

1. A pilot project

The PGFTU Youth Department (YD) believes that attracting young people into the trade unions will have powerful and positive effects on strengthen the unions and improving Youth participation in the development process of trade unions. Therefore, the YD promotes youth participation, supports skills and capacity building programs, advocates for the rights and freedoms of young working people and supports them on the ground initiatives to achieve their rights and aspirations. It recognizes that young working people should be equal partners with adults in making decisions about issues and policies that effect their daily lives.

The PGFTU Youth department is designed to strengthen youth sills and capabilities and intensify their participation in addressing key issues (work issues or, unemployment issues) and in developing a free, democratic and effective unions in Palestine.

2. Aims

The over reaching aims are :

- ❑ To contribute to further development of a democratic Trade Unions in Palestine.
- ❑ To increase the youth(males, females) membership in the Trade Unions .
- ❑ To empower young women participation at the Trade Unions.
- ❑ To reinforce active participation of the youth in the local and national unions and to enhance their prospects for inclusion| participation within the trade unions.

3. Main Objectives :

- ❑ To empower youth with necessary knowledge on trade unions ,democratic organizations and human rights and public leadership to promote their aspirations within the trade unions and civil society.
- ❑ To provide youth with essential communication and critical thinking skills to develop and articulate their opinions.
- ❑ To promote a feeling of social inclusion among youth as well as voluntarism, sports sensibility and interpersonal empathy.
- ❑ To increase the female membership among trade unions .

4.Side Objectives :

- ❑ This program will provide an ideal opportunity for the YD to attract ,recruit and organize young people and sons of workers to the trade unions.
- ❑ It will be an opportunity for the young people to meet trade unions leader, government NGOs, an international trade unionists officials as well as media representatives. It well offer them an opportunity to voice their priority concerns and aspirations.
- ❑ It will increase YD expertise in designing, developing, conducting and evaluating a youth program.

5.Overview of the program

1. program contents :

- computer training
- democracy and workers rights training
- leadership and civic activism training

- Life skills training.
- 2. Total number of young people : 100
- 3. Target group :youth age between 17 to 25 years
 Repartition :
 - 50% of the trainees aged between 17 and 20 years
 - 50% of the trainees aged between 20 and 25 years
 - At least 40% of trainees will be females
 - Balanced repartition of trainees from Nablus city ,refugee camps and the countryside.
- 4. Total number of training hours per trainee : 100 training hours.
 Repartition :
 - Computer science :50 hours.
 - Democracy , workers rights and Unionism 25 hours.
 - Leadership and civic activism: 25 hours.

6.Methodology

- 1.The focus of this program is the attracting of youth to the trade unions with the principles of encouraging creative expression and to respect the role of the trade unions in civic society.
- 2.The program is seen as a “give and take” process. The nature of cooperation is based on empowerment and sharing responsibility. The PGFTU ,s YD therefore seeks to promote young workers \ adult workers partnerships .
- 3.Our methodology includes youth participation in the planning of the program ,through holding round table discussions to listen to the youth ,s needs and views in training that concern them.
- 4.In the same vein ,meeting with trade union and political leaders ,activists and officials will be a interactive way to explore Palestinian civic society key issues. Also meeting with international trade unions delegates ,who visit Palestinian Territories from time to time will be a useful way to learn about the trade union solidarity and exchange experiences.

7.Computer skills (50 hours)

Computer and Internet technology holds great promise for youth and community development. Tools such as email lists , websites , and computer networks can help develop actual place-based communities and organizations as well as build communities of interests ,connecting likeminded people in pursuit of common goals.

Computer skills training will cover :

1. .Introduction to computer.
2. introduction to operative system.
3. spreadsheet(MS Excel 97 |2000 \XP)
4. word processing
5. Presentation |side show (MS PowerPoint 97 |2000\XP)
6. Internet :data and information searching methods (Microsoft explorer 5,5.5,6)
7. Internet: creation and edition of webpage (MS FrontPage)
8. Email (Pop mail\web mail)

8. Democracy ,Workers Rights and Unionism (25 hours)

Democracy development and respect for human rights (workers rights are human rights) go together. The main goal of these trainings is to empower young people with knowledge of their rights and responsibilities in their society. It should also provide them with tools and skills to enable them to exercise those rights.

Democracy and worker rights trainings:

- ❑ Introduction to democracy :principles structure and limits.
- ❑ Democracy and the Trade Unions.
- ❑ Roles of Trade Union Media in Democracy .
- ❑ Youth perspectives on the obstacles to develop a democratic ,independent and strong trade unions in Palestine.
- ❑ Role of youth in building voluntary networks.
- ❑ Basic principles of human rights law.
- ❑ Basic principles of international law.
- ❑ Youth and the trade unions.
- ❑ Basic principles of the Palestinian Labor Code.
- ❑ Tools and mechanisms to exercise once rights.
- ❑ Role of the youth in protecting rule of the law.

9. Leadership and Civic activism(25 hours)

The objective is to raise youth awareness on their responsibilities towards other member of their Unions and to develop a feeling of social inclusion among them. It will allow them to empower youth in areas of community organization and management. Also it will allow them to acquire leadership skills while gaining satisfaction from building community and creating social change.

Civic activism and leadership trainings will cover :

- ❑ Dealing with industrial complaints , collective bargaining .
- ❑ Decision making process in a group | an organization.
- ❑ Project planning ,time management ,resource management.
- ❑ Interpersonal \ group conflict resolution (promoting dialogue and co-operation through no-violent communication ,mediation and negotiation).
- ❑ Creative thinking (role plays improvisation..)
- ❑ Interpersonal relation skills \ Empathy.
- ❑ Coping with emotions.
- ❑ Coping with stress.
- ❑ Effective communication tools and skills (cheering meetings ,networking).
- ❑ Creating youth \adults workers partnerships ,mapping assets ,creating community visions and plans ,and mobilizing local change .
- ❑ Civic skills (ability to influence opinion and policies by organizing rallies ,petitioning representatives in the legislature, letter writing ,public speaking ,etc.) trade union group advocacy . Ability to express once priority concerns.
- ❑ Process of registering a trade union (introduction to laws that dictate the functioning and finding of an origination).

10. Organization of the training session

The central objective is to involve 100 trainees males and females from 17 to 25 years. Each participant will attend 100 hours in the three fields of training.

The beneficiaries would be divided into groups of age composed of two and three sub-groups of 20 trainees .

Each participant shall attend all the training sessions .

Each session will last two hours , from 9.00 to 11.00 am.(mainly in holidays and summer time).

Three sessions will be held every week.

Each participants will attend 6 hours training session per week.

11. Participants and trainees and selection criteria

The 100 participants will be selected among :

1. Sons and daughters of elder and veteran trade unionists.
2. Trainees recommended by their trade unions.
3. Trainees recommended by workers committees.
4. Candidates recommended by other youth centers.
5. Students recommended by their schools or University.

The selection criteria will be the following :

1. Readiness to commitment to attend the whole program.
2. Willingness to be a member of the PGFTU's YD volunteer committee.
3. Commitment to the rules and regulations of the PGFTU House.
4. Willingness to exchange knowledge and experience with others and to be socially involved.
5. Ability and willingness to engage with union teamwork .
6. Balance between sexes (at least 8 females in every group ,40% of total trainees .
7. Balance between participants from different Unions ,and the city, the countryside and the refugee camps.
8. Signature of a contract and agreement on the training PGFTU and YD principles.

12. Expected results and indicators

1. Implementing of the sessions.
2. Evaluation from the trainees and the trainers.
3. Multiplication of projects led by young people resulting from this training process.
4. Increase of youth trade unions participation.
 - 25% during first year friends
 - 50% during second year voluntary
 - 75% during third year support teams
5. Better use of computer room.
6. Creation of advocacy group \focus group \ civic forum.
7. Feeling of belonging to a group.
8. Inclusion of females in different activities.
9. Increase in the number of volunteers.
10. Publication \poster\newsletter.

In addition , this whole training process will make it possible to produce and collect teaching material with a view to developing training manuals.

13.Program Follow up

Inspiration, learning and planning during and after the program should result in the development of Trade Union youth project, the election of an organizing committee and of a representative assembly to be in charge of initiatives and projects promoted and implemented by the young trade unionists for the youth.

Besides the YD is to propose special activities which represent opportunities for trainees to apply their newly acquired knowledge and skills in real life situation.

These activities include:

1. Trips to places of interest (factories, archeological and industrial zones).
2. voluntary work project in the field of unions development, humanitarian assistance and environment.
3. Entertainment activities: Cinema, drama, sports.
4. Art ,Music, folklore exhibitions and activities.
5. Round tables.
6. Participating in local medias (TV, Radio) labor, youth programs.
7. conferences and gatherings with special guest speaker \lecturers.
8. summer camp (focus on emergency aid, community development.
9. creation of focus groups.

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Form to complete for each good practice listed before coming in Naples:

Name of good practice	Launch of <i>EuroMed Network for Youth Trafficking Prevention</i>
Description of the good practice	<p>EMNYTP pledges itself to create and maintain a Euro-Mediterranean network that will make youth trafficking prevention a higher priority on the social, cultural, and political agenda.</p> <p>EMNYTP Aims at :</p> <ul style="list-style-type: none"> ❖ Working widely on prevention of migration at risk and forced labour. ❖ Facilitating the communication and exchange of information between its members; Coordinating the activities of member organization in order to make optimum use of resources in benefit of the communities at risk and the general public
Association / body that initiated the good practice	Human Rights Club, Bulgaria, serving as the South East European Consulate of Minorities of Europe
Level of realisation (International, national, regional, local)	International
Context in which good practice was realised	EuroMed Region
When was it realised ?	<ul style="list-style-type: none"> ❖ In August 2005, during a training course in Pershore, UK organized by MoE ❖ By January 2006 the Network had 20 members and 4 National Coordinators <p>In February 2006 EMNYTP organized its first event: study session for youth workers in the island of Crete, Greece</p>
Target group	<ul style="list-style-type: none"> ❖ Mainstream Youth ❖ Disadvantaged/Minority Youth ❖ Grassroot ❖ Public authorities ❖ Governmental Agencies ❖ INGOs
Objectives of the good practice	<ul style="list-style-type: none"> ❖ To promote the wide dissemination of information and educational materials on youth trafficking

	<p>prevention;</p> <ul style="list-style-type: none"> ❖ To conduct research on youth trafficking in the Euro-Mediterranean region and facilitate establishment of multidisciplinary teams of experts dedicated to work on youth trafficking prevention. ❖ To work out and deliver educational programs on human rights education, trafficking prevention and all types of specialized educational resources for youth work with vulnerable communities and groups.
Impacts	<ul style="list-style-type: none"> ❖ Raising awareness about the complex social responsibility of human trafficking prevention ❖ Impact on legislation development and implementation ❖ Changing social mentality on trafficking victims ❖ Facilitating public-private partnerships for YTP
Why have you chosen to present this good practice ?	<p>Because it is the best I've done on EuroMed level so far.</p>

Form to complete for each good practice listed before coming in Naples:

Name of good practice	Building Unity through diversity
Description of the good practice	<p>Exposition of photos of the Associations ‘Concern’ and ‘Building Unity through Diversity’ in Dublin, Ireland.</p> <p>In the center of Dublin, in Merrion Square, there were posters showing photos of Family of all different countries, with a little description at the end.</p> <p>Further information http://www.buildingunity.ie/</p> <p><u>IDEA :</u> Same principle: Photography Competition + Exposition + book. Same Aim: Intercultural dialogue An other target : young people (actor + beneficiary)</p> <p>Propose a contest of photos created by young people showing Youth!</p> <p>“SHOW me/you/him/her/us/them mine /your/his/her/our/their YOUTH“</p> <p>The winner of each 35 countries can be invited in a big event in Alexandria for example (or in another place) and its university can have the pleasure to welcome the exposition.</p>
Association / body that initiated the good practice	Concern / Suas
Level of realisation (International, national, regional, local)	Inter regional
Context in which good practice was realised	Ireland – Merrion square : exhibition + workshops “cultural diversity at work”, “media and diversity”, “teaching diversity”+ a book http://www.buildingunity.ie/
When was it realised ?	September 2006
Target group	Young people aged between 18 and 30
Objectives of the good practice	Offer the opportunity to young people to show their life and youth. We don’t have a lot of opportunities to show what we really are. In

	<p>general case, adults show a conception of youth that it is not true. We should give this opportunity to young people to show their youth, to express what they really feel and to show organizing exhibitions.</p>
Impacts	<p>Intercultural dialogue thanks to Young people, by young people through pictures.</p>
Why have you chosen to present this good practice?	<p>This campaign had a huge impact in Ireland, that's why it could be interesting to do the same with the 35 Euro Mediterranean countries.</p>

Form to complete for each good practice listed before coming in Naples:

Name of good practice	Swapping Cultures Initiative
Description of the good practice	<p>By successfully completing the pilot project, MoE has established that:</p> <ol style="list-style-type: none"> 1. The project can introduce and provide methods of active participation for young people from disadvantaged and minority ethnic communities, to share, learn, and value diversity, community cohesion, and the views of others. 2. The Swapping Cultures initiative encourages and creates an opportunity for integration and networking between young people and their communities with other people they would not normally come into contact with. 3. The Swapping Cultures initiative is complimentary and supplementary to existing mainstreaming activities. Its unique and subtle approach of introducing new skills, increases understanding, knowledge and tolerance of different cultures in their everyday endeavours through: <ul style="list-style-type: none"> ▫ a structured framework which is easy to follow and understand; ▫ its adaptability and indemnity so that it can be used in disparate settings, diverse environments and be able to adapt to the needs of the local community; ▫ its flexibility in that it allows itself to be weaved into other activities necessary for a user's need, time allowance and agenda; and ▫ all groups, regardless of age, gender, culture, knowledge, and geographic location being targeted. 4. The project supports and enhances local and national initiatives such as of the Minority Groups Support Services (MGSS), Coventry City Voluntary Youth Services (CCVYS), Youth Offending Service (YOS), Probation Service and the Learning & Skills Council (LSC). 5. This project is not exclusive. It is available to anyone who wants to have access to and wishes to participate in community cohesion. The end of the 18-months pilot has opened up a new beginning for the initiative. With it proving widely popular among users, the next stage is to integrate it within the statutory, voluntary and private sectors.
Association / body that initiated the good practice	<p>'Minorities of Europe'</p> <p>The Swapping Cultures Initiative was developed as a direct response to the British Government's Community Cohesion Agenda in tackling issues relating to the segregation and polarization of communities. The initiative uses a model known as the 'Beyond Tolerance' model, which seeks to raise the level of individual awareness and understanding of the value and positive contribution of young people from diverse backgrounds and traditions.</p>
Level of realisation (International, national,	Local and national

regional, local)																																															
Context in which good practice was realised	<p>Training.</p> <p>The Swapping Cultures Initiative provides a valuable resource, which would contribute to a secure and flexible approach to the promotion and development of a wider coherent community cohesion strategy.</p>																																														
When was it realised ?	Starting by 2002.																																														
Target group	<p>Based on an initial target profile of 2,600 participants between the ages of 8 years to 19+ years old, the Steering Committee agreed a marketing strategy based on two main strands:</p> <p>1. A mail drop to all potential groups in the statutory and voluntary sectors including Primary and Secondary Schools and Youth and Community organisations.</p> <p>2. Invitations to Head Teachers and Youth and Community Leaders offering the opportunity to attend an interactive presentation.</p> <p>Although this marketing strategy was initially undertaken over a six-week period and generated a prodigious response from both the statutory and voluntary sectors, the campaign was maintained throughout the life cycle of the pilot programme.</p> <p>With a clear mandate on how the marketing strategy was to be implemented, one of the first challenges undertaken was to compile a demographic profile of the proposed target groups and specify the approximate number, gender and social background of participants that the project could confidently manage within the available resources, finance and timescale.</p> <p>In order to establish a programme of delivery that reflected community needs the survey focused on areas of social and economic deprivation. However, this was not exclusive as community cohesion impacts, to varying degrees, on all communities including mono-cultural and economically advantaged. Consequently, the target groups were predominantly inner city areas while the rural dimension provided access to some of the more advantaged and mono-cultural communities, but not exclusively.</p> <table><caption>Table 1. Demographic Breakdown</caption><tr><th rowspan="2">Age</th><th rowspan="2">%</th><th rowspan="2">Target Nos.</th><th>Male</th><th>Female</th><th>Urban</th><th>Rural</th></tr><tr><th>50%</th><th>50%</th><th>80%</th><th>20%</th></tr><tr><td>8-11</td><td>18</td><td>480</td><td>240</td><td>240</td><td>384</td><td>96</td></tr><tr><td>11-16</td><td>49</td><td>1280</td><td>640</td><td>640</td><td>1024</td><td>256</td></tr><tr><td>16-19</td><td>23</td><td>600</td><td>300</td><td>300</td><td>480</td><td>120</td></tr><tr><td>19+</td><td>10</td><td>240</td><td>120</td><td>120</td><td>192</td><td>48</td></tr><tr><td>Totals</td><td>100</td><td>2600</td><td>1300</td><td>1300</td><td>2080</td><td>520</td></tr></table> <p>Once the demographic profile (table 1) had been agreed the next stage</p>	Age	%	Target Nos.	Male	Female	Urban	Rural	50%	50%	80%	20%	8-11	18	480	240	240	384	96	11-16	49	1280	640	640	1024	256	16-19	23	600	300	300	480	120	19+	10	240	120	120	192	48	Totals	100	2600	1300	1300	2080	520
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	<p>was to identify the ideal location and level of accessibility of the target groups. In view of the proposed numbers and the availability of resources to run the project, it was essential that group sizes were maximised and the number of 'mini-projects kept to a minimum. Consequently, it was proposed that Primary and Secondary Schools would be the prime areas for the 8-19 year olds and supplemented by Youth and community groups from the statutory and voluntary sectors.</p> <p>A broad outline of the proposed locations and group settings is detailed in Table 2:</p> <table><tr><th colspan="4">Table 2: Locations and Settings</th></tr><tr><th>Sectors</th><th>Locations</th><th># of Projects</th><th>Target Nos.</th></tr><tr><td>Education</td><td>Primary Schools Secondary Schools Colleges of FE Universities</td><td>14</td><td>1850</td></tr><tr><td>Statutory</td><td>Youth & Community Groups</td><td>11</td><td>150</td></tr><tr><td>Voluntary</td><td>Youth & Community Groups Black & Minority Ethnic Groups, Faith & Interfaith Groups</td><td>11</td><td>600</td></tr><tr><td></td><td>Total</td><td>36</td><td>2600</td></tr></table>	Table 2: Locations and Settings				Sectors	Locations	# of Projects	Target Nos.	Education	Primary Schools Secondary Schools Colleges of FE Universities	14	1850	Statutory	Youth & Community Groups	11	150	Voluntary	Youth & Community Groups Black & Minority Ethnic Groups, Faith & Interfaith Groups	11	600		Total	36	2600
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Objectives of the good practice	<p>The long term aim of the Swapping Cultures initiative is by using its 'Beyond Tolerance' model, to develop and foster a spirit of understanding, tolerance and respect in and between diverse communities, to ensure that community cohesion is embedded in the plans of stakeholders, and encourage the support of the principal agencies involved to provide a safe and secure environment that will be conducive to the key values of equality, diversity, respect and harmony.</p>																								
Impacts	<p>Impact of the project will be sustained in young people thinking about their future and career paths. The pilot has had and it is hoped this will continue participating probationers, volunteers, local people and partner organisations with regard to improving community cohesion and how they can actively participate in society's decision-making processes.</p>																								
Why have you chosen to present this good practice ?	<p>Whatever stereotype, prejudice we have, comes and could be stopped when we were kids. In order to create a community and social life of more tolerance, understanding and respect to identities, we need to start from school desks.</p> <p>In case we can teach our children the value, taste and necessity of a multicultural society starting from their childhood, things will definitely become much better.</p>																								