15 قيمة
للتعاون الأورومتوسطي
15 VALUES
for EuroMed Cooperation
FAIR

Title **15 Values for Euromed Cooperation**

Partner Organizations
Fractals Educación Artística - Spain
Idee in Fuga - Italy
Nafs for Empowerment Institution - Palestine
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WeYouth - Tunisia
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INTRO

Project presentation

FAIR - Capacity development of youth organizations for equal partnership in the Euro Mediterranean Region is a Capacity Building Project in the field of youth funded by the Erasmus Plus Programme.

In the spirit of the cooperation, the consortium has decided to include some Arabic elements in the project logo: the two dots on top of the letter A are coming from the Arabic alphabet. These dots were included in the alphabet in the 7th century, for the purpose of making Arabic more accessible to non-Arabs.

FAIR is the result of more than 10 years of experience in EuroMed cooperation on diverse topics (gender, inclusion and diversity, environment etc...) however very often we have realized that there are several structural and systemic barriers that hinder the cooperation process.

The project aims to increase the capacity of the organizations in the EuroMediterranean Region (hereafter also referred to as EuroMed or the Region) to cooperate fairly and equally in partnership in the youth field.

The specific objectives on the project are:

- to support the capacity development of youth organization to work in the Euro Mediterranean youth field within the EU Programs;
- to increase the number of the youth workers active in EuroMed cooperation by improving their competences;
- to increase the opportunities to equally access international mobility project for young people in the Region;
- to facilitate the participation of young people in the EuroMed Region by managing better risk.

The main content deliverable of the project are:

- **VALUE BOOK:** core value of EuroMediterranean cooperation in the youth field;

- **COMPETENCE MODEL:** competence frame for youth workers in the EuroMediterranean Region working internationally.

- **TRAINING MODULE WITH SESSIONS OUTLINES:** training modules for youth workers to increase their capacity by promoting a contextualized education approach.

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What is the youth field?

The youth field is a complex sector dedicated to supporting the individual and social development of young people through non-formal and informal learning experiences. At its core, it is a value-based practice that prioritizes youth participation, personal growth, and social cohesion. However, the complex interplay of political, educational, and institutional factors often shapes and, at times, constrains its potential. Below we try to explain the nature of youth work, its inherent political dimensions, and the specific challenges and opportunities of the international youth field, particularly within the EuroMediterranean context.

Youth work

Youth work is an extra-curricular field of work, in that it involves specific leisure activities and is based on non-formal and informal learning processes and on voluntary participation with the target group of young people (which, according to the European Commission, are individuals ages 13 to 30).

It promotes young people's development in a multi-faceted manner, enabling them to become active outside their families, formal education, and work. Youth work activities and processes are self-managed, co-managed or managed under the guidance of educational staff (either full-time or voluntary youth workers and youth leaders) and can develop and change in line with various dynamics.

Youth work is organized and delivered in different ways (e.g., by youth-led organizations, youth organizations and informal groups, and by youth services and public authorities) and is shaped at the local, regional, national and European level. (Evrard & Bergstein, 2023).

The Community of Practice of youth work struggles to find a common definition of if, and in bibliography, there are hundreds of diverse definitions to explain what youth work is, the one that is most relevant for us and our experience:

> **Youth work is the individual, social, mental and physical development of young people with a strong educational vocation.**

Youth work has several characteristics, but mainly it is:

- **Value-based: trying to serve the higher purposes of inclusion and social cohesion.**
- **Youth-centric: responds to the needs and aspirations of youth, identified by young people themselves.**
- **Voluntary: is not obligatory, and relies on the voluntary participation of young people.**
- **Developmental: aims at the personal, social and ethical development of young people.**
- **Self-reflective and critical: trying to make sure it is doing its best to live up to its mission.**
- **Relational: seeking authentic communication with young people and to contribute to sustaining viable communities.**

(B. Romanică, O. Gadoularov, 2015).

Youth work, by virtue of being value-based, is inherently political.

It is based on interactions on multiple levels of power, between young people and youth workers, between youth workers and organizations and between funding entities and the youth work community of practice (COP). Practitioners in the youth field have a political agenda: Promoting active citizenship, equity, inclusion, environmental sustainability, solidarity, resilience, health…

The values that are promoted by the field are either decided through a top-down approach, or the expression of the needs of young people and the needs of the communities they represent.
Youth work is part of the educational field, and education is political, it shapes the minds of youngsters and supports them to be active citizens of the world.

The priorities of international youth work in the European sphere are defined every five years through the cross-cutting priorities of the European Commission, without considering young people's needs, thus failing to promote genuine active participation.

International Youth Work

International youth work is about young people experiencing, participating and learning in the wider world. **It is about those working with young people and youth organizations from different countries cooperating with each other.**

This consortium in particular is interested in international youth work at the EuroMediterranean level.

To differentiate local youth work from international one, a youth worker needs to have specific competences on the geopolitical contexts, on the economic contexts, power dynamics, bureaucratic contexts connected to visas, cultural and intercultural competences, to be able to effectively deal with ambiguity and crisis, and to be able to manage an international, intercultural team of people with diverse backgrounds and experiences.

Reality demands us, after a decade of working in the EuroMed area, to adapt our work, according to the needs in the Region.

But Youth work on EuroMed level as well, has political agendas, and it's not much different from European or local levels.
And going on with the example from before, EuroMed projects funded by the European commission, are also treated in the same way described above, the funder decides the work, the needs and the values.

For this reason it is important to create roots for the youth field in EuroMed, roots that are coming from the community of practice itself in the area, but also from the young people of the area that represent the main target group.

Euro Mediterranean framework

The so-called EuroMediterranean or EuroMed cooperation was the result of the Neighboring Cooperation Policy of the European Union that saw its formal beginning in 1995 with the establishment of cooperation agreements among EU countries and south Mediterranean countries known as the Barcelona Process.

The Final Declaration of the Barcelona Euro-Mediterranean Ministerial Conference was ratified 27 and 28 November 1995.

> **"This declaration is the founding act of a comprehensive partnership between the European Union (EU) and twelve countries in the Southern Mediterranean. This partnership aims to turn the Mediterranean into a common area of peace, stability and prosperity through the reinforcement of political dialogue, security, and economic, financial, social and cultural cooperation."**

Since 1995, the geopolitical situation in the area has faced multiple challenges.

Which are the EuroMed countries ?

In general all these terminologies are used in geopolitical frameworks; terms like South Mediterranean, MENA, MEDA are often used as synonyms, however these terms and acronyms have a very specific meaning that is important to clarify.

- **South Mediterranean**

Term used as part of the European Neighbourhood Policy (ENP).
The ENP was launched in 2003 and It is based on the values of democracy, rule of law and respect of human rights (EU, 2023).

- **MENA: Middle East and North Africa**

In terms of Program (Erasmus Plus and/or European Solidarity Corps), not all MENA countries belong to the Neighboring policy; it refers to many counties that respond to diverse conditions in the Programme as they belong to different Regions.
The terms refer to a large Region that goes from Morocco to Iran and for example, Türkiye is often referred to as a MENA country, as well as Saudi Arabia.

- **MEDA Region**

The MEDA region refers to EU Member States and the countries of the Southern Mediterranean.

All these terminologies are relevant and have to be understood while working in the Cooperation EU Programs; however **all these concepts carry on the responsibility and aims of geopolitical agendas that often jeopardize the authentic purpose of these partnerships.**

The foundation principle of the FAIR project, that led to its design, is that cooperating in the framework of these Programs and these agreements **can determine an unbalanced role connected to power dynamics that are rooted in historical responsibilities of colonialism and still can reproduce neo colonial behaviors even in the EuroMediterranean youth work practice.**

Even the word EuroMediterran is potentially ambiguous, as can represent:

> **“a perfect and dead word, created to preserve ancient and colonial hegemony.”**
>
> **(G. Solera, 2013).**

In this project, we use **EuroMed to represent the cooperation among European countries (belonging or not belonging to the European Union) and the Mediterranean, from north, east and south sides**.

This unbalanced role has created the need for a more equal and fair cooperation between the regions, knowing that entering this cooperation will require a key value: **Courage.**

While developing this value book, courage has accompanied the partners of this project throughout all the phases of this Work Package 2.

The consortium understands the importance of courage, and has decided that it’s a prerequisite value for working in EuroMed.

As social and political insecurities have been on the rise, working in the Euro Mediterranean cooperation requires courage and determination from both organisations and individuals.

That's why Courage will accompany us throughout this cooperation.

This consortium believes that Youth work in the EuroMediterranean Region is an opportunity that can lead to a better understanding, more engagement, more inclusion and real social change.

Also we acknowledge with awareness all the challenges that need to be faced for gaining social justice and social change in the Region.

The value book

This value book is the main deliverable of the Work Package 2 (WP2).
Responsibility for WP2 was undertaken by Fractals Educación Artística (ES) but each partner in its country carried on all the tasks of this Work Package.

In particular, Fractals hosted the international seminar and was responsible for the systematization of the values and preparation of the illustrated book. It is **the result of a cooperative process that have delineated 15 core values essentials for EuroMediterranean cooperation in the youth field according to this partnership's experience.**

In coherence with holistic approach on competencies of the ETS - European Training Strategy, this output represents the general frame and base for the development of the competence model and the training module that represent the main deliverables of Work Packages 3 and 4.
The partnership's stand with the belief that a qualitative approach in the youth field requires a value based practice. In non-formal learning, "values" encompass the beliefs and principles that direct the chosen methodologies and approaches.

> **In the youth field, the values of non-formal learning are connected to personal development (e.g., independence, critical thinking, openness, curiosity, creativity), social development (e.g., the ability to interact, participative democracy, solidarity and social justice, responsibility, problem-solving) and ethics (e.g., acceptance of others, human rights, intercultural learning, intercultural dialogue, peace and non-violent behavior, gender equality, and intergenerational dialogue)." ("Glossary of Terms", 2023)**

[1] The ETS currently represents a European strategic framework that supports youth work development and promotes high-quality educational and capacity-building for youth workers, trainers, and the network of National Agencies.

Why a value book?

There are several definitions of what are quality criteria in the youth work practice. The consortium of FAIRs' project sticks to the one related to youth work as a value-based practice.

As expressed by the European Training Strategy, quality training in the youth field is built on the values and principles of non-formal learning:

> **Non-formal learning in youth work settings is often structured, based on learning objectives, takes place during a certain period of time, involves specific learning support, and is intentional (and voluntary). Non-formal learning is based on a series of educational values and principles.**
>
> **("Glossary of Terms", 2023)**

What is a value?

> **A value is a belief about a desirable goal that motivates action and serves as a guiding principle in life across many situations. (...) They influence attitudes, and assessing people's values can help to predict their attitudes and their behavior. People organize their values into hierarchies in terms of their relative importance, and the relative importance of values often changes across the lifespan.**
> **At the individual psychological level, values are internalized social representations or moral beliefs that people appeal to as the ultimate rationale for their actions.**
> **However, values are not simply individual traits but social agreements about what is right, good, or to be cherished. (Council of Europe, 2018, p. 78)**

But why specific values in the youth field in EuroMed cooperation? And aren't values universal? Youth work is values based, and is also context based, the needs in the EuroMediterranean region are specific, and specific values need to be addressed and acquired to work in this Region.

In this booklet you will find out that each value is adapted specifically to cater to the needs of the EuroMed area.

How did we build this value book?

The Methodology used to build this value book was based on the methods of collective agreement: consensus and moderation.

This was not an individualistic process nor the collection of diverse "nationals" perspectives.

It is the systematization of the consortium's experiences in Euro Mediterranean youth work and it aims to propose a perspective on values that is relevant to create fair and equal partnerships.

This booklet, throughout all phases of its production, was built using consensus as a methodology of work, which involved providing a safe space for the participants and a frame of a fair cooperation.

Consensus was achieved by the creation of a participating learning agreement to promote an equative participation of the group, keeping in consideration their intersectional identities. The use of consensus is intended as a governance decision making methodology: not the search for the lowest common denominator but the exploration of solutions that take into account the aspirations and boundaries of the entire group.

To support the selection process, we used three axioms that came up during the research phase:

The three principles of intercultural education approach of UNESCO (2006). UNESCO's axiom proposal allowed us to address international youth work on the EuroMed values at all levels: from interpersonal values that have to do with the individuals in the communities and allow us respect and embrace our differences in the Region, to those values that allow us to cooperate for shared objectives in collectivity and are shared with both surrounding and transnational communities.

- **Interpersonal level (Identities and intersectionality):** Intercultural education respects the cultural identity of the learner by providing everyone with a quality education that is culturally appropriate and adapted to their cultures.
- **Local level (Active and full participation of individuals)**: Intercultural education teaches each learner the knowledge, attitudes and cultural competences necessary for full and active participation in society.
- **Transnational level (Cooperation among regions):** Intercultural education teaches all learners the knowledge, attitudes and cultural competences that enable them to contribute to respect, understanding and solidarity between individuals, between ethnic, social, cultural and religious groups and between nations.

Through these guiding principles, the values collected are bidirectional in general and particular levels, allowing us a glocal (global and local) gaze.

The consortium came out with 15 values, reflecting values for this three levels, through a shared process, developed in three phases:

Phase 1: Analysis and collection of resources about VALUES.
The partners collected resources about values, books, games, publications, that were used to come out value referents and potential definitions.

In this phase around 90 values with diverse definitions were systematized by the WP leader Fractals.

Phase 2: VALUES definitions / VALUES selection.
During this phase, the partners come out with 15 values throughout different steps that, according to this specific partnership's experience, represents the core 15 ones that are essential to be the base for fair and equal partnership in Euro Mediterranean cooperation.

- **Step 1. Online international seminar.**

25 youth workers coming from partner's organizations met in an online seminar to settle 30 core main values clustered from the 90 collected in phase 1.

- **Step 2. Local focus groups.**

Each partner organization made a local focus group, 1 for each partner country with 15 youth workers, to discuss and choose 15 values out of the 30 identified during the online international seminar, that according to the organization are essential in Euro Mediterranean cooperation in the youth field.

- **Step 3. International worksession in Spain.**

3 professionals for each partner organization met in València to define and systematize the final 15 core values relevant for Euro Mediterranean cooperation in the youth field by the whole partnership.

Phase 3: Systematization of the VALUES - illustrated book.
The partners have finalized the written documents, focusing on how the chosen values are implemented and what is their concrete meaning in EuroMediterranean cooperation.

The first version of the completed document in English, it was evaluated by two external experts in the field - Gabi Steinprinz (Netherlands) and Mohammad Rabah (Palestine); their feedback was integrated in the final version of this value book. The external evaluation is part of the monitoring strategy of the project to assure quality and its relevance for the fields of actions.
The final version in English and Arabic have been proofread by the partnership.

The 15 values are presented in this book in alphabetical order.

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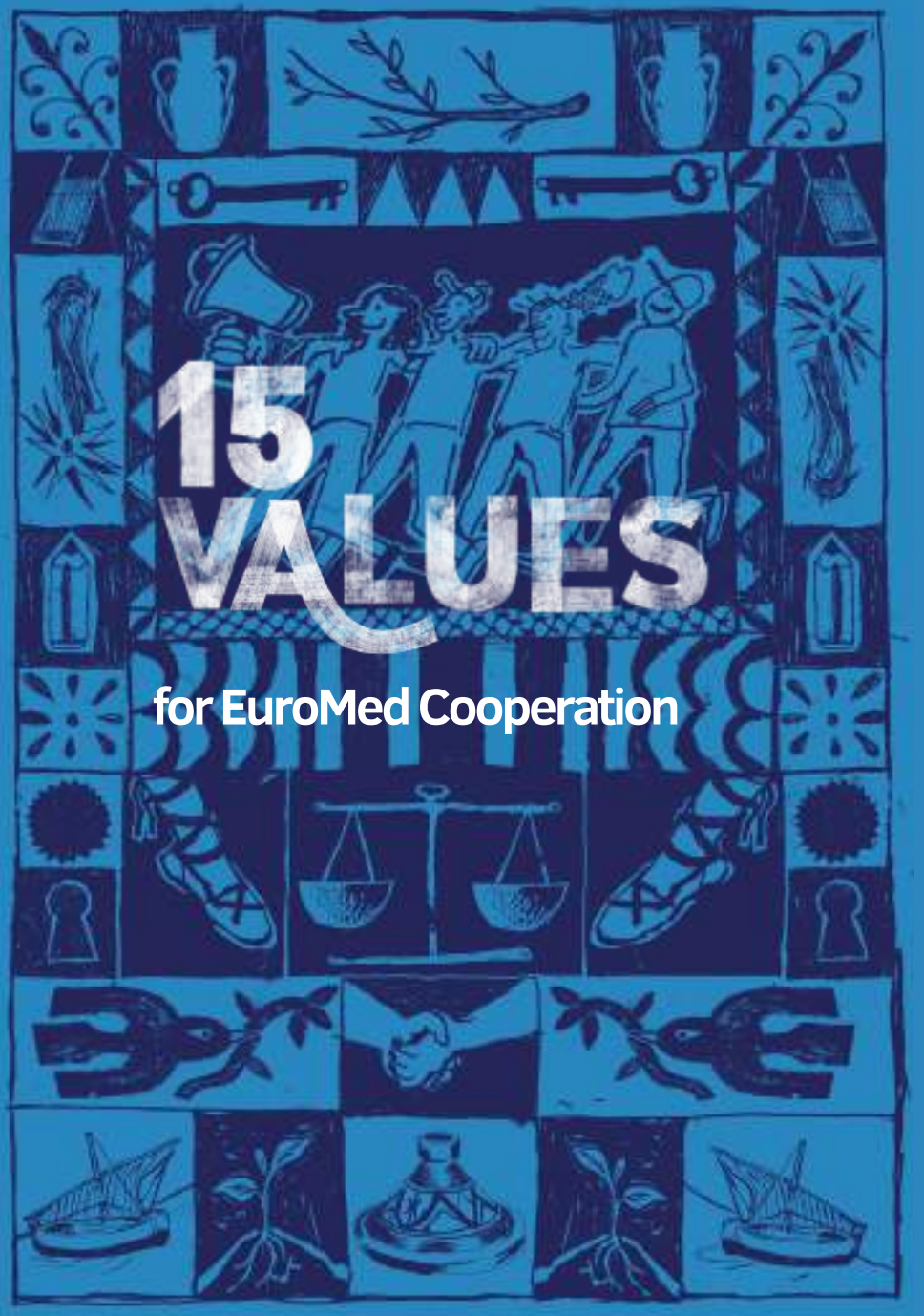

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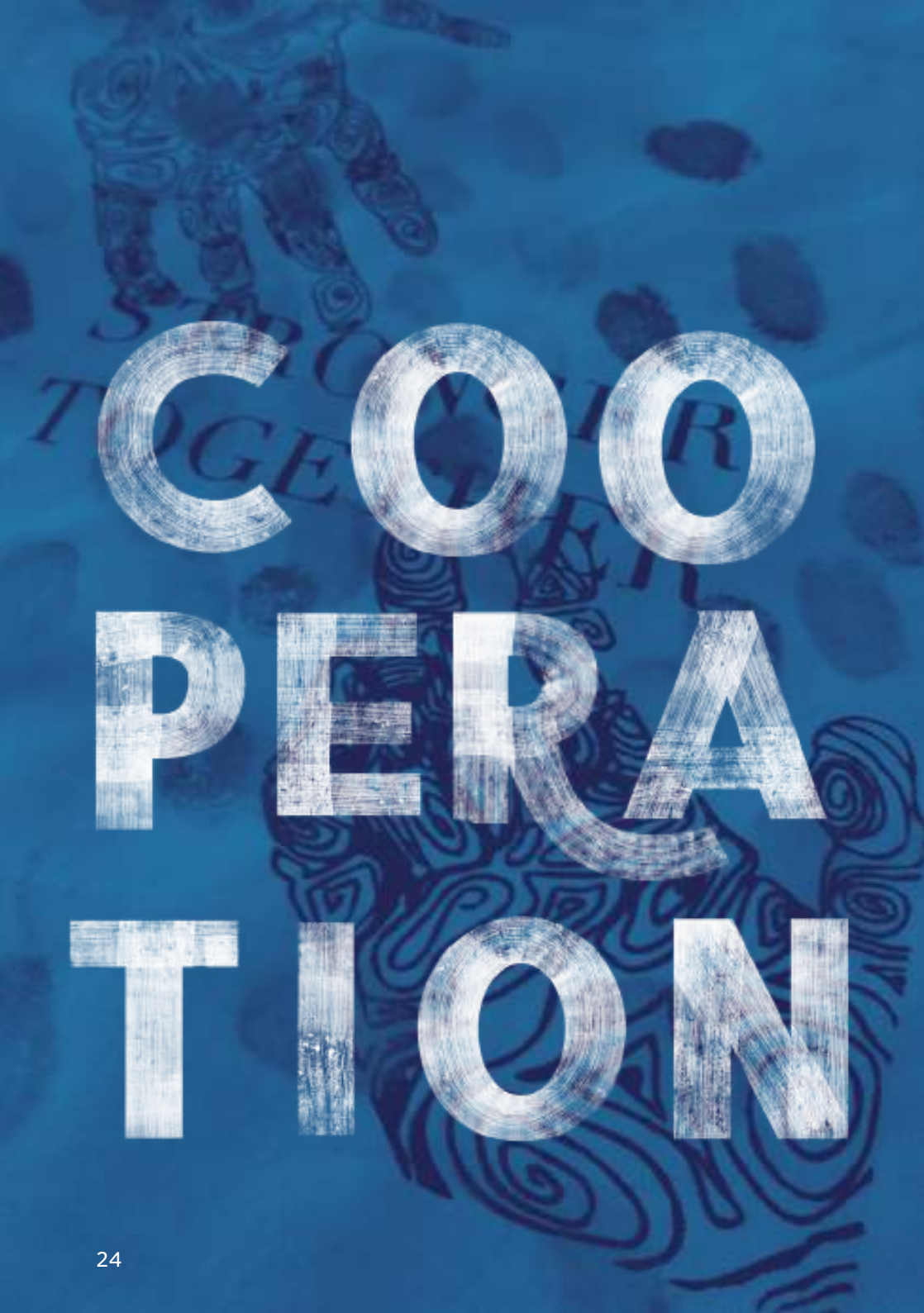
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Cooperation is a fundamental value that brings people together to achieve common goals. This collaborative approach fosters a sense of unity and shared purpose, leading to more successful and sustainable outcomes.

By cooperating, we recognize that we depend on each other and that collective effort can lead to better results. **Through cooperation, we can bridge gaps and overcome barriers, making it possible to tackle issues that affect us all.**

Cooperation shows the outer world that we care and stand for each other. By considering everyone's views and contributions, we can make more inclusive decisions and foster a sense of belonging. It turns our differences into assets, leading to innovative ideas and stronger communities. **Ultimately, cooperation as a value helps us build better relationships and achieve greater success together.**

How to apply in EuroMed cooperation

Cooperation is a key value that profoundly influences youth work in the EuroMed region. Implementing this value effectively involves strategies that foster collaborative environments, enhance mutual understanding, and drive collective progress.

Cooperation starts with clear and open communication.Cooperation starts with genuine interest and willingness to work on something common. For that clear and open communication is needed. It's important to create spaces where young people can share their ideas, concerns, and feedback. Regular meetings, forums, and online tools can help with this. Making sure these channels are easy to access and welcoming will build trust and understanding among everyone involved.

Recognizing and celebrating the achievements of the group rather than just individual accomplishments can reinforce the value of cooperation. Organizing events or giving awards that highlight collective successes can boost morale and encourage ongoing collaboration. This practice helps young people see the tangible benefits of working together towards common goals.

Ensuring that the environment is safe, welcoming, and inclusive is fundamental for cooperation. Young people should feel comfortable expressing themselves and participating without fear of judgment or discrimination. This requires a proactive approach to addressing any issues of bias, exclusion, or conflict within the group.

Involving diverse groups of youth in decision-making processes is crucial. This means actively reaching out to underrepresented groups, including those from different cultural, social, and economic backgrounds. By ensuring that all voices are heard, organizations can benefit from a wide range of perspectives and experiences, leading to more creative and effective solutions.

Cooperation in youth work can be strengthened through joint project planning and implementation. Encouraging youth to work together on community service projects, cultural exchange programs, or other collaborative efforts helps them learn teamwork skills and understand the value of working together.

Building partnerships with other organizations, schools, and community groups can increase the reach and impact of youth work. These partnerships should be based on shared goals and mutual respect, allowing everyone to share resources, knowledge, and expertise. Working together with external partners provides young people with more opportunities and experiences that they might not have access to otherwise.

Training programs focusing on cooperation and teamwork are also important. Workshops, seminars, and training sessions that teach skills like conflict resolution, effective communication, and collaborative problem-solving can equip youth with the tools they need to work well with others.

These programs should be ongoing and flexible to meet the changing needs of the youth.

Peer mentorship programs can promote cooperation by allowing experienced youth to guide and support their peers. This not only helps the mentees but also reinforces the mentors' own skills and confidence. Mentorship can create a supportive network where everyone feels valued and motivated to contribute to the collective goals.

The value of cooperation significantly impacts youth work in the Euromed region by fostering a sense of community and shared purpose. Cooperation among youth from different cultural backgrounds promotes mutual respect and understanding. It allows them to learn about each other's traditions, values, and perspectives, which can break down stereotypes and build stronger, more cohesive communities.

When youth collaborate, they bring diverse viewpoints and ideas to the table. This diversity enhances problem-solving as it allows for creative and comprehensive approaches to challenges.

Cooperation among youth increases their engagement and participation. When youth feel that their contributions are valued and that they are part of a collaborative effort, they are more likely to be active participants. This increased engagement can lead to higher retention rates in programs and a greater impact on the community. Cooperation also helps youth develop important life skills, such as communication, empathy, and teamwork. These skills are not only valuable in their personal lives but also in their future careers and civic engagements. Learning to work cooperatively prepares youth to be effective leaders and active citizens.

The practice of cooperation can also drive innovation within youth work. When young people from different backgrounds and with different perspectives come together, they can generate new ideas and approaches. This innovation can lead to the development of new programs, services, and initiatives that better meet the needs of the community. Furthermore, cooperation in youth work can enhance resilience.

By working together, youth can support each other through challenges and setbacks. This collective strength can help them navigate difficulties more effectively and emerge stronger.

In summary, cooperation is a crucial value in youth work within the Euromed region. It involves clear communication, inclusive participation, collaborative project planning, strategic partnerships, ongoing training, peer mentorship, recognition of group achievements, and creating a safe environment. The impact of cooperation includes enhanced cultural understanding, improved problem-solving, strengthened social networks, increased engagement and participation, development of life skills, driven innovation, and enhanced resilience. By embracing and implementing cooperation, youth work in Euromed can be more effective, inclusive, and impactful, ultimately leading to a more unified and strong community.

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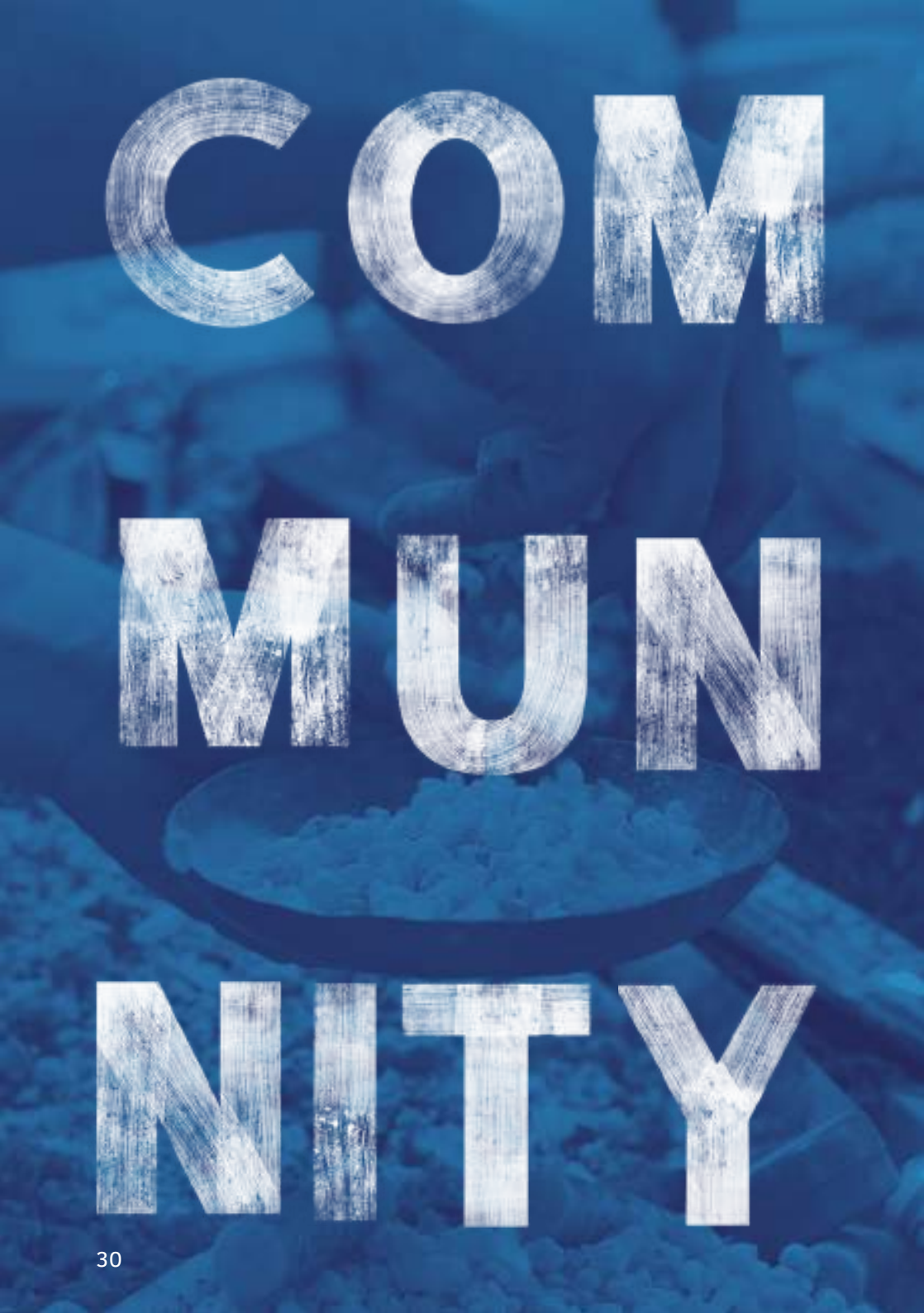
COM
MUN
NITY

In simple definition community is “a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.” (Dictionary.com | Meanings & Definitions of English Words, 2020). **The value of community stems from the idea that individuals are inherently social beings, and that their identities and moral orientations are shaped by social relationships and roles** (A. MacIntyre et al, n.d.).

There are many different types of communities, some are based on shared interests, such as sports teams, book clubs, or religious groups. Others are based on shared experiences, such as families, coworking spaces, workplaces, or neighborhoods. Still others are based on shared values, such as political parties, environmental organizations, or social justice groups.

No matter what type of community, every community has the potential to provide us with benefits (K.Steele, 2024).

An individual who identifies community as a value will prioritize behaving as such in a variety of ways, such as being part of a community of like-minded others, such as a member of a club, local association, etc. (More About Our Values: Value Community, 2020).

How to apply in EuroMed cooperation

Sense of community and generosity is relevant to all cultures; For participation, a community needs to keep in mind all the needs of the individuals that are part of the community. An environment where young people can develop their potential and contribute positively to society requires mutual support to contribute to a fair society. Generosity (offering kindness) gives a lasting impact on the giver and the receiver.

In the context of EuroMed, to put the value of community into practice, it is necessary to create inclusive environments that foster generosity, mutual support and collective responsibility. Such an approach will not only promote positive youth development but will also contribute significantly to building a just and equitable society. Prioritizing the needs of individuals within society will have a profound and lasting impact on youth work in the EuroMed Region.

To put this value in practice and understand its impact we should consider the following points in EuroMed programs:

1. **Cultivating a Sense of Belonging:**

The Concept of Belongingness draws upon the fundamental human need for social connection and acceptance. Research by (Baumeister and Leary (1995)) highlights that belongingness is a fundamental human motivation, and it influences our emotional well-being and behavior. When individuals feel a sense of belonging, they are more likely to engage in positive actions, such as participating in communities or advocating for brands.

Regarding to How to Make Youth Feel They Belong in Your Program, 2019, there are some measures that play a role in enhancing the development of a sense of belonging among youth, including:

- Express care – Show young people that they matter to you by listening, encouraging and being trustworthy.m to take action and lead. ,

- Challenge growth – Push youth to keep getting better by expecting the best, holding them accountable, and helping them to reflect on and learn from their failures.
- Support – Help youth complete tasks and achieve goals by helping them to navigate through hard situations, build their confidence and advocate for them when needed.
- Share power – Treat youth with respect, give them a say when decisions involve them, create opportunities for them to take action and lead.
- Expand possibilities – Connect youth with people and places to broaden their world, exposing them to new ideas, experiences and places.

2. Fostering Generosity and Mutual Support.

Generosity allows youth to give of their energy and talents to benefit others in the world around them. It extends from the range of community service projects to civic engagement and embodies the spirit of providing selfless service to organizations or individuals which need help. (Hall et al., 2009)

Robworkcompass, 2022, provide some advice to How to cultivate the culture of Mutual support such as:

- Provide Rewards for Positive Behaviors : Providing rewards for positive behaviors is a great way to encourage youth engagement and reinforce positive habits, Here are some effective reward strategies to use when working with youth:

- Verbal Praise and Acknowledgment
- Certificates and Recognition
- Opportunities for Leadership or Responsibility
- Reward youth with experiences like outings, workshops, or special events that align with their interests.

- Create an atmosphere of trust and psychological security :

- Establish Clear Expectations and Boundaries.
- Be Consistent and Reliable.
- Practice Active Listening.
- Share your own challenges and mistakes to normalize imperfection and build a sense of equality.
- Ensure that the environment is free from teasing, bullying, or criticism. Encourage positive language and respectful interactions.

- Establish a Method for the Public Acknowledgment of Others' Achievements. Example: Set up a "Youth Achievement Board" where accomplishments like leadership, effort, teamwork, and skill development are recognized.
- Align Key Performance Indicators to Promote Support: For example: (KPI Community Engagement Rate)
- Description: Measure how often youth engage in community service or outreach activities as part of the program.
- How It Promotes Support: Involvement in community activities helps youth develop a sense of purpose and belonging, which in turn fosters support for others.
- Example Goal: Have 60% of youth participate in at least one community engagement project per year.
- Put an Emphasis on Communication and Empathy – When youth feedback is taken into consideration and they see results, people report feeling more supported.
- The youth worker should make it their duty to establish clear channels of communication that are always open so that youth may freely express themselves . After that, youth workers need to take action to address any problems or concerns that could improve how well their engagement in the community.

3.Promoting Collective Responsibility:

- (Shakespeare et al., 2020) suggested some strategies that work to enhance the collective responsibility of youth, which leads to more effective and sustainable community programs and initiatives, including:
- Inclusion in Program Development.
- Recognition of Youth as Collaborators.
- Diverse Youth Voices.
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DIA
LO
GUE

Dialogue is fed by diversity and the love of difference.

Dialogue is presented as a value that **promotes coexistence and fosters the expression of human rights** by shaping the best of human skills that make it possible to live together. It is about using the word as a mediation of reasons, individual and cultural differences with the express purpose of manifesting human rights by recognising dignity as an inviolable asset. The validation of otherness is given by the fact that coexisting. This confirmation forces the acceptance of cultural differences within the dialogical process; admitting differences allows for constructive dialogue.

Too often, dialogues are understood as negotiations. No one gains everything they claim to want, no one loses absolutely everything, but it is always the oppressed who lose the most. **Thus, effective intercultural dialogue addresses the injustices that legitimise ways that privilege specific human groups over others. It addresses social justice as a human right in manifesting freedom.**

How to apply in EuroMed cooperation

Despite the fact that, in recent decades, the distance between the two shores has widened and the Mediterranean has become a border, a limit or a common grave for thousands of people from the Global South, we still recognize that we are close in certain desires.

In his autobiographical book entitled Out of Place, Edward Said beautifully describes this multifaceted identity in the following words:

> **Sometimes I perceive myself as an accumulation of flows and currents. I prefer this to the idea of a solid identity, to which so many people attribute enormous relevance (...) at best do not require reconciling or harmonizing. They are "displaced" and may be out of place, but at least they are always in motion, assuming the form of all sorts of strange and moving combinations, not necessarily forward, but sometimes colliding with each other or forming counterpoints lacking a central theme. I like to think of them as a form of freedom, though I'm not entirely sure that's the case."**
>
> **(Said, 1999)**

Perhaps we still have time to re-establish relations based on collaboration and solidarity among equal by questioning ourselves, wanting to know more about our neighbors, giving up the colonial privilege over the countries of the South, avoiding prejudices on the ways of living, or relating to others, or having the desire to try not to impose our points of view, has as its fundamental objective to build and develop new narratives that allow us to intervene in a diverse and contradictory socio-cultural context.

A shared civilization focused on the universal, and therefore on equality of dialogue, is nourished by diversity and by an appreciation of differences.

On both shores of the Mediterranean there are strong demands for rights in favor of equality and human dignity. The European Committee for the Dialogue of Peoples and Cultures in the EuroMediterranean Area highlights that during the working sessions there has been a constant confrontation between two schools of thought: one that accentuates the importance of accepting differences, and another that emphasizes the need to find a common minimum of universal values within cultural diversity.

Education becomes a tool to form citizens capable of tolerating differences, open to meeting others, aware of their own limitations and capabilities. In this way, words drive the intercultural dialogues that structure societies, understanding the term "culture" not only in the traditional sense of the word, but also in its anthropological meaning, which includes all the concrete aspects of a practical everyday culture (education, the role of women, the place and image of populations of immigrant origin, etc.).

Culture is, in essence, a sphere of equality among all the forms it can take; it is thus the foundation and vector of an equitable relationship, as the Anna Lindh Foundation highlights.

To contribute to this and promote the values of a common identity, it is necessary to create an educational process based on intersectionality and acting on "otherness", understood as a position in which we construct our identity by identifying ourselves with a group and differentiating ourselves from others, as opposed to the search for common social and cultural links. In order to foster dialogue through educational processes, it is important to develop curiosity and the desire to learn about other realities in young people.
Mobilities are the best way of accomplishing this, by creating safer intercultural dialogue spaces with non formal education. Despite all the difficulties, civic society keeps being committed with the development of a mediterranean dialogue. Another action to foster dialogue is reflecting on existing cultural narratives and the creation of new narratives.

Diversity is often ignored by official history and narrative, which tends to be constructed from a single perspective that excludes realities that remain on the margins.

That's why advocacy in the media is so relevant. Making these realities visible often means creating new narratives that broaden the perspective and knowledge we have about people and the world, including new points of view, ways of living and cultural and social realities that allow us to build bridges between territories and cultures. To create these new and more inclusive narratives, it is necessary to involve the cultural landscape in this process and to propose a holistic approach that blends cultural and youth work.

A third strategy would be to promote new management models: Collaborative management and exchange of practices between cultures and territories of the Mediterranean supporting horizontality, solidarity and interculturality.

Working at the community and local level on dialogue from a decolonial perspective is essential, although it is necessary to create a network of cooperation between countries on both sides of the Mediterranean, which allows, through practice, to address the challenges and objectives of cooperation in a coordinated and decolonial way.

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EMPA
THY

التعاطف

The ability to understand and share someone from their frame of reference or understanding that person's feelings, perceptions and thoughts. It's about acknowledging her reasoning and emotions as valid, even if they differ from your own understanding (Refaat Alareer).

Empathy can be defined as the capacity to understand, share, and respond to the feelings, experiences, and challenges faced by individuals. **It considers their unique historical, socio-economic, political, and cultural contexts, and using this understanding to create supportive, inclusive, and effective social cohesion[1].** It also enhances moral development, altruistic[2] and prosocial behavior[3], emotional intelligence, social competence, interpersonal forgiveness, and low levels of aggression towards others (Sandra H. Losoya, Nancy Eisenberg, 2001).

[1] Social cohesion: It is a complex social construct due to the fact that different societies have different geographies, political representations, economics, and problems (Bruhn Citation, 2009b).

How to apply in EuroMed cooperation

Empathy is more than a personal attribute; it is a social imperative. It contributes to social awareness and acts as a barrier to harassment, prejudice, and racism. (UNUDC,2023).

The value of empathy enables us to replace fear of others with assistance and solidarity, ensuring the creation of inclusive policies. It helps promote a more inclusive and fairer environment where everyone's needs are recognized and met.

In the Mediterranean region, empathy enables us to understand the context of economic and environmental vulnerability, political and security instability, cultural backgrounds, and different identities. Despite challenges from differing perceptions, empathetic engagement helps us look beyond our wants and work towards a more connected region.

It gives a sense of sharing and shared responsibility, establishing the concept of collective reflection (Hugon, 2015).

Developing and applying empathy in the youth field can help the Mediterranean region improve policies, systems, and strategies. When the needs and perspectives of young people in different regions are better understood and addressed, policies can become more inclusive, fair, and responsive to the actual challenges that youth face. This leads to policies that are more trusted and effective. Additionally, by basing policies on empathy and considering the experiences and limitations of youth, we can ensure greater engagement from young people.
Empathetic approaches recognize the unique circumstances and needs of young individuals, promoting a sense of inclusion and respect.

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[2] The phenomenon of altruism, in which organisms behave in ways that seem to reduce their individual fitness but increase the fitness of another organism, is sometimes difficult to understand, and it and the concept of fitness have recently come under scrutiny from theorists.(Henry R. Hermann,2017).

[3] Prosocial behavior is defined as 'voluntary behavior intended to benefit another. It is characterized by acts of kindness, compassion and helping behaviors, which many consider to be one of the finest qualities of human nature. Empathy is considered as the emotion that provides both the foundation for prosocial development and the mechanism for social influence over behavior (Hasenfratz et al, 2015).

[4] Emotional intelligence describes ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups, enjoying considerable support in the literature and has had successful applications in many domains (Goleman D,1995)

This, in turn, encourages youth to participate actively and meaningfully in societal processes, contributing to a more cohesive and dynamic region.

Creating safe environments that value open dialogue and diversity of opinion can strengthen community empathy, promoting a culture of understanding and mutual respect. When different parts of society engage in these practices, the ability to connect with others deepens, improving our lives and contributing to the well-being of those around us. Empathetic engagement in society can bring real benefits, such as less conflict, more cooperation, and better social justice.

Empathy is innate to some extent. It's also a skill we need to work on, and one that can be cultivated and enhanced through intentional practice and reflection. Developing empathy involves a myriad of strategies, from encouraging curiosity about others to stepping out of one's comfort zone and examining personal biases. Empathy can be cultivated through formal and informal education, exchanges of opinion and culture.

Role-playing, active listening and empathic imagination are practical ways of exercising empathy in a controlled environment, enabling us to face difficult problems with an empathetic eye. These exercises, combined with the recognition and reciprocation of kindness, contribute to the development of deeper social skills and a stronger capacity for empathy.

This booklet stands as evidence to the empathetic perspective, carefully considering the experiences and challenges of everyone with deep understanding through its content.

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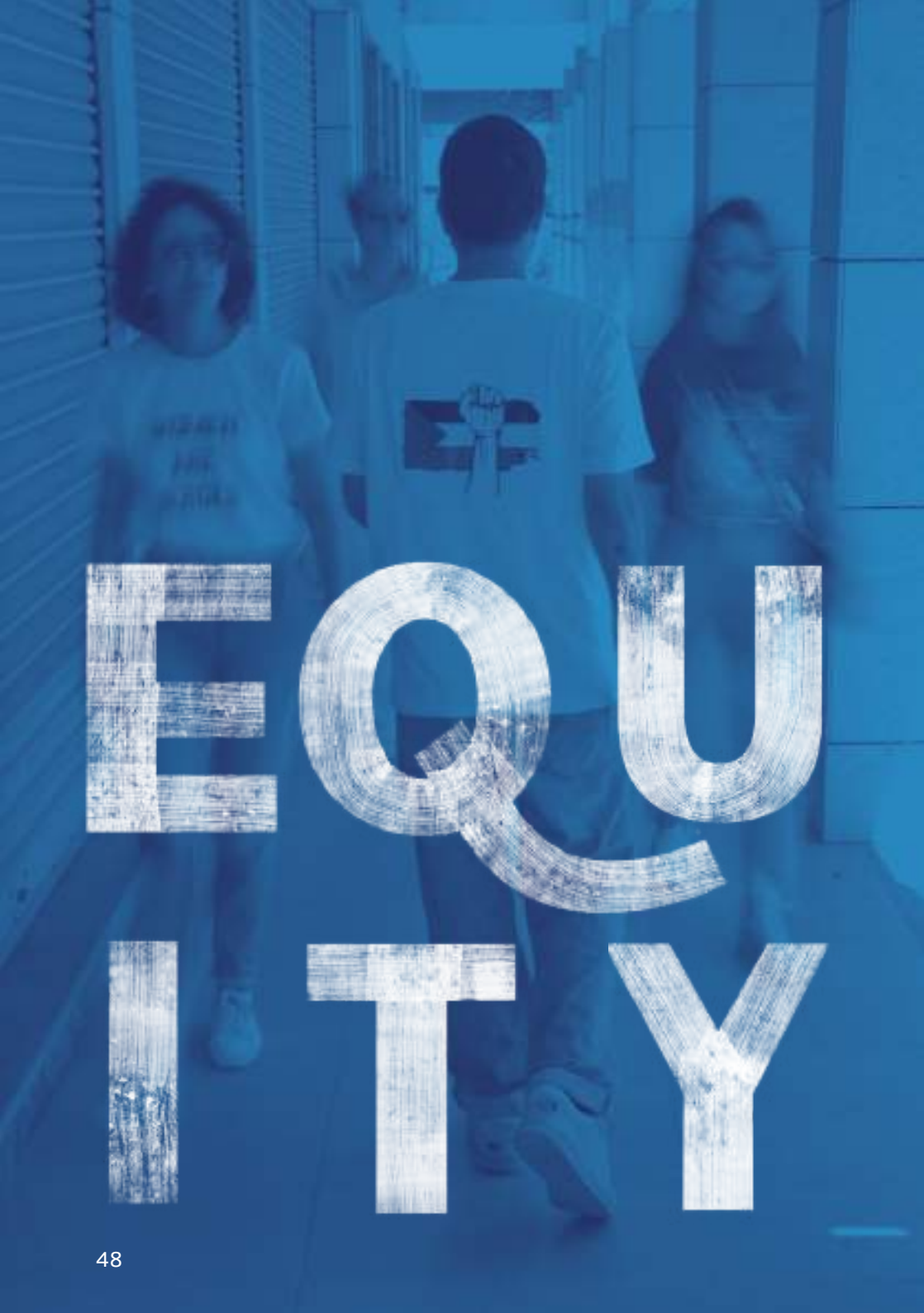
EQU
ITY

الإنصاف

Equity refers to the fair and just treatment of all individuals, recognizing their diverse needs and circumstances. It represents the absence of unfair, avoidable, or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically, or by other dimensions of inequality such as sex, gender, ethnicity, disability, or sexual orientation[1]. Equity involves identifying and eliminating barriers, ensuring all people have opportunities to reach their full potential. It acknowledges that different people and communities may require different support to achieve similar outcomes, taking into account intersectionality[2]—the way how various forms of discrimination, such as racism, sexism, and classism, overlap and intersect, creating unique experiences for individuals who belong to multiple marginalized groups.

[1] Racial Equity Tools.

[2] Per Kimberlé Williams Crenshaw: Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. The overlapping vulnerabilities created by these systems actually create specific kinds of challenges.

How to apply in EuroMed cooperation

Achieving equity requires openness to understand people's unique circumstances and provides adapted measures to enable all individuals, particularly those who are marginalized[3] or disadvantaged, to realize their rights and potential.

Equity involves addressing historical and contemporary barriers and inequities that have marginalized certain groups in society. It emphasizes fairness and justice in providing opportunities and resources to all individuals, regardless of their background or identity. (Robert Sellers).

Equity is not synonymous with equality; in fact equality means each individual or group of people is given the same resources or opportunities, instead equity recognizes that each person has different circumstances and allocates the resources and opportunities needed to reach an equal result.

Working in regions and countries is context-specific and challenging due to differing perceptions and the complexities in defining and implementing fair policies. The challenge of inequity is present in every country and region including the EuroMediterranean one.

Discrimination, exclusion and intergenerational disadvantage continue to draw youth into the vicious cycle of inequity. However, to ensure fairness, it is essential to make sure that everyone, regardless of their starting point, can achieve fair outcomes.

[3] Marginalization: A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or "mainstream" society.The University of British Columbia's Equity & Inclusion Glossary of Terms.

This involves implementing equity in youth work in the EuroMediterranean Region which necessitates the creation and strengthening of policies, practices and organizational structures that support young people in all their diversity in reaching their full potential and rights.

In order to undertake a successful and meaningful engagement process with young people, the EuroMediterranean Region needs the equity approach. This includes promoting an intersectional and intergenerational approach, challenging harmful social norms, and ensuring access to safe spaces and accurate information, particularly for youth who experience multiple and intersecting forms of discrimination, and living in conflict and post-conflict settings. This is essential in the EuroMediterranean cooperation as there are different circumstances of accessibility to mobility, funding and decision making process; the cooperation happens in a geopolitical area that often hampers participation due to political reasons.

The Visa process itself imposes to participants from south Mediterranean countries to be liable to procedures that can block the participation to international mobility projects, on the other side almost all European citizens can travel all over the Region with no limits.

Since equity recognizes historical, social and political disadvantages, it is important for the participation and leadership of youth in the Mediterranean Region, in decisions that impact their lives at all levels and in all sectors levels. When decisions are made that impact groups, especially marginalized groups, young representatives of those groups should be included in decision-making, with a comprehensive understanding of the unique challenges and needs of each group. These decisions should deeply consider structural factors that benefit some social groups/communities and harm other social groups/communities (Our Shared Language: Social Justice Glossary).

Strong partnerships and networks in the EuroMediterranean Region should be intersectional, intersectoral, and intergenerational in nature to

create equitable opportunities for all. These partnerships should draw upon the knowledge, experience, and contributions of various partners, bringing together expertise from different actors to create positive change.

These networks should focus on creating opportunities for youth in employment and entrepreneurship, ensuring their rights and civic engagement, and including them in political decision-making to secure decent work and income, contributing to poverty reduction, sustainable development, and social inclusion. Ensuring that the rights of young people are recognized and upheld enables their active participation in all aspects of their development. Additionally, providing inclusive and equitable education, including comprehensive sexuality education, is essential. Ensuring that young people enjoy the highest attainable standard of physical and mental health can be achieved by providing affordable and quality healthcare services, promoting health education, and addressing health disparities to ensure that marginalized youth have access to necessary healthcare (Youth in action for gender equality agency! leadership! Activism!)

Furthermore, the EuroMediterranean Region should connect, capture, and share best practices, ensuring equity and promoting a more inclusive and effective approach to addressing regional challenges.

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FAIR
NESS

العدالة

Descripcion of the image
Fairness and justice (in the second image we can see a justice office) can seem similar terms and sometimes we use them interchangeably. However, they are sometimes a dichotomy. Without the corrective factor of social justice, justice can continue to reproduce an oppressive system in the Mediterranean.

The heartbeat of fairness is equity. The heartbeat of justice is equality.

Fairness is a term on which we rely for concepts such as equity, inclusion, impartiality or justice. Equal treatment doesn't automatically guarantee an equal society, as our identities interact in a violent world within pre-existing power dynamics. Intersectionality creates a frame in which fairness is shaped in relation to the context and the circumstances in which it arises, aiming for unbiased decision making processes, fully informed actors and allowing individuals their right to be heard.

Thus, being able to actually offer equal opportunities to the euro mediterranean youth, is not just about the concept of a procedural and interactional distributive justice of benefits and opportunities between them; **It is also about how we create a balance between different competing interests in a subjective experience to prevent oppression and discriminations, in order to build collectively real social justice in the region**.

How to apply in EuroMed cooperation

Since fairness is a shape-shifting term to which we delegate other concepts such as justice or inclusion, is important to start understanding that fairness is related to perceptions and attitudes that are formed through individual experiences (Cropanzano et al. 2001) and in the eye of the beholder, a subjective experience that depends on the individuals involved and their perceptions (Greenberg et al. 1991).

This doesn't mean that fairness is absolutely relative, rather that human life expressions are reproduced through socialization processes and mediated by communication, and intersectionality plays a role in it. Minimums of fairness are the right to be heard and the right to an unbiased decision-maker process.

The Fairness Triangle (Christopher, 2003) outlines three dimensions of fairness to be considered in an individual's experience: Relational, Procedural and Substantive

Relational, or how the groups are treated, the need for trust, to be heard and to have their experiences acknowledged.

Procedural, or the ways of how agreements are reached, the desire for efficiency, with a clear and understandable process, with opportunities for all parties to present their views.

And substantive, or how the tangible outcomes want to be satisfied, by respecting the governance models to make the decision (either if it is an authority or an assembly) and ensuring that decisions are made on relevant information; not oppressive or discriminatory; not wrong in fact or law.

For unbiased decision making processes to happen we need to aim for the promotion of an intersectional youth field framework for euromed cooperation.

On one hand we need to deeply understand the geopolitical situation and how its structural

such as: Imperialist pressures, impact of increasing wars, instability of regimes and internal crisis, the increasing of far right and and an their discriminatory migration policies, unequal redistribution of wealth that not only affects the global south, but the mediterranean european countries among others. All these tensions permeate in the policies of the system of the youthwork field, our cooperation dynamics, and finally impact on the youth's development.

On the other hand, our shared history and colonial relations requires shared responsibility in the cooperation to aim to disarticulate privileges and oppressions inherited from them.

> **"Just as colonial history is neglected in EU memory policy in general, it is also taboo in the context where it arguably matters most: in policies supporting democracy, human rights and reconciliation."**
>
> **Khakeen (2023)**

To ensure a fair project, there is a need to understand the dynamics that generate multiple structural biases in a very diverse region, as well as a need to understand the different intersections of discrimination in each territory.

Therefore, fairness as a value in the youth field, requires us to take accountability to:

1. Design and manage projects that translate solidarity and social justice into the euro mediterranean cooperation field and its network:

- Finding ways to keep the projects sustainable past their end date, despite the problems of funding, the internal crisis of the countries, and the geopolitical situation.

- Overcome the bureaucratic limitations with strategies that allow us to give opportunities to young people who have not only less resources but more specific obstacles in the region, such as border control and visa procedures or administrative limitations.

- Ensuring that resources and opportunities are distributed in a way that levels the playing field, allowing everyone to reach their full potential can achieve true fairness. Without equity, there can be no true fairness.

2. Understand the intersectionality and complexity of the youth, designing and promoting educational programs that take them into account to promote a global citizenship.
Non-formal education conducted by capacitated organizations can allow a safer space to foster dialogue and education for participation so youth can provide their perspective with their own voice to decision makers:

- Promote educational paths that promote self awareness of one's own identity, intersectionality, human rights, and equity in diversity; Understand how active and full participation with a glocal (global and local) gaze, and how to promote solidarity with the youth in other regions.

3. Promote advocacy and political incidence with our institutions, administrations, and funders.

-Socialize the process and results, increase communication activities to make participants understand the importance of cooperation in the region and the need to increase the funding.

-Socialize the process and results, increase communication activities to make participants understand the importance of cooperation in the region and the need to increase the funding.
- Raise awareness about political and bureaucratic consequences, such as limitations of mobility due to visa, and the oppression that generates very much influence on daily work.
-Promote youth participation activities that translate the learning that happens in the cooperation into participation spaces for local policies, to create awareness of internal national crises.

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FREE
DOM

Freedom is a multifaceted concept touching on multiple aspects of human existence. At its core, it refers to the ability of individuals or groups to act, speak, think, and pursue happiness without undue restraint. It is often associated with autonomy and self-determination, where individuals have the capacity to make choices and decisions based on their own will.

Politically, freedom is tied to democracy and human rights, including speech, assembly, religion, and fair trials. Personally, it involves pursuing interests and goals based on one's values and desires.

However, freedom has limits; it must not infringe on others' rights. This balance is crucial in maintaining a just society.

Freedom is a principle that underpins human dignity and societal progress. It enables individuals to explore their potential, contribute to their communities, and lead fulfilling lives. The pursuit of freedom has driven history, but its full realization remains a challenge requiring collective effort.

How to apply in EuroMed cooperation

Implementing freedom involves a set of personal actions, societal norms, and institutional structures that support and protect individual freedoms and rights. Understanding the principles and history of freedom is crucial. Effectively using civil liberties, such as freedom of speech, assembly, and religion, involves participating in community discussions, joining protests, practicing faith freely, and expressing opinions. Defending policies that protect and expand freedoms, and staying informed about political developments, are also essential.

The presence of a free and independent media is vital for holding power accountable and providing citizens with accurate information. Supporting journalistic endeavors that uphold integrity and transparency and critically evaluating the information consumed is important.

In order to support the value of freedom in practice, the youth work community of practice should:

- Recognize that freedom is intertwined with the freedoms of others. Respect differing opinions, beliefs, and lifestyles. Promote an inclusive environment where everyone feels safe to express themselves without fear of retribution.

- Support laws that protect individual rights and freedoms. Advocate for fair legal procedures and oppose laws that unjustly restrict freedoms. A strong legal framework is essential for protecting freedom;

- Engage in economic activities that respect the principles of voluntary exchange and property rights. Support policies that encourage entrepreneurship, innovation, and fair competition. Economic freedom allows individuals to achieve their goals and improve their quality of life

- Engage in constructive dialogue with those who have different viewpoints. Practicing tolerance and understanding fosters a culture where freedom of thought and expression can flourish.

Freedom requires continuous vigilance and proactive participation. Stay aware of potential threats to freedom and take necessary actions when needed. Support organizations and movements that work to protect and expand freedoms locally and globally.

How does it affect youth work in EuroMed:

Freedom significantly impacts youth work in the EuroMed Region, influencing various aspects of young people's lives and opportunities. It fosters an environment where young people feel empowered to engage in societal and political processes. This involvement is crucial for youth work, as it encourages active participation in community projects, social initiatives, and political discourse.

In the EuroMed Region, where economic and social disparities can be significant, freedom to pursue education and employment without discrimination or undue restrictions is essential. Youth work programs that promote vocational training, entrepreneurship, and skill development are crucial in helping young people achieve economic independence and personal growth.

Freedom supports social inclusion and the celebration of diversity. In the EuroMed Region, which is home to a rich tapestry of cultures, religions, and ethnicities, promoting tolerance and understanding is key to peaceful coexistence. Youth work initiatives that encourage intercultural dialogue, respect for different identities, and the integration of marginalized groups play a pivotal role in building cohesive and resilient communities.

The ability to freely express oneself and pursue personal interests contributes significantly to mental health and well-being. Youth work that provides safe spaces for self-expression, creativity, and personal development helps young people

navigate the challenges of adolescence and young adulthood This ability is essential as freedom is related to human rights, but also to human 'duties' and youth work supports young people in developing competence to take responsibilities and make decisions.

Freedom allows young people to advocate for their rights and the rights of others. Youth work in the EuroMed Region often involves raising awareness about human rights issues, combating discrimination, and promoting social justice. By empowering young people to become advocates and change-makers, these programs contribute to the broader goal of human rights protection and societal progress.

While freedom is a cornerstone of positive youth development, the EuroMed Region faces challenges such as political instability, economic inequality, and social tensions. Youth work must address these challenges by fostering resilience, critical thinking, and problem-solving skills among young people. Programs that emphasize civic education, leadership training, and community engagement prepare youth to navigate and overcome these obstacles.

Freedom facilitates networking and collaboration among youth from different countries and backgrounds. Initiatives such as exchange programs, international conferences, and online platforms enable young people to share experiences, learn from each other, and build transnational networks. These connections are invaluable for personal and professional growth and for fostering a sense of global citizenship.

In summary, freedom plays a critical role in shaping youth work in the EuroMed Region. It empowers young people to participate actively in society, pursue their aspirations, and advocate for positive change. By promoting education, social inclusion, mental well-being, human rights, resilience, and international collaboration, freedom ensures that youth work contributes to the development of vibrant, inclusive, and forward-looking communities.

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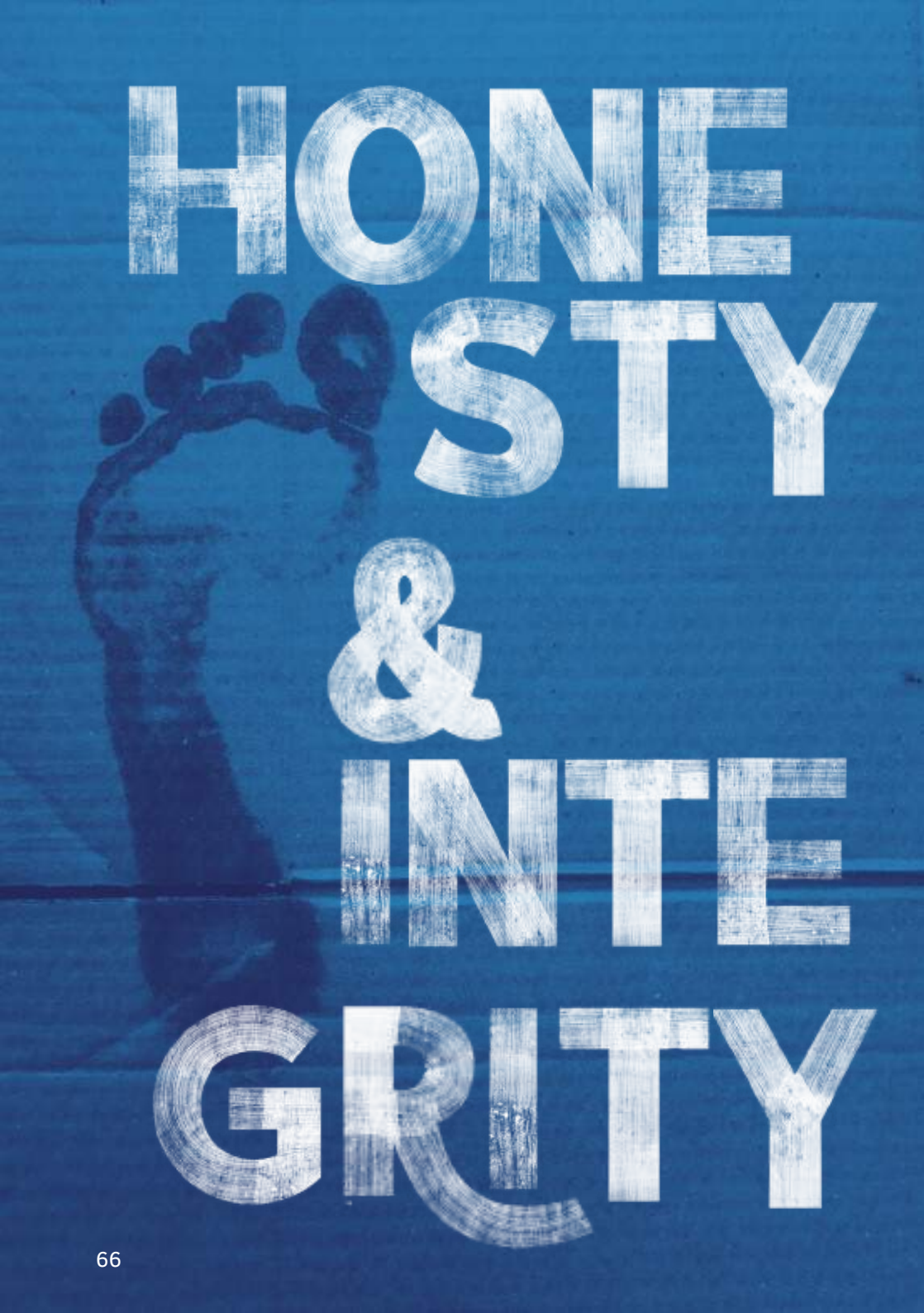
HONESTY
&
INTEGRITY

الصدق والنزاهة

"The first thing is to be honest with yourself."
Nelson Mandela

Honesty means to tell the truth about a given situation. When you're honest, you're sincere and accurate in describing exactly what happened and how you felt about something. Being honest means saying what we know and believe, even when doing so might lead to negative consequences. When we are honest, we show others that we are mature and can take responsibility for our actions, which is a sign of strength.

Integrity is the quality of being honest and fair. If we show honesty in different situations, we will develop integrity or a reputation of being trustworthy and reliable which is very needed in the youth field to gain the trust of youth and approach them in order to be helpful.
For youth workers, honesty and integrity are the compass points that primarily guide their work with youth.

By embracing these values a foundation of trust, authenticity and ethical behavior will be created in individuals, which will lead to having a moral society which maintains trust in their relationships, and that's essential to supporting the overall development and well-being of the youth they serve.

How to apply in EuroMed cooperation

To apply honesty and integrity in EuroMed cooperation, organizations need to be honest and have strong moral values, while also staying unified and consistent. Both internal and external partners need to reflect honestly on their actions to ensure they can learn and grow. Without this reflection, it's hard to improve and move forward. This honest self-assessment is vital for personal and organizational development, enabling partners to address weaknesses and build on strengths, ultimately enhancing the overall effectiveness of the collaboration.

Trust is a key sign of how healthy and effective an organization is. By measuring and working to enhance trust, organizations can achieve significant and lasting improvements in various areas such as teamwork, communication, innovation, and risk management. Trust is widely recognized as crucial for long-term success. It helps organizations operate smoothly, creates a positive environment and supports cooperation. Trust also enhances processes and improves both individual and team performance, making it a key component of successful organizational functioning.

Given this, it's clear that honesty and integrity are fundamental in EuroMed cooperation. Trust between partners , as well as between organizations and youth is essential. To ensure successful collaboration, we need to have open and clear discussions about progress and areas for improvement. This requires respectful and honest communication with all involved partners, promoting transparency and fostering a culture of mutual respect.

It is hard, especially in very diverse environments, we have to deal with extreme prejudice and biases, due to many years of historical tensions and lack of information from all sides. There are many sensitivities that we need to take into account and connection and cooperation (both at personal and organizational level) is a vulnerable process and needs a supportive environment.

Youthwork in EuroMed needs a good strategy to create the conditions for relationships that give space for honesty and integrity. Besides that, if a youth work organization is new to Euromed (NGOs that have not worked yet in a Euromed context) might be lacking info, or not realizing the sensibilities (long term effect of power relationships, colonialism, white savior behavior, lack of freedom, occupation, etc.).

To live and lead with integrity, we first need to clearly understand what it means. We cannot expect others to act with integrity if we do not fully understand it ourselves. Once we understand the concept of integrity, we can use the 7 C's of integrity-driven leadership as a framework to apply it effectively. These principles provide a guide to fostering integrity in leadership and organizational practices:

1. Clarity: People who act with integrity are clear about their values, beliefs, and priorities. Just like a well-cut gem, their actions and decisions reflect their true principles without being clouded by confusion or inconsistencies. Their purpose and principles are obvious in everything they do and say.

2. Constancy: A person with constancy is reliable, stable, and dedicated. They stay true to their commitments and beliefs. However, being constant doesn't mean being stuck in one way of thinking forever. It means being dedicated while also being open to re-evaluating and finding the truth.

3. Consistency: Consistency is about turning our beliefs into actions. When our actions match our beliefs, it shows that we are reliable. Being consistent builds trust and gives others a sense of stability.

4. Congruency: In geometry, congruency means two shapes are similar in size and form. For people, it means that what we feel inside matches what we show outside. Congruency is a deeper form of consistency. You can be consistent without being congruent, but you can't be congruent without being consistent.

5. Commitment: Commitment involves both making a promise and taking action. A person with integrity promises to act a certain way and follows through with their involvement. For example, as the pig said to the chicken at the suggestion that they treat their caretaker farmer to a breakfast of ham and eggs, “This requires your participation.

hing up, while the chicken only needs to participate.

6. Courage: Courage means being willing to face dangerous, difficult, or painful situations instead of avoiding them. It's like making a choice to confront a challenge rather than run away. For a person with integrity, courage means making tough decisions even if they might lead to pain or be unpopular.

7. Concern: Concern means showing interest or care for someone or something. The opposite of concern is indifference. Here, concern refers to having strong moral principles and ethics. A person with integrity cares about understanding and doing what is right. It also means considering the needs and interests of others, not just focusing on their own.

Having an honest partner who clearly shares their true goals makes it easier to find others who want to cooperate and support those goals.

It's also crucial to be honest about your intentions from the start. If intentions change during the process, it can lead to misunderstandings and problems, which can affect cooperation and fairness. Sticking to integrity helps keep the cooperation process smooth and effective.

By following these principles, leading organizations can build a culture of honesty and integrity in EuroMed cooperation, resulting in more effective and unified collaboration. Embracing these values leads to stronger partnerships and greater success in achieving shared goals.

As Ibn Khaldun[1] wisely stated: "Honesty in speech and action is the foundation of all virtues." This principle underscores the importance of integrity in building trustworthy and effective relationships within the EuroMed framework and beyond.

[1] Ibn Khaldun (1332–1406) was one of the most remarkable Muslim scholars of the pre-modern period. He founded what he called the science of human society or social organization, as well as a new methodology for writing history and a new purpose for it, namely to understand the causes of events (Oxford Centre for Islamic Studies, n.d.).

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Nelson Mandela

Ibn Khaldun

INC
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Vrna Myers stated, “Diversity is being asked to the party. Inclusion is being asked to dance.”

Inclusion promotes individual well-being and social cohesion, providing support and opportunities for all to contribute and benefit. It ensures a sense of security and belonging regardless of background—differences in gender, ethnicity, religion, sexual orientation, and other characteristics. Wasserman, Gallegos, and Ferdman (2008: 176) define a culture of inclusion as one where “people of all social identity groups [have] the opportunity to be present, to have their voices heard and appreciated, and to engage in core activities on behalf of the collective.” Inclusion entails creating environments where everyone's perspectives and contributions are valued and respected. It involves actively ensuring that individuals from diverse backgrounds feel welcome, heard, and empowered to participate fully.

The most important thing is that, as part of inclusion, we don’t accept hate speech, normalization or disrespect for human rights. **Inclusion is rooted in the principle that everyone should have equal opportunities and be treated with dignity and respect.**

How to apply in EuroMed cooperation

Working in the EuroMediterranean Region in the youth field is working towards inclusion.

Inclusion in the EuroMediterranean Region means recognizing the equality between the north and south of the Mediterranean. Inclusion in the Mediterranean Region is a very important value, as it promotes equity, social justice, and the full realization of human potential. They contribute to building more cohesive and equitable societies where everyone can flourish and contribute to collective progress and well-being.

A state of being valued, respected, and supported. It implies that organizational policies and practices focus on the needs of each individual and ensure that the conditions are right for everyone to realize their potential (EDGE-certified foundation). Inclusion means not only inviting but also taking action and considering the needs of others.

This creates a safe, inclusive space that prioritizes trust and empathy. This involves active listening and showing understanding of young people's experiences and needs. Creating a safe space allows all participants to express themselves without fear of judgment or exclusion. It's important to create an atmosphere where all young people feel valid for their unique contributions and thoughts without barriers or superiority while celebrating diversity and promoting mutual respect. It is necessary to ensure that it is possible to create policies and places that respect human rights and that hate speech, apartheid, or any form of violence and discrimination is not tolerated.

According to Rogers (1951), the people that we come in contact with nurture our growth by being genuine. Being genuine is being open with one's feelings, dropping one's facades, and being transparent and self-disclosing. People also nurture our growth by being accepting – by offering us what Rogers called unconditional positive regard.

Unconditional positive regard is an attitude of total acceptance towards another person. This attitude allows us to know we are going to be accepted even after they know our worst failures and mistakes.

In the Mediterranean Region, we need to set an example in terms of participation, respecting the staircase of participation with the different forms of participation. This will aim to progress towards levels where young people are involved and have a significant impact on decisions, thus avoiding Tokenism (Roger Hart, 1992). By ensuring equitable and inclusive participation, we will put in place structures that enable young people to participate fully in decision-making processes.or example, through Youth advisory councils, working groups, or committees where young people will have a real influence on decisions. (SALTO[1], social inclusion).

Or by proposing more projects managed by young people and allowing them to play the role of decision-makers. But also, through advocacy campaigns that work on the inclusion of young people in decision-making, and civic or political participation through a mandatory quota of young people in councils whatever the local, regional, or national level.

Apart from participation, inclusion also encompasses education and inclusive access to information. Inclusive education is a means of shaping an inclusive society in the broadest sense. Indeed, Pollat (2011) believes that inclusive education is not limited to the inclusion of children or young people with disabilities; inclusion is the inclusion of all, regardless of race,, disability, gender, sexual orientation, language, socio-economic status, or any other aspect of an individual's identity that might be perceived as different.

[1] SALTO: Acronym of Support, Advanced Learning and Training Opportunities for Youth, SALTO is a network of seven resource centers working in priority youth fields through the Erasmus+ and European Solidarity Corps programs. It provides non-formal learning resources for workers, organizes training courses and promotes collaboration between organizations on youth projects. Each center focuses on a specific topic or region, while collaborating on priorities with the aim of strengthening inclusion and Youth participation.

Inclusive education also challenges the notion of ‘‘normality’ as it values a broad range of diversity beyond disability. The capabilities approach sees education as playing a key role in empowering those who are disadvantaged. The capabilities approach offers a firm philosophical basis for issues of social justice and entitlements for all (Pollat F,2011)

Indeed, it will ensure that all people within the EuroMediterranean Region have equal access to information. Even if there is a gap between formal education systems, it is essential to ensure and promote informal and non formal education through training sessions, and exchange opportunities. This will enable people who lack access to information to benefit from an equitable and inclusive system for all. We need to work on implementing initiatives to ensure that all individuals, whatever their origin, have access to education, whether formal or non-formal and to information. Cultural exchange programmes potentially reinforce the value of inclusion and acceptance of difference, as these positively highlight the rich diversity of the Mediterranean Region.

Indeed, by working on exchange and learning programs, international youth workers provide chances that strengthen the Mediterranean identity by holding on to our Mediterranean values and identities, while respecting the values and identities of each of the countries making up the Mediterranean.

Also, the workspace needs to implement policies for the integration of migrant workers, fair wages, safe working conditions, and access to social services, and to take account of social aspects.
We need to emphasize the importance of ongoing advocacy and action to promote inclusion, equity, and social justice. It is a valuable resource for individuals and organizations seeking to deepen their understanding of diversity and inclusion and to take meaningful action to create more equitable and inclusive environments. Those campaigns will raise awareness of the definition of inclusion and the importance and benefits of the value of inclusion in society. We also need to work more on collaborations and partnerships across the different countries of the Mediterranean Region to encourage the implementation of joint initiatives to promote inclusion.

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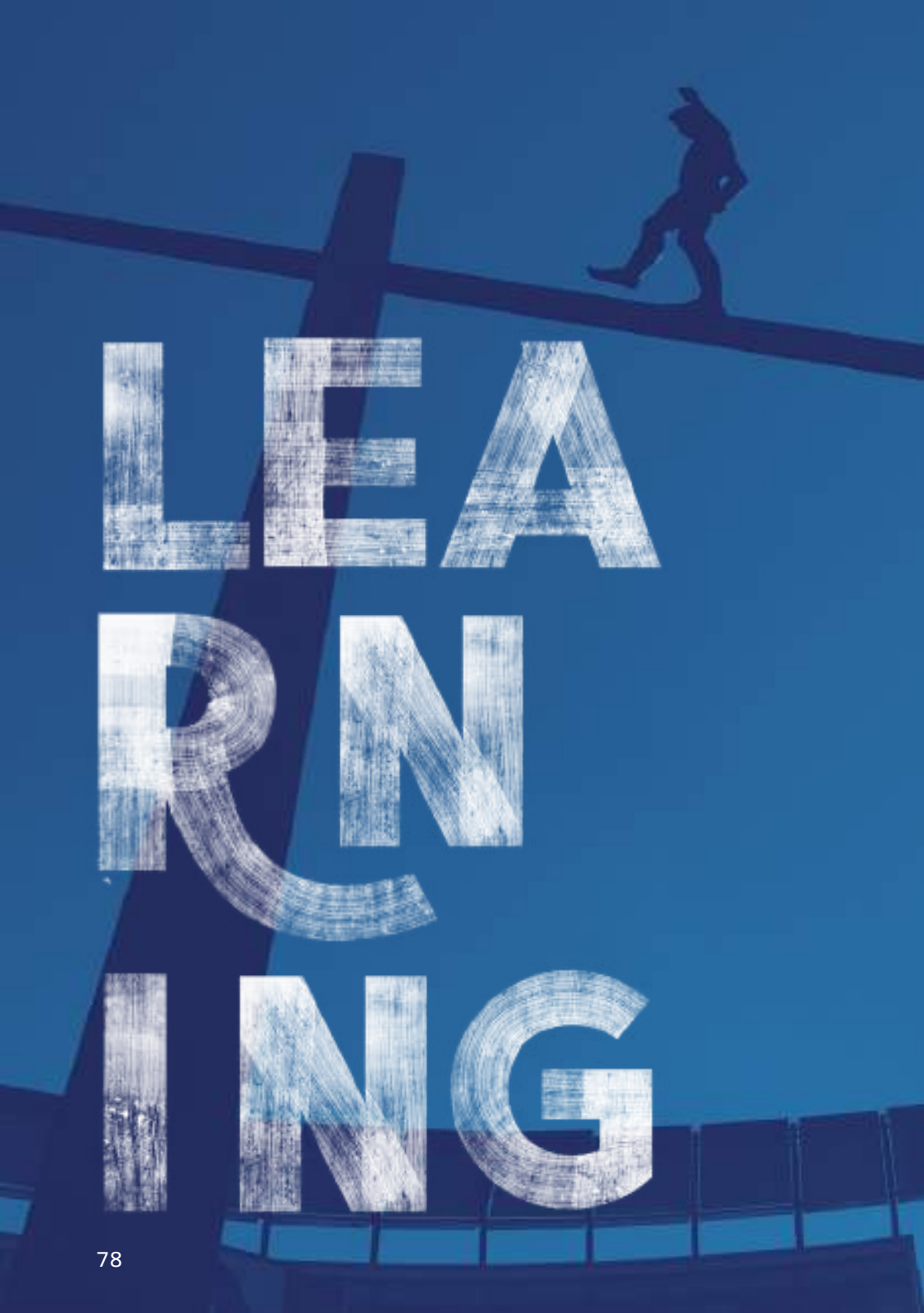
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Learning can be defined in many ways, but one of the simplest and most effective definitions is that of Malcolm Knowles, who described learning as **“The process of acquiring knowledge and experience. (Knowles et al., 2005)”** Learning is crucial to the development and flourishing of humanity. As youth workers, it is our duty to support learning opportunities at all levels and through all means, whether through innovative tools or methods.

Learning is an ongoing process of acquiring competences (knowledge, skills, and attitude) insights through study, practice, discovery and experience. This includes formal, informal, and non-formal learning. However, true growth occurs when curiosity and self-discovery intersect. Valuing curiosity reflects a passion and deliberate intention to explore, question, and learn. It’s not just about accumulating facts; it’s about reflecting on experiences, understanding yourself, and uncovering hidden layers of culture and wisdom. In essence, learning blossoms when curiosity leads to self-discovery. We actively teach and learn from each other, willing to take on challenges even when we do not feel fully prepared. **When working with youth it is essential to create learning environments with no space for judgment, where mistakes are mistakes and accepting failure as an opportunity to change and learn.**

How to apply in EuroMed cooperation

Learning has an essential and effective role in making youth more active, effective and involved in their societies. By engaging in a continuous process of acquiring competences regardless of how they learn, whether formally or informally, they become more confident and able to contribute meaningfully to their communities. Learning encourages them to take initiative, express their opinions and cooperate with others. It also takes them out of the circle of silent followers and makes them key players within their communities, enhancing a sense of responsibility and ownership of their work.

In order to achieve an impact there are many things that must be applied practically, including:

Creating Safe and Inclusive Environments

Creating safe and inclusive learning environments is vital to ensuring that all youth feel respected, valued and free to express themselves. TrainSmart Australia has a blog on how to create a safe and inclusive environment in youth programs (Sebastian, A.,2023) and outlines ideal strategies, below are some of them:

- Establishing Clear Guidelines and Expectations
- Encouraging Open Communication
- Training Staff and Volunteers
- Providing Accessible Programming

Encouraging Active Participation

“I cannot teach anybody anything. I can only make them think”, Socrates

This statement - and there are certainly many others - probably emphasizes that the learning process is participatory, and it certainly is, and therefore active participation must be achieved to ensure that the learning process proceeds properly.

Here are some ways to achieve active participation:

- Interactive sessions: Learning by doing is one of the best ways to train people in new skills. This means classical training sessions are replaced by interactive workshops, in which a small part of theoretical background is followed by immediate application of what's learned in practice.

There are many ways and techniques to make interactive sessions; However, here are some preparation tips that can help:

- Use ice-breakers and energizers
- Preparation is key
- Ask questions
- Stimulate collaboration

Feedback mechanisms: Open communication and building mutual trust contribute to effective participation through feedback, which fosters a sense of shared responsibility among all parties involved in the learning process (Suleiman, A., Lopes, B., & Nguyen, M.).

- Youth leadership: Empowering youth to take on leadership roles within programs, fostering a sense of ownership and accountability.

Participation that brings meaning into the lives of youth comes from giving youth the opportunity to be invested and be a part of the active process of learning from experience (Larson & Walker, 2006).

Fostering Curiosity and Self-Discovery

“The only journey is the journey within”, Rilke

Fostering curiosity and self-discovery is done by encouraging youth to ask questions and explore topics that interest them. This is done through project-based learning and research. Providing mentoring programs for youth that inspire curiosity by connecting them with mentors who guide them. Providing all the resources and opportunities that allow them to achieve self-learning:”build an atmosphere that encourages the young to explore and accept their multiple identities by offering opportunities for open debate, developing multicultural understanding, and tackling the underlying causes of social and political tensions'' SUPPORTING YOUTH IN THEIR JOURNEY OF SELF-DISCOVERY (2023, May 25).

And it can be done through specific, practical steps such as:

- Establish group agreement
- Create a Welcoming physical and emotional Space
- Encourage dialogue to open communication
- Foster peer support and trust building
- Facilitating cross cultural understanding

Impact on youth work in the EuroMed Region: Engaging youth in a continuous process of acquiring competencies makes them more active and engaged within their communities, they become more confident and able to contribute towards change. Learning is the magic wand that will enable youth to take the initiative, express their opinions and themselves and cooperate with others, which enhances their sense of ownership and responsibility. The participatory approach to learning makes it easier for those working with youth to ensure that they have opportunities to develop themselves and play an active role in building their communities, regardless of their backgrounds (Involving Youth in Positive Youth Development, Youth.gov, n.d.)

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RES
PECT

Respect is defined as "The feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offense" (2024). Further, it is explained as "esteem, reverence, observance of density, and good treatment" Mukhtar, A. (2008).

Respect gets enriched within the axis of identities and intersections in EuroMed programs. It holds the recognition, appreciation, and acknowledgment of various interlocking identities of persons and groups across the broad sectors of culture, nationality, gender, ethnicity, religion, or any other socio-economic category. Respect demands an appreciation of how all these identities cut across each other in complex manners that shape unique experiences and perceptions. It also means challenging biases and prejudices, working for equality, and working toward full and genuine participation. A value like that will help create inclusive spaces where diversity is celebrated and mutual understanding and empathy are cultivated, with intercultural dialogue and cooperation targeted to achieve broader outcomes within the Mediterranean Region.

Note: Respect does not mean accepting violence and terrorism under the pretext of difference and acceptance of others, nor does

How to apply in EuroMed cooperation

The youth worker must treat youth with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others while challenging oppressive behavior and ideas Core Values Underpinning Youth Work. (n.d.). While putting the value of respect into practice, working with the youth in EuroMed programs involves some steps to be taken, which will positively impact the youth programs and their outputs. Some of these steps, if put into practice, are shown below, together with their effects on working with the youth.

Practical Implementation

1. **Training and education:**

Organizing regular training on thematic issues related to diversity, inclusion, respect for others, and the need to show respect towards all cultures. Training youth workers and participants on different cultures – on how to respond to and respect differences.

2. Inclusive programming:

Ensuring that all youth programs include participants from all walks of life and developing activities that are accessible to all, with different abilities, languages, and socio-economic situations, "Respect for youth is at the heart of youth work values in a profession that works 'where young people are' with appositive, participative and anti-oppressive approach. Through engaging in open and honest dialogue with young people, youth workers aim to value different perspectives and address expressed needs and interests. Attempts are made to recognize young people's rights to be treated with dignity as individuals, reject negative labeling and challenge negative stereotypes, whether based on ageism or other oppressive attitudes, by promoting positive images and examples of young people's lives. The process involves careful listening to young people about their understanding of themselves and their situations" EssEntial skills for Youth Work PracticE. (n.d.).

3.Safe spaces:
Working to develop a space where youth feel safe and respected, free from discrimination in all its forms, while creating support systems for participants who experience discrimination or feel marginalized.
“Creating a safe and inclusive environment in youth programs ensures all children and young people feel valued, supported, and empowered. A safe and inclusive environment is one in which everyone is welcome, respected, and able to participate fully, regardless of their background, abilities, or identity. When youth feel safe and included in their youth programs, they are more likely to learn, grow, and thrive.” Sebastian, A. (2023, March 17).

4.**Participation and Voice:**
Ensure active listening and validation of participants’ experiences and opinions, generate youth leadership of projects and activities "Give ownership of any given project to the youth. Instill a sense of pride and respect for property and each other, providing space for new ideas of concern to be raised” Kennedy, J. (2003).

5. Feedback and Evaluation:
Work to organize regular feedback from youth and programme participants about their experience and make changes in relationships to maintain respect, ensuring continuous improvement of the programme and addressing issues of disrespect.
“Engaging youth as partners, rather than subjects, in evaluation ensures that what is important to them is centered in the evaluation. This helps young people feel like they are being taken seriously and gives them a sense of ownership over evaluating and improving the program or service. Good evaluation leads to learning and organizational change. As young people see their opinions and ideas translated into action, they have positive experiences of being respected and valued.” Suleiman, A., Lopes, B., & Nguyen, M. (n.d.)

Effects on Youth Work:
1. Improved sharing:
- The role of respectful environments in encouraging more active participation by all youth in all communities, especially marginalized communities.

Active participation by youth in all activities and events is a result of feeling valued.

1. **Improve collaboration:**

- The presence of respect promotes teamwork and cooperation among youth from different cultures.
- More creative and effective solutions to common challenges are a result of youth learning to appreciate perspectives and differences.

2. **Self-development:**

- Respect helps youth and participants in youth programmes develop a deeper understanding of their own and others' identities.
- Self-expression will be easier and more effective as a result of respectful interactions based on respect and trust.

3. **Cultural awareness:**

- Exposure youth to different cultures and perspectives plays a key role in promoting cultural awareness and sensitivity.
- Reducing prejudices and stereotypes as youth become more open-minded and empathetic.

4. Cultural awareness:

- Exposure youth to different cultures and perspectives plays a key role in promoting cultural awareness and sensitivity.
- Reducing prejudices and stereotypes as youth become more open-minded and empathetic.

5. Reducing conflict:

- A respectful approach to conflict resolution does not lead to conflict and misunderstanding.
- As a result of respect, youth learn valuable skills in negotiation, mediation and resolving conflicts peacefully without resorting to any form of violence.

6. Positive environment:

- The value of respect creates a positive and supportive environment that fosters a sense of safety and inclusion for youth.
- A respectful environment is conducive to learning and personal growth and supports the development of strong personal relationships.

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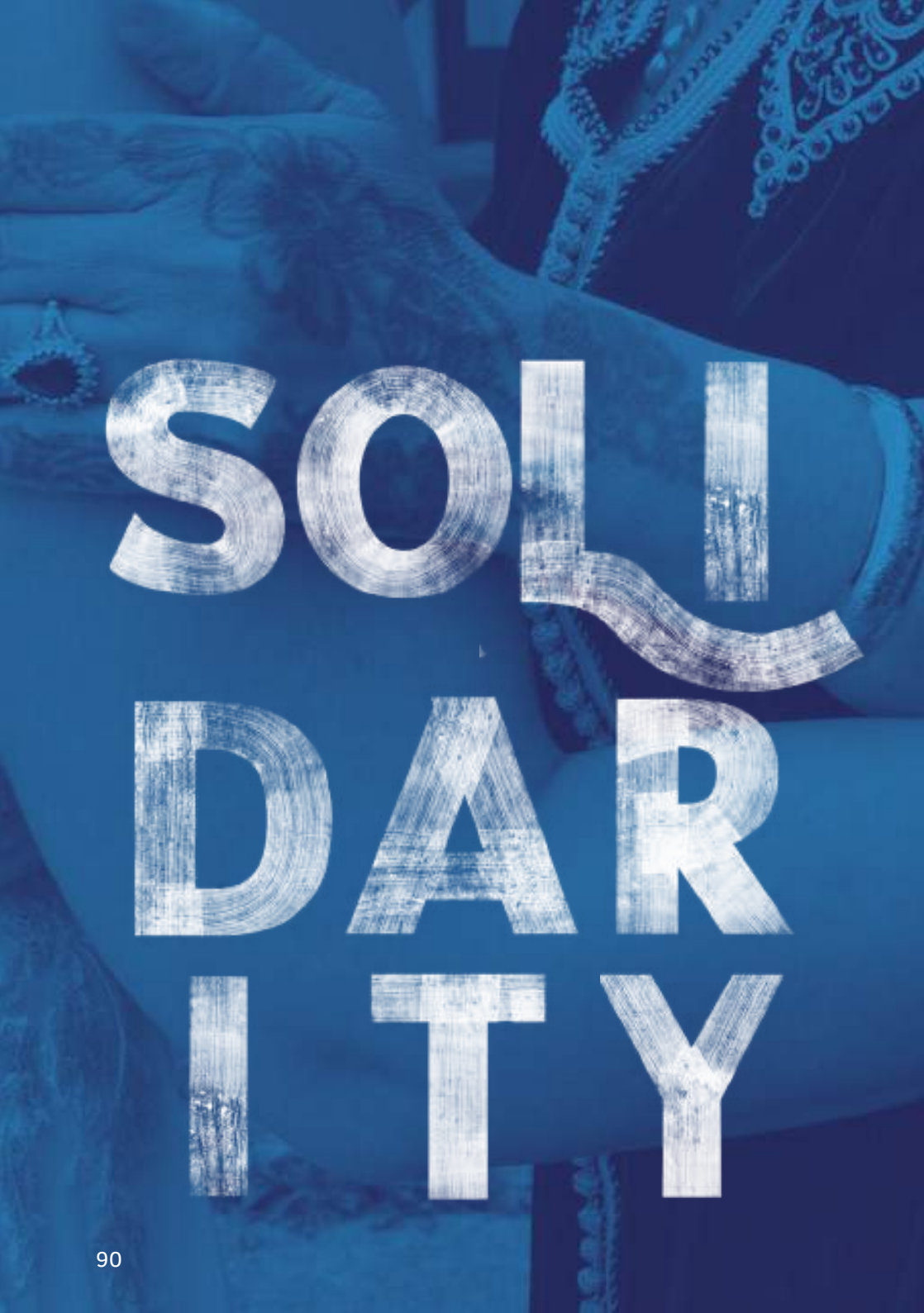
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Solidarity is a concept of unity and cooperation among individuals or groups to achieve common goals and face challenges. It involves support for a community or cause, making each individual responsible for others and participating in the common good. The concept has roots in ancient philosophies and religions emphasizing unity and caring for others.

Socially, **solidarity strengthens community bonds, creating cohesive societies and support networks for crises**. It can manifest as financial and emotional support, and cooperation in community projects. Politically, **solidarity drives social and political change, with movements relying on it to rally individuals around issues and push for change**. This can include international solidarity or within-country solidarity among different groups.

Solidarity builds strong, cohesive communities, fostering a shared responsibility towards others.

How to apply in EuroMed cooperation

Practicing solidarity involves taking tangible actions to support and stand with others, especially those marginalized or facing hardships.

One approach to practicing solidarity is self-education, staying informed about social justice issues, including their historical and cultural contexts, and listening to the experiences and perspectives of those directly affected by these issues.

Another approach is advocacy for change, increasing awareness through platforms to spotlight issues and educate others. Engaging in advocacy by participating in campaigns, signing petitions, and engaging policymakers to press for systemic changes.

Volunteering your time is also an effective way to practice solidarity. Joining local organizations dedicated to social justice, human rights, or community support.

Providing skills and professional services, such as legal, medical, or educational support, to marginalized communities.

Financial support is another crucial aspect. Donating to organizations and causes working towards social justice and supporting ethical organizations that advocate for fair labor practices and support marginalized communities.

Community involvement is critically important. Attending marches and protests, supporting movements and causes, and engaging in mutual aid through collaboration with the community to provide direct support to those in need, such as solidarity and social support campaigns.

Amplifying voices is another key action. Sharing stories on social media and private networks to amplify the voices of those affected by social injustice. Promoting diverse perspectives by encouraging the inclusion of marginalized voices in discussions and decision-making processes.

Intersectionality[1] is essential: the recognition that issues of race, gender, class, and other identities are interconnected, it supports the creation of a comprehensive approach to social justice, which is aware of the diversity in euro mediterranean countries and ensures that solidarity efforts are inclusive and considerate of all affected groups.
Reflecting on privileges and biases, striving to understand their impact on interactions and actions. Being open to feedback and willing to adapt practices to better support solidarity efforts.

Building community and relationships is another way to practice solidarity. Building trust by establishing genuine and respectful relationships with individuals and groups you aim to support. Working cooperatively with others and ensuring actions align with the needs and desires of the community.

Creating inclusive spaces is vital. Working to create environments where everyone feels safe, respected, and valued. Encouraging participation by ensuring not only the marginalized voices are heard but also play a significant role in decision-making processes.

Implementing solidarity requires commitment, humility, and a willingness to continuously learn and adapt. It's about standing with others, sharing their struggles, and working together towards a fair and just society.

How does Solidarity affect youth work in EuroMed

Solidarity significantly impacts youth work within the EuroMed region, encompassing countries from Europe and the Mediterranean.

[1] Hill Collins, P., & Bilge, S. (2020). (dissertation). Intersectionality. Polity Press, Cambridge, UK.
Intersectionality is an analytical tool for studying, understanding and responding to the ways in which identity components intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences of oppression and discrimination. It starts from the premise that people have multiple, layered identities derived from social relations, history and operating structures of power. Intersectional analysis aims to reveal multiple identities, exposing the different types of intersectional and multiple discrimination and disadvantage that occur as a consequence of the combination of identities.

How does solidarity affect youth work in this context:

Solidarity fosters unity and cooperation among young people from diverse backgrounds. It encourages collaboration on common goals and projects, promoting mutual understanding and respect.

In youth work, solidarity aims to support marginalized groups such as migrants, refugees, and minorities, promoting inclusive practices and addressing social inequalities.

Solidarity facilitates cross-cultural exchange and dialogue among young people, promoting appreciation for different cultures and perspectives within the region.

It empowers youth to participate actively in decision-making processes, advocating for their rights and addressing issues like unemployment and education.

Solidarity promotes civic engagement by encouraging young people to engage in community development, volunteerism, and social activism.

It helps build resilience among youth by creating supportive networks and communities, equipping them with skills to overcome challenges.

Solidarity contributes to peace and stability by fostering mutual respect, understanding, and peaceful coexistence among diverse youth communities in the region.

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Social justice is the path to achieving a system of equity, through solidarity and empathy, fighting to end the barriers between people and regions, the unequal distribution of opportunities and resources, and discriminatory practices mutually supporting vulnerable groups.

In the youth field, social justice is based on equal opportunities, equality of outcome, equality of position to create equal living conditions for all people, from an intersectional point of view. To achieve peace building processes, it is necessary to defend human rights from a decolonial perspective, with comprehensive cooperative links to each context and addressing the different and common challenges.

Human rights are civil, political, economic, social and cultural rights inherent to every individual by virtue of their humanity. **This conviction compels us to defend not only the existence of human rights, but also the demand for their implementation and enforcement.**

How to apply in EuroMed cooperation

In the youth field specifically in the Euromed context and the situation of inequality between people and regions, the application of Social Justice contributes to the detection of the mechanisms of the system of oppression that perpetuate power dynamics. By detecting them, these dynamics can be analyzed and acted upon, either to resist them or to transform them.
Rentzi (2023) presents justice in education in three forms:

1) **Equality of opportunity**, access and equal participation; mutual recognition, respect and equal sharing of rights and responsibilities.

2) **Equality of outcome**, offering equal opportunities for a successful life to marginalized social groups which were treated unequally and unfairly, due to their race, disability, gender, etc.

3) **Equality of condition,** to create equal living conditions for all people, from an intersectional point of view.

As Bell (2007) mentions, the role of Social Justice in education is to develop in young people the critical capacity and the tools to adopt a global vision in order to change the behaviors of themselves and their environment and to enable them to critically transform situations of injustice and to care for egalitarian relationships.

In order to be able to carry out this process, it is necessary that educational processes in a Euromed context are egalitarian processes in terms of participation and decision-making. In other words, power must be shared horizontally, promoting learning among equals.
Processes must be generated that move towards respect for diversity. Therefore, it is important to include other concepts such as Human Rights (HR) and peace building.

Social Justice must become a mechanism for building bridges of solidarity in the Mediterranean. From a critical point of view that allows us to detect the dynamics of

of oppression and inequality between regions and generate alternatives through coordinatio
The declaration of human rights as we know it was conceived in the West and extended to the rest of the world. These rights are considered universal and basic to establishing a more fair world.
Habib Gómez (2021) argues that this impetus of the global north to impose the limits of what is right on the south is a further feature of the history of colonialism.

Another task alongside the educational process is that of political advocacy and awareness-raising, in order to rethink human rights from a decolonial perspective, taking into account the different contexts.

A different measurement tool is used between territories. The current conception of HR and its biased application can contribute to colonization by delegitimizing societies and perpetuating geopolitical power structures. This fact affects the need to work taking into particular consideration the social, cultural, political and economic characteristics of each context as opposed to the measurement of standardized parameters.
To this end, it is necessary to guarantee the conditions for people and societies to be able to defend and establish their rights from their own contexts and from the autonomy of individuals.

The reflection on peace is parallel to that on HR. Peace means opposing violence, not letting things happen. It means dismantling imperialism, fighting for self-determination. It requires recognising horizontality between regions.

There must not be vertical relations, leaderships and verticalities, but equity. It is necessary in euromed cooperation to change the place from which one looks: to stop demanding peace from the position of the oppressor, and to build from the vision of the oppressed, from the "peripheries" (Herrera Flores, 2004).

For this, it is necessary to start from knowledge and solidarity between all contexts. Equal and fair cooperation between people and regions reminds us of the connections that must exist for the construction of peace, which is only possible if it integrates and crosses all people.

Herrera Flores (2004) proposes a HR framework that allows a re-reading from interculturality but also from what he calls the right to an "active resistance" (p.52) of the peripheries:

[Human rights] are dynamic processes that allow for the opening and consequent consolidation and guarantee of spaces for the struggle for the particular manifestation of human dignity. The only valid universalism consists, therefore, in respecting and creating social, economic and cultural conditions that allow and strengthen the struggle for dignity: in other words, in generalising the value of freedom, (...) and assuming the duty that the value of freedom imposes on us: the construction of a just social order (article 28 of the 1948 Declaration) (p. 54).

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SUMUD

Sumud, an Arabic term meaning "steadfastness" or "resilience". As a term, it is rooted in the daily lives and collective consciousness of Palestinians. This concept embodies the determination to remain on land, preserve culture, and assert rights despite ongoing challenges and pressures. This is why we believe that sumud is a value that should be developed and promoted for all young people, so they can be able to go through life's challenges knowing their rights. The practice of Sumud encompasses all aspects of life. Continuing life, continuing to work, pursue education, confront colonialism in all its shapes, and endure repression and violence.

At the moment when an individual realizes the impact of the structures of oppression and repression, and that this oppression is due to belonging to a community and a collective identity, identity becomes a fortress that strengthens societal Sumud. **The practice of Sumud stems from an awareness of the structures of oppression. This means that the individual holds belief in a collective identity and conviction in the importance of collective struggle to challenge the power and dominance relations that are based on identity.**

How to apply in EuroMed cooperation

Putting Sumud into practice involves several key areas that focus on education, community building, cultural preservation, advocacy, and empowerment.
Teaching young people about the history, culture, and struggles that embody the spirit of Sumud is essential. Educating them on the importance of Sumud and steadfastness can instill a sense of pride and purpose. When young people understand the significance of their cultural heritage and the resilience of their ancestors, they are more likely to embrace these values in their own lives.

Fostering strong community ties and support networks is another crucial aspect. This can be achieved through community centers, youth groups, and local organizations that provide a sense of belonging and mutual support. Strong community bonds help individuals sense of belonging, by feeling connected and supported, which is vital for maintaining Sumud and steadfastness in the face of challenges.

Encouraging the preservation and celebration of cultural heritage is also important. This includes teaching traditional arts, crafts, music, and storytelling to keep the cultural identity alive. Cultural activities not only strengthen community bonds but also provide a source of pride and identity for individuals.

Equipping young people with the skills to advocate for their rights and the rights of their communities, and supporting them to channel their emotions to be able to use them in a more effective way, are other essential elements. This can involve training in leadership, public speaking, and organizing campaigns. When young people are empowered to stand up for their rights, they contribute to the resilience and strength of their community.
Implementing programs that empower youth through education, vocational training, and entrepreneurship is equally important. Providing opportunities for personal and professional growth helps build resilience.

When young people have the skills and opportunities to succeed, they are more likely to remain steadfast in the face of adversity.

By focusing on these areas, individuals and communities can effectively put Sumud into practice, fostering a strong sense of identity, resilience, and collective strength. Embracing Sumud in daily life ensures that resilience and steadfastness become integral parts of the community's fabric, enabling them to withstand challenges and thrive.

Effects of Sumud on Youth Work in the EuroMed Region:

Strengthening Identity: Emphasizing Sumud helps reinforce cultural and national identity among youth in the EuroMed Region. This can lead to a more cohesive and confident youth population.

Sumud Building: Teaching the principles of Sumud can help young people develop the Sumud needed to face social, economic, and political challenges. This Sumud is crucial for overcoming obstacles and striving for personal and communal goals.

Cross-Cultural Exchange: Promoting Sumud in youth work can foster a better understanding of the young people's experiences in the EuroMed Region, such as the Palestinian experience. This can lead to increased empathy, solidarity, and collaboration on shared goals of justice and human rights.

Youth Leadership: Encouraging the values of Sumud can inspire young people to take on leadership roles within their communities. This can lead to the development of future leaders who are committed to social justice and community well-being.

Mental Health and Well-being: Fostering a sense of resilience and purpose through Sumud can positively impact the mental health and well-being of young people. Feeling connected to a larger cause and having a supportive community can reduce feelings of isolation and despair.

By integrating the principles of Sumud into youth work, organizations in the EuroMed Region can contribute to the development of a resilient, empowered, and culturally grounded generation that is equipped to face the future with confidence and determination.

During the 1987 Intifada, Palestinians in the West Bank and Gaza Strip established small economic projects to support what they called the "Sumud economy."

During the 2000 Intifada, Palestinians who had to cross military checkpoints considered this an act of Sumud. Additionally, many Palestinian organizations throughout Palestine and in exile used this term in their names, and it also appeared in numerous popular songs and Palestinian and Arab poetry. Thus, Sumud permeated the very air that Palestinians breathed.

Sumud is not a means to achieve a certain goal or a denial of the current colonial life in all its aspects in favor of future liberation. Instead, Sumud has become a political existence that expresses continuous engagement with the flows, challenges and obstacles life has to throw upon young people in the EuroMed Region. The Palestinian experience of embracing sumud could be an inspiration to youngsters in the Region to benefit from.

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YOUTH
EMPOWERMENT
& PAR
TICIP
ATION

تمكين الشباب ومشاركتهم

Sharing is caring. This idea of empowering others comes from our care for youth. Youth empowerment means putting young people in a position of power by giving them the tools, resources, and confidence needed to make informed decisions and control their lives. It means creating spaces where young people can take part in social, political, and economic activities, helping their communities and society as a whole. Participation is a basic right according to the Universal Declaration of Human Rights[1] . It means giving young people a say in decisions that affect them. When young people are empowered, they can participate more fully in their communities. This ensures their views are included, leading to better and more inclusive solutions to social problems. By empowering youth, we help them become active contributors to their communities, making a positive impact on society, advocate for their needs and drive meaningful change, benefiting everyone. Involving youth in decision-making leads to a brighter future for all. **Through empowerment, we build a more inclusive world where every young person has the chance to succeed and make a difference.**

[1] United Nations. (n.d.). Universal declaration of human rights. United Nations.Article 27: Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

How to apply in EuroMed cooperation

We believe in the unlimited potential of youth to make change in the world. Youth is the future and key agents for change, that's by their empowerment, youth can actively lead social change that contributes to community development.
Empowerment is an ongoing process, not a one-time event!

In all societies people have diverse access to opportunities, however in the EuroMed dimension this diversity is higher and it impacts on the core action of Eu programs for learning: mobility. This diversity is mainly connected to rights access and the political system. For example, the creation of the Schengen area has strengthened the opportunities of European youth to mobility rights, however in EuroMed mobility is not free, and not only because a visa is required but because of visa criteria.
Visa process requires a certain economic stability that many young people do not have, and many EU countries are "afraid" of migration and for this reason denied visas to many youth.

Opportunities may depend on where we are born or live. Even in one country, some areas have more opportunities than others.
This lack of opportunities creates unequal power. To prevent disparity, it's important to share opportunities and empower youth in different parts of EuroMed, starting by understanding their unique needs as each country and community has its own challenges and strengths.
This helps create solutions that fit each area, rather than using a one-size-fits-all approach.

This diverse access to rights affects the active and full participation of youth and many organizations stop EuroMed cooperation because it is too challenging. It is essential to keep providing opportunities to attend international youth projects even when it is hard, on the other hand, it is necessary to start to think out of the box and create diverse spaces for participation, even digital ones.

This diversity determines an unequal power in creation of projects, many organizations have a passive role as they cannot direct access to funding opportunities. To avoid disparity, organizations need to work together in all phases of projects, understanding the specific needs of youth in each country and creating projects in respect of the country's backgrounds, social, cultural, political etc…

Creating inclusive and safe spaces for youth to express themselves, learn, and grow is very important, today there are many chances for youth to participate, both traditional and technological.

However, as reported in the ID strategy[1] many youth face barriers that limit their participation. Youth workers should be aware of these aspects and provide diverse tools and strategies, keeping in mind to use an intersectional approach.

It is essential to be aware that we come from different backgrounds and beliefs, while creating opportunities, be mindful of sensitive topics (patriarchy, colonialism, white savior behavior, lack of freedom, occupation, etc.) in different Regions when planning empowerment activities. Some issues might be too complex to handle alone and need professional expertise: be ready to learn and reach out for support, if needed, for the wellbeing of the youth you work with.

Organizations and youth share the responsibility for meaningful empowerment and participation. Organizations should focus on cooperation, discussions, and evaluations to make their efforts effective. This joint effort facilitates that plans are well thought out and carried out with passion, supporting positive and lasting progress; encouraging youth to take responsibility by being involved in decision-making ensures their representation.

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[1] Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and diversity strategy. Erasmus+. (n.d.)

Each center focuses on a specific topic or region, while collaborating on priorities with the aim of strengthening inclusion and Youth participation.

Develop programs that offer youth competences, resources, and opportunities. This might include workshops, training, and access to technology. For example, setting up computer labs in underserved areas can provide essential digital tools. Vocational training can help youth gain skills needed in their local job markets.

Create environments where youth feel safe and supported. This includes physical spaces like youth centers and online spaces like forums where they can freely express themselves. Mentorship programs can connect them with role models for guidance and support. Ensure these spaces are inclusive and welcoming to all backgrounds and abilities.

Encourage youth to participate in decision-making. Set up youth councils or advisory boards within organizations and local governments to give them real influence over decisions that affect them. Use technology to boost participation. Social media, online surveys, and virtual town halls can help reach more youth and make it easier for them to get involved.

Make sure these tools are accessible to everyone and provide training on how to use them effectively.

Encourage lifelong learning locally and internationally. Organize youth exchange to discover cultures and perspectives, these activities foster global citizenship and mutual understanding and are essential in EuroMed youth work.

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Annexes

Partner organizations

in alphabetical order

Giosef Torino - Marti Gianello Guida APS
Project coordinator - Italy

Giosef Torino – Marti Gianello Guida APS is an association of social promotion that was founded in 2004. Giosef Torino is actively working with NonFormal Education, intercultural and LifeLongLearning.
Our work is based on our certainty that new educational paradigms are needed in order to promote social cohesion among Euromediterranean societies, and we deeply believe young people can be the strength to overcome barriers to foreseen social justice.

The pillar of the organization are:

- YOUTH WORK AND NON FORMAL EDUCATION: to produce social change through NonFormal Education on Human Rights;
- INTERSECTIONAL APPROACH: to promote an anti-sexist, anti-racist culture all forms of discrimination through an intersectional perspective;
- INCLUSION AND PARTICIPATION: to promote participation and active citizenship of young people to counter social exclusion and to promote human, civil and social rights;
- EUROMEDITERRANEAN COOPERATION: to promote the cooperation between European and Partner Countries from the South Mediterranean regions for fostering social cohesion in Mediterranean area;
- INTERNATIONAL MOBILITY: to promote international mobility and intercultural learning among youth.

The work of the organization is distributed on three macro different areas:

- International youth work
- Local and national youth work
- International volunteering and internship

Partner organizations
in alphabetical order

Fractals Educación Artística - Spain

Valencian cultural association founded in 2017 to develop a project of social transformation through artistic education with the values of feminisms, interculturality and community development.

To do this, we create artistic projects seeking collaboration and social transformation through participatory methodologies. We use art as a medium, making use of its pedagogical function providing minorities with tools for self empowerment.

We articulate art, education and politics to transform the context into a more cohesive and equitable society. In this way, we seek to provide the population with tools within the cultural panorama that allow them to have a voice and become aware of the hegemonic discourses of their environment.

Art production, which includes projection and process as two sides of the same coin, can help to generate a new order, accepting or rejecting these discourses, and establishing new ones, generating critical thinking.

Idee in Fuga – Italy

It is a social cooperative working for social inclusion of disadvantaged people and minorities, to include them in the society and give them dignity through the work, promoting their health and social condition. The cooperative is very active on its territory organizing social activities in the framework of structured projects.

Idee in Fuga wants to train responsible leaders by giving them the tools to be promoters of a change that is necessary today, and accompany them in the development of sustainable projects.

Idee in Fuga Research and Social Promotion activities:

– Organisation of educational and training activities (both in presence and online) for different target groups (youth, young employers, disadvantaged people…)

- Promotion of international cooperation to promote the reduction of inequalities
- Promotion of innovative methodologies for the management of social problems
- Promotion of intercultural dialogue
- Support to PAs and non-profit organizations for the development of socio-economic research in the area.

Nafs for Empowerment Institution – Palestine

The organization was founded for psychosocial counseling, to address an insistent need in the Palestinian society which suffered from violent events that hardly and deeply affected the Palestinian citizens especially children and youth, which was negatively reflected on their relationships with their social environment in general and their familial environment in particular.

There are many goals which the organization is seeking to achieve in the future, which are:
helping and rehabilitate the Palestinian society members through empowering them psychologically, socially and legally in order to achieve the psychosocial well-being, contribute to decrease psychological problems of the marginalized groups (Women, Children, Youth and people with special needs), and intervene to achieving psychosocial balance for the people suffering of wars, torture and disasters in the Palestinian community.
In addition to the work for mobilizing the society members towards constructive mechanisms and psychological and counseling activities to bring back the education, balance and empowerment to have a citizen who is able to adapt with the reality and to empower him/her psychosocially to face the current and future challenges safely, taking in consideration the importance of applying the principles of human rights and the relevant international and regional conventions by governmental and national organizations.

Volunteer in Morocco
- Morocco

Volunteer in Morocco is a dynamic organization dedicated to Empowering Positive Change through volunteerism.
Our mission is rooted in fostering personal growth, cultural exchange, and community service, starting with individual actions. Based in Tetouan and surrounding areas, we collaborate closely with local communities to offer diverse volunteering opportunities.

We believe in inclusivity and accessibility, ensuring that everyone, including marginalized groups and young people with fewer opportunities, can participate in our international volunteering projects. Whether hosting foreign volunteers, sending Moroccan volunteers abroad, or engaging in local initiatives, we strive to create transformational experiences for all involved. Joining Volunteer in Morocco means embarking on a journey of joy and fulfillment. Through meaningful connections and impactful contributions, our volunteers make a lasting impact while enriching their own lives.
Our vision is to lead the way in providing life-enriching volunteering experiences for young people, empowering them to maximize their potential for the betterment of themselves and their communities.

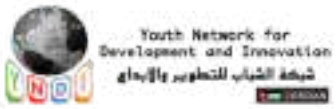
WeYouth
– Tunisia

WeYouth wants to improve the education quality in Tunisia, enhance education policies and offer young people accessible alternative educational opportunities. In the past 2 years we have been focusing on VET education.

WeYouth works within 5 strategic themes reflecting both the knowledge and expertise as an organization:

- Economic Opportunities, WeYouth believes young people could unleash their full potential and access the skills, training, and connections required to successfully achieve economic security and independence.
- Civic Engagement, WeYouth believes young people must fully participate in the civic and political sphere, partake in the democratization process and promote human rights.
- Gender Equality, WeYouth wants to ensure equality among genders and effective participation and equal opportunities, promoting leadership amidst youth at all levels of decision-making in political, economic and public life, especially those who are living in marginalized areas, regardless of gender or any prevailing social constructs.
- Peace, WeYouth believes young people deserve to live in a peaceful atmosphere and must foremost implement peaceful tools to ensure such an atmosphere. In other words, we seek to promote a culture of peace.

Youth Network for Development and Innovation – Jordan



YNDI is an International and local Network, which works with young people mainly rely work on the basis of youth to youth, and specializes mainly in work to support young people to build and enhance the capability and capacity to serve the interests of their society.

- Themes of YNDI:
- Knowledge:

Achieving knowledge through innovative interactive exercises and motivate young people to participate and increaser the understanding of community and the self-worth, provide information and skills to young people through the responsible trainer and give those new skills and real knowledge.

- Integration in the community:

Through a social network for the project consisting of youth organizations that provide projects, activities and posts for young people that youth interest and enhance the skills and personal humanity, including international, regional and local initiatives, activities, conferences, youth exchange, adventure and exploration, Debates, services, skills, Sports, Science and literature, etc.

- Youth to youth:

Give the opportunity for young people for building and tender through participation in training and rehabilitation dual sides of the same age (youth to youth).

- Innovation:

Through training on making short films and opening web pages for marketing and display works and advertising to be able to achieve the success and the highlight on the talent and creativity they have.

FAIR

FAIR - Capacity development of youth organizations for equal partnership in the Euro Mediterranean Region is a Capacity Building Project in the field of youth funded by the Erasmus Plus Programme.

The project aims to increase the capacity of the organizations in the Euro Mediterranean Region (hereafter also referred to as EuroMed or the Region) to cooperate fairly and equally in partnership in the youth field.

The partnership's stand with the belief that a qualitative approach in the youth field requires a value based practice. In non-formal learning, "values" encompass the beliefs and principles that direct the chosen methodologies and approaches. But why specific values in the youth field in EuroMed cooperation? And aren't values universal? Youth work is values based, and is also context based, the needs in the EuroMediterranean region are specific, and specific values need to be addressed and acquired to work in this Region.
In this booklet you will find out that each value is adapted specifically to cater to the needs of the EuroMed area.

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