

# World Urban Forum

## Urban Equity in Development - Cities for Life

Medellín, Colombia | 5-11 April 2014

### Course Outline

(Deadline for submission: 12 February 2014)

<b>Training Title</b>	<b>Growing + equal: shaping experiences of participatory budgeting for the youth. Tools and examples</b>
<b>Name of Organization</b>	CES (Center for Social Studies) – Coimbra University  Co-organizers: DPU/UCL London (UK); ASSOAL (Cameroon); ENDA Ecopop (Senegal); IN-LoCo (Portugal); CISDP/UCLG; SALAR (Sweden), Bertelsmann Stiftung (Germany).
<b>Profile of Lecturers</b> (max 200 words)	<p>Giovanni Allegretti is professor at Coimbra University, specialized in Participatory Budgeting and Participatory Planning. As a consultant has been following 3 PB targeting the youth in 3 Portuguese Cities.</p> <p>Lena Langlet is coordinator of the Programm “Citizens’ Dialogue” at the Swedish Associations of Local Authorities and Regions (in charge of some Youth PB pilot projects)</p> <p>Céline Diebold is Project Manager of the „Programm Zukunft der Demokratie „, of Bertelsmann Stiftung (Germany) and in charge of a series of participatory budgeting pilot processes in 8 German Cities.</p> <p>Jules Dumas is director of the NGO Assoal, who works with more than 50 PBs in Cameroon. Is also consultant of the world Bank for PB projects in DRC (Congo Democratic Republic)</p> <p>Bachir Kanoute is coordinator of ENDA Ecopop, a Senegalese NGO which do consultancies on Participatory Budgeting in Senegal, Burkina Faso, Madagascar and other African countries.</p> <p>Celio Piovesan is Director of participatory Budgeting in Canoas (Brazil), which is the present coordinator of the Brazilian Network of Participatory Budgeting</p> <p>Oscar Gustavo Sanchez Jaramillo is Councilor in charge of Education and Youngsters’ Participatory Budgeting, Municipality of Bogotá, Colombia, and responsible of the Program INCITAR (Iniciativas de transformación de Realidades).</p>
<b>Learning Objectives</b> (max 100 words)	<p>The course aims at expanding awareness about benefits in terms of urban sustainability experienced by cities experimenting with participatory budgeting processes specifically conceived for young audience, in collaboration or not with school institutions and youth associations.</p> <p>It also want to give and discuss ideas on how to adapt and</p>

	<p>hybridize the general existing models in order to fit in specific contexts and cultures, while contributing to raise awareness about constraints and difficulties of youth PB implementation, ways to bypass them and hypothesis to use them to foster other participatory processes for larger audiences.</p>
<p><b>Thematic Focus</b></p>	<p>One of the ambition of the course, is to be able to contribute to reverse the “unbalanced geography” of Youth Participatory Budgeting, which today are mainly spread in Western European countries, with fewer experiences happening in Latin America and Africa. Showing the benefits of existing experiences, the organizers hope to be able to imagine with participant a first step of debate and knowledge awareness, so that in the future such benefits can stimulate new experiences in other continents. So, although the main language of the course is English, the organization will provide volunteers to translate in Spanish and French to small group of participants, so to value the experiences coming from different parts of the world, and enlarging the audience’s variety of skills and country of origin.</p>
<p><b>Issues to be discussed</b> (max 50 words)</p>	<p>The course aims at expanding awareness about benefits in terms of urban sustainability experienced by cities with PBs specifically conceived for young audience, in collaboration or not with school institutions and youth associations. Benefits, constraints and difficulties of youth PB implementation will be the main focus of the session, through an “inductive” method, based on case-study reflections.</p> <p>It will be explicitly discussed how to adapt and hybridize the general existing models of Youth-PB in order to fit in specific contexts and cultures ways to bypass them and hypothesis to use them to foster other participatory processes for larger audiences.</p>
<p><b>Brief Outline of the Course</b> (max 200 words)</p>	<p>The event is structured into three main parts:</p> <ol style="list-style-type: none"> <li>1) <b>FIRST PART of THE SESSION</b> – the first 80 minutes of the session will be dedicated to describe the main goals, peculiarities and outputs of 6 effective experiences of Youth PB around the world.</li> <li>2) <b>SECOND PART OF THE SESSION:</b> 20 minutes will be dedicated to summarize the common features of the main different models existing around the world, followed by a debate between participants and presenters of the two first exposing sessions.</li> <li>3) <b>THIRD PART OF THE SESSION:</b> it is dedicated to a collective exercise of simulation, organized in smaller language groups, which has the goal to <b>IMAGINE a CONTEXTUALIZED MODEL</b> of Youth Participatory Budgeting in a specific given territory.</li> </ol>

<b>Target Audience</b>	Civil Society Organizations, Local and Regional Authorities, School Teachers and Directors, Members of Academia/Research Institutions, Media and resource persons of the United Nations System
<b>Number of participants</b> (max 50)	<b>40</b>