



# meet'in EuroMed

Salto-Youth EuroMed's magazine

September 2013



2012 YEAR IN PREVIEW

DOSSIER: EMPOWERING WOMEN III

HIGHLIGHTS

ABOUT US



#3



## ÉDITO



Dear readers,

The SALTO-Youth EuroMed and Good Practices Resource Centre covers a wide area including the 33 programme countries and the eight countries bordering the Mediterranean. Since the end of 2010, this area has witnessed profound political, economic and social changes.

The revolts behind what has been called the "Arab Spring" or the movements such as the indignants in Europe have shone a spotlight on youth and its concerns, especially the access to more freedom, which could be called democracy from a western point of view, alongside access to the labour market and more generally to education; all in a context where religion is more visible and more significant than ever before.

The hypersensitivity of the framework in which we operate has, paradoxically, reinforced our legitimacy to act for the development of youth projects and for cooperation between the two shores of the Mediterranean. At the beginning of Salto, some participants from the southern shore advised us never to tackle topics such as politics, sex and religion, to avoid any trouble; notwithstanding this well-meant advice, we have addressed them all without encountering any major difficulties. However, the necessary savoir-faire to tackle and sometimes manage these topics has been strained over the years in an increasingly complex geopolitical context and the need to have more and more competent trainers proved to be essential as and when events brought more tension or exacerbated the situation.

Many of these trainers are also youth workers and they are the ones who try – in more and more difficult and delicate working conditions - to build bridges that will allow young people to cross this inexorably growing gap and have a chance to find their place in a very fragile society. The role of social link attributed to youth workers constantly leaves them facing a sad reality wherein the exclusions caused by both the economic and political crisis sometimes generate sociological dramas.

Nowadays, in many countries on both shores of the Mediterranean, the aspirations of young people are essentially the same: they all wish to find hope for a fairer society in which they would have a place, their place!

In 2007, young Europeans had this view of the Union:

- 90% were happy with the freedom to travel, to study and to work
- 73% thought it would be easier to find a job
- 39% thought social problems would appear.

As these figures illustrate, young people were already feeling concerned and today, six years later, we can talk about a "lost generation", with 22.7% of young Europeans looking for a job!

The situation is even tenser in Arab countries, where young people between 15 and 30 years old make up one third of the population and 47% of the work force and yet they represent 57% of the total number of unemployed!

The new priorities adopted by the European Commission to deal with the crisis facing young people are:

- Democracy
- Growth
- Job creation
- Microfinance
- Higher Education



When we consider these three priorities, we see that up to now youth workers have mainly been active in the field of democracy; today, they are also being asked to contribute to growth through greater involvement in job creation by developing entrepreneurship. In a nutshell, they are being asked to perform in all the areas for which they were never prepared. This is even truer in countries where there is no recognised "school" of youth work!

However, this new demand once again highlights the importance and necessity of having a recognised and supported field of non-formal education, integrated into a more comprehensive approach, along with a move to foster the emergence and / or the consolidation of a youth worker status.

These youth workers, who can be found in every country, either as professionals or volunteers, full-time or not, civil servants or not, are always among the first to recognise emerging social problems; they are often able to perceive changes linked to aspirations but because of a lack of training, consideration, listening and means can only try to plug the holes that appear regularly and represent calls for help from young people in our countries.

This is why it is important to give greater support to the training of youth executives, to recognise that their role is as important as that of conventional teachers, to accord them a status and social recognition and above all, to associate them with the collection of information on the signals they sense, to integrate them into social research projects, to think carefully before asking them to move into any action which might take place after the "battle" and miss the target.

Let me conclude by emphasizing the importance of this role of social link, of the youth worker as social "commando" who is sent to the front to fight and never really recognised afterwards and by saying to all these youth workers, those working in the shadows, those who try to give hope to the young people they come in contact with, how much I respect and admire them.



# SUMMARY



## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

Challenges, Hard times but never give up!..... p. 4/6

Knowledge Sharing - Youth work in..... p. 7

Knowledge Sharing - 2012 SALTO Euromed's Publications..... p. 8

TOTEM - One Year After..... p. 9/10

From awards to a democratic peer to peer process..... p. 11/13

Taking a deeper look at youth work and youth employment in Jordan p. 14/16

## DOSSIER: EMPOWERING WOMEN III

### *The role of non-formal education in breaking the glass ceiling*

The Seminar: Empowering women III ..... p. 20/21

Key concepts: What are we talking about?..... p. 22

The structure of the workplace from a gender perspective:  
Glass ceilings and sticky floors ..... p. 23/24

Gender equality and the European Union,  
by *Laura Vinuela & Esther Gelabert*.....p. 25/27

*Gender equality in EU external actions*..... p.

Interview:  
Towards gender equality: A bottom up process, by *Laura Vinuela*..... p. 28/29

*Non-formal education and young women's employability* ..... p. 30/31

Interview: Youth non-formal education:  
*A good ally for young women's future work in qualified positions*  
by *Dr. Karmen Spiljak*.....p. 30/31

Interview:  
A feministic approach to support young women, by *Teresa Lugstein*.....p. 32

Seminar debate: Non-formal education, a springboard for employment  
and emancipation in France..... p. 33

Good practices on women employability by *Seminar participants*.....p. 34

Reflections from participants..... p. 35



**Publication Director:**  
Olivier Toche (head of INJEP)

**Editorial committee:**  
F. Demicheli, S. Jakubowski  
and B. Abrignani

**Design and layout by**

mad'line | 02 35 68 04 04 | www.madline.fr | madline@madline.fr

**Photo credit:**  
Fotolia, INJEP

**Printed in France, September 2013**

This publication is available to  
download at SALTO EuroMed's website  
<http://www.salto-youth.net/euromed>



This publication has been produced with  
the assistance of the European Union.  
The contents of this publication are the sole  
responsibility of the authors and can in no way be  
taken to reflect the views of the European Union.

## HIGHLIGHTS

Activ8 in EuroMed and LTTC ..... p. 36

Under Construction  
A Seminar on Gender Issues and Youth Work in EuroMed..... p. 37

Arab Spring also available in 2013..... p. 38

EuroMed Youth Programme IV..... p. 39

## ABOUT US





## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

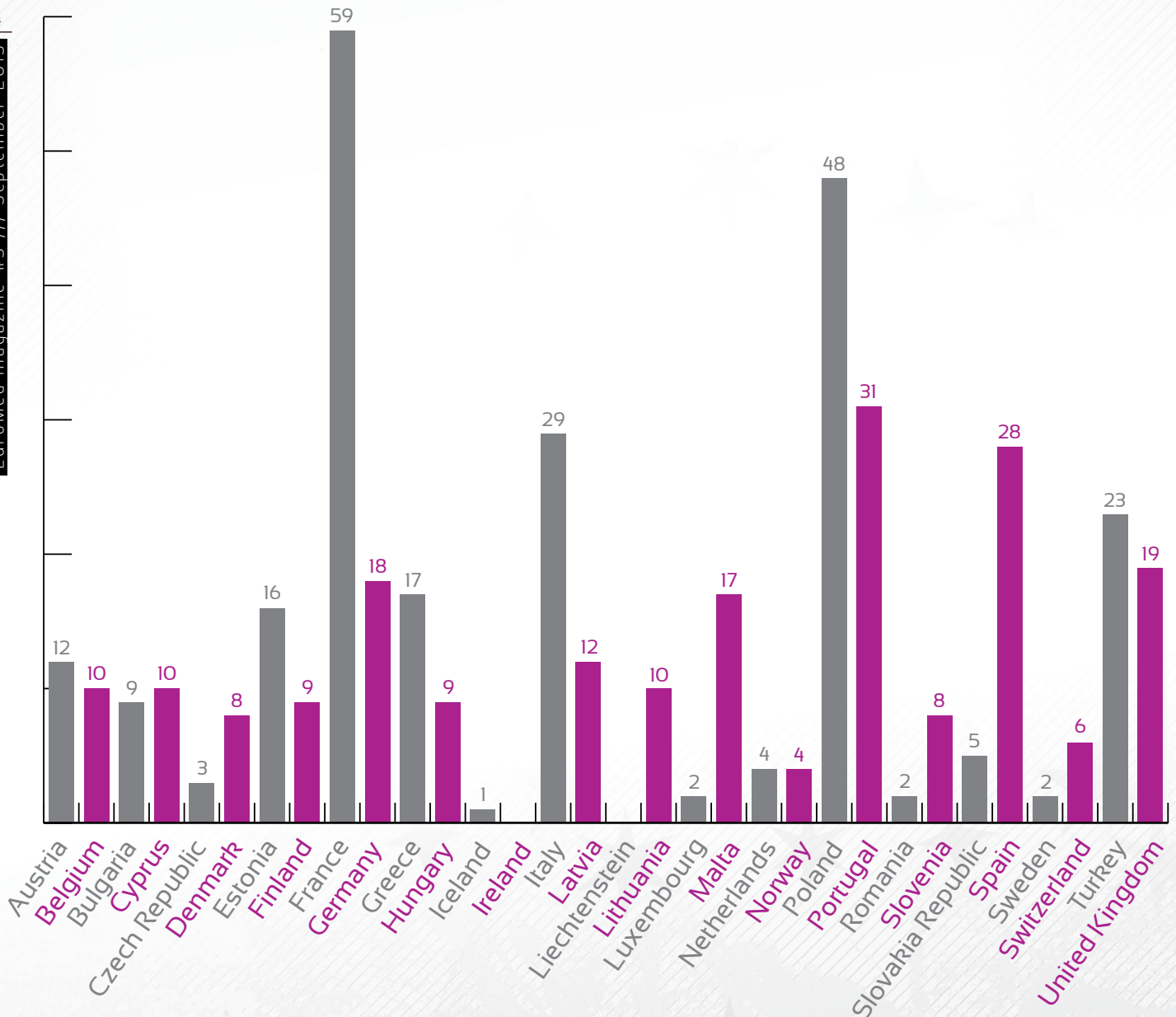
# CHALLENGES, HARD TIMES BUT NEVER GIVE UP!

SALTO EuroMed Team

2012 has been marked by many political events that have had an impact on our EuroMed activities, including the cancellation of one of our training sessions for the first time ever due to the events linked to the Arab Spring. However, what came out in 2012 and has been confirmed in 2013 is an increase in the interest showed by institutions, associations and professionals in the youth field and young people in EuroMediterranean Cooperation. Here's an overview of what we mean... ■

### ■ GEOGRAPHICAL DISTRIBUTION OF PROGRAMME COUNTRIES PARTICIPANTS IN 2012

Source: Salto EuroMed





//////////////////////////////////// CHALLENGES, HARD TIMES BUT NEVER GIVE UP!

■ **KEY FIGURES** 

■ 15 activities

■ 2 654 applications received

■ 727 participants

■ 46 trainers, experts and researchers

ACTIVITIES 2012					
NAME OF ACTIVITY	KIND OF ACTIVITY	DATES OF ACTIVITY	VENUE/LOCATION	CO-ORGANISERS	NUMBER OF PARTICIPANTS
EVS: a tool for active citizenship	Training	23 - 29 January	Canary Island, Spain	Salto EuroMed, NA Spain, Gov of the Balearic Islands, NA France, NA Greece	19
EuroMediterranean Youths: from indignation to contribution	Seminar + Conference	7-10 February	Lyon, France	Salto EuroMed, NA France, French National Institute for Youth and Community Education (INJEP)	67 + 150
Empowering Women III	Seminar	26-31 March	Paris, France	Salto EuroMed, NA France, Salto EECA, Salto SEE	25
Let's Cooperate in EuroMed	Partnership Building Activity	2-7 April	Riga, Latvia	Salto EuroMed, NA Latvia	26
EuroMed Essentials : the role of religions in EuroMed cooperation	L TTC	23-28 April	Malta	Salto EuroMed, AN Malta, AN Greece, AN Turkey	25
Step in EuroMed: Challenges in the EuroMediterranean cooperation	Training	14-20 May	Madeira, Portugal	Salto EuroMed, NA Portugal, Regional Gov of Madeira	35
Let's Meet the Three Cultures	Training	11-16 June	Sofia, Bulgaria	Salto EuroMed, NA Bulgaria	20
After the Arab spring - Youth work reality in Tunisia	Study Visit	25-1st July	Tunisia	Salto EuroMed, Euro-Med Youth Unit Tunisia	27
Go Green	L TTC	1st-8 July	Tunisia	Salto EuroMed, Salto EECA, EuroMed Youth Unit Tunisia, Ministry of Youth and Sports Tunisia, NA France, NA UK, NA Poland, NA Portugal, NA Turkey	30
Evaluation TOTEM (Training of Trainers in EuroMed)	L TTC	9-21 October	Antalya, Turkey	Salto EuroMed, NA Turkey	31
Forum Youth Cooperation Beyond Borders	Event	29-31 October	Baku, Azerbaijan	Salto EuroMed, Azerbaijan Youth Foundation, Ministry of Youth and Sports of the Republic of Azerbaijan, Salto EECA, Salto SEE, NAs France, Poland, Slovenia, FRSE, MovIT, DG Education and Culture European Commission	84
Trust in EuroMed	Seminar	5-9 November	Tenerife, Canary Islands, Spain	Salto EuroMed, NA France, NA Spain, Regional Gov of Canary Islands	31
Tool Fair VII	Event	19-23 November	Pultusk, Poland	Salto EuroMed, NA Poland	106
Our White Sea IV	Seminar	3-8 December	Cyprus	Salto EuroMed, EuroMed Youth Platform, NAs Turkey, Greece, Malta, Cyprus	40
Tools for Learning in EuroMed	Seminar	10-16 December	Rome, Italy	Salto EuroMed, NA Italy	11

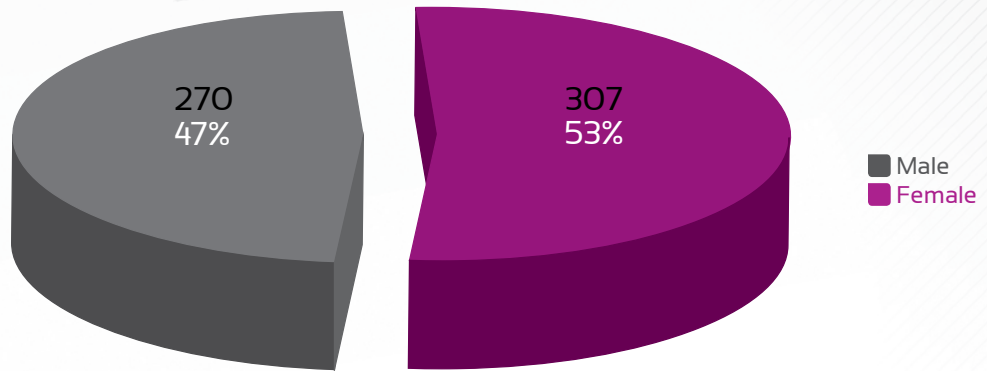


## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

//////////////////// CHALLENGES, HARD TIMES BUT NEVER GIVE UP!

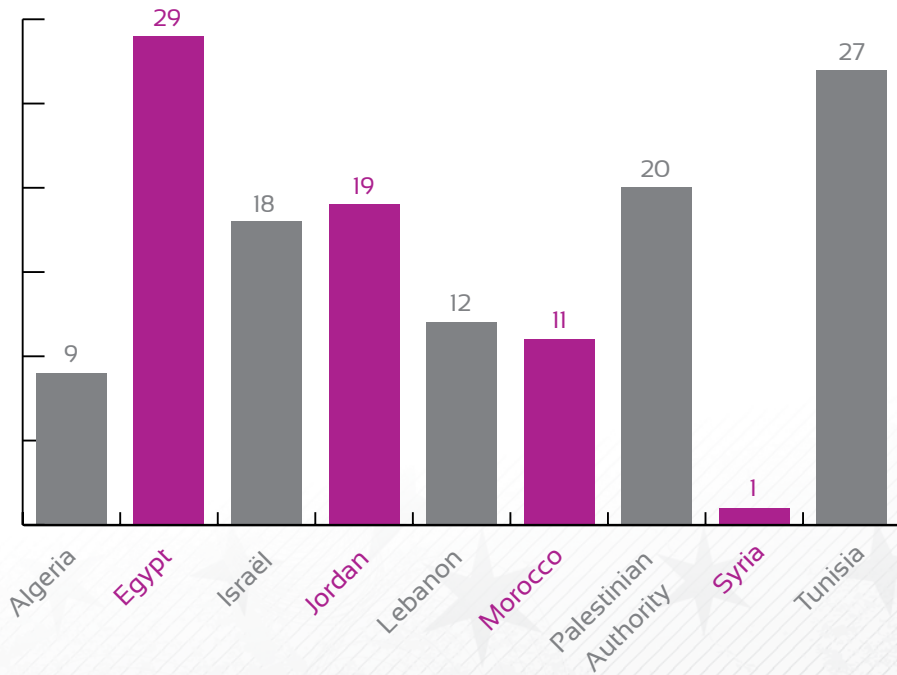
### ■ BALANCE GENDER IN 2012 ACTIVITIES

Source: Salto EuroMed



### ■ GEOGRAPHICAL DISTRIBUTION OF MEDA PARTICIPANTS IN 2012

Source: Salto EuroMed



## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

### KNOWLEDGE SHARING: YOUTH WORK...

By Maria Rosaria Valentini

**T**he field of youth work in Meda countries is living through a period of significant changes and the role of young people is more and more relevant in society.

It is in this context that a new collection has been elaborated and financed by the Regional Capacity Building Support Unit (RCBS) for the EuroMed Youth Programme IV called "Youth Work in...".

This collection will consist of 5 issues dedicated to youth work in Mediterranean countries. It is intended as a support for cooperation in the EuroMed area, providing in-depth reflection on the current issues and challenges in youth work in the EuroMediterranean context.

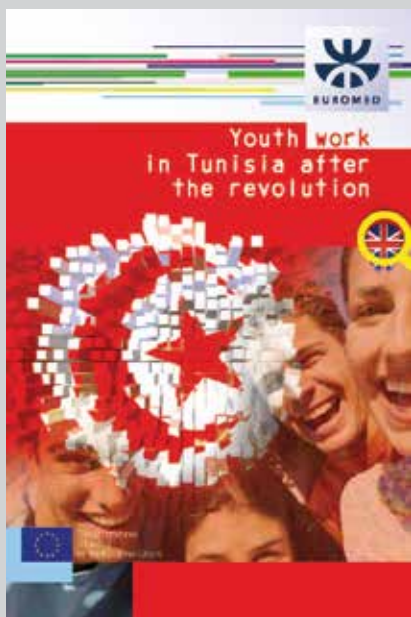
The target group for this series is institutions, youth leaders, social workers and trainers. It will be edited in 4 languages (English, French,

Arabic and Hebrew), printed in English and French only and published/available on line on [euromedyouth.net](http://euromedyouth.net) in Arabic and Hebrew.

The first issue was published in English in July 2013 and looks at youth work in Tunisia. Subsequent issues will look at youth work in Israel, Jordan, Palestine and Egypt where actions will be hosted during the year. ■

#### YOUTH WORK IN TUNISIA AFTER THE REVOLUTION

##### ► "YOUTH WORK IN TUNISIA AFTER THE REVOLUTION"



This very first issue was published in English in July 2013.

It is based on the findings of the Study Visit organized in June 2012 by the EuroMed Youth Unit of Tunisia, responsible for the implementation of the EuroMed Youth Programme IV there, in cooperation with the Salto-Youth EuroMed Resource Centre, and entitled After the Arab Spring: Youth Work Reality.

The study visit took place in Tunisia from 26th June to 1st July and offered 28 participants from 18 European countries an opportunity to meet with counterparts in the Tunisian Ministry of Youth, local youth clubs, and civil society organizations working with young people in order to understand the situation on the ground and to find opportunities for partnerships.

In a nutshell, it was a study visit designed to work and reflect on youth work and policy after the Revolution.

This publication provides:

- An overview of youth work in Tunisia
- The educational and pedagogical background to youth work in Tunisia
- Challenges for youth workers after the revolution
- Some examples of youth projects.

[www.euromedyouth.net](http://www.euromedyouth.net)

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

##### ► IN PROGRESS!

*The Palestine, Jordan and Israel editions of «Youth Work in...» to come out in the next few months!*

**2012: SALTO-YOUTH EUROMED'S ACTIVITIES**

**KNOWLEDGE SHARING:  
2012 SALTO EUROMED'S PUBLICATIONS**

SALTO EuroMed Team

Since 2010, SALTO-YOUTH EuroMed has been developing and enriching its two main collections in French, English and Arabic: Practical Guides and Studies and Research.

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

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

**PRACTICAL GUIDES**

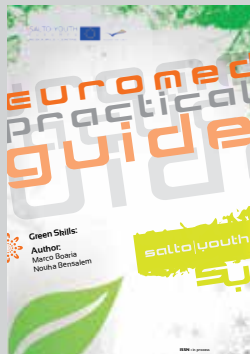
The main goal of the Practical Guides is to provide advice and useful information as well as practical hints to help youth workers, trainers, and project designers develop better projects within the framework of Youth in Action and EuroMed Youth IV programmes. The guides are also intended to help first-time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

**STUDIES AND RESEARCH**

The Studies and Research collection focuses on investigating specific topics and on providing background information on the Euro-Mediterranean area. Youth workers, trainers and social workers are always eager to develop specific competencies and deepen their understanding of the social, cultural and political contexts in which they are working to improve and foster cooperation. This collection, authored by experts from different backgrounds ranging from academia to training, is our contribution to the overall reflection and debate on Youth in the Euro-Mediterranean area.

Our collections have been enhanced by a new issue on the tools for learning. ■

**PRACTICAL GUIDES:**



► **"GREEN SKILLS",**  
by Marco Boaria and Nouha Bensalem

A practical guide on sustainable development, with a specific focus on environmental issues in the Mediterranean: why is it worth it?

The answer seems easy, as Marshall McLuhan (1911-1980), a U.S communications theorist said: *"There are no passengers on spaceship earth. We are all crew but its application seems to be a real challenge for all the citizens of the world."*

**STUDIES AND RESEARCH:**

► **"TOOLS FOR LEARNING  
IN NON-FORMAL EDUCATION":**

This publication sets out to provide an overview of the long-term strategy for the field of Tools for Learning within the Youth in Action Programme over the last 7 years.

The Tools for Learning strategy is based on the Tool Box, the Tool Fair and working groups. These are the pillars that support the development of new methods in training and educational activities, reflections on the competencies and the skills needed for running sessions and learning activities based on such tools and methods.



► **MAGAZINE "TOOLS FOR LEARNING":**

As part of our strategy to promote the tools for learning that have been developed and are used in the context of non-formal learning, we have added a new magazine that gives an overview of the Tools for Learning Strategy. It also clarifies what is meant by Tools for Learning and provides ideas and resources for the creation and development of Tools for Learning.





## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

# TOTEM II: One year after. Exploring the impact of a long term training course on partnerships and the development of participant NGOs

SALTO EuroMed Team

**T**OTEM stands for Training of Trainers in EuroMed. The training approach of TOTEM recognises the need for a long-term training course in order to give participants time to learn, experiment and evaluate their pedagogical path.

TOTEM is broken down into 3 phases:

- 1) an initial 10 working day session to acquire knowledge and competencies about youth work and training in Euromed
- 2) a practical phase that involves running a training course within the Euromed framework
- 3) a second 10 working day session that focuses on both evaluating the process and completing the learning path.

The last TOTEM was held in Turkey in 2011/2012 and hosted 32 participants from most of the EuroMed area.

The strategic objective of TOTEM was to contribute to the improvement in the quality of EuroMed training activities, to support the development of a network of trainers at Euro-Mediterranean level and to be an active actor in the field of EuroMed Youth Cooperation.

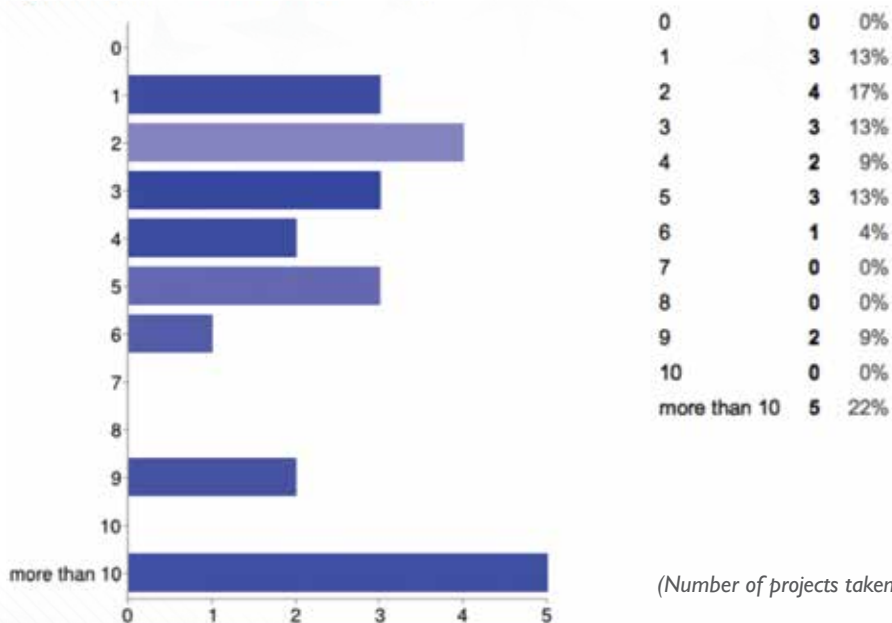
The learning objectives were: to provide an environment where participants could acquire a more in-depth comprehension of the Euro-Mediterranean context (with all its cultural, historical, geopolitical and emotional implications) and also to improve and hone

the specific training competencies of the course participants (future trainers in Euro Med) to equip them to competently design, implement and evaluate training activities.

One year after the end of the last seminar, SALTO YOUTH EUROMED launched a consultation to better understand the role of TOTEM in participants' project development and see how the long-term training course had impacted their professional life. This article looks at the considerable impact TOTEM had on participant NGOs and on their networking.

The trainers have been and still are very active in TOTEM partnerships as shown in the following graph:

### ■ MY PARTICIPATION IN TOTEM PARTNERSHIPS



The survey went on to analyze the role of each trainer in the projects as either trainer or participant in other partners' projects or as organizers (the logistic or hosting organization). The survey shows that more than 50% of the responders act as trainers and 25% as organizers only. The survey shows that few people acted as organizers only, most of them were involved in the process at multiple levels, from the design of the project to its realization and pedagogical responsibility. Trainer NGOs were deeply involved and committed to the development of Euro Med projects and for this reason the

promoter trainer was often also involved as organizer. This was perfectly in line with one of the TOTEM aims, which was to create teams of trainers able to follow all the process involved in a training cycle as well as be responsible for the pedagogical input (one of the requirements in the practical phase was to create a partnership with other TOTEM participants, apply for a training activity under Youth in Action or/ and EuroMed Youth Programme and run the training course from A to Z). From the outset, TOTEM trainers involved their NGOs in their pedagogical path during the practical

phase creating new projects and involving them in a new Euromed adventure. For many organizations, this was the first time they were involved in a Euromed cooperation project and they were able to discover this new field of cooperation in the youth work field.

As the survey clearly shows, the partnerships created during TOTEM were very solid and for most people represented a very important step in their Euro Mediterranean training work, opening up new perspectives in their National strategies.



## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

### ////////////////////////////////////// TOTEM II: ONE YEAR AFTER. EXPLORING THE IMPACT OF A LONG TERM TRAINING COURSE ON PARTNERSHIPS AND THE DEVELOPMENT OF PARTICIPANT NGOS

As the survey clearly shows, the partnerships created during TOTEM were very solid and for most people represented a very important step in their Euro Mediterranean training work, opening up new perspectives in their National strategies.

**Please indicate the project(s) in which you are personally involved**

- I TOTEM project (during the coaching) 41%**
- I Projects realized after TOTEM in which 100% of the partners were from TOTEM 35%**
- I Projects realized after TOTEM in which min 50% of partners were from TOTEM (half or your partnership is from TOTEM) 18%**
- I Projects realized after TOTEM in which 2 partners were from TOTEM 6%**

It is quite interesting to note that participants regularly re-contacted the partners met during the TOTEM training session in order to create new partnerships and set up other projects between their organizations.

In response to the direct question as to whether TOTEM had had an impact on their NGO's development and the creation of a new network, the answer is 100% yes! And why?

**QUOTE FROM SURVEY:**

*The network created by TOTEM has become a solid foundation that my NGO as well as myself as a trainer can depend upon. Having access to available partners in different countries is huge.*

*The network provides a basis that means we can depend on each other. This comes from the fact that it is built on firm ground, namely face-to-face interaction and a common language. It has enabled my NGO to be part of a huge number of projects, which in turn enhanced the Euro-Med programme in my country (Egypt), despite the political instability the country is going through at this time.*

The network was able to support challenges and overcome the risk of isolation resulting from the social and political issues in partner countries.

**QUOTE FROM SURVEY:**

*The capacity of youth in my NGO is being built gradually with local feedback and through transferred information. Also, having a database for all those who took part in Euro-Med projects helps maintain the sustainability of the*

*work done. Both these points are a combination of the direct and indirect impacts that the network has made and is still making.*

NGOs are learning how to transfer information from the international field to the local one and to create internal strategies to better deal with both the different inputs provided by the network and contacts with institutions.

**QUOTE FROM SURVEY:**

*The network developed as a natural outcome of the face-to-face encounter. Connecting with more suitable partners who are working on the same topics (both personal and organizational contacts created during TOTEM) gives us an opportunity to realize new projects and contact new countries.*

It goes without saying that the interpersonal relationships developed during the long-term training course played a significant role in improving the quality of relationships and helping to overcome difficulties.

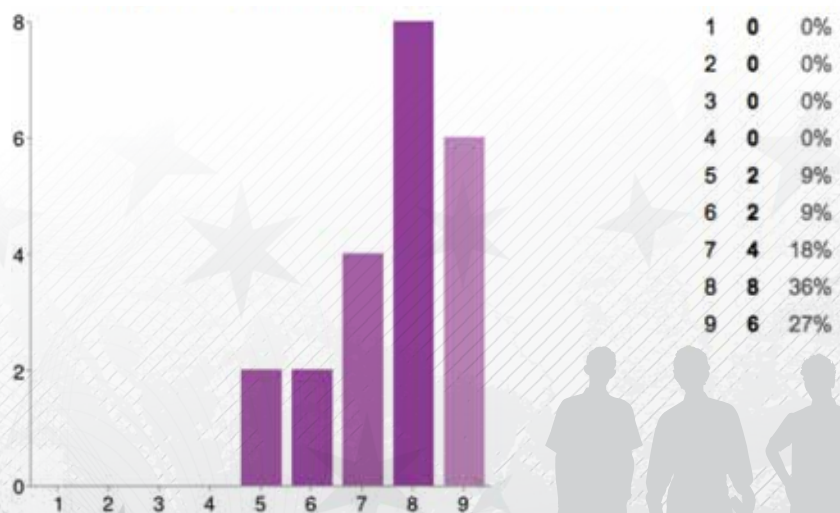
*The TOTEM training allowed me to better understand how to develop and implement projects and provided me with networking opportunities during the different phases (in Turkey and job shadowing in France). This resulted in partnerships for different projects, some of which were implemented, others that have been approved and are awaiting implementation and some project ideas still under discussion.*

TOTEM provided many participants with a real opportunity to better understand the Euro Mediterranean framework and to be more aware of the complexity of this reality and thus be better equipped to react and work. This is a very significant outcome in terms of personal but also professional development that has been successfully transferred to their NGOs in the form of new international working perspectives.

Trainers cited the fact that the LTTTC provided a space to get to know more trainers and how they work among the reasons for being satisfied with TOTEM and its results, as it will help them to develop better co-trainings in the future. They also reiterated that TOTEM was not only about creating partnerships or coming up with ideas for projects, but also about turning to people for consultation and advice. People who share the same way of thinking and approach (quote from the survey).

SALTO-YOUTH Euro Med, aware of the importance of producing qualified trainers and national multipliers, will invest resources in a new strategy that will start with the International Conference in Turkey in October 2013 and continue with new venues for meeting and sharing possibilities for future development and creating closer links. ■

**■ HOW HAPPY ARE YOU PERSONALLY WITH THE NETWORK RESULTS AFTER TOTEM?**



## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

# FROM AWARDS TO A DEMOCRATIC PEER TO PEER PROCESS

By Sylvain Abrial and Yann Crespel, Kaléido'Scop, member of Consortium RCBS

**A**t a time of closure of two Programmes, Youth in Action and Euromed Youth and before a new generation of European Programmes 2014-2020 are launched; SALTO-Youth Euromed Resource Centre and the Regional Capacity Building Support Unit (RCBS) co-organized the Euromed Youth Awards in Jordan from 10-14 June, 2013. The event was supported by the EuroMed Youth Platform, the National Agencies of Greece, Italy, Malta and Turkey.

A time to celebrate, to exchange good practices, to look at the future and also a time to recognise achievements! The Euromed Youth Awards were a unique occasion to reinforce the junction between those two twinned-programmes from both sides of the Mediterranean Sea and another opportunity to highlight and reward the network of actors in the Euro-Mediterranean area. A time for this group of Euromed youth project promoters to meet near the Dead Sea, while young Turks demonstrated en masse in Taksim Square, making it also a time to maintain a high level of awareness about what was happening and changing every day in this shared space!

### COMPETITION VS. COOPERATION?

Given the diversity and excellent quality of participants, who had been pre-selected by their National Agencies or Euromed Youth Units as being remarkable project promoters, the challenge for such an event was to give added value to these energies, commitments and capacity to build powerful collective actions. To do so, the SALTO-RCBS team decided to transform something that sounded like a competition into a cooperative process. Sharing and comparing the 43 projects, confronting them with each other and connecting the different themes was felt to be the key for generating new practices. Regardless of the themes: whether it was looking at the past and at common histories or connected to the Arab Spring, focusing on inter-religious dialogue or the environment as a global issue, choosing the angle of female empowerment or gender issues, taking place in Europe or in the Southern Mediterranean region... all these projects have something to say to each other. Assessing them together means creating the common ground for a common history of Euro-Mediterranean youth cooperation, ensuring already established good practices generate new and sustainable good practices!



### AWARDING AS A PRETEXT FOR BRINGING TOGETHER A WEALTH OF EXPERIENCE, PEOPLE AND IDEAS

Men and women, young and not so young, from the very North of Europe to the South of the Mediterranean region, project promoters, National Agencies, Euromed Youth Units... share the same objective of reinforcing cooperation between the two shores of our common sea.

Beyond the process of awarding, we found many reasons to begin an introspective reflection on Euro-Mediterranean cooperation, make a mature analysis of and foster critical thinking about what has been realized, reflect on how it connects to the reality of the region and how it can be improved and sustained for the future of both Programmes.

**Some priority issues that are common** to both Programmes were discussed and analysed: gender equality, sustainable development, employability and empowerment, active participation of young people, community development. The outputs were based on SWOT analyses (Strengths, Weaknesses, Opportunities, and Threats) and creative silent debate (frescos). Participants interacted between workshops, using words to be connected together and images to illustrate their thinking. Some extracts and analysis:

### "COMPLEXITY IS A CHALLENGE, WE NEED A SYSTEMIC APPROACH"

There were discussions, very much connected to a systemic approach / way of thinking. In that sense, education, culture or environment became global subjects to which the "silent debaters" connected their concerns about gender equality, employability or youth participation.

### SOME (OTHER) QUOTES FROM THE FRESCOS:

- "Knowledge is the key for all"
- "Formal education systems produce people who don't think or act independently"
- "Cooperation as a focal point to exchange experience"
- "New inspiration is needed"
- "If we destroy our world, where are we going to do our projects?"
- "Culture can be a vector for employability"
- "Equal rights but also equal access to them"
- "Education = Awareness"
- "Gender ≠ Sex, only 2 possibilities? No, a continuum of possibilities!"
- "Have you seen any female workers at the hotel?"
- "Does the EU have gender policies?"
- "How can we measure gender equality impact of a project?"



## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

////////////////////////////////////FROM AWARDS TO A DEMOCRATIC PEER TO PEER PROCESS

### "TAKE THE FUTURE IN YOUR HANDS"

The question of empowering young people, of developing/reinforcing their critical thinking about a subject was seen as crucial in many of the debates, along with the idea that youth work is a strong contributor to this empowerment.

### "DIALOGUE = ON-GOING UNDERSTANDING WHERE YOU CAN AGREE TO DISAGREE"

Cooperation and ways to cope with an issue together, even when the issue is sensitive in some of the countries, appeared to be the key approach for dealing with common problems in our societies.

### "WE NEED AN ENTREPRENEURIAL ATTITUDE"

It was striking to notice how many words connected to entrepreneurship were used, whatever the issue. Social entrepreneurship understood as the determination to undertake actions and to see those actions being recognised, having an impact, developing skills for aware citizens,... are all notions that demonstrate youth work is taking "power to..." while most societies are still understanding "power over..."

All the SWOT analyses on the same issues highlighted the idea of *creativity as a strength*,

as something we can initiate in order to impact our political environments, deal with our cultural differences, create new opportunities for young people or adapt to bureaucratic frameworks.

### The quality and conditions for cooperation

was another subject of discussion and work. Participants created mappings showing the actors in their local and international context; they also listed the limits to cooperation and opportunities, which could influence Euro-Mediterranean cooperation. "To develop our Euromed cooperation, what do we expect to change..." was the question they first asked themselves and later discussed with stakeholders (National Agencies, Euromed Youth Units, Euromed Youth Platform, RCBS, SALTO...).

### WHAT NEEDS TO CHANGE?

*"Increase visibility and improve relationships with public institutions"*

*"Awareness and involvement of local communities"*

Then came the time for the peer-to-peer awards. The choice was made not to have a jury as usually happens in award ceremonies, but to create a really participative and democratic process. Different spaces, different

moments, different dynamics were brought together in one room with one common goal: peer evaluation (in the sense of "giving value") of the most remarkable projects in both Programmes.

This meant:

- Dedicated spaces for presenting and visiting the 43 projects
- A central Agora for crossed debates between project promoters with the support of thematic qualitative questions, different timeslots to argue, defend, highlight common points and divergences
- A time for collective surveys of the 43 projects nominated for an award, in order to emulate, stimulate and ensure that we are all experts in analysing each other's projects
- A final period of anonymous voting to choose the 8 most remarkable projects: 1 in each action of the two programmes: Youth Exchange, EVS, Training-Course, and Seminar.

### WHAT DO EUROMED YOUTH AWARDS TELL US ABOUT EURO-MEDITERRANEAN COOPERATION?

In the Euromed region, while this is probably not the right time to put forward any answers to complex problems, at the very least it is the right time to ask the right questions.





## 2012: SALTO-YOUTH EUROMED'S ACTIVITIES

////////////////////////////////////FROM AWARDS TO A DEMOCRATIC PEER TO PEER PROCESS



As part of the RCBS consortium, co-acting with SALTO on the educational dimension of the Euromed Youth Awards, we would like to give the point of view of Kaléido'Scop (our cooperative company, active also in other fields on social and economic processes within the Mediterranean region) on what has occurred. Often, when speaking about the Mediterranean basin, words like poverty (of people), mediocrity (of policies), and fatalistic resignation (of citizens) are banded about. Euro-Mediterranean cooperation in the youth field demonstrates that there is no ineluctable

fate, rather there are many energies joining together day after day to act and build future strategies on both sides of the common Sea. 43 projects were represented, 10 of which were considered remarkable enough to be nominated for an award; there were networks creating North-South, South-South or East-West links, impetus given to new ideas,... All of these are messages to Euro-Mediterranean institutions that the on-going process of guidance and support is continuing. All are calls to take responsibility to tackle the current challenges.

Needless to say, it means questioning the influence of intercultural relationships in overcoming prejudice and stereotypes and learning how to cooperate. Moreover, at a time when young people from all nations are both impacted by the digital revolution and having to deal with all kinds of crises, it is vital to feed both these networks and their "trans-cultural" links, given that these networks "move" freely across established administrative frontiers and, in that sense, escape from all established frameworks. ■



## 2011: SALTO-YOUTH EUROMED'S ACTIVITIES

**"TAKING A DEEPER LOOK AT YOUTH WORK AND YOUTH EMPLOYMENT IN JORDAN"**

By Bruno Ant6nio



**R**eflections from the Seminar “*Youth work and youth unemployment - Youth economic engagement as a seed for a sustainable spring*” 14 - 17 May, 2013 – Amman, Jordan

### I. INTRODUCTION

The issue of youth employment has been at the top of the agendas of our main institutions and political leaders in recent years. Unfortunately, the indicators of unemployment among young people, particularly in the Mediterranean region, have risen to alarming levels since 2008. The effects of this situation are not restricted to changes in the economic and social realities of some countries but have also led to major political changes and reforms in several countries south of the Mediterranean and to social unrest and ongoing protests in countries north of the Mediterranean basin.

It is debatable whether the change in political regimes, sometimes after more than 30 years in power, can be linked to the situation of young people, particularly unemployed young people, which is the case for a large majority; or whether the reforms undertaken by some countries have or have not had an influence on young people and their demonstrations of dissatisfaction with the current situation. Personally, I'm convinced that this influence was not negligible and has indeed had important consequences in the changes we have seen since 2011 throughout the region.

The idea that the “Arab Spring” and “Indignados” movements are a consequence of the difficult social and economic situations facing the majority of young people living in the Mediterranean region and that the situation of young people has caused major social unrest, triggering demonstrations and, in some cases, political revolutions, is gradually being recognized by several authors and researchers. So if the political stability of countries can and is influenced by the access their young people have to employment opportunities, it is only natural that leaders and public authorities should take this issue very seriously and search for new ways to tackle these trends.

What is the connection between youth work and youth employment? Can youth work play a role in increasing employment opportunities? Can youth work contribute to improving young people's competences to create their own jobs or to find one more easily? What can youth work do for the development of entrepreneurial competences? What is the role of youth work in developing a prosperous and more sustainable economy?

Last May, I had the opportunity to reflect and explore these questions with the participants of the Seminar organized by the Jordanian EuroMed Youth Unit (Ministry of Political Development) in cooperation with SALTO EuroMed and the “We Are All Jordan Youth Commission” organization. This was a follow-up event to the Marly-le-

Roy 2012 seminar recommendations that highlighted the importance of addressing the issue of youth employment in the Euro Mediterranean region. The seminar brought together nearly 40 youth leaders and youth workers from EU countries and Jordan to discuss and share ideas on the role of young people in supporting the overall economic and political stability of the EuroMed region. During these four working days, participants had the opportunity to share good practices and network the development of initiatives that could contribute to changing the current situation in their communities, countries and thus in the region.

My role was to collect information for the development of a publication on Youth Work and Employment in Jordan. This publication will be part of a collection dedicated to Youth Work in Meda countries, aiming to provide an in-depth reflection on current issues and the challenges facing youth work in the Euro Med region. During the seminar I had the opportunity to question many youth workers and other stakeholders with responsibilities in the youth field about how they perceive the current situation of young people in Jordan.

The information was collected in several different ways: bibliographical research, interviews and focus group discussions. However, it would have been difficult to have much insight without the informal discussions I had the pleasure and opportunity of having with participants during the meeting on the



perceptions of young people with regard to the current situation. This article is a preliminary synthesis of the results obtained from these interviews and focus group discussions that will be published in full later this year.

## 2. MAIN CHALLENGES FOR YOUNG PEOPLE TODAY IN JORDAN

It was clearly highlighted by the majority of the youth workers interviewed that youth unemployment is the biggest challenge facing young people today in Jordan.

Interestingly enough, while Jordan is the country in the region where young people have the highest levels of education, it is also the leader in terms of youth unemployment rates (for young people between 15-30 years of age - ILO Youth Unemployment 2013 report). Many interviewees pointed out that high unemployment levels are caused by a mismatch between current educational offers and labour market demands. Others gave another reason, namely the reluctance of young people with higher education to accept jobs that they consider are not in line with their qualifications.

The young women interviewed also stated that their main challenge was access to a proper job. When analysing related statistics, one can see that unemployment among young women is nearly three times that of their male counterparts and only 9.5 per cent of young women participate in the labour force (2009 and 2011, respectively),

despite the fact that young Jordanian women have the highest levels of higher education qualifications. Many stated that this was due to cultural reasons, specifically referring to the many stereotypes still influencing modern day society's view of women's competences for certain jobs.

In general, both young women and men considered that the current cost of living in Jordan also negatively impacts their situation since living expenditures are very high. This cost, associated with the difficulty of finding a job that could bring some stability in the longer term, is pushing many young people into poverty. Many also said that, even if they find a job, salaries are very low and not sufficient to insure financial and social autonomy.

The centralisation of work opportunities and good education facilities, essentially in Amman or other major cities such as Irbid or Aqba, was another problem highlighted by the interviewees. This centralisation inevitably leads to a higher cost of living for those wanting to access education, training and jobs.

The lack of interest of young people in vocational training was put forward by Mr. Mohammad Alawneh, the head of the employment unit at the vocational training institute, as one of the main causes of the high youth unemployment rate in Jordan. The reasons behind this lack of interest are family pressures and the lack of social recognition of what such qualifications offer, making many young people prefer university studies instead of developing their competences and professional skills through vocational training.

## 3. MAIN CHALLENGES FACING NGOS WHEN WORKING WITH YOUNG PEOPLE IN JORDAN

Youth workers, youth led NGOs and NGOs working in the youth field in Jordan also face considerable challenges.

As far as youth work is concerned, it is not only the terminology but also the field that is quite new in Jordan. This is true despite the fact that some organizations have been working in this field and doing excellent work for many years. The youth worker interviews and focus group discussions revealed difficulties on how to define youth

work, even among those individuals who are experienced in this field.

One of the aspects highlighted was the lack of specific training available to small NGOs and recognized at national level. While international, Royal and national NGOs very often have their own capacity building programmes for their staff, the majority of smaller organizations do not have the means to either create such programmes or access such training courses. The need to develop a capacity building programme for youth workers within the framework of the formal educational system was also mentioned.

Several obstacles were pointed out at the organizational level, in particular the access to funding opportunities to sustain the organisation in a medium and long-term perspective. Participants said that, very often, in order to access information about funding and be closer to donor institutions, an organisation needs to be based in Amman, which in turn means that those that do not have this possibility or whose area of action is not in the Amman region, find it difficult to participate in information sessions and activities promoted by donor institutions, which in turn reduces their possibilities to access significant funding and grants.

A number of organizations were convinced that their dependence on external funding did not allow them to focus on their priority projects and meant that they needed to constantly adapt to the priorities of donors.

The lack of specialisation of organisations in a particular field of expertise was also raised. In fact, many organisations continue to be quite broad in terms of their scope of action, without acquiring competences and considerable know-how in specific areas (e.g. environment, healthy lifestyles, employment, etc.). However, on the positive side, this approach does allow NGOs to apply to different calls for project proposals, even if they are not specialized in the field targeted by the project.

The lack of transparency in the access to funding was also one of the issues raised during the discussion, with many of the participants feeling that funds were often given preferentially to some organizations with privileged contacts and access to information inside the various institutions in





**2012: SALTO-YOUTH EUROMED'S ACTIVITIES**

//////////////////////////////////// "TAKING A DEEPER LOOK AT YOUTH WORK AND YOUTH EMPLOYMENT IN JORDAN"

charge of public and private funding.

The issues regarding the transparency of funding procedures have also created a sense of mistrust among target communities, as many people perceive NGOs as being created or existing only to access funding and not to work to fulfil the communities' needs.

Another issue raised during the discussion was the poor level of cooperation among NGOs, which often results in a duplication of efforts and replication of projects that could have greater impact if carried out within the framework of cooperation among organisations. Fierce competition among NGOs for the available resources is blocking the development of synergies and joint projects among smaller organisations, which would often benefit most from cooperation initiatives.

**4. FINAL REMARKS**

It is fair to say that there is still a long way to go concerning the recognition of youth work in general and more specifically its importance in improving young people's employability and their contribution, both now and in the future, to the economic development of Jordan.

However, during my short stay in Jordan, I noted a growing spirit of initiative and entrepreneurship in the country. Community based projects such as the nature tourism camping and the women's soap house project we visited in Ajloun are clear illustrations of this trend.

I truly believe that NGOs working in the youth field will play a major role in the creation of a "safe environment" for youth in Jordan in the near future, enabling young people to turn their dreams and aspirations into feasible projects that will positively impact their personal autonomy and community life, along the lines of those mentioned above. For youth work to become mainstream, government and international institutions need to recognize and provide conditions for youth-led NGOs and youth-oriented NGOs to become core partners in the development of capacity building programmes focusing on youth entrepreneurship.

In conclusion, I identified two major challenges to youth work in Jordan. The first is improving social recognition of the role youth work plays in a society where young people (age group 12-30) represent 40% of all the population (Jordan National Youth Strategy 2011-15), the single largest population group in the country. Youth workers can play a central role in the development of the competences that young people need to face life in a complex and demanding society and particularly those needed to find a job. The second challenge is the development of the youth workers' professional field, by providing more qualified training in a way that is accessible to youth workers throughout Jordan and not just in major cities.

To quote King Abdullah II, the greatest present and future asset of Jordan is its young people.

Their involvement and participation in the development of the country is crucial to finding solutions to the social and economic challenges facing Jordan today.

This can be achieved if there is a clear investment in the youth work field and the development of programmes to improve the competences of professionals in this field, which will in turn improve the quality of the projects run by and for young people and the overall impact that young people can have on Jordanian society. ■





# DOSSIER: EMPOWERING WOMEN III

## THE ROLE OF NON-FORMAL EDUCATION IN BREAKING THE GLASS CEILING

By Esther Gelabert, Youth expert, Euro-Med region,  
Director Belies Consulting slv, [egelabertv@gmail.com](mailto:egelabertv@gmail.com)



### INDEX: EMPOWERING WOMEN III

The Seminar: Empowering women III	p.
Key concepts: What are we talking about?	p.
The structure of the workplace from a gender perspective: Glass ceilings and sticky floors	p.
Gender equality and the European Union, by <i>Laura Vinuela &amp; Esther Gelabert</i>	p.
Gender equality in EU external actions	p.
Interview: Towards gender equality: A bottom up process, by <i>Laura Vinuela</i>	p.
Non-formal education and young women's employability	p.
Interview: Youth non-formal education: A good ally for young women's future work in qualified positions by <i>Dr. Karmen Spiljak</i>	p.
Interview: A feministic approach to support young women, by <i>Teresa Lugstein</i>	p.
Seminar debate: Non-formal education, a springboard for employment and emancipation in France	p.
Good practices on women employability by <i>Seminar participants</i>	p.
Reflections from participants	p.



## DOSSIER: EMPOWERING WOMEN III

### PRESENTATION

By Lucia Barbieri, Seminar Coordinator

The idea of the seminars derived from a growing need to focus on the concept of the empowerment of women in society and more especially in the youth sector and on giving new inputs and tools to the many different organizations that are active in the field. As such we conceived the cycle as partnership building seminars, giving participants and their organizations significant input. The different backgrounds and realities gradually became the focal point of our attention and the scope of our interest was extended to cover not only EU Programme and MEDA countries but also neighboring countries (SEE and EECA).

The cycle of seminars started at the end of 2010 in Strasbourg with a very general approach to the role of women in society: we explored the concept of empowerment (liberty and power; knowledge, the capacity for taking decisions and the opportunity for fulfilling them), broken down into different sectors (economy, politics, education and health). The seminar immediately attracted a great deal of interest, with 467 applications from 58 countries (a total of 28 participants were selected - 27 F and 1 M - from 23 countries).

That success grew with the second seminar, held in 2012 in Paris, for which we received 491 applications from 64 countries (a total of 30 participants were selected -23 F and 7 M- from 26 countries): in this seminar we set out to apply the concept to the community and voluntary sectors, along with not-for-profit social firms, while also looking at the approach to gender equality inside NGOs.

Our final seminar was conceived as a bigger event, with more participants (668 applications from 48 countries, from which 54 participants were selected - 46 F + 8 M- from

27 countries) and linked to a conference on the topic organized by INJEP. Our goal was to examine how non-formal education could reinforce and give added value to women's skills, in order to empower their competences and above all boost their self-confidence so that they feel qualified to aspire to positions of high responsibility.

We examined the concept of EMPOWERMENT in greater depth and examined the importance education has had for it since the first use of the term in the Fourth World Conference on Women (Beijing Declaration 1995), considering it as a bottom-up process that is supported top-down, having both an individual (the freedom and possibility to make choices about one's own life) and a collective connotation (transforming those choices into actions).

We gave considerable space to the concept of employability, its diversity and interaction with the concept of employment, looking at the various stages: getting a first job, keeping it or changing it. Our analysis looked at employment from a gender perspective, focusing more particularly on two main issues: the gender stereotypes that can cause horizontal segregation (women (being forced or not) to choose only typically "feminine" jobs) and vertical segregation and more specifically on the concept of the "glass ceiling", which has a significant negative impact on the advancement of women's careers.

Our approach integrated both international and intercultural dimensions: the different realities and cultural backgrounds of the participants provided an interesting arena for sharing, exchanging and discussing how this issue is perceived and dealt with in different countries and societies.

We connected all these topics to the notion of non-formal learning and on how non-formal education can empower women's employability skills and the conclusions reached by the participants were presented during the conference. "NFE can empower women/individuals by increasing their self-awareness and self-esteem, by promoting solidarity, a critical view and social participation and thus helping them to realize their potential value, in order to find employment and grasp entrepreneurship opportunities".

Several networks and projects were proposed and some very interesting ones were implemented: the Facebook groups – which were used in every seminar for the preparation phase and for starting a getting-to-know each other process – are still very active, acting as a forum for sharing ideas, inputs and opinions.

While the success of this seminar cycle can be measured by all the above, the greatest proof of its success is that former participants and those on the waiting list are constantly asking for a kickoff date for EMPOWERING WOMEN IV! ■



**Lucia Barbieri** graduated in Arabic Language and Literature at the Cà Foscari University in Venice, following a master's degree in Middle Eastern geopolitical issues at the University of Urbino. After some years of living and working in Egypt, she now lives and works in Prato (Tuscany-Italy) where she has specialized in the field of equal opportunities and women's empowerment, focusing mainly on the conciliation between time and the active participation of women in socio-political life (she is also a member of the Equal Opportunities Committee for the province of Prato). She also works as a freelance trainer, mainly on the topics of gender empowerment and the intercultural framework for EuroMediterranean issues.

## DOSSIER: EMPOWERING WOMEN III

### INTRODUCTION

By Esther Gelabert



The aim of this Dossier is to document the contributions, dynamics and outcomes of the 4 day international Empowerment Women III Seminar held in Paris in April 2013. The goal is also to be a **resource document** for those already working in the area of empowering young women through youth non-formal education, or wishing to do so, either for their personal development or to promote access to the labor market and leadership positions. Finally, the Dossier aims to provide a reflection on the gender inequalities that continue to exist in the workplace and the policy and legislative measures that are gradually being developed to combat them.

In compiling this dossier, we have opted to focus on input from the Seminar **actors**, through personal interviews, testimonials and by presenting participants' gender exemplary good practices developed through experience with a great **diversity of young women**, which can be inspiring for others. The richness of this seminar stems from the wide-ranging variety of backgrounds and personalities among the participants and their commitment to supporting young women's rights, equal opportunities and female advancement in the complex and challenging realities of today.

The Seminar outcomes have been rounded out with additional research and references.

The initial focus of the Seminar was **'the role of non-formal education in breaking the glass ceiling'**. The notion of a glass ceiling has become a popular notion to describe the obstacles that individuals face when trying to reach top positions in organizations, primarily due to gender but also because of ethnicity, age, religion affiliation... This is an issue that concerns a limited number of highly educated women, but which is nevertheless of the greatest importance. Indeed, there is

no topic with more profound implications for gender equality than leadership. Gender equality cannot be attained until women and men share leadership (and leadership positions) equally (Karck and Eagly 2013). This problem is common, albeit to different degrees, to all the regions represented, preventing a large number of qualified women from accessing senior positions as top managers, legislators, senior officials. It was well documented in the 2012 Global gender gap report. The topic is timely since the EU recently passed a directive to endorse a 40% balance for non-executive top board member positions in publicly listed companies by 2020. With this figure in mind, France passed a gender law in April 2013 (during the seminar!). This directive could have indirect consequences that should not be underestimated for new gender cooperation programmes in neighborhood regions in the future.

During the course of this participatory Seminar, the dynamics evolved to focus on young women's empowerment. The Seminar generated informative and enriching debates and workshops that addressed a number of gender job related obstacles and inequalities, including: wage inequalities, not only for top tier jobs but also for middle-management positions, the realities of jobs in sectors typically employing women, the issues involved in the scientific and IT fields where women are still a minority, and the state of play for young women with basic skills.

This change in focus came about in response to both female and male participants' needs and interests, along with those of NGOs, youth organizations, trade unions and representatives of the scientific and IT field. The role of non-formal education in EU, SEE, MEDA, and EECA was applied to diverse scenarios that reflect the problems facing young women with basic skills, qualified and overqualified women, in different sectors. This change of focus is obviously reflected in this Dossier. In a nutshell, we can conclude that the Seminar focused only on 'glass ceilings' but also on the empowerment of young women and 'sticky floors'.

Finally, this Dossier contains a number of references and resources that could be of interest to youth workers addressing the important issue of gender empowerment as well as employability for young women in their youth programmes. ■

The video realised during the seminar is online here : <https://vimeo.com/76522603>



**DOSSIER: EMPOWERING WOMEN III**

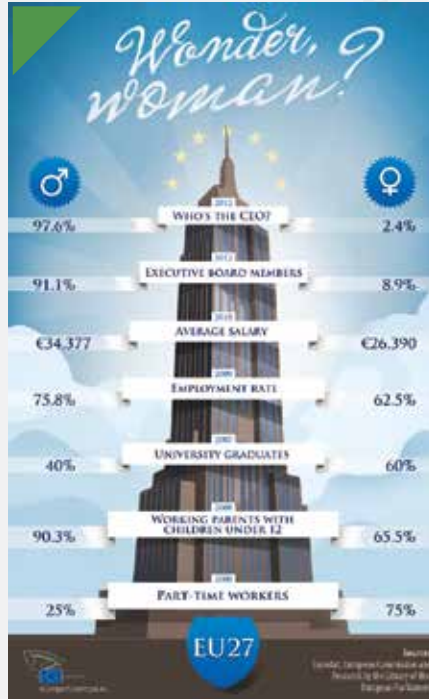
**THE SEMINAR: EMPOWERING WOMEN III: THE ROLE OF NON-FORMAL EDUCATION IN BREAKING THE GLASS CEILING**

**"Empowering women III : the role of non-formal education in breaking the glass ceiling"** was the title of the partnership building seminar organized by the French National Agency for the Youth in Action Programme, which took place in April 2013 in Paris, in cooperation with the SALTO Euromed resource center and the Finnish and Belgian National Agencies.

The aim of this partnership building Seminar was to examine how non-formal education could reinforce and enhance women's skills, in order to empower their competences and above all boost their self-confidence to encourage them to run for high responsibility positions.

This Seminar tackled the **3 priorities** of the 2013 youth programme: youth, employability and gender equality. Introducing the topic of the « glass ceilings » to youth workers and youth leaders is **timely**. The European Commission introduced a measure in 2012 to counteract the « glass ceiling » for non-executive board member positions in publicly listed companies. With this in mind, the French government introduced an important affirmative action law in April in support of a higher representation of qualified women on executive boards.

The organizers firmly believed that the **innovative character of these gender policy measures** would be of interest to the international participants of EU and neighborhood countries, following recent



policy advances in the field of gender equality, and would allow participants to position themselves in the context of the bigger picture with regard to gender issues.

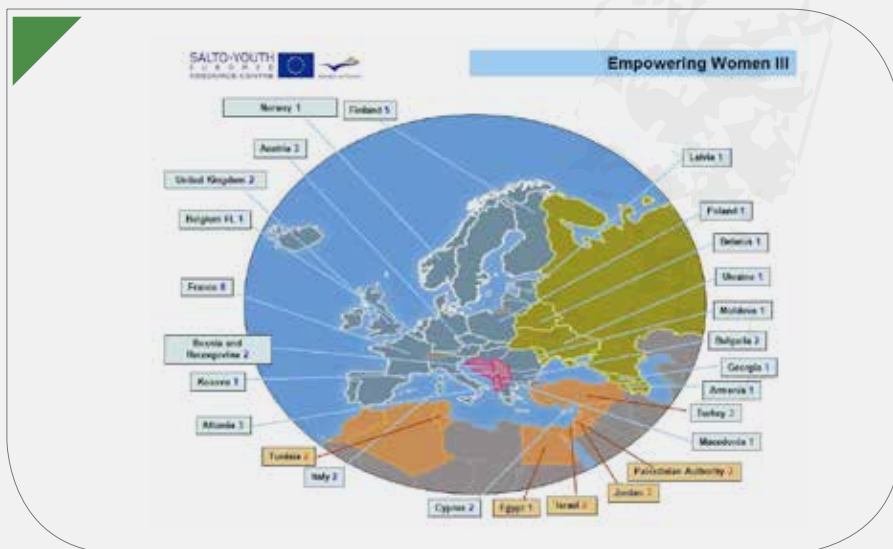
The **international dimension** of this Seminar is in keeping with the Youth Programme and SALTO **Strategy** that started in 2007, which focuses on the promotion of inter-regional

cooperation, with a firm commitment to promote exchange, peer-learning and partnership building for youth leaders and trainers from countries belonging to the European region. The seminar consisted of **31 participants from 26 countries** from the European Union, the MENA region, the Balkans, Eastern Europe and the Caucasus.

It thus provided a very valuable opportunity to discuss the gender theme with both women and men (8 male participants) from very diverse origins, cultures and situations, involved in the protection and promotion of women's rights and participation in the job market. The diversity of both the institutions and participant backgrounds greatly enriched the seminar. These included: youth associations, non-profit organizations, trade unions, local or national authority offices and militant feminists. The breakdown between young leader/ youth worker participants was as follows: **22.5% SEE; 13% EECA ; 35% MEDA, 29% EU**.

In line with the SALTO vision, this Seminar was designed to have an international scope and was open to experts and trainers from all the neighborhood countries. Unfortunately, because of the limited number of applications from neighborhood countries, trainers from these regions were under-represented. The experts came from academia and the counsellors and trainers included: Dr. Johanna Kantola, Academy research Fellow in Gender studies at the University of Helsinki, Finland; Dr. Esohe Aghatise from Torino, Italy; Laura Vinuela Suarez from Espora gender consulting, Spain; Katerina Kimovska from Macedonia (former republic of Yugoslavia); Inbal Stivi, TOTEM trainer, M.A. candidate in gender studies, Israel; Dr. Karmen Spiljac, senior international trainer and Phd in gender anthropology; and Clara Carbunar, youth worker, feminist and activist, M.A in gender studies, France. Lucia Barbieri coordinated and designed the Empowering Women III seminar, as well as being responsible for the previous Seminars.

As its title indicates, this is the third and last Seminar in a **series** of Women Empowerment seminars organized by SALTO, following on from the preceding Seminars that took place in 2010 and 2012 on the topics of empowerment and empowerment in the third sector. Empowering Women III enhanced the



programme for the third session by including more **theoretical background**, with contributions from academics working alongside trainers. It also introduced a new element: linking the international Seminar to a conference that reflected **the national reality of the host country**, providing participants with a closer view of the reality and evolutions in the host country. The conference was entitled: Non-formal education, springboard for employment and the emancipation of women and was organized by INJEP, the French National Institute of Youth and Popular Education as part of its mission statement. ■



**DOSSIER: EMPOWERING WOMEN III**

**KEY CONCEPTS: WHAT ARE WE TALKING ABOUT?**

The title of the Seminar was *Empowering women III: the role of non-formal education in breaking the glass ceiling*. Key concepts of this seminar aiming at promoting young women's employability were:

**EMPOWERMENT:**

The process of gaining access and developing one's capacities and full potential with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms in accordance with one's aspirations. (Sources: Women's Beijing Declaration and European Commission, 1998).

**Empowerment:**

In the individual sphere it implies: freedom and the possibility of making choices about one's life.  
In the collective sphere it implies: transforming choices into actions. It is **BOTTOM-UP** process that is supported **TOP-DOWN**.

Increasingly, emphasis is being put on the role of non-formal education, and more particularly on youth non-formal education in empowering young women (and men) and promoting employability skills for the rapidly changing labor market.

**EMPLOYABILITY VERSUS EMPLOYMENT:**

Employability is a combination of factors that enable individuals to progress towards or to get into employment, stay in employment and progress in their careers. Employability of individuals depends on: personal attributes (including adequacy of knowledge and skills; how these personal attributes are presented on the labor market, and the environmental and social contexts (incentives and opportunities offered to update validation and skills) and the economic context. (Glossary CEDEFOP)

**EMPLOYMENT GENDER' GAP**

The Employment gender gap refers to the gap between women and men in terms of their levels of participation, power, access, rights, remuneration or benefits in the work market. The gender workplace structure has evolved differently based on different cultural traditions, legislation, countries and regions. It is still characterized by a number of structural obstacles that prevent gender equality in the labor market. Globally, gender inequality remains a major issue.

The average gender pay gap in the EU is 17%. Source: EU statistics

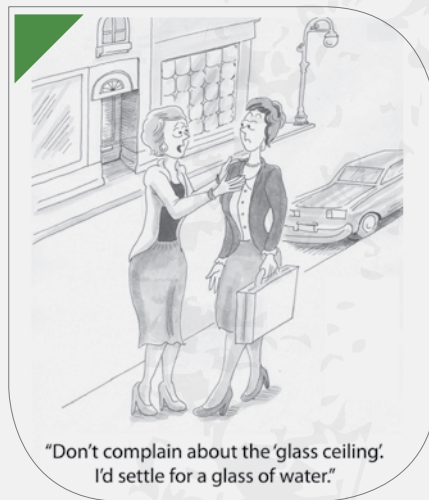
In the Middle East and North Africa the estimated average pay gap is between 20 and 40%. 'In Jordan women are paid on average 41 per cent less than men in the private sector and about 28% less in the public sector'. Source: 'Gender pay gap in the Middle East 20-40%' The National, Jordan Press, Tom Arnold, May, 2013.

For example, women on average make up 25% of the members of Parliament and 26% of the ministers in government in EU member states. The situation is worse in the industrial sector, with an average of 10% of female board members for the largest listed companies and only 3% of female representation on presidential councils.

In 2008, the percentage of women managers, legislators and gender officials in the US stood at 42%, 37% in Germany, 32% in Italy, 26% in Israel, 17% in China, 10% in Japan, 9% in Egypt 9% and 7% in Turkey.

Data from the United Nations development programme. These figures are approximate and may have evolved, particularly in emerging economies.

The Glass ceiling is a complex organizational and societal phenomenon that comprises fundamental issues such as: **Work-family issues, organizational barriers to female leadership, masculine organizational culture or gender leader stereotypes**. To tackle it efficiently, measures including affirmative action and anti-discrimination laws are being put in place in several countries and regions.



**RECOMMENDED READING:**

To foster understanding on why women continue to have less access to leadership than men and on why and how some countries have achieved considerable progress in this area, we recommend reading: **Kark, R. & Eagly, A. H. (2010). Gender and leadership: Negotiating the labyrinth**. In J. C. & D. R. McCreary (Eds.), *Handbook of Gender Research in Psychology* (pp. 443-468). New York, NY: Springer Science and Business

(Acknowledgements: Inbal Shtivi, Israel)

**THE GLASS CEILING** is a popular metaphor that refers to the invisible barrier(s) arising from a complex set of structures in male dominated organizations that prevent women from accessing senior positions regardless of their qualifications or achievements. A glass ceiling represents a (gender) discrimination that is not explained by other job-relevant characteristics of the employee; it is greater at higher levels of the hierarchy than at lower levels and increases over the course of a career. Barriers can also exist due to implicit prejudices based on age, ethnicity, political or religious affiliation<sup>2</sup>.

Abundant evidence exists from autobiographical documents and from many youth organizations of how **non-formal youth education, voluntary work, international mobility** (with its experiential learning approaches) empowers young (highly qualified) young women (and men). NFE also enhances leadership skills, confidence building, and other sectorial skills, which are very valuable in career advancement. To illustrate this point, the role of non-formal education in the political career of Ms. Karima Delli, member of the European Parliament and representative of the Green Party, is explained in some detail in the last section of this dossier: ■



<sup>1</sup> Gender refers to the social differences between women and men that have been learned, are changeable over time and have wide variations both within and between cultures.  
<sup>2</sup> D. Cotter, J. Hermsen, S. O'vadia, R. Vanneman. 'The Glass ceiling effect', University of North Carolina Press, Social Forces, December 2001.

## DOSSIER: EMPOWERING WOMEN III

# THE STRUCTURE OF THE WORKPLACE FROM A GENDER PERSPECTIVE: GLASS CEILINGS AND STICKY FLOORS

By Johanna Kantola



The Seminar was broken down into several theme-based workshops, the first being led by Dr. Kantola, research fellow at the University of Helsinki in gender studies. She gave a comprehensive talk on the structure of the workplace from a gender perspective, focusing on the glass ceiling (and the so-called **vertical segregation**) for qualified (and over qualified) women aiming to reach senior or top positions as leaders, managers or politicians.

She also presented what is called in gender terms **horizontal segregation**, referring to a problem faced a large critical mass of (young) women in the labor market. The awareness of this reality is important for youth workers planning to use a gender-based approach in youth non-formal education activities.

Dr. Kantola reminded us that a number of different glass ceilings have been identified:

- the **Concrete Ceiling**: The type of barrier minority women encounter. This 'concrete ceiling' refers to the barriers encountered by minority women facing both issues of sexism and racism which intensify the obstacles to be overcome in the labor market;
- the **Silicon ceiling**: The barriers faced by women entrepreneurs in the technology sector;
- the **Glass cliff**: A situation wherein someone has been promoted into a risky, difficult job when the risk of failure is high.

Feminist theory criticizes both the concept of glass ceiling and the proposed mechanisms to overcome it on the basis that both the obstacles and the remedies are created by and within the patriarchal system.

### OCCUPATIONAL (HORIZONTAL) JOB SEGREGATION

As indicated, the labor market shows a concentration of women and men in different types and levels of activity and employment, with women being much more often confined to a narrower range of occupations than men, and much more often to lower workplace positions. This concept was presented in the lectures of Dr. Aghatise and Laura Vinuela Suarez. Some people call this occupational job segregation, a word that is sometimes considered too strong since the selection of professions is regulated by law. For many women, however, there are also immense cultural pressures.

Pink sectors (typically feminine jobs) include: Education, health, care for the elderly, the services sector and social services. The root causes include: the choice of fields of study, **gender stereotypes**, demand for shorter/flexible hours because of different care burdens for men and women and other covert barriers and biases existing in organizational practices.

The following terms are also used to describe the current status quo:

- the **Glass elevator**: It refers to the rapid promotion of men over women, especially into management positions, in female dominated professions. This is based on traditional gender roles and stereotypes which hold that men should have the roles of responsibility while women are supposed to be in subordinate positions.
- the **Sticky floor**: Refers to women who are trapped in low-wage, low mobility jobs. Maryse Dumas (Delegate for women's rights in the CGT Trade Union) identified "at least two types of trade union actions to promote gender equality" (see below).

### SOCIETAL AND CULTURAL FACTORS THAT HINDER WOMEN'S ADVANCEMENT

Dr. Kantola highlighted the following as societal and cultural factors that could hinder (young) women's career advancement:

- Education levels
- Labor market structures (gender-based division of labour, which can be reflected by

pay gaps)

- Gender-based organizations (prevailing male culture in the organization and 'old boy networks')
- Insufficient welfare state services (good quality and affordable childcare)
- No specific legislation (lack of gender equality, ethnic and racial equality acts)
- Gender-based symbols and norms (e.g. views about motherhood, terminology)
- Gender-based discrimination (harassment in the work place, maternity and parental leave)
- Violence against women

### WHAT CAN BE DONE TO ADVANCE FEMALE EQUALITY: POLICY AND POLITICAL PERSPECTIVES

From a policy perspective (top-down), these are the most common approaches:

- Anti-discrimination law
- Affirmative, positive action<sup>3</sup>
- Gender mainstreaming<sup>4</sup>
- Diversity and inter-sectionality approaches.

From the educational perspective, increasing importance is being given to non-formal education.

### HOW CAN NFE SUPPORT THE EMPOWERMENT OF YOUNG WOMEN AND HELP THEM 'BREAK THE GLASS CEILING'? THE VIEWS OF SEMINAR PARTICIPANTS

#### Workshop: Gender and glass ceiling stereotypes

led by Lucia Barbieri



<sup>3</sup> Affirmative (Positive) action. Measures targeted at a particular group and intended to eliminate and prevent discrimination or to offset disadvantages arising from existing attitudes, behaviours and structures. <sup>4</sup> Gender mainstreaming. Concerns planning, (re)organisation, improvement and evaluation of policy processes so that a gender equality perspective is incorporated in all development policies, strategies and interventions, at all levels and at all stages by the actors normally involved therein. (European Parliament and of the Council on Promoting Gender Equality in Development Co-operation, 2004).

**DOSSIER: EMPOWERING WOMEN III**

**THE STRUCTURE OF THE WORKPLACE FROM A GENDER PERSPECTIVE: GLASS CEILINGS AND STICKY FLOORS**

In small groups, participants exchanged information about the reality of the glass ceiling in their countries and organizations and talked about the measures needed to combat the glass ceiling effect.



*I finally realized that 'the glass ceiling' exists in my country, although most of us don't see it. When I return home, I will tell my boss that 'I can see the glass ceiling and that I want it gone'. I will ask for a full promotion. I want to give an award to my mother: the greatest feminist ever! (Participant comment)*

*I learned in this Seminar that changing horizontal segregation should be the main focus for empowering women. (Participant comment)*

**Workshop : Recommendation on the role of Non-formal education in empowering women and breaking the glass ceiling**

led by Lucia Barbieri

The group explored a process to decide how non-formal education could empower women and help them break the 'glass ceiling'. The following sentence was adopted by the group and presented at the conference organized by INJEP in Paris on 'non-formal education, springboard for employment and emancipation in France' on April 25.

**NFE can empower women/individuals by: increasing their self-awareness and self-esteem, promoting solidarity, a critical view and social participation in order to realize their potential value, in order to find employment and grasp entrepreneurial opportunities. ■**





# DOSSIER: EMPOWERING WOMEN III

## GENDER EQUALITY AND THE EUROPEAN UNION

By Laura Vinuela Suarez and Esther Gelabert



### THE GENDER GAP AT THE EU

The employment gender gap stands at 14.2% in the EU and both sector and specific occupational segregation continue to be the major obstacles to equal treatment of women and men in terms of employment and of pay. Almost half of the women gainfully employed in the EU work in only 4 sectors: health care and social services, education, public administration and retailing. By contrast one third of men work in four sectors: construction, public administration, retailing and business services.

Source: EU Equal Programme

It is not uncommon to hear people ask: What has gender got to do with the EU? Does the EU matter to gender and conversely does gender matter to the EU? The EU capacity to shape gender relations in its member states has been present from the very beginning, from the Treaty of Rome, which was negotiated and signed by men but contained a clause on equal pay between women and men. Since then, the EU has emerged as a key actor in gender relations, even if it is not reflected in the EU family portraits of the leaders of the European Union, which continue to be overwhelming male.

In the EU, ideas, norms and policies travel and are transferred from international and EU levels to national and regional levels and back again. In this process, the EU determines trends and carries specific normative notions of gender equality as well as promoting certain solutions to perceived gender equality issues. Actors, such as women's movements and policy agencies, also need to direct their political claims and demands for change to the EU. These processes change gender relations and regimes as well as notions of gender equality in member states and the EU (Kantola, 2010). The impact often reaches beyond the 27 member states of the Union, since the EU policy on gender equality is closely linked to the work undertaken by the EU in third countries.

The EU is a key player in gender issues. Recent years have seen considerable developments in the gender policy of the European Union. Gender policy has evolved from anti-discrimination measures to approaches that seek to mainstream the gender dimension into the whole European portfolio.

The role of the EU in shaping gender relations as well as the opportunities available through funding programmes are described below by Laura Vinuela, gender consultant:

### GENDER AND THE EUROPEAN UNION

Text by Laura Vinuela,  
Director, Espora Gender Consulting

Gender equality has been stated as one of the core values of the European Union since its inception and women and women's organizations have taken the opportunities that stem from this fact and used them to impel the development of equality and equality policies. The well known "Defrenne case" of 1976 is a good example of this and marks the beginning of the European Directives on gender equality. Since then, gender equality in the EU has come a long way.

### The Strategy for Equality between Women and Men 2010-2015

adopted by the European Commission sets out the EU's approach to gender equality. The Strategy combines gender mainstreaming, which is the inclusion of a gender perspective in all policies, with the establishment of specific measures and concrete actions. Research on gender inequality and monitoring of its progress accompany this process. The European Institute for Gender Equality (EIGE) was created in 2010 and will further support this. Statistics, reports and resources are all available on EIGE's website and represent a valuable source of information and inspiration for organizations and professionals working on equality between women and men. The new Gender Equality Index developed by EIGE, to be launched in June 2013, will be a useful tool to pinpoint equality gaps and act on them.

### THE EU STRATEGY FOR EQUALITY BETWEEN WOMEN AND MEN 2010-2015

Key issues and areas under which the EU takes initiatives:

- Economic independence of women
- Equal pay
- Equality in decision-making
- Dignity, integrity and the end to gender-based violence
- Gender equality in external actions
- Horizontal issues

*The "Review of the Implementation of the Beijing Platform for Action: Women and the Economy: Reconciliation of Work and Family Life as a Condition of Equal Participation in the Labour Market"* by EIGE (2011) shows that the responsibility for caring for dependents in the family is overwhelmingly assumed by women. This obviously has consequences in terms of their professional development. The capacity to earn one's own living is the way to economic independence and, therefore, women's access to employment and advancement in their professional careers is one of the priorities of EU gender policies. Care activities are recognized in the Review as a major burden carried by women and an obstacle to their equal participation in the labour market. Therefore, as part of the EU structural-gender mainstreaming policy that states the need for women's economic independence, specific actions are encouraged by the EU that are aimed at freeing women from their responsibilities as exclusive caregivers, through the provision, for example, of childcare facilities. In this way, the EU tries to address in a practical way the roots of inequality in the everyday lives of women.

*Long-standing issues such as equal pay for equal work or work of equal value*, the gap between women's educational achievements and their role within the labor market or the underrepresentation of women in the decision making process are also specifically tackled in European gender policies. This demonstrates that the EU understands that the passing of time will not naturally bring women to their right place (that is, equality) and that there is a need to actively promote equality for women through strategic and specific measures.



**DOSSIER: EMPOWERING WOMEN III**

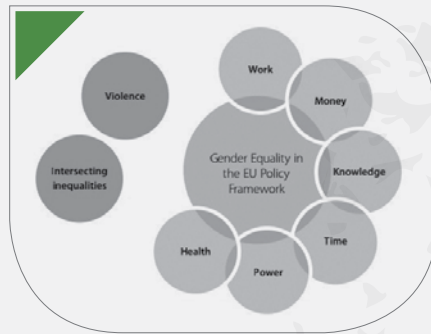
**GENDER EQUALITY AND THE EUROPEAN UNION**

**Gender-based violence** is another long-standing topic that the EU addresses, as well as the needs of women from different countries and ethnical backgrounds and of women who suffer from discrimination based on two or more grounds (age, disabilities, ethnicity, sexual preferences...). The EU is also aware of its role as a promoter of equality beyond its borders and cooperates with other countries and supranational institutions to develop actions on a global level. Horizontal issues are not forgotten and act as umbrella topics that must be taken into account at all levels such as the elimination of gender stereotypes or the promotion and enforcement of equality by legislation.

**The role of the EU in the advancement of gender equality** is very important and we, as feminists, must make use of the opportunities it offers. It establishes a supranational framework for the development of actions and programmes by national/regional organizations and can be cited as a reference when they do not find a positive response to gender equality in their national contexts. This is very relevant for the work of NGOs and associations working towards women's equality since the EU provides funding, strategies, lines of action and, most of all, the opportunity to establish contacts with organizations from other countries within and outside the European Union's borders. In this sense, it is a wonderful tool for networking and for creating a learning environment. The rich exchange of information, knowledge and good practices that it allows is extremely relevant to the advancement of gender equality in each country, as it provides support for the power of collective action.

The abovementioned "Defrenne case" is an example of how citizens are able to have an impact on EU policies, something that is acknowledged specifically in the Strategy 2010-2015 **by the cooperation of the EU with social partners and organizations of civil society** in designing strategies for gender equality as an horizontal issue. Therefore, although the EU structure is big, organized action from a grassroots level makes it possible to address and influence European policies and, on the other hand, the EU allows for possibilities that we must not let pass, specially the opportunity of learning from others and learning together.

Gender Equality in the EU policy framework



**EU SUPPORT TO BREAK THE GLASS CEILING ON COMPANY BOARDS.**

The situation in European member states is very diverse. On average, women account for 60% of new university graduates but few make it to the top of companies. One in seven board members at Europe's top firms is a woman (13.7%). At the end of 2012, the European Commission proposed a new legislative initiative to tackle this issue. The goal is to reach a 40% balance for non-executive board member positions in publicly listed companies by 2020, with the exception of small and medium companies.



*"One year ago, I asked companies to voluntarily increase women's presence on corporate boards. My call was supported by the European Parliament and forwarded to business organizations by Ministers of Employment, Social Affairs and Gender Equality in many EU Member States. However, I regret to say that despite our calls, self-regulation so far has not brought about satisfactory results," said Viviane Reding. «This is why several EU Member States – notably Belgium, France, Italy, the Netherlands and Spain – have started to address the situation by adopting legislation that introduces gender quotas for company boards. Personally, I am not a great fan of quotas. However, I like the results they bring”, stressed the Commissioner. This is why the Commission's Legislative Work Programme for 2012 includes an initiative to address this situation. I believe it is high time that Europe breaks the glass ceiling that continues to bar female talent from getting to the top in Europe's listed companies. Commissioner Viviane Reding, President of the European Commission and the EU's Justice Commissioner, "The glass ceiling". Posted by EP library, March 9, 2013*

**For further reading:** Kantola, J. *Gender and the European Union*, MacMillan, 2010  
Lecturer at the Empowering women III seminar

**GENDER EQUALITY IN EXTERNAL ACTIONS – EU NEIGHBORING COUNTRIES**

The EU policy on the promotion of gender equality, as summarized in the Strategy for Equality between Women and Men 2010-2015, is closely linked to the work undertaken by the Union in third world countries. In the context of the European Neighborhood policy (ENP), the EU supports partner countries' efforts to promote gender equality. The ENP action plans set out a jointly agreed agenda of reform priorities and contain commitments from partner countries to engage in dialogue on related issues and to carry out policy and legislative reforms.

The EU remains committed to speedier achievement of the Millennium development goals and to helping to reach the standards set by the Convention on the elimination of

all forms of discrimination against women, as well as the objectives of the Beijing platform of action, and the Cairo Programme for action, as set out in the EU plan for action on Gender equality and women's empowerment in development (2010-2015). Below are some examples of initiatives undertaken in the different regions:

**Gender equality and women's empowerment in development cooperation. Communication from the Commission to the European Parliament and Council.**  
[http://eur-lex.europa.eu/LexUriServ/site/en/com/2007/com2007\\_0100en01.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/com/2007/com2007_0100en01.pdf)

**THE MENA REGION  
(NORTH-AFRICA AND MIDDLE-EAST)  
YOUNG WOMEN AND JOB CREATORS**

<http://ufmsecretariat.org/young-women-as-job-creators-2/>

The project Young Women as Job Creators, promoted by the Association of Organizations of Mediterranean Businesswomen (AFAEMME) and endorsed by the 43 Member States of the Union for the Mediterranean (UfM), will be

implemented between May and November 2013 in Morocco, Palestine, Jordan and Spain. The project aims to inform, motivate and train about 10.000 young female university students in the four participating countries to become future successful businesswomen and employers.



**SPRING FORWARD FOR WOMEN:  
AN EU-UN PARTNERSHIP FOR THE  
SOUTH MEDITERRANEAN REGION**

<http://www.neurope.eu/article/eu-un-partnership-powers-arab-women-spring-forward>

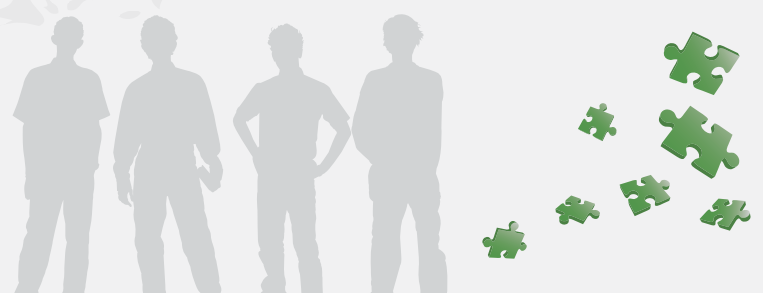
The European Commission and UN Women launched Spring Forward for Women, in October 2012, a new joint regional programme for the South Mediterranean Region. The programme aims to support national and regional stakeholders to empower women economically and politically in the context of the progress engendered by the Arab Spring. The Spring Forward programme will support initiatives by national and regional institutions and civil society organizations to ensure women's active engagement in decision-making empower women economically and enhance regional knowledge and experience-sharing on women's political and economic rights. Spring Forward is financed through a contribution of € million from the European Neighborhood Partnership Instrument (ENPI) and of €1.2 million from the UN Women core budget. ■

**WHAT ARE THE LEGISLATIVE MEASURES FOR GENDER EQUALITY IN MEDA COUNTRIES?**

**MEDA NATIONAL SITUATION REPORTS ON GENDER EQUALITY: Ongoing legal reforms and dynamics**

The EU Euromed gender equality programme (2008 to 2011) produced a regional and national situation report on women's rights and gender equality for southern Mediterranean countries. The reports present an overview of the ongoing reforms and dynamics in terms of women's civil and political rights with special emphasis on legal reforms, gender-based violence and political participation.

The reforms are available at <http://www.euromedgenderequality.org/>



**DOSSIER: EMPOWERING WOMEN III**

**INTERVIEW:  
TOWARDS GENDER EQUALITY: A BOTTOM UP AND TOP  
DOWN PROCESS**



**Laura Vinuela Suarez, Director of Espora Gender consulting,** addresses topics such as: what is the role of local authorities and NGOs in supporting gender equality; what keeps women from reaching the top; what are the similarities and differences between countries in addressing gender issues; what is the impact of the current economic crisis on women; the rise of new women movements and the role of non-formal education in supporting women who want to advance in public and entrepreneurial domains.

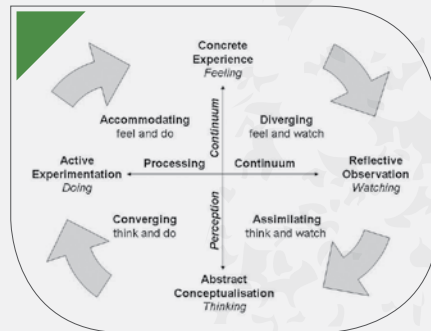
To access the interview, please follow the link: <https://www.salto-youth.net/rc/euromed/EMlibrary/empirical/meetneuromed/meetin16/>

**NON-FORMAL EDUCATION AND YOUNG WOMEN'S EMPLOYABILITY**



**YOUTH NON-FORMAL EDUCATION AND EMPLOYABILITY**

We understand non-formal education and youth work as part of a **holistic and process oriented approach**, which seeks to engage and empower youth: promote civic engagement, convey and uphold the values of democratic life, as well as social innovation and leisure activities. Increasingly, emphasis is being placed on **employability skills**. Indeed, youth unemployment is a global problem that threatens to undermine the very fabric of our societies and non-formal education has an important role to play, that is as yet not sufficiently explored and enhanced.



*Kolb's experiential learning model and learning styles*

Indeed, the favorable **experiential learning** environment created in NFE schemes prepares young people well for the workplace and the complexities of contemporary society, as NFE favors:

- A balanced co-existence and interaction between cognitive, affective and practical dimensions of learning
- Individual thinking and social learning, partnership-oriented solidarity and symmetrical teaching/learning relations
- Closeness to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices

**MATCH BETWEEN SKILLS DEMANDED BY EMPLOYERS AND THOSE DEVELOPED IN YOUTH ORGANIZATIONS**

In 2011, the European Youth Forum commissioned a study on the impact of non-formal education in youth organizations on young people's employability: this study, commissioned from the University of Bath,

highlighted some important findings. These can be very useful for youth workers wishing to reinforce employability skills in their non-formal learning programmes and are also relevant for the design and implementation of programmes or actions that refer more concretely to young women.

■ **There is a match between the skills demanded by employers and the skills developed through youth organizations, including international mobility.**

Skills that employers more frequently demand include:

- communication skills,
- organisational/planning skills,
- decision-making skills,
- confidence,
- autonomy and numeracy

These have seen as key elements for successful job performance.

Certain personality traits such as personal drive, sense of initiative and pro-activeness are traits associated with confidence/ autonomy and entrepreneurship:

- **Young people with greater involvement in youth organizations develop higher skill levels**
- Young people with higher levels of qualification report greater skills development during their involvement with youth organizations
- Likewise those that have participated in non-formal education activities in youth organizations, even for short periods, show that the level of development was particularly strong in terms of **foreign languages, intercultural communication and leadership skills.**
- Those youth organizations that have an **organized educational and assessment plan** for skills development report a higher level of skills improvement among their younger participants.
- **Young people are aware of the skills they have developed, at least when asked for peer feedback.**
- **Employers are positive about young people's experience in youth organizations**

Employers consider involvement with youth organizations as a positive experience, as they have implicit theories that associate certain experiences with certain skill sets.

**Employers** particularly value the involvement in youth organizations with young people with little or no work experience. However, these young people tend to be less aware of the value of this kind of activity for the employer and less trained on how to present it.

■ Beyond skills development: involvement of youth organizations creates networks and connections for young people.

Young people report that youth organizations have helped young people to develop networks and connections (social capital) that can be of use in obtaining information about employment opportunities as well as in securing employment.

For further information see the study: **Impact of non-formal education in youth organizations and young people's employability.** [http://issuu.com/yomag/docs/reportnfe\\_print](http://issuu.com/yomag/docs/reportnfe_print)

**WORKSHOP:  
YOUNG WOMEN'S EMPLOYABILITY**

led by Katerina Kimovska

The workshop began with a self-assessment of participant organizations in terms of the gender structure of their organizations. This exercise was followed by discussions in small groups on the reality of their country stereotypes and strategies for women employability. Finally the groups discussed possible action plans for organizations with regard to addressing horizontal and vertical segregation. ■

**WEB REFERENCES ON YOUTH EMPLOYMENT**

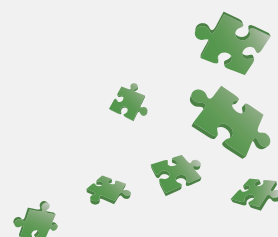
- Youth employment: <http://ec.europa.eu/social/main.jsp?catId=1036&langId=en>
- EU Skills Panorama: <http://euskills Panorama.ec.europa.eu/>
- EURES, Job Mobility Portal, information, advice and recruitment/placement <http://ec.europa.eu/eures/home.jsp>
- EUROGUIDANCE [www.euroguidance.net](http://www.euroguidance.net)
- EUROPASS, CVs, language passports, skills <http://europass.cedefop.europa.eu/en/home>
- ENIC, educational systems <http://www.enic-naric.net/>
- YOUTH <http://europa.eu/youth/>

**ADDRESSING EMPLOYABILITY  
ISSUES**

**Food for thought: What do employers expect at job interviews**

When talking about developing women leaders, a former girl scout CEO said that once she heard an executive saying that she was encouraged when she received job applications from young women candidates who could clearly articulate their experience and goals. She knew that if she hired one of them, she would go far because in her career because she already demonstrated leadership potential and assertiveness. It is important to introduce the skills related to confidence building and leadership potential at early stages, if we want to create a future generation of women leaders, she pointed out. Also, it is important to introduce girls early on to science and maths and engineering topics and encourage them to explore those fields.

*Girls Scouts CEO on developing Women Leaders, 3.14.2012*



**DOSSIER: EMPOWERING WOMEN III**

**INTERVIEW: YOUTH NON-FORMAL EDUCATION**

Karmen Spiljak, International Senior Educator in non-formal education, PhD in Gender Anthropology, Slovenia

Interview by Esther Gelabert, Paris April 2013

**YOUTH NON-FORMAL EDUCATION: A GOOD ALLY FOR YOUNG WOMEN'S FUTURE IN QUALIFIED POSITIONS**

Interview with Dr. Karmen Spiljak, international senior educator in non-formal education



**“ Youth non-formal education (NFE) is taking on a prominent role alongside mainstream systems of education and training. What are the specific contributions of non-formal education? In which way do you think NFE is supportive of the advancement of young women? ”**

Today non-formal education is seen in three ways: as an alternative, as complementary to formal education or as being an independent field. There are several important things that make it different from school. Firstly, it is process oriented so often the results are less important than the whole educational process. In school it's mostly about tests and giving the right answers. Mistakes are considered to be bad. Non-formal education sees mistakes as an opportunity. You make mistakes, you learn. Secondly, there are no strict hierarchies. There's no teaching in the classic sense. Instead the knowledge goes both ways (from educator to participant and inversely) and is often based on experience. There's place for change in the schedule if learners want or need it. And thirdly, non-formal education makes a connection between the individual and society. The knowledge acquired is never abstract and unrelated to the life of the learner but derives from it.

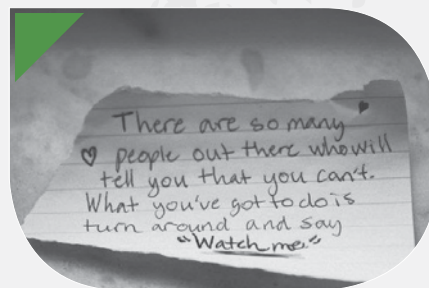
This can be very empowering, because it means that everybody has some knowledge to share. No matter how experienced you are, you can always learn something new from others and others from you. This is especially important for oppressed groups. I believe non-formal education is extremely important

for young people and especially for women because it empowers them. It also opens up many new possibilities for development: both personal development and the development of society.

**We understand non-formal education and youth work as being a holistic process. Increasingly emphasis is being placed on its role in employability. In which ways can Youth NFE support young women's employability?**

Non-formal education gives women new tools to challenge their unequal chances in the labor market. Generally speaking women's chances for employment are less favorable than men's. There are many reasons for that: structural discrimination, assumptions that women will have children and will be absent from work, pay gaps etc. It's something of an enchanted circle: young women are often pushed into low paid jobs with bad working conditions because they don't have any other possibilities.

Non-formal education cannot solve all or even most of the problems of discrimination in the labor market, but it can improve the situation and women's chances to get jobs and to get better jobs. Firstly, it helps boost confidence. A lot of problems with confidence are connected with domination techniques and not being aware of them. Those are used mostly by men against women and give women a feeling of being insufficient, incompetent and unimportant - for example being ignored, being interrupted, ridiculed, people stealing your ideas etc.



Domination techniques do a lot of damage, especially to a young person. Non-formal education helps young women recognize and fight these techniques, which in turn gives them more confidence. It shows the problem is not in them but with how other people behave. But it's not only that. Participating in seminars, workshops and other non-formal educational activities usually includes a lot of discussion, taking of responsibilities, presenting, facilitating and so on. This boosts

confidence in oneself, especially when speaking in front of others. It also contributes in building up different competences and networks.

**What other competences can be built through non-formal education that are important for employers?**

Taking part in workshops and seminars builds up competences in many areas that are highly valued by employers. Communication skills, organizational and planning skills, team-work, confidence and autonomy, problem solving and decision-making skills are only some of them, as highlighted in the European Youth Forum's study of the impact that non-formal education has on the employability of young people.

Taking part in small group discussions to solve a problem or come up with an idea for a project can strengthen many different competences at the same time: communication skills (e.g. facilitation, presentation, language skills), technical skills (problem solving), leadership skills (leading the group, taking over the facilitation), social competences (decision-making, motivation, team work), entrepreneurship (developing new ideas) and cultural awareness. Unfortunately this learning is often not conscious so people are not aware of all they have learned. Recognizing it is a big challenge that still lies ahead.

**In what way does non-formal education support personal development and the connection to society?**

There is a strong connection between personal development and non-formal education. Unlike formal education, where a lot of methods are based on competition and individual work, non-formal education is often based on group work. This gives many more possibilities for personal development, especially since non-formal education connects individuals to society and vice versa. I think this dramatically changes the learning process in terms of intensity and quality. It provides more chances to reflect and think critically about society and about yourself.

Lois Wyse once said: "Men are taught to apologize for their weaknesses, women for their strengths." I find this to be very true. In my training sessions I've heard women start their sentences many times with: "This might sound weird, but..." or "Sorry if I sound critical, but..." It doesn't mean they have fewer leadership skills. It just means there are many things we were taught as girls that we need to unlearn.

**Are there any other issues that young women can learn through non-formal learning that are particularly useful for reaching top positions?**

Meeting new people is an important part of cultural learning and networking. Building a personal network is very important, especially for women. One of the more known domination techniques is "old boys' clubs". Important decisions are made by men outside their offices and outside working hours, in places like pubs, clubs and saunas. Many women don't feel comfortable in such environments, especially as they are often male dominated environments and prone to be sexist, so they are automatically excluded from a big part of decision making.

Non-formal education gives women more chances to develop and broaden their networks. Workshops and seminars help many women realize they have leadership skills and they also have good ideas. It's a process of self-discovery, encouragement and breaking down stereotypes. A good network is a very good place to start for young female entrepreneurs. It gives them empowerment but also contacts, information and knowledge - and most importantly, support. It's essential to be able to give it and to get it.

It is often said that female leadership means rivalry, that there's no sense of solidarity or support among women. I think that's a myth. In over 10 years of work as an independent trainer/educator and also in my academic work before and after my PhD I got a lot of support and encouragement from other women. But there are still double standards: women are expected to perform better than men but are judged twice as harshly for their success. There's still a lot to overcome.

*Dr. Karmen Spiljak also analyzed the specific challenges that young women face in the transition to the labor market and has created a framework that identifies potential difficulties and how non-formal education can contribute to overcoming them.*

*These table could be a useful reference for youth work as a starting point for discussion.*



Photo by Aleksei Smulski, Eesti People to People

**NON-FORMAL EDUCATION - THE ROLE IN WOMEN'S EMPLOYABILITY**



**What are the roles of non-formal education in empowering women?**



I believe non-formal education can play two roles: First, it can act to challenge prevalent habits. With a little bit of awareness by the trainers/facilitators/group leaders, we can try to create different roles for boys and

girls within the group. It is about providing an opportunity to explore other types of activities and avoiding duplicating and reinforcing gender stereotypes.

The second aspect has to do with the role of non-formal education in itself. With the changes in the world, and all that can happen to girls in school, at home, and online (only few weeks ago a teenage girl in Italy committed suicide after gender-based online violence), maybe non-formal education can act as a safe space to allow both boys and girls to investigate these phenomena and develop critical views about them, or at least take the opportunity to respond. ■

*Inbal Shtivi, TOTEM trainer, M.A. Candidate in Gender studies, Bar Ilan University, Israel*

**DOSSIER: EMPOWERING WOMEN III**

**INTERVIEW:**

**A FEMINIST APPROACH TO SUPPORTING YOUNG WOMEN**

Teresa Lugstein,  
Salzburg, Austria

*Translated from the German  
by Christiane Niesmann*

*Interview with Teresa Lugstein,  
Commissioner: Office of support for girls  
and young women of the Federal State of  
Salzburg, Austria*

Teresa Lugstein has been the full time commissioner in the Office for support for girls and young women in the Federal State of Salzburg since 2000. She is an expert in feminist youth work for girls and young women and has gender-specific and women-specific counseling expertise for crises and trauma.

32

EuroMed magazine #3 /// September 2013



**Why do we still need to support girls and young women today?**

*Much has changed in the situation of girls and young women in recent years. From a positive point of view, access and participation have become easier and more natural. However, girls and young women are more than ever challenged to comply with the new media images for young women, which essentially convey the message that all avenues are open to them, which is a promise that does not reflect reality and ignores existing inequalities. Feminist work is needed more than ever, to support the different situations and realities of girls and young women and their different lifestyles. It is important to visualize existing inequalities and to focus on them in order to change or resolve them. We also need to acknowledge and implement strategies and forms of management that support young women's diversity. Therefore there is a need to take direct action with and for girls and young women. There is also a need to raise awareness and debate at the level of youth workers, social workers and teachers.*

**What are the goals of the Make It programme?**

*The Make It programme ensures continued feminist support for young girls in Salzburg. It creates the conditions for girls to develop their own personalities and become independent.*

**What are the main principles behind feminist girls support?**

*Feminist girls support is based on 3 principles: We support first and foremost the principle of Partiality. Our program is oriented to support the interests and wishes of girls and young women and to help them develop their own identity. We take their needs, contradictions and visions seriously as well as their often not feminist views. The second principle is Identification. Counsellors*



*allow the girls and young women to challenge traditional stereotypes and to be aware of old patterns of behavior and change. The third principle is Autonomy.*

*This means that we provide girls and young women with learning spaces that are free of male domination, via girl-specific events or spaces for girls. These spaces are designed to allow space and time for them to express their own ideas and wishes, with the objective of enabling participation. It is also important to realize the different real life situations of girls and young women. The concept of "girl" or "young woman" does not exist in the abstract. Girls and young women have their very own forms of expression and belong to a variety of different contexts. There are native and migrant girls, girls with or without disabilities, heterosexual and homosexual girls...*

**Are there other factors in girl support?**

*Girl-specific youth work also means that in all topics, issues and problems, the girl-specific aspects are taken into account and are treated on an equal footing. In order to sustainably improve the situation of girls through youth work, it is imperative to create the structural preconditions for equal participation of girls and young women.*

**How does the Make It programme pursue its goals?**

*Our work includes: Coordination of Salzburg girl support; Public relations and lobbying; Initiating and monitoring pilot projects; Planning and organization of events, training sessions and actions; Cooperation with decision makers, specialist agencies, multipliers and others. Implementation of gender mainstreaming in youth work. ■*





## DOSSIER: EMPOWERING WOMEN III

# NON-FORMAL EDUCATION, SPRINGBOARD FOR EMPLOYMENT AND EMANCIPATION OF WOMEN IN FRANCE

The thesis of the French Conference, in line with the thesis of the international Seminar, was that access to employment, political, trade union or voluntary responsibilities and, more broadly, the autonomy of women all too often faces structural obstacles. As pointed out in the conference organized by the French National Institute of the Youth and of Popular Education (INJEP), the hermetic barrier of yesterday has been replaced by multiple "glass ceilings". Ethnic, religious, social or gender issues have accumulated discreetly, frequently relegating women to subordinate places in a context of deepening inequalities. The main topic of the Seminar was the role of non-formal education as a lever for the employment of the young women. Karima Delli, Member of the European Parliament and representative of the Green Party, explained the role of activism and of 'frontier

runners' in breaking the **glass ceilings**, using her own experience as an example. Lucia Barbieri highlighted the emancipation potential of non-formal education, which can play a crucial role in breaking these glass ceilings, and also presented the conclusions of the participants in the international seminar.

Other presenters, such as Emmanuelle Lada (sociologist and professor at the University of Lausanne), focused more on existing **inequalities facing women** in France, how the percentage of women in middle management has increased while non-qualified jobs have been to a large extent genderised. An important point that all the participants of the Seminar had in common was what has been called the **gendered path to integration**: 'young girls at school are faster and perform better but their paths

to higher education and employment often face a rupture'. Maryse Dumas, Delegate for women's rights in the CGT trade union, identified the actions that the union is taking to promote gender equality and mixed jobs for women. Finally, Clara Carbanar (youth worker and feminist) highlighted the negative effects of the crisis and austerity measures on women, who often find themselves in a more vulnerable situation as a result, and the importance for youth workers to be aware of the insufficient presence of young girls in youth activities in working-class environments. ■

Here is a summary of the conference:

For a full summary of the conference follow the link: <https://www.salto-youth.net/rc/euomed/EMlibrary/emperiodical/meetneuomed/meetin16/>



Conference-Debate April 25, 2013 Maison des Associations de Solidarité, Paris

**DOSSIER: EMPOWERING WOMEN III**

**GOOD PRACTICES ON WOMEN EMPLOYABILITY CONTRIBUTIONS FROM PARTICIPANTS**

**P**articipants (youth organizations, NGOs, trade Unions, independent feminists) from 10 different countries presented 12 good practices on the following themes: women participation, capacity for development, employment, female entrepreneurship, rights in the labor market and women's camps. The good practices presented were from: Albania, Jordan, the Palestinian Authority, Bosnia and Herzegovina, Belgium, Finland, Macedonia and Armenia.

The cases submitted in the Seminar were for the most part not directly linked to the issue of 'the glass ceiling'. Indeed, up to now, with the exception of a few international youth organizations, insufficient attention has been given in youth work to how to use non-formal education as a means of reinforcing leadership and other skills and behaviors that would encourage girls and young-women to envisage leadership or top management positions.

This reflects the innovative character of this Seminar as well as the need to identify the already existing but scattered practices on this topic for further dissemination.



**CAPACITY FOR DEVELOPMENT  
VIRTUOUS BREAD  
ORGANIZATION - UNITED  
KINGDOM**

We spend 20% of our time volunteering with different groups of people: youth groups, women's shelters, primary schools, care homes for the elderly and prisons.

**METHODOLOGY:**

Our Bread Angels Course teaches people how to set up a home baking business – earning them a small living, getting them out of the house, building their local communities and earning them praise and admiration wherever they go. Bread Angels earn a living by working from home, become linchpins in their community, forging new links and connections, supply a premium service and develop a sense of purpose.

**KEY RESULT:**

**We run this course with young people and women's groups to empower them with new, valuable skills for life, a sense of achievement and purpose, to enable them to connect to the community and to earn a wage. We now have over 100 Bread Angels internationally and counting.**



**TARGET GROUP:**

Everybody, vulnerable women, youth groups, unemployed groups, ex-offenders

**OBJECTIVES:**

Virtuous Bread uses bread to effect positive social change.

Baking and breaking bread brings people together: It is a creative act that is quickly shared and always appreciated, feeding us in every way.

**ACTIVITIES:**

We teach real bread baking, run bread events and train people on how to set up and run sustainable home baking businesses.

**Contact:**  
Lisa Wilson, [lisarosewilson@hotmail.co.uk](mailto:lisarosewilson@hotmail.co.uk)  
For further information about other exemplary gender good practices presented please follow the link:  
<https://www.salto-youth.net/rc/euromed/EMlibrary/emperiodical/meetinueuromed/meetin16/>



## DOSSIER: EMPOWERING WOMEN III

### REFLEXIONS FROM PARTICIPANTS

Several participants shared statements about the role and impact of the Seminar on Gender empowerment as a source of inspiration and future practice....

For further information follow the link: <https://www.salto-youth.net/rc/euromed/EMlibrary/emperiodical/meetneuromed/meetin16/>

#### PARTICIPANT STATEMENTS:

I will hold a workshop for 100 young people at the conference organized by the union of Baltic cities. The theoretical framework provided in this Seminar will be of great value to me when preparing the assignment.

I learned that empowering women is also essential for men and society as a whole.

I discovered that I too had stereotypical reactions. Men from Muslim countries can be as gender conscious as men/women from secularized societies.

I thought a lot about the presence of the glass ceiling in my country and in my career. I have crystalized the concepts of horizontal and vertical segregation. I have become more aware of the importance of non-formal education. I learned about women in other countries. Elma

I learnt about labor issues pertaining to women in IT sectors and informal economies. I want to develop a YiA international seminar. I gained input for my future research project on how to include gender aspects and mainstreaming elements into it.

I have learned interesting statistics about women's realities and have learnt about resources and publications. The Seminar teachings will contribute to develop the future Euro-Med plan in my country.

I finally realized that 'the glass ceiling' exists in my country, although most of us don't see it. When I return home, I will tell my boss that I can see the glass ceiling and I want it gone. I will ask for a full promotion. I want to give an award to my mother: the greatest feminist ever!

I learned that changing horizontal segregation should be the main focus for empowering women. I am wondering how it is possible that we are still confronted by such a crucial aspect of our societies even in the 21 century and why improvements have been so slow.

I learned that there is a big difference between fighting the system from within and from without. I want to gain more experience in feminist political activism. I want to participate in the women's summer camp and find out whether I can mobilize a group of organizations for the marche mondiale des femmes.

I will introduce non-formal education approaches in the trade union's seminars that I deliver for young women with basic skills. The Seminar has been a real inspiration in this respect.

I became aware of some of the solutions to continue fighting discrimination against women. I got some good ideas and practical activities that I want to include in my documentary about the treatment of women in scientific companies.

Acknowledgements:  
Christiane Niesmann, Belies Consulting

## HIGHLIGHTS

## ACTIV8 IN EUROMED

By Aytaç Uzunlas



8 Series are the long term training courses that started with the Activ8 Euromed training course and that are funded by Turkish National Agency. At the beginning we opted not to just limit our reflections to one-week's activity, but rather to think about the outcomes and impact of Activ8 in the future. To see the future, you have to dream. This is how we designed Motiv8 in Euromed while we were brainstorming. While implementing the project, we decided that we could not stop (in fact we could not resist going even further) and so we designed the Cultiv8 in Jordan, Collabor8 in Lebanon, Particip8 in Spain and Evalu8 in Turkey.

The most important point for the "Activ8 in Euromed" was to choose the target groups wisely and ensure the outcomes reached as many people as possible. Instead of organising our training courses with bigger participant groups, we aimed at specific groups of participants with the same interests, which were essentially outdoor activities and sports. In order to bring together all these participants, Active8 in Euromed Training Course kept its aims and objectives simple and smart.

Below are some of the important points that contributed to making Activ8 in Euromed such a success and were influential in establishing the long term strategy.

The first was to embrace the project by paying full attention to every detail and

step in the project process.

The second was to create trust and sustainability between partners and participants. To do so, good coordination, good communication and permanent coordinators are vital. From the establishment of the project until the reporting process, we regularly held face-to-face meetings with the project partners. As Non-Formal Education Centre volunteers, we have always believed in the power of communication and coordination.

Through the partnership building activities and face-to-face meetings, we were able to establish long-term partnerships and excellent communication channels. In addition to face-to-face meetings, other communication tools such as whatsapp, Twitter, Facebook, Skype and emails were used to ensure active communication among both partners and participants. These excellent communication tools increased the opportunities to highlight the different skills of a partner, which was important in terms of task allocation. By using these good communication skills and social media channels, we were able to divide tasks among partners and simplify the workload of each partner.

The third point was to find an effective name for the project. As you may know, our 8 series projects all have strategic, logical and catchy names. We chose our project name to provide sequence and

sustainability. In this way we were able to create and sustain our long-term strategy, which was to bring together people with same interests, and also to respect our objectives.

The fourth important point was the active participation of the participants both in the project and also in after project activities to ensure the sustainability of the 8 series. For example, it was extremely important for the participants to fulfil their responsibilities on time and in keeping with the project framework. Furthermore, to encourage the active participation of both participants and partners, information and experience exchange platforms were established to enable sustainable communication and coordination between participants and partners.

Activ8 as a Euromed training course project was designed to develop the key features of the Youth in Action and Euromed IV projects such as visibility, Impact, multiplier effect and follow-up, dissemination and exploitation of results and take them one step further. This guaranteed the success of the 8 Series as a project intended to have a practical impact on daily life.

The last and the most important point was the significant impact of the TOTEM (Training of Trainers in Euromed) learning process. The TOTEM learning process gave us an amazing experience in face-to-face meetings with our partners, provided us with knowledge and experience and finally taught us how to create a strategic approach. Thanks to this training course, we were able to make a good quality impact and develop a good project series. ■

**Aytaç Uzunlas**, Ankara-Turkey  
Non-Formal Education Center  
Ataç I Sok. 34/12 Kızılay-Ankara  
Fb.com/yegitim

[aytacuzunlas@gmail.com](mailto:aytacuzunlas@gmail.com)



## HIGHLIGHTS

# UNDER CONSTRUCTION

## A SEMINAR ON GENDER ISSUES AND YOUTH WORK IN EUROMED

By Inbal Shtivi, TOTEM Trainer, MA Student in Gender Studies, Bar Ilan University  
Ketty Guranda, MA Student in Gender Studies, Bar Ilan University

**W**hy is it important to educate youth workers on Gender Issues? **Who** can define what the Gender Issues are in the lives of young people, both girls and boys? **How** can non-formal education play a significant role in the development of a safer and more accountable environment for young people in the process of constructing their own gendered identity? These questions and others were at the heart of "Under Construction" - a Seminar implemented in June 2013, within the framework of the EuroMed Youth IV Program in Israel.

The Seminar, organized by Minorities of Israel, hosted 18 youth workers from 9 countries: Belgium, Spain, Estonia, Latvia, France, Poland, Portugal, the UK and Israel. It consisted of 5 working days in the Old City of Acre, and included workshops, expert interventions, meetings with local activists and initiatives and concluded with a meaningful encounter with local Palestinian and Jewish young people representing the two communities living in Acre. The main outcome of the Seminar is an updated, relevant Tool-Kit for youth workers to use with their target groups. The Under Construction Seminar is a direct outcome of the EMPWomen Training Series organized by SALTO EM and the French National Agency in Strasburg and Paris in 2010-2013.

Gender is a key feature in the lives of all human beings and a major organizing principle and mechanism in all our societies. The Under Construction Seminar highlighted



how important it is to acknowledge the period of adolescence as a time of construction and negotiation of gender identity. It evolved from the understanding that the status of young women in EuroMed is significantly affected by a multitude of parallel and contradictory factors, linked to religion, migration, and other geopolitical transitions, alongside ultra-fast developments in online communication technologies. This is all happening while mainstream media continues to portray traditional types of gendered identities and is reluctant to challenge centuries' old perceptions of gender roles. The result is contradictory messages for girls. They are expected to

hold a lucrative job when they grow up, while also expected to "behave", to be nice, not to speak loudly, to care for others and be loving, to be sexy... Mirror expectations are projected on young men – they are less encouraged to experience their 'feminine' feelings, and are sanctioned by society when they express them. With rising rates of gender based violence among youths, in schools, streets and on-line, it is of the utmost importance to identify opportunities where all genders can have a safe environment to explore their own attitudes to what was constructed for them at birth. Non-Formal Education can play a major role in this process.





**HIGHLIGHTS**

**ARAB SPRING ALSO AVAILABLE IN 2013  
EUROMED TRAINING COURSE**

By Shadi Zatar

**O**n March 18th, 2013 -Juzoor for Health and Social Development launched an international youth Training Course project entitled "Arab Spring Also Available in 2013". The launching ceremony was presented by Dr Salwa Najjab – Director of Juzoor, Absal Nussiebeh - Head of International Department of the Higher Council for Youth and Sport in Palestine, and Dr Izzat Ayyoub – Task Manager from the European Commission Delegation in Jerusalem.

The project aimed to provide better understanding of active youth participation and inspire youth through the youth participation practices during the Arab Spring and other revolutions that occurred in the region. In addition it aimed to raise the youth awareness of the Palestinian situation.

The project had 18 partner countries with participants from (EU and MEDA) from UK, Poland, Malta, Germany, Spain, Portugal, Lithuania, France, Belgium, Italy, Morocco, Tunisia, Egypt, Jordan, and Palestine.

The training course lasted for one week in Jericho Governorate, a city that is more than 10000 years old; it included several active workshops, information sessions, street discovery, study visits, and building local and international actions and projects.

This EuroMed Youth project is organized by Juzoor for Health and Social Development with cooperation with the EuroMed Youth Unit in Palestine through the Higher Council of Youth and Sports in Palestine the project is funded by the European Commission.



Juzoor for Health and Social Development is a Palestinian organization established in 1996 in Jerusalem. It has started its experience in EuroMed region in 2007 and it promote for non-formal education.

EuroMed Youth program IV: is a regional program set up within the framework of the third chapter of the Barcelona Process entitled "Partnership in social, cultural and human affairs".

Its geographical scope comprises 35 countries (27 EU, 8 MEDA). It promotes the mobility of youth and understanding between people in relevant to common topics in the EuroMed region. ■

Project's page at JUZOOR's website:

[http://www.juzoor.org/portall/index.php?option=com\\_content&view=article&id=95](http://www.juzoor.org/portall/index.php?option=com_content&view=article&id=95)

EuroMed Youth Program website

<http://euromedyouth.net/>



## HIGHLIGHTS

# EUROMED YOUTH PROGRAMME IV

By Maria Rosaria Valentini



**T**he period from 2012 up to mid-2013 has been fruitful, intense and full of new developments for the EuroMed Youth Programme IV.

All the six forecasted deadlines have already passed and the results came up: 275 proposals have been submitted and 87 awarded until now:

- **Egypt:** 3 calls – 45 proposals – 9 projects awarded
- **Tunisia:** 3 calls – 40 proposals – 17 awarded projects
- **Israel:** 3 calls – 52 proposals – 19 awarded projects
- **Jordan:** 6 calls – 60 proposals – 13 awarded projects
- **Lebanon:** 2 calls – 14 proposals – 7 awarded projects
- **Palestine:** 6 calls – 64 proposals – 22 awarded projects

New deadlines will be scheduled soon for this phase IV of the EuroMed Youth Programme officially extended until 2016.

Throughout the year, several training courses for multipliers in cooperation with the EuroMed Youth Units have been organised: four have taken place in Tunisia, Israel and Jordan where approximately 70 people were recognised as multipliers or local focal points to work in their networks.

The other main element that has contributed to the added value of the EuroMed Youth Programme IV is the organization of events and seminars that bring together representatives of both the EuroMed Youth IV and the Youth in Action programmes.

Three major events were organised in the first semester of 2013 to work towards better cooperation between the EuroMed Youth Units responsible for the implementation of the EuroMed Youth Programme IV and the National Agencies of the Youth in Action programme.

■ The seminar “Empowering Women III”, which took place from 22-26 April 2013, has allowed the EuroMed Youth Units of Tunisia, Jordan, Lebanon and Israel to meet youth workers, experts and NGOs from all around Europe and MEDA countries.

■ The seminar “Youth work and youth unemployment: youth economic engagement as seed for a sustainable spring”, held from 13-17 June 2013 and organised by the EuroMed Youth Unit of Jordan in cooperation with SALTO EuroMed, hosted 40 participants; 20 Europeans and 20 Jordanians. It has led to the publication of the booklet “Youth work in...”. The general aim of the seminar was to help participants develop tools to support youth and contribute to the overall economic and political stability in the EuroMed region.

■ Last but not least! The major and landmark event of 2013 was the “EuroMed Youth Awards” held in Dead Sea, which took place in Jordan from 11-13 June 2013. The aim of the event was to improve the visibility of EuroMed Cooperation with key partners from the youth field, to enhance the achievements of Euro-Mediterranean Youth cooperation by sharing good practices and to give a new impetus to future partnerships and cooperation in the future generation of the Youth in Action and EuroMed Youth programmes. More than 70 participants from 11 European countries (Belgium, Bulgaria, Cyprus, Greece, Finland, France, Italy, Malta, Poland, Portugal, Spain), 1 Programme country of the Youth in Action Programme (Turkey) and 6 neighbour countries from the Mediterranean area (Egypt, Israel, Jordan, Lebanon, Palestine, Tunisia) participated in the event.

From among 43 projects (17 for the EuroMed Youth Programme and 26 for the Youth in Action Programme) - selected beforehand by the National Agencies of the Youth in Action Programme concerned, the EMYUs (EuroMed Youth Unit) of the EuroMed Youth Programme IV, SALTO-YOUTH EuroMed Resource Centre and RCBS (Regional Capacity Building and Support Unit for the EuroMed Youth Programme IV) - 10 projects received awards in

the four categories corresponding to the actions of the Youth in Action and the EuroMed Youth programmes: youth exchange, voluntary service, seminar and training courses. Two were given the jury's special prize for supporting the peace process in EuroMed Youth and for the long-term strategic approach to a training activity in Youth in action.

For updates and further information about the programme visit: [www.euromedyouth.net](http://www.euromedyouth.net)



## ABOUT US

# SALTO EUROMED & GOOD PRACTICES

[www.salto-youth.net/euromed](http://www.salto-youth.net/euromed)

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

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

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

In cooperation with National Agencies and EuroMed Youth Units, we organise thematic trainings, seminars and conferences on EuroMed Youth priorities. These enable participants to share, test, analyse, transfer and develop new project ideas, new partnerships and to implement these priorities in their future projects.

Moreover, our Resource Centre is also in charge of the compilation and dissemination of educational tools and practices in the field of youth and training, to create a common memory.

### INTERVENTION ZONE

#### 33 programme countries:

27 EU, Liechtenstein, Iceland, Norway, Croatia, Switzerland and Turkey.

#### 8 Mediterranean Partner Countries which are involved in the Barcelona Process:

Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine and Tunisia.

### INTERVENTION FIELDS

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



### SALTO-YOUTH EuroMed Team:

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

## FOCUS ON 2012 ACTIVITIES

ACTIVITY	DATE	PLACE	DEADLINES
Study Visit "Youth Work and Inclusion in Israel"	29-5 October	Israel	Closed
LTTC Go Green	27-1st November	Tbilisi, Georgia	Closed
Tool Fair VIII	4-9 November	Delphi, Greece	Closed
Youth Policy Conference	18-22 November	Italy	Open (deadline: 11 <sup>th</sup> October)
"Democracy, citizenship and youth participation"	9-14 December	Egypt	Closed

SALTO-YOUTH EuroMed INJEP  
Institut National de la Jeunesse et de l'Éducation Populaire  
95 avenue de France - 75650 Paris cedex 13 - France  
Tel.: +33 (0)1 70 98 93 69 - Fax: +33 (0)1 70 98 93 60  
euromed@salto-youth.net - [www.salto-youth.net/euromed](http://www.salto-youth.net/euromed)

