integrated approach to the rights associated with civil society and societies as is universally recognized. Both in the preamble to the Constitution and in the provisions of general provisions, freedoms and fundamental rights, in particular in chapters 1, 12, 13, 14, 15, 33, 139, 6, 37 and 170.

Resources:

- Morocco's Constitution of 2011 - Constitute Project
  https://www.constituteproject.org/constitution/Morocco_2011.pdf?lang=en
- World Report 2013 - Human Rights Watch
  https://www.hrw.org/sites/default/files/wr2013_web.pdf
- Values Education in the National System of Education, Training and Scientific Research, Summary report 2017

ACROSS REGIONS:
The Euro-Mediterranean perspective

It is difficult to achieve acceptance and realise common interests without acknowledging the existence of different languages, cultures, identities, history and traditions as well as how all these aspects affect our common understanding of each other. Otherwise we will continue to be divided by religion, heritage, ways of communication, needs, languages, mobility, economy or general ignorance

How do we respond to contemporary social events and occurrences? How can education help to address some of the problems of racism and intolerance? These are some of the answers we try to respond paying specific attention to the intercultural education and its role in the formation of an individual able to face the multiple nowadays challenges in the local dimension, in the national one and in the global context. As network, we shared our ideas and practices for defining our different identities as teachers, educators and civil activists who get involved in the project. The main purpose is to exchange strategies against the stereotypes, to demolish the boundaries created by people and to embark on a serious intellectual commitment for the benefit of our societies. Our particular interest is to capture energetic sparks that characterize every single partner's specific program and way of action and collect it in a coherent portrayal in order to show, in the final step, the success of intercultural practice for social and educational transformations.

In our everyday work, we interface the youth and their needs. For this reason, we are always looking for new and better solution for them. Our certainty is that their future is closely related to the degree of education that we may be able (or not) to provide. This is the main task that motivate us.

We create this network because our primary interest is the education of youth and each of us works, with different modalities and at dif-

ferent levels, to reach strategies for its improvement. The project, in fact, is focused on discussing socially relevant problems of Euro-Mediterranean zone through the lens of intercultural approach, that determines a relational environment in which the reciprocal respect between individuals who differentiate in relation to language, culture and religious aspects is a constant enrichment for the communities.

Can we deal with the discourse on stereotypes and diversity without recognizing our personal and collective responsibilities?

The starting point of our debate is being aware that, in every national reality, the presence of marginalised individuals or groups who strive to survive politically and emotionally is increasing. In this scenario, adopting an intercultural perspective is fundamental, because it claims that dominant group's task in the society is welcome the others in order to create a system of relations and values that compasses itself by way of the positive confrontation between multiple cultural realities. The history and experiences of marginalized groups should not set aside in the institutional and school system and the interculturality has to assert its leading role to transform the difference in an effective resource and tool for the educational change.

The society where we live is complex, connected and plural, today more than ever. It seems clear to us that is not possible to get its benefit and avoiding its hidden sides. Diversity is here and now, at the bus stop, in the supermarket queue, at work and at school. Others have different skin colours, wear different clothes, speak different languages, call God with so many names.

There will always be someone who will continue to preach that the differences divide, create walls that seem insurmountable. Someone who wants us to be afraid. It is not a secret that we are facing a rise in episodes of hate, discrimination and racism. We can fight against this by working on our self-perception. But there is no good self-knowledge in the encounter with the image of ourselves reflected through a mirror. True self-knowledge happens in the encounter with the other.

When the centre of attention is *the difference*, someone should simultaneously accentuate the exigence of conformity. To know differences is breaking up with this axiom and underline the negative aspect of sameness. In linguistically and culturally varied countries like ours, this "equality" seems more than ever an inadequate and inadmissible ideal that cannot satisfy the educational needs, especially of the school population. Accepting the differences has an important implication for the discussion on how to overcome the stereotypes and every racist behaviour. Looking at diversity through this perspective is important, because in this sense diversity is a gift which helps us to know ourselves better. And it is at this point that diversity does not make us afraid: the walls that we have erected to keep it away fend off. In their place there are crossroads that celebrate exchange and growth. If there was no diversity in the world, we would not have much of her beauty. Differences are fundamental and can unite, but only if we want it and if we are armed with culture and awareness to overcome our barriers.

We must be aware that, in the current times, actions take on even more important value, because in unison, they all stand together, against all forms of war, violence, for the brotherhood of peoples.

In this context, intercultural communication and a careful use of social media plays a key role in accompanying us to the creation of a renewed social, cultural model, open and attentive to the strengthening of social cohesion.

We used to take the information for granted, but we forget that it requires personal commitment. Information is not passive. It is our duty to reflect on the news, to verify the sources before spreading them, because if we are bad informed we become fickle, even in fact. It is from the information that our opinions are formed and are our opinions that affect our actions. For this the awareness of our reality is at the base of our decisions, allowing us to choose with full knowledge of the facts. Likewise, it allows us to understand different realities from ours and defends us from preconceptions, stereotypes and prejudices.

We acknowledged that we share some common perspectives and approaches: the education for respect of others has to start from childhood; the education for tolerance goes through the knowledge of the other.

Educational strategies of inclusion are the key to counteract prejudices and discriminatory thought. Furthermore it let us be mindful of the hidden treasure in the reciprocal understanding and coexistence of different cultures, besides helping us in the construction of a dynamic and not monolithic society.

This may be facilitated by projects of exchange and knowledge, promoting language classes in schools. In our plural society is also important to support social cohesion against racism, which could grow ahead of contemporary challenges. Our schools have the responsibilities to ensure that the educational instruments, the use of curricular texts and practices reflect the diversity that we have in our communities, because the pursuit of critical teaching methods, the deconstruction of cultural stereotypes, and the creation of collaborative environment encouraging the formation of critical thinking. Conventional ideas and stereotypes must be tackled with full force through effective measures to address the problem of intolerance. The story of diversity and harmony has to be taught, not that of war, death or fear, which we must face and win.

For this reason we just not put our competencies in this project but we have also decided to share our experiences so that they can be helpful for others. The richness of this collection of workshops and best practices is its very own heterogeneity. In our meetings, we worked on improving a better intergroup communication and we experiment in first person the cooperation among people with different national and cultural backgrounds. Therefore the promotion and the respect of differences started from us.

The process of collecting these materials has allowed the sharing of the same so that the "imprint of the single" was become the one from the group. As if each of the proposed activities had been passed

through a metaphorical centrifuge to lose its individual characteristics in favour of greater benefit, by favouring their use, for all.

In the next chapter, we will present all this activities and best practices brought together from the participants of the network.

CHAPTER III: EUROMED EDUCATION WITHOUT BORDERS TOOLKIT
(Best practices and lesson plans)

Part two of this publication is about you – the reader, the activist; and what YOU can do to encourage participation and active change. It needs an open mind and clear communication to produce individual and collective success within your community. In keeping with the perspective of the book, we have included several best practice case studies and concrete lesson plans from across the partner countries. To share what we know, what we have tried through ourselves and know it works, so you, the reader could learn from our experiences and utilise them to carry out your workshops or lessons.

The series of activities in this toolkit section can be used in general education to augment formal curricula with practical activities (for example in citizenship education classes) or in non formal education in youth centres or other non-governmental organisations. These activities aim to assist you and the children you work with to achieve our common goals. They will stimulate discussion, and get you started in a positive direction. The activities were created and tested by our partners. The result is a collection of the best activities produced by young people, for young people. Remember; always think carefully about what you wish to achieve at the end when starting and the message you wish to convey.

It is important to remember that what we offer in this toolkit section is only a guide. If you choose to implement any of these activities or use any of these case studies, you are in control so do not be afraid to modify the activities, or to add your own activities. You are the one who knows how to get the most effective results in your country and community.

ESTONIA

We begin with a few lesson plans from ESTONIA

STEREOTYPES

Description: Role-playing stereotypical roles

Time: 30 minutes.

Themes:

Self - Esteem, Individual, Family, Community

Objective:

- Highlight common gendered stereotypes and discuss their effect.
- Participants consider both another person's point of view and their own.

Tips:

- This can be a sensitive topic so set up the activity carefully.
- Facilitators could find out the background of the participants beforehand.
- Research local stereotypes and labels so you can answer any questions.
- Participants don't need to talk if they don't want to! Respect their choice to participate or not.

Materials:

Post-it notes, Markers, Safety pins (to pin labels on the participants' backs).

Step-by-Step:

1. Without showing the participant, pin a tag on each person's back with a stereotypical role or character.

2. Everyone sits in a circle where they can all see each other.

3. One by one, participants take turns to go into the middle of the group.

4. The participants make typical comments or hints based on the stereotype the person in the middle has pinned to them without actually saying who they are.

5. The person in the middle has to guess what their label says.

6. Once he/she has discovered who he/she is, the participant talks about how he/she felt about their role.

7. After everyone had guessed who they are, have a group discussion to highlight the roles and stereotypes used by the group or society in relation to some of the characters of the game.

ROAD MAP PLANNING

Description: Working out how to achieve goals

Time: 30-40 minutes.

Themes: Individuals, Family, Health, Education, Marriage, Entrepreneurship, Finances

Objectives:

- Identify problems and define goals.
- Analyse the causes of the problems and reflect on what makes goals achievable.
- Discuss in depth the problems they face.
- Mapping allows participants to define an action plan.

Facilitation Tips:

- Works best when it is focused on specific community issues.
- Ensure each participant gets the chance to express themselves.
- Be aware of different levels of literacy skills and use visuals and drawings in the designing of the roadmap.
- Make sure to give the groups 5 separate flip chart papers
- Make a mock-example of the end-product.
- Try modifying the activity, looking at personal or individually based responses.
- The activity worked well in the UK; in Italy it was most effective when combined with the S.W.O.T analysis, from the side-by-side exercise above.

Materials: Flip chart, Markers, Pens

Step-by-Step:

1. Divide participants into groups and give them 5 numbered flip chart papers
2. Tackle the papers in this order:
   - Paper 1: brainstorm the problems men and women face (in two different columns) related to a specific subject.
   - Paper 5: brainstorm the perfect situation for men and women.
   - Paper 2: reflect on the barriers /causes of the problems identified in paper 1
   - Paper 3: what tools /strategies would enable the perfect situation (5).
   - Paper 4: HOW? – Plan how to get from paper1 to paper 5? What needs to be done to get from one point to the other?
3. As a whole group, share and discuss the different road maps

SWEDEN

Practice for working with human rights - Sweden

Swedish Education Act

According to the Education Act (SFS 2010:800) the school is obliged to teach and establish respect for human rights and fundamental democratic values on which Swedish society is based.

UN – human rights

The international human rights work is based on the UN Universal Declaration of Human Rights of 1948. The rights contained in the declaration have since been introduced and further developed in a number of conventions that are binding to the states. A large majority of the worlds countries have acceded to the conventions, which together constitute a universal framework for the work of human rights. Sweden has acceded to the core human rights conventions and regularly reported to the UN on efforts to ensure full respect for human rights in Sweden. Awareness of, and interest in the international conventions in Sweden is growing continuously. The recent work of the government's national action plan on human rights has helped to clarify UN conventions relevance at all levels of Swedish society. The Declaration of Human rights is universal and applies to everyone. It states that all people, regardless of country, culture and context, are born free and equal in dignity and rights.

Interdisciplinary work

One of the forerunners to see the importance of integration was, Johan Amos Comenius who wrote the book Didakta Magna: great teaching doctrine (published 1989) in the 1600s. He is also considered the modern pedagogy father. Comenius writes that the school must lay a foundation for students so that they can put their life

experiences in a new context. He made an analogy with a tree; "All branches are connected to the trunk, with this he means the teaching must visualize how everything is connected, the whole must come before the specific part, means Comenius "

The American philosopher John Dewey (1859-1952) laid the foundations for the so-called progressive pedagogy in the 20th century. His pedagogy aims to meet each individual in his life-world (Dewey, 2004). His basic philosophy was that the individual knowledge building takes place through their own actions and the reflection of his act. He advocates an active pedagogy in which theory, practice, reflection, and student actions form a whole. From this perspective school should be a reminder of real life. Dewey is associated with the term "learning by doing ". This describes something of his way to look at how knowledge endures.

The Swedish National Agency for Education "Pathways to Learning" (2002) describes how upper secondary schools should create an education with great freedom for the individual, and to create a total of the individual education for the student. This implies interaction between different substances around the pupil. This can be achieved by different projects or theme works that integrate with each other, the purpose Integration occurs only when the student understands the relationship between the integral parts by participating in, and understand the context of the activities where the different fields of knowledge is a part, to thus be able to create a whole. The purpose of integration is thus to create an interaction between part and whole, creating meaningful contexts (Andersson, p. 15) and to create a thought process for each individual.

Gunilla Svingby writes about this in the book "Social science in focus" (1989). She writes that the main thing is not which matter to treat, but the way in which it works. To create situations where the pupil is active with a scientific approach should therefore be a role model for the way students works, according to Svingby. Education should be about helping the students understand the connections between different disciplines both in school and in the society. Sving-

by further argues that the choice of subjects and the presentation of the lessons are important, the teaching has to be about the student's own experiences as well as proven experience. In other words, students themselves participate in their own knowledge construction.

Background to our interdisciplinary project on human rights

Since Sweden is a welfare state, it can sometimes be difficult for our young people to put themselves into situations where the human rights guarantee is not followed. We created a multidisciplinary project for the third year in upper secondary school that included subjects such as, sociology, religion, philosophy, leadership and organization. Students were free to choose whether they would work in a team or independently. It was their own interest about the different vulnerable groups in Swedish society which ruled the group division.

The project began with lectures on human rights, conditions in Sweden and other countries. The lectures were followed up with discussions in student groups led by teachers. Based on these discussions, the students quickly became aware of groups in the community that were not eligible to all human rights, making them motivated themselves to do something about the situation.

Project around the equivalence

Task Description

- Define a vulnerable group in the Swedish society and justify based on research and statistics the way this group has fewer opportunities than the majority.

- Plan, organize and motivate a project to improve the group's opportunities in society based on a clear purpose and goals, related to research and statistics.

- Conduct the project and document the process and activity through film, photography or other creative ways.

- Write a post in your individual logbook every day, this will allow us to follow your work.

- Edit your documents and prepare to spread your knowledge and project experience to other students in grades 1, 2 and 3 in seminars (about 20-30 minutes). The spread will inspire and engage other students to work against discrimination and exclusion.

- Evaluate the activity based on how well you achieved your goals in your log book.

- Concluding discussion in cross-groups week 3. Optional writing or orally.

The students selected, based on interests a vulnerable group in the Swedish society. They read up on all the facts surrounding this group, such as history, statistics, and current situation. They were then to plan and implement a project where they somehow would improve the conditions for this group. They were then to present their projects and the results for students in grade one and two in upper secondary school. This was partly to spread knowledge about the human rights and the situation in Swedish society today, but also to increase the motivation for the younger students to make a difference.

Outcome

In this project, students have the possibility to connect theoretical knowledge with practical skills. Through the project they have gained a better understanding of the differences in living conditions that exist among the people of the Swedish society, thus the importance of the human rights are followed.

Examples of intercultural learning:

Sojourn projects:

Students can benefit from participating in sojourn projects and even short stays (potentially less costly than longer stays) provide extensive learning rooted in social and subjective transformations (in addition to their value for qualification per se) that may have benefits extending well beyond upper secondary school years. Furthermore, they may also have prolonged benefits for wider society through the enhanced understanding of others and other perspectives. Thus, they appear to have high educational value, beyond recreational pleasure.

Challenges regarding migration:

The potential negative outcomes of unsuccessful acculturation by any groups are so far reaching and very difficult to remediate, as can be seen by the problems still experienced many generations later in Black Americans, for example. These kinds of outcomes are largely avoidable, but this requires significant change of attitude at a population, policy and institutional level.

ET 2020 - EU's role in intercultural learning:

Each EU country is responsible for its own education and training systems. EU policy is designed to support national action and help address **common challenges**, such as ageing societies, skills deficits in the workforce, technological developments and global competition. Education and training 2020 (ET 2020) is the framework for cooperation in education and training.

In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020:

- Making lifelong learning and [mobility](#) a reality
- Improving the [quality and efficiency](#) of education and training
- Promoting [equity, social cohesion, and active citizenship](#)
- Enhancing creativity and innovation, including [entrepreneurship](#), at all levels of education and training

The following EU benchmarks for 2020 have been set for education:

- At least 95% of children (from 4 to compulsory school age) should participate in [early childhood education](#)
- fewer than 15% of 15-year-olds should be under-skilled in [reading, mathematics and science](#)
- the rate of [early leavers](#) from education and training aged 18-24 should be below 10%
- at least 40% of people aged 30-34 should have [completed some form of higher education](#)
- at least 15% of adults should participate in [lifelong learning](#)
- at least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have [spent some time studying or training abroad](#)
- the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%

LESSON PLAN EXAMPLE

Description: Working out how to achieve goals
Time: Between one and two hours, depending on the students.

Themes: Individuals, Family, Health, Education, Marriage, Entrepreneurship, Finances

Objective:

- To offer linguistic and analytical tools in working with texts in all school subjects in the classroom.
- To over bridge the gap between native language speakers and second language learners, regarding study techniques and reading comprehension.

Target group: Second language learners. Alternatively other students that need to improve their study techniques and reading comprehension.

Facilitation Tips: As a follow up, after working like this with a specific a theme within a subject, it is usually a good idea to help the students to create a mind map which is used to write a fact based text within the theme. If you have the possibilities to expand the work even more, it has proven to be very motivating for all students to involve native language students to give feedback on the text and to discuss different aspects and challenges of writing school texts.

Materials: Laptop with online word book and other language learning tools.

Step by step guidance:

1. Provide the students with a text in one of their school subjects (maximum one or two pages).

2. Read the main heading together.

3. Discuss it! What does it mean? What do the students think the text is about?

4. Read the subheadings. Repeat the above procedure.

5. Choose a particular part of the text with a subheading that you want to focus on. Discuss the content briefly to insure that everybody has understood.

6. Make the students aware that this part is also divided into shorter paragraphs. Discuss the reason for this.

7. Tell the students to mark the words that they think are important, are new to them and to look them up.

8. Ask the students if they can spot words that they think are particularly important.

9. Discuss the concept of keywords. What are they and why are they important?

10. With the help of keywords, try to identify the most important information in each paragraph. Rephrase and summarise it together in one or maximum two sentences per paragraph.

11. Now, ask the students to work with the text under the next subheading by themselves, alternatively in pairs.

Native Language Education in Sweden part 2

Objective: To offer linguistic and analytical tools in working with texts in all school subjects in the classroom. To over bridge the gap between native language speakers and second language learners, regarding study techniques and reading comprehension.

Target group: Second language learners. Alternatively other students that need to improve their study techniques and reading comprehension.

Time: Between one and two hours, depending on the students.

Materials: Laptop with online word book and other language learning tools.

Step by step guidance:

1. Provide the students with a text in one of their school subjects (maximum one or two pages). 2. Read the main heading together. 3. Discuss it! What does it mean? What do the students think the text is about? 4. Read the subheadings. Repeat the above procedure. 5. Choose a particular part of the text with a subheading that you want to focus on. Discuss the content briefly to insure that everybody has understood. 6. Make the students aware that this part is also divided into shorter paragraphs. Discuss the reason for this. 7. Tell the students to mark the words that they think are important, are new to them and to look them up. 8. Ask the students if they can spot words that they think are particularly important. 9. Discuss the concept of keywords. What are they and why are they important? 10. With the help of keywords, try to identify the most important information in each paragraph. Rephrase and summarise it together in one or maximum two sentences per paragraph. 11. Now, ask the students to work with the text under the next subheading by themselves, alternatively in pairs.

As a follow up, after working like this with a specific a theme within a subject, it is usually a good idea to help the students to create a mind map which is used to write a fact based text within the theme.

If you have the possibilities to expand the work even more, it has proven to be very motivating for all students to involve native language students to give feedback on the text and to discuss different aspects and challenges of writing school texts.

According to the Swedish school law (SFS 2010:800) all students should develop good values and an understanding for other persons and other cultures. It includes working on their sense of respect and empathy. Values Clarification as a method was introduced by Louis Rath in the 1960s. It was introduced in Sweden by John M Steinberg with the book *"Active values"* in 1978. The methods of this book was combined by Katrin Byréus with the Forum Theatre presented by August Boal called *"The Theatre of the Oppressed".* It gives the students an opportunity to express their values. A value in this method of working represents a conscious choice made by an individual who has considered different alternatives and consequences of that choice. It should also be a choice that one can be proud of as well as an act that we can live up to.

The method contributes to higher self-esteem in the student. The opinions and thoughts of the students are treated with respect. It is a way of learning how to handle democracy in a practical sense.

According to Olle Katz, at the institution of didactics and pedagogy at the university of Gothenburg; so called affective methods are a good way of learning about values. The exercises invite students to take an active part and create space for personal reflections at the same time. The students are also given a chance to test their own values and normative thinking in relation to those of other fellow students. For the teacher it is vital to have control of the group so that all members are given the chance to express their opinions and feelings. No one should be forced to speak, nor should any ill words be uttered. The teacher must also be aware of his/her own norms and think about how to handle pejorative statements that might be uttered in the groups.

Working with exercises about values demands a basic notion that they have something to add to traditional classroom work. The method builds on the advantage of including the feelings and former experiences of the students. Drama workshops can be of great use in this method.

In the exercises below the students are given a chance to:

- Reflect and take a stand
- Express their opinions
- Motivate their choices
- Be listened to and listen to others
- Work on attitudes and norms

The role of the leader is of great importance. The group leader must be in control of the group and have prepared questions, statements and dilemmas to be discussed. A feeling of safety in the group is basic in order to encourage members to express their opinions let alone listen to the ones of others.

Good rules during group work are the following:

- All members must be allowed the choice of not answering to all questions.
- Active listening must be used from all members.
- No attacks on the statements of other students.
- What is said in the group stays there.

Rules that the leader in specific must follow:

- Listen with an open mind

- See to it that all members of the group are given the chance to speak.

- Use clarifying questions when needed during the work process.

- Staying neutral towards the opinions expressed by the students.

- Act on any statement that contradicts the democratic values of the UN.

- Reflecting on his/her note of the voice and body language.

Concerning the preparation of the room, an empty room with chairs in a circle is preferable. Start with easy warm-up exercises like the ones suggested below before you encounter more difficult topics or complicated questions. Take the age and maturity level of the group into account when preparing the work tasks to be carried out. Personal responsibility of each individual is of the utmost importance when working with values. The consciousness of the group leader of how the underlying norms in the exercises should be high in order to allow a critical view of the contents as a whole.

The materials build on an experience-based pedagogy. Through these exercises students will adopt more tools and coping strategies that give them a perspective when it comes to making good choices in life. The intentions of the exercises should therefore be made clear to everyone before starting. Young people of today are faced with finding their own truths and values in a global world where neither family nor religion can be of help in all situations. The method builds on the notions that there is no right or wrong, only other possible perspectives on an issue and that they should all be respected as a possible way of life. The laws of discrimination always has to be respected even if we have the freedom of speech.

Finally it is a good way of interacting theory with the thoughts and experiences of the students. It alleviates and enhances the knowledge. The students learn how to express their opinions as well as how to evaluate them in a critical way.

Best practice and tool for working with values - Sweden

Here are some typical warm-up exercises to begin with. The contents of the exercises can later easily be exchanged for other topics according to the wishes of the group leaders or in coherence with the theme that you are presently working on.

Exercise 1
Discuss the following questions in small groups of 5-6 students.

1. *What do you do if you witness a fight at school?*
2. *What do you do if a friend starts to smoke, drink or use drugs?*
3. *What do you do if you fall in love with someone else other than your boyfriend/girlfriend?*
4. *What do you do if a friend´s parents hit him/her?*
5. *What do you do if a friend steals something in a shop?*
6. *What do you do if a friend is bullied at school?*

Exercise 2
Complete the sentences any way you see fit and explain why.

1. *If I was a colour I would be…*
2. *If I was an animal I would be…*
3. *If I was rich I would…*
4. *I like to…*
5. *I would like to…*
6. *In my free time I usually…*

Exercise 3
Express your opinion about the following topics. Let others express their opinions too.

1. *How important are looks for you when you choose a partner?*
2. *How important is it to have a lot of friends?*

3. *How important is it to have a boyfriend/girlfriend?*
4. *How important is it to smoke?*
5. *How important is it to be popular?*
6. *How important is it to be thin?*

Exercise 4

Choose one of the options and explain why you took it.
1. *Mercedes or Porsche*
2. *Candy or ice-cream*
3. *Coffee or tea*
4. *Black or white*
5. *Do the dishes or clean the bathroom*
6. *Europe or the USA*
7. *Day or night*
8. *Good looks or rich*
9. *Unemployed or homeless*
10. *Intelligent or well-trained*
11. *Friendship or love*
12. *Bitch or babe*

Exercise 5

Answer the questions and explain why you think so.
1. *What is most important in a friend: kindness, honesty or generosity?*
2. *What is the most important in a relationship: having fun, the same interests, being able to talk about everything.*
3. *What is most important: good grades, friendship or money*
4. *Who is most important: policeman, fireman, doctor*
5. *What could you do without? cell phone, internet, TV*
6. *What would you like to be? Rich, famous, good-looking.*

Exercise 6 Drama

Make a statue with all members of the group according the instructions below. Take a picture of the final statue.

1. *Shoulder against back*
2. *Foot against foot*
3. *Hand against head*
4. *Head against knee*
5. *Back against back*
6. *Hand against stomach*
7. *Hand against elbow*
8. *Hand against hip*
9. *Bottom against knee*
10. *Hand against foot*
11. *Hand against hand*
12. *Forehead against shoulder*

TUNISIA

Sousse Demain (Since 2012)

Main Objectives:

- Preserve la Médina heritage
- Serve as mediator between the different agents of society (citizens, entrepreneurs and authorities)
- Play the role of a pressure group to tackle infringements
- Denounce the passivity of authorities and raise awareness about the deteriorating conditions in La Medina
- Reinforce citizens sense of belonging

Duration: 3 years

Target: Citizens of Sousse, inhabitants of La Medina

Funds : Agence Française Du Développement

Convention: An agreement was signed with:

- The ministry of Environment in 2013 (Local committee of Sousse)
- The National Heritage Institute

Execution:

- Redoing the pipelines of La Medina
- Restoration of front of buildings (facade) in la Medina
- Denouncement of offenses, through coalitions and media

Méditerravenir

Main Objectives:

- Reinforce the channels of communications between North and South.

- Promote an efficient approach to exchange programs

- Using the project as a tool to create a new approach of intercultural dialogue South/ North

- Enable students from the North to act as spokespersons promoting the image of countries of the South through the achievement of two audio- visual projects.

Duration: 4 months

Target audience: 22 Students (North Region) 10 students (South region)

Convention: Partnership with the University of Chambéry Haute-Savoie

Plan of Action: brainstorming activities to identify the topic to be dealt with in workshops. (Employability in the Euro Med region. What are the challenges?)

Execution: Workshops - the production of a movie broadcasted in Tunisia and France – Cultural event

Certification: Certificate of Completion

Assessment: The experience was added to the Curriculum (4 marks were granted to students who accomplished the program-Testimonies were collected (oral and written social media interviews)

JCI TUNIS

The National Training tournament around volunteer management for the benefit of youth organizations around different cities in Tunisia

Objectives:

- Identifying and defining the notion of volunteering
- Acquire knowledge about the techniques and positive outcomes of volunteer management
- Immersing the culture of volunteering in everyday life (proactive citizenship)

Duration: Two days

Target: Youth – trainers

Convention: An agreement was signed between JCI, PNUD and Observatories des Jeunes

Plan of action: workshops centering around the achievement of a voluntary project aiming at promoting local development) – talks – trainings and follow up practices

Certification: Certificate of Completion to all participants

Méditerravenir: Intertwining/ exchange programs: "En Route vers le FSM" (Forum Social Mondial)

(22 volunteer members as well as students from different countries namely France, Mexico, African nations benefitted from this exchange program together they organized a workshop about youth employability at the Mediterranean level)

Zyra: "Darna" as a substitute to "La maison des Jeunes"

(Run by youth and for youth. The aim is to strengthen their sense of belonging. Youth   were allocated a free space in which they could freely express themselves and run the activities by themselves)

Polytech Sousse: Social-Cultural project as part of the official curriculum

(A new discipline was introduced at 3rd year level. A concrete way of matching education to civil society)

Term 1: Trainings - soft skills - laying the ground for the first steps of the project

Term 2: Contact associations - clubs

Outcome: Certificate of Completion / Improving communication skills / conflict management / rewards for best projects and innovative ideas)

EGYPT

Arts (L'Art Arabe)

L'Art Arabe is one of the most important books on the Islamic monuments of Egypt. It consists of four volumes compiled by the French Orientalist Prisse d'Avennes, one of the greatest pre-20th century Egyptologists, and was published in 1877. To preserve this valuable collection, ISIS has digitized the three-plate volumes (222 plates) and the text volume (388 pages). The material has been scanned and processed in high resolution. The processing phase included treatment of the damaged pages and restoration of the defected parts while maintaining the original appearance. The text volume was OCRed (Optical Character Recognition) to provide full- text search capability. The digitized output was integrated on a virtual browser and published on the Internet. The website was launched during the 34th session of the UNESCO General Conference in October 2007.

Website: http://lartarabe.bibalex.org/index.html

Contemporary Alexandrian Artists Website

Contemporary Alexandrian Artists is a website about the modern art heritage of Alexandrian artists. It includes interviews and contemporary works, which should help young artists and researchers learn more about different art movements.

Website: http://www.bibalex.org/alexart/Home/SplashPage.html

History

Memory of Modern Egypt

The BA "Memory of Modern Egypt" (MoME) project is a collaborative effort between ISIS and the Special Projects Department. It is a digital repository documenting the last 200 years of Egypt's modern history

through tens of thousands of varying items, such as documents, pictures, audios, videos, maps, articles, stamps, coins, etc. that created an index of 14 different material types. The interface and the underlying infrastructure of the repository allow the user to browse by facets, thus allowing for optimum data filtration and a more precise browsing. The repository is structured around five main themes with each of these divided into subtopics, thus creating an index of over 500 dimensions. Each item in the repository is classified according to one or more of the theme subtopics as well as a certain material type, resulting in the creation of a multidimensional web of materials and themes interrelating with each other to enable the user to explore the connections between the different sources in the repository. This offers an exceptional informative visual tool for the user to overview Egypt's modern history. Additionally, the repository's infrastructure was designed to accommodate expandability, thus allowing continuous addition to the content. MoME website won Al-Kindi Informatics Award as the best cultural website in Arabic in 2009.

Website:
http://modernegypt.bibalex.org/collections/home/default.aspx

Intercultural Dialogue

Combating extremism and terrorism program

One of the key programs currently adopted by SP department. This program operates on a local, regional and international level, targeting Egypt and the Arab world, and the world as a whole. In addition to holding an annual conference that represents a forum for Arab and international intellectuals, the program holds events on a local, Egyptian and international levels. Through the program the department is building bridges of constructive cooperation between international institutions and parties in order to exchange experiences and benefit from the available human, technical, and financial resources, through signing MOUs and organizing seminars and conferences both in BA and abroad with the mentioned parties.

Education

BA E-Learning Services

The E-learning Unit has established an online educational service at the BA, encouraging BA users to gain greater enthusiasm for self-learning and enabling them to reach their full potential through the development of a desire for ultimate learning. Providing e-learning services to BA users, especially those who live outside the city, will encourage more users from Egypt and around the world to attend the BA educational courses. This service will also provide sustainable educational development.

Thus, the E-Learning Services Unit is using Moodle as its e-learning platform. The Moodle platform provides a wide range of features that include content delivery and collaboration between tutors and learners, such as content creation or upload up-to-date e-materials, discussion forums, assignments and quizzes, monitoring of participants' online activities, and much more.

Website: https://moodle.bibalex.org/login/index.php

Youth Development

Youth for Change Program

The BA is re launching the Youth for Change Program in its fourth phase, under the title "ICT: Supporting Leaders of the Future", after the program's success in its first three phases. This phase is executed in cooperation with the TakingITGlobal organization and through local coordinators and some local organizations in the Middle East and North Africa. This phase includes 10 Arab countries, namely Algeria, Bahrain, Egypt, Jordan, Lebanon, Mauritania, Morocco, Oman, Saudi Arabia, and UAE.

This phase of the program aims to identify Arab youths who are talented in the field of ICT in order to provide them with the oppor-

tunity to develop themselves, and it aims to create an active network to gather those youths and nurture their talents. It also seeks to support youths and encourage them to take the initiative and inspire positive change in their communities through implementing their development projects. The program offers a range of mini-grants to the winners to execute their presented projects and to help them take the initiative to positively change their communities.

Phase IV of the program provides support for the winners through their participation in a training course that teaches them how to manage projects. Winners also learn more about how to use the tools and space available for them through the program online. Additionally, the program provides winners with the opportunity to participate in international and regional events and conferences to share their experiences with thousands of youths, discuss the topics and subjects that interest them with others, and present the achievements of their distinguished projects through the program's online magazine.

Website: http://www.yfc.tigweb.org/

Culture & Heritage

Mediterranean Memories Project (Med-Mem)

The Mediterranean Memories (Med-Mem) project is led by the *Institut National de l'Audiovisuel* (INA) France and financed by the European Union (EU) as part of the Euromed Heritage IV programme. It seeks to upload the audiovisual archives of 18 partners—including 10 Mediterranean television networks, 3 professional bodies, the BA, as well as cultural and scientific specialists working in the audiovisual world—and provide it online to the general public. Realizing that the audiovisual heritage of the Mediterranean is a resource of exceptional value and has the potential to initiate and promote understanding and intercultural dialogue, Med-Mem offers a selection of more than 4000 videos from all around the Mediterranean.

These videos will be showcased within their historical and cultural contexts with commentary in three languages, Arabic, English, and French. Med-Mem thus focuses on the conservation of an endangered cultural heritage and aspires to spread awareness about the legal aspects implicit in that conservation. As an associated member of the project, the BA has catalogued about 150 video segments from its holdings covering the different BA productions. It has also hosted 2 training workshops: Indexing for Med-Mem (October 2009) and Building a Plan for Safeguarding Audiovisual Archives (November-December 2010).

Website: https://www.medmem.eu/

Description de l'Egypte

The BA has taken the initiative to digitize the 200-year old original masterpiece, *Description de l'Egypte*—a 20-volume book that was produced during Napoleon Bonaparte's military expedition to Egypt in 1798. The book is the collaborative work of 150 prominent scientists and scholars in addition to some 2000 talented artists and technicians that were assigned to capture the Egyptian culture and civilization in unmatched depth and detail. To mold this masterpiece in today's technology, the BA International School of Information Science has taken the initiative to digitize and integrate the whole collection on a free-to-access, online, multi-featured searchable interface tailored for the user's convenience.

Website: http://descegy.bibalex.org/index.html

Science

Science Super-course Project

Initiated by University of Pittsburgh and mirrored at the BA, the Super-course, an online repository encompassing more than 3,600

PowerPoint lectures on epidemiology and preventive medicine, represented a useful tool for at least one million students around the globe. It also represented a well-established starting point which triggered the emergence of the new Science Super-course, an online repository of lectures freely available online for academics in four major fields of science; Public Health, Computer Engineering, Agriculture and Environment. The aim of the new Science Super-course is the avail online accessible educational resources to empower academic students and educators worldwide. The BA has developed a new interactive platform for science super-course deploying more functionalities, personalized experience and interactive features through a convenient user access. Through the system, users may have access to more than 169,000 searchable PowerPoint lectures where they may search the overall repository of search keywords within lectures. The system also allows registered users to customize the content on the repository as per their interest. For example, they may create their own presentations by compiling slides from different lectures, have a list of favorite lectures, receive RSS feeds and bookmark certain slides. The system acts as a platform for scientists to upload and share their lectures online. Science Super-course also contains a special section for Legacy Lectures, which encompasses; Nobel, Just-in-time, and Golden lectures authored by various eminent lecturers, in addition to a series of lectures authored by members from the National Academy of Sciences, National Institutes of Health, and Institutes of Medicine.

Website: http://ssc.bibalex.org/home/list.jsf

Intel Bibliotheca Alexandrina Science and Engineering Fair (Intel BASEF)

The Intel International Science and Engineering Fair (Intel ISEF) is the first science competition in the world exclusively for 14–18 year old students. Intel ISEF annually provides a forum for more than 1,500 high school students from over 40 countries to showcase

their independent research. Intel ISEF, the world's largest international pre-college science competition, brings together outstanding young scientists and inventors from all over the world to share ideas, showcase cutting-edge science projects, and compete over millions of dollars in scholarships, tuition grants, scientific equipment, and scientific trips. The Intel Bibliotheca Alexandrina Science and Engineering Fair (Intel BASEF) is a local competition that prepares students for participating, competing, and winning the Intel ISEF that takes place every year in the United States of America.

Website: http://www.bibalex.org/psc/intelbasef/staticpage/staticpage_en.aspx?page=2

ITALY

Project "Mother tongue Tutors"

The core idea of this project is to enhance the capability of second generation youngster as a tutor for the educational support of foreign students, enrolled in Secondary school, at drop out risks and school failure. Those problems are not simply related to the difficulty to understand the Italian language but goes beyond it. In fact the foreign students tend to underestimate their own competence and direct their studies to vocational training education. Sometimes they are mislead by the teachers. The wrong idea behind this failed orientation is that the foreign students need an easy and quick school. "Mothertongue Tutor" is a pilot project based on peer-to-peer approach enriched with the unique cultural and linguistic skills carried by each tutor.

The project last the entire academic year and is developed in agreement with schools and families. The work of the tutors is based on the study and homework support but is even much more. The Tutors act as a link between the school, and especially the teachers, and the parents.

The tutor, with his migration background, may also become a positive model for student showing a wider range of opportunity for his future.

Project "The bench"

"#Dialogue: we are all on the same bench" The project, born in 2016, has the purpose to bring the citizens together, especially the believers of different faiths, to make them talk and think in a critical way on the political and cultural situation. The basic idea comes from the encounter within three associations **AGESCI (spiegare siglia), GMI (spiegare siglia) e CISV (spiegare siglia Reggio Emil-**

ia). Together with the **Mondinsieme Foundation** they exchanged thoughts and sought an open confrontation about human rights, multiculturalism, civic coexistence, difference between religions, intercultural and dialogue. To enhance his purpose, Mondinsieme has organize the meetings in symbolic places as the Mosque, the Synagogue and a Church in the area of Reggio Emilia.

Project "Progetto Copricapi"

This is a research project who investigated the headdress as a bridge between communities with cultural and religious difference. Our aims is to reveal the symbolic value and the meaning related to the headdress in the different religious traditions and how this coexist with the social and cultural context. The project involves a group of young people, from 17 to 25 years old, who belong to different religious and cultural backgrounds.

After a preparatory meeting to share available tools, objectives and stages of the route, it proceeded to a first collection and sharing of personal experiences on the use of headdress. In a second phase, visits were organized in four worship places: the synagogue, the Sikh temple, the church and the mosque, with the presence of spiritual guide. The meetings were conducted, according to the educational methodology of Mondinsieme, through horizontal moments of exchange and group activities designed to bring out the point of view of each participant.

Project "Il Paese di papà – Daddy's Country"

Daddy's Country is a becoming project. Its purpose is the creation of a series of documentaries about second generation youth. We have chose this instrument to improve the debate and enhance the knowledge of this phenomenon to the public opinion. Every documentary is centred on the life of youngster with foreign origin, his

journey back to the country of parents for following an imaginary path backward to the origin of the migration phenomenon. The two testimonials of the project were Farida and Ihsane. The first is 17 years old, born in Italy from *Burkinabé* parents; the second is 24 years old and came to Italy at the age of 6 from Morocco.

The encounter with their families in the country of origin and the discover of places linked with their parents history led to an enlarged self-consciousness: the two girls of second generation perceived themselves as foreigners in their country of origin.

LATVIA

MULTICULTURAL EDUCATION COURSE PLAN, based on creative activity complex :

1. Introduction.

    Individual work. WHO I AM ?
    - Self presentation. Person has to board himself on the huge paper or whiteboard, using short associations with flowers and plants.
    - To explain – what does chosen flower and plant mean to me?
    - To make the Symbol (with different materials, textile, paper, stone, etc)
    - To reflect the current situation by Symbol colouring .
    - To answer – which flower may be Symbol of your country?
    - Common work.

2. PEOPLE HAVE TO BE FREE FROM STEREOTYPES!
    - Movement, dance (to make sculptures)
    - Humour of my country. One story from each student.

3. MY ROOTS
    - Map (on the wall, to tell the story)
    - White list (to write every year, to colour every year and to write description about most important experience)
    - Every person will bring something from his own life (ex. Seeds from his own country & make painting)

4. ME – IN PAST, IN PRESENT, IN FUTURE. MY STRENGTHS, MY WEAKNESSES

Individual work.

- Person paints a tree on A3 format paper.
- Teacher analysing the results and explains what means the tree structure and how thus mirrored the situation of the student in past, in present and future.
- Both – student and teacher are looking for strengths and weakness and discuss the personality development.

5. MEETING DIFFERENT CULTURES RELATIONS WITH OTHERS

Common work.
- Sit in pairs (A1 paper) – everyone starts painting from his side/ to cross the boarders or no (but no visual boarder) – can I cooperate with someone?
- Collage with postcards/ photos
- Frame making using typical for student country symbols, ornaments, designs.
- Comparing differences and similarities of artwork fragments, telling the stories about traditional symbols/ornaments of student country.

6. LOVE AMONG CULTURES
- To bring something what they like mirrored culture of my country.
- and make the handmade gift to others students – to all or to individual like postcards, souvenirs, jewellery, etc.
- To explain the aim of gift
- To explain the chosen materials in context of my country culture.

7. INTERCULTURAL DIALOGUE

   Common work
   - Dancing (with music – 1) ethical, 2) classic, 3) modern)

   - Make mandalas with different herbs, seeds

   - Cooking together of my country typical dishes

   - To tell story about raised emotions.

8. MY RELATIONS WITH OTHER.
   - Improvisation in speech. (one is not talking, others have to make him speak) and later to reflect!

   - Short essay - WHAT TRUTH MEANS IN RELATIONS AND HOW TO ACHIEVE THE UNDERSTANDING BETWEEN THE CULTURES ?

   - to express yourself by plasticine and colourful paper and others explain what the see in the painting.

9. COMMON INTERCULTURAL PARTY as tool for international dialogue.

   First part – demonstration of homework - presentation in PowerPoint of main features of my country, might be in humorous style.

   Second part – demonstration in free manner of main cultural events of my country, art, music, traditions, national clothes, dishes.

   Final stage – common dancing, singing, communications.

Aim – to learn different cultures, to find the common language, to break the stereotypes of phobias.

Target group – youth from different countries.

UNITED KINGDOM

<u>Human Rights Education Workshops</u>

Purpose: to teach children about their human rights and responsibilities, using fun and creative learning methods.

During our school workshops we focus on 4 rights in particular –

Article 1 – We are all born free and equal
Article 2 – Don't discriminate
Article 19 – Freedom of expression
Article 29 – You have a responsibility

Activity 1 – My Value (Article 1)

We begin the workshop with this activity; it introduces human rights to the children in a very simple way.

What you need:

- A pack of playing cards (remove the joker, aces and some of the middle valued cards can also be removed eg – 5, 6, 7, depending on class sizes you may need to take more cards out).

- Scissors

- Cello tape/sticky tape

<u>Game Rules:</u>

Mix the cards up, and randomly stick a card on the forehead of each child. The children are not to see their cards. When all the children have a card on their forehead, ask them to mingle and make friends – BUT the rules are to try and make friends with people with high value cards and try to stay away from people with low value cards.

Higher value cards, equal higher value people.

After a few minutes of mingling, as the children who think they were high value to stand on one side and low value to stand at the other side. (You may also leave some room for children who are unsure.)

Discussion:

Ask why they felt high value and low value/what made them feel this way?

Is this fair and why?

Activity 2 – My New Best Friend (Article 2)

Bullying is a problem in schools, this game specifically relates to bullying and judging and discriminating people from the outside.

What you need:

Envelope with details of each character in a separate envelope.

We begin by asking all the children to close their eyes. We then read the following scenario to them and ask them to picture this in their minds.

Scenario

Everybody close your eyes. I'm going to tell you a short story. Imagine tomorrow *[add name of school teacher]* tells you there will be a new pupil starting in your class and he wants you to look after the new pupil, to show him/her around and help them to feel welcome at *[add name of school].*

Starting a new school can be a scary time, leaving old friends behind and having to start from the beginning. So you want to make the new pupil feel as comfortable as possible.

The following day the new pupil starts, they sit next to you, you both smile at each other. Then *[add name of teacher]* tells you to get out your maths books. "oh no" you tell the new pupil, "I hate maths"

and you both laugh. At break time you take the new pupil outside with you and introduce him or her to some of the other children. Everyone crowds around. At lunch time everyone is a little bit calmer, maybe because they are hungry. Some children still come over curious about this new person who is with you.

By home time you have got to know the new pupil very well, you've talked and laughed a lot! You decide that you really like them. As the weeks go on you become inseparable…always together and you now call yourselves BFFs best friends forever!

Open your eyes…and open your envelopes to meet your new best friend.

While the students have their eyes closed go around the class and put an envelope in front of each student. (this can be one between two). When you have finished reading the story go around the class and ask the students to open their envelopes one at a time and read about their new best friend to the class.

List of characters (these are a few examples of our characters, you may wish to make your own):

My new best friend is Charlotte

Charlotte is a huge one direction fan; she's seen them live twice!

Charlotte suffers from a physical disability; she uses a wheelchair to move around.

…………………………………………………………………………………………..

My new best friend is Ali

Ali loves to play football and he's very excited for the world cup!

Ali is a refugee from Syria he fled with his family to escape the war.

…………………………………………………………………………………………..

My new best friend is Dmitri

Dmitri likes to play the guitar, he would love to be in a band one day!

Dmitri is from Romania, he came to the UK after Romania joined the EU.

....

My new best friend is Raj

Raj likes to watch action movies and he can't wait to watch Godzilla

Raj is a Sikh, he grows his hair and wears a small turban

....

My new best friend is Jasmine

Jasmine is a fast runner, her dream is to represent Great Britain in the Olympics

Jasmine is a Muslim, she wears a scarf.

....

My new best friend is Joe

Joe loves to listen to the Arctic Monkeys, he knows all the words to their songs!

Joe is an afro-Caribbean, his dad is from Jamaica.

....

My new best friend is Lizzy

Lizzy loves to read books and visiting new imaginary lands!

Lizzy lives in foster care.

....

My new best friend is Samantha

Samantha likes to make colourful loom bands.

Samantha is from a Roma Gypsy travelling family.

……………………………………………………………………………………………..

My new best friend is Liam

Liam likes to read batman comics!

Liam is Dyslexic; he sometimes struggles with reading and spelling.

……………………………………………………………………………………………..

My new best friend is Olu

Olu likes to sing, she wants to be the next X Factor!

Olu came from Zimbabwe to seek asylum.

……………………………………………………………………………………………..

My new best friend is Shaun

Shaun likes to play the piano and he loves to ballet dance!

Shaun is very shy.

……………………………………………………………………………………………..

My new best friend is Julia

Julia is fascinated by planes and she would love to be a pilot when she grows up!

Julia suffers from Leukaemia, her hair fell out and she wears a hat.

Discussion: activity demonstrates a common factor and something different, the underlying message is that there are similarities in us all as well as differences. It helps to dissolve prejudice and discrimination.

Watch: This is a video I recently made to demonstrate the universality of human rights and their applicability to everyone/everywhere. I love showing it to the students, it always leaves them in awe and opens their eyes up to the diverse world around them.

The video was put together by myself, but recorded by other young

human rights advocates from around the world. So it has a very authentic feel about it.

Discussion points after the video: which countries/languages were recognised?

https://www.youtube.com/watch?v=pXXBYLjlhaQ

Activity 3 – Role Play (Article 19 and 29)

Role play script (you need three characters and some fake money).

This is an example of our role play.

Characters:

Amanda – youth, dressed in a hoodie, listening to loud music through her earphones.

Sophia – older and professional

Tamanna – comes to teach about responsibility

Script

Amanda: Where's this bus the library is going to shut soon! *sigh*

Sophia: [*approaching bus stop and talking on phone*] I'm just going to get on the bus now, should be with you in about 20 minutes. Oh no *[pause]* there's one of them hoody types at the bus stop, looks like she's up to no good!

Sophia looks disapprovingly at Amanda. Sophia puts her bag down to look at her watch and look out in the distance for the bus. Amanda drops her bus pass close to Sophia's bag and bends down to pick it up. Few seconds later Sophia picks up bag and notices some money is missing.

Sophia: I know you've took it! x 2

Amanda: I've took what?

Sophia: I had some money in the bag and it's not there now! It's so obvious you've stole it. I know what your type is like hanging around causing trouble and wearing those sill clothes! You better give it back now before I call the police.

Amanda: I haven't took your money, I'm just listening to my music. I'm actually on my way to the library.

Sophia: The library?! I doubt it. your type don't read books, I bet you've never read a book in your life. Now give me back my money. *[exaggerated arm movement from A and S]*

Enter Tamanna

Tamanna: FREEZE! Ohh dear there's trouble at the bus stop. Hands up if you think Amanda has stolen the money. Hands up if you think Amanda hasn't stolen the money. Interesting – shall we find out what happens? UNFREEZE!

Amanda and Sophia arguing.

Amanda: It wasn't me!

Sophia: Yes it was stop lying

Improvise arguing.

Tamanna: Excuse me! (*tapping Sophia on the back)* I think you dropped some money. I think you should apologise to this young lady. You shouldn't judge a book by its cover.

Sophia: Sorry.

Tamanna: It's my **responsibility** to stand up against discrimination, and you have been discriminating this young lady. I hope you've learnt your lesson! *Sophia to nod.* Now I better be off, things to do… people to see.

Sophia: I'm really sorry. So did you say you were going to the Library?

Amanda: Yes, I'm studying to be a paramedic.

Sophia: Oh wow! I'm sorry again that I judged you.

Amanda: It's ok, I hope you have learnt your lesson.

Amanda and Sophia notice bus approaching.

Amanda & Sophia: the bus is here/oh look the bus is here/finally the bus is here!

Discussion:

- What did you learn from this?

- How does this fit in with freedom of expression? – fashion, the way you look/dress, wearing hoodies etc

- How does this fit in with responsibility? – you have a responsibility

CONCLUSIONS

Our partners and contributors wish to conclude this guide with the following remarks:

Vassili Golikov, Project initiator and manager (Estonia): *"Our core team and all contributors has been working very hard to make this book interesting and keep focus on the main issues of intercultural education and key themes like education, culture, youth and civil society, as these are key themes between our countries, that could and should unite as. We hope that our sustainable project results will inspire you, and give you a new understanding of how important communication and cooperation between north and south regions is. This creative intercultural education guide and web-resource (www.euro-meduc.com) will be a live tool what you will use in your work or activities and it will provide you with means for developing communication and understanding across the Euro-Mediterranean region. Now is the time where increased Euro-Mediterranean cooperation will be extremely fruitful to both sides. It will assist the forging of a common ground hopefully building on common values and sharing vision for the future. Young people from both regions are the ones who have the resources and drive for innovation that can make this happen in a truly sustainable manner. That's why we feel that this project focuses on young people with its outcomes designed and created by youth of Euro-Mediterranean countries with the intended purpose of motivating them to take charge of their issues. This is the key to a better future for all of us. Thank you reader that you contributed in building bridges of trust and cooperation. We look forward to living a better future and living interesting adventures!!!"*

Sophia Khalid (UK): *"In an increasingly globalised world our guide is a valuable and useful resource. Having myself worked in human rights education I understand the need for new innovative and creative ways to educate and engage. What makes our guide special is that it brings together the experience and knowledge of a number of experts from partner countries providing us with a unique insight into best practices from around the Euro-Med region. As contributors we (Sophia, Tony and Zahid) are proud of the outcomes of this project and all that we have achieved. The journey has been a difficult one, but an enjoyable and fulfilling one. We have made friends along the way, had deep discussions and learnt about and embraced each other's cultures. The best thing about the journey is that together we have created something special, something tangible with hopes of making the world a better place."*

Wejden Ben Alaya (Tunisia): *"After the long journey of intensive work and concerted efforts of an outstanding group of leaders from different countries of the Euro-Med region we are tremendously pleased of the creation of our simplified guide that contains innovative and effective tools and methods to assure better education for the young generations. As part of Zayrah Foundation, we consider informal education as a key element in achieving our ultimate goal. Through this guide we aim to deliver the experience and best practices of the contributing entities in the "EuroMed: Education without Borders" project in order to update and ameliorate the educational practices on a wide range. Our participation in this project did not only created a platform to promote for the brand of Zayrah but also it represented an amazing intercultural exchange opportunity where we interconnected with a network of great people from different backgrounds and enriched our knowledge. We are highly grateful to be part of this project that enormously benefited us and we look forward to see its outcome extend worldwide and benefit as much people as possible."*

Ilona Roja (Latvia): " *The main idea of the project "EuroMed: Education Without Borders" was very interesting for us and we were willingly and energetically inspired, because arts and intercultural education is the most conductive environment to self expression and mutual understanding, which is the base of intercultural education. Intangible results of this project have been the competences and experiences gained by participants - adult educators and learners, partner organizations and many other stakeholders involved in the project. These results will be visible on increased skills of participants in multicultural field, on the improvement of the quality of work in the partner organizations, and countries. Our personal experience was amazing – we received much more experience, knowledge and friendly relations than expected."*

Hadir El-Badry and Mahmoud Ezzat (Egypt): *"In our open world development and civil society activity is undergoing significant change. Having worked in society and youth development using informal education tools for ten years now, I can truly say that we are in an urge need for new innovative and creative ways to educate people differently. Developmental education is central to the growth of civil society and international frameworks for human development, and sustainability. As contributors, we (Hadir, Mahmoud, Omnia and Mamdouh) are proud of the outcomes of this project and all that we have achieved. Our project's outcomes will be influential and effective to people worldwide and specially to youth in the partner countries around the Euro-Med region. The Bibliotheca Alexandrina contributed in this project; through the belief that education should be offered beyond borders of race, religion, ethnicity and nationality. The BA aspires to be the world's window on Egypt, and Egypt's window on the world. This is what all of us, participating in this project try to deliver and prove"*

Eigo Varemäe (Estonia): "Today I see a lot of potential in further cooperation in Euro-Mediterranean region. Our guide will be a useful tool to further that cooperation spirit and knowledge about each other. As a volunteer in SSCW, I`m proud to see there are many others working on further cooperation between different regions, generations and fields. Also through creation of our guide we made friend, shared knowledge's and practises that are really beneficial further on. I'm really grateful for being a part of this team and looking forward to meet with Euro-Mediterranean region once again.

Anis Boufrikha (Tunisia): "I had the chance to be part of this great project and work with the hole team, during II creative meeting in Tunisia as part of the creation of the guide, with representatives of the Tunisian network of the Anna Lindh foundation, we were able to contribute, through our vision, experience and knowledge to the design of the book which will reduce the cultural distances between young people in the Euro-Med area. Participating in creation of such a book is a great pride since it allows the development of the concept of intercultural education and to build bridges of dialogue and mutual cooperation. Through our work with the manual team we believe that this manual represents a sure valour and an important reference in the edifice of intercultural education "

Marco Colombo (Italy): Education is the key for our future, youth is the engine and inter-culture is the steering wheel. This is the "car" that we aimed to produce in this project. I strongly believe it is due to all those above tools we succeeded to put together this car that will go a long road. This project proved to be very influential. It involved different people, with different stories and experiences, sometimes from very distant countries. But the point was that all those who participated in the past meetings had the same belief. Sometimes it was tiring, sometimes it was challenging and sometimes we had great time experiencing our self and others. Crossing borders and differences makes it easier to understand others".

Federica Trimarchi (Italy): "As members of Mondinsieme Foundation, we embarked the commitment to build an intercultural network and collaborating - both at national and Euro-Mediterranean level - with public institutions, private organizations and volunteer associations working in the field of cultural diversity. We found the same interests and engagement in network's partners: we met incredible personalities and created with them a constructive dialogue, we exchanged ideas, point of views, methods and practices. All the discussions and working activities were organized in a spirit of collaboration, respect for others opinions and with the desire of a real confrontation. The opportunity of travel and finding out about so different realities made our journeys stimulating and pleasant. At the end of this beautiful experience, Marco, Elena, Marwa and me, we can say that it enriched us in an uncommon way!!!"

Susanne Kallanvaara (Sweden): "This project has to our joy been characterized by open and innovative education and training in youth work with priority given to work methods and resources for educators and learners at all levels. The book is part of our contribution in disseminating learning outcomes of both formal and non-formal learning activities. The very best ideas have been picked up from every partner and published in this book that we are now proud to present. Swedish team (Susanne Kallanvaara, Ingrid Tornfalk. Victor Uvehammer, Emma Wallmark, Mona Lundin, Petra Lindblad) are looking forward to use this guide as a useful tool in teachers works."

ANNEXES

Evaluation form

Participant Information

Name ....

Age ....

Organisation ....

Profession/Occupation ....

Additional information ....

Place (country and city) ....

Content and Effect

Title of Activity: ....

The content of the activities/methodology: ....

....

Do you feel you received enough information on the topics covered?

....

....

If not, then what kind of additional information would you require?

....

....

What was your main reason for taking part? …………………………………….

……………………………………………………………………………………..

……………………………………………………………………………………..

Were your expectations met? ……………………………………………………

……………………………………………………………………………………..

Has taking part helped you to develop your competence in any way?
If yes, how? ………………………………………………………………………

……………………………………………………………………………………..

How much did you know about intercultural education/dialog to this
session? ……………………………………………………………………………

……………………………………………………………………………………..

……………………………………………………………………………………..

Will you use the information gained at a professional or personal level?

……………………………………………………………………………………..

……………………………………………………………………………………..

Practical Arrangements

Do you have any remarks concerning the practical arrangements?

……………………………………………………………………………………..

……………………………………………………………………………………..

How would you describe the organization of the activities?

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

Other comments: ……………………………………………………………… .

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

Assessment of whole event from 1 till 10
(Poor 1-3, Good 3-6 , Very Good 6-8, Excellent 9-10)

1   2   3   4   5   6   7   8   9   10

Date: Signature:

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