



United Nations
Educational, Scientific and
Cultural Organization



Arab Youth :

Civic Engagement & Economic Participation

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Introduction

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Arab Youth and Evolving Regional Context

The Arab region has been experiencing a massive youth bulge, with more than half of most countries' populations under the age of 25. Young men and women in the Arab region today are the most educated; thus they hold the potential to make a considerable contribution to the development of the region.

"Taking the youth seriously" is not an option but an urgent priority for many countries in the region, which has witnessed the readiness and ability of the young men and women to mobilize the society and become an integral part of the social transformations in tandem with the Arab spring in 2011.

Who are the youth? They are young men and women, aged between 15 and 24 years, living both in rural and urban settings. Some are more challenged than others with physical disabilities and sickness. Some are considered as minorities, thus are socially challenged in their environment as indigenous, migrants, stateless, internally displaced and refugees. Some are affected by humanitarian situations or armed conflicts.

While young men and women have more access to the political arena in the post-Spring Arab world than before, prolonged uncertain awaithood with difficult school-to-work transition continues to represent one of the major forms of marginalization of young men and women.

Civic engagement aims at fostering interaction between civil society and other institutions in order to increase the voice of citizens in public life (CIVICUS website). It can take many forms, from individual volunteerism to organizational involvement and electoral participation (CIRCLE). Broader than political engagement, civic engagement can include service to the community through involvement in health and education and in charitable organizations. (Menard, 2010). Another way of describing this concept is the sense of personal responsibility which individuals should feel to uphold their obligations as part of any community (Moataz al Alfi award). It therefore combines youth development, civic activism and problem-solving and provides new ways for young people and adults to work together for a better community (CCFY). Hence, the set of youth behaviors and activities benefit both youth and community organizations or institutions that serve civil society."(Balsano).

How to respond to youth's needs and aspirations for a better life in dignity, a better society with more justice and less corruption? How to reduce the burden of "awaithood" so that they become autonomous and contributing citizens and family members? "Youth civic engagement" is indeed an emerging area of practice and knowledge development globally (Post, 2004). It is a promising strategy to confront the numerous social challenges faced in the region with its evolving context.

The interest and demand to place Youth at the heart of social development are on the increase globally as well as in the Arab region. The UN Inter-Agency Task Team on Youth in the MENA/ Arab region was established in 2010 to make better synergies and to impact on youth issues in the region, with an emphasis on policy support in the area of youth civic engagement and youth economic participation.

Policy and Research Nexus to Promote Youth Civic Engagement

The World Social Science Report 2010 (ICSS/ UNESCO) considers that despite the diversity of the region, Arab countries generally share certain common features:

- Poor quality of education, particularly in social sciences. Governments have given priority over the years to educational quantity at the expense of quality
- Limited attention to, and marginalization of, the social science disciplines, while priority is being given to natural, professional, and business and management studies, which are identified with modernity and development. Private higher education institutions barely pay attention to social sciences.
- As result of these factors, social sciences have a diminishing role in response to societal problems and public interest, and only a modest role in informing policies and introducing social change

UNESCO strives through its intergovernmental programme on Management of Social Transformations (MOST) to establish a stronger linkage between social science research and public policy making. Social science policy research, fed by dialogues among policy makers, practitioners from civil society, beneficiaries and participants to specific policy and programme interventions and researches, will better inform and advise policy formulation process.

As a result to the increasing interest in Arab youth in the region, numerous studies and research are being undertaken. However, little research has been carried out to understand the trend and impact of numerous experiences pertaining to youth civic engagement and initiated by governments, civil society, schools and universities in the Arab region.

As part of the MOST Programme, the regional expert meeting on "Youth Civic Engagement from the perspective of Economic Participation of Young men and

Women in the Arab Region” was organized at the UNESCO Bureau for Arab States (Beirut, 19-21 September 2011).

The three-day regional expert meeting looked at the interlinkage between two major challenges faced by the young men and women in the region: participation and engagement in the evolving regional context, on one hand, and economic participation, on the other.

- What are the requirements for young citizens to play a leading role in social transformations in the Arab region?
- How can civic engagement empower young men and women and enhance their economic participation?
- What are innovative partnership opportunities to explore and support youth empowerment and participation?

The presentations and group discussions were held around 5 sub-themes:

1. Capacity development for youth and leadership;
2. Outreach and inclusion of marginalized young men and women;
3. Youth engagement for innovative partnerships and economic justice;
4. Policy process in support of youth civic engagement, and
5. Social science policy research to support youth participation and empowerment.

14 national experts (Algeria, Tunisia, Morocco, Mauritania, Egypt, Jordan, Palestinian Occupied Territories, Lebanon, Syria, Yemen, Qatar, Kuwait, Oman and Saudi Arabia), 24 regional experts representing academic and research institutions, civil society and youth organizations, 11 experts from UN and intergovernmental organizations, together with 9 Lebanese students participated in the meeting.

Informed by 7 national reports on Youth and civic engagement (Jordan, Kuwait, Sudan, Morocco, Saudi Arabia, Egypt and Syria) and 15 presentations on initiatives and research on Youth Civic Engagement throughout the Arab region, the meeting offered a unique occasion for the regional “youth” experts from different countries and different backgrounds to share learned lessons and good practices and to come up with policy and research recommendations in support of young men and women in the evolving regional context. Participants agreed to be “creative and bold” in order to be up to the changes and transformations of the region.

The present report collects the views, findings, experiences and lessons shared by regional experts as well as the collective reflection on policy and research priorities in support of youth civic engagement and economic participation in the Arab region that took place during the regional expert meeting in Beirut (19-21 September 2011).

Section One:

Youth Challenges in Social Transformations in the Arab Region



Photo, Jasmin Revolution in Tunisia in 2011, provided by Samia Fitouri

- What are the requirements for young citizens to play a leading role in social transformation in the Arab region?
- What are main challenges facing youth leaders in the Arab region?
- What are some partnership opportunities to explore to support the empowerment, participation and leadership of young men and women in the Arab region?

In this section, we will analyze the challenges of young men and women in the social transformations and evolving political context in the Arab region.

1. Youth as Agents of Change

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The dramatic events sweeping the Arab region during the winter and spring of 2011 – what is now termed the Arab Spring - brought media attention to a long-recognized demographic factor in the region: that Arab countries are disproportionately youthful (1). By most estimates, youth (15-24 years) in the Arab region constitute approximately 25% of the population (2). No Arab youth generation in history has been so large. Our region is the youngest region in the world (2). This increase in the proportion of youth in the population pyramid of the Arab world is often referred to as the “youth bulge.” The “youth bulge” has often been used to portray the region in a negative light, and simplistic associations are sometimes made between the youth bulge, high youth unemployment and political disenfranchisement on the one hand and with political instability and even “terrorism” on the other (1,3,4).

However, recent literature on young people has shifted – and rightly so - from an emphasis on young people as problems to young people as assets (5,6). The changing demographics and social status of youth can and should be seen as an opportunity to engage their vast untapped potential, and dynamic energy. As is evident by recent events in the Arab World, youth can be ‘powerful catalysts’ in their own and their community’s development. They contribute to community change by acting as resources and citizens in their communities. In fact, most recent scholarships views young people’s involvement as vital to their own development and that of their communities (7,8,9,10). What are the contextual community factors that support youth to take on this role? What are the factors that can encourage youth to engage? What are principles that promote authentic youth engagement?

There is a vast literature on youth civic engagement and volunteering that we can learn from and that provides additional support for the benefits of youth engagement (11-15), as well as reasons that youth choose to engage in projects in their communities. Interestingly, ‘personal experience with injustice’ has been found to encourage activism (11, p. 715). And here I would like to stop for a minute and focus on the events that may have contributed to the Arab Spring and subsequent youth engagement.

I will focus on the concept of inequities. “Inequities refers to differences (between groups, population segments, etc) which are unnecessary and avoidable and ... are also considered unfair and unjust (16).” And we have had a lot of information on these factors as they relate to youth (17,18) both between countries of the Arab

world and within countries - in the lead up to the recent uprisings. With respect to income, the percent of persons (not just young people) living below the poverty line in the countries of the region where data was available was as high as 60%. There are vast differences in access to education between countries of the region. Illiteracy for 15-24 year olds was as high as 50%. The ratio of literacy between women and men aged 15-24 years – an indicator of gender equality, was as high as 0.34. Youth unemployment is the second highest in the MENA region and stands at about 25%. The links between unemployment and education are clear ... and most recent scholarship suggests that the educational system in the region is not preparing youth for the available jobs. The comparison on social determinants is not only between countries. Perhaps more relevant to the current situation is comparison within countries. There are increasing gaps between rich and poor within Arab countries. A recent report by Abu Dhabi Gallup entitled Egypt: The Arithmetic of Revolution, states (19): “Unemployment and poverty alone did not lead to the overthrow of Egypt’s government. It was the perceived difference between what should be and what was ... Misery alone does not create revolution ... people must sense moral anger and a sense of social injustice ... and perceive that the suffering is NOT inevitable... ” These ideas of an unequal distribution of misery, a sense of social injustice, and most of all of a perception that we need not suffer were primary factors in the events of the Arab Spring. One of the slogans chanted consistently across countries involved in the Arab Spring was related to this sense of social injustice and focused on the concept of dignity. Dignity (in Arabic: Al Karama) was a slogan often chanted during the Arab Springs revolts and continues to be a central thematic as events unfold. The concept of dignity is difficult to define yet understood to embody equity both at the individual (human being should be treated equally and with respect), as well as collective levels (ideals of social justice) (20). Dignity is the centerpiece of the Universal Declaration of Human Rights (21) which states: “Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world..”. The concept of dignity has been linked to the Kantian dictum that “people should be regarded as ends in themselves and never just means to an end.” Dignity has been suggested to be the epistemological and moral ground of human rights.

I would thus argue that the majority of youth in the Arab world have a personal experience with injustice or a sense of lack of dignity that serves as an catalyst for participation. What is “participation?” Participation is “a process in which individuals take part in decision making in the institutions, programs and environments that affect them” (22). A variety of types of participation have been identified. Sherry Arnstein (23) initially defined eight in her ladder of citizen participation. Roger Hart has applied these levels to youth (24) (see table 1 for a description). These eight levels are grouped into three broad types of community participation: non participation identified by manipulation of youth or just informing

them of projects without their input; tokenism where youth may in fact begin to “hear and be heard” but have no real influence on decisions; and citizen power. I will describe the other rungs briefly (see table at end of this document). Authentic youth engagement (25) is clearly at the top of the ladder, and should be characterized by being:

- **Collective** Activities are led by youth and adults together – not individually
- **Connected** Activities embody interdependence and model it among youth and adults
- **Empowering** Youth voice is a driving force throughout activities
- **Equitable** Adults recognize young people have differing backgrounds that require different approaches
- **Focused** Activities are appropriately outcome-driven
- **Healthy** Respectful disagreement, speaking up, and other avenues that equalize disparities between youth and adults are at the core of the activity
- **Learning** Young people gain skills, knowledge and tools to be effect agents of change
- **Mutually Beneficial** Young people and adults acknowledge each other’s dreams, actions, outcomes and reflections
- **Relevant** Activities are responsive to the lives of young people
- **Responsible** Adults and youth develop and sustain their capacity to be “response-able”
- **Substantive** Activity design and outcomes are designed to impact individuals, organizations, communities and society
- **Self-Motivated** Young people feel driven to participate

Relying on the vast literature on youth engagement and based on our experience working in partnership with youth, we have suggested an ‘enabling attributes model for youth engagement’ (26) which focuses on three levels of enabling factors (add ref): (i) attributes of the community context, (ii) attributes of the community project and (iii) the perceived benefits on the youth themselves and significant others in the community. The community context includes the community needs and the effects of social injustices on community members that are not addressed by existing social or state structures, but which present a concern for the youth. Also at a community level, community organizations must be ready to partner with the facilitators or researchers. In addition, adults in the community must support youth, value their contribution, and be willing to give of their time for youth development. The second main level of enabling factors is the project itself. The project must be appealing or able to show that it responds to the above perceived needs and social injustice and will give the youth an opportunity to be involved meaningfully in the activities as respected partners. The project must have short term as well as longer term benefits to the youth themselves by offering an opportunity to build their capacities through training which enhances autonomy and decision making. The project must also show potential benefits to the groups, the youth identify with and be valuable to significant others, such as parents and community members. The perceived benefits

from self-reflections and evaluations must be tangible, must provide the youth with space to build/develop their own identities and must be perceived to benefit vulnerable groups around them, such as children. In brief, young persons will participate in a community project when they feel: the project is appealing to them and the context is receptive of and has potential to change the status quo. Youth engagement in projects will build their capacity and benefit their community.

What are some of the challenges of youth engagement in our context? Many youth scholars and practitioners have highlighted that ... voiced commitment to participation is insufficient; it must be accompanied by support systems and structures that promote participation (27,28,29). Youth cannot 'participate' effectively unless political and cultural structures allow them to do so (29). Fourteen predisposing conditions for effective community (and in this case youth) participation have also been suggested Zakus and Lysack (30). At the top of the list are: "A political climate which accepts and supports active .. participation and interaction in all levels of program development, implementation, and evaluation" and "a sociocultural and political context which supports individual and collective public awareness, knowledge acquisition and discussion of issues and problems affecting individual and community well-being."

Are these conditions present in the Arab World?? Is effective participation possible in our context? The inequities described above, the Arab Spring, and the resilience and resourcefulness of youth present important opportunities for changing the status quo. However, making the most of these opportunities requires answering difficult questions like: How can we distribute money and power equitably? How do we provide opportunity for voice and shed the history of authoritarianism? With what do we replace that history? "What kind of society can deliver human dignity?" How do today's youth inoculate themselves so that they do not fall victim to the diseases of greed and cynicism that dominated the previous 50 years? How do we shake others free from their hopelessness so that they join as change agents? And how do we protect the next generation from experiencing that same hopelessness -- b/c success can breed inactivity as effectively as despair? How do youth move forward to remain healthy and productive members of society? How can we create venues, and opportunities for youth to express themselves and for us to listen?

Answers to these questions are complex and challenge a 'business as usual' approach. Progress is dependent on critical consciousness. Paulo Freire, a Brazilian educator, and author of Pedagogy of the oppressed suggests a problem posing approach leading to critical consciousness, where the 'oppressed' recognize the causes of their oppression "so that through transforming action they can create a new situation, on which makes possible the pursuit of fuller humanity." "In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see

the world not as a static reality, but as a reality in process, in transformation.” Therefore, dialogue based on respect, leading to action based on critical consciousness (understanding) has the potential to transform the world.

The recent uprisings confirm the potential of youth as change agents. Youth across the Arab world have used their voice to become agents of change and preserve their dignity. They have done this in ways that are unique, bold, and innovative; and used their social networks effectively. Most recently, we have witnessed this in Egypt, Tunis, Syria, Bahrain, Yemen, and Libya. It has also been taking place for many years in all these countries as well as in Iraq, in Palestine, in Lebanon, in Sudan, and in all other countries of the Arab World. In our research and practice with young people in Lebanon, we have been humbled by their energy, their enthusiasm, their optimism, their hope, their sense of justice, and their drive to change conditions that influence us all. Community youth development (CYD) requires us to “purposely creat(e) environments that provide constructive, affirmative and encouraging relationships that are sustained over time with adults and peers, while concurrently providing an array of opportunities that enable youth to build their competencies and become engaged as partners in their own development as well as the development of their communities (o).” I know that the youth in this audience and in our communities will continue to use their own voice energetically, and passionately, to define their own needs, aspirations, and reality. Let’s work together to enable youth voice and create conditions that facilitate and encourage their invaluable participation in our future.

Table 1: Youth Voice Rubric

by Adam Fletcher

Description	Challenge	Reward
1. Adults manipulate youth	Youth forced to attend without regard to interest.	Experience of involving youth and rational for continuing activities.
2. Adults use youth to decorate their activities	The presence of youth is treated as all that is necessary without reinforcing active involvement.	A tangible outcome demonstrating thinking about youth voice.
3. Adults tokenize youth	Young people are are used inconsequentially by adults to reinforce the perception that youth are involved.	Validates youth attendance without requiring the work to go beyond that.
4. Youth inform adults	Adults do not <i>have</i> to let youth impact their decisions.	Youth can impact adult-driven decisions or activities.
5. Adults actively consult youth while they're involved	Youth only have the authority that adults grant them, and are subject to adult approval.	Youth can substantially transform adults' opinions, ideas, and actions.
6. Youth are fully equal with adults while they're involved. This is a 50/50 split of authority, obligation, and commitment.	There isn't recognition for the specific developmental needs or representation opportunities for youth. Without receiving that recognition youth loose interest and may become disengaged quickly.	Youth can experience full power and authority, as well as the experience of forming basic youth/adult partnerships.
7. young person-driven activities do not include adults in positions of authority; rather, they are they to support youth in passive roles.	Youth operate in a vacuous situation where the impact of their larger community isn't recognized by them. young person-driven activities may not be seen with the validity of co-led activities, either.	Developing complete ownership of their learning allows youth to drive the educational experience with a lot of effectiveness. Youth experience the potential of their direct actions upon themselves, their peers, and their larger community community
8. Youth have full equity with adults. This may be a 40/60 split, or 20/80 split when it's appropriate. All are recognized for their impact and ownership of the outcomes.	Requires conscious commitment by all participants to overcoming all barriers.	Creating structures to support differences can establish safe, supportive learning environments, ultimately recreating the climate and culture in communities.

<http://www.freechild.org/ladder.htm>

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2. The Arab Youth Torn between a Strong Desire for Active Civic Engagement and Lack of Consistent Opportunities

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How young people can participate fully in creating the future when they have been excluded from the decision-making process for decades?

How can that be possible when several challenges are still impeding our active involvement in the civic/economic life of our countries?

Young people are endowed with potentials and capacities for innovation and development that would pave the way towards a bright future if ever they are recognized. Yet, youth leadership seems to be denied an equal opportunity to operate and voice its revolutionary ideas. Even after the revolution the political scene is still dominated by old figures and hackneyed ideas inherited from the former repressive regime.

So, how can Youth leadership get a chance when the situation remains unchanged?
How can we make things work differently?

And what are the new opportunities that Youth leadership can benefit from with the evolving political context of the Arab Region?

One of the most rewarding opportunities that the Tunisian Youth has reaped after the revolution is freedom of speech. Being free to express ourselves is a step forward to enhance our involvement in the civic and economic sphere of our country. The role played by social media today seems to be extremely important in preserving this right. It also serves to promote the new reinforced position which youth and civil society should occupy in the political spectrum. Young people have

¹ Y-PEER, the "Youth Peer Education Network", is an international youth to youth based network pioneered by UNFPA .The main objectives assigned to the Y-PEER Tunisia network are: - Raise knowledge and develop youth capacities in the field of Sexual and Reproductive Health (SRH) as well as prevention against STI/HIV/AIDS using behaviour change communication approach. -Ensure advocacy in the domain of SRH rights for youth and those most at risk- Contribute at national and local level to mobilisation of stakeholders in fighting STI/HIV/AIDS and reduction of stigma and discrimination toward people living with HIV/AIDS- Networking at national organizations working in the field of SRH and youth participation and empowerment -Reinforce national youth – adult partnership.

proven that they can use social media to establish unity through joining in a common cause.

But can we rely on social media alone to raise young people's awareness about the key role that they should play in the civic life? What policies can be suggested in order to support youth civic and economic participation?

Many educational policies should be urgently set up to guarantee a better Youth economic participation in the future. Indeed, instead of being the driving force behind the economy, we had become its scapegoat. That explains why we, Tunisian young people, were the first to rise up. In fact, we were trapped. On the one hand we were receiving what was meant to be one of the best educations in Africa, but, in reality, it was not adapted to the needs of an ever changing market.

A jobless youth is a desperate youth that can easily lose faith in their country's future. A cynical economic policy is due to make young people feel abused and suffocated. How can a young man or woman feel himself/herself civically engaged while he/she lacks the basics of a prosperous life which is a decent work meeting her/his needs? How can young people be seen active in youth organisations when they have been the victim of a suffocating economic system?

The role of women in the new Arab dynamism seems to be crucial. I can not deny that the Tunisian women seem to be quite determined to preserve their previously acquired rights and achievements and to develop them further but I am bound to say that the bright image of the Tunisian free woman that the former Tunisian regime tried to draw during the last years is highly exaggerated and was only meant to serve the fake bright image of a so-called democratic country where women are given a voice. In reality, the active presence of young Tunisian women in both the political and economic sphere is quite limited and the Tunisian women are not yet on equal footing with the Tunisian men in all spheres of life. It is true that women of all ages were present in the massive demonstrations during the Tunisian revolution but I hope that their roles will transcend simple activism to reach a high political and economic involvement.

Youth leadership in Tunisia seems to be an urgent agenda not only because thanks to its youth that an uprising took place but also because young people today are the most well -qualified social category. They have reached an unprecedented level of awareness, they master modern technologies and they have displayed voluntary qualities through ex-streets cleaning events and community services at the Tunisian-Libyan frontiers. Thus, they do not lack sense of responsibility as they used to be perceived and judged before.

On the Arab level, I believe that Arab youth should unite and form leagues and associations to serve a common goal and a noble mission. More importantly, young people are the majority in most Arab countries' populations and are the ones to fill key positions in the near coming years and thus it's urgent that this demographic slice is well equipped and skilful enough to keep the wheel running and hand over to coming generations.

On the international level, modern information media familiarize youth with different cultures while ignoring frontiers. On a world scale, a sort of international "youth culture" seems to have sprung up. So, young people worldwide should establish ties based on shared values of human rights

Section Two:

How Policies can Support Youth Civic Engagement in the Arab Region?



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In this section, five experts share their reflections on the policy context of youth participation, engagement and empowerment in the Arab region.

1. Civic Engagement Competencies

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There are many challenges in the definition of civic engagement and many scholars and practitioners use a variety of terms to name it, including “social capital, citizenship, democratic participation/ citizenship/practice, public work/public problem solving, political engagement, community engagement, social responsibility, social justice, civic professionalism, public agency, community building, civic or public leadership...” (Battistoni, 2002; Levine, 2007). The lack of clarity about what is meant by civic engagement fuels a latent confusion about how to put a civic engagement agenda or organize a conference or implement a concrete action plan.

It is legitimate to ask ourselves a series of existentialist questions about whether civic engagement is a process for skill development, a lifestyle, a program, pedagogy, a philosophy, a strategy, a system, a structure, a chain of values? Can it be all of these?

Irrespective of the semantic confusion, civic engagement involves one or more of the following: accepting and valuing diversity, building cross-cultural bridges, participating actively in public life and community service, developing empathy, social responsibility and philanthropy, promoting social justice ... (Coalition of Civic Engagement and Leadership, 2005).

How can we instill such skills in the Arab Youth? , or more precisely how can we channel the energies demonstrated by the Youth in these transformative times into positive civic engagement channels that can lead to a more democratic, peaceful and responsive Arab world?

What is the role of education in this Arab renaissance? Experts and activists alike should be engaging in a vigorous discussion about the needs, skills and competencies that can enable effective youth civic engagement and about the means that can help Arab youth acquire such competencies. The outcomes for civic

² Outreach and Civic engagement unit (OCE) is galvanizing student action for the benefit of society, while equipping students of Lebanese American University with necessary leadership skills for today's competitive environment through two divisions – international exchange and study abroad, and Civic engagement and leadership.

learning and engagement about the self, communities, knowledge, skills, values and public action need to be explored as well. The intellectual exercise about the crucial concept of civic engagement is pivotal for the human development of the Arab world and the strengthening of its civil society. Enlightened public opinion cannot be transformed into effective public policy without the establishment of a strong civic culture with its values and practices of activism, empowerment and accountability.

Civic Engagement Skills and Competencies

There is a consensus among colleges and universities that students will need to be equipped with knowledge of human cultures so that they understand the diversity that characterizes human society. They need also to be imparted with intellectual and practical skills that enhance their inquiry and analysis, critical and creative thinking, written and oral communication, teamwork and problem solving.

The ethical dimension of civic engagement allows as well the students to carry their personal and social responsibilities with resolve.

In "The Practical Leadership", Casey Wilson defines the engaged individuals as leaders who "demonstrate commitment to their own development and success, the success of others" (Wilson, page 15). This self-motivation and empathetic attitude make the engaged individuals energetic and enthusiastic to serve and to make a difference. They are the catalysts for positive change. But how can we increase civic engagement?

Self – mindfulness: being mindful of self and others means listening to your inner voice, identifying your areas of strengths and weaknesses, and finding ways to connect with others on meaningful social issues. It is therefore crucial that the youth undergo leadership training based on self-reflection learning so that they discover their preferences and callings. Some particularly helpful self-assessments include: "Myers –Briggs Type Indicator", "Fundamental Interpersonal Relations Orientation-Behavior", "SPEED of Trust Audit" and "Emotional Intelligence Self-Appraisal".

Creating Personal Connections and Relationships: openness of mind and heart go hand in hand and help in fostering relationships based on trust. This latter value becomes the foundation of civic engagement and a formidable mobilization tool.

Social Awareness: Sensitizing the youth about the social issues that need to be vigorously tackled in order to create a culture of equity, justice, and democracy make them embark on the exciting journey of claiming their rights.

Organizational skills: there is a functional need to set specific, measurable, achievable, realistic and time bound social objectives inspired from an overarching

social strategy, based on a solid system, centered around a hierarchically well delineated structure. This organizational clarity will mobilize the motivated youth and make them share the same values. Youth endowed with the necessary social skills and adopting a style of participative decision-making and agenda setting will make the desired social change sustainable.

Outcomes for Civil Learning and Engagement

The outcomes for developing well informed, responsible and civically engaged youth in the Arab world can take the following path:

Outcomes for civil learning and engagement about the self: This will enhance the ability to express one's voice to effect positive change. It will boost the disposition to become socially active and to espouse a good cause. Consequently, civic engagement increases the capacity to stand up for oneself and one's passionate commitments.

Outcomes for civil learning about communities and cultures: The civically engaged individual appreciates the cultural diversity and the rich resources of diverse communities and cultures. This will make them transcend the local boundaries of their local cultures and interact/learn symbiotically from other cultural milieus.

Outcomes for civil learning and engagement about Knowledge: The socially active youth will acquire deep knowledge about democratic experiences and practices across the globe. This cognition will help them make better choices adapted to their local cultural parameters.

Outcomes for civil learning and engagement about democratic values: The youth will espouse democratic aspirations based on transparent accountability, individualism, human reason, freedom under the law, equality before the law, power of collective wisdom, and acceptance of diversity and constitutionalism.

Outcomes for civil learning about public action: The socially empowered youth acquire disciplined civic practices that help them formulate constructive strategies for action (service, advocacy, policy change) to accomplish public ends/purposes. The civic culture will raise the public morale, and elevate the capacity for planning and carrying out public action. It goes without saying that the society, at large, will then witness social entrepreneurship in the sense of building up the moral and political courage to take risks for the public good.

Skepticism has always been a sober scrutinizer for any investigative intrusion. "Who shall guard the guardians", says Aristotle in his "Politics". Similarly, we need to train Arab Youth leadership to build leadership networks and conduct leadership training to other aspiring youth in order to generate their positive energies into

meaningful conduits of democratic change and liberal action. Educators, liberal thinkers and practitioners should take the lead in building leadership programs engaging the youth in self-reflective methodologies. This is a crucial matter as the leaders of the leadership programs will either embark on a culture of youth transformation from the conventional approaches of yesterday's Arab World to the more transformational approach of a more participative one or will be perpetrating a culture of submissiveness that perpetuates passivity and apathy. But, ironically or, at best, creatively, we can legitimately say: "who shall lead the leaders?"

2. Marginalized and Unemployed Arab Youth

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Unemployment rates among young people in the Arab region are the highest in the World; estimated at 24% in 2009 – nearly twice the world average of 13% (ILO, 2010). The problem is region-wide; Qatar is the only Arab country with available data in which youth unemployment rates are lower than the world average (11% among Qatari nationals). Relative unemployment rates among youth are also high, estimated at 3.7 times the rates for adults, as compared to 2.7 times the rates for adults worldwide, suggesting that young people in the Arab region suffer from a considerable amount of economic marginalization and exclusion.

There are several factors behind the high rates of youth unemployment and marginalization in the region. On the supply side, the education system in most Arab countries is in need of serious reform. While Arab countries have done a remarkable job of increasing access to education over the past fifty years, quality has lagged behind. In no Arab country have average test scores on standardized international math and science tests exceeded the world average (TIMSS, 2007). Furthermore, there is a mismatch between the skills afforded by the education systems and the skills demanded in the labor force in most Arab countries.

On the demand side, Arab youth face labor markets rife with structural distortions. In most Arab countries, a majority of young people prefer public sector jobs, which offer higher compensation packages and better job security than the private sector; preference rates reach 80% in some countries (Gallup/Silatech, 2009). Furthermore, the private sector in many cases is characterized by family businesses propagated by barriers to entry and competition, enabling business owners/managers the option of selecting employees based on connections rather than competency; further marginalizing young people who are not well connected.

³ The Syrian Development Research Centre (SDRC) is a division of the Syria Trust for Development, a non-profit, non-governmental organisation, established in 2007. The Syria Trust for Development aims to empower people from all walks of life to play a full and active role in building and shaping their society. The Syria Trust carries out its work in partnership with local communities, other NGOs, government agencies, and the private sector. Its work is delivered through projects and programmes of activity that aim to build capacities, change attitudes, and create opportunities for people and communities throughout the country. The Syria Trust is comprised of four delivery divisions besides SDRC, three of which were established before the founding of the Trust and brought under its umbrella in 2007.

Not all the factors affecting youth unemployment rates in the region are structural. The Arab region has been experiencing a demographic youth bulge that has temporarily increased labor supply pressures. Also, traditional family support structures in the region encourage young people to prolong their job search until the right opportunity comes along. Still, structural considerations remain the most policy-relevant concern and government responses to youth unemployment and marginalization have largely been to introduce superficial reforms rather than the comprehensive structural reforms that are needed. As such, youth unemployment rates in the region have been the highest in the world for more than a decade (ILO, 2010).

3. Economic Systems in Favor of Social Justice⁴

*Gilbert Doumit
Beyond Reform & Development⁵, Lebanon*

The Arab revolutions carried a number of slogans calling for social and economic justice ranging from political reforms, freedom, and access to economic services. These uprisings were mostly led by marginalized youth who were frustrated with the status quo and aspired to play an influential role in governance, society and the economy.

In order to address and respond to these needs, and avoid future disillusionment, governments, international organizations, businesses, academia, and civil society should embrace a holistic approach that tackles existing inequalities and the gaps in contextual elements.

Any reform agenda cannot be completed without allowing for an improvement in economic conditions and access to economic wealth in a fair and legitimate manner. As political reform should be based on citizens' civic and political rights, economic reform must also follow a rights-based approach. This can guarantee stability and responsiveness in new governance systems, and to pave the way for transitions towards democracy, while improving the quality and well-being of citizens' lives.

This holistic mindset means adopting a rights-based-approach that can ensure equitable access to employment, knowledge, social services and markets for young citizens in the Arab world. This new policy agenda goes beyond piecemeal reforms to a more systemic understanding of the needs, requirements and priorities for youth in the region.

Political reform should go hand in hand with economic reform, that can free citizens and youth from clientalism, favoritism, and unfairness in the distribution of services, wealth, and knowledge.

Economic justice refers to equity and fairness not only in the distribution of resources but in the access to these resources. In order to claim a level of justice, we need to ensure that youth everywhere, regardless of class and personal

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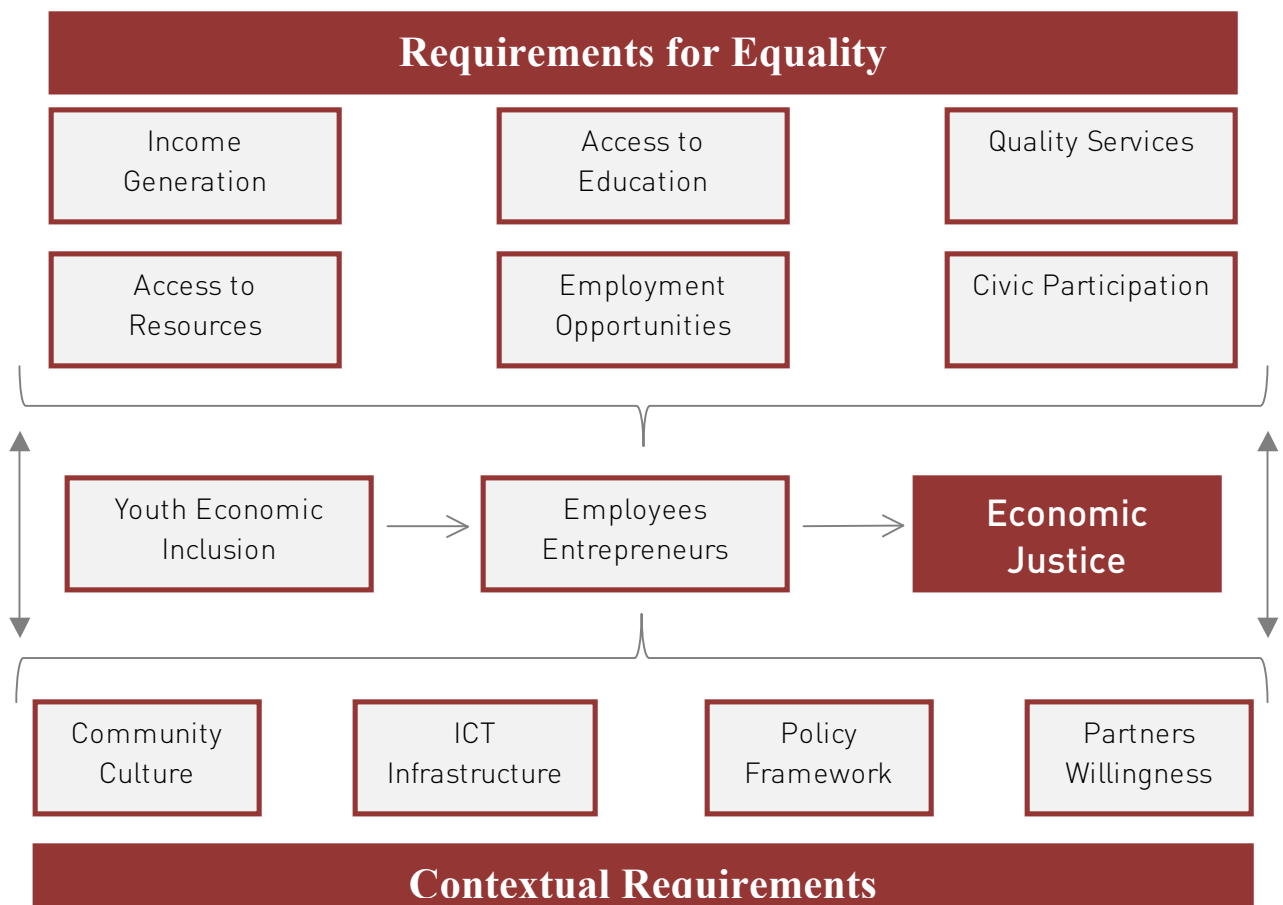
⁵ Beyond Reform & Development, part of BRD/I Group SAL, is a consulting firm and social business specializing in public administration, development and civil society consulting across the Arab region.

backgrounds have the same chances to enter the public sphere and have a say in the economic policies that shape their lives.

This presentation aims at contributing to future research, practice, and policy agendas by explaining three dimensions of what this path involves: Equality Requirements and Contextual Factors, that lead to Economic Justice as an outcome.

- *How can the Arab World overcome inequalities in income?*
- *How can we secure equitable access to resources?*
- *How can we ensure equal access to job opportunities and fairness in remuneration?*
- *How can we guarantee quality and relevant education and access to knowledge?*
- *How can we make available basic health and social services that respond to young citizens' needs?*
- *How can we enable youth to influence and participate in economic policy making?*

This presentation highlights how innovative partnerships among stakeholders can create enabling environments and eco systems for the economic inclusion of youth in the Arab World.



The Requirements for Equality

This section proposes six areas where equality is required to ensure economic inclusion of youth and therefore economic justice:

Income Generation: The existing gaps in income and remuneration systems have created large discrepancies among youth. Income gaps for example are evident in rural versus urban, technology and service sectors, at the expense of other sectors such as industry and agriculture. For greater equality in income generation, governments must implement policies to overcome these gaps and ensure fairer distribution and redistribution of income. This calls for reforming the tax system and encouraging businesses to assume their social responsibility.

Access to Education: While market needs are changing rapidly, the educational sector in the Arab world remains unable to provide the skills and competencies needed today. Our education systems, managed by the public sector, are failing to meet the demands of the economy today. For instance, the use of ICT in schools is lower than the needs for ICT skills in business and industry. We need extensive vocational training to correspond to the type of jobs and employer's needs. Improved access to information requires reforming the education system towards greater interaction and responsive to the business sector and market developments, through creative teaching methodologies and curricula.

Quality Services: Basic services required for young Arab citizens to ensure their primary needs are not ensured for them to be innovative and enter the business world. Youth suffer from the absence of these services and this hinders their ability to be entrepreneurs, develop their capacities, and take creative risks in the economic sector. Youth then rely on private sector that offers them these services at an expensive rate. Governments should reform service provision by creating special access and enabling conditions for youth to tap into services while restructuring these services to compete with expensive private sector services, or through partnership with the private sector for easier access.

Access to Resources: Access to assets, land, public spaces, financial capital, and knowledge, is not available for youth in the Arab World. This challenges their ability to start businesses and enter the economic sphere. National resources are mainly in the hands of a small elite, thereby youth cannot make usage of these resources to promote their ambitions and economic visions. Special funds and financial mechanisms, as well as the rule of law, should be reinstated to guarantee fairness in access to resources, through free zones or incentives for youth to benefit from these national resources.

Employment Opportunities: Youth in the Arab World live in a system of clientalism and favoritism that challenges their ability to have equal employment opportunities.

The market is discriminatory based on religion, gender, sect, family background and political affiliation, giving advantage for some over the others. Without real career guidance and employment policies, youth remain at the mercy of the employer with no protective framework. There is a strong need for employment policies to increase opportunities while ensuring fairness, and investment in productive sectors, and promote entrepreneurship within education systems.

Civic Participation: Youth in the Arab World do not enjoy participatory governance systems that enable them to influence policies and governmental decisions. These systems lack platforms and mechanisms that help youth claim their social and economic rights to influence public institutions and affect policy processes. Youth civic participation has been almost non-existent before the revolutions due to oppression and limitations over their ability to actively participate in their communities. Governments in collaboration with civil society should establish platforms for youth's engagement to help them voice their priorities, reduce corruption, and support their participation in policies and decisions that influence their economic interests.

Having presented these requirements, we now move into the contextual factors that have an influence over economic outcome. Future research and policy-making should further elaborate the solutions and paths towards reaching these requirements in a way that is customized for each of the targeted countries and communities in the Arab World.

Contextual Requirements

In addition to existing inequalities, the following contextual factors that influence the levels of economic justice and affect the enabling environment for youth inclusion:

Community Culture: This refers to the patriarchal system in the Arab World that leaves youth feeling less valued and more submissive to the older generation. Gender discrimination allows greater access for males over females in education and employment. Certain jobs are also more valued than others such as lawyers, doctors, or engineers. A culture of clientalism is dominant favoring relations over competence and knowledge. Private initiative, including risk and failure, are not perceived as important versus employment, especially in the public sector. Safety over innovation is more commonly appreciated. This is an important factor to consider in light of recent revolutions that are shedding light on the value system that govern our communities, towards valuing merit over family, tribe, or religion.

ICT Infrastructure: Increasingly and with the impact of the global economy, Information and Communication Technologies are playing a strong role in access to regional and international markets, that can leverage youth's potential, growth, and national economic justice. ICT is becoming a key infrastructural component in the quality of services, living costs, health, education, and financial sectors. As access to

ICT between rural and urban centers changes, it creates large discrepancies and thereby results in uneven opportunities among youth. ICT also affects innovation levels among the regions with higher usage of ICT. Even if innovation exists, ICT can leverage scalability and should be seen as a basic service for economic justice.

Policy Framework: Policies for economic justice calls for government to go beyond political reforms, to include economic framework that can regulate economic markets, help enforce equal opportunities, and support youth engagement. This will require a set of policies around taxation, employment, education, and sectoral policies to ensure justice and investment in neglected segments and sectors of national economy. Decentralized governance here can play a key role in enhancing national and local economic development and help leverage resources in localities rather than only in the centers.

Partners Willingness: For a comprehensive approach to economic justice, it is important to establish collaborative relations among all stakeholders. In the past, we used to perceive the only partners being public sector and sometimes private sector institutions. Yet future agendas will include media, academia, NGOs and others that play a role in providing a context allowing for economic justice and youth's economic inclusion. Just as governments are responsible for policy-making, the private sector plays a role in making business socially responsible and contributing to community development. Media has a key role in monitoring stakeholder performance and promoting a culture of entrepreneurship and economic justice. While civil society's role should not remain limited to the political sphere, and can through NGOs, syndicates, associations, and political parties, in advocating for and influence economic justice policies. Academic institutions can contribute through research and knowledge production around priority issues and help arrive at innovative solutions that influence economic outputs and stakeholders stances. Therefore the willingness of partners to collaborate will be an important contextual factor that can contribute to economic justice.

Innovative Partnerships for Economic Justice

In conclusion, and within the transitioning contexts of Arab communities, youth have a major role in political reform but also in economic changes required immediately in the coming phase. Youth will enter the market as consumers, employees or entrepreneurs. For markets and governments to ensure economic justice, it is a priority to start forging partnerships among all stakeholders for economic reforms and responsiveness. The following partnerships can create a favorable environment for this partnership to improve economic conditions for youth in the Arab World:

Social Entrepreneurship: This refers to actors' capacity in solving social problems while creating income opportunities through businesses. Social Entrepreneurship enables new business models that aspire to create social value through innovative

solutions while creating job opportunities, such as solving health, environmental and education problems using innovative means.

Entrepreneurship and Innovation Skills within Schools: Educational systems, methodologies and curricula need to equip students with the capacity to create new businesses, to nurture creativity skills, and to teach economic skills to facilitate youth integration in the market place through the higher involvement of private sector in educational systems.

Private Public Partnerships: This entails a collaboration between public and private sectors that can design and deliver services and create employment opportunities, while respecting transparency, accountability and fairness in service distribution, particularly in rural areas, and at the national and local levels.

Recruitment Services: In order to better create a job-match between youth and market opportunities, there is a need to establish employment mechanisms allowing a public service to be delivered in partnership with the private sector.

Entrepreneurship Services: This means creating a community of service providers being business development centers, access to finance, incubators and other entities, to enable easy entry for entrepreneurs and access to basic needs for start-ups and new businesses. This helps young entrepreneurs to scale up their ideas and succeed in the market place.

Sectoral Investments: In addition to the service sector that is flourishing, it is important to develop value chains that favor investment and attract capital into industry, agriculture, and manufacturing while introducing new technologies in the production and supply chains.

Research and Development: This helps generate new innovative ideas into the market place. Partners are required to adopt R&D to support value creation, innovate at the levels of production, process, outputs, marketing and distribution.

Finally, the transition to democracies in the Arab World can be furthered if reforms are coupled with economic policies for greater justice for youth. Political reforms encourage economic reform, but alone are not sustainable, and therefore the need for a holistic approach that ensures young citizens inclusion in the economy and market place. Economic justice can guarantee youth's integration and contribution to their country's overall development.

This is one of the main challenges that will face governance in the Arab world and call for establishing accountability mechanisms, fairness, and transparency in public institutions and genuine participation of youth in the economic sphere.

4. Alternative Models to Youth Inclusion in the Business World

*Eugene Sensenig-Dabbous & Hasan Younes
Notre Dame University, Lebanon*

This session, organized by Eugene Sensenig-Dabbous and Hasan Younes, was based on the co-chairs' previous mutual experience dealing with the link between the various forms of socially responsible business practices, as well as alternative approaches to including youth into the economic development process. It also illustrated how the science-policy nexus, inspired by the goals set by UNESCO's Management of Social Transformations ([MOST](#)) program, has helped scholars and students alike to develop concrete projects in the field of social and economic engagement. This conference was a milestone on the path to enhancing cooperation between academia, non-university experts, practitioners, and youth, on the one hand, and the public sector, on the other.

From a theoretical perspective the panel dealt with the following four forms of social commitment to the community on the part of the business world.

- **entrepreneurial paternalism** (voluntary social, cultural, and infrastructural services to employees, their families, and surrounding community stakeholders)
- **classical philanthropy** (donations by business leaders to a variety of causes, e.g. the arts, sports, education, charities, etc.)
- **corporate social responsibility** (returning a part of a company's profits to the community, often in the same sector in which the income was earned)
- **social entrepreneurship** (organizations set up to make a profit in order to fund their caritative, advocatory, or self-help activities, thus ensuring their independence and sustainability)

Of the four above mentioned, paternalism and philanthropy have the longest and most recognized traditions within the MENA region. Charity, i.e. donations to the needy and to socially relevant causes, is based on the religious concept of tithing (*zakāt*) Charitable behavior, considered to be one of the five pillars of Islam, is also deeply rooted among Christians in the MENA region. Entrepreneurial philanthropy, as a form of individual and collective charity, became well established in the West during the industrial revolution and has now spread to the MENA region with the creation of considerable corporate wealth here.

Paternalism, in a Western context, was a response to the excesses of laissez-faire capitalism in the mid 19th century and also proved successful in combating the rapidly expanding Marxist labor movement in Western Europe and North America. By providing for the needs of their employees in the fields of housing, health care, education, sports, transportation, care for the young and elderly, and the like, employers not only mitigated the suffering of the working class, they also were able to enjoy the loyalty of the entire community surrounding their enterprise. Well known in the MENA region, the Austrian glass producer, Swarovski, located in Wattens in Tirol, was one of the pioneers of entrepreneurial “noblesse oblige,” i.e. the concept that with wealth and power come social and cultural responsibility to the greater community. Paternalism in the West was strongly rooted in the conservative Christian tradition of caring for the poor and unfortunate. This tradition is less well established in the corporate world within the MENA region because of 1) the lack of experience with radical laissez-faire deregulation, and 2) the weakness of the leftist labor movement. Faith-based entrepreneurial paternalism from an Islamic perspective is also not as well developed as it is in the nominally Christian West.

Corporate social responsibility (CSR) takes the traditions of paternalism and philanthropy one step further, by expanding entrepreneur responsibilities from the immediate business goals, i.e. caring for the interests of customers and stockholders, to the inclusion of stakeholders, i.e. all individuals and groups impacted by a respective business’s activities. Often termed “business with a conscience” or “moral capitalism” (e.g. in case of the [Caux Roundtable](#)), “CSR-focused businesses proactively promote the public interest (PI) by encouraging community growth and development, and voluntarily eliminating practices that harm the public sphere, regardless of legality. CSR is the deliberate inclusion of PI into corporate decision-making, that is the core business of the company or firm, and the honouring of a triple bottom line: people, planet, profit” (see Wikipedia CSR). CSR has recently begun to play an important role in the business world in the MENA region. Hasan Younes has written his Master’s thesis on CSR in Lebanon and is completing his doctoral thesis on a similar topic. His extensive experience with and the results of his research enriched and enlightened the preparation of this panel.

Finally, social entrepreneurship, a concept introduced in the 1960s, is rooted in transitioning in the opposite direction, so to speak. Whereas paternalism, philanthropy, and CSR are all based on business players recognizing the social, cultural, infrastructural and, more recently, environmental needs of their communities and dealing with them, social enterprises commonly come from a civil society/non-profit background. Simply stated, a social entrepreneur goes into business in order to deal with a specific community need and generates a profit in order to 1) guarantee the sustainability of the project and 2) to become independent of corporate, government, political, and international developmental donors. Social

entrepreneurship has blossomed during the last two decades in many countries within the MENA region.

When dealing with socially responsible models it is important to distinguish between activities that were developed in order to enhance stakeholder agency (empowerment and the bottom-up rights approach) and those activities geared primarily to increase profitability (e.g. marketing gimmicks, tax right offs, or intentionally undermining grassroots initiatives – “[astroturfing](#)”) without altering societal power relationships and positively impacting resource distribution. Paternalism, philanthropy, and CSR have all been criticized in cases where employers and investors engage in socially responsible behavior in order to improve an otherwise tarnished image (e.g. a poor track record in areas such as the environment, labor rights and working conditions, equality in the workplace, or unethical competitive practices), to undermine independent labor organizations, or to distract from their liaisons with governmental and political power elites. In this session we highlighted two cases of genuine socially responsible business practices, in which entrepreneurs place as much emphasis on the needs of the community (stakeholders) as they do on the interests of their stockholders and customers.

This session dealt with two examples of CSR and social entrepreneurship, i.e. Focolare’s Economy of Communion ([EoC](#)) and Fair Trade Lebanon ([FTL](#)) respectively. It attempted to illustrate how in both cases activities carried out with young people, be it in a university setting or in cooperation with NGOs, enabled Lebanese youth to gain a better understanding of both business concepts and to apply this knowledge and experience to their studies and future careers. Sensenig-Dabbous and Younes are workstream leaders of the annual international business conference “Trust and Accountability in the Global Market” ([TIGE](#)) in Caux, Switzerland, which is part of the Initiatives of Change [Caux Business](#) network. In this capacity and as activists in the international NGO, Initiatives of Change ([IofC](#)), they have worked with students in Lebanon, primarily at Notre Dame University (NDU), but also at American University of Beirut (AUB) and Lebanese American University (LAU).

The intention of this panel was to link CSR and social entrepreneurship in a manner in which it would become evident for conference participants how youth can benefit from both concepts and how these two business models can interact synergetically. The foundational initiative for this link was, as mentioned above, the annual TIGE conference series, which brought the topics of fair trade and a faith-based approach to genuine CSR together within an international forum. The goal of the Sensenig-Dabbous and Younes co-chaired panel was to demonstrate how young people in Lebanon have been active as volunteers, interns, and activists in the area of fair trade, and how this can be linked to enterprises looking for creative and imaginative projects for their social engagement and sponsorship. Significantly, Hasan Younes was active as a volunteer in the area of fair trade as an undergraduate at NDU and

was inspired by his experience in the field of social entrepreneurship to get his degrees (MA and doctorate) researching CSR. Various other NDU graduates have benefited from their fair trade background when starting their careers in the civil society sector in Lebanon.

Ultimately, Sensenig-Dabbous and Younes are hoping you use this synergetic model to motivate students in the MENA region, in which religious affiliation and personal faith still play a significant role, to consider the link between fair trade and EoC in their studies, when volunteering, as well as for their future careers in business, civil society, or the public sector. The strong anchoring of lofC at NDU has helped facilitate this process. The international ties of FTL, within the World Fair Trade Organization ([WFTO](#)), of EoC within the global Focolare network, and of the Lebanese lofC country committee as a member of Initiatives of Change International, have provided many students with internship and volunteering opportunities both in Europe and the MENA region.

Finally, by linking research and teaching in the fields of CSR and social entrepreneurship to concrete projects involving youth, the ideas and proposals presented in this panel have help promote the science-policy nexus in Lebanon. Although specific policy proposals targeting government agencies have yet to be developed, the existing wealth of experience has laid the foundation for young people to approach the law makers and public administrators requesting reforms in the field of socially responsible business practices. Here the participation of Lebanese Youth Economic Forum ([YEF](#)) in the conference should be highlighted because of 1) is activities at Lebanese university, including NDU, and 2) it's training within the science-policy nexus. Cooperation with YEF can help young people to take their ideas in the field of CSR and social entrepreneurship and mold them into actual policy proposals.

5. Presentation about Advocacy and Youth Policies

*Kamal Shayya,
MASAR Association⁶, Lebanon*

This presentation aims at paving the way for a debate among participants from the Arab world on advocacy and youth policy in order to exchange experiences on advocacy in the field of youth policies in the Arab world and to better know youth issues and priorities in each of the participating countries.

The presentation tackles 8 topics that are complementary to each other so as to open a methodological debate on advocacy and youth policies in the Arab world.

1- What is youth policy?

We tackled the topic from a conceptual viewpoint. The idea is to reach a common understanding of youth policies and to launch dialogue from common ground.

- The state announces its commitment to youth issues
- A document including an integrated vision of all the steps the state will adopt to improve the daily living conditions of youth
- It clearly determines the status and role of youth in society
- Thus, it establishes an interactive relation between the state and youth themselves
- It necessitates political will on the one hand and societal conviction of the important role of youth on the other
- In other words, it aims at providing all services youth need + creating an environment conducive to youth reaching decision making positions
- It includes youth needs and ambitions in the state's public policy
- It allocates financial and in kind resources to achieve fair youth development at the national level
- It relies on scientific research and reliable statistics from all sectors affecting youth

⁶ MASAR Association, a Lebanese non- governmental organization works at both the community and policy levels with the aim to achieve national development, with a special focus on youth development. Masar's vision is to build a civic, secular, and non sectarian society through promoting citizens' participation in all spheres that affect their lives. This is done through mobilization, capacity development, advocacy, lobbying for policy change, enabling access to information, and networking with a wide array of stakeholders.

- It is multi- sectoral and consequently, necessitates coordination between all ministries around youth issues.

2- Importance of youth policy

The second part of the presentation sheds the light on the importance of youth policies and their positive impact on youth, since without a youth policy, youth development will not be complete.

- It allows treating youth as citizens with dignity
- It achieves equality between youth and all citizens
- It limits vote-catching, sectarianism and dependence
- It promotes youth participation in all fields, thus accelerating development in the country
- It promotes youth self -confidence and self- respect
- It leads to active youth aware of their rights
- It gives youth prerogatives and responsibilities
- Power sharing with youth

3-Stages of youth policy

We started introducing the stages of youth policy in general in order to open a debate on different work methods in the Arab world

- To determine youth needs, problems, ambitions and expectations
- To draft recommendations for youth policy
- To adopt a youth policy document at the Council of Ministers
- To issue laws for specific recommendations at parliament
- To implement youth policy in all public administrations
- To assess youth policy 5 years later so that it keeps track of new needs expressed by youth and the community

4. Who are the stakeholders and what are their roles?

We analyzed with participants advocacy processes in the Arab world, the starting point being the stakeholders and their main roles.

- *Youth*: claims to adopt a national youth policy
- *Civil society*: to exert pressure on decision-makers to adopt a youth policy
- *Media*: to highlight the importance of adopting a youth policy and to contribute in exerting pressure on decision- makers
- *Experts*: to provide statistics and scientific facts supporting youth policy
- *Council of ministers*: to adopt youth policy
- *Parliament*: to issue necessary legislations to implement youth policy
- *Public administrations*: to implement youth policy

- *Schools and universities:* through implementing youth's right to access to information and right to know
- *Municipalities:* by involving youth in local development and implementing youth- targeting projects like playing fields, public libraries, cultural clubs, etc
- *Religious institutions:* through encouraging the implementation of a youth policy in mosques and churches
- *Private sector:* through supporting youth initiatives and providing services to youth like easy transportation to university students, etc.

5. What are the means that can be used to prompt stakeholders to move?

This question aims at dealing in depth with different advocacy methods in the Arab world.

- *Youth:* awareness- raising and capacity building workshops, taking their opinions and involving them
- *Civil society:* networking, exchange of experiences, common activities, classes
- *Media:* awareness- raising, interest in achieving public good
- *Experts:* job opportunity
- *Council of Ministers:* advocacy meetings, media lobbying, partnership
- *Parliament:* advocacy meetings, media lobbying, partnership
- *Public administration:* empowerment to work on development.

6. What are the challenges and difficulties youth are facing?

It is important in this question to focus on youth themselves, how we look at them, what are the challenges they face, from their own perspective and not from older people, the state or any other party's perspective.

Young people in the Arab world face different challenges, some related to the stage they are going through and that any young people face in any society, others are related to the legal, political, social, and economic situation of the country. Among the main challenges:

- Quality of education and differences between private and public education. Not providing them with life skills and analysis skills for them to face the challenges of the modern era. Increasing drop- out rates, mainly in public schools.
- Lack of sufficient information and services for youth on reproductive health and sexual health, including HIV/AIDS. Widespread drug addiction among youth
- Weak youth participation in politics and public affairs

- Migration of youth to improve living conditions, the majority being degree holders
- Unemployment: high level of unemployed youth. This in turn increases youth migration or leads to worsening economic conditions, thus creating social and political problems
- Community's lack of trust in their capacities. Everybody looks at them as the future generation; their participation in public life is thus reported to the future.

7. General challenges facing youth policies

In this stage, we analyze with the participants the challenges that advocacy faces. They vary according to habits and to the social, economic and political situation.

- Traditional society- customs and habits that do not change
- Youth are considered as a problem not as wealth
- Some tribal societies
- Sectarianism
- Youth as learners and not doers
- State policies towards youth
- No partnership with the state
- Political disagreements
- Development is not a priority for Arab regimes; their only concern is to stay in power.

8. Youth role

We wanted to conclude our presentation by highlighting the important role youth play in setting recommendations and launching advocacy so that policies emanate from youth and are submitted to the state rather than having the state adopting policies about youth. Indeed, such policies might not be implemented or would not be sound from a legal and rights viewpoint.

Youth are the ones who should draft youth policies according to their needs and expectations, in collaboration with other stakeholders. They should own them and work towards achieving them.

N.B. I have focused in my presentation on giving some examples about women rights, especially young women, i.e. early marriage problems and challenges.

I have also described the negative impact of traditional education on youth and considered that the right starting point to develop youth is to have an active education based on critical mind, comparison, testing, and dialogue rather than teachers' hegemony. Education is a two way approach between students and

teachers, the student being at the heart of the process and not the teacher. School should also be closely linked to real life.

I have also provided examples about participation and freedom and their link to balanced youth development and self- confidence. Regimes consider youth as just figures and consequently, consider any youth policy aimed at introducing change as dangerous since it is a policy that changes all sectors and regimes are fearful of change.

We also tackled health issues, such as drug addiction, alcoholism, and sexual health. Some economic topics of interest to young people have also been dealt with.

QUESTIONS: Questions were as follows:

Questions included the difference between youth policies and sectoral plans. We said that sectoral plans are not an alternative to youth policies. Youth policies are indeed multi- sectoral since young people are citizens who have their own expectations and needs in all the sectors. Youth policies aim at changing available policies that are discriminatory against youth.

There were also some questions about funding and its impact, especially if it is foreign or politicized and the state's relatively small funding that targets youth.

The following question was raised: Should policies be given or taken? The answer is both. NGOs and assessment were the focus of another question, the right to information as well. We gave the example of Lebanon where the civil society has submitted an integrated draft law a while ago about this topic. It will promote good governance, transparency, and accountability if it is adopted and implemented.

Another question dealt with media and its role in change. We talked about alternative media or social media.

1. Group Discussions: Questions and Observations

National and regional experts divided into 3 sub-regional working groups (Maghreb & Red Sea, Mashrek and Gulf) and one non-Arabic speaking working group, identified social & youth policy research priorities to respond to the policy recommendations provided in previous presentations/ initiatives.

Group discussions revisited key questions raised in the presentations on YCE initiatives:

Session 2 (day one)

Youth needs and capacities for democratic participation

- What are the needs, skills and competencies that can enable effective youth civic and economic participation?
- How can young men and women acquire and apply such skills?
- Which key State institutions need reforms, improvements and support?
- How can schools and families (the two social structures where youth spend much of their time) support acquisition of these competencies?
- What are the outcomes of civic learning and engagement about the self, communities, knowledge, skills, values and public action?
- What is the role of the civil society in creating a culture of civic participation in public affairs?

Session 4 (day two)

Social protection of and outreach for marginalized and unemployed youth

- What are the key reasons for exclusion of young men and women?
- What are the key reasons for unemployment of young men and women?
- How are the resources or structures of our society made more or less available to support marginalized men versus women?
- What urgent actions are to be taken by the State to support the unemployed youth?
- What role can the private sector play to improve the economic participation of young men and women?
- What role can youth play to improve youth participation?

Session 5 (day two)

Innovative ways of partnerships for economic justice (do we want to add social justice issues anywhere?)

- What are the main challenges to economic justice in the Arab region?
- Which economic injustice affects young men and women the most?
- Which key State institutions need reforms, improvements and support?

- What kinds of partnerships help to engage young men and women in enhancing economic justice?
- What role can youth play in enhancing economic and social justice? How can youth be catalysts in their communities?

Session 7 (day three)

Role of civil society and media in support of YCE

- What role can be played by the civil society to promote youth civic engagement?
- What role can the media play to promote youth civic engagement?
- How to engage young men and women in the civil society?

Session 8 (day three)

Corporate Social Responsibility in support of YCE

- What role can be played by the private sector to promote youth civic engagement?
- What are the conditions under which the private sector/businesses should be engaged?
- How can CSR be a win-win strategy to promote YCE?
- How to promote CSR at policy level?

Furthermore, the group focused, during their collective thinking, on a set of key questions:

Session 3 (day one)

What issues were raised during the day?

- Which State institutions need reforms, improvements and support?
- What recommendations are agreed upon?
- Who is responsible for adopting actions and next steps?
- How can research be geared towards developing youth - related policy solutions?
- What is the existing research to build upon?
- Which research mechanisms should be established to better reflect young men and women' concerns?
- What are the next concrete steps to promote the agenda of youth participation, leadership and engagement?
- How can we engage youth in these discussions?

Session 6 (day two)

Topic 1- Reaching out to out of school young women through YCE

Topic 2- Supporting young entrepreneurship

- Select and describe one YCE good practice from one country.
- What are the 3 key policy recommendations (national level)?
- Which State institutions need urgent/ drastic reforms, improvements and support?
- What kind of research can help to (nationally) implement such reforms?
- Which kind of regional research and mechanisms can support such national research and policy efforts?

The following common observations in different national contexts were made:

- There are persisting forms of marginalization of young men and women, such as unemployment.
- Young men and women need more possibilities and opportunities to enhance their skills and to participate in all aspects of the society. Volunteering is one way of providing opportunities and exposure.
- Current school systems play a limited role in fostering different skills and capacities of young men and women.
- There is no mechanism whereby young men and women voice their needs and aspirations in policy formulation process.
- Leaders fear that young men and women, asking for more freedom, create a paralysis in the society.
- The generation gaps within family and society are sources of conflict.
- Data on the practices and opinions of young people with respect to active civic and community-level participation remain scarce and unshared among partners across the region
- Lack of formal evaluations of youth service programs – lack of understanding of what works and what does not work

2. Policy Recommendations

Regional experts suggest following policy recommendations to address the obstacles and challenges mentioned above, in order to empower young men and women and promote their participation at all levels of the society, namely through civic engagement.

In support of youth participation and empowerment (in general)

- Establish a mechanism to understand the real needs and aspirations of young men and women in different situations
- Promote youth participation in all stages of policy formulation (research, dialogue and designing, policies monitoring and implementation)
- Develop an integrated policy framework (i.e. National Youth Policy) or an integrated strategic and planning tool.
- Foster policy research and dialogue on youth empowerment and participation, especially initiated and led by young men and women
- Deepen and institutionalize YCE concept & approaches as part of the national systems, where youth are perceived as equal partners

Youth civic engagement skills, participation and leaderships

- Promote the volunteerism of young men and women in partnership with schools, universities, civil society organizations and private companies
- Support the reform of the education sector (revision of curriculum) so that young men and women gain, not only academic but also life leadership and innovation skills
- Encourage critical thinking and understand the rules of democracy
- Develop a sustainable mechanism of YCE, in partnership with universities

Reaching out to challenged and marginalized young men and women

- Foster financial support programmes of young men and women (scholarship, housing loans)
- Enhance employability of out of school young men and women by providing job and skills training, including peer education
- Promote flexible working modalities (hours and place) in private companies to accommodate the needs of challenged young men and women
- Combat all forms of discriminations against women
- Develop a long-term strategy indicating accountability of each in facilitating a smoother school- to- work transition
- Create and promote empowerment opportunities for youth

Innovative partnerships for economic and social justice

- Strengthen public-private sector partnerships to create employment opportunities for young men and women

- Promote cooperation among Central banks in the region, together with the World Bank and international organizations to support young entrepreneurs
- Create the Arab regional Common Funds to support young men and women
- Foster innovative skills development and training programmes of young entrepreneurs, supervised by a committee comprising government, civil society and private sector representatives.
- Develop networks among entrepreneurs and through ICT (social networks) to share ideas, make contacts, and encourage national and international donors to provide funding to corporations.
- Promote Corporate Social Responsibility through appropriate policies
- Foster the culture of economic justice and ethics through teaching at schools and universities
- Guide young entrepreneurs to socially responsible business opportunities
- Reinforce the role of labour unions
- Raise awareness of workers' rights among young men and women.
- Identify local champions, both in government and civil society, who can identify solutions to localized challenges and engage other actors in cooperative schemes.
- Work with local partners who can help build synergies between government agencies, local civil society organizations and young stakeholders.
- Work with international organizations and businesses to adapt off-the-shelf solutions to the local environment.
- Ensure that a technology component is built into program design, to maximize efficiency and effectiveness of outreach.
- Make the market work for you: interventions are too often designed to build bridges that temporarily address market failures, but for such interventions to be sustainable and to achieve real impact, they should be designed to work with market drivers.

Successful advocacy and policy dialogue for changes

- Establish a mechanism whereby young men and women can voice their needs and aspirations and oversee the work of policy makers
- Foster and promote youth- led advocacy initiatives
- Involve social media for continuous dialogue
- Foster a regional approach by establishing a Regional Youth Council.
- Establish and support regional youth networks and initiatives to support young people transition to productive adulthood

3. Social Sciences Research Feeding into Policy Formulation

The social sciences research needs further support so that it feeds into public policy making in the region. Regional experts suggest that policy makers and researchers in the region follow specific recommendations to support youth empowerment and participation, namely through their civic engagement.

- Support quantitative and qualitative research to understand the deep causes and mechanisms of social transformations: youth marginalization, youth and social norms, youth and authorities; youth and political changes in the region. Periodical “National Youth Survey” (Egypt, Syria and Sudan) can be replicated in other national contexts.
- Support comparative research to understand what works and the impact on educational reforms, including school-to-work transition
- Support comparative research and showcase success stories about young entrepreneurship in the region; youth empowerment;
- Implement an inclusive Monitoring and Evaluation system to measure impact of adopted approaches on youth development and overall national development as well as longitudinal studies to track most successful program interventions
- Make existing research on regional youth issues accessible to all users
- Enhance coordination of national, regional and international research programmes on youth issues

Annex A

- 1) Agenda of the Regional Expert Meeting**
- 2) Presentations Summaries**
- 3) List of Participants**
- 4) List of Members, the Regional Steering Committee for the Expert Meeting**
- 5) Evaluation of the Meeting**

1) Agenda of the Regional Expert Meeting

	Agenda	Plenary
<p>Day 1</p> <p>Mon Sept 19th</p>	<p>8h30- 9h15 Registration</p> <p>9h15-9h45: Introduction Welcome speech Opening speech Objectives and modality of the meeting</p> <p>9h45-11h00 Session 1- Panel Discussions on Youth leadership in the region after “Arab Spring 2011” 3 Presentations (45mn) Discussions (30mn)</p> <p>11h00-11h15 Coffee break</p> <p>11h15-13h00 Session 2- Youth Needs and capacities for Democratic participation Conceptual and policy framework 15mn 4 presentations 55 mn Discussions 35mn</p> <p>13h00-14h00 Lunch Break</p> <p>14h00-15h45 Session 3- Research Priorities 14h00- 14h05 Instructions 14h05- 15h05 Group work (60mn) 15h05- 15h20 Coffee break 15h20- 15h50 Plenary Discussions</p>	<p>Abdel Moneim Osman, UNESCO Ismail Abdel Hamid, ISESCO Seiko Sugita, UNESCO</p> <p>Saad Andary, Central Bank of Lebanon, Lebanon Samia Fitouri, Y-PEER, Tunisia Rima Afifi, IFI/AUB, Lebanon</p> <p>(CPF) Elie Samia, LAU, Lebanon</p> <ul style="list-style-type: none"> - Haneen Sayed, WB, Lebanon - Shreine Trablousi, AUC, Egypt - Fahd Naser & Fahd Al-Fadala, Kuwait University, Kuwait - Short film “ Education in Tunisia”, Hanen Aidoudi, UNESCO Beirut <p><u>Group presentations</u></p> <ul style="list-style-type: none"> - Kareem Abou Halaweh (Syria), Mashrek sub-regional group- - Youssef Wardany (Egypt), Maghreb and Red Sea Sub regional group - Kawthar Bint Hamad Al-Farsiya (Qatar), Gulf sub-regional group - Zena Abla (Lebanon), Non-Arabic speakers group
<p>Day 2</p> <p>Tue Sept 20</p>	<p>9h00-10h45 Session 4- Social protection of and outreach for marginalized and unemployed youth Conceptual and policy framework, 15mn 3 presentations 45mn Discussions 45mn</p> <p>10h45-11h30 Coffee break</p>	<p>1- Nader Kabbani, Syrian Development Research Center, Syria 2- Hisham Abdallah Ahmed, MOSA, Sudan 3- Karim EL-Mufti, Reformists Platform/ YEF, Lebanon</p>

	<p>11h30-12h45 Session 5- Innovative ways of partnerships for Economic Justice Conceptual and policy framework 15mn 2 Good practices presentations 30mn Discussions 30mn</p> <p>12h45-13h45 Lunch Break (Ground Floor)</p> <p>13h45- 15h30 Session 6- Research priorities 13h45- 14h45 Group work (60mn) 14h45- 15h00 Coffee Break (1st floor) 15h00- 15h30 Plenary Discussions</p>	<p>(CF) Gilbert Doumit, BRDI Group 1- Youssef Wardany, Youth Council, Egypt 2- Raed Al-Emadi, Silatech, Qatar,</p> <p><u>Group Presentations:</u></p> <ul style="list-style-type: none"> - Elie Boustany (Lebanon), Mashrek sub-regional group- - Ali Mahyoub Al-Burihy (Yemen), Maghreb and Red Sea Sub regional group - Kawthar Bint Hamad Al-Farsiya (Qatar), Gulf sub-regional group - Joanne Kenaan (Lebanon), Non-Arabic speakers group
<p>Day 3 Wed Sept 21</p>	<p>9h30-10h45 Session 7- Role of Civil Society and media in support of YCE Conceptual understanding 15mn 2 Good practices presentations 30mn Discussions 45mn</p> <p>10h45-11h00 Coffee break</p> <p>11h00-12h00 Session 8- Corporate Social Responsibility and youth engagement 2 Good practices presentations 30mn Discussions 30mn</p> <p>12h15-13h40 Session 9- Research priorities with coordinated approach in the Arab region Research priorities- summarizing the discussions (15mn) Feedback/ Recommendations from regional 4 research programmes (60mn) Feedback – UN perspective in the Arab region (10mn)</p> <p>Evaluation of the meeting (10mn) Concluding remark (10mn)</p> <p>14h00-15h00 Lunch</p>	<p>(CF) Kamal Shayya, MASAR, Lebanon</p> <ul style="list-style-type: none"> - Mehrnaz Elwady, Save the Children - Rania Baroud, Anti Tobacco Association, Lebanon <p>- Eugene Sensenig-Dabbous, NDU, Lebanon;</p> <p>- Bechara Assouad, Focolari Lebanon</p> <p>Moderator - Seiko Sugita, UNESCO</p> <ul style="list-style-type: none"> - Shereen Mahshi, NDU - Zeina Nehme, NDU, Lebanon - Muhamad Faour, Carnegie ME Research Center, Lebanon - Ali Rached, Population Council, Egypt - Vivian Lopez, UNICEF Amman- Inter-agency Youth Task Team co-coordinator

2) Presentations Summaries

Session 1

Dr. Rima Afifi is a professor in the Department of Health Behavior and Education and Associate Dean and coordinator of the CEPH-accredited Graduate Public Health Program of the Faculty of Health Sciences at the American University of Beirut (AUB). Dr. Afifi earned a BS in psychology from the University of Iowa, a Masters of Public Health from the University of North Carolina at Chapel Hill, and a PhD in health services research with a minor in behavioral science and health education from St. Louis University. Dr. Afifi's research falls into three broad categories: youth mental health, protective factors among youth, and tobacco control. Within these areas, whenever possible, she uses methods of Community Based Participatory Research which gives marginalized communities voice and opportunities for self determination; applies an ecological lens to the understanding of the issues; engages multiple disciplines to widen the perspectives on any issue, and emphasizes knowledge transfer of research to practice and policy. The author of numerous publications, Dr. Afifi's recent articles include "I felt that I was benefiting someone": Youth as agents of change in a refugee community project', 'Developing a logic model for youth mental health: Participatory research with a refugee community in Beirut'; 'Neighborhood influences on narghile smoking among youth in Beirut'; and 'Development and validation of the Arab Youth Mental Health Scale'.

Presentation summary:

Title: Youth as agents of change

- I will address the topic from a health or quality of life lens.
- What are conditions that led to the Arab Spring and the engagement of youth: this part of the presentation will focus on the social determinants of health in the region; the inequities that are present between and more importantly within countries the sense of injustice that results from these inequities
- The concept of dignity: what is it, why is it important, and how is it linked to the Arab Spring and participation of youth
- How youth are viewed in the Arab World .. is the concept of the youth bulge a positive or negative approach And how positive youth development suggests an alternate way to look at youth
- What does participation mean? Discuss the ladder of participation with an emphasis on the need to engage youth at the higher rungs
- From our experience working with youth, what are some positive aspects that youth see in their engagement
- Does the current structure of governance in the Arab world encourage youth engagement?

- What are some aspects of structure/ society etc that need to be flexible /that need to be changed in order to support and encourage youth engagement?

Ms. Samia Fitouti is the advocacy coordinator within the Y-PEER national network in Tunisia.

Samia is 2nd year English student, A scout leader and a permanent member of the National Tunisian scout commission. She is also a member of the World association of Girl scouts and Girl Guides (WAGGGS). Samia joined Y-PEER since July 2010 after attending a national training of trainers. She was inspired since then to promote the development of health-related programs within her member organization. She has been particularly interested in enhancing peer-to-peer education approach in her scout activities as a successful tool to tackle sensitive issues such as sexual and reproductive health and rights.

About the organization:

Y-PEER, the "Youth Peer Education Network", is an international youth to youth based network pioneered by UNFPA .The main objectives assigned to the Y-PEER Tunisia network are: - Raise knowledge and develop youth capacities in the field of Sexual and Reproductive Health (SRH) as well as prevention against STI/HIV/AIDS using behaviour change communication approach. -Ensure advocacy in the domain of SRH rights for youth and those most at risk- Contribute at national and local level to mobilisation of stakeholders in fighting STI/HIV/AIDS and reduction of stigma and discrimination toward people living with HIV/AIDS- Networking at national organizations working in the field of SRH and youth participation and empowerment -Reinforce national youth – adult partnership.

Presentation Summary:

How young people can participate fully in creating the future when they have been excluded from the decision-making process for decades?

How can that be possible when several challenges are still impeding our active involvement in the civic/economic life of our countries?

Young people are endowed with potentials and capacities for innovation and development that would pave the way towards a bright future if ever they are recognized. Yet, youth leadership seems to be denied an equal opportunity to operate and voice its revolutionary ideas. Even after the revolution the political scene is still dominated by old figures and hackneyed ideas inherited from the former repressive regime.

So, how can Youth leadership get a chance when the situation remains unchanged?

How can we make things work differently?

And what are the new opportunities that Youth leadership can benefit from with the evolving political context of the Arab Region?

Dr. Saad ANDARY is the Second Vice-Governor of the Banque du Liban and a member of the Bank's Central Council, and of the Open Markets Committee. He chairs the joint BDL-BCC Financial Stability Committee, and the Scientific, Technical, and Ethical Qualifications Committee. He is also "Membre du Conseil de Surveillance de l'ESA". Dr. Andary served as Chairman of the International Chambers of Commerce Anti-Corruption Commission. He was instrumental in directing Lebanon's Young Entrepreneurship initiative, which was recently launched by BDL with support from ESA and the civil society. This initiative started its activities by bringing together stakeholders and local and international backers to build economic capacity supported by the financial sector. Mr. Andary holds a Ph.D. (Econ.) from the University of Aberdeen (U.K.); M.A. (Econ.) from Durham University (U.K.); and B.A. from A.U.B.

Presentation summary:

Involving the youth in decision making process is about better using their capacity. In this regard, the role of the Central Banks in enabling youth and civic engagement needs to be revisited in the context of the Arab Spring and the economic and employment challenges which a high number of educated youth are facing. There are many ways to support the youth: Incentives without interest, Housing loans, low interest (4 to 5%) through private banks, College loans with no interests, provide work through developing entrepreneurship.

Better coordination of regional and national players including banks and investment organizations needs to be explored.

Session 2

Mr. Elie Samia is the Executive Director of Outreach & Civic Engagement Unit at Lebanese American University in Beirut.

About the Organization:

Philanthropy, leadership and student activism are on the rise at LAU, thanks in part to the formation of the new Outreach and Civic engagement unit (OCE). established in October 2010, OCE is galvanizing student action for the benefit of society, while equipping LAU students with necessary leadership skills for today's competitive environment. Comprising two divisions — international exchange and Study abroad, and Civic engagement and leadership — the unit is run by three administrative staff, 20 part-time student employees and hundreds more who participate in its activities.

Policy framework for Competence and skills development

There are many challenges in the definition of civic engagement and many scholars and practitioners use a variety of terms to name it, including "social capital, citizenship, democratic participation/ citizenship/practice, public work/public problem solving, political engagement, community engagement, social responsibility, social justice, civic professionalism, public agency, community building, civic or public leadership..." (Battistoni, 2002: Levine, 2007). The lack of clarity about what is meant by civic engagement fuels a latent confusion about how to put a civic engagement agenda or organize a conference or implement a concrete action plan.

It is legitimate to ask ourselves a series of existentialist questions about whether civic engagement is a process for skill development, a lifestyle, a program, pedagogy, a philosophy, a strategy, a system, a structure, a chain of values? Can it be all of these?

Ms. Sherine El Taraboulsi is Research Manager at the John D. Gerhart Center for Philanthropy and Civic Engagement, the American University in Cairo [AUC]. She has also served as Research Consultant to the Cairo Regional Center for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA) [Egyptian Ministry of Foreign Affairs and the United Nations Development Programme]. Prior to this, she was Project Manager of the Muslim Philanthropy Digital Library (MPDL), a joint undertaking of the Gerhart Center and the Center of Excellence for the Middle East and Arab Cultures at AUC. She has also worked as Assistant to the Director and Communications Coordinator at the Gerhart Center, as an Editor at the Bibliotheca Alexandrina and as Teaching Assistant at Alexandria University.

Ms. El Taraboulsi was an MA Merit Fellow at the English and Comparative Literature Department, AUC. Her thesis is a comparative analysis of citizenship in Egypt and Iran.

About the Organization

The John D. Gerhart Center for Philanthropy and Civic Engagement at the American University in Cairo, and Innovations in Civic Participation have recently published a report titled: *Youth Activism and Public Space in Egypt*. The report explores how, during the Egyptian January 25 Revolution; young activists actively forged new public spaces for democratic expression and citizenship; virtual and physical, tangible and intangible. They used multiple means – social media, street protests, neighborhood protection committees, social services for demonstrators, as well as creative forms of artistic expression.

Presentation Summary

The presentation will give an overview of the main findings of research conducted to produce the report on the different forms of youth civic engagement in Egypt over a period of one year (July 2010-July 2011). Testimonials from a focus group of young Tahrir activists, held in April 2011, will be used to give a glimpse of the dynamics of youth mobilization before and during the Revolution. The presentation will also look at three youth-led organizations as illustrative of the novel ways youth were claiming their own spheres of influence on ideological and professional levels in the period leading up to the Revolution, and how they responded to and were part of the mass youth mobilization. The striking aspect of those organizations is their lack of reliance on adult guidance or support. They are largely youth run and/or youth targeted and focus on building the capacity of youth for change by incubating innovative projects, linking education to employment, raising awareness and conducting training sessions on values of tolerance and citizenship and more.

Moreover, the presentation will address post-revolutionary challenges facing Egypt. This is both a refreshing rejection of the hierarchical and patriarchal structures of the past, but also a limitation, youth perspectives still risk being lost among the many new forces emerging to contest democratic elections. The Gerhart Center has taken steps forward to engage the public, youth, policymakers and academics in a dialogue through a series of political education lectures and panel discussions to raise awareness beyond the walls of the American University in Cairo on issues such as voting, election-monitoring, political parties, the constitution and many more. Three expert roundtable discussions are also going to be held (October 2011 – August 2012) to address the role of universities, civil society and community foundations as important stakeholders in the transition to a democracy. The political education series are going to be taken outside Cairo to universities outside the capital in order to involve previously-excluded local people (youth included) in a meaningful manner.

Dr. Haneen Sayed is the Human Development Coordinator of the World Bank Lebanon, Syria and Jordan program, and the World Bank MENA Region Youth Co-Coordinator. She is currently based in the Lebanon Country Office where she leads the World Bank's human development programs of Lebanon, Jordan and Syria in the fields of education, health, social security, labor markets, social safety nets, and youth. She is an economist by academic training and has more than 15 years of experience in leading dialogue and programs in education, labor, and social protection.

Presentation summary:

Youth and their Participation in Society

In light of the demographic youth bulge and the world's highest youth unemployment rate experienced in the MENA Region, the World Bank's *World Development Report 2007: Development and the Next Generation*, and policy note, *Youth An Undervalued Asset: Towards a New Agenda in the Middle East and North Africa* highlighted the urgent need of investing in youth in the region. In fact, large youth cohorts represent a potential asset as they can make a significant contribution to a country's long-run economic growth and performance.

Transition to employment is one of the two major transitions faced by youth in their lives; the other being the transition to active participation in society. The focus here is on the latter. Although the largest majority of youth see political participation as a right of citizenship¹, the lack of formal participation in the political process (voting ages and political candidacy²) as well as the lack of civil society group engaging youth are two barriers explaining the lack of opportunity for youth to participate in society.

One of the ways to address the lack of youth's civic engagement in their society is through volunteerism. However, in the MENA region volunteer work amongst youth is very rare³. There are several reasons for this: mainly it is not esteemed by schools, universities and employers in the region - and is thus not something parents encourage their children to do - leaving youth without incentives to pursue this avenue. Schools and universities in the MENA region rarely offer students credits if they participate in volunteer programs. Employers also do not seem to appreciate the added value of an applicant with volunteer work

¹ Arab Youth Issues Annual Report 2007, League of Arab States

² In Egypt, only 16% of all eligible youth through age 24 have ever voted, with a higher rate among men than women

³ Gallup poll in 2006/2007 revealed that only 11% of youth in the MENA region had volunteered any time to an organization in the past month

experience. However, voluntary civic service is believed to build more cohesive societies through building citizenship. In fact, the benefits of youth volunteering on civic development, citizenship, and social cohesion is backed by international evidence (especially from the USA). Therefore, throughout the MENA region, there is a need to invest in scaled-up volunteerism for youth and move towards a general culture of contributing to society and community. Awareness needs also to be raised on how such work contributes to bridging cultural barriers and to long-term peace.

Innovative Example of a Volunteering Program Aiming at Enhancing Social Cohesion

The National Volunteer Service Program (NVSP) in Lebanon

Objective of the Program

The objective is to increase youth civic engagement which in the medium term will contribute to improved social cohesion across communities and regions by: (i) expanding youth volunteerism and particularly in communities other than the communities from which the volunteers come from; and (ii) improving the employability of youth through enhanced (soft) skills. This objective will be achieved by expanding opportunities for meaningful volunteering activities and encouraging youth's involvement in the process (3 windows available: (i) small grants to NGOs, schools, universities; (ii) youth summer camps; and, (iii) week-end volunteering activities), developing the institutional capacity of the MOSA, NGOs, and universities to effectively utilize volunteers, and building the capacity of youth to become active volunteers and to contribute to communities. A basic principle of the program is volunteering outside one's community/village. The target project beneficiaries are youth aged between 15 and 24 years from the different regions of Lebanon. This involvement of volunteers in community projects across the country will eventually result in an enhanced cross-cultural communication and understanding leading to a more cohesive society. The civil society, MOSA, universities and schools will be indirectly benefiting from the project, through the institutional capacity, and the involvement of youth in their activities.

Dr. Fahed Al-Naser is sociologist at Kuwait University and the author of the national report on YCE in Kuwait.

The dropping rates of school in Kuwait is low. The education and preparation is very important for the future the Arab world. Orange Revolution and its successful reforms can be revisited as a successful example in the Arab region.

Session 4

Dr. Nader Kabbani is the Director of Research at Syrian Development Research Centre and the Syria Trust for Development.

About the Organization

The Syrian Development Research Centre (SDRC) is a division of the Syria Trust for Development, a non-profit, non-governmental organisation, established in 2007. The Syria Trust for Development aims to empower people from all walks of life to play a full and active role in building and shaping their society. The Syria Trust carries out its work in partnership with local communities, other NGOs, government agencies, and the private sector. Its work is delivered through projects and programmes of activity that aim to build capacities, change attitudes, and create opportunities for people and communities throughout the country. The Syria Trust is comprised of four delivery divisions besides SDRC, three of which were established before the founding of the Trust and brought under its umbrella in 2007.

The Syrian Development Research Centre supports the Trust's activities through applied research and project evaluation. The Centre also produces applied socioeconomic research, often in cooperation with local and international partners such as the World Bank, the International Development Research Center (IDRC), and the FAFO Institute of Norway. External research projects include a 2009 Syria Global Entrepreneurship (GEM) Report, a 2009 National Poverty Report, and a 2011 Youth Attitudes Survey. The Centre also undertakes national capacity development projects, such as a project with UNDP to establish a Platform for development NGOs in Syria aimed at improving their networking, opportunities for capacity building, and advocacy, and a Young Scholars Programme aimed at building research capacity in the country by providing mentorships and financial support to young researchers.

Dr. Hisham Abdallah Ahmed Al-Hajj is an assistant professor of Islamic Studies and Arabic Language at Senar University in Sudan.

Dr Karim El-Mufti is the project Manager of the Reformists Platform and the Vice President of Youth Economic Forum in Lebanon. Dr EL-Mufti is an expert in Public Policy.

About the organization

The idea of the Youth Economic Forum started in the aftermath of a series of roundtables a group of young university students and activists had with the

Minister of Finance M. Jihad Azour back in 2007. The group wished to create some kind of platform that would institutionalize such discussions between young committed citizens and important policymakers, keeping the frame of the institution independent, non partisan and as open as possible, hence the Forum label to it. The NGO was launched from the Serail in October 2007 as a sign from the authorities that they encourage Youth initiatives related to state affairs.

Founded in October 2007 by a group of young experts and activists, the Youth Economic Forum (YEF) constitutes an independent and non partisan platform of discussion and dialogue on economic and social affairs among Lebanese youth and activists specialized in these fields, aiming to bridge the gap between Lebanese young citizens interested in state affairs and official policymakers.

The YEF created a platform for dialogue on economic and social issues, with the purpose of encouraging constructive debate, promoting active involvement of the youth in economic policymaking, building confidence between youth and the public sector, and increasing oversight on the government and economic-policy making. The YEF also constitutes a platform for the collaboration of youth organizations and interested partners from the public sector, private sector, civil society and international organizations.

Session 5

Mr. Gilbert Doumit is a founder and Managing Partner of Beyond Reform & Development. He is a Management Consultant, a Social Entrepreneur and an Activist. A Senior Partner of Beyond Consulting and Training, Gilbert facilitated a systemic implementation of cultural change and organizational development strategies for multiple local and multinational companies public institutions and civil society organizations in Lebanon and across the Middle East. Gilbert has been selected as a 2008 Yale World Fellow. He has also been selected for the International Visitor Leadership Program on Grassroots Democracy.

About the organization

Beyond Reform & Development, part of BRD/I Group SAL, is a consulting firm and social business specializing in public administration, development, and civil society consulting across the Arab Region. The organization offers Policy Innovation, Strategy Development, Reform Facilitation, Capacity Building, and Learning Design for public institutions, international organizations, and NGOs in Lebanon, Syria, Jordan, Iraq, Libya, Bahrain, Kuwait, UAE, Oman, Tunisia...and other countries across the Levant and North Africa.

Mr. Youssef Wardany is a researcher at the Office of the President of the National Youth Council in Egypt.

Mr. Raed Al-Emadi is the deputy CEO of Silatech (Doha, Qatar).

About the organization:

Silatech was established under the patronage of Her Highness Sheikha Mozah Bint Nasser Al-Missned in 2008 to address the critical and growing need to create jobs and economic opportunities for young people. As such, the initiative promotes large-scale job creation efforts, entrepreneurship, and access to markets and capital for young people, starting with the Arab world where the challenges of faced by youth in regard to job creation are the highest. Silatech has three overarching goals which define the strategic areas in which Silatech believes it can best contribute to improving the employment and economic prospects of young people in the Arab world:

Policy Recommendations Building on the Silatech Experience

- Identify local champions, both in government and civil society, who can identify solutions to localized challenges and engage other actors in cooperative schemes.
- Work with local partners who can help build synergies between government agencies, local civil society organizations and young stakeholders.
- Work with international organizations and businesses to modify off-the-shelf solutions to the local environment.
- Ensure that a technology component is built into program design, which can maximize efficiency and effectiveness of outreach.
- Make the market work for you: Too often, interventions are designed to build bridges that temporarily address market failures, but to be sustainable and to achieve real impact, such interventions should be designed to work with market drivers.

Policy Research Needed to Promote Such a Policy Context

It is important to build evidence of what works and what does not in regard to youth programs and policies in the region. This requires an increased use of monitoring and evaluation of programs. This is why Silatech is investing in the Taqueem Fund for Evaluation.

Session 7

Mr Kamal Shayya is the director of MASAR Association, a Lebanese NGO network in the area of youth empowerment and political participation.

About the organization:

Masar is a Lebanese non- governmental organization that works at both the community and policy levels with the aim to achieve national development, with a special focus on youth development. *Masar's* vision is to build a civic, secular, and non sectarian society through promoting citizens' participation in all spheres that affect their lives. This is done through mobilization, capacity development, advocacy, lobbying for policy change, enabling access to information, and networking with a wide array of stakeholders.

Through its Community Youth Development (CYD) program, Masar mobilizes young people across the various communities in Lebanon, and empowers them through the provision of trainings on various concepts, skills, and tools to develop themselves, their communities and become active citizens at the local and national levels.

Through the Youth Advocacy Process (YAP), a network managed by Masar, we aim to have youth friendly policies in Lebanon that establish a policy framework that allows young people's meaningful participation as decision makers in all issues that affect their lives. YAP operates at three levels in parallel: with youth people, empowering them to advocate their rights; with decision makers, lobbying them to adopt youth policy recommendations presented by YAP into the Lebanese legislation; with the media, partnering with them to highlight YAP demands and shape a supporting public opinion.

Masar designs trainings and research providing fact and evidence base that guide the work at the community and policy levels.

Dr. Mehrinaz Elwady is the Coordinator of the Regional Youth Initiative at Save the Children.

About the Organization:

Save the Children is one of the world's preeminent child and youth focused development and humanitarian agencies, with 75 years of experience supporting more than 64M children and 35M adults in over 50 countries. Save the Children is internationally recognized for its ability to mobilize communities, reach the

most disadvantage children, youth and their families; and foster effective communication between communities, local organizations, and governments in the developmental areas of: livelihoods, education, rights governance, protection, health, and HIV/AIDS, as well as emergency humanitarian response efforts. Save the Children applies a community-based, culturally appropriate, participatory approach to ensure its programs benefit the neediest individuals and communities in an impactful and sustainable manner. Save the Children is a leader in the provision of advisory services, training, and technical assistance in support of civil society and towards building capacity of NGO and community based organizations. Its extensive work in this area had allowed Save the Children to transfer lessons learned globally to local NGOs and to encourage cross-fertilization among NGOs.

Save the Children has worked throughout the Middle East and North Africa since 1953 and is one of the largest NGOs in the region. Save the Children has established strong relationships with an array of regional and local partners. It has operations in approximately dozens countries and experienced staff in all offices with a strong track record of providing cross-country support and technical assistance.

Ms Rania Baroud is a journalist and vice president of the Tobacco Free Initiative, an NGO.

Session 8

Dr. Eugene Sensenig-Dabbous is chairman of the political science department at NDU. He has worked for over 30 years with students and youth groups in areas including electoral reform, fair trade, immigrant and refugee issues, and gender equality. He is a diversity management and work-life balance trainer for organizations in the public, private, and civil society sectors, and has developed "father-friendly" training models specifically for the needs of working fathers. Dr Sensenig-Dabbous is Workstream Leader of the annual international business conference "Trust and Accountability in the Global Market" ([TIGE](#)) in Caux, Switzerland, which is part of the Initiatives of Change [Caux Business](#) network.

Presentation summary:

Alternative models to youth inclusion in the business world

This session will deal with socially responsible business practices and alternative approaches to including youth into the economic development process. It will highlight traditional forms of social commitment to the community, such as

- **entrepreneurial paternalism** (voluntary social, cultural, and infrastructural services to employees, their families, and surrounding community stakeholders)
- **classical philanthropy** (donations by business leaders to a variety of causes, e.g. the arts, sports, education, charities, etc.)
- **corporate social responsibility** (returning a part of a company's profits to the community, often in the same sector in which the income was earned)
- **social entrepreneurship** (organizations set up to make a profit in order to fund their caritative, advocatory, or self-help activities, thus ensuring their independence and sustainability)

Mr. Bechara Assouad, is a member of the Focolare movement in Lebanon.

About the Organization:

The Focolare Movement is an international organization that promotes the ideals of unity and universal brotherhood. Founded in 1943 in Trento as a religious movement, the Focolare Movement, though primarily Roman Catholic, now has strong links to the major Christian denominations and other religions, or in some cases, with the non-religious. It is also called the "Opera di Maria," or "Work of Mary". The Focolare Movement operates in 182 nations and has over 100,000 adherents. The Movement's name comes from the Italian word for "hearth" or "family fireside".

Today the movement, which is now international, considers the following issues as part of its mandate: to cooperate in the consolidation of unity in the Catholic world, with individuals and groups, movements and associations; to contribute to full communion with Christians of different churches; to move towards universal brotherhood with followers of various religions and people of other persuasions, including atheists. The whole movement is divided in 25 branches. Gradually, several projects have sprung up within the movement: the school 'Abba', the 'Economy of Communion' (which is linked more than 800 companies), evangelism within small cities, social work, and publishing magazines. The Focolare Movement is recognized by the Pope and is present in over 182 countries.

Presentation summary:

The Economy of Communion (EOC) involves entrepreneurs, workers, managers, consumers and financial operators. It was launched by Chiara Lubich in May of

1991, in Sao Paolo, Brazil, with the aim of building and showing a human society where, following the example of the first Christian community in Jerusalem, "no one among them was in need".

The businesses are the pillar of the project. They freely commit themselves to put their profits in common, dividing them into three parts with the following corresponding goals:

- Support the development of persons and communities that find themselves in need, through shared projects based on reciprocity, subsidiarity and communion;
- Spread the culture of giving and of reciprocity, a pre-condition to integral development and of an economy and society characterized by fraternity and solidarity;
- Development of the business, creating jobs and wealth, orienting all internal and external business life towards the common good.

3) List of Participants

National Experts

Name	Institution, City & Country
Ahmad Al-Zweiri	Member of MOST Committee Ministry of Social Development, Jordan
Benseddik Idris	Directeur de la Communication, de L'information et de la Promotion de la Vie Associative, Ministère de la Jeunesse et des Sports, Algeria
Omar Rahal	Human Rights & Democracy Media Center "SHAMS" Ramallah-Palestine
Ali Mahyoub Al-Burihy	Professor- Communication and Information Sanaa University, Yemen
Kawthar Bint Hamad Al-Farsiya	Statistician-Population National Committee Ministry of Economy, Oman
Jamal Fayez ALSaeed	Head of Cultural and Youth Activities Department Ministry of Culture, Qatar
Ahmed Jiddou Zein	Consultant – Development and Youth Participation Mauritania
Monji Zidi	Director, Higher Institute for Youth and Culture, Tunisia
Ali Al-almaey	Assistant Director General for Planning and Policies Ministry of Education, Saudi Arabia
Kareem Abou Halaweh	Director of Research- Syrian Committee for Family Affairs, Syria
Hisham Abdallah Al-Hajj	Assistant professor, Islamic Studies and Arabic Language Senar University, Sudan
Hassan Tariq	Professor-Public Law- Hassan Elawal University, Morocco
Fahad Al-Naser	Associate Professor-College of Social Sciences Kuwait University, Kuwait
Fahad Al-Fadala	MOST Committee National Commission - Kuwait
Youssef Wardany	Researcher-Office of the President National Youth Council, Egypt

Regional NGOs-Experts

Ali Rashed	Senior data Analyst – Poverty, Gender and Youth Program, Population Council, Cairo – Egypt
Sherine El-Traboulsi	The John D. Gerhart Center for Philanthropy and Civic Engagement, American University of Cairo,

	Egypt
Raed Al Emadi	Deputy CEO, Silatech, Qatar
Tarik Yousef	CEO, Silatech, Qatar
Saba Mobaslat	Director – Programs, Jordan and Lebanon Save the Children, Jordan
Nader Kabbani	Director of Research Development Research Center, Syrian Trust, Syria
Samia Fitouri	Youth Advocacy Coordinator, Y-Peer, Tunisia
Rima Afifi	Professor, Department of Health Promotion and Community Health, American University of Beirut, Lebanon
Saad Andary	Vice Governor, Bank of Lebanon, Lebanon
Elie Samia	Director, Civic Engagement Center Lebanese American University, Lebanon
Karim El-Mufti	Director, Reformists Platform, Youth Economic Forum, Lebanon
Gilbert Doumit	Director, Beyond and Irada Group, Lebanon
Eugene Sensenig-Dabbous	Associate Professor, Political Science Department Notre Dame University, Lebanon
Kamal Shayya	Director Masar, Lebanon
Mehrinaz El Awady	Programme Specialist, Save the Children, Lebanon
Hassan Younes	Notre Dame University, Lebanon
Randa El Chemaly	Marketing Coordinator Fair Trade Lebanon
Bechara Assouad	Focolare Lebanon
Rania Baroud	Director Anti-Tobacco Association, Lebanon
Muhammad Faour	Senior Associate Carnegie Middle East Centre, Lebanon
Ziad Mabsout	Minister of Economy, Trade and Finance Youth Shadow Government - Lebanon
Gloria Abdo	Social animator, Rectorate Saint Joseph University of Beirut
Jean Kors	Managing Director International Center for Organizational Development, Lebanon

Carmen Geha	Researcher Beyond and Irada Group, Lebanon
Donald Goertzen	Co-coordinator, Economic Justice Center Haigazian University, Lebanon
Cyra Goertzen	Co-coordinator, Economic Justice Center Haigazian University, Lebanon

Students and Volunteers

Roy Doumet	Student, Notre Dame University, Lebanon
Zeina Nehme	PhD candidate, University of Missouri Instructor, Notre Dame University, Lebanon
Shereen Mahshi	Student, Notre Dame University, Lebanon
Jasmin Diab	Student Notre Dame University, Lebanon
Joanne Kenaan	Student, Faculty of Science Saint Joseph University of Beirut
Raphael Checric	Student , Political Science Institute Saint Joseph University of Beirut
Elie Boustani	Student, Faculty of Pharmacy Saint Joseph University of Beirut
Thea Kassas	Student, Faculty of Translation Saint Joseph University of Beirut
Maha Serhal	Student American University of Beirut

UN and Intergovernmental Organizations

Ismail Abdel Hamid	ISESCO Rabat, Morocco
Vivian Lopez	Regional Advisor Adolescent Development UNICEF MENARO, Amman-Jordan
Haneen Sayed	Human Development Coordinator for Lebanon, Jordan and Syria, The World Bank, Beirut-Lebanon
Angela Elzir	The World Bank, Beirut-Lebanon
Davigh Karamanoukian	Youth Officer UN Volunteer-Lebanon
Joanna Nassar	Officer in Charge UNDP Peace building Project, Lebanon
Tania Faour	Social Affairs Officer in the Population and Social Development Section, ESCWA
Amal Obeid	Youth Officer UNICEF, Lebanon
Nada Sweidan	UNDP-Lebanon

Zeina Abla	ESCWA-Lebanon
Seiko Sugita	Programme Specialist, Social and Human Sciences UNESCO Beirut-Lebanon
Rita Menassa	Programme Assistant, UNESCO Beirut-Lebanon
Hanen Aidoudi	Consultant UNESCO Beirut
Cyril Khoury	Intern UNESCO Beirut-Lebanon

4) List of Members, the Regional Steering Committee for the Expert Meeting

- Ms Masa Kurdi, Researcher, Syrian Development Research Center, Syrian Trust, Syria
- Mr Gilbert Doumit, Director, Beyond- Irada Group, Lebanon
- Mr Elie Samiya, Lebanese American University, Lebanon
- Dr. Eugene Sensenig-Dabbous, Political Scientist, Notre Dame University, Lebanon
- Mr Rami Khoury, Director, Issam Fares Institute for Public Policies, American University of Beirut, Lebanon
- Mr Kamal Shayya, Director, Masar Association, Lebanon
- Ms Sherine El Trablousi, American University in Cairo, Egypt
- Ms Vivian Lopez (UNICEF Regional Office for MENA, Amman)
- Dr Seiko Sugita (UNESCO Regional Office for Arab States, Beirut)

5) Workshop Evaluation Summary

1. Overall

Please circle your response to each statement.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
The workshop covered what I expected it to cover.	1	2	3	4	5	0
The workshop objectives were achieved.	1	2	3	4	5	0
The workshop content was interesting.	1	2	3	4	5	0
The facilitators were effective.	1	2	3	4	5	0
The level of interactivity was appropriate	1	2	3	4	5	0
Meeting facility was good						

- 14 out of 20 participants evaluate positively (ranking of 4 & 5) and sees that the meeting objective was achieved.
- 16 out of 20 found that the content of the meeting was interesting, as well as effective(4 & 5)

2. What aspects of the session/activity did you gain the most benefit?

- Dialogue is one of the major factors that contributed to this conference
- Session 8 on "civil society" was the most beneficial.
- Overall experience was highly beneficial, and that the success stories by youth presented throughout the session were highly inspirational and effective.
- The meeting was interactive, as stated in further comments, all delegates agreed the group discussions assisted in the development of the meeting, ranking this section between 4 and 5.

3. Have you any suggestions about how this workshop could be improved?

- 5 out of 20 delegates suggested that the solutions and workshops proposed should have been distributed, for they wished to receive the copies for their own further research.
- Need to review the relevance and the quality thus the necessity of certain interventions.