INVOLVING YOUTH INTO POLICY MAKING PRACTICAL TOOLS AND BEST PRACTICES

"NOTHING FOR YOUTH, WITHOUT YOUTH"

The 5 project partners have commited to develop new participatory practices in local and regional policy making. All partners have worked actively in the field of youth participation at local and regional level for the past year. The partners decided to join together to share what they have achieved and also co-create and improve their existing practices. We believe that this developed publication will allow us to make sustainable changes in our daily work shaping and implementing policies directed at youth.

ABOUT THE PROJECT:

"Youth voices up-graded" (project No. 2018-2-NO02-KA205-001313) is a KA2 strategic partnership Cooperation for innovation and the exchange of good practices funded by the Erasmus + program in Norway.

The opinion expressed in this publication, conclusions and recommendations do not necessarily coincide with the position of the partner organizations, European Commisions.

PROJECT SUMMARY

Currently young people are often missed out in public policy development, as they don't participate in the "structures". We are planning their future and their voices are not heard before an actual plan is written and confirmed by the politicians. Only when things go wrong we ask "but where have you been when we were making plans?". If we connect young people in the early phase; doing their own peer research, helping civic planners how to understand big data in youth reports, and empowering young people to design sustainable solutions to their own challenges, the results of the plans could be improved and local action plans could be more accurate. In this way we educate young people to become meaningful purveyors of what they believe are appropriate measures to meet the challenges youth themselves face in society today.

Aim of the project: to strengthen the youth voice into social development and civic planning with a particular focus on connecting and training vulnerable groups, for example: youth with fewer opportunities, disabled, unemployed, immigrants, dropouts, young criminals etc. In this project, we want to connect young people closer to civic planning and research on youth. In order to reduce social inequalities we have to connect and engage.

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...PROJECT SUMMARY

Co-creation is a keyword in how we can manage to do that. Co-create both transnationally, cross-sectorial and cross-ages in order to reach the goal on different global challenges. All global challenges have to be solved by people, and people live in local communities. We need to learn how to shape things together and build sustainable structures for real participation that is reflected in democratic processes, civic planning and community development.

Objectives:

• Share practices from the project countries on involvement of youth groups in decision making and assuring quality in youth policy.
• Develop methodology on how young people's voices could be heard and acknowledged in policy making processes.
• Train youth workers and youth policy specialists on how to consult young people, initiate peer to peer processes in policy making;
• Promote real participation in policy making in project countries;
• Strengthen local network in project countries who are working with participatory policy making.

About this manual:

Designing this manual we involved young people, from various backgrounds, different stakeholders (civil servants, youth workers, support staff and NGO's) into designing tools and directly applied it in the decision making processes. Creating this publication we not only analysed the theory, but also applied it real policy making. The created tools allowed us to make needs assessments of various groups of young people (understand better their daily life, struggles and aspirations). It enabled us to collect realistic data about local reality and have realistic data to know better how everyday life of young people looks. The developments allowed us to involve youth, youth workers and other stakeholders dealing with issues of young people to design local and regional strategies, action plans. Finally, this manual allowed us to assure ownership of various groups involved in the results achieved.

TABLE OF CONTENTS:

IMPORTANCE OF YOUTH PARTICIPATION IN POLICY MAKING

Youth sector is characterized by a frequent change of young people, because active young individuals are naturally replacing each other, as the first ones grow out of the youth age. Besides that, young people are constantly facing new challenges which in turn changes their needs. On top of that it should be noted, that youth representatives working in the public sector also frequently move jobs. We should not forget that the number of institutions and agencies which are working with youth is also tremendous. Therefore, it is important to understand the context of youth policy and the challenges faced by young people.

Another issue, considering the importance of youth participation in implementation of youth policy, is to be clear about the position that we follow when working with young people and answer a few core questions: do young people actually need youth policy? Does youth policy (Institutions etc.,) need young people? Depending on how you will answer these questions, you will realize why participation is needed.

Do you work with young people in order to benefit them or the young people help you to achieve your objectives? Yet in reality the often case is that youth participation opportunities and youth policy priorities are created because of the need to look good in front of the superiors and display that you care about youth.
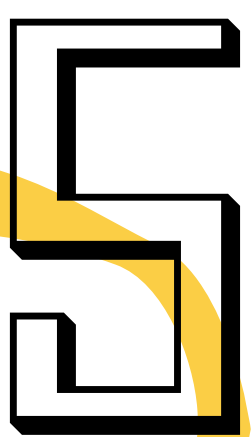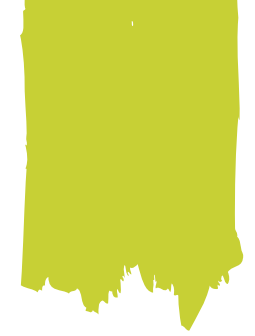
This dilemma is constantly challenging youth policy implementers such as youth organizations, institutions and young people in general. Whose interests are more important, young people or society? There is no consensus regarding this dilemma. Thus it's good when the interests of young people and society are consistent.

How much a young person is in need of youth policy? Well it is definitely needed, as youth policy creates more opportunities for young people and not only focuses on solving some of the issues they face. And the opportunity feature of youth policy is a distinctive feature of positive youth policy. Following the positive youth policy perspective allows us to get to know young people better, especially their needs and interests and not only focus on the challenges they face, but also create new opportunities for different institutions to cooperate. For instance, youth employment became a priority at EU level, and numerous institutions such as Job centers, YNGOs, educational institutions etc., started closer cooperation. Cooperation, which appeals to interest of young people, is necessary for institutions, which want to contribute to creation of wider opportunities for the youth, rather than solely organizing tradition events and implementing action plans.

This publication follows the positive youth policy approach. Thus it is important to familiarize with youth as a social group and understand the way young people live, what is important for them before offering them cooperation or even worse creating action plans which are supposed to affect the daily life of youth.
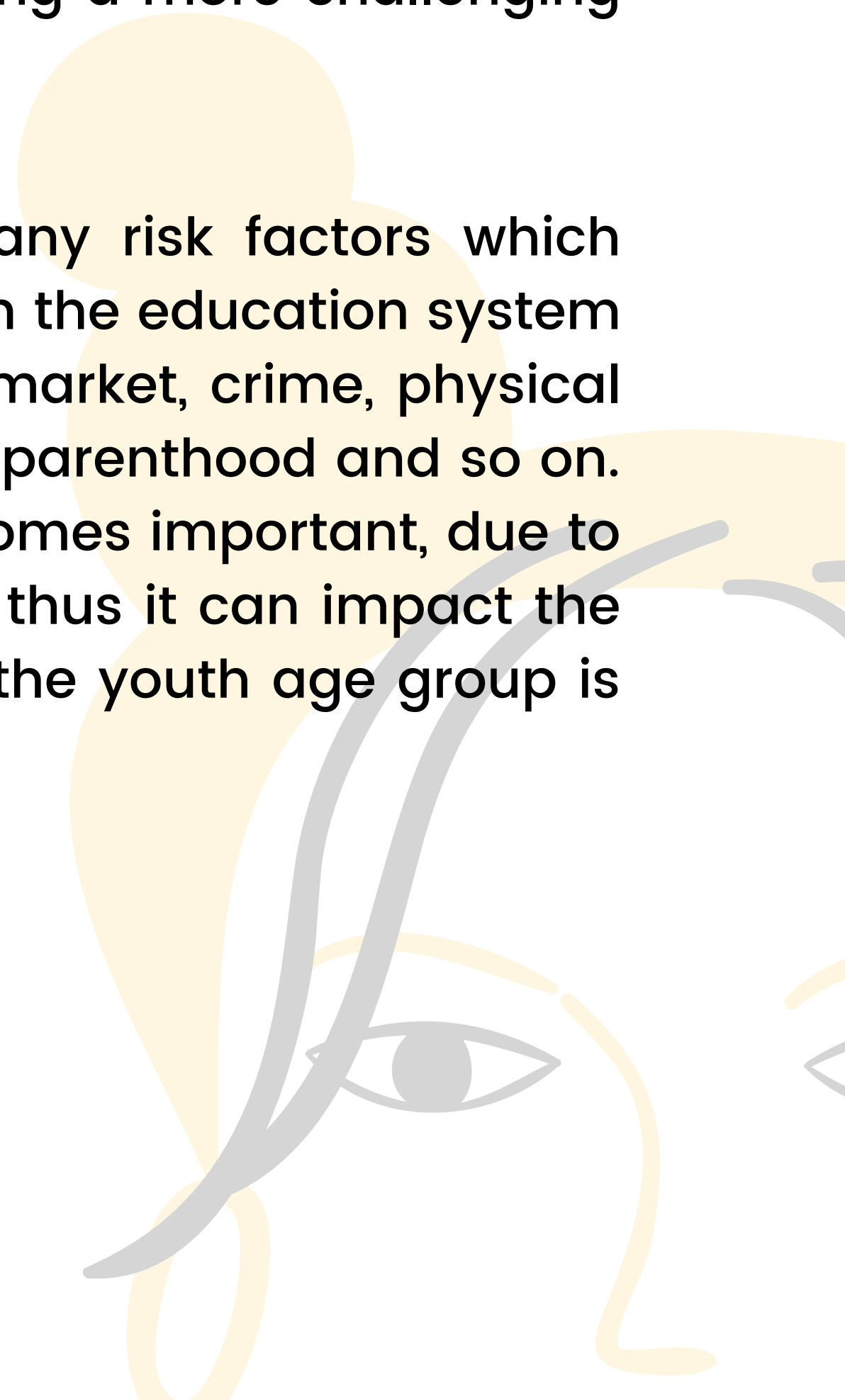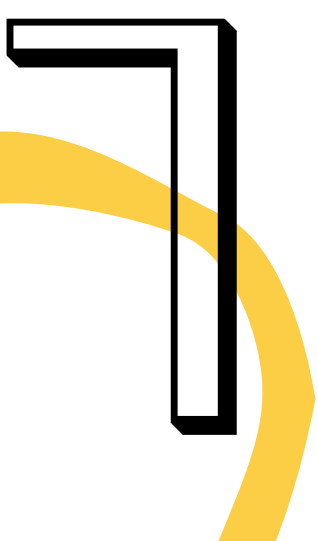
THE YOUNG PERSON

Age is not the main characteristic of the young person. Young people are a separate social group which has different needs, expectations than children, teenagers and adults. The simplest definition of a young person is a person in transition from childhood to adulthood. Or in other words, youth is a period when a person becomes independent from adults and starts leading independent life. It is clearly a difficult period in life, as a young person has to obtain qualification, find a job or start working for themselve, find an apartment. Do everything in order to become economically independent from their parents, perhaps even start a family. Once they accomplish that it means they have successfully transitioned to adulthood. Thus during the youth period a person must work hard in order to secure a quality independent adult life.

Due to numerous social, economic, psychological and political reasons the transition period is constantly being extended, while reaching quality adulthood level is becoming a more challenging task than ever.

During this transition period there are many risk factors which challenge the youth such as falling out from the education system or inability to successfully enter the labor market, crime, physical and mental health issues, addictions, early parenthood and so on. In these situations the role of the state becomes important, due to the power of rule and control it possesses, thus it can impact the transition and diminish the risk factor. Yet the youth age group is not unanimously defined across countries.

WHAT IS YOUTH POLICY?

Youth Policy is a purposeful activity that addresses youth issues and aims to create favorable conditions for the formation of a young person's personality and its integration into public life, as well as activities promoting understanding and tolerance for young people among the public and its separate parts. The overall objective of youth policy is to empower the youth. The objective of empowerment of the young person is to ensure the young person's development, independence, and give a young person an opportunity to contribute to the development of society. The youth empowerment in the youth policy is exercised through youth education and participation. Therefore it is crucial to ensure transparent cooperation with all the required inputs and resources among all the sections of youth policy (education, health, employment, culture, social security and etc.) in order to maximize the creation of new opportunities for the youth.

Important that youth policy implementation (State priorities and effort) would be understood as a structured, consistent and continuous process and based on the needs of young people and take culture aspects into account. Young persons have to acquire competencies, which they will use in their independent lives and which will help them to make the decision and take advantage of opportunities. Youth policy prepares young people to make independent decisions rather than give them "everything ready made on a plate". Thus the main objective of positive youth policy is independent young (adult) people.
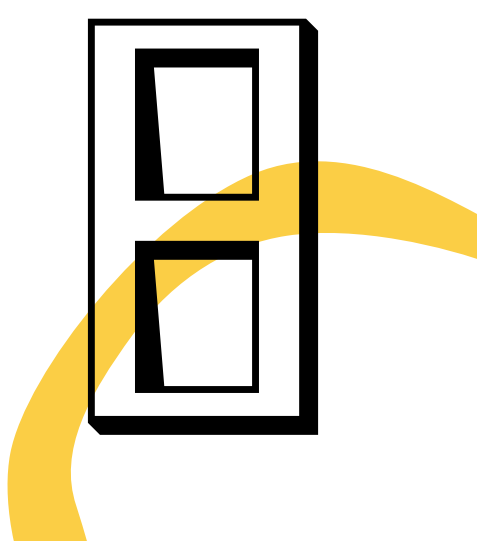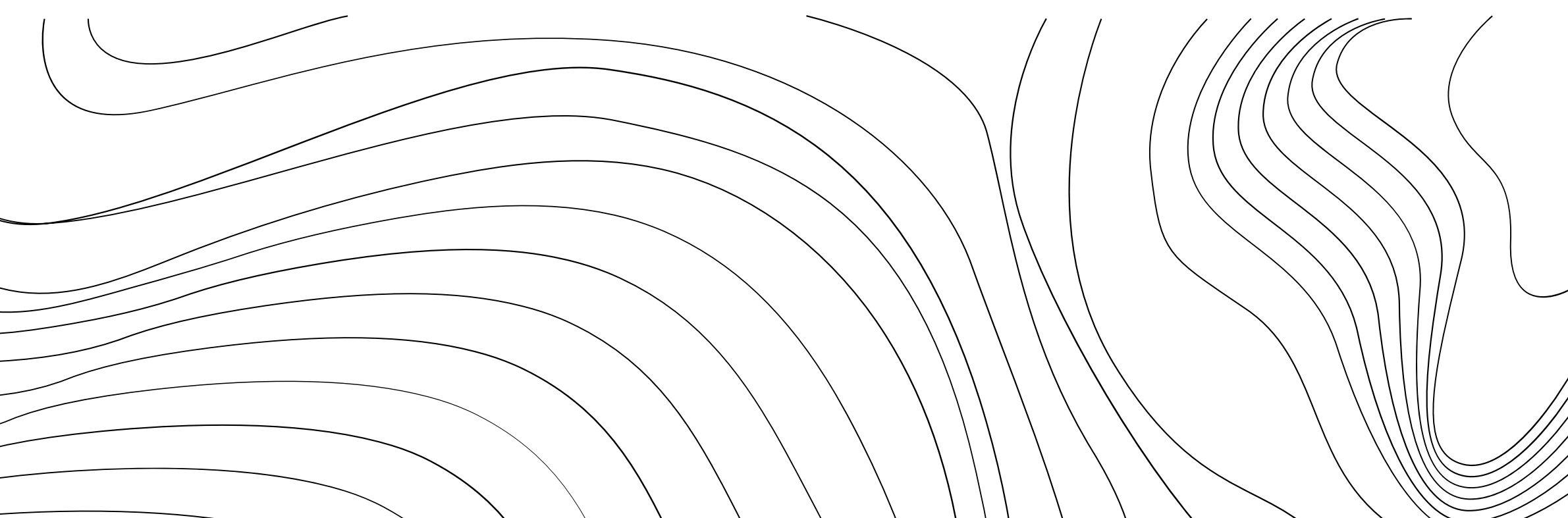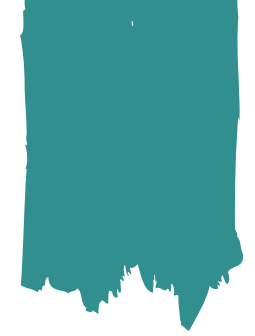
Youth policy is a tool which tries to help a young person to fully live independently. Implementing youth policy aims to create conditions for young people where they can fully integrate into society. As opposed to different public policy areas, youth policy is horizontal and includes all the issues related to youth ranging from education to social security, from culture to healthcare and etc.
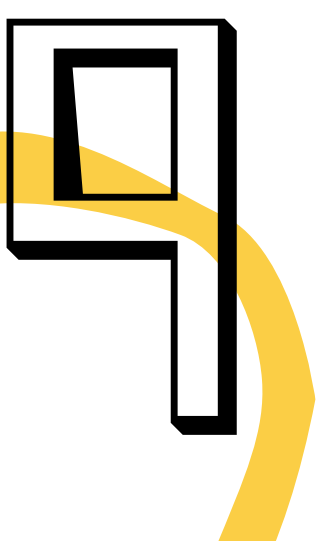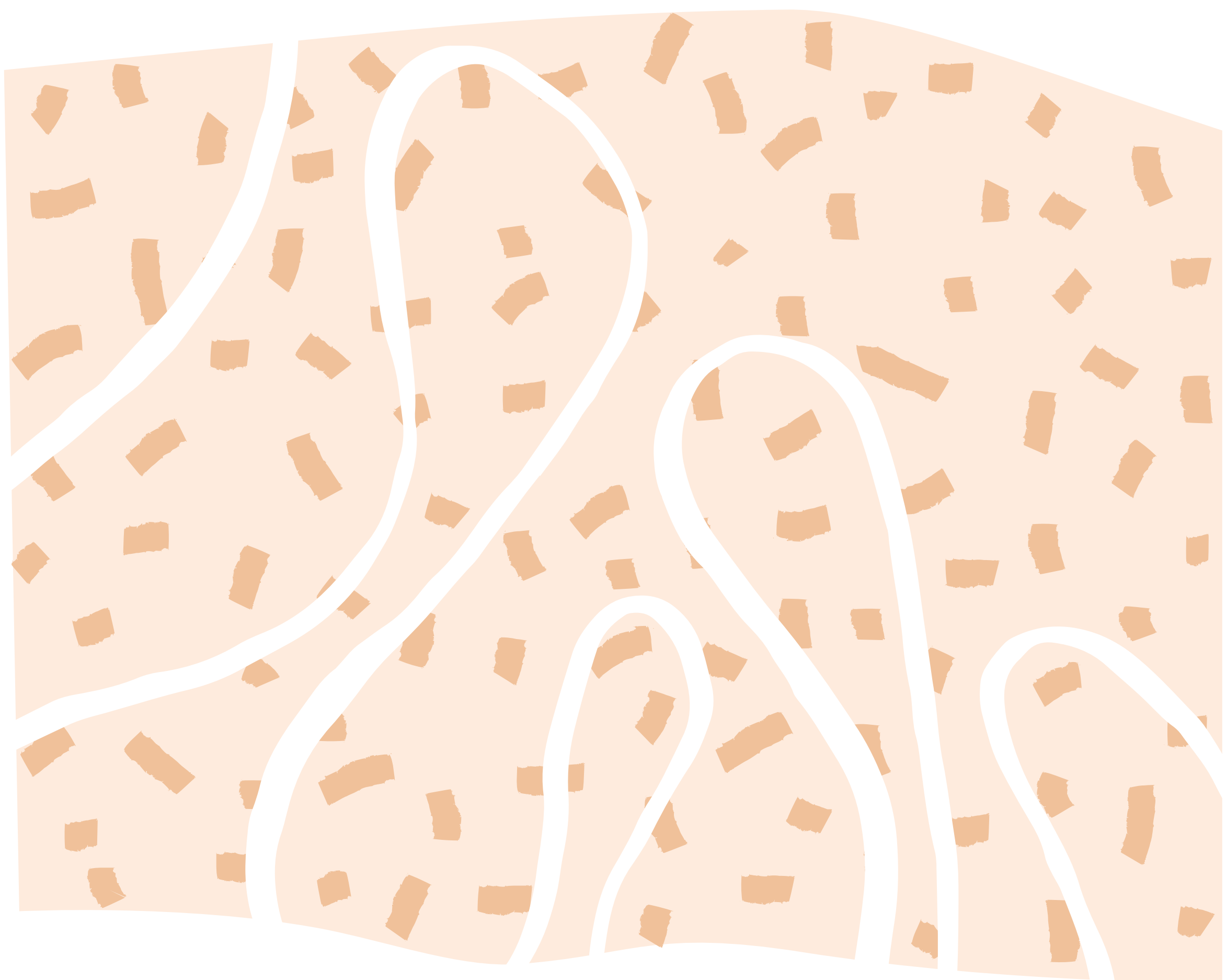
YOUNG PEOPLE PARTICIPATION IN THE PROCESS OF CREATING YOUTH POLICY

There are numerous expressions of participation. Youth participation can be understood as one of the rights, also youth activeness in certain activities can be seen as sort of a partnership between youth and adults because they consult on the objectives, goals, roles, responsibilities, decisions, etc.

This publication follows a definition provided by the European Council that youth participation is a civic right of the young people to be included in daily life and the right to influence their life processes. The revised European Charter on the Participation of Young People in Local and Regional Life claims- "participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society".

Youth participation often include the following areas: economic participation, especially related to employment and occupational activities, economic development, fight against poverty, a stable economic society, regional or youth situation improvement, political participation, related with the executive government, public policy, resource allocation and etc., social participations, including involvement in local community life; raising awareness about local issues; cultural participation, related to the different forms of art expression.

10
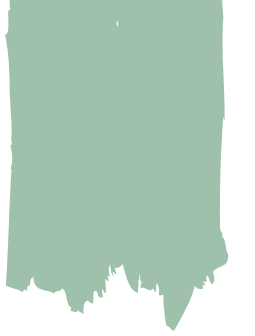
WHY IS YOUTH PARTICIPATION IMPORTANT?

AIt is worth mentioning one of the youth policy objectives - create favorable conditions for young people's personality development and assist them with successful integration into society. The objective is development of a young person's consciousness, activeness, creativity, independence and ability to take responsibility for their actions. Youth participation is a prerequisite condition to reach these objectives. The principles of self-governance, independence and volunteering are understood as a youth freedom of choice of activities, objective formulation, active participation and responsibility for fulfilment of objectives, choosing the means for objective implementation, and evaluation.

Youth participation is important because:

- helps institutions formulating and implementing youth policy to better understand the actual needs of young people and their situation;
- helps to develop skills to work effectively with young people for institutions formulating and implementing youth policy;
- decisions, related to young people, must include young people, and therefore including young people in decision-making process makes the decision more legitimate;
- offers new ideas for solving local and regional issues: it helps institutions formulating and implementing youth policy to discover talents and potential of young people;
- it helps youth to understand how democracy works and how to participate in democracy;
- has a positive impact on lives of young people; allows the society to hear the voice of the youth better;
- encourages young people to develop new skills and gain more confidence;
- creates a space for young people to use their talents and abilities for the benefit of the whole community or organization.
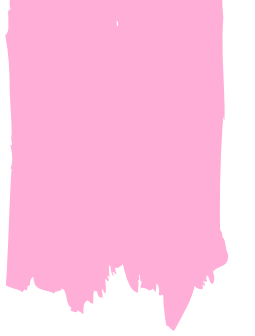
DIFFERENT VIEWPOINTS TO YOUTH PARTICIPATION

The Revised European Charter on the Participation of Young People in Local and Regional Life is dedicated to numerous target groups: young people and people working with youth at a local level. In order to have quality implementation of youth policy, it is important to follow the viewpoints on quality youth participation expressed in the Charter. This viewpoint helps to assure young people involvement in different activities ranging from youth project implementation to establishment of youth organization or to youth representation in the process of political decision making.

Youth participation can be understood as a partnership form between youth and adults, when they consult each other on objectives, goals, roles, responsibilities, decisions, and etc. In this way adult experience and knowledge and young people talent is being utilized. In result, the need of youth is better represented and solutions are solved more effectively. During cooperation it is important to understand each other's objectives, expectations, the help that each other can provide, have a vision how cooperation will be conducted and evaluation of the impact created.

The Charter's viewpoints on participation follow RMSOS model, which is based on 5 key aspects helping to secure youth participation: rights, means, space, opportunity and support. Meaningful youth participation can only be achieved when all project participants have responsibilities. The 5 aspect are closely correlated and all of them are essential in order to attract youth to participate in activities which they are genuinely interested or in the decision making process which is relevant to them.
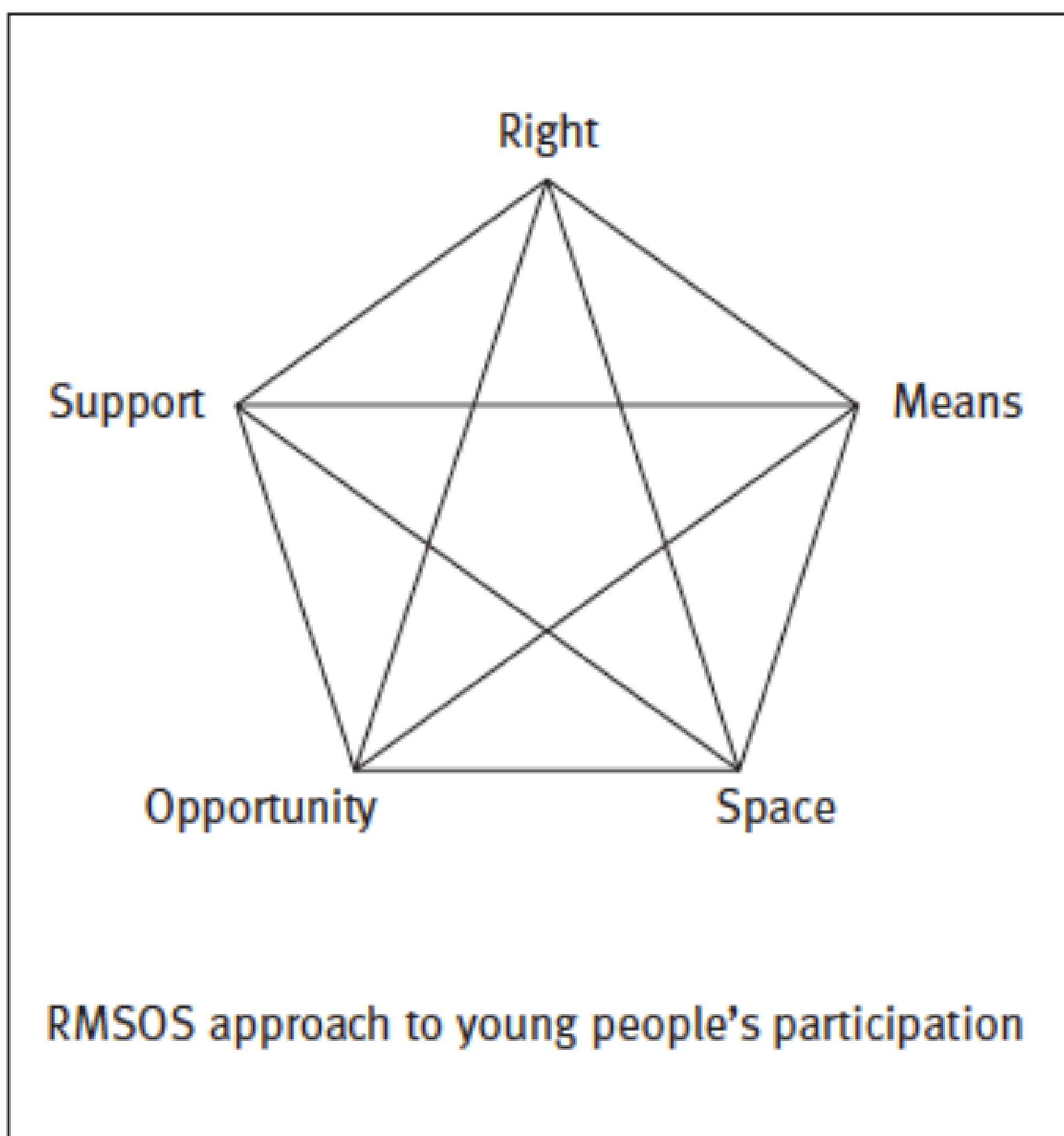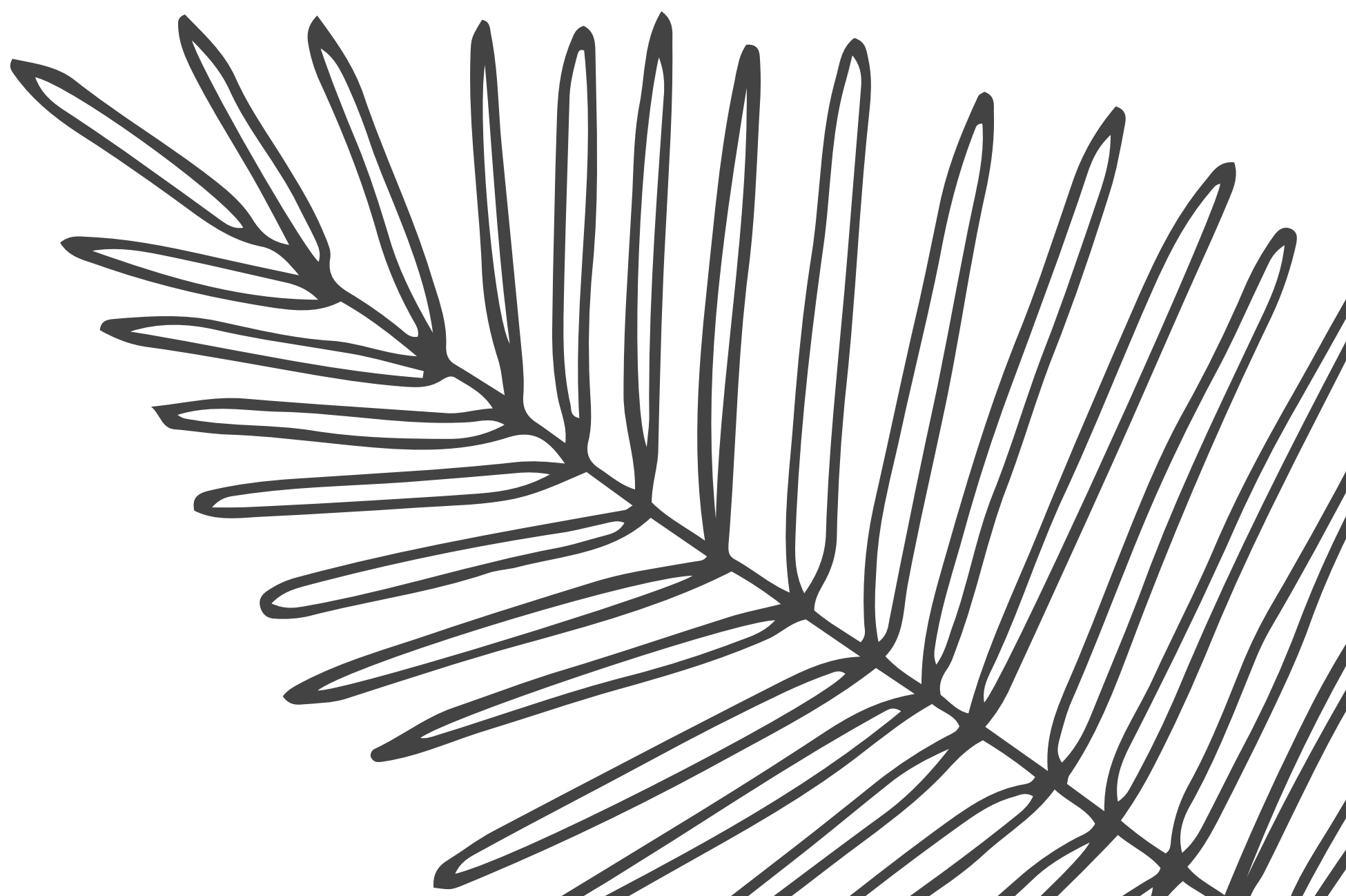
12

Right

Support

Means

Opportunity

Space

RMSOS approach to young people's participation

Chart 1 „RMSOS viewpoints to youth participation "
(source: Z. Gozdzik-Ormel „ Have your say ")

13

Right of Youth to participate

Youth holds the legal rights to participate in policy formulations and implementation processes, initiate and realize youth initiatives, volunteer and get involved in civic activities. Besides, the right to participate in decision making, youth policy also claims that youth should be consulted on issues and actions that directly affect them. Young people should be encouraged to exercise their participation rights. Participation is defined not only as the right to vote or participation in the consultations, but addressing issues which are relevant, creation of means and initiation of activities. The participation in different spheres of public life not only civil and political but also cultural, economic, social,

Questions for analysis:

1. What roles are designated to youth when in the decision making process? (when matters relate to projects, organization or community)
2. Is independence and responsibility, which are given to the youth in decision making and implementation of projects, actually necessary?
3. Are your activities (projects) open to all the youth, without any discrimination on the performance at school, gender, economic situation, social class they belong to and etc.?
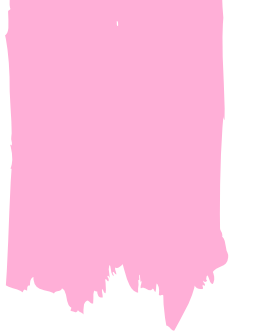
Means, required for youth participation

Elements of RMSOS model are two-fold: necessary resources and means must be provided. On one hand, structures which facilitate young people participation and support are required, for instance existence of NGO funding mechanism. Alternatively, not satisfying the main needs of the youth such as shelter, education, food and transportation makes their participation impossible, because the young person has to dedicate his/hers time to make ends meet rather than participate in the process of formulating and implementing youth policy. In order to achieve a better reach, it is required that the basic needs of the youth would be satisfied such as social security, education, shelter, health, transportation and access to technology.

Questions for analysis:

1. What are the most important means that youth could properly participate in the project or belong to organization or participate in community life? How did you identify these needs?
2. What are the issues related to these means? Where does the need come from?
3. How do these issues engage young people into activities?
4. What resources do you possess or what resources you require in order to facilitate different youth group participation (e.g. transportation, space etc.,)? How can you get access to untapped resources?

15

Spaces for youth participation

Provide the space for youth to participate. On one hand it means that young people will have physical space, where they can meet up, spend their time and organize their activities. On the other hand this element includes space in the broader sense, meaning, institutional mechanism creates the possibility for youth to participate in the decision making process. In practice this means to create conditions for youth where their opinions, recommendations and conclusions would be heard and would have a direct impact on decisions.

Questions for analysis:

1. What spaces could be devoted to youth within your community (physical, virtual or institutional)? In your opinion, is this space sufficient?
2. In which ways can youth have an actual impact on decisions, related to their lives?
3. How much does your project or organization assist the youth in increasing their influence on decision making relevant to them?
4. Do you think that youth opinion has an actual impact?

Opportunities for young people to participate

Possibility to participate is given. First of all, in order to assure young people's participation sufficient information should be provided. For example, to have a good access to information on how they can get involved into the decision making process, and where these opportunities are available. Secondly, decision making structures, consultation processes and means should be adjusted to the needs of the youth. These processes are organized in the manner that young people could comprehend it and could get involved. For instance, youth related issues are solved at the time suitable for the youth: after classes, in order to improve young people's participation rate. Electronic questionnaires distributed to young people through known social networks and enough time is given to complete the questionnaires and respond.
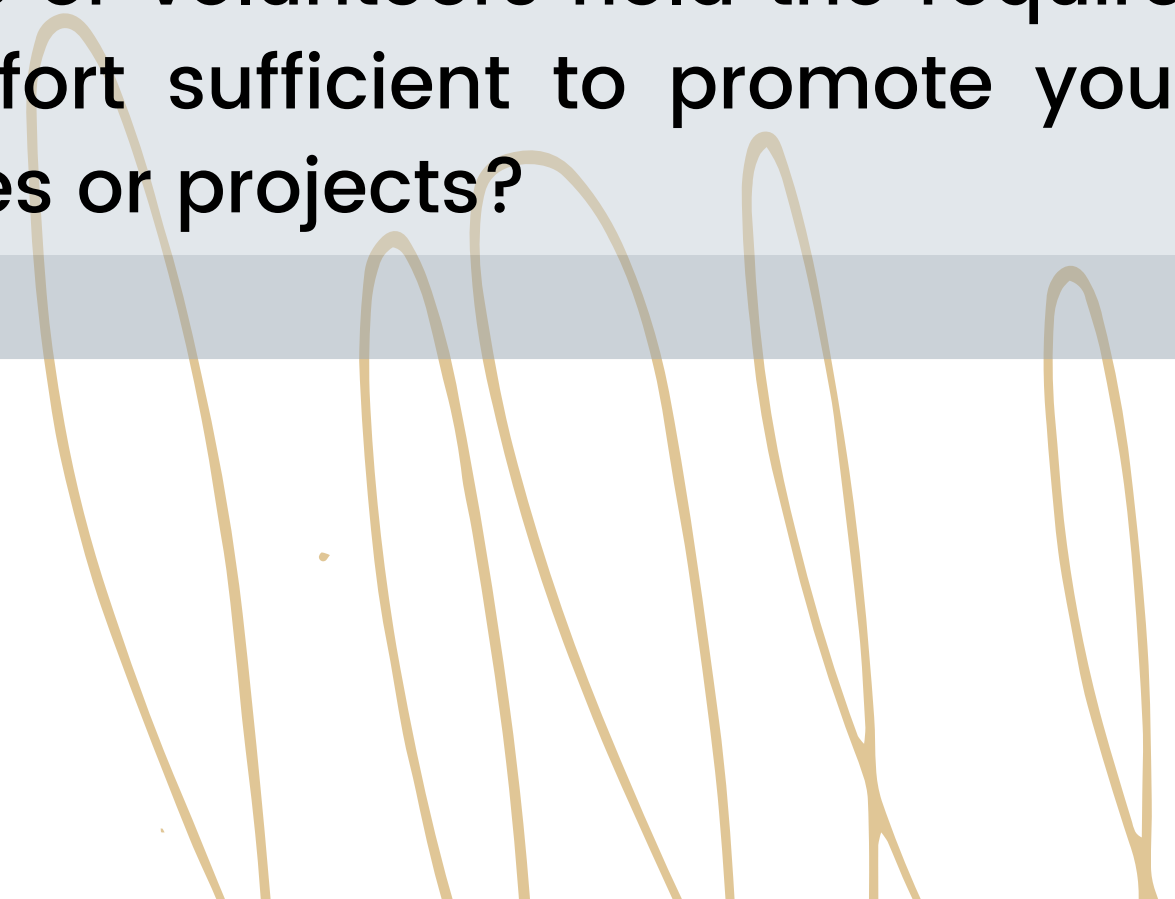
Questions for analysis:

1. What are youth participation possibilities?
2. How is youth informed about these possibilities? Do you think the information is sufficient?
3. How can youth get involved in your activities or projects? Where would they find information about activities and projects? Are the activities, projects adjusted to youth needs?
4. In what ways do your activities, projects provide the opportunity to youth to apply democratic or civic principles?
5. In what ways do your activities, projects provide growth and development opportunities for youth?
6. What kind of youth can participate in your projects? Are the targeted participants already defined as active youth? Do they hold leading roles?
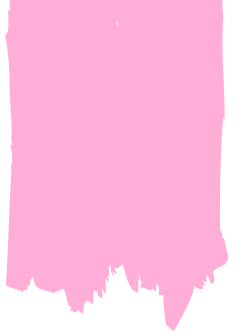
Supporting the youth

Youth receives required support via consultation. Young people have opportunities and are very creative, yet without the necessary support they cannot unleash their potential. Various forms of support should be available to youth, for example, existent institutional support at various levels, access to online information resources and consultation, financial support and positive molar support. Young people have access to moral support and consultation, which should be provided by unbiased adults such as youth workers, teachers or specialists possessing required qualification or knowledge. Especially important to provide young people opportunities to participate in workshops or other educational events where they could acquire the necessary skills. In the end institutions and the whole community should support and recognize the importance of youth participation and appreciate the benefit they provide to society.

Questions for analysis:

1. How does your community support youth participation?
2. How can you increase support provided to youth?
3. How youth friendly are structures and strategies of your organization or community?
4. What institutional help exists? How relevant is it? How does this help support the youth?
5. What skills does the youth require in order to become an active participant in decision making, organizational activities and projects?
6. Do the employees of organizations such as youth workers or volunteers hold the required competencies? Is their effort sufficient to promote youth involvement into activities or projects?

One could claim that the weak side of this model is the absence of a motivation element as an important piece of the model. Yet the RMSOS model is based on assumptions, that once the external elements are well set and the model is working efficiently, the young person will take part in the decision making process.

Human resource management theory claims that personal decisions to participate or motivation emerges once 3 core aspects are ensured. Firstly, personal connection with the activities must be ensured. Person has to feel that he owns the idea and understands that he has a say in the decision making process, and that decision will affect them directly. Secondly participation should be challenging for the youth person. This activity is new for them and constantly changing, therefore this task requires effort, which fascinates young people. Last aspect the task or activities should be within the competence area of the young person. If the challenge is too large active participation is impossible. Yet when all 3 aspects are present, the person is motivated to participate in the activity and complete the task. If decision makers listen to their opinion and take it into account then a young person is solving issues which relate to them. Participation in the activity does not exceed the competencies of the youth, besides they receive systematic support, while a young person's preparation for participation and taking part in the decision making process is a challenge for the youth by default.

YOUTH PARTICIPATION IN DECISION MAKING- STRUCTURES

Analyzing youth participation in the decision making process in the youth policy it is important to mention youth participation structure such as municipality youth affair councils on local and National youth councils operating national level. Similar structures exist on international levels too. Other forms of youth participation in decision making are consultation, which nations or even the EU utilizes in order to listen to the voice of the youth and better understand the youth relevant issues. Presences of youth participation in decision making structures create assumptions about cooperation. It is crucial that the system would not only possess structures, but also that those structures would actually work and would be attractive to young people. There is a possibility that structures could exist and operate, however, youth can simply ignore it. This chapter will indicate assumptions for successful youth participation in decision making processes.

Cross-sectoral work group is a renowned and broadly used structure of youth participation in decision making. Cross-sectoral work groups are created in order to tackle different issues or to share information, coordinate activities in a specific area. Relevant issues are effectively addressed by this form, also it helps to gain experience in cooperation with other sectors.

20

Non Formal cooperation is another popular form of youth participation in decision making. It can be defined as strong personal connection with representatives of other organizations. In practice, we often see evidence of active cooperation between representatives of NGOs and representatives of the public sector. The Reason behind it is that usually their relations were built over time. Furthermore, there could be a possibility that public sector employees, working on youth policy used to work from YNOGs prior to joining the public sector.

Cross-sectoral cooperation at European level is a structural dialogue (recently renamed to Youth Dialogue) with young people. It is the consultations conducted by the European Commission on certain youth policy issues. These consultations take place every 6 months. This form of consultation is implemented by using a mixed research methodology which includes both qualitative and quantitative research. This means it is very useful in order to identify what is actually happening in the local context and for discovery of the actual youth opinion.

Finally the Charter distinguishes 3 main groups which are essential in order to ensure that youth participation structures are operating efficiently: youth, youth organizations and local governmental structures.
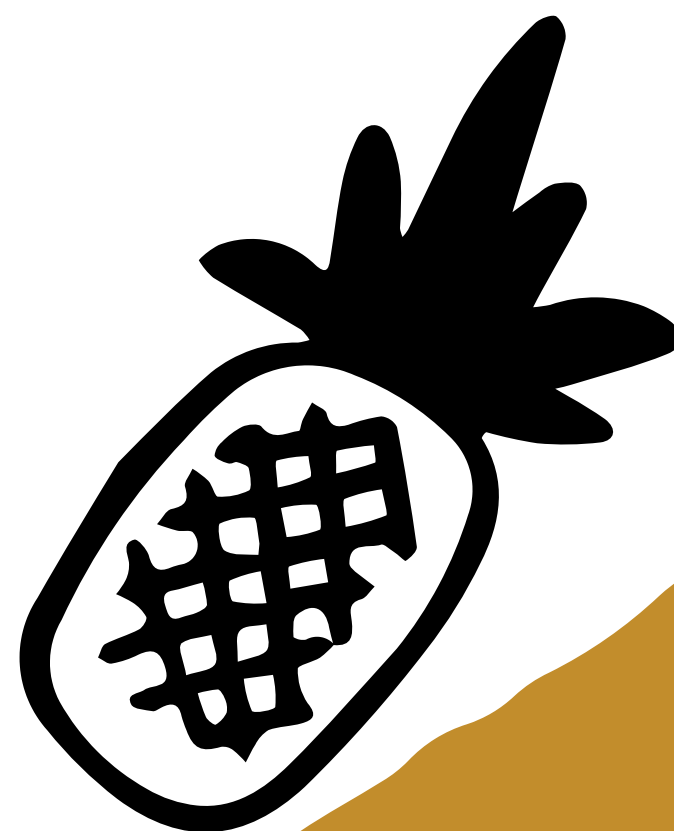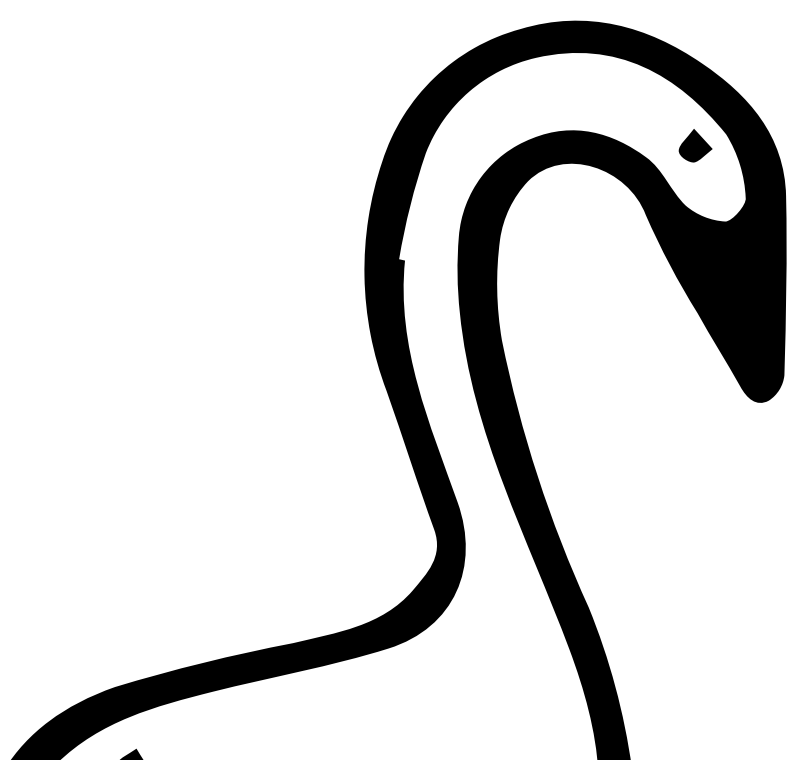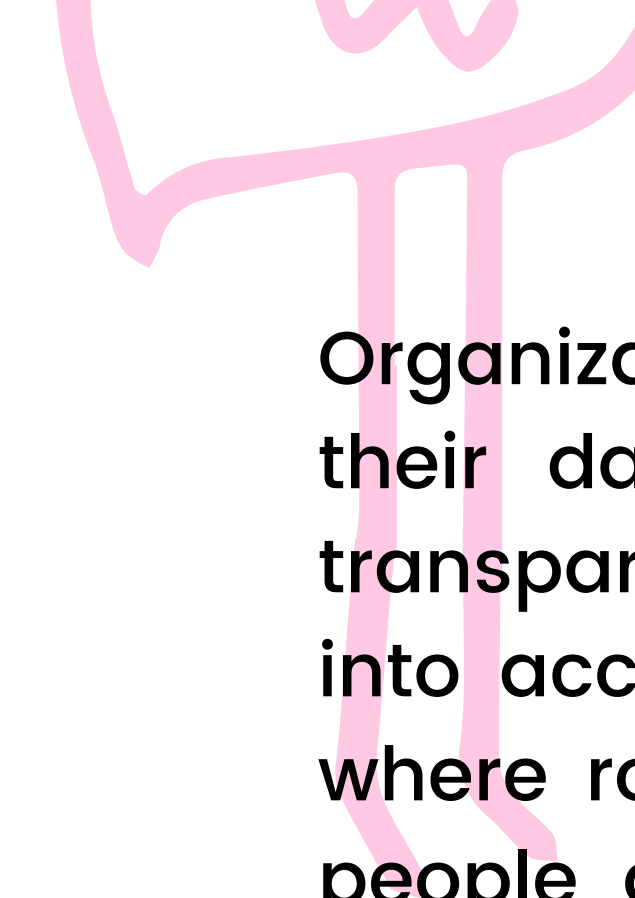
YOUTH

Youth is one of the most important groups of local communities, yet their role and opportunities to impact the local affairs is limited. Charter offers many specific ideas on how to increase the importance of youth in decision making processes on local level.

Youth has to be prepared for active participation in structures. It is necessary for young people to develop different skills and opinions from their viewpoints and obtain additional knowledge. It is important for young people to understand that their voice matters, that other society groups respect it and listen to it and that decisions match their expressed views. If youth is not given this possibility, they could find difficulties in the future to participate in structures, local community life and would not contribute to improving it.

ORGANIZATIONS

All organizations, be it youth or organizations working with youth, have opportunities and the right space to involve youth into activities and decision making processes. Taking into account that youth organizations represent youth and essentially are a communication channel linking youth and representatives of local government, the organizations have to find a way to influence the government and that the government would take into account the interests and needs of young people. This is an effective way especially at municipal level, when the government has close communication with citizens.

Organizations also have to apply youth participation principles in their daily activities, in this manner they will become more transparent for cooperation with youth and will be able to take into account their needs and opinion better. This is partnership, where roles, tasks and responsibilities are shared among young people and people working with youth. Young people not only criticize and offer their solutions, but also take responsibilities and actively participate.

LOCAL GOVERNMENTAL INSTITUTIONS

Local governmental institutions, municipalities form local policies. They also manage local resources and seek ways how to improve the quality of life of the local communities. Thus they are extremely important in creating conditions for the young people to participate in the decision making process and organizational activities. In a way local governments are "closest to the youth", thus the government has to provide opportunity to young people to be active citizens and participate in local life in a democratic way. Besides, governments being familiar with local situations and holding the required connections can support youth participation in various activities through various means. Municipalities should be obliged to support youth participation in public governance processes at the local level, but also in social environments such as school, youth centers and organizations. Therefore, local governmental institutions have the power to create actual youth participation opportunities.

GOOD EXAMPLES FROM PROJECT COUNTRIES:

JOB SHADOWING (Slovenia)

Job shadowing is a process that enables us to see a certain working area one is interested in. It is a possibility to get in touch with a real working environment that cannot be provided daily in a classroom. Individuals can get a whole insight into the working process and a decision which career to choose is easier.Job shadowing generally in Slovenia is most often seen among adult employees, who shadow a second job, providing a better insight into the working environment. Shadowing offers an opportunity for an individual to create an opinion on a specific job, to get to know the work process and the required knowledge and competencies required by the particular workplace.
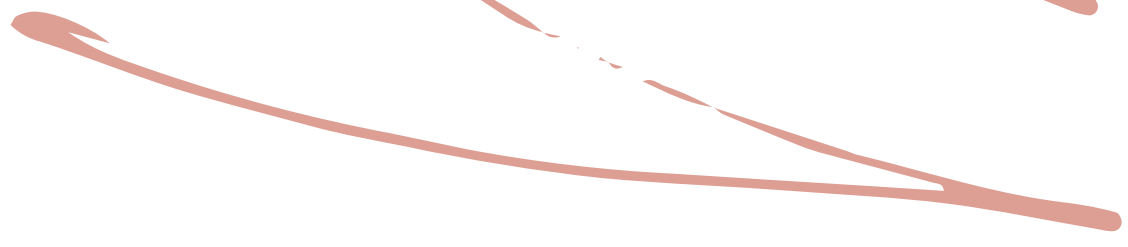
We know of 3 different types of job shadowing:

- Observation – brings general insight and understanding of a working place;
- Short insight into specific working areas of one specific employee;
- Working on the job under the supervision of the employee.

In this pilot project we went along with the first type of job shadowing process.

The Institute for Youth Policy (best known for its Certificate for Young Friendly Community) and the Veno Pilon Ajdovščina Secondary School, have joined forces in the implementation of the Job shadowing project at the workplace, which has been a pilot project in school year 2018/2019.

At the secondary school Veno Pilon Ajdovščina they recognized the need of high school students, who did not have the opportunity of traineeships for getting to know their future working area and decided to give them genuine contact with the job they were interested in.The Institute for Youth Policy was invited to co-operate in the project as a partner with lots of established contacts and experiences, based on successfully implemented projects for young unemployed individuals, where they provided them with the possibility of practical training at companies/ institutions/ organizations.

At the beginning of the school year 2018/2019, gymnasiums students expressed their wishes for professions they would like to shadow, and forwarded their wishes to the Institute for Youth Policy. The Institute has established connections with local employers, which enabled the possibility of job shadowing for a particular job and particular student.The Ajdovščina Municipality also helped along by opening the door to public institutions (schools, hospitals etc.), and invited them to join the project.Given the diversity of jobs, the job shadowing also varies greatly. In some cases, it was sufficient to shadow a job for a day (in the length of four to six working hours), other jobs again required the student to join the work process for several consecutive days.The goal of the project is to enable every individual, in the process of job shadowing, to get the best possible insight into the working environment.In this school year (2018/2019) of a pilot project the following professions were job shadowed by students: accountant, architect, programmer, computer scientist, sports education teacher, orthodontist, mechanical engineer, consultant, English language teacher, general practitioner, speech therapist, psychologist, physics teacher, a paediatrician, an emergency medical doctor, a mathematics teacher and a journalist.

Most of the jobs are provided within the framework of local companies and all of the contacted companies have been ready to participate.Public institutions have hosted the largest share of pupils in the job shadowing process.

The employers welcomed the project, both the initiative and the students who shadowed their profession. Most of them believe that the project will contribute to the greater interest of students to choose a particular profession.

Participation in Public health (Norway)

The Public Health Act was introduced in Norway on 1st of January 2012. The purpose of this Act was to contribute to societal development that promotes public health and reduces social inequalities in health. Public health work shall promote the population's health, well-being and good social and environmental conditions, and contribute to the prevention of mental and somatic illnesses, disorders or injuries. The Act establishes a new foundation for strengthening systematic public health work in the development of policies and planning for societal development based on regional and local challenges and needs. The Act provides a broad basis for the coordination of public health work horizontally across various sectors and actors and vertically between authorities at local, regional and national level. Only by integrating health and its social determinants as an aspect of all social and welfare development through intersectoral action, good and equitable public health could be achieved.

Even though Norway is an egalitarian society, there are social inequalities in health, and the Public Health Act was introduced among other purposes, to tackle this and ensure that municipalities, county authorities and central government health authorities implement measures and coordinate their activities in the area of public health in a proper and sufficient manner. To reach results in the public health field, it is important to have long-term plans and the act was introduced to facilitate long-term, systematic public health work.

The Act, being a national law, reaches all groups, but the goal is to tackle inequalities in health and therefore vulnerable groups (that vary among municipalities) are at special focus. Health equity is one of the five main principles in the act: Health inequities arise from the societal conditions in which people are born, grow, live, work and age – the social determinants of health. Social inequities in health form a pattern of a gradient throughout society. Levelling up the gradient by action on the social determinants of health is a core public health objective.

A fair distribution of societal resources is good public health policy. Public health department developed an overview health survey by collecting big data from local authorities. This overview makes it possible to identify different challenges and through this; target the activities and point out different solutions. Public health departments work with different partnerships; to collect big data and to identify the challenges we have in the municipalities. Partnership for Public Health concerns multidisciplinary, multi-sectoral and binding cooperation on regional and municipal levels.
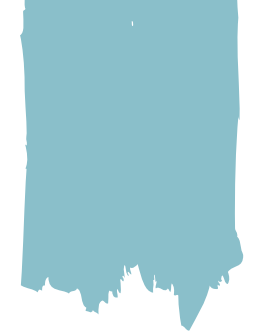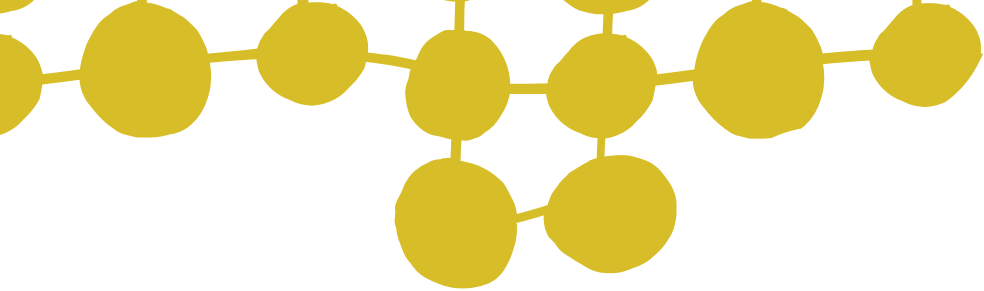
The partners are working towards the same goal, but have different roles, knowledge and responsibilities. Partnership is based on equality, clear agreements and clear mutual expectations and obligations. The county as a regional developer is responsible for leading the regional partnership. Partnership for Public Health deals with regional development. Impact factors of health are located in all sectors of society. The work is therefore necessarily interdisciplinary, multi-sectoral and dependent on political support and commitment at all levels. NGOs are key allies for public health.

Madeira Jovem (Portugal)

"Madeira Jovem: Linhas de Ação para a Juventude" (Madeira Jovem – A Participatory Youth Policy Action Plan) was an Erasmus + "KA3: Support for Policy Reform" partnership between the DYPALL Network and the Directorate of Youth and Sports of the Autonomous Region of Madeira in Portugal, which took place from July of 2017 to October 2018 in the Madeira, an autonomous region of Portugal.

The main aim was to develop a new culture of youth participation in the processes of decision-making at a regional and local level. Youngsters were put as a central partner in the development of public policies thinking together with decision-makers through methodologies of non-formal learning, structured dialogue and open method of coordination.
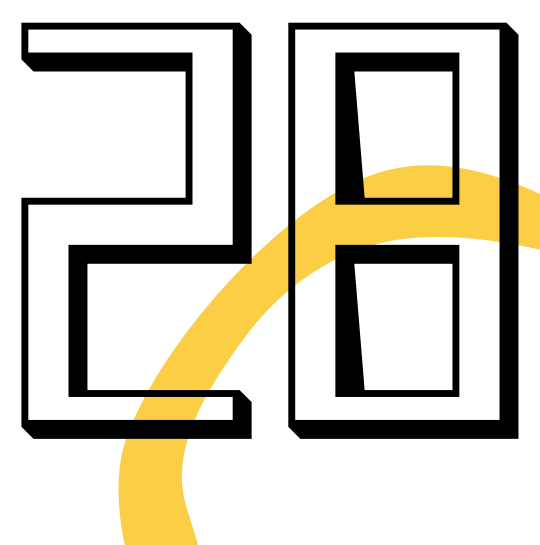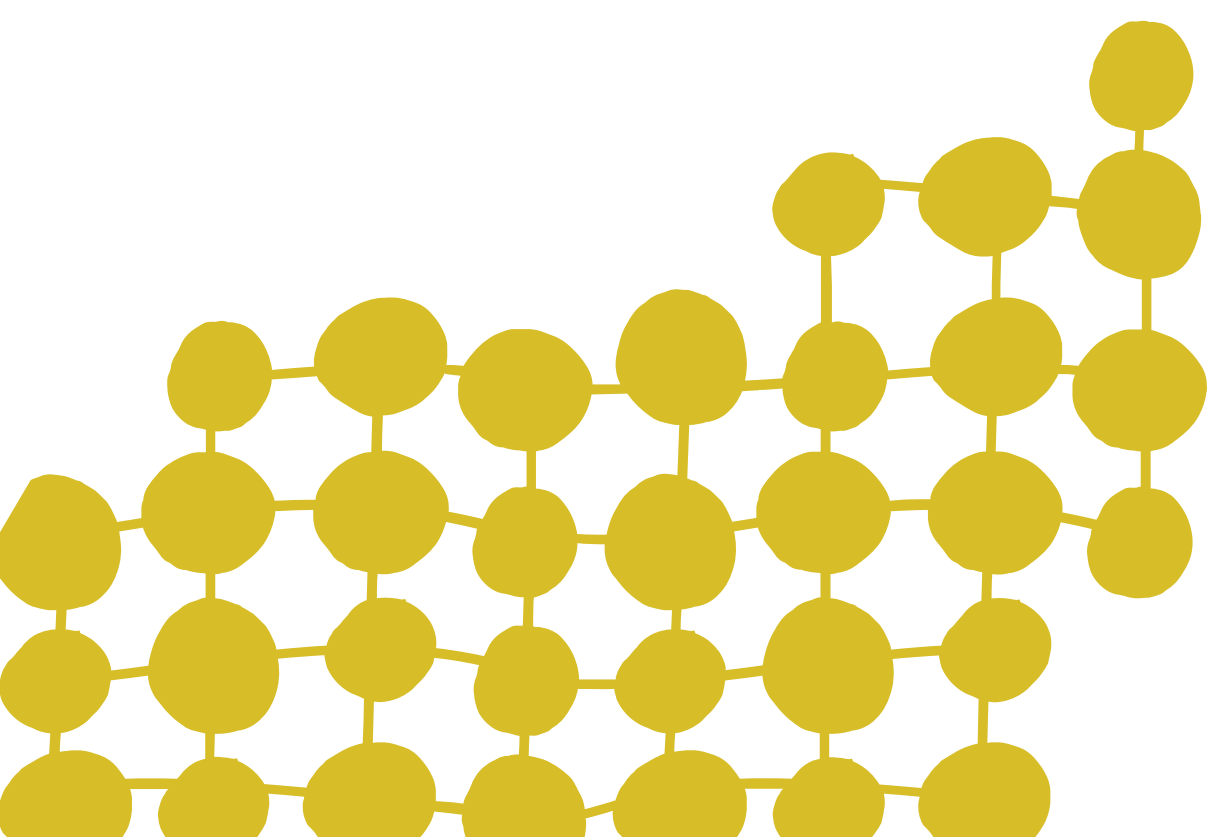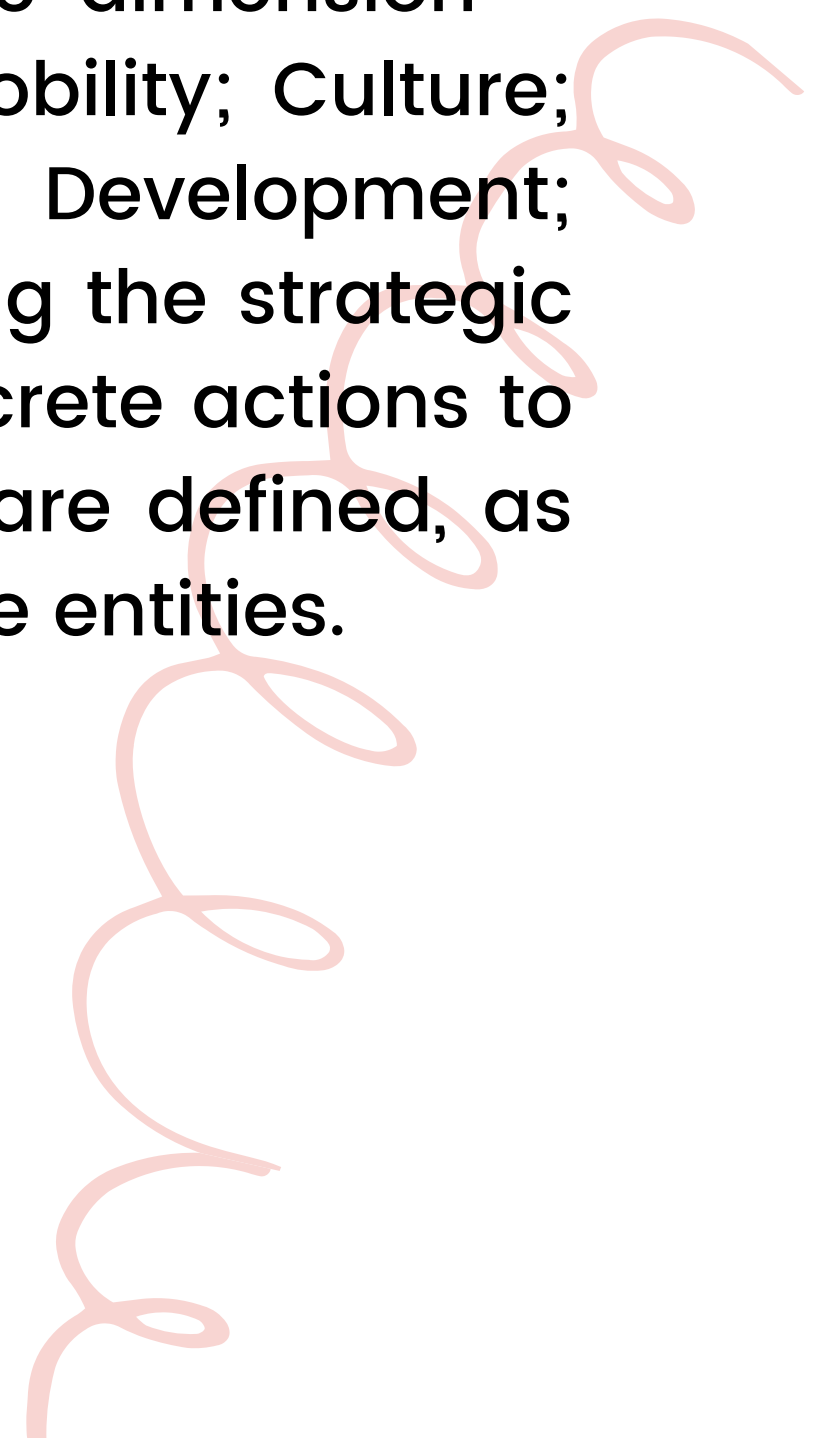
During the month of February of 2018, a team of non-formal education facilitators worked in different schools on the island of Madeira. Using a participatory approach to create moments where the youngsters could work together to express their concerns but also to identify solutions to improve different challenges they face. The youngsters produced materials and presentations that were later worked by the 8 focus groups, assigned according to 10 public policy areas, where policy experts, relevant stakeholders and youth leaders worked together to develop them further.

In total, close to 500 youngsters from 16 educational institutions worked together with representatives of 80 public and private entities that had competencies in the field of youth. During this process and using a combination of methods allowed to involve both face-to-face and through online surveys a large number of participants. The project was also presented in the Parliament of the Autonomous Region of Madeira, which provided recognition of the process and a wider political support.

The main policy outcome was the "Youth Action Plan of the Autonomous Region of Madeira", a policy document to be implemented from 2019 up to 2013. The intention was to provide a tool that supports decision makers and key players with responsibilities in the field of youth in the implementation of youth policies in the region of Madeira.

The document was divided between the strategic dimension – with 10 axes of intervention: Health; Education; Mobility; Culture; Employability; Housing; Environment; Rural Development; Participation & Citizenship; Social Inclusion – setting the strategic objectives and the operational part where the concrete actions to be implemented from the period of 2019 to 2023 are defined, as well as the expected outcomes and the accountable entities.

The team of youth policy experts prepared, designed, and created the monitoring strategy for the implementation of the Regional Action Plan for Youth MJ2020. This Plan constitutes then a specific and measurable tool that will support different stakeholders responsible for policy making and implementation in the region of Madeira, which is both an incentive as well as a mechanism to keep stakeholders accountable.

This project is also valuable as a learning experience: learning by "doing" and "experimenting" with new forms of participation: Structured Dialogue, Non-Formal Learning and other participatory processes. But also, learning about each other, past the initial suspicion or prejudices youngsters may hold against politicians and vice-versa.The Action Plan was presented at a National Conference with the theme "The Role of Regional and Local Youth Policies in the Development of our Territories", which brought together over 230 participants from all over the country.

These initiatives are even more relevant if we take in consideration the context of the Madeira Region, an island in the Atlantic Ocean. Although one of the regions with the highest GDP, it is considered by the European Union as an ultra peripheral region of Europe, geographically very distant from the European continent, with the inherent mobility challenges therein. It is also with one of the highest unemployment rates in Portugal, with young people in the region tending to migrate to mainland Portugal or to other countries to pursue further studies or jobs.

It is however also a region with many assets: its unique climate and fauna makes them "excellent laboratories for research and innovation in biodiversity, terrestrial and marine ecosystems, renewable energies, pharmacology and space sciences". This new Plan is one more such Laboratory, a new experiment on Participation and on how to listen to Civil Society and involve them in crafting a long-term plan that creates accountable and measurable actions and goals.

Community Volunteer Foundation – Toplum Gönüllüleri Vakfı (Turkey)

Toplum Gönüllüleri Vakfı (TOG) was founded in December 2002. TOG contributes to the personal development of young people by encouraging young people to participate in social responsibility projects as volunteers. In this way young people's community involvement is increased on a voluntary basis. TOG works to create an environment in which young people can solve their problems through active participation and shape their future. TOG works in 80 provinces out of 81 in Turkey, empowering people to raise their voices. TOG supports projects designed and implemented by young people, organizes peer to peer training courses, helps and mobilizes youth both at national and international levels. TOG is involved in a wide variety of projects to meet these aims, including: Training the trainers who implement peer to peer training in subjects such as volunteerism, Project management, human rights, social rights , gender equality, reproduction health, health literacy and organizational management. TOG offers important support to participants according to their local needs. The organization provides scholarship , mentorship and internship opportunities to young people. Beside that it presents a wide range of learning environments for young people. TOG supports young people's ideas on solving social problems and helping them find financing for these projects, makes youth surveys and advocates in the area of youth policy.

Support To Young Refugees Project – Genç Mültecileri Destekleme Projesi (Turkey)

"Support to Young Refugees Project" is an empowerment project and it is being implemented by the partnership of UNFPA (United Nations Population Fund) Turkey and the Youth Approach to Health Association (YAHA Y-PEER TURKEY) .The project aims to aid the collaboration of the migrant and the Turkish young people, help the young migrants to have health services and reach the right information about sexual health and breeding health.

The other important aspect of the project is to contribute to the harmonization process of the newcomers and to search for the social effects based upon youth and humanitarian works in the civil area. The project's activities are planned to strengthen the Syrian young refugees socially and educationally who are between the ages of 18 and 30 and living in Hatay, Diyarbakır, Ankara and İzmir cities. There are four project centers in Turkey. In all these centers there is a psychologist, a nurse and there are four medics. The health workers also serve as peer trainers. The medics give information to young refugees about their needs. They are informed about the basic medical procedures and personal care. Psychologists and nurses give individual support and conduct awareness activities. In these sessions the young migrant people are informed about social life, mental and physical health and self-development. These centers also have social activities such as youth choir who perform in different languages, reading sessions with the group and volunteering activities to teach dancing and music making, cultural activities, history workshops, photography workshops, art activities, sports facilities, speaking workshops, peer learning sessions, woman support programs and child programs.

The centers also have case studies on the topics of physical and physiological health, education, survival sources and legal issues of the young migrants.With these social activities the project aims to bring young migrants together and support them to get used to their new environment. They also have a space to express themselves in different ways and these centers are a good meeting point for young migrants to share, help and develop.

The numbers of the young migrants who take part in social inclusion activities according to the latest months are;
Turkish, January 112, February 120, March 100, foreign nationals January 327, February 439, March 271

Who is able to take part in democratic process and who are excluded? (Turkey)

When we look from the young people's side many communities take some important precautions like lowering the voting age, encouraging young people to vote or creating organizations to represent young people's rights. Of course these steps for youth have increased the level of participation but here another question rises; is this direct participation?

Turkey is divided into 81 provinces for administrative purposes. Izmir is the 3rd biggest city in Turkey in terms of population. Seferihisar is one of the towns of İzmir. Seferihisar has the label of CittaSlow and it is the capital of the CittaSlow towns in Turkey. The population of the town has a huge difference between summer and winter. While the winter population is around 43.000 the summer population is more than 250.000. The rate of the young people to the total population is %25.

The youth council model enables young people to participate directly in the local governance and decision making process at the local level. The council allows young people to participate and share their opinions. Participation of a young person for voting or taking part in elections is her/his natural right. So any young person can engage in this open access participation model.

One of the most important aspects of this participation model is voluntary work. If a young person wants to cooperate she/he can create and offer ideas for others; especially for their peers. That means the young should decide to take part in collaboration and present herself/himself.

Young people are encouraged to discuss and work on the real matter of the town and produce concrete solutions and share ideas for the other people's well-being. So the model is not just a simulation, on the contrary it stimulates young people to work on the real problems and questions.

There is no doubt that all decisions or planning by the town council directly affects the young people. So young people should have the right to express themselves in all areas and produce ideas. For the moment the young council is concentrating on city planning, social matters, education, labor market and budget issues. For the next terms new topics will be added to hear more about youth voices. These topics are; combatting local unemployment, cross sectorial cooperation for youth work, encouraging young people to develop leadership and initiatives.
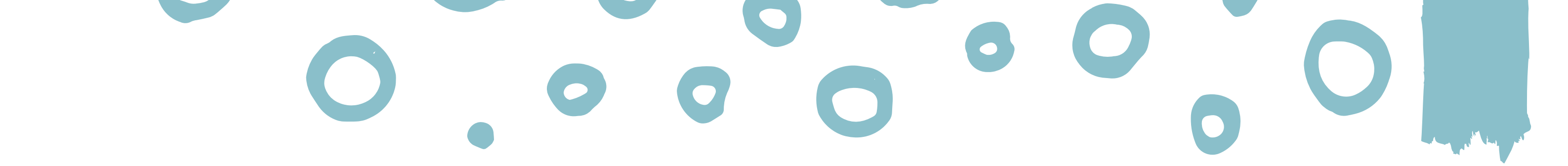
Up to now the most stunning output of the youth council is the "Youth Municipality Building". After the youth council started the young members needed a place for the meetings, plannings and other office work. They argued on the topic during the council meetings and created an offer to build a practical building for young people's meetings. Beside that they realized the necessity of a place for the young people of Seferihisar to come together, enjoy free time and have activities. They cooperated with an architect and drew a prototype building to be built in an empty area of the municipality. The building is composed of offices, classrooms for courses, a small theatre, sports area and a big garden. They proposed the idea to the mayor of the town and the mayor opened the idea for voting. The city council was convicted for the idea and accepted investing for the youngs of the town. Now the 3500 m2 area is serving around 2000 young people in a year with academic courses, sports facilities, drama courses, outdoor activities, language courses and art crafts for free.

Youth Democracy Academy (Portugal)

In the document "Engaging, Connecting and Empowering young people: a new EU Youth Strategy" it is clearly stated that "Europe cannot afford wasted talent, social exclusion or disengagement among its youth." In light of the European elections in 2019 and the growing wave of xenophobia, populism and disengagement, the "Youth Democracy Academy", a project with support of the Erasmus+ programme, aimed to reach and engage first time voters and foster their active participation on local and European level.

The project started in September 2018 and engaged young people aged 17-21 ('first-time voters') from 12 different EU countries and provided an international training course for multipliers, local trainings for youth leaders, local action plans, a GOTV ('Get-Out-The-Vote') Campaign, youth exchanges, an international seminar and a final conference, where the results of the project as well as the hopes and future challenges of Europe, discussed by the participants during the project, were presented.

The participants engaged in creative and reflective moments with their peers from different countries to build, dream and propose new ways for citizens to participate in the democratic life of Europe and express their concerns and questions towards candidates for European elections.In the light of the European elections in May 2019, it was important to make young people aware of the importance of their involvement in decision-making at European level and to put a specific focus on engaging first-time voters in a dialogue around the future of the EU and their role within.

The conversation about youth participation and youth policy is usually done at the national and European level, but it's at local level where it actually starts.. This is why YDA held an international scope but with a focus on the local level. In fact, the project was unique in both combining a very strong local dimension with youngsters involved creating and developing events in their communities while fostering a strong European dimension.
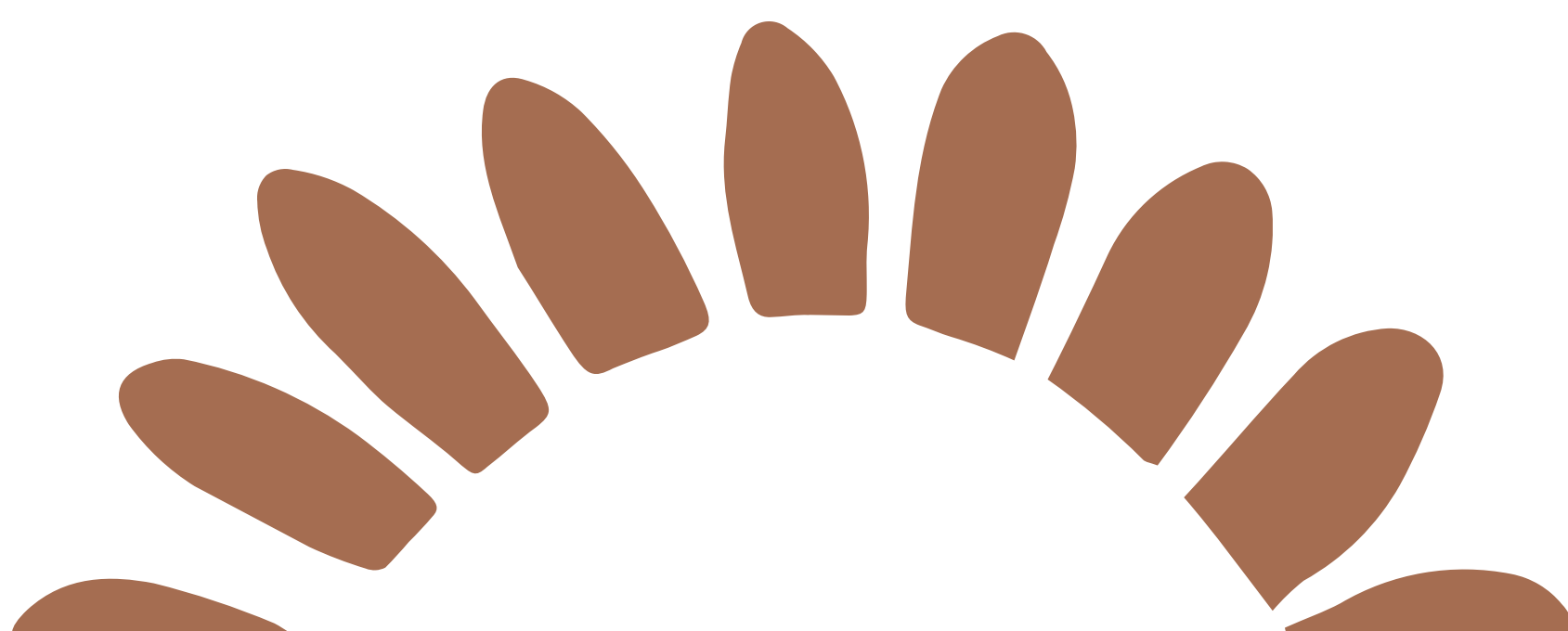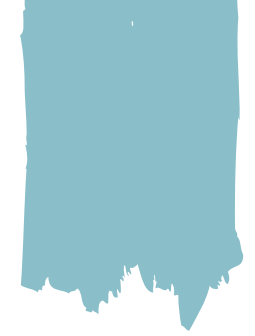
It is said that the first two votes in a citizen's life have a strong impact on his/her lifelong participation. But participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and, where necessary, the support to participate in and influence decisions, and engaging in actions to contribute to build a better society.

It is important to make young people aware of the importance of their involvement in decision-making at European level, with the belief that this is an intrinsic way to empower them and increase their sense of belonging and active citizenship.

Young people need to be given the space, opportunity and tools to envision a youth-friendly Europe and propose new ways and models for a European Union built for and with its citizens, and thus become the driving force and advocates of the European project in the years to come, which is what this project intended to do.

Youth Democracy Academy provided a space where young people from different European countries could meet, learn more about the functioning of the EU and understand how they can influence decision-making at European level through voting in the European elections. Furthermore, they implemented different non-formal education methods into their local activities and actions, trying to spread a Get-Out-The-Vote campaign entirely created by them during the Campaign Coordination Meeting (November – Portimão) and the International Training for Multipliers (February – Portimão): EU is YOU.
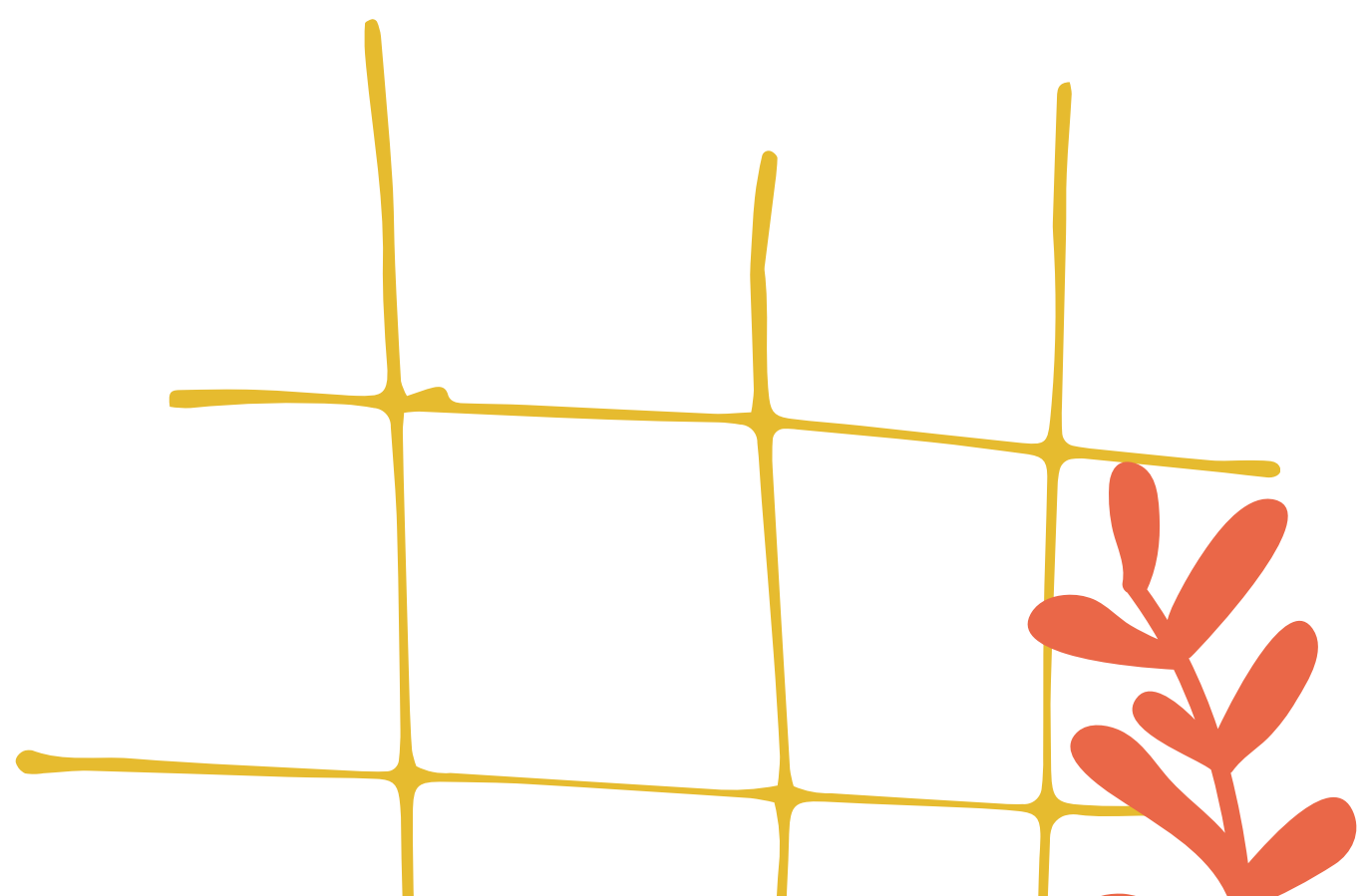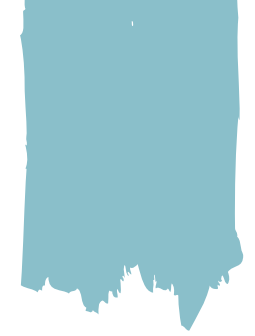
This campaign consisted of more than 60 local actions (flashmobs, stands in public fairs, dance performances, quizzes, world cafés, etc.) and 12 local training in all of the 12 partner countries. The results of the actions were then spread online through the official website euisyou.org. Furthermore, each partner association, together with the multipliers, worked in spreading the message through social media.

This project also represented an important contribution for the national-level discussion on the role of youth in democracy and strengthened the importance and recognition of mechanisms such as Structured Dialogue and Youth Organisations as indispensable partners in the discussion of the national, regional and local priorities for the inclusion of young people in decision-making processes.

The project contributed in understanding not only the fundamental role of young people in decision-making processes, but also that when young people have the tools and the support they need, they can easily reach goals that for most people seem impossible. The European identity and the European values were strong and alive in these groups of young people, who were inciting and supporting each other in reaching a common goal: convincing other European citizens of the importance of holding a pencil and deciding the future of Europe.

After 60 years from the signing of the Treaty of Rome, Europeans are again refocusing our priorities and redefining common values. There is a need to shape youth programmes on the values needed for building a European society, such as solidarity, citizenship, democracy and respect for diversity and YDA is a small, but decisive step in that direction.
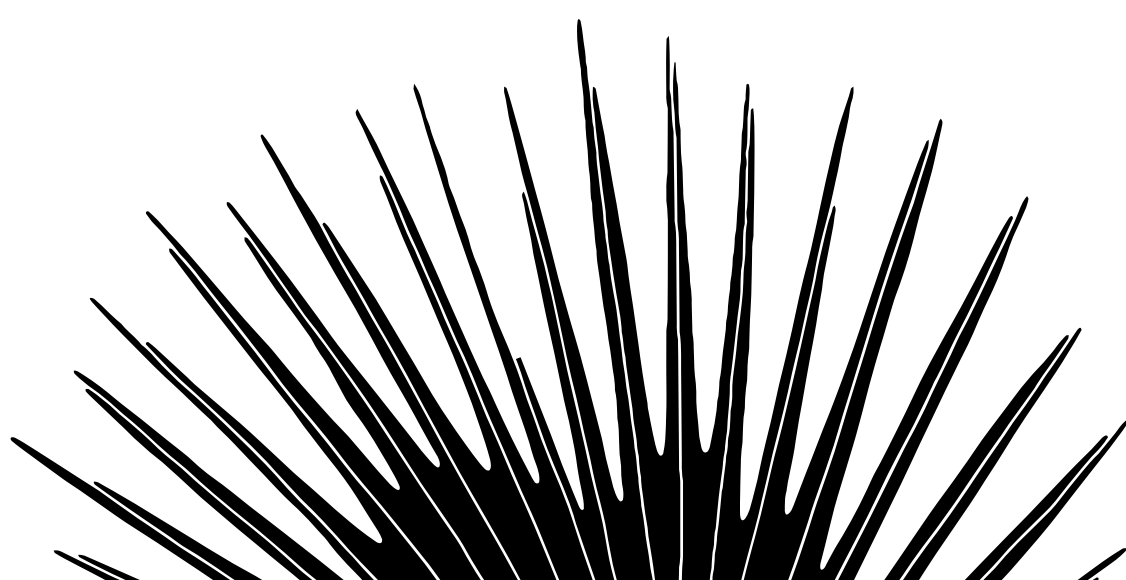
PROGRAM YOUTH-FRIENDLY MUNICIPALITIES (Slovenia)

"System of support, assistance and incentive for development of local youth policy"

The basis of the program. The social situation of young people in Slovenia has deteriorated over the last few years. Youth frequently face unsteady and less quality forms of employment and consequently they depend financially on their parents. Therefore, the time, when they become independent, when they form their own families and take responsibility over their life in general, is pushed further into adulthood.

Factors such as education, work, housing, being informed and participating in various institutions, affect the autonomy of youth. Ensuring the youth-friendly environment is a necessary step in improving their position in the society and, consequently, in ensuring sustainable social development.

Certain local communities are already well aware of their role in the lives of young people and they have a system of measures in the field of youth policy, whereas others are still in line to accomplish this task. With a program that the certificate system provides they can establish a local community, where young will choose to live and create their own futures themselves.

The program covers more regular annual activities, among which the most important are:
- to award the youth - friendly municipalities with a certification
- to implement the system support for development of local youth policies in all Slovenian municipalities.

A. CERTIFYING YOUTH-FRIENDLY MUNICIPALITY

Institute for youth policy developed and, in the first half of 2012, conducted the first certification of local communities in Slovenia (there are 212 municipalities in Slovenia). By being active and implementing public policies they establish and maintain a youth-friendly environment, where young citizens have the possibility of achieving full autonomy and active participation in all spheres of public life.

The certifying of youth-friendly communities includes:

— development and implementation of certifying local communities in Slovenia, which establish and maintain a youth-friendly environment, where young citizens have the possibility of achieving full autonomy and active participation in all spheres of public life, through its activity and the implementation of public policy;

— establishing systematic guidance, encouragement and evaluation of the development of quality local youth policy in Slovenian municipalities, using the long-lasting regime of continued certification for youth-friendly communities;

— facilitation of transition for young people from childhood to adulthood, improving the quality of life in local communities and enabling better involvement of young people in decision-making processes at local level, which can contribute to faster local development, based on the values of solidarity, inter-generational understanding and non-discrimination.
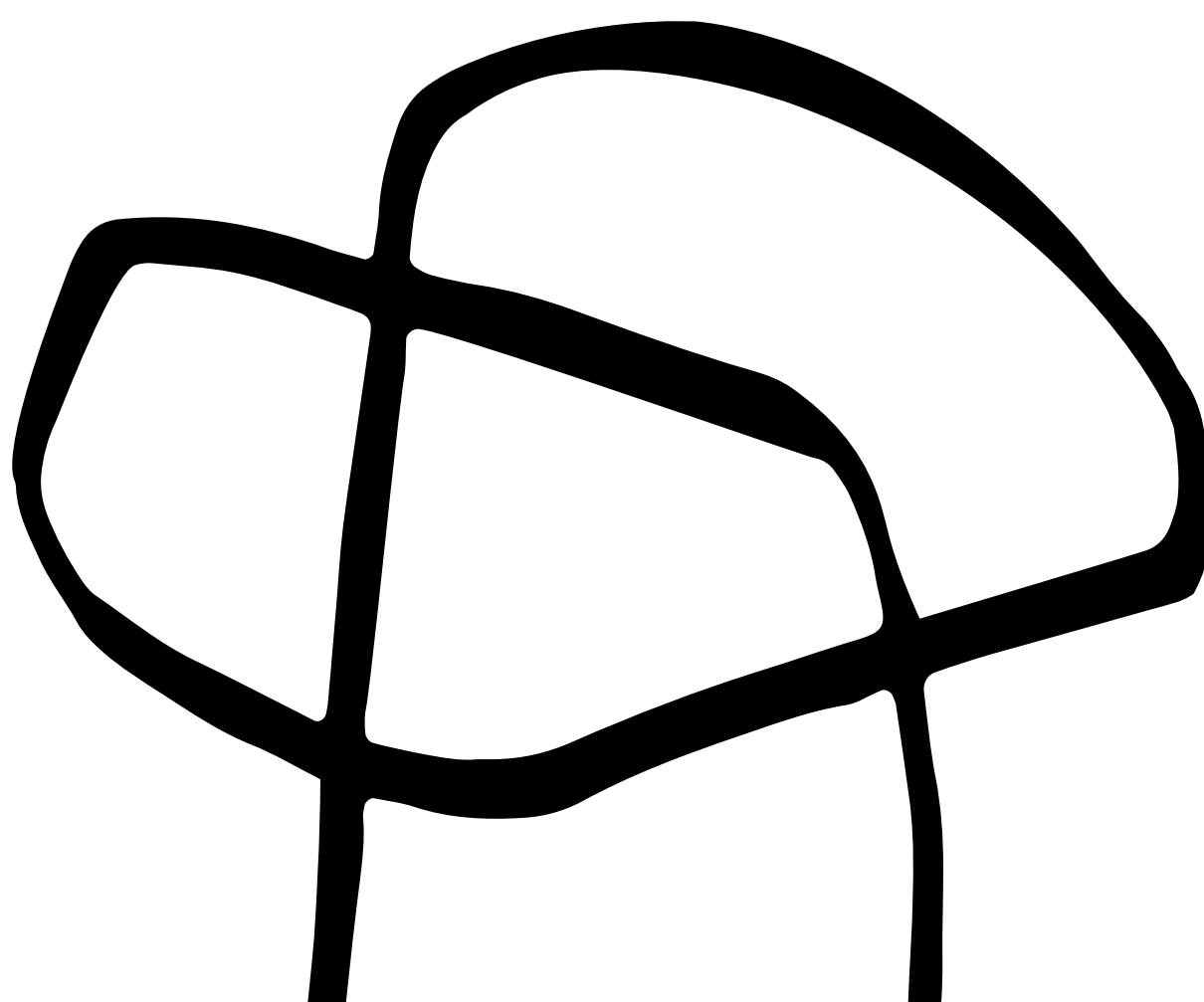
The beneficiaries of the certificate youth-friendly community:

The certificate Youth-friendly community is awarded to those local self-government communities, which in their application to a public call, exhibit successful implementation of measures in the areas of vertical and horizontal youth policy (the latter include measures aimed at the integration of all-new generations of young people – individuals aged 15 to 29 years included – in individual parts of life, especially in the encouragement of the quickest possible independence of young people) in accordance with the specified conditions and criteria.

Criteria:

When assessing effectiveness of the implementation of measures, a special emphasis is placed on the areas of youth participation, the systematic youth engagement, education, mobility, employment, housing policy, youth information and youth organization.

The target groups of the program:

Local communities - municipalities (administrative and political representatives), youth organizations, the young, media and the interested public.

B. SUPPORTING ACTIVITIES - EDUCATION, INFORMING, CONSULTING, DEVELOPMENT

The program Youth-friendly community provides ongoing professional support - education, information and counselling aimed at:

A. Local communities – municipalities, which need assistance in the development of local youth policies and the implementation of measures for young people. The purpose of such activity is to provide municipalities with acquired knowledge and good experiences for further development of their activities in the field of youth.

B. Young people in the process of creation and promotion of youth structures in environments calling for the establishment of new youth structures. The purpose of such activity is establishment and development of youth structures (youth centres, clubs, associations, councils, etc.) in those local environments where these structures are not yet present, or where the obstacles for the efficient operation are large. Whit actions strengthen the role of youth and youth structures in local environments where structures exist, but is their activity not sufficiently effective.

The program has, in the past few years, experienced exceptionally positive reactions among target groups and has shown a strong potential in strengthening the systematic engagement with youth on a local level. In this particular project local communities and the representatives of the national authorities as well as the media, have recognized the original and effective way of dealing with problems youth in Slovenia face, which can have a negative impact on the development of society. This is unique certification in Europe, which gives the added value to the project and is increasing its visibility.

PROJECT "Local partnership to increase the employability of Young people" (Slovenia)

The project addresses the challenges of increasing the competences and employment of young people, as well as preventing the social exclusion of young people, which may result from the early exit from the education system and a difficult integration into the labour market. Target audience: young people between the ages of 15 and 29with an emphasis on young people between the ages of 25 and 29. Some facts about young people in Slovenia: young people are highly educated; problems with dropouts in Slovenia are below the EU average;

Slovenia is a student-friendly country (free education, student work, student benefits). Challenges facing young people in Slovenia: Young people have no working (practical) experience when entering the labour market. The purpose of the project: A smooth transition of young people into the labour market by establishing early links between young people, educational institutions and the local labour market. Prevent early exit of young people from the education system. Project results- 2 foundations of the project a) Established Local partnership Established local partnerships Ajdovščina of the main stakeholders in the field of increasing employability and employment of young people in the local labour market.

The local partnership responds to the needs of the labour market. Activities include: regular meetings of key stakeholders in the field of youth employment: municipality, educational institutions, representatives of the economy; information transfer; preparation of measures to facilitate the transition of young people into the labour market and prevention of early exit of young people from the education system. Partner: Municipality of Ajdovščina b) Three-phase targeted training course 1- Introductory training Lectures and workshops where participants gained the initial knowledge needed to be included in the next two practical training phases; 2- Practical work in youth organizations Participants used the acquired knowledge from the first phase in practice. They were actively involved in process of Youth organization and thus strengthening their knowledge and competencies such as team work, self-initiative, flexibility, responsibility - these skills are needed in every working place;

Participants were involved in practical training at selected local employers, to gain knowledge and experience for potential employment. The training was conducted under the supervision of an expert from the company. Project results in numbers: The project provides the monitoring of the employment of participants 4 weeks and 6 months after employment. Of 84 participants 33 got a job 20 employees 4 weeks 13 employees at least 6 months.

43

METHODS USED AND DEVELOPED BY THE PARTNERSHIP:

In this section you will find various methods our project partnership was using, we hope that you will utilize it and will be able to implement it for the activities mentioned earlier on. You can learn more about training methodology applications from the Journal T–Kit.6."Training Essentials". The next image suggests what one should focus on when planning activities and choosing the methods.
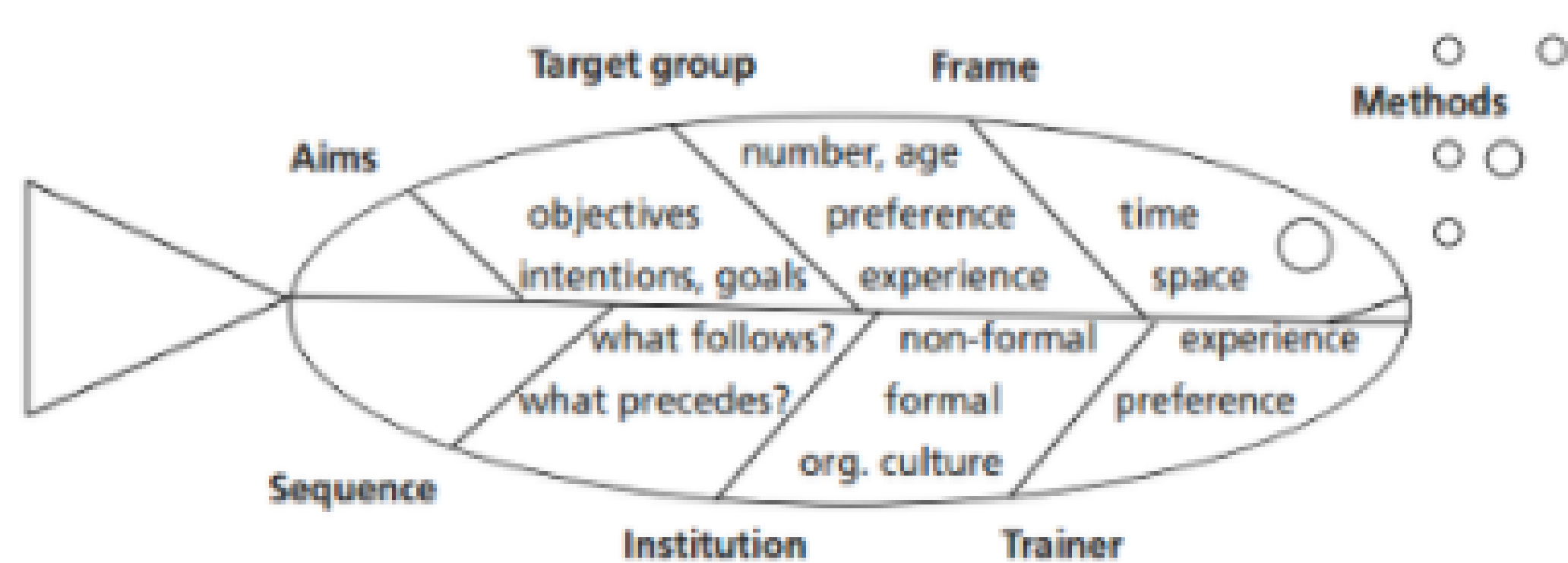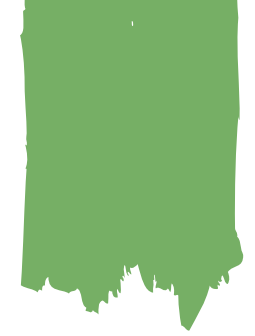

Chart 2. "Method Application Fish"

If you are planning to conduct long term training seminars and workshops, the methods introduced in this book will give you a hand specifically on youth policy and cross-ministry cooperation topics, however, the introduced methods will not be sufficient. You would require further material on group introduction and group building, evaluation and other tasks.
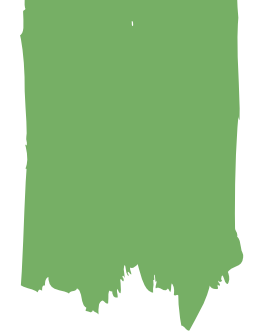
In order to facilitate your learning, the methods are split according to the topics: Situation survey / analysis methods, youth policy, opportunities for youth and youth participation, methods for cooperation skills enhancement and group interest representation skills development. This publication has tasks which are complex hence take time to read the instructions and prepare for the task, especially taking into account that you will need to adapt them to the needs of your workshop participants and their circumstances. It is essential to devote time for appraisal after the tasks, to discuss what happened during the task, reflect on what participants have learned and understood, and finally identify discoveries and how they can be applied on the day to day activities of participant's agency or institution.

Method	Youth photo report
Objectives	This method is used to introduce a young person's opinion or to initiate a discussion on youth concerns, search for new youth project ideas, facilitate the young person in identifying community issues.
Group Size	Unlimited
Required Equipment	Digital Camera, projector or any other picture presentation tool

45

Duration	Half day, several exercise
Workshop process	Young people often find it difficult to speak out on issues of adult matter, for example, issues concerning town development and tackling these issues.This method can help young people to express their views and opinions in an appealing manner for the youth. For instance, initiate a debate about the problems of the town. Then task the youth to capture the following: a) What I like in town (Positive) b) What I dislike/ hate in town (Negative)After the task review the pictures together and select the ones which were identified as the most important.Meet with the community representatives and present the pictures to them and discuss.Hang the pictures on two separate section one representing "a) What I like in town" and "b) What I dislike/ hate in town"
Comments	This method was found when we visited Lanchuti town in Georgia, back in 2012, when we consulted local municipalities on development of youth policies at the municipal level. This method can be applied even omitting the discussion part. Just present youth opinion through photography as it was done in Lanchuti town municaplity. Where pictures were displayed at the municipal lobby without prior notice.

46

The towns "positive" aspects (a) What I like in town) were displayed on one wall, while the "negative" aspects were displayed on the opposite walls of the lobby. Results were fascinating: after one year the Youth Photo Report method was conducted again and certain pictures from the "negative" wall were moved to the "positive" wall, because the administration staff of the municipality noticed these problems and solved it.
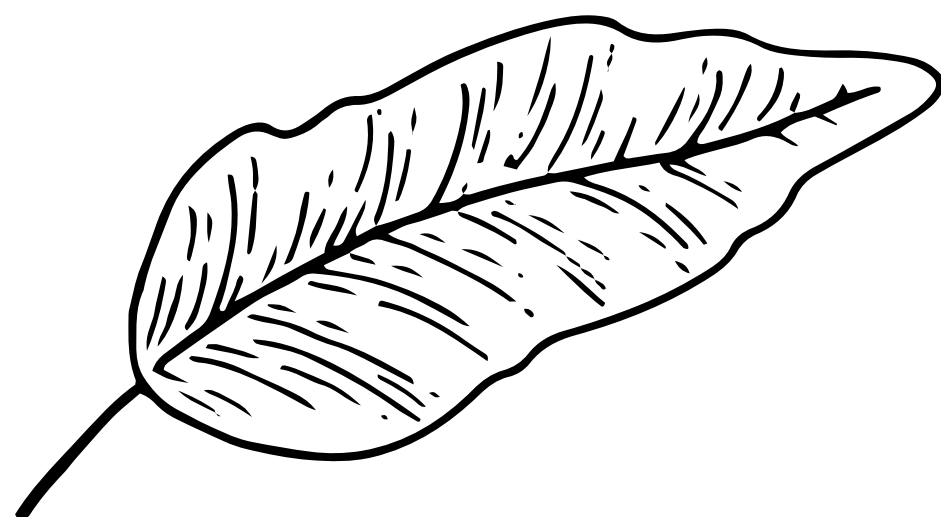
Evaluation questions

- What was easier to notice?
- Positive or negative aspect of town?
- Did I discover something new about my town/ or the topic of our analysis?
- What has surprised me during the task?
- What would I change?
- What necessitates a change?
- What is the most important thing that requires changes / improves the community as a whole? Different community groups (senior citizens, young families, etc.).?

What's next?

Follow-up activities:

Discussion about the problems identified by young people;

Planning of activities tackling these problems and offering solutions.

Method	**Youth friendly municipality**
Objectives	Encourage participants (young people together with youth workers and decision-makers) to think about the actual meaning of "youth friendly", also to understand the needs of youth and to offer different measures which could improve the situation in the municipality.
Group Size	7-30 people
Required Equipment	Desks (can use the floor or walls), large sheets of paper, markers (markers, to meet the number of participants), soft background music.
Duration	Half an hour to 1 hour
Workshop process	Firstly participants are presented with the task objectives. This task utilized all the venue-desks, walls and floor, where the large paper sheets with listed different activities of municipality are being placed. The objective is to make these municipal activities more "youth friendly". Depending on the size of the group and the number of questions, participants are given 20-30 minutes to roam around the room and in the meanwhile they are asked to develop ideas, record them on the sheets (or post-its and place them on the sheet with a question).

48

Possible municipal activities:
- public spaces, their application
- public transport
- development of residential areas
- leisure space and opportunities
- activities of youth organizations and their place in town
- cultural lifehealth and lifestyle
- Business / Business Environment
- "urban myths": what would or could the residents be proud of (history? landscape? Industry? snow arena?) etc.

Comments	The groups are given time to get into the issue. There are few options: 1) ask participants whether their city / municipality is youth friendly? We propose to use the "mission statements" framework. Once you discuss the issue, you can propose a method; 2) give 5-7 minutes to individually dream, what should be our city / municipality after 3 years in order to be more youth friendly. 3) give the participants 5-7 minutes to think individually and imagine what their town/municipality should be in the next 3 years in order to become more "youth friendly"
Evaluation questions	• Which ideas have surprised you? • Which ideas could be easily realized? • Who should initiate the implementation of these ideas?

49

What's next? | If some of the developed ideas receive universal support, we would suggest organizing a planning group meeting. The meeting could significantly improve feasibility of those ideas and of the implementation plan.

Method	Social Map
Objectives	Analyze activities of institutions and organizations in a given territory.Identify potential cooperation partners.Analyze existing problems
Group Size	8–30 people. Participants work in groups of 4-7 members
Required Equipment	Conference leaves with writing and drawing tools.In addition, the collage technique can be used. In this case you will also need magazines, scissors and glue.
Duration	30-40 minutes. Conduct analysis and prepare the posters. 30 min. presentations and discussions

Workshop process	Participants are given a task to create a social map of a town or municipality. Groups draw a map which displays: a) infrastructure devoted for young people (schools, sports fields, parks and etc.); b) organizations and institutions, working with young people, people, who initiate gatherings of young people; c) gray areas-areas which are labeled negative or controversial by the community of the public (lakeside, back alleys and etc.).
Comments	Often participants focus on infrastructure, because it is the easiest to identify in this task. Participants may access the creation of a map and draw attention to two other aspects. Therefore when participants are conducting the task, we suggest checking their progress, and suggesting them to spend more time on the parts b) and c).If all the participants are from the same community, the task could be divided into aspects and questions.
Evaluation questions	• What has surprised you, when you analyzed your town/ district? • What have you discovered? • What would you like to change in your community? • Have you identified cooperation opportunities? Who with? • With institutions and organizations you might have conflict of interest?

What's next?	Further analyses the issues, and plans how to solve it.Power map- analyze who holds the most power and has ability to influence the current situation in the municipality.

Method	Dotmocracy
Objectives	This method is used to collect and recognize levels of agreement on written statements among a large number of people, while avoiding "analysis paralysis". It is a quick, but democratic method to find the most popular choice.
Group Size	Unlimited
Required Equipment	Whiteboard, sticky wall or flipboard; Post-its; stickers (or markers as alternative)
Duration	1h-2h

Workshop process

The workshop should follow a brainstorming session mapping the different options the group will choose from.From this set of options shown on a whiteboard, the participants will freely choose from, each receiving a set number of dot stickers.They place the stickers next to the option(s) they like the most, with the option with most dots winning.

Variations:Different colors can be used to signal, for example, like (green) and dislike (red) or to identify participants with different responsibilities or degrees of preference, for example, a blue dot can equal 3 votes, a red one 2 and so on.

Comments

The origins of the method are not clear, but facilitators have used it since the 1980's.There are some "traps" to avoid fraudulent behavior, such as people removing dots on options they do not want to be voted or repeating the votes on options they wish. There have also been instances reported on "bandwagon" effect, meaning, the voters may just follow the options with the most votes.The task of the facilitator is to be attentive to these manipulative behaviors and foster accountability for the voting.

Evaluation questions

- How did you feel during the process?
- What was the hardest: To come up with options or to decide from a number of them?
- How did you feel in case the option you choose was not chosen?

53

- How much did the options of other people influence your choice?
- Which factors did you have into consideration when choosing?
- Are there advantages and / or negative points you observed?
- What alternatives to come up with a decision do you know?

What's next?

Follow-up activities:

The method is used to come up with a decision. The next step is always to review the decision and follow it up.The method can also be used to introduce a discussion about what other types of voting (online, proxy, postal, open or closed ballot) and decision-making methods (majority, plurality, consensus, quadratic or range voting) participants know, and to debate their qualities, consequences and possible demerits.

Method   **Legislative Theatre**

Objectives

The main aim of this method is to act out ideas and suggestions from the audience ("spect-actors") who come on stage in order to propose and enact legislative and policy changes at any level of government (at local, regional or national level).
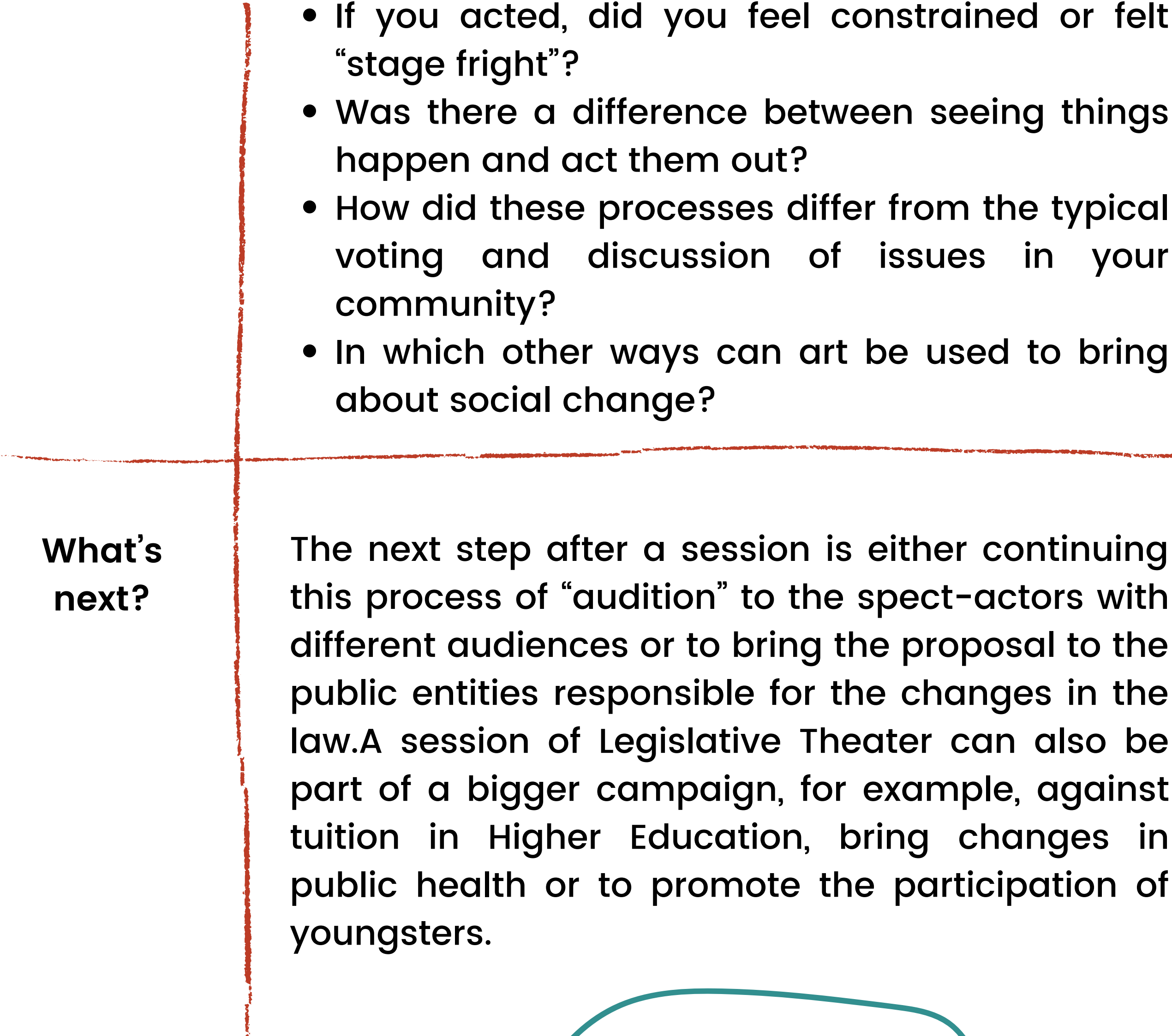
54

Group Size	No limit
Required Equipment	Stage and a room with enough space for the "spect-actors"
Duration	3h for session
Workshop process	Before the session, a play should be written and rehearsed by a group with a specific situation of oppression or a problem they wish to see solved, normally depicting a real case of injustice. The play is acted out once until the end, with an unfavorable ending for the "oppressed" character. The next time, the play is staged once again, but with interventions from the "spect-actors", i.e., the public who is empowered to come on stage and act the change they would like to see. Many possibilities may be tried out, helped by the "Joker", a facilitator of the session, who is the liaison between spect-actors and the play on stage.Finally, the alternatives enacted on stage are discussed and compiled as law proposals by a "metabolic cell" (ideally consisting of, at least, an activist on the topic, a lawyer and a law maker) and returned to the "spect-actors" for discussion and voting.

Comments	This procedure is based on the Forum Theatre, the most popular form of Theatre of the Oppressed, developed by Augusto Boal in Brazil and Latin America.When Augusto Boal was elected "vereador" (municipality councilor) in Rio de Janeiro, he brought his experience and knowledge with Theatre of the Oppressed to this public body, along with the Theatre company he was a part of. This was the "birth" of Legislative Theatre, which has since had many improvements and different usages.This was, however, one of the few instances where the public official was also the direct convener of the process and therefore interested in listening to the proposals. To avoid the risk of the process falling into "deaf ears", it is advisable to seek out legislators who are willing to play a role throughout the process.The session can be organized together with the institutions responsible for taking the proposed drafts further (municipalities, local councils, schools, parliaments, etc.) or done in a way that allows the proposals to be taken to these public bodies (for example, by petitions). Further information:Legislative Theatre – Using Performance to Make Politics – Augusto BoalLegislative Theatre - Animated Presentation - Youtube
Evaluation questions	• How did you feel during the different processes (seeing the play, acting or staying apart, discussing the issue and voting)?e the option you choose was not chosen?

56

- If you acted, did you feel constrained or felt "stage fright"?
- Was there a difference between seeing things happen and act them out?
- How did these processes differ from the typical voting and discussion of issues in your community?
- In which other ways can art be used to bring about social change?

What's next?

The next step after a session is either continuing this process of "audition" to the spect-actors with different audiences or to bring the proposal to the public entities responsible for the changes in the law.A session of Legislative Theater can also be part of a bigger campaign, for example, against tuition in Higher Education, bring changes in public health or to promote the participation of youngsters.

| Method	Values and Quality in Youth Participation Structures
Objectives	This method is used to reflect on values, principles and quality criteria that the youth participation structures should be based on. The method can also be used to collect specific quality criteria from the perspective of self-reflection or municipality, young people or the whole community.
Group Size	Groups up to 25 participants
Required Equipment	Flipchart; Markers or Post-its; Paper or electronic version of the "Quality Criteria for Participatory Processes"
Duration	1.30h
Workshop process	The facilitator starts by asking the group about which values and principles they consider the basis of youth participation structures. The suggestions are put on a flipchart by the facilitator who then asks everyone if those principles and values are acceptable as general principles of any process of youth participation? The participants can, at this point, take into consideration the 3Ps (Process, Product or impact and People, their needs and relevance on different levels). The facilitator then asks participants to reflect on an individual level about when and how they feel satisfied in relation to the structure of participation in their work and when do they think a structure or process of participation is successful.

1. A series of "quality criteria" (presented in the manual "Have your Say") are then presented. These criteria can be discussed or used to evaluate processes and structures of participation in organizations, public bodies or the community. Variations:
2. The criteria presented on Have your Say can also be used as a reflection/evaluation tool for both individuals or organisations and / or for punctual or structural processes.story? landscape? Industry? snow arena?) etc.

| Comments | This exercise is based and adapted from the "Quality Criteria for Participatory Processes" described in the manual "Have your Say – Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life" from the Council.The criteria used are available on pages 64-67 of this manual. |

| Evaluation questions | • How do you feel about the participation structure you are / have been a part of?
• Does it reflect the principles and the quality criteria that you have analysed?
• Which criteria are more important for you? Why?
• Which of them are "desirable" instead of "essential" criteria?
• Which of the criteria presented have to be fulfilled for you to say "this structure represents the values and principle that I believe a participatory structure should be based on"? |
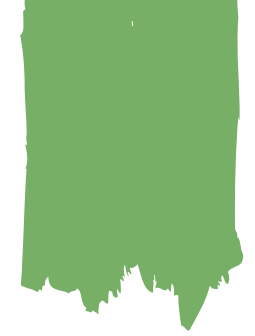
- How do you think that other stakeholders represented in your structure also identify themselves with such criteria?
- What can or should be changed to represent the values and the quality you believe it should have?

What's next?	Follow-up activities: Discussion about the problems identified with the processes / structures of participation.Planning of activities tackling these problems and offering solutions.Proposal to use the criteria of quality on evaluation of structures or processes or as conceptual basis for future structures of participation.

Method	**Cooperation Power-brainstorming**
Objectives	Method aims to encourage creativity and to break the traditional cooperation boundaries of institutions. Also to find different ways to initiate cooperation and its improvement.
Group Size	14-28 people.
Required Equipment	Desks, large paper sheets, markers (as many as participants), music.

Durations	90 minute.
Workshop process	Desks are aligned in a big line, large paper sheets are placed on the desks. Participants surround the desks and stand at opposite sides of the sheets. Each participant receives a marker. They are given 90- 120 seconds to think about the questions which are written in front of them on the big sheets of paper. Loud and intense music is played in the background, this ensures that the participants will not disturb each other. Afterwards the participants switch.The must be twice as many participants as there are questions.Possible questions:

1. In which areas would you like to collaborate with other institutions?
2. Which youth related issue you/ your organization could not solve alone?
3. Elections are due next month, and you want to receive more support for youth projects. How do you put pressure on the municipality?
4. You collect signatures for a petition on youth involvement in decision-making. Where would you go first?
5. You need to meet the City Mayor and discuss certain issues. Where would you search him/her?
6. What are the strengths of your institution? What insights could you share with others?
7. You want local media coverage on young people? What would you do? |

8. You participate in an open Municipal Council meeting. How would you present youth opinion, interest, point of view and their suggestions without voicing your comments out loud during the meeting?

9. How can you find out young people's views and opinions, needs and suggestions?

10. If you want to encourage the Municipal Youth Council to be more active and transparent. What will you do?

Comments	The brainstorming session can take up to 30 minutes. Afterwards the group would require some time to get to know the results better, walk around, relax and have a better read on results. Depending on time there are two alternatives: a. Participants walk around and read the results. In each of the paper sheets they can mark up to two ideas which they find the most appealing. Afterwards they come back to the paper where they finished the brainstorming session. They review the results and identify which ideas were the most popular. They prepare to present 7 most popular ideas to their group. Afterwards presentation takes place and each listed question is shortly discussed, numerous alternatives are revealed. b. right away start work in pairs. The pairs without "voting" select the most appealing suggestions.
Evaluation questions	• Which ideas have surprised you the most? • Which ideas can you realize in your workplace? • Who should take initiative in order to improve cooperation among institutions?.

Method	Statement task: Agree/ disagree
Objectives	Find out more about the participants' viewpoints and confines while examining the issues of cooperation.Expanding the viewpoint of participants while solving the cooperation and youth participation issues.Application and improvement of discussion skills.
Group Size	10 or more
Required Equipment	Screen projector or a board with large sheets of papers which can be torn off. On each of the large paper sheets write down a statement. Markers
Duration	30–45 minutes.
Workshop process	- Start with a short introduction on youth participation, the importance of cooperation between the different participants and with the difficulties associated with participation in everyday life. - Explain that now you will read out loud a sequence of statements, which participants encounter to a larger or lesser extent in their lives. - Explain that they can take only extreme positions- Agree or Disagree. Ask the participants to stand on either side of the line. Indecisive participants remain standing in the center. - Read the statements one by one. After each statement, give participants some time to decide their position.

63

- Ask several participants to explain why they have chosen this position and what is their viewpoint on the statement. Explain to them that during the discussion they can change their position. Keep an eye on the time in order to involve all the participants into the discussion.
- After a few minutes, read the next statement.
- Once all statements are read, conduct a discussion involving all participants.

Evaluation Questions	Ask the participants to answer the following questions: • How did you feel during this task? • Was it difficult to choose your position? Why? What were your arguments? • Was it based on facts or emotions? • What were more effective facts or emotions? • Can you compare the way people behaved and what they said during this task, with some of their actual activities in real life? • Do you think these statements are verified/backed up by facts? • Was this task helpful? Why?
Suggested Statements	• Cooperation with other institutions impedes your main activities; • Lack of knowledge hampers cooperation; • Local authorities support youth participation only when authorities can politically benefit from it;

- All young people have the right to participate in decision-making processes;
- Authorities should be responsible for the participation of youth, providing financial support to politicians who are fond of active youth.

The arguments can be chosen according to the objectives and the context.

Method	Bridge
Objectives	Focus on the important features of team work. The task focuses on cooperation and partnership. Creation of a common vision and mutual understanding among the partners.
Group Size	15–30 participants. Groups size 5-8 people
Required Equipment	From 2 to 3 different venues, depending on the number of groups (group size can vary from 5-8 people).2 cardboard sheets, 6 sheets of A4, 1 sheet A3, 1 glue, 1 pair of scissors, 1 thread ball, 1 magazine, 2 markers, 1 pencil
Duration	60 minutes – action. 30 minutes – evaluation.
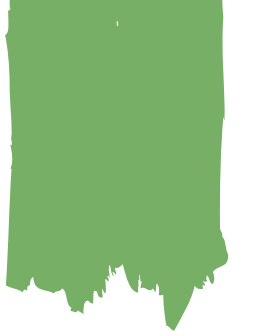
Workshop process

- Group is divided into smaller groups. Each group receives a tool (groups receive different tools) and instructions.Instructions:Three teams are building a bridge. Each team must build one part of the bridge so that when three parts are combined, the bridge would be suitable for use, i.e. the thread ball must roll across the bridge. The teams can only use the given tools and materials for construction of the bridge.Bridge parameters:

- The length of the bridge must be 9 cm, height – not shorter than a bottle;· Bridge should be as creative as possible, a stable and aesthetic;The bridge can only be built in one of the three venues where groups work.Teams can communicate:

- 1) Send a letters - each team is required to send at least 6 letters (workshop leader works as a postman, letters can only be posted through them);

- 2) During the meetings - one representative of each team will have the opportunity to meet in the preparatory meeting. The meeting has to take place in the venue where the bridge will be built. The meeting duration – 3 minutes, languages of conduct- English, German, Russian or French. The participants are not allowed to bring parts of the bridge or a model to the meetings.

There are 50 minutes given for planning and preparation (including preparatory meetings). Additional 5 minutes are given for connection of three parts of the bridge and finalizing the construction of the bridge.
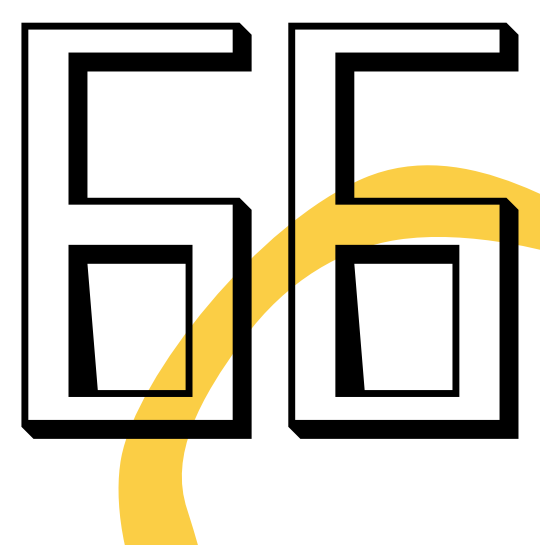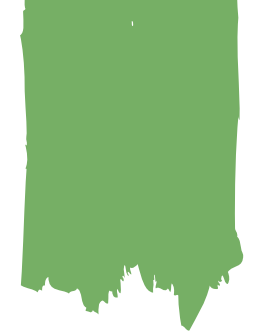
Comments	CommentsIf the groups have participants, who already have conducted this task before, we recommend asking them to take the role of observers, rather than participate in it. They could observe the task and once the task evaluation starts they will be asked what they have seen.
Evaluation Questions	How did you feel? How did the group work go? How did the communication and cooperation with partners go? The conclusions, recommendations for the future.

Method	X and Y cooperation task.
Objectives	Introduce participants to cooperation topic Discuss the importance of agreements.
Group Size	12–30 people.
Required Equipment	Pens, paper, stickers printed and task sheet.
Durations	20–45 minutes.
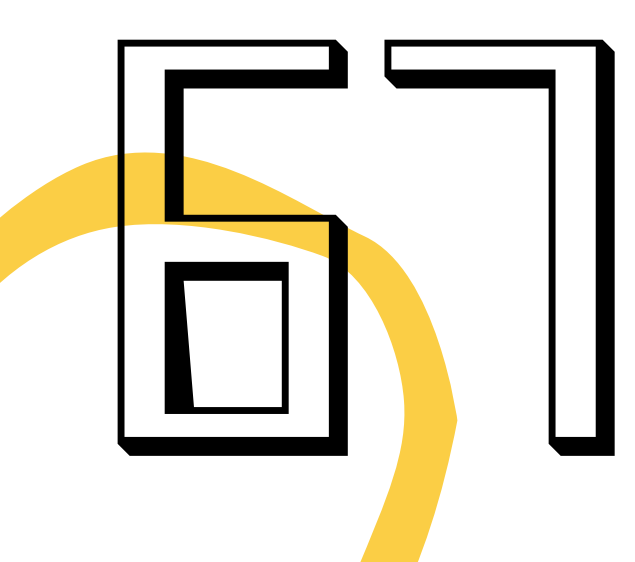
Workshop process

1) The participants are split into 4 groups, Each group has the same number of group members;
2) The participants receive instruction sheets. Each group has to read the instruction carefully, presenter devotes time to thoroughly explain the task;
3) Each group has decided what to choose for each stage - X or Y. The score depends and the choice of each group;
4) Groups have to decide what to select X or Y. Complete 2 -3 rounds so that participants would have a better grasp on the scoring system. Each group has to count their own points. The workshop host counts scores of each group separately, however, does not reveal them till the end of the task;
5) Conduct a 2 minute meeting where one representative of each group should meet with other groups in order to decide cooperation strategy. Representatives returns to their groups and tell the decision that took place in the meetings;
6) Additional 2-3 rounds are played;
7) Then repeat point 5.

Task solution:If all groups write the Y, you can score the most, because only when all groups select Y the total score is greater than 0. The main idea of the task- the groups start to compete with each other in order to get a higher score. The overall benefit of cooperation is often ignored and agreements tend to be broken.

Comments	In order to provoke the participants, the leader can increase the round number after the results of 3 rounds and make public that the 4th round is special. The results of the 4th round will be multiplied by 10. If there are participants who have experience in participating in this task before they are asked to become observers.
Evaluation Questions	How did you feel after the task? Was it easy to cooperate? Was it easy to reach a common group decision? Reach agreements during meetings? Was it easy to follow agreements? Did you cheat?
What's next?	After this task you can introduce the participants to the theoretical aspects of cross-ministry cooperation, identify the main bottlenecks of cooperation.Possibly, discuss the importance of agreements.

Method	Power Map
Objectives	Name the groups of interest, organizations and institutions which can support various interests or oppose them.Enhance the analytical skills of the participants.
Group Size	Several groups of 4–6 people

Required Equipment	Conference sheets, colored paper, scissors, magazines, glue, sticky tape and drawing tools
Durations	45–60 minutes.
Workshop process	This method should be the second task analyzing a specific topic.Groups receive the required tools. Each group should have their own tools and separate venues for task completion, paper sheets and drawing tools are required too.

Participants in their groups have to create maps, which would portrait various actors, who would support their ideas and help to solve their issue. Also they have to picture who could oppose their ideas. How these actors are linked together, which external people and actions do affect the people pictured in the power map. Discuss what you could offer to the actors supporting your ideas. Which people take a neutral stance on your issue? What needs to be done in order to appeal to them and to receive their support?

On the middle of the conference sheet (rather it could be a wall) a symbol is attached, which represents your topic, questions or issue. Around this symbol place all the mentioned actors, their arguments and motives.

The method is completed by highlighting the steps you need to do in order to incorporate people with power, appeal to the neutral audience and avoid the opposition. |
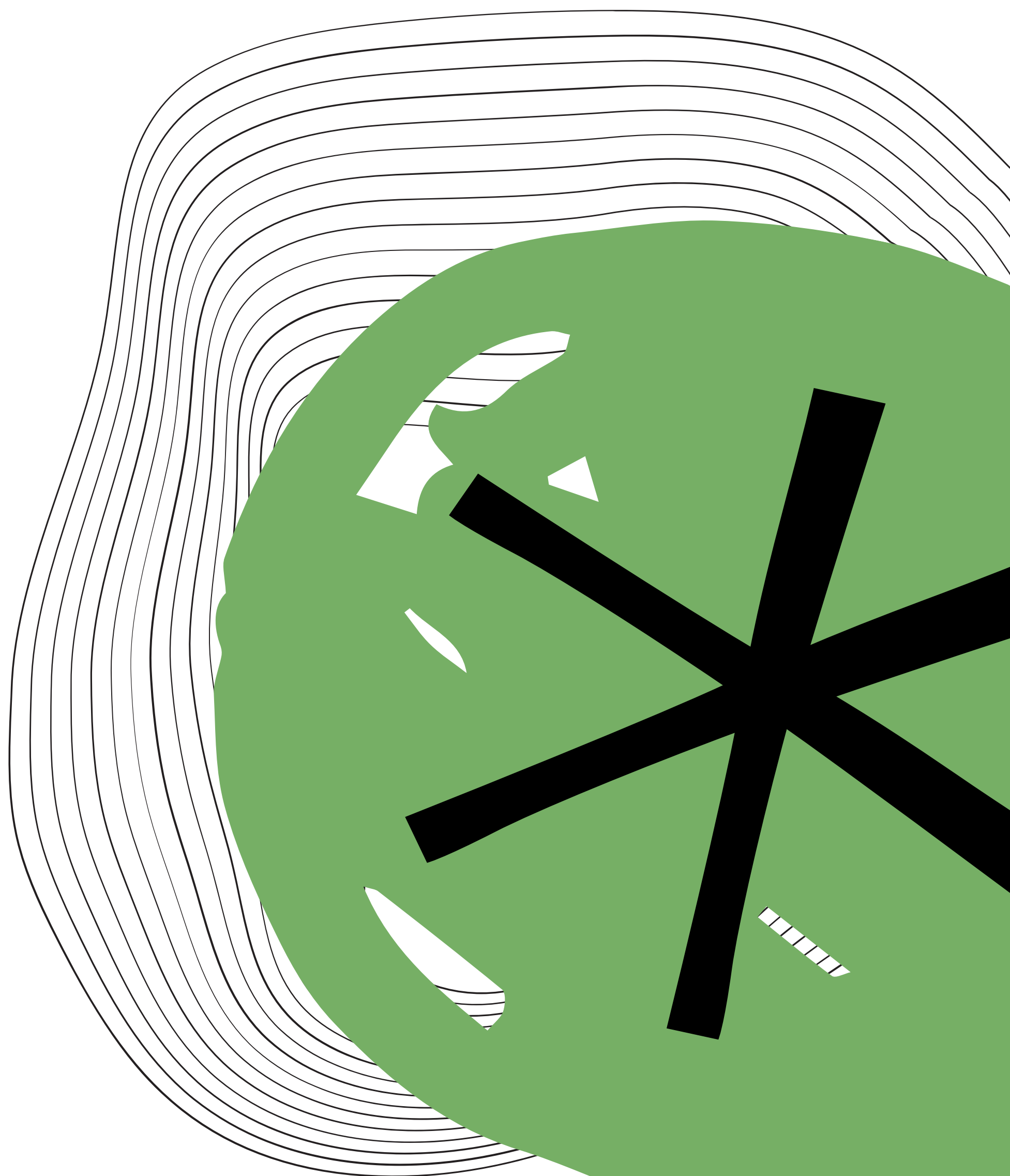
Comments

We recommend using this method after situation and problem analysis. This method is suitable as an intermediate task after the situation analysis, when you need to devote additional time to investigate a topic and gather information which can be utilized while preparing the action plan or solution plan.

Evaluation Questions

Was it easy to analyze power relations?
Why did you choose these persons or organizations that will support your objective or help solving the issue?
Who are your potential opponents?

71

CONCLUSIONS AND RECOMMENDATIONS

Youth policy is a good systematic example on how the cross-sectorial policy should be conducted. Cross-sectoral cooperation, structures of cooperation and youth policy principles are empowered by law, however, it is not sufficient. Many challenges and issues for effective cooperation emerge.

Youth policy and other public policy integration is effective only when different agencies, their experts and young people and their representatives work together. Agencies often do not realize that cooperation is an effective way in achieving their objective. Awareness of broader context is the core expertise of the specialist of the agency, which helps to create an added value and assists to clearly understand their field of activity and aspects. Features of other parties participating in youth policy are motivation and expertise in representation of interest and position of their agency or institution.

A common feature of the public sector is rigid subordination, which originates from the hierarchical structure and strictly regulated operation procedures and requirements in the legislation. Meanwhile, the NGO has a flexible structure and work methods. Hence these different organizational cultures find it difficult to cooperate. Therefore, the human factor - the willingness to cooperate is especially important to ensure effective cooperation. Other essential requirements for the development of effective cooperation and youth involvement are competency development of individuals, involved in cooperation processes, and understanding of the added value and the broader context that cooperation has to offer.

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CONCLUSIONS AND RECOMMENDATIONS

Cooperation on youth policy without the participation of youth NGOs is legally impossible. Efficient public administration is possible only when it brings together the representatives of public and other sectors - it is a cornerstone of civil society and democracy. Therefore the participation of representatives of different agencies, youth workers and young people is important in cooperation. National authorities must ensure that the voice of organized young people and opinion has to be heard, and in the case of municipalities this is the responsibility of the youth affairs specialists and youth workers.

Effective cooperation and policy foundation is the assessment of the impact of implementation measurement. In order to assess the measures, it is important to collect information on how successful were the agencies in implementation of the projects/ ideas devoted to youth. This would allow not only to assess what has been done, but it will be a great tool to share experiences and learn about each other. There are effective measurements - for example all of the Norwegian Ministries prepare an annual investment and youth effort report, moreover, the Norwegians have annual youth announcements in their Parliament or in the youth conference in the municipality.

In order to make these tools work it is necessary to constantly work with the main challenge faced - high turnover rate of both young people and representatives of institutions. Therefore it is essential to ensure that the accumulated experience in areas such as organization of youth policy workshops, interest representation would be smoothly transferred.

74

In conclusion, we want to ask the question: Have you tried using these tools?

- Have you tried to develop common visions and plans with other organizations and agencies?
- Did you organize networking events?
- Do you have a publication which contains all the information about the opportunities offered to young people in your municipality or city?
- Did you share best practices with other organizations and agencies?
- Have you participated in events organized by other organizations or agencies?
- Have you signed a co-operation or a joint venture agreement with other organizations or agencies?
- Do you have information-sharing channels which enable you to share and receive important information related to youth, youth organizations and institutions?
- Do you organize events on a regular basis where the actors involved in the youth work can share information, experiences and challenges?
- Do you organize and participate in joint educational events on topics such as youth policies and cross-departmental cooperation together with representatives of organizations or institutions and young people?
- Do you know where the nearest youth information center, job shop, open youth center and other youth spaces are?
- Have you ever engaged with a Youth Affairs Coordinator from your Municipality, Municipality's Student Self- governance Coordinator, Youth Workers, Child Rights Specialist, Youth Affair Inspector and etc.?
- Can you name at least 6 youth organizations in your Municipality? What is their field of work?
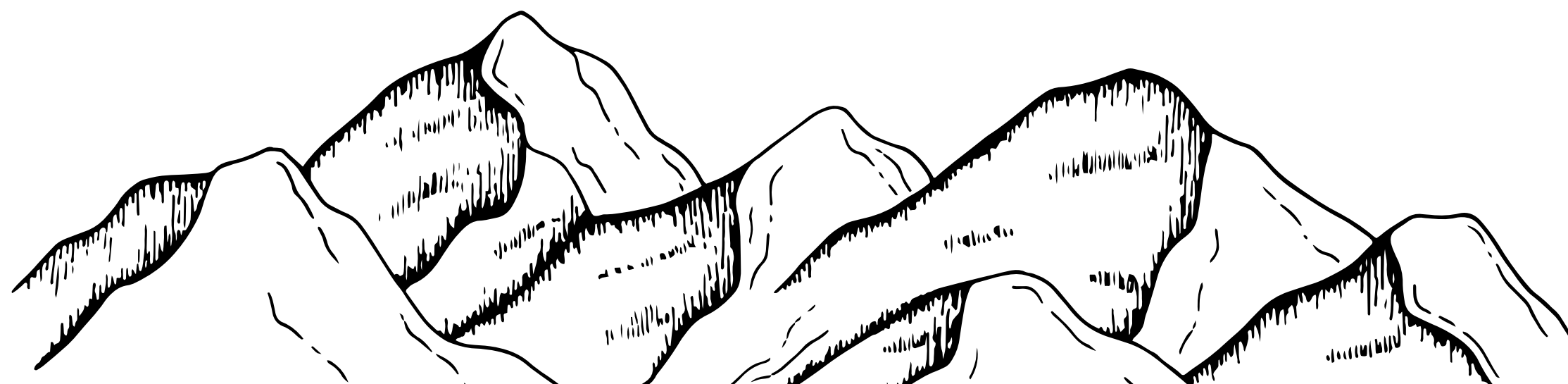
In conclusion, we want to ask the question: Have you tried using these tools?

- Do you know who is delegated in the Municipality's Youth Affair Council, Child Welfare Commission?
- Have you organized a meeting with the Youth Affair Coordinator in an unofficial environment?
- Did you have lunch with a politician?Does the municipality organize municipal day when one day in a year young people work together with municipal specialists, get to know the municipal activities and the work of a youth expert?
- Do you participate in your town or district community meetings?
- Have you ever volunteered in a festival, social project or in a public event?
- Does your municipality organize annual youth policy implementation announcements/ presentations?
- Have you ever organized/ participated in a Youth Affair Council meeting?
- Did you organize a youth project movie clip presentation or a review session at the beginning of the Municipality's Council meeting?You can continue the list yourself...
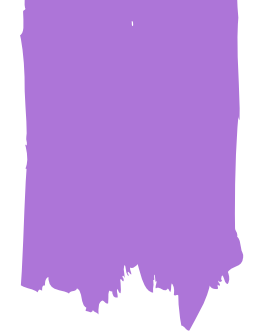
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