



Presentation Outlines

Europe in the World

Trans-Mediterranean Civil Society Dialogue (TMCD) Meeting

17 – 18 January 2005 , Fondazione Adriano Olivetti, Rome, Italy

Thematic Session I: Dialogue between cultures and civilisations

1. From Dialogue to Cooperation between Cultures and Civilizations - the role of the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures

- Traugott Schoeffthaler, Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures

In November 1995, the Foreign Ministers of the then 15 Member States of the European Union and their twelve Southern and Eastern Mediterranean colleagues met at Barcelona. They adopted a long Declaration which, deliberately, copied the Helsinki Charter, which was adopted 20 years earlier to bring Eastern and Western Europe closer, then divided by the Berlin Wall, the „Iron Curtain“ cutting the continent in two parts at the time of the Cold War.

Very similar to the Helsinki Charter of Security and Cooperation in Europe, the Barcelona Declaration includes three main objectives: First, enhanced security through political cooperation between governments; second, the establishment of a free trade zone for goods and services. And finally, the third basket: multiplication of exchanges and encounters between the men and women, the civil societies of both shores of the Mediterranean, focusing on education, culture, science, communication and, not least, human rights, environment, women and youth.

In the frame of the third basket, the late Swedish Minister of Foreign Affairs, Anna Lindh, was particularly supportive to the idea of creating a Euro-Mediterranean Foundation before she was assassinated in 2003. Two years after the decision was taken in principle, the Foreign Ministers of, now, 25 EU Member states and (after accession by Malta and Cyprus) ten remaining Mediterranean partners met in the Hague on 29 and 30 November 2004. In adopting its statutes as the first common institution jointly created and financed by all EuroMed partners, they established the new Euro-Mediterranean Foundation for the Dialogue between Cultures, which is named – as it was proposed by the Egyptian government – after Anna Lindh and has its headquarters in Alexandria at the Bibliotheca Alexandrina in tandem with the Swedish Institute in Alexandria. The three years programme of the Foundation 2005-2007 was presented to the Ministers in The Hague on 30 November 2004.

The Foundation – which consists of a co-ordinating Secretariat in Alexandria and 35 national networks – promotes as its fundamental approach a dynamic concept of dialogue between cultures. Dialogue should not limit itself to exchanges of words. It would not make a lot of sense without cooperation ensuing. The priority target group is youth which represents both the future of Euro-Mediterranean societies and, in the South, their largest population group.

2. Supporting Culture and Cultural Exchange

- Odile Chenal, European Cultural Foundation

Cultural dialogue and interaction are always confronted to the same paradox: while perceived as creating the ground for a true cooperation they are in a marginal position as soon as funding is concerned.

The economic and political context in the Mediterranean makes cultural cooperation as well as support to culture uneasy. Founders and partners from both sides have to work on imaginative, honest and negotiated schemes in view of allowing a true cooperation in a context of economical and political unbalance.

However there are some new perspectives for cultural cooperation, both at a more institutional level (Anna Lindh Foundation, EU Neighborhood policy) and at the civil society level (Euromed platform, fast development of independent cultural initiatives).

There are many challenges for founders and among them:

- The priorities for funding: importance of supporting cultural infrastructure (meaning not only independent cultural spaces, but also professionalization of the cultural sector and development of cultural policy), independent creation and mobility (ex. of a mobility fund).
 - The ways of funding, avoiding reducing approaches (ex. of a cultural information tool).
 - The regional strategy of funding: opening new cooperation links.
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3. Project "Trans:it. Moving Culture through Europe" 2003 – on going

- Bartolomeo Pietromarchi, Fondazione Adriano Olivetti

A project by Fondazione Adriano Olivetti, in collaboration with European Cultural Foundation, Fondation Evens, Fondation de France, Goethe Institut Rome

Trans:it is an itinerant research project that deals with the most urgent themes of contemporary culture and artistic production in Europe from a geo-cultural perspective. The question of public space, of its significance and its definition, is the subject of a reflection that involves the theory of art, of society, and of cultural policy. Through a creative and artistic approach, the artists deal with questions related to the complexity and contrasts of contemporary life: from multicultural integration to urban regeneration, from identity to collective memory, from community to alienation.

Trans:it intends to build a platform of documentation, analysis and discussion between European cultural institutions, both public and private, and artists, interdisciplinary groups and cultural operators involved in projects of social importance.

Through detailed analysis of the most significant projects on public space around Europe, the path of research involves both the theoretical dimension and direct

investigation in the field, fostering direct exchange between different cultural identities and artistic communities.

The instruments of the project are: a cycle of three documentary films realized in a critical and curatorial perspective; a website - www.transiteurope.org - which gathers together all the information on the projects, interviews and contributions from people concerned with these themes; presentations/meetings/workshop related to the project; a final publication (on completion of the project, 2005).

Thematic Session II: Education and Empowerment

1. Education Reform in Turkey

- Üstün Ergüder, Third Sector Foundation of Turkey (TUSEV)

Education Reform Initiative (ERI) is a project launched within the Istanbul Policy Center at Sabanci University to improve education policy and decision making through research, advocacy and monitoring. ERI is committed to a quality K-12 education for all.

The original project proposal argued for the necessity of education reform in Turkey by presenting the increasingly complicated relationship between education policy and question of citizenship, the needs of an economy integrated with Europe and demographic trends that can be turned into an advantage through education for social and economic development. A major goal of the project is to contribute to a paradigmatic shift in the Turkish political culture that will in turn help sustain an open society. The performance of Turkish democracy since 1945 has had its ups and downs. It is, however, possible to argue that the democratic processes viewed as free elections; peaceful alternation of political power, and formation of coalitions came a long way. There are, however, important problems in terms of values and attitudes associated with democratic and responsible citizenship that will help further consolidate democracy. The project is based on the assumption that basic education reform should be designed with this important goal in mind. Furthermore, by bringing together concerned civil society groups and the relevant state agencies to catalyze an innovative collective thought process for education reform policy, the project also attempts to serve as an example as to how policy dialogue should be conducted within a contemporary democratic framework.

The first year of the project stressed successfully both the necessity and urgency of education reform. Furthermore, it reinforced the *raison d'être* of ERI and encouraged the project team to adopt a long-term perspective.

Information about ERI:

Program Areas:

Turkey aims to transform herself into a knowledge society with a highly competitive economy capable of sustainable development and eventually become a member of the European Union. Education is of strategic importance in pursuit of these challenging goals, urging constant progress in access, equity and quality. Thereby, education reform becomes a principal issue for the country.

Within this framework, ERI has so far defined four program areas and nine reform areas as its scope of policy. While some activities have been public agenda-driven, such as supporting curriculum reform or monitoring gender parity, others aim to determine public agenda, such as the activities in the early childhood education area or the Best Practices Conference. Flexibility and competency in nurturing different policy needs through different means provide ERI a special status before stakeholders. These program areas are as follows:

1. *Equal access*

Focus of ERI: Early Childhood Education (ECE), Gender Parity

Strategic Goals: Expanded coverage of ECE; universal primary enrollment; improved gender parity in secondary education

2. *Quality and effectiveness*

Focus of ERI: Critical Thinking, Curriculum and Textbooks, Teacher Training, University Entrance and High Schools, Education Governance

Strategic Goals: Higher standards of curriculum; textbooks and teaching; improved learning achievements; competent governance

3. Resources

Focus of ERI: Education and Demographics, Education Finance

Strategic Goals: Increased public awareness on education spending; efficient use of resources

4. Policy culture and practices

Strategic Goals: Support the development of a policy culture in Turkey; Become a center of intellectual attraction by bringing together talented policy experts, academicians and practitioners and facilitating intellectual exchange.

Strategy

Starting with the Advisory Conference in May 2003, which brought together leaders from public and private education arena to discuss various issues pertaining to K-12 education and to generate solutions, ERI formed various circles of networks both with institutions and individuals. These networks have since constituted the backbone of several activities pursued by ERI. These activities included policy research, advocacy, monitoring and conferences.

ERI has reached and collaborated with major stakeholders in essential issues during 2004. Major activities are:

Curriculum Reform: ERI has developed an increasingly open dialogue with the Board of Education within the Ministry of National Education. Using this dialogue for constructive engagement in the policy making process, ERI has been actively involved in the curriculum reform process.

Best Practices Workshops: As a follow-up to the conference on Best Practices in Education held in January 2004, ERI organized workshops in Sultanbeyli and Tuzla districts of Istanbul and in the Karabuk province in collaboration with provincial directorates of education and Frederick Ebert Foundation. Close to 300 public school teachers participated in these workshops to discuss 17 presentations that were selected by the conference jury earlier in February from the original 62 presentations.

New paradigms in human capital planning: ERI delivered the Report of the Working Group on Education and Manpower, which was prepared for and presented in the IVth Turkish Economic Congress, to the State Planning Organization. In light of recommendations presented in the report, ERI has undertaken project activities in human capital planning, with emphasis on vocational education and training. An initial meeting with representatives of stakeholders was convened to discuss a concept paper. ERI is currently forming a network of national and international partners to tackle this issue further.

Religious education: Religious education was drawn to ERI's agenda by the increasingly politicized debate on imam-hatip high schools (vocational religious schools), constantly occupying the national policy dialogue. Firstly, a comparative study of religious education in Europe was commissioned. Afterwards, ERI convened a series of meetings to initiate and carry on an informed dialogue among intellectuals thinking and/or working on religious education. A draft position paper is being finalized for discussion among a wider audience, including policy circles, in October.

World Bank Education Sector Study: ERI has collaborated with the World Bank on education sector study. Several papers drafted during the first phase of the

study were discussed by academicians and NGO representatives in workshops held in Izmir, Van, Eskisehir, Ankara and Istanbul. Organized by ERI, these workshops aimed at providing a venue for enriching the sector study through a participatory mechanism, as well as disseminating the findings, thus recruiting and creating 'stakeholders' during the production process.

Networking has helped ERI to increase its visibility and recognition among stakeholders. This, in turn, has enabled ERI to expand its circles of networks more easily. Apart from networking, activities such as advocacy based on cutting-edge national and international data and conferences have provided ERI access to a wider audience. Advocacy is critical to keeping the education reform issue on the public agenda and promoting demand for it. Related activities included publishing of briefing notes on results of international assessments and on Turkey's demographic gift.

2. Universal Education - Education by All

- Daniel Kropf, Universal Education Foundation

Vision

A world where society is aware of its pedagogical responsibility and works to develop conscious, caring and responsible citizens who live in harmony with themselves, with others and with the world at large.

Mission

The Universal Education Foundation seeks to inspire people in different social systems to take more responsibility for and initiative towards the holistic development of children enabling them to live in harmony with themselves, others, and the world at large.

Young children are honest, spontaneous, creative, vulnerable, loving, playful, curious people with a deep innate desire to learn. Providing an environment which nurtures these qualities and which fosters the integrated development of children and their self-realization catering for their unique physical, emotional, mental and spiritual makeup is the greatest challenge facing education today. Since learning is a lifelong process, and since people learn from many different groups in their life—including family, education, health, media and religion—the Foundation believes that providing such environment is the responsibility of society as a whole.

The global education system is preoccupied today with ensuring compliance rather than fostering diversity and innovation. Providing a space for novelty, diversity, autonomy and self-organization is a necessary condition for realizing a leap into the future of learning. The Founders of the Universal Education Foundation believe that our children and their parents deserve better. The key principles in our thinking are that diversity must be respected and celebrated as synonymous with life itself, and that creativity knows no bounds. No one should be allowed to assume the power of legitimizing and imposing a "correct system"; no one size fits all.

The Foundation seeks to inspire, support and legitimize out-of-the-box solutions, solutions that do not necessarily comply with the parameters and the norms set by the system. To this end, the Foundation has introduced the Universal Education Awards. The awards will be presented to individuals, groups, and organizations in recognition of outstanding initiatives which exemplify creative theories, approaches, applications, solutions and methodologies to improve the learning environment of children. The Foundation will showcase these initiatives,

disseminate them and catalyze their adaptive replication to different settings. Networking such initiatives will help establish a critical mass of partners whose joint efforts will together make a difference. Nominations for the awards will be solicited from actors in different social systems. The Foundation will target four areas of focus, namely: school education systems, media, health, and information & communication technology.

Recognizing the universality of its undertaking and the importance of building a network of universal education partners, the Foundation seeks content, process, dissemination, replication and advocacy partners from different social systems around the world

The Universal Education Foundation is a nonprofit organization registered in The Netherlands. Its founders span diverse areas of human endeavor and their backgrounds are also culturally and geographically diverse, including Europe, Asia, North America, and the Middle East.

Thematic Session III: Human Rights and Social Justice

1. Funding Priorities for Human Rights in the Arab World

- Fateh Azzam, Arab Human Rights Fund

Greetings and Background

Greetings and thanks

Brief summary of history and where we are today

Why an "Arab" Human Rights Fund?

- Increase resources for sustainable human rights activities in the long-term
- Funding priorities need to be indigenously articulated, at both national and regional levels
- To create a model of institutional and democratic funding policy, guided by credible persons of good standing from the Arab region (same idea, that communities know best)
- To encourage social justice philanthropy within the Arab world, taking charitable giving beyond "charity" and into strategic approaches for long-term development.

Methodology and Progress

- Research into the various areas going on for about two years
- Research includes wide consultations with experts and other foundations and funding agencies in the North and in the South
- Consultations with concerned parties on sub-regional, national and thematic bases (including gender, development NGOs, human rights NGOs and individuals)
- Research areas include: Legal research (registration, financial transaction laws, protecting endowment), organizational structures and bylaws, funding sources internationally and regionally, compiling list of potential board members, priority setting mechanisms (including the search for effective consultative processes), grant making methodologies and mechanisms, , endowment investment policies and strategies, ensuring transparency and accountability, and other issues.

Issues and Challenges

North-South: Clarifying the dynamics of indigenous and international funding. How does the relationship affect funding priorities?

- Funding "fads"
- "Us and them" mutual perceptions: what is the "Muslim World?", what is "the West", Islamophobia and Westophobia are we falling prey to Huntington's Clash of Civilizations thesis simply by dealing with one another on this basis, rather than on the basis of universal human rights?
- Building mutual trust: is it enough to meet periodically? Is it enough to share strategies? Can we find processes and mechanisms for ongoing consultation?

Legitimacy:

- How can the process of setting priorities, granting decisions and good standing establish trust and be perceived as "legitimate?"

- What degree of participation is necessary to establish legitimacy while maintaining supervisory responsibility over millions of dollars?
- There may even be some aspects of the old challenge to universality by cultural, religious and regional specificity.

Transparency and accountability. What is their real meaning?

- Is it enough to publish and inform widely?
- Is there a mechanism of inclusion that would strengthen transparency?
- What is the real meaning of popular terms such as stakeholders, constituencies, and partners. What role do they play in affecting decision-making at the top?

Final Remarks

- This has been an amazing learning process; we're still in the midst of it
- We can use all the help we can get and hope to call on everyone in the future
- We also hope to use what we learn, disseminate it widely for collective benefit (e.g. the legal study, research into the various issues and challenges brought up by the feasibility study)

2. Women Empowerment

- Lou Anne King Jensen, Chrest Foundation

Greetings and Background

Greetings

Why the Chrest Foundation Chose to Work in Turkey

Current Situation Regarding Women In Turkey

Approach

Communities Know Best

Long-Term Relationships

Supporting Women's Voices

Challenges Faced/Solutions Found

Language

Establishing Trust

Gaining Access to Women from Traditional Families

Lessons Learned

Support Women to Improve Societies

Foster an Environment of Openness and Acceptance

Build Capacity

The Tribal Influence

Combine Traditional Charity with Social Action

Don't Ever Give Up!!!

Advice to Funders from Local NGOs That Work with Women

Fund Smaller NGOs

Fund Small Projects

Question Working with Larger NGOs

Problem: Locals Often Treated More like Subcontractors than Partners

Verify Partnerships on Grant Requests

Get to Know the Local People

Thematic Session IV: Peace Building

1. Creating public support for a renewed dialogue: Developing a new language among Israelis and Palestinians for understanding and caring for human needs, that will support the renewed dialogue

- Daniel Kropf, Education for Life

Why a new language is needed?

The peace process that started in Oslo failed because the communication between leaders and people was based on demands, judgments and blame. 2005 is a year of opportunities. We must use the opportunity to create a supporting atmosphere within and between the people that will enable leaders to dialogue and reach a sustainable agreement. Even if the politicians do not succeed, the caring and understanding between the people will sustain.

What is authentic and Caring Dialogue?

"Non Violent Communication" is based on understanding feelings and basic human needs, therefore enabling empathy and caring for oneself and for the other.

When we recognize these feelings and needs, we remember that we are all human, longing for peace and prosperity. This enables us to open for dialogue and to assure the dialogue is successful.

Our Methodologies:

Education for Life applies 4 major methodologies that are used to promote peace in the world.

These methodologies are:

Non Violent Communication created by Marshal Rosenberg – Communication is based on our needs. If we recognize our needs we communicate in a human, non violent way.

Human Dynamics, created by Sandra Segal – Understanding and appreciating human diversity.

Open Space Technology, created by Harrison Owen – A large group meeting that enables open discussions and creative solutions.

Appreciative Inquiry, created by David Cooperrider – Appreciating our best moments and inquiring into them teaches us on the critical success factors and our powers so we can dream and design our future.

What is our program?

The program will be steered by a joint group of Palestinians and Israelis that already work together under the Education for Life umbrella ("The Rome Forum")

The aim of raising public awareness and support will be achieved by a public campaign and training of opinion leaders in the new way for dialogue.

The action plan includes:

Reconvene "Rome Forum" to experience the new tools for dialogue (Non Violent Communication and more) and create a collective plan through an Open Space meeting.

Train opinion leaders in the new way to dialogue: 5 groups from each side.

Create a manual for the new dialogue and disseminate to the public.

Monitor statements by leaders and translate them to the new way of dialogue.
Launch a website where discussions will be held in the new dialogue.
Opinion research on both sides on "needs and feelings".
Ongoing evaluation of the project.
Multiplying successful actions throughout Israel and the Palestinian Authority.

2. Middle East Bridges

- Mathias Mossberg, EastWest Institute

- I. Introduction of the EastWest Institute
 - a. Overview of the EWI's mission and program pillars
- II. Introduction of the Middle East Bridges (MEB) Program
 - a. Overview of MEB's political and economic projects on Israel-Palestine as well as trans-Mediterranean civil society cooperation
- III. Discussion of current developments in the region
 - a. New governments and new approaches? Discussion of the Palestinian post-election situation as well as the implications of the government re-shuffling in Israel
 - b. Prospects for reviving Israeli-Palestinian dialogue
- IV. In-depth discussion of MEB projects
 - a. Middle East Dialogues, which brings together policy makers, experts and intellectuals to think outside the box with regards to identifying new solutions to the conflict. The Dialogues project is organized along three tracks. Five meetings are scheduled to be held in 2005.
 - b. Gaza Economic Development Project, which seeks to provide Palestinian Authority and international community options for reviving the Palestinian economy.
- V. Opportunities for partnership
 - a. Education for employment – four years of the intifada have negatively impacted the workforce in Gaza and the West Bank. A more skilled workforce would help investments realize their highest potential in the internal Palestinian economy.
 - b. Leadership – similar to education, provide Palestinians with the opportunity to train in building leadership skills, which can be used in multiple

sectors.

- c. Networks of business leaders in Europe and the United States – Create networks of business leaders in different cities who are ready to mobilize political and other support for investment in the Palestinian economy.

Thematic Session V: Migration

Migration: practical and policy areas of intervention

- Jonathan Chaloff, Fondazione Censis

Migration continues to be a key policy and social issue between and within Mediterranean countries. Within the broader discussion of migration-related issues, two important areas of relevance for foundation activity can be identified: practical, local initiatives favouring integration; and national and international policy discussion aimed at public opinion.

Practical and local initiatives

The question of “integration” of migrants into the society of the countries in which they live remains one of the most important concerns of both institutions and governments. While there is much discussion at the national level in different countries of cultural identity and citizenship issues, most of the real work of integration – in terms of guaranteeing access and parity with natives – takes place at the local level through the provision of services and the creation of networks. It is here that experimentation takes place.

Key areas of local action

Social policy addressing integration issues is well developed and relatively well funded in Northern European countries, compared to the absence of national integration-oriented social policy in the South. Yet, because of the grass-roots nature of the most successful initiatives, there is always a role for independent actors.

Area 1: Education and youth

Young people of immigrant origin are at risk of social exclusion in most migration countries. Some of the initiatives which have been taken invest in interculture for social cohesion, providing links with the cultures of origin and creating cultural initiatives which involve the local resident population to foster exchange. Another important area is that of supporting formal education in providing informal settings for positive social interaction outside of the school system (sports, cultural activities, etc.). This is especially important in urban areas at high risk for exclusion and delinquency. In some cases there is the possibility to support these initiatives within schools themselves.

Area 2: Women and families

Migration places great strain on families and especially on the women who are charged with maintaining unity and continuity in the face of separation, economic hardship and changes in role expectations. Initiatives for women are usually community-based, and may involve social centres, health education and clinics, public-private partnerships for skills upgrading and job network creation. The massive increase in the migrant care-takers in many countries has also created a sphere for action for native families and elderly through work with the migrant women who care for them.

Key areas for policy initiatives

The main trends in migration policy at an international level – especially in the Euro-Mediterranean area – have been directed towards regulation of labour and illegal migration flows. These national, bilateral and multilateral discussions are well-developed. Much less well-developed is the policy dialogue in the media, in academic environments and in informed public debate.

Area of action: public opinion

There remains a need to inform the public debate on migration policy. This can take the form of research initiatives, public events (conferences and seminars), documentation (especially mass-media forms of documentation such as television) and fostering of civil society dialogue. Stakeholders are academics, media and civil society.
