

WORLD AWARE EDUCATION AWARDS



**Recognising excellence in partnership, networking and coordination
for increased and improved global education**

with the Support of the European Commission
through the Joint Management Agreement signed between the EC and the NSC



VISION

The World Aware Education Awards (WAEA) promote a vision: that one day, every young person in every school and youth organisation, in every country of the Council of Europe, will have access to education for global citizenship. The awards are based on the belief that this vision will be achieved more effectively through partnership, networking, coordination, and shared learning, and seeks to recognise and highlight good practices.

CORE AIMS

The World Aware Education Awards seek to recognise and encourage initiatives which

- display excellence or innovation in networking, partnership and coordination for increased and improved global education;
- bring together different actors and institutions (non governmental development organisations, civil society organisations, ministries, local and regional authorities, educational institutions, etc.);
- seek to make global education a sustained part of education systems, formal and non-formal;
- assure active participation of young people.
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PROJECTS ELIGIBLE

Projects should:

- be recently completed, existing or ready to implement;
- have a strong element of networking, partnership and/or coordination;
- include goals related to the increase, improvement or integration of global education;
- focus on the implementation of global education in schools or youth organisations;
- include innovative approaches in their national context, and/or have the potential to influence global education nationally;
- have existing documentation outlining the project.

Projects of all sizes and geographical scope will be considered.

Innovative projects with an experimental approach are particularly welcome.

THEMES

- Global Education themes are required. See below for the understanding of global education used.
- Themes related to increasing critical public awareness of the Millennium Development Goals are encouraged.

GLOBAL EDUCATION

Global education opens people's eyes to visions of a more just and equitable interdependent world, and empowers them to participate in its emergence.

Global education encompasses development education, human rights education, education for sustainability, environmental education, peace education, intercultural education, civic education, and the global dimensions of education for citizenship.

PRIZE

Awards consist of a prize of 2000 €.

Three projects will be selected

Candidates will be informed of the results by the organisers.

APPLICATION FORM

1. NAME OF THE PROJECT

“Africa-Europe National Youth Councils Training Cooperation – Strengthening Partnerships for Youth Participation through Training Strategies Development”

2. BRIEF SUMMARY DESCRIPTION

This is a long-term initiative for the development of training strategies within National Youth Councils (NYC), consisting in a partnership between 6 Southern European Youth Councils – Portugal, Spain, Catalonia, Italy, Slovenia and Cyprus – and 4 African Youth Councils – Cape-Verde, Guinea-Bissau, Angola and Mozambique.

This project was an important contribution for our organizations’ political and educational development. The intercultural and mutual understanding was the basis for the partnership building and the design and implementation of a longer-term strategic vision of African-Europe cooperation. The development/implementation of training for trainers and pools of trainers is expected to impact on the culture of the NYC’s decision-making bodies and in the dynamics of the platforms in terms of youth work, youth participation and youth policy development as well as in capacity to plan, implement and evaluate educational activities with higher quality and impacts on the national level.

The phases of this project included three on-campus events: a Networking and Partnership Development Event with participation of NYC’s board members (in January, Guinea), Training for Trainers with participation of trainers from partner NYC’s (in June, Cape Verde) and an Evaluation and Follow up Seminar (in Portugal, December) with participants of prior events. In between, the NYC had put in practice the agreed strategies of on-campus events.

With this project we directly involved young delegates of NYC’s boards, young educators involved in NYC’s work and young trainers participating in the trainings for trainers that were developed by each NYC involved in the project. Indirectly, we involved many more young people through the multiplier effect that these leaders and educators have in the NYC work, the work of its member organizations and other institutions working in the youth sector in each country involved.

This training was an input for positive change in the organizational cultures of the participating NYC’s and their Member Organizations as it made them more participatory and learning platforms.

3. WHAT IS THE NORTH-SOUTH/ GLOBAL DIMENSION OF YOUR PROJECT?

The “Africa-Europe National Youth Councils Training Cooperation – Strengthening Partnerships for Youth Participation through Training Strategies Development” was a major opportunity for youth leaders and young people from Africa and Europe to learn from each other and break stereotypes. In fact this allowed participants to gain a better knowledge of the youth processes in regional and global levels and to mobilize in order to participate in their shaping. Our scope on engaging trainers and youth leaders was to promote a multiplying effect within their organizations and consequently ensure a better contribute, at the local and regional levels, to the goals set at the international level for EU-Africa cooperation.

We believe that through education and training strategies, National Youth Councils can improve the lives of young people in Africa and Europe, empowering them to participate in the development of their communities and regions. National Youth Councils are also privileged stakeholders when shaping youth policies and influencing international cooperation priorities, especially if we look at the youth sector as cross-cutting.

It is a long-term project which aims to strengthen partnerships for youth participation and its main goal is the development of training and association strategies based upon non-formal education, participation, intercultural learning and human rights through a transcontinental perspective. This project aimed also at fostering intercultural dialogue, youth active citizenship and participation within the civil society and by this way to contribute to the achievement of the millennium development goals, the respect of human rights and the reinforcement of democracy; the creation of spaces for knowledge sharing and granting organizations’ members with strategies for action; also the promotion and development of the Europe-Africa cooperation in the framework of North-South relations within the present context and upon an equal basis.

4. PARTNER ORGANISATIONS

a) LEAD PARTNER

Name: Conselho Nacional de Juventude – Portugal

Contact details: Rua dos Douradores n.º 106-118, 1100-207 Lisboa PORTUGAL

Tel: +351218802130

www.cnj.pt

geral@cnj.pt

Type of Organisation: National Youth Council

b) PARTNER 2

Name: Federação Cabo-verdiana de Juventude – Cape Verde

Contact details: Fax: +238 262 12 92

Type of Organisation: Youth Council

c) PARTNER 3

Name: Conselho Nacional de Juventude – Guinea-Bissau

Contact details: cnjorgjuvenis@hotmail.com

www.cnjguine.wordpress.com

Type of Organisation: National Youth Council

d)

e) PARTNER 4

Name: Conselho Nacional de Juventude – Mozambique

Contact details: cnjmozambique@yahoo.com.br

Type of Organisation: National Youth Council

f) PARTNER 5

Name: Consejo de la Juventud de España – Spain

Contact details: <http://www.cje.org>

info@cje.org

Type of Organisation: Youth Council

g) PARTNER 6

Name: Conselho Nacional de Juventude – Angola

Contact details: www.cnjangola.ao

cnjangola@yahoo.com.br

Type of Organisation: National Youth Council

h) PARTNER 7

Name: Consell Nacional de Joventut de Catalunya – Catalonia

Contact details: www.cnjc.cat

internacional@cnjc.cat

Type of Organisation: Youth Council

i) PARTNER 8

Name: Mladinski svet Slovenije – Slovenia

Contact details: <http://www.mss.si>

info@mss.si

Type of Organisation: National Youth Council

j) PARTNER 9

Name: Forum Nazionale dei Giovani – Italy

Contact details: www.forumnazionalegiovani.it

info@forumnazionalegiovani.it

Type of Organisation: National Youth Council

k) PARTNER 10

Name: Kıbrıs Gençlik Konseyi – Cyprus

Contact details: www.cyc.org.cy

info@cyc.org.cy

Type of Organisation: Youth Council

5. PLEASE OUTLINE BRIEFLY THE FOLLOWING ELEMENTS OF THE PROJECT¹:**a) overall aims**

With this project we aimed to:

- Develop non-formal education training strategies and trainers pools as practical instruments of NYC's youth work, youth participation and youth policy development as well as youth organizations capacity-building and leadership empowerment;
- Strengthen NYC's role as spaces of youth activism and participation in decision making concerning issues relevant to youth and its contribution to the development of society;
- Develop the intercultural dialogue and cooperation among African and European NYC's, youth organizations and youth leaders envisaging the development of a longer term strategic vision of the African-Europe NYC's cooperation, so that together, we can face the current global interdependence challenges and identify possible solutions to the inequalities and inequities which still endure within the North South realities.

b) specific objectives

- To develop new spaces of intercultural dialogue and cooperation among south European and African National Youth Council leaders and educators;
- To reflect on the expression and relevance of non-formal education, training, pools of trainers and training strategies to strengthen youth participation and youth policy development within NYC's youth work;
- To recognize and promote the principles and practice of Non-formal education within the National Youth Councils youth work and, through it, in the partner countries, especially focusing on its participatory dimension and relevant added value to the development of young people's active citizenship in civil society contributing to the achievement of the Millennium Development Goals, the respect for Human Rights and the strengthening of Democracy;
- To create space for sharing good practices of training and trainers pools from European and African NYC's;
- To empower NYC leaders and educators, active within the councils and its member organizations, to develop trainings, trainer's pools and associative strategies based on non-formal education, participation, intercultural learning and human rights from a transcontinental perspective.
- To initiate innovative national training for trainers on non formal education to improve the educational dimension of youth organizations and youth institutions work and strengthen their contribution to the improvement of young people's living standards;
- To develop pools of trainers (teams of young educators) in each NYC to support the councils work in implementing their trainings strategies to develop the youth educational activities of their member organizations around each participating country;

¹ Please feel free to use existing documentation in response to Part 5 of the application form.

- To shorten the gap between youth leaders, youth educators and young people in these countries;
- To motivate and enable participants to share their acquired competences and to act as multipliers;
- To promote non formal education, peer education and life long learning processes;
- To develop Africa-European youth cooperation, framing these South-North relations within the current global situation and promoting dialogical cooperation on an equal basis.

c) **outcomes**

With this project we directly involved 14 young delegates of NYC's boards, 13 young educators and more than 150 youngsters participating in the training activities that were developed by most NYC involved in the project. This entire young people will hopefully act as multipliers in their National level leading to many indirect impacts of the project which are difficult to preview at this early stage.

To increase and spread this impact, we produced a publication describing the process and outcomes of the project in order to encourage and support the development of youth work and youth participation of other African and European NYC's (as well as Brazil, Macau and East Timor youth platforms), their members and other youth organizations and institutions working in the youth sector in these countries. It can be found in this link: http://issuu.com/cnjportugal/docs/revista_coop.

At the end of this project partners reinforced their commitment by ensuring further partnership on Global Education joint projects – next one is taking place in 2011.

Our impact measuring indicators were:

1. Number of training for trainers in non-formal education developed by each partner organization. Looking at the results, we didn't fully achieve this one since few partners didn't do training for trainers but most have done educational activities as a result of the project and several partners have done more than one educational activity in the scope of the project.
2. Number of young educators trained in those trainings for trainers. We didn't manage to fully assess the total number of young people trained in those national events but we are sure it was more than 1010 young people.
3. Number of educational activities planned by the participants of the trainings for trainers in each country. This indicator is the most difficult to measure since the partners didn't manage to provide us this information.
4. Creation of both bi and multilateral long-term strategic cooperation plans among partners of the project. It is clear that the project supported a more clear and better cooperation strategy among the CPLP youth forum as well as among the SYC group.
5. Number of concrete intercultural dialogue and cooperation actions planned in the end of this project among partner organizations. Besides the several activities included in those two action plans, all partners expressed their commitment to keep this ball going and to apply again for another cooperation project in 2011 around global education in the NYCs work.
6. Identified changes in the youth policy development in each country. This one is not possible to assess at this stage and it's quite an ambitious one.

d) duration of the project

This was a one year-long project implemented in five phases, between January and December 2009. There were three on-campus meetings with all partners who had specific objectives in order to provide the participants with the necessary knowledge and skills for the development of the training field of their organization.

6th to 8th January 2009: Team meeting - Lisbon, Portugal;

1st phase (19th to 25th January 2009 in Bissau, Guinea-Bissau): “Cooperation for NYC Dialogical learning and participatory Development” – Networking and partnership development event to reflect on the role of training and pools of trainers in promoting participation of young people through the National Youth Councils. In this event, NYC’s board members shared experiences of trainings through non-formal education and trainer’s pools as instruments of youth work and youth policy development, in order to learn from each other’s experiences and to design/develop future training strategies. We have analyzed the current experiences of some councils and their impact in the NYC’s work, the work of its members and other youth organizations, as well as the work with institutions. And we have also looked very carefully at how trainings contribute to the development of youth participation within the councils’ activities and across the countries’ youth sectors; also to see how the pool of trainers contribute to the improvement of the NYC’s youth policies proposals to the government and national institutions. At the end of this event each participant designed an action plan to discuss within their boards and with the member organizations envisaging the development of training for trainers through non-formal education and the creation/development of pool of trainers within the NYC.

2nd Phase (From end of January to May 2009): Each participant shares with colleagues and members of the National Youth Council, the outcomes of the networking and partnership development event and reviews the training strategy and action plan elaborated in the 1st phase. In this phase the National Youth Councils identify and involve a trainer who can assume a key-leading role in the creation/development of the councils’ pools of trainers and implementation of the training strategy, to be involved from the 3rd phase onwards.

This phase included the following events:

- Immigrants Descendants and African Diaspora in Portugal Forum - Lisbon, Portugal (22nd – 24th March);
- Meeting of interested trainers in the project of the CYC Pool of Trainers – Cyprus (28th to 29th March);
- Establishment of the thematic Commission on Education and Training in FNG - Rome, Italy (April);
- Intermediate meeting of Trainers of Portuguese NYC (20th May);
- Facilitation of the XI National Youth Event, organized by the CNJ in Portugal - Braga, Portugal (22nd to 24th May);
- 2nd Youth Meeting of the African Diaspora in Portugal - Almada, Portugal (29th to 31st May).

3rd Phase (12th to 19th June 2009, in Cidade da Praia, Cape Verde): Training of Trainers in NFE integrated in the 1st African University on Youth and Development - Tarrafal, Cape Verde. The main aims are to enlarge the understanding about the role of “training” and “trainers” in the national youth councils’ youth work contexts and to capacitate participants to run training activities through non-formal education and to support the creation of pools of trainers. In this phase, the participants, themselves already working with youth educational activities, will reflect on the principles of non formal education, its underlying values and respective practices, share best practices and explore its potential through development of practice sessions run in multicultural transcontinental teams for fellow participants and local Cape Verde youth workers. In this phase we have partnered with the North-South Centre of the Council of Europe, which proved to enlarge the dimension of our project, namely by involving participants from all over Europe and Africa and the Diaspora.

4th Phase (end of June to end of November 2009): Implementation of training development strategies in each country including the creation/development of trainer’s pools and organization of training for trainers in non-formal education.

This phase included the following events:

- Summer School organized by the Trainers of CYC – Cyprus (June);
- National Training for Trainers in the NFE CNJ-Mozambique (12th August);
Youth Meeting of the African Diaspora in Portugal with the Sao Tome e Principe Youth - Sao Tome (12th to 26th August);
- Training of Trainers in NFE for community leaders in the municipalities of Conda, Seles, Sumbe, Porto Amboim, Gabela Wakukungu (under the National School Leaders Youth) – Angola (August);
- Training of Trainers with community leaders in the municipalities of Ganda, Benguela, Lobito, Baia Farta, Catumbela and another in Uige Province – Angola (September);
Golf Vacations facilitated by Trainers from CNJ Guinea-Bissau - Guinea-Bissau (September);
Management training of youth organizations, MSS – Slovenia (1st to 4th October);
- Living Library implemented by the Trainers of CYC - Limassol, Cyprus (3rd October);
Course on European Citizenship in the National Assembly of FNG, organized by the Committee on Education and Training - Rome, Italy (16th October);
Meeting of Trainers of CYC (definition of priorities for 2010) – Cyprus (7th November);
Training of Trainers of MSS - Rogia, Slovenia (26th to 29th November);
Training of Trainers of CNJC - Girona, Catalonia (28th and 29th November).

5th Phase (5th to 12th December 2009, in Lisbon, Portugal): Workshop on Evaluation and Follow-up "Learning from the past to build a common future", as part of 1st School on Equality and Development. The participants of the former phases will gather in this evaluation and follow up seminar. The main aim is to evaluate the project and its national impacts as well as to reflect on the future dialogical cooperation partnerships between the NYC’s involved in this project within the strategic framework of Africa Europe and South North youth relations. In this phase we have partnered with the North-South Centre of the Council of Europe, which proved to enlarge the dimension of our project, namely by involving participants from all over Europe and Africa and the Diaspora.

- **participation of the target groups in the design of the project and in the implementation of the project**

In the entire project, the partner organizations tried to select a group of participants balanced in gender and geographical terms. However, the first and second phases involved one NYC's board member (President or board member responsible for trainings and educational aspects) per country. In the third and fourth phases, each partner country sent one young educator involved in each NYC's work. The final phase involved most of the participants of the former phases.

In general all participants were:

- Aged between 18 and 35 years;
- Supported by their NYC;
- Able to work in English or Portuguese.
- All participants of the first phase were:
 - Youth leaders members of the partner NYC's boards;
 - Motivated to develop their competences in the field of transcontinental intercultural dialogue and cooperation, youth participation, non formal education, the role of trainings and trainers pools and to share their experiences with other participants;
 - Able and committed to develop training strategies and to implement them in their NYC;
- Able and committed to attend the full duration of the first and fifth phases, implement the training strategy in the second phase and to follow the entire long-term project.
- All participants of the third phase were:
 - Youth educators involved in the NYC's trainers pools, training work or its member organizations trainings;
 - Motivated to develop their competences in the field of transcontinental intercultural dialogue and cooperation, youth participation, non formal education, the role of trainings and trainers pools, training trainers and other non-formal educational activities and to share their experiences with other participants;
 - Able and committed to develop training for trainers of non-formal education and to implement it in their NYC;
 - Able and committed to attend the full duration of the third and fifth phases, implement the training for trainers in the fourth phase and to follow the entire long-term project.

From a cultural point of view, the issue of language and cultural distance posed challenges to the sustainability and continuity of cooperation in some countries. We stress the need to facilitate and encourage contact between the partners in the different on-campus stages. It is also important to note that we have only had one team member coming from an African partner country during the preparation and implementation of the first phase. The involvement of two African elements in the team, as it was planned, would have been relevant and we are sure that this project has helped to identify African partners that can integrate future teams. From a policy point of view, it was concluded that there was genuine co-operation before this project. But we have just started a new cooperation dynamics, which allows the strengthening of each partner through dialogue, experience sharing and political agendas coordination. In this sense, an important element to refer is the commitment to continue partnership and strengthen joint strategies by implementing new projects in the field of non-formal education.

All partners were very motivated to implement the project as we all saw the added value of a concerted effort towards the development of training strategies and pools of trainers in non-formal education. In-country implementation phases depended on the national and organizational contexts of partners involved; and were based on self-analysis and individual design, after joint debate and experience sharing. The on-campus stages were developed accordingly with non-formal education methodologies, giving space for all partners to participate and voice their ideas and aspirations.

e) strategies for integrating learning from the project into the educational system (formal and non-formal)

The project was designed as an open learning and political process based on experience and exchange among NYC's, and therefore was involving both youth leaders such as decision makers and educators, as well as grassroots youth work practitioners. The first event in Guinea Bissau gathered youth leaders to share best practices of training strategies, pools of trainers' trainings and reflect on their role in strengthening youth participation, education activities and youth policy development. Between the first and the third on-campus phases, participating youth leaders shared the outcomes of the seminar with their NYC's board and member organizations to plan/develop a training strategy including the possibility to create/develop a pool of trainers and a work plan with different training activities. The third phase in Cape Verde gathered educators collaborating in NYC to reflect on the practices of non-formal education and of training for trainers so that they could prepare trainings for trainers to be run in each partner country to support the creation/development of pools of trainers in each NYC. Between the third and fifth phases, each educator ran training for trainers courses in each country. In the fifth and final on-campus phase, educators and youth leaders from NYC boards met to reflect on the process done in each country; its impact in different levels (NYC, Member organizations, institutions, youth policy; promotion and recognition of non-formal education and others); the overall long term project experience and follow up strategies of dialogue and cooperation among European and African NYC.

The multicultural group of participants coming from such different youth work contexts such as the Southern European and African partner countries and also with different experiences and involvements like NYC board members and educators was in itself a forum for intercultural learning and a framework for peer learning and development of a dialogical and cooperative culture. The experiences and realities of participants, as young people, young leaders and educators, and their councils, were the starting point of the programme and the core of the project.

The project programme and contents were organized so as to allow the highest participation of the group while valuing every single participant using active participatory, co-operative and experiential methods. The project heavily relied on the practical experiences provided by the national training strategies development, which was somehow too ambitious for a first project of this magnitude. The participants' interventions in the Youth Council Training development were seen both as a tool for learning and as a concrete initiative that was expected to contribute to the improvement of the National Youth Councils' work in terms of educational activities, consultations (and

other participatory events with young people), as well as their contribution to youth policy development.

f) evaluation mechanisms (internal and/or external)

We consider that the evaluation, regular monitoring and assessment made throughout the project was a crucial factor for the achievement of most of the expected results and impacts. Therefore, we made sure that specific steps were taken and concrete activities planned in order to ensure a thorough, well documented as well as creative monitoring, assessment and evaluation processes throughout the project; in each one of the 5 stages as they were happening, as well as an overall evaluation on the whole experience right at the end.

This project was conceived as a continuous “reflection-action-reflection” work process, where all five stages were strongly interrelated. We learned that it was not possible to use a wiki platform where work in progress and results could be displayed and difficulties and challenges shared. The technical conditions in each partner country are quite distinctive and made this work almost impossible.

We ended up using more direct communication tools such as phone calls to ensure a proper flow of communication between the project coordination and participants, once not all partner organizations and participants had the same access to internet technologies. The same process was kept in the fourth stage when the trainers participating in the project tried to put in practice their training for trainers projects and trainers pools creation/development in each participating NYC.

In this process, the third and fifth phases had a very special and important role as far as the evaluation was concerned. The third phase happened in the middle of one-year process, after the political process was put in place in each country and therefore it was possible to assess the development in these fields. By then it was more or less clear who was investing and getting something out of the project.

The fifth and final phase was an evaluation stage in itself. Looking back on a whole year of work, all political and educational responsible participants (including trainers) had the possibility to jointly assess and evaluate: the relation between the initial intentions/objectives/expected impacts of the project and the final achievements in terms of direct outcomes and impacts on the personal and organizational levels reflecting on the project as a learning process; the practical educational work in the youth sector in each country both as a process and an outcome; and finally the short and long-term impacts of our project in the national and international levels.

This evaluation dimension of the fifth phase was very important in leading us to a successful follow up of our work in terms of further sustainable development of intercultural dialogue and cooperation among African and European NYC. It was very important for us to stress the fact that this project was a big step contributing to the further development of this South-North youth sustainable cooperation and therefore all evaluation outcomes were fundamental and very relevant in this longer-term strategy.

To evaluate and assess participants and organizational development during the project we used “traditional” written questionnaires, group active on-campus methods through small groups and plenary reflections. Participants’ intermediary short reports were also used as assessment tools.

To ensure that all this reflections and continuous feedback were enriching the final outcomes and future impacts of the project, the team had a final evaluation meeting after the fifth phase in order to integrate it in the publication that was made available to participating NYC’s and other similar structures all around Europe, Africa and also in the Portuguese language Asian (Macau and East Timor) and Latin American countries (Brazil and other members of FLAJ – the Latin American Youth Forum).

As mentioned before, participants present in the final phase, expressed their wish and commitment to continue this cooperation work among NYCs from Africa and Europe, and there was even the request to enlarge it to other NYCs. It was not easy to identify a topic which was of common concern to all. Everybody agrees on the approach of combining political leaders’ processes with the educational/practice dimensions. We ended up agreeing that the future the next application to the 3.2 will be done around the idea of NYC contributing to the development of young global citizens and therefore, the topic will be around global education as a tool to deal with global challenges in local contexts.

g) budget – details of financial sources and summary of income and expenditure

This project was funded in 70% by the European Commission, under the Youth in Action Programme, action 3.2. [link available at: http://ec.europa.eu/youth/youth-in-action-programme/doc86_en.htm].

COSTS (in Euros)				
Direct costs		in cash (a)	in kind (b)	Total (a+b)
1.	Personnel costs (up to 30% of total eligible costs)	12300		12300
2.	Travel, board and lodging costs	82855.70		82855.70
3.	Information and Communication Technology (ICT) costs	499		499
4.	Consumables and supplies costs	1214.70		1214.70
5.	Production / Translation / Dissemination / Information costs	10496.90		10496.90
6.	Other costs (ex: Costs for meeting, insurance and visa, etc)	4286.20		4286.20
Sub-total direct costs				
Indirect costs (up to 7% of all direct costs)		2600		2600
Total costs		114 252.50		114 252.50

INCOME (in Euros)		<i>Name, description</i>
1.	National/regional/local institutions	15 000 IPAD – Portuguese Cooperation
2.	European Commission (Youth in Action Programme, 3.2.)	76 011
3.	Private donors	0
4.	Own resources (including partners')	35932.6 CNJ Portugal and CNJ Catalonia
5.	Other resources	0
Sub-total income (in cash)		126 943.6
Contributions in kind		0
Total income		126 943.6

6. DESCRIBE HOW NETWORKING, PARTNERSHIP OR CO-ORDINATION WORKS IN THE PROJECT TO ENHANCE EFFECTIVENESS

At the seminar in Almada the participants had the opportunity to make a detailed assessment of the whole process. In addition to increasing the network of contacts and work, participants said that this project enabled them to change perceptions of each other and to eliminate some stereotypes, mainly regarding the dynamics of this kind of projects. Participants also mentioned other strengths of the projects: the development and recognition of non-formal education in both continents; the multiplier effect behind this project; the experience of close contact with local activists in Bissau, Tarrafal and Almada, and the ability to implement pools of trainers.

From a political point of view, it was concluded that there was genuine co-operation before this project. It has just started a new cooperation dynamics, which allows the strengthening of each partner through dialogue, experience sharing and political agendas coordination. In this sense, an important element to refer is the commitment to host a 2nd edition of the African University on Youth and Development.

We reflect on the qualitative and quantitative leap that we were able to give in terms of cooperation with this partnership. We have joint partners, young Africans and Europeans, politicians, educators, and shared and built together. We went beyond NFE issues and its role as a political process to promote youth participation and critical spirit. We have also discussed what brings us together and what drives us away. We have launched a strategic vision of a joint future and laid the seeds for a new approach to Euro-Africa youth cooperation based on shared responsibility and equality. With this project, we have also boosted a range of regional and inter-regional initiatives due to its interaction with other dynamics and activities.

Cooperation is a slow process that follows step-by-step so that sustainable relationships between people and institutions shall be developed. In this sense, this project is certainly an important milestone for the Euro-African youth cooperation.

7. WHAT IS THE MOST IMPORTANT LEARNING DIMENSION OF THE PROJECT THAT COULD BE USEFUL IN OTHER COUNTRIES?

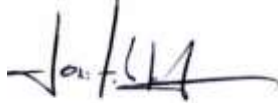
In this partnership we have an important dimension of intercultural dialogue and mutual understanding. Partners gathered around a project in order to improve their knowledge about each other and break stereotypes and pre-conceived ideas; but also to improve their working structures by enriching them with training strategies and pools of trainers in non-formal education. Now that we know each other better we can continue to develop projects together and contribute to the development of youth organizations and youth work in Europe and in Africa.

The project is an expression of the Portuguese and other European and African NYC wish to develop a longer term strategic cooperation Africa Europe, as follow up of the Africa-Europe Youth Summit held in Lisbon in December 2007. It is also the expression of the South European NYC cooperation in the framework of the informal SYC group (Southern Youth

Councils) liaising in the European Youth Forum, and of the partner African countries and Portuguese NYC in the context of the Portuguese-speaking Countries Community Youth Forum cooperation.

As a direct follow up to the Africa-Europe Youth Summit, this project aimed to increase cooperation for the development of human capital training strategies through non formal education, which can assist the National Youth Councils in the improvement of their role as platforms of dialogue and cooperation for the development of youth work and youth policies which envisage the improvement of young people's and their communities living conditions. This project is one step further in the long-term strategy to foster dialogue and cooperation between Southern European NYC and those of the Portuguese language African countries group.

Signature of the responsible applicant



Date and place

José Filipe Sousa
President
Portuguese National Youth Council

Lisbon, 13th October 2010

**Feel free to attach supporting documentation.
Do not hesitate to contact the North-South Centre of the Council of Europe for any
further clarification you may require. We will be happy to be of assistance.**

Please return this application form before

13 October 2010

by post, email or fax to

Miguel SILVA & Emelie SANDBERG

Global Education Programme
North-South Centre of the Council of Europe
Avenida da República, 15 - 4º
1050-185 Lisboa - Portugal
Tel.: (+ 351) 213 584 042
Fax: (+ 351) 213 584 072

miguel.silva@coe.int & emelie.sandberg@coe.int