

# MEDITERRANEAN UNIVERSITY ON YOUTH AND GLOBAL CITIZENSHIP

5<sup>th</sup> edition - DEVELOPING GLOBAL IDENTITIES

Centre de Loisirs et Vacances pour les Enfants, Hammamet (Tunisia) - 3-9 July2017

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## CALL FOR PARTNERS/ACTIVITIES

**Deadline for proposals: 24<sup>th</sup> March 2017**

### The Mediterranean University on Youth and Global Citizenship (MedUni)

#### General presentation

The MedUni is an activity organised by the North-South Centre of the Council of Europe (NSC) in co-operation with l'Observatoire National de la Jeunesse (ONJ) [Tunisia]; in partnership with other international youth-led organisations and youth serving organisations from Europe and the Southern Mediterranean.

Since 2013, the MedUni gathers representatives of youth organisations and youth movements to discuss, train and be trained around issues of democratic participation and global citizenship.

The MedUni is the youngest sister of the [Network of Universities on Youth and Global Citizenship](#). Every year, the Network defines a topic which is integrated in each university's programme. In 2017 (3-9 July), the MedUni will celebrate its 5<sup>th</sup> edition, under the joint theme: "[Developing global identities](#)".

#### The Network of Universities on Youth and Global Citizenship

The Network, created in 2011, currently includes the University on Youth and Development (UYD, Spain) and the Mediterranean University on Youth and Global Citizenship (MedUni, Tunisia)<sup>1</sup>.

For 16 years now, based on the idea of global citizenship and identity, the different Universities have provided a space where young people and youth workers come together as part of a global youth movement that works for more sustainable and inclusive societies. The educational model developed in these Universities is largely inspired by the Global Education Guidelines<sup>2</sup>, systematized by the North-South Centre of the Council of Europe, and by Council of Europe's Recommendation on Education for Global Interdependence and Solidarity<sup>3</sup>.

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<sup>1</sup> The Network also included the African University on Youth and Development (AUJD, Cape Verde and Kenya) and the University of Participation and Citizenship (UPC, Uruguay) not active at the moment.

<sup>2</sup>North South Centre of the Council of Europe (2012). *Global Education Guidelines*, available at: <https://www.coe.int/t/dg4/nscentre/GE/GE/GE-Guidelines/GEguidelines-web.pdf>, accessed 25 January 2017.

<sup>3</sup> Recommendation CM/Rec(2011)4, Committee of Ministers to member states Council of Europe, *On education for global interdependence and solidarity*, available at: <https://wcd.coe.int/ViewDoc.jsp?id=1784485&Site=CM>, accessed 25 January 2017.

The Network provides an exceptional space for young people and youth organisations to meet, debate, build their capacities and co-operate on youth policy related issues. The Universities are committed to further strengthening youth cooperation through a permanent dialogue between youth organisations and youth-related institutions at regional, multilateral and global level, contributing to the Global Youth Partnership for Development.

This year's theme would allow participants and political representatives to reflect on how youth organisations and youth work can empower young people as global citizens to celebrate their diverse identities, face their vulnerabilities and unleash their potential to contribute to the implementation, monitoring and evaluation of the Global Agenda 2030.

### **Developing global identities: the joint theme of 2017**

*Kosmopolitês, citizens of the world*<sup>4</sup>  
#YOUTH2030

*Young people today live in a world of globalization and lack of opportunities, taking part in a development process that is simultaneously bringing people together and widening the divisions between them. Youth is at the forefront of this phenomenon. Young people experience the consequences of globalisation on an everyday basis through new and precarious employment patterns, access to different levels of education, online connections or the absence of them, and cultural diversity or mainstreaming, among other factors. This global exposure provides them with a unique scenario full of opportunities or constraints that induce them to re-think and revise their sense of identity and place within society.*

At the same time, youth is a unique moment in the process of identity construction and a key period for political awareness and participation: the period when we work out the connections between 'status and identities as individuals' with the 'lives and concerns of others with whom we share a sense of community'. In other words, youth is the period when we acquire the values and capacities for civic engagement. Self-esteem, connection to peers and communities and positive self-identity contribute to define individuals as fully fledged citizens<sup>5</sup>.

In this context, the complexity relies today on defining one's community. Our interconnected societies transcend geographic or political borders challenging traditional understandings of identity and citizenship. Countries are no longer hermetic constructions and people should be aware of their position as individuals in a world where the consequences of their actions have an impact on other people's lives at the local, regional, national or international levels. Therefore, it is of paramount importance to inform and educate young people about the notion of belonging not only to their in-group, community or

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<sup>4</sup> Diogenes of Sinope (c.412 – 323 B.C.), Greek philosopher that, when asked where he came from, answered: "I am a citizen of the world (kosmopolitês)".

<sup>5</sup> Bourn Douglas (2008), *Young people, identity and living in a global society*, Policy & Practice: A Development Education Review No. 7, pp. 48-61.

country, but also to broader global entities, contributing to defining them not only as citizens but as global citizens, ready to participate in society beyond self-interest<sup>6</sup>.

Before our interdependent futures, new generations are coming together as agents for change so that no one is left behind. It is in this context that the 2030 Agenda for Sustainable Development was conceived with 17 goals that target more sustainable social, economic, and environmental developments for all countries around the globe<sup>7</sup>. Young people and youth organisations, as recognised in the global agenda, are key drivers in advancing inclusive and sustainable global development since youth-led action can help governments fill gaps in the implementation, monitoring and evaluation of the UN Sustainable Development Goals (SDGs).

On one hand, youth organizations play a crucial role in connecting identities, developing more inclusive societies and promoting diversity. Youth organizations accompany young people in the sensitive and meaningful processes of identity construction fostering critical thinking, building intercultural sensitivity, and developing methodologies for self-awareness. Youth organisations support young individuals to explore their power as a change maker. By promoting human rights and constantly challenging racism, discrimination and xenophobia every day and anywhere. Youth organizations support a better understanding of multiple identities, beliefs, cultures, traditions and histories of people. They support the development of young people's self-esteem and sense of belonging regardless their differences, consequently shaping their identities and contributing to educate open and respectful citizens for the future.

On the other hand, youth organisations have models to integrate people's capacities for participation to implement the global agenda at different levels. Youth work is proving that young people are energetic and willing to engage in international, national and local developments. Youth organisations contribute to localizing the global agenda<sup>8</sup>, they foster civic engagement at the grassroots level by mobilizing more young people in developing a sense of ownership and awareness about the challenges they face. They help amplifying their voices through decision-making and in political processes, ensuring young people's full access to their rights.

#### Targeted outcomes:

- ❖ International youth work is encouraged and non-formal education methodologies are identified as complement to formal education to promote youth civic engagement;
- ❖ Educators, young people and youth multipliers are equipped with knowledge, skills and tools to promote principles and practices of global/development education;

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<sup>6</sup> James H. Fowler and Cindy D. Kam (2007), *Beyond the Self: Social Identity, Altruism, and Political Participation*, Journal of Politics, Vol. 69, No. 3, pp. 811-825.

<sup>7</sup> Dejan Bojanić, (2006), *The Role of Youth in the Implementation of the SDGs*, *The Huffington Post*, available at: [http://www.huffingtonpost.com/the-youth-assembly-at-the-united-nations/the-role-of-youth-in-the\\_b\\_9237714.html](http://www.huffingtonpost.com/the-youth-assembly-at-the-united-nations/the-role-of-youth-in-the_b_9237714.html), accessed 15 February 2017

<sup>8</sup> UN Sustainable Development Solutions Network (SDSN), *Localizing the SDGs: From a Global Agenda to City Action*, available at <http://unsdsn.org/news/2016/07/25/localizing-the-sdgs-from-a-global-agenda-to-city-action/>, accessed 25 January 2017

- ❖ Awareness is raised about the Global Agenda 2030 and the role that young people and youth organisations have in implementing, monitoring and evaluating the Sustainable Development Goals in their communities;
- ❖ The impact that self-esteem, connection to peers and communities and positive self-identity is explored in active youth participation;
- ❖ Issues around personal identity and its multiple dimensions (gender, nationality, ethnicity, language, etc.) as well as around collective/political identities (new political movements, civic activism in 21st century, etc.) are discussed;
- ❖ Exchanges on identity affirmation approaches contribute to the construction of inclusive identities to prevent the marginalization of youth while tackling the growing issues of xenophobia, racism and intolerance.
- ❖ By advocating with decision-makers, youth issues are prioritised and an open dialogue between young people and government officials is encouraged to facilitate joint action in policy development.

## The 5<sup>th</sup> MedUni – dates and meetings

The MedUni will take place from the 3<sup>rd</sup> to the 9<sup>th</sup> of July 2017. The details will be discussed during skype preparatory meetings whose dates would be fixed with the selected partners.

## Procedure and deadline for submission of proposal

### **Form and deadline**

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The enclosed form, proposing an activity to be held at the 5<sup>th</sup> MedUni, should be returned to the North-South Centre by email, by **24<sup>th</sup> March 2017** to [nsc.youthandglobalisation@coe.int](mailto:nsc.youthandglobalisation@coe.int).

### **Main criteria for selection of proposals:**

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- ❖ to be organised by youth and youth serving organisations and having young people as target group (age between 18 -35);
- ❖ to have a theme and to constitute a relevant contribution to the aims of the University, (activities related to capacity building and youth empowerment);
- ❖ to have a global or international scope;
- ❖ to involve a maximum of 25 participants (including team);
- ❖ to seek gender balance in terms of the participants;
- ❖ to connect with the joint theme “Developing global identities” is an asset;
- ❖ to commit to following Global Education and non-formal education principles and values is an asset;
- ❖ to commit to being involved in the joint programme of the University.

## What is covered?

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Training rooms and facilities for the activities

Basic equipment and materials

Insurance for all participants during their journey and stay in the MedUni

### **Partners' commitments and responsibilities towards the University**

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The MedUni is organised around the principle of economy of scale which reduces the overall cost by doing things together. This principle also means that all partners are asked to contribute for the collective costs of the University respective to the asymmetric financial capacities of each of the partners and relative to the size of the activities.

Each partner is equally **travel costs** of the participants involved in its respective activity (close travel terminal: Tunis Carthage International Airport). Eventually partners may be responsible for the board and lodging of their participants, depending on the available capacity of the venue.

Once involved in the partnership, we expect our partners to **be active in the exchange of information** and to **meet the deadlines** that will be set in order to guarantee the smooth operation of the University and its outcomes.

Partners are expected to **build together the University and its programme** and to actively take part in the preparatory process and meetings, contributing to such things as:

- ❖ providing feedback to the joint programme concept note;
- ❖ proposing and mobilising guest speakers and resource persons to the joint moments;
- ❖ organising or co-organising joint activities;
- ❖ proposing volunteers;
- ❖ contributing to the evaluation and to the media and press coverage, etc.

These commitments will be discussed in detail during the partners' meeting. A main criterion for selection of the activities is the clear commitment of the partner to the joint theme, the joint programme of the University and the expected mobilisation of the respective participants to this joint programme.

#### For more information

Please contact NSC-CoE Secretariat:

[nsc.youthandglobalisation@coe.int](mailto:nsc.youthandglobalisation@coe.int)

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