



Seminar

New ways of youth participation

based on Information and
Communication Technologies



16 - 18 March 2009
European Youth Centre, Strasbourg

Documentation

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New ways of youth participation

based on Information and
Communication Technologies

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The participants of the seminar have also created a “NWP09 blog” where numerous information related to the issue of e-participation can be found: <http://drop.io/NWP2009#>

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I. EXECUTIVE SUMMARY

1. *Rationale and background of the seminar*

The Council of Europe, the continent's oldest treaty organisation which groups together 47 countries, is promoting human rights, democracy and the rule of law.

Participation is a crucial element to promote these values. Over the last two decades, the Council of Europe has paid a special attention to this issue, mainly by considering two specific aspects of participation: the declining figures of participation in elections almost everywhere in Europe on the one side, as well as the presumably fading use of traditional forms of participation (political parties, trade unions, traditional civil society organisations) by young people on the other side.

More recently, technological developments gave young people many new opportunities to make their voices heard and to participate in society in alternative ways (e.g. online fora, SMS actions, e-democracy, m-democracy).

These trends and developments have led to a reflection process within the Council of Europe, which has found its expression in a number of texts and programmes.

One of those is the training programme of the Council of Europe's Directorate of Youth and Sport, which promotes the building and strengthening of open and democratic European societies, and features youth participation as one of its priorities in 2006-2009.

Some important legal instruments of the Council of Europe also tackle the issue of new ways of participation based on information and communication technologies. The Charter on the participation of young people in local and regional life, which was produced by the Congress of Local and Regional Authorities in 2003, refers to the fact that "*information and communication technologies can offer new possibilities for informing and allowing the participation of young people. They can be used to exchange a wide variety of information, and increase the participation of young people*". In 2004, the Committee of Ministers - the highest authority in the Council of Europe - have issued a recommendation on electronic governance, looking at the technological side of the development of our societies, and made a number of proposals, reflections and recommendations for the Member States.

The topic of the seminar on "New ways of participation based on Information and Communication Technologies", which was organised by the Directorate of Youth and Sport in Strasbourg from 16 to 18 March 2009, therefore fell squarely in the Council of Europe's agenda.

2. *Aim*

The seminar aimed at addressing the new trends in youth participation based on Information and Communication Technologies (ICT), through a constructive exchange of information and practices amongst the main stakeholders in the field of youth participation. This seminar intended to provide space and means for youth researchers,

policy-makers, youth organisations and young people practising new ways of participation based on Information and Communication Technologies (“e-participation”¹), to explore this issue together and to develop strategies on how they can be implemented in youth work practice, youth educational programmes, youth research and policy. All 48 participants had a practical experience in “e-participation”.

3. Main issues addressed during the seminar

The main issues brought up and discussed by experts and participants during the seminar focused on three main areas related to participation: the relations of young people with participation, the questions raised by the concept of e-participation, as well as the positive side of e-participation.

a. About young people and participation

- Adults (and politicians) have developed a fear of young people, do not totally understand and grasp what is going on and therefore resist to these changes and develop counter-productive policies;
- Participation is KEY to democracy;
- Young people want to have a say, they want to participate and be actors of social change and they have the RIGHT (and the responsibility) to do so;
- Adults and young people need to challenge the difference, to challenge marginalisation, to challenge the society we are part of, and everyone has to be included in that process.

b. Open questions about e-participation

- ... What does e-participation really mean?
- Would e-participation be an answer to the need for a further move towards a greater and more efficient participation of young people?
- Would e-participation automatically lead to e-democracy, e-inclusion, e-Education?
- Would e-participation not mean an online world growing faster and overarching the offline one?

c. E-participation is positive! Because...

- It offers a possibility to act, to change;
- It is open and inclusive (but...);
- It fosters creativity and innovation;
- It has no limits (but...);
- It offers a fast and wide access to information (sharing and looking for);
- It allows young people to empower themselves.

Nonetheless, the group of participants highlighted that we are facing an increasing geographical-generational digital gap, which may reinforce the misunderstanding between

¹ is a recently invented term meaning “ICT-supported participation in processes involved in government and governance”. <http://en.wikipedia.org/wiki/E-participation>

the “online generation” and their predecessors, and therefore increase the complexity of their relations at all level (social, political, organisational, educational).

Exclusion remains a reality - even in the online world (added to the fact that online communities may be communities of interests but does not necessarily have a social dimension) and so far the various mechanisms trying to be more inclusive did not manage yet to break some of the obstacles to inclusion. This mainly relates to the lack of ICT literacy, the difficulty to regular access computers and to access internet, but also to the special needs of certain groups (for example hard of hearing or blind people).

At political level, the group of participants requested a much bigger political and financial support to ICT literacy and e-participation processes, more transparency and more online safety.

4. Outputs / Results

The seminar succeeded to provide a theoretical insight into the concept of e-participation in all its dimensions to all participants. The participants went back home with more questions about e-participation; this has been seen as a very positive sign, considering that the seminar was intended to spark off thinking and discussions.

The seminar also gave space to all participants for exchanging their good practices on e-participation.

Last but not least, the participants produced concrete recommendations which can be used by the different stakeholders, in particular in relation to the implementation of the declaration on “The future of the Council of Europe youth policy: Agenda 2020” (adopted by the youth ministers of the Council of Europe in October 2008).

Besides the participants’ wish to implement their own follow-up activities, a strong request for an official Council of Europe’s action to further build on the foundations of this seminar was made by the participants.

A suggestion to take into account the results of the seminar in any future activity and publications on participation of the Directorate of Youth and Sport (e.g. TC Participation, publication on “participation essentials”) was also made by the participants and by the educational team. Moreover, participants suggested to organise a follow-up seminar which would deepen some specific aspects related to e-participation (such as e-Inclusion) and to develop a DYS publication on best practices or “tips and tricks”.

5. Recommendations from the seminar and possible follow-up

The participants in the seminar also developed concrete recommendations on how to create synergies between young people practising e-participation and current European youth work, going hand in hand with the future vision and priorities of the Council of Europe stated in the Agenda 2020. Some of these recommendations are general, while others are targeting specific stakeholders and groups (policy-makers, researchers and youth organisations).

a. General recommendations

- Access to information and knowledge is a pre-requisite for full enjoyment of human rights, especially for young people. Equality is a core pillar in democracy;
- As long as the digital divide exists at geographical, socioeconomic, generational and cultural level, and as long as equality of access to internet is not guaranteed, e-participation cannot support the development of democracy and human rights;
- All strategies and decisions around e-participation need to be developed and implemented in co-operation with all stakeholders. Young people should be involved in the agenda setting, implementation, preparation, evaluation and follow-up process.

b. Recommendations for policy-makers

- To develop a legal framework and the necessary mechanisms for e-participation in accordance with human rights. This legal framework should ensure an inclusive approach towards e-participation and e-democracy. E-participation should be mainstreamed and linked to other priorities (i.e. environment, reducing poverty, employment, and education) and implemented at European, national and local levels, including the Council of Europe and all other political institutions;
- To provide possibilities for e-participation (e-democracy) through using ICT tools with transparent information on decision-making processes, current agendas and possibilities to suggest, comment, discuss, vote and evaluate them in diverse ways using e-tools;
- To promote e-participation programmes targeting (socially, economically, geographically, physically) disadvantaged young people and favouring their inclusion;
- To allocate sufficient funds for training in the field of Information and Communication Technologies in formal and non-formal settings, in order to increase ICT literacy among young people.

c. Recommendations for researchers

- To develop studies regarding the ICT skills of young people, as well as their participation, motivation and behaviour in decision-making processes both offline and online. The outcomes of the research could help policy-makers to make e-participation more effective in order to sustain the development of democracy;
- To do research regarding e-participation programmes and its best practices in member countries of the Council of Europe and beyond;
- To support research on e-participation focusing on the inclusion of vulnerable groups of young people;
- When doing research on e-participation of young people, researchers should work in interdisciplinary teams of researchers (ICT specialists, sociologists, political scientists, economists, etc.) and co-operate with practitioners in the youth field and policy-makers.

d. Recommendations for youth organisations

- To increase awareness about the importance and opportunities of e-participation among young people, e.g. through interacting with mass-media and other relevant stakeholders (NGOs, public institutions, etc.);

- To ensure the value, impact and visibility of all e-participation programmes developed by youth organisations by involving young people's social partners (such as parents, teachers, peers...) in the planning and implementation, and making sure that these programmes lead to social change and offline action within young people's communities;
- To try and set up a common ethical code for e-youth participation amongst European youth organisations;
- To foster the inclusion of disadvantaged groups of young people by organising projects that increase their e-participation capacities, and making sure that e-services and trainings provided by youth organisations are user-friendly and accessible for all social groups;
- To establish an e-component in traditional projects of youth organisations (e.g. website for dissemination of results, exchange of opinions, best practices);
- To organise educational activities in which young people share/pass on their ICT competences (to peers and older generations);
- To develop a best practices booklet on e-youth participation projects.

These recommendations can be followed-up in various ways.

On the one hand, the recommendations produced at the seminar have been presented and discussed in a meeting of the statutory bodies of the Council of Europe's youth sector in Mollina (23-25 March, 2009). The statutory bodies committed to follow-up these recommendations. On the other hand, the main outcomes of the seminar will also be communicated to the network of researchers of the Youth-Partnership.

6. Conclusions

The outcomes of the seminar have been evaluated very positively by the participants and the educational team, given the very ambitious aim of the activity and the limited time available.

In their evaluation, the participants and the team have welcomed the investment of the DYS in the field of youth participation based on Information and Communication Technologies through the organisation of this seminar, which responded to a strong need.

All parties involved in the seminar count on further development of activities related to Information and Communication Technologies and youth participation in Council of Europe educational programmes and publications.

This seminar also allowed the Directorate of Youth and Sport of the Council of Europe to strengthen its co-operation on this topic with many internal stakeholders (CLARE, Directorate of Education), as well as external partners (SALTO, European Youth Forum), which committed themselves to follow-up the results of the seminar. Thanks to this seminar, the Directorate of Youth and Sport also gained some valuable contacts and resource persons related to the topic of e-participation.

II. FRAMEWORK OF THE SEMINAR

1. *Background*

The Council of Europe is the continent's oldest treaty organisation, founded in 1949 which groups together 47 countries.

The training programme of the Council of Europe's Directorate of Youth and Sport is aimed at promoting the building and strengthening of open and democratic European societies. This programme is based on a philosophy of participation, democracy and intercultural exchange for young people who are in a position to act as "multipliers". The knowledge and experience gained at international seminars and training courses can be used by young people all over Europe.

Therefore, youth participation is one of the priorities of the Council of Europe's Directorate for Youth and Sport 2006-2009. The emphasis is put on:

- Promoting access of young people to decision-making;
- Promoting citizenship education and participation of and by young people;
- Promoting and sustaining the role of youth organisations in the development of democratic participation.

At local and regional level, active participation of young people in decision-making and actions is essential if we are to build more democratic, inclusive and prosperous societies. However, participation in the democratic life of any community is 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 decision-making and the engagement in actions and activities in order to contribute to building a better society.

In 1992 the Council of Europe's Congress of Local and Regional Authorities of Europe developed a Charter on the Participation of Young People in Local and Regional Life as a tool for implementing participation projects at local and regional level within the 49 member countries of the Cultural Convention. This charter was revised in 2003.

In the last few years the Directorate of Youth and Sport has organised a number of training courses on active youth participation, training young people to use and implement the Revised European Charter on the Participation of Young People in Local and Regional Life. In parallel, the publication "Have Your Say!" and an interactive CD-Rom were produced, which provide young people with a youth-friendly version of the Charter and practical activities to promote the Charter:

<http://www.coe.int/youth>

The symposium "Participation in all its forms" which took place in Schengen, Luxembourg, from 25-29 April 2007, was an opportunity to illustrate the potential of the youth sector, on the basis of projects conducted as part of the All Different - All Equal campaign. The symposium showed how the youth sector contributes to active participation of young people in society and the integration of young people from non-majority communities. It

was also an opportunity to develop new projects and discuss action to be taken in the future.

The ministers responsible for Youth from the 49 States, part of to the European Cultural Convention of the Council of Europe, met in Kyiv, Ukraine, on 10 and 11 October 2008, on the occasion of the 8th Conference of Ministers. At this conference the ministers adopted the declaration on “The future of the Council of Europe youth policy: AGENDA 2020” highlighting youth participation as one of the main priorities in the field of youth policy and educational programmes: “Promoting young people’s active participation in democratic processes and structures; Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives;”

The Youth-Partnership between the European Commission and the Council of Europe also addresses youth participation as one of its main priorities. Since 2006 a series of 20 training courses on “European Citizenship” have explored the concept and practice of active youth participation. Moreover, the issue n°14 (March 2009) of the “Coyote” magazine focuses on youth participation.

2. Why this seminar?

Nowadays, new forms of participation are emerging which are challenging the well-established forms of participation. Recently, due to technological developments, young people have had many new opportunities to make their voices heard and participate in society in alternative ways (e.g. online fora, SMS actions, e-democracy, m-democracy). Institutions and organisations are trying to follow these trends, but in many cases these new participation opportunities are also not considered or recognised enough by decision-makers.

The seminar on “new ways of participation” organised by the Directorate of Youth and Sport of the Council of Europe aimed at addressing the new trends in youth participation based on Information and Communication Technologies (ICT), through a constructive exchange of information and practices amongst the main stakeholders in the field of youth participation. Therefore, this seminar has provided space and means for youth researchers, policy-makers, youth organisations and young people practising new ways of participation based on Information and Communication Technologies (“e-participation”²) to explore this issue together.

The outcomes of the seminar have been the definition and the exploration of these new ways of participation. Moreover and besides proposal for follow-up, the participants also developed concrete recommendations on how to create synergies between young people practising Information and Communication Technologies based participation and current European youth work, going hand in hand with the future vision and priorities stated in the Agenda 2020.

² is a recently invented term meaning “ICT-supported participation in processes involved in government and governance”. <http://en.wikipedia.org/wiki/E-participation>

3. *Aim*

To bring policy makers, youth researchers, youth organisations and young people together, to explore different ways of participation based on Information and Communication Technologies (“e-participation”) and to develop strategies on how they can be implemented in youth work practice, youth educational programmes, youth research and policy.

4. *Objectives*

- To explore the concepts of youth participation and e-participation;
- To explore current trends of e-participation by young people;
- To analyse the motivation of young people for e-participation, as well as the effects of e-participation on their participation in democratic processes;
- To exchange experiences and good practices of e-participation in the youth field;
- To explore ways of ensuring that e-participation is democratic, inclusive, meaningful and empowering for young people;
- To make recommendations on how e-participation can support the implementation of Agenda 2020, both internally (DYS educational programme) and externally (through support of youth organisations).

5. *Target group*

The seminar aimed at active members of youth organisations, as well as at young people not being part of youth organisations, youth researchers and policy makers, practising participation based on the use of Information and Communication Technologies.

Participant all had a specific practical experience in “e-participation”, and priority has been given to candidates who are, or intend to be, part of participation projects, involving Information and Communication Technologies.

→ For more information, please refer to the list and the profile of participants, page 146.

6. *Programme of the seminar*

Sunday, 15th March

All day - arrival of participants
17:00 Registration of participants
19:00 Dinner
20:30 Welcome Evening

Monday, 16th March

- 09:30 Opening of the Seminar
Welcome speech by Mr. Ulrich Bunjes, Head of Youth Department, Directorate of Youth and Sport, Council of Europe
Welcome speech by Johan Ekman, Bureau Member, European Youth Forum
- 10:00 Round of introduction of the participants - getting to know each other
- 10:15 Introduction to the background of the seminar, the seminar's programme, aims and objectives, methodology
- 10:45 Practicalities
- 11:00 *Coffee Break*
- 11:30 Concept of Youth Participation - Input by Terry Barber, University of Dundee, UK
- 12:15 History and current trends of e-participation - Input by Kay Withers, Research Fellow, Strategic Research Team, Institute for Public Policy Research.
- 13:00 *Lunch Break*
- 14:30 Future vision of e-participation, "How social networking sites are changing the participation of young people?" - Input by Toon Coppens, CTO and co-founder of Netlog.
- 15:00 Development of a concept of e-participation, reflection upon its characteristics, future vision
- 16:00 *Coffee break*
- 16:30 Challenges related to "e-participation"
Challenges regarding formal and non-formal education; limits of e-participation;
- 18:00 End of the programme
- 19:00 *Dinner*

Tuesday, 17th March

- 09:30 Presentation of innovative practices on e-participation
Presentation of the Netari.fi-project - online youth centre, Tero Huttunen, City of Helsinki
- 10:15 Presentation of the Young Researcher network, Darren Sharpe, The National Youth Agency, Leicester/UK
- 11:00 *Coffee break*
- 11:30 Best practice exchange:
- General sharing on a variety of good practices
- Drawing conclusions from the practices
- 13:00 *Lunch Break*
- 14:30 Thematic working groups on e-participation
- Non-formal education and formal education
- Democracy
- Inclusion
- Threats and opportunities
- 16:00 *Coffee break*
- 16:30 Continuation of working groups

17:45 Feedback in plenary
18:00 End of the programme

19:00 *Dinner*
20:30 Youth Participation Café
(sharing of practices, innovations, further discussions and exchange)

Wednesday, 18th March

09:30 Presentations of the results of the 4 thematic working groups,
Followed by group discussion
10:30 Discussion on recommendations to the different stakeholders' groups (NGOs
representatives, policy-makers, researchers and young people)
Coffee break included in each group
12:00 Posting recommendations in plenary and written feedback
12:30 Adapting recommendations within each working groups and conclusions

13.00 Lunch Break and travel reimbursement

15:30 Introduction to Agenda 2020
15:45 Working groups on recommendations linked to Agenda 2020 and on practical
follow-up
17:00 Presentations in plenary
Feedback
17:30 Closing speeches by Etienne Genet, member of the Advisory Council on
Youth, Council of Europe and Alexis Ridde, Bureau member of the European
Steering Committee on Youth, Council of Europe
17:45 Main conclusions of the seminar by the documentalist
18:00 Evaluation
18:15 End of programme

19:00 *Dinner*
20:30 Farewell Party

Thursday, 19th March

Departure of participants



III. SEMINAR'S SESSIONS AND OUTCOMES

1. *The Concept of Youth Participation - Input by Terry Barber, University of Dundee, UK*

→ Please refer to page 59 for the Power Point presentation.

a. Introduction

A conceptual framework of youth participation is necessary for its development. How to turn rhetoric and language to a genuine and authentic engagement with young people? We need to examine the philosophy and the context. How and where young people participate? And when looking at participation, we also need to look at non-participation: why do young people not participate?

For example in the UK, there is a whole debate going on about the democratic deficit. About how and why young people are simply “off” due to the bureaucratic language and mechanisms which do not motivate them to participate in any way. Also there is to some extent and in some cases a manipulative approach that tends to “skip” young people and consider them as adults but not in a positive sense: rather in denying their right to be young. Adults don't want young people, they want young adults. And this is an experience shared by many colleagues around Europe.

We need to realise that participation is central to democracy, to well-being, to the so-called “global village”. The quote of Kofi Annan on the slide 2 places the young people at the centre of these notions of citizenship, democracy, power and society. Truly Margaret Thatcher thought that “there is no such thing as society”. There is! There is a society that condemns and sometimes tries to domesticate young people.

b. Youth participation and the European legacy

It is important to recognise that there is a legacy; we did not get here without a history. Egalitarianism is central to the European ideal, to the European project. We share notions of justice, freedom, rights, of a common good. We share a will for a society developing into a society that cares about those having lesser opportunities. Affirmative action is central. However, the opposite can happen: in Dundee, we also have a legacy of individualism, which is about looking at the “number 1”, as opposed to sense of common good.

Look at “liberty, equality, fraternity”, the national motto of France: it has a history, a kind of philosophical legacy that goes way back to Aristotle, Socrates, and Plato. Perhaps there is a way for us to reinvent, revisit these notions of liberty, equality, fraternity. When you further explore the term, fraternity is about participation, about making a connection to young people across the world and our own endeavours as well. Equality is about democracy and struggle. For example: we have just celebrated the 25th anniversary of the miners strike. For the first time, people became aware about how much communities were politicised, how people can be oppressed, but also how they can quickly become the enemy within their own community. This is an interesting way to look at the struggle, the claims for democracy and the real challenge related to any sense of rights.

The Council of Europe: how can you differentiate the Council of Europe and the European Union? The CoE is about democracy, human rights, cultural diversity, whereas the EU is more regulatory, more structured, more legislative, and more about economic integration. Some of the work done in Scotland explores economic and social issues. But history tells us that we have walked far too long in this way. We have to balance hard skills with soft skills, or even pay more attention to the last ones. A movement in the UK is exploring social and emotional competences and solid undergoing researches demonstrate how young people can become more “socially intelligent” and readier to participate in the already existing structures, if we do pay attention and if we can value their soft skills.

c. The current context

The current context can be seen as highly depressing, being in the midst of an economic crisis. In a certain way this is a wake up call for us all and we wonder what positive outcomes could we get out of this? Many people are wondering if we shouldn't consume in a different way. Is capitalism in crisis? Has it always been in crisis? This could be a kick off for the debate on participation and how communities participate. The neo liberal context, the market favouring a consumerist approach to young people (creators or consumers): this is how the story went for Jefferson Smith in the UK. Are we in youth work a sort of market place for exploitation? Or can we rather explore the power, the fair-trade, and the extent to which consumption habits can change a government policy?

Social inclusion and exclusion: many of the publications at European level do start from a context of survival and subsistence. There is a need for something to be done as to finally bend spending in favour of those who are unable to participate from communities that are out of the “traditional scope”. Too many times the “underclass” is still considered -in some places at least- as the “enemy”, a class that we need to “deal with”, no matter if in Newcastle, Moldova or Russia. All over Europe we can see people struggling for survival. We urgently need to attend and explore participation, as well as the access opportunities to ICT.

d. Different kinds of education

The related slide (slide N°5) describes the importance to differentiate between formality and non-formality. In Scotland as in many other places this remains being a challenge: funding is driven by formality. We need to consider that young people spend 80% of the time out of school. But still the resources continue to mainstream formal education. There are several examples of projects that demonstrate how much young people “failing” in schools (in formal learning environments) actually succeed in non-formal and informal settings, and to develop projects blending formal and non-formal approaches.

e. Non-formal focus on participation

One of the aspects of non-formality is the volunteering one, which is directly related to accessibility. “Non-formal” also implies an organised process, educational objectives and considers education as a process and not as an end in itself. “Non-formal” is all about life skill enhancement and active citizenship (but perhaps a different citizenship?).

Young people need to “fight” for what is right. And this is also participation: how young people can successfully protest against what is wrong...?

Non-formality is an individual experience, a group experience, a collective experience, and has to be based on these experiences and on action. Nonetheless, reflection is still missing: there is no point to generate experiences and actions without reflecting about those and

cross-checking what is efficient, what works or not, and how it can be further developed.

Looking at the theme of the seminar and at the challenge of the participation, it appears clearly that people need to be connected, to work together, and to participate together. The digital revolution can facilitate this, bring people together (independently if you may see this as positive or negative), and request being active instead of passive. The question is: what changes when people connect? We also have to be aware that whichever process requires sustainability and to see how this is embedded in the community. There is no point to generate a solution that may have an impact and change things if it is not sustainable over time, and people do not feel strong enough to take it on board for themselves.

f. The RMSOS Framework (Rights, Means, Space, Opportunity and Support)

The RMSOS is a really good benchmark focusing on active participation as opposed to solely “active”. Those are nurturing dynamics which can allow creating a better context for young people to participate. In many cases, young people participate on an adult term: “there is not a youth problem, but an adult problem”, a failure of adults to understand how young people participate and do not. The RMSOS framework builds the capacity and the context where participation can thrive.

g. Youth participation and social transformation

The Chisholm & Kovacheva understanding of youth participation and social transformation can be seen as a pro-active process which starts with defining what the process is, looks at resources, and looks at outcomes. In a way, a “What? So what? Now what?” approach? It is about political participation, about how can we get young people to vote? How can we develop a trust for democracy and connect to them things that seem so alien? We need to develop methodologies involving young people and to create the hum young people need to do so.

h. Youth participation, citizenship and empowerment

Participation is about constructing a social order, which describes a sense of morality, values, integrity, which makes people care for other people in their community so that there is a reconstruction process taking place. We need to challenge the difference, which requires knowing about one’s place. We need to challenge marginalisation. We need to challenge as a society. Henry Chiru talks about critical pedagogy: youth participation has to be transposed with a new pedagogy, but more importantly suggests ways of solving some of the problems young people face in terms of poverty. We live in an adult dominated society, which is more about obligation than about (young people’s) rights. And here we may refer back to the question we already raised of the “young adult problem”: is it a youth or an adult problem? For example, we often talk about “empowering young people”, which is not correct. We do not empower them: young people empower themselves! But they have to be given the conditions to do so. Youth work does create a nurturing environment that enables young people to choose, or not choose.

i. Top-down... Bottom up approaches to Youth Participation

(Slide 14) This is a creation, which can be seen as very useful in the UK context and which begins by asking people to think about where they are.

We are all in the “middle engagement zone”, and we respond to a top-down societal policy driven approaches of working with young people. We need to consider how afraid we are

of young people, meaning - in the UK context- a model of “surveillance society” based on fear. We are becoming risk averse. We fear young people instead of welcoming the positive challenge young people can present. We live in Europe with its “top-down” policy driven approach. In parallel, we try to respond to young people, identifying their capacities. The attention we pay to them is the “engagement zone”.

j. Questions and answers

Q: What do you mean when you say that “people can be sued for involving other people into the participation”? Is it the law, or tradition, or...?

A: In the UK there have been a number of serious fatalities, deaths of young people. And this has created a “moral panic”, a fear of getting too close to young people. This is leading to attempts of removing the risk instead of managing it. A risk can never be removed. The dangers, kind of backlash from some of these “test cases” and fatalities have been policies-based on removing fear and protecting oneself.

Q: The approach “is it a youth problem or an adult problem?” is in a way very much linked to e-participation in relation to which there is a big “unknown” field...

A: It is essential for this seminar to look at the adult perception of digital revolution. Most of the adults do certainly not understand what is going on here. And when people do not understand and are taken out of their “comfort zone”, the danger is they start to turn into ridiculous or to condemn something that is useful for the society.

Comment from the audience: It is true, ICT can be really constructive. However we have to consider addressing digital literacy. Many young people just don’t know how to use ICT, and this may raise doubts in relation to “integrating” all kind of young people.

Q: One of the common ways of measuring success (of young people participation) is voting. When you talk about empowering and the fact that young people empower themselves, that they have the choice to disengage if they want to: what kind of measure do you use to measure success in those terms?

A: We are involved in a number of projects and we do always ask young people how they feel, we ask them to reflect about their position and vision after a focused intervention, for example. The best judge in terms of how people can achieve something is people themselves. They can give examples; share about their own reality and about how they have grown over time. Of course there are also a number of indicators for the projects we are running.

Q: When talking about a new pedagogy which has to be used in youth participation: do you have a clear proposal in relation to this, and about how ICT could be supporting it?

A: In a new programme of the Dundee University where we teach about 300 youth workers and when it comes to the structure and the content, we have totally embedded critical pedagogy as a central element. To us this means becoming more politically aware, more politically active, having better sense of social justice, of global justice and injustice. It is about life skills development, and implementation is the only one way. Youth work needs to be more critically conscious about who does or does not participate, and why.

Q: Usually people do not see the big picture or the results of their practice. Would it be a good idea or a rather bad one to use incentive for young people to participate?

A: Incentive is part of the human condition: we are social animals. Some people need to be granted the possibility to celebrate social interaction. The different structures need to respond and enable a celebration of any type of achievement. Rewarding is important, because people feel that there are part of something, of a process, of a success. A sense of achievement is the payoff, however it is done. And youth workers can create this, can

generate for young people a feeling that they can be proud of themselves, that they are part of something.

Q: Wouldn't an eventual young people's "dissident citizenship behaviour" increase the fear of adult in regard to participation and to the interaction with to young people?

A: It has to be brought up; it is a can of worm. Surely the adults won't like it, but what is the alternative? There is an illusion of participation which is formal, controlled and manipulated. We need to challenge that.

Q: Your model of participation is very interesting and talks about "attention area" and this really relates to the individual rather than to the group. Now about the "rights": can you talk about obligations and responsibilities? Can you have rights without those?

A: Young people need to be obliged; this is of course part of the social fabric. Therefore obligations are central. But as Bernard Davies says, you can also look at the disproportion of a policy focusing on fear, on a clear lack of attainment. For example in Scotland we have 32 local government authorities with whom we carried a study as to explore the language of participation. We could not find one single example which celebrated successes with young people. The whole language of people who should better know young people was only about teenage pregnancy, drug abuse, violence, crime. The condemning nature of social policy is awful. We need to face the reality, the fact that young people need to be supported, not condemned. For the moment it is like if the focus is on citizenship as obligation, but the rights are ignored.



2. *History and current trends of e-participation - Input by Kay Withers, Research Fellow, Strategic Research Team, Institute for Public Policy Research.*

→ Please refer to page 62 for the Power Point presentation.

a. Introduction

This presentation is a compilation of a research of the IPPR (Institute for Public Policy Research) about the “Influence of ICT on the participation of young people in society” and other researches from Kay’s colleagues. The IPPR was founded in 1986 and is the UK’s leading progressive think tank, producing cutting edge research and innovative policy ideas for a just, democratic and sustainable world.

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b. Participatory crisis?

There is of course much talk about the participatory crisis facing many mature democracies. In the UK, young people are also turning away from traditional news media - the most common everyday mechanism for maintaining some kind of ‘public connection’ between citizens and representative government.

c. Young people....

Based on these facts we generally move towards a range of conclusions, such as:

- That young people are apathetic, themselves consumed by “consumer culture” which pervades our society;
- That young people have been excluded from the decision-making process and rather than abandoning civil society, have been excluded from it - amidst growing concerns about youth crime, anti-social behaviour, it is certainly the case in the UK that young people have been demonised by the press such that groups of young people are now considered a threat to public order;
- Or more optimistically, that engagement still takes place - that young people are still concerned, interested but that formal routes into politics no longer hold the same appeal - they want to do things differently. As Valentine and Holloway note it is often the case that “young people may well be doing political activity but it might not be defined as such by researchers or by young people themselves”.

Depending on which of these conclusions we accept - and of course two and three are not incompatible - the crisis of participation poses a different challenge.

If we take the first, the challenge is re-engaging young people, re-orientating them towards traditional politics. The second, opening traditional politics and civil society up so that it reaches out to young people. The third, poses perhaps the most significant challenge of all - how does politics itself respond / change in reaction to the ways in which young people now expect to engage? How can representative democracies meet the challenges of direct politics and direct action?

If we are to avoid the crisis of legitimacy that looms large in the future, we need to tackle this with a matter of urgency.

d. The internet as saviour...?

The emergence of the internet from an academic research tool to a tool of domestic, everyday use - in business, services, and personal lives - saw great debate about how it was going to revolutionise politics, for good or for bad. There is still little consensus about how this is playing out and these five main scenarios (*Erosion and direct democracy, Accelerated pluralism, Participatory re-invigorations, Administrative and organisational modernisations, No change*) still loom large in academic and web-activists debates.

Without agreement over this, we never make it quite clear whether we are expecting the internet to “solve” the problem of young people’s disengagement with the political process we already have, or are open to some (whether radical or conservative) process of reforming politics itself.

Nonetheless the internet is seen as at least a part solution to the problem. Contrary to the older news media they are abandoning, the internet appeals to young people - its inbuilt incentives for interactivity are seen as containing a potential for the emergence of new forms of youth participation and culture.

e. The evolving internet

Of course, one of the reasons the impact of the internet is itself not a matter of consensus is that the term “the internet” is used as short hand for a wide variety of services, features and tools. It is not easy to categorise - as per the previous slide, it is at once like every communication tool and like no communication tool.

Earlier debate and research pointed towards the “internet paradox” - the irony that a tool designed to bring more connectivity than ever, actually left us disconnected from each other. Early research presumed negative impacts on well-being because it was thought the internet would foster weak ties at the expense of existing, stronger ones. However, later studies reversed this view, although the popular perception remained.

One of the reasons for this shift is that the most prominently used functions of the internet have changed over time - from primarily entertainment or passive consumption of material, to the dominance of interactivity and interpersonal communications today. The capabilities of the internet have shifted - this is most often characterised as a move from web 1.0 to web 2.0. Of course the internet is all of these things at once.

f. A participatory leap forward..?

We can see how the sophistication of tools freely available -has grown in the last five years or so. From the online equivalent of a newsletter to pictures, to video, to constant communication epitomized by twitter.

What isn’t represented here (see slide 6) is that the use of these applications has also become increasingly mobile - the biggest technological success of 2008 was the growth of smart phones - particularly Apple’s iPhone. Blackberry now offer a pay as you go service - these are not just tools for geeks, early adopters or businessmen but items that are within reach of schoolchildren as young as 10 or 11 even.

g. The web 2.0 challenge...

So a mobile web 2.0 offers massive technological capabilities and huge potential across connected populations - in a very general sense, media is now more democratic and offers

more simple opportunities to get involved than ever before.

We know that people, especially the young people, like it. For example, 70% of 16 - 24 year olds have used social networking sites. Over 50% use them on a weekly basis. Social networking sites account for almost 7 % of all internet traffic, this is growing rapidly... Facebook up 126% from 2006, Bebo 184%.

We know it is sophisticated and entertaining. We know it can grab attention primarily because it is more social and active and enables collaboration...

But amidst this general rhetoric of participation and democratisation we have to ask, can web 2.0 renew public connection? Can it be used towards civic ends? That remains the big challenge

h. The reality - socialising

So what's the reality? What's happening at the moment?

An overview of how young people are interacting and using the internet based on qualitative research was done last year and was split into three broad headings: socialising with friends, information seeking and engagement, civic or otherwise.

While these results are based on UK teenagers attitudes and opinions, looking at other surveys we may suggest that they are broadly similar elsewhere.

Official statistics are only beginning to catch up with the reality of how much time young people spend online, and if not online connected in some way. We found that internet use is in excess of 20 hours a week. During our research, young people reported leaving their mobile phone on overnight so, if they received a text message, they could respond. Almost everything that takes place online, for young people, could be termed as social - MSN (i.e. instant messenger) and social networking sites are the most popular destinations. Young people are communicating with friends, or "friends of friends" which is widely used term and leads young people to huge social networks of hundreds if not thousands of people.

Here social networking sites have really utilised the ambiguity and expansiveness of the term "friend" - does it mean school mate, work colleague, a famous singer / actor / celebrity, someone you've known all your life, someone you met once at a party, someone who was copied into the same viral email as you? For young people it means all of these at once.

This raises some obvious concerns - not least around children's safety: when there are hundreds of people, "friends of friends" within a young person's network, how can their safety be guaranteed? The short answer is it can't, but there are ways to limit risks.

But it also raises other issues which have so far been given less attention: what impact does this level of constant connectivity have on young people's social development which traditionally has emphasised the importance of "alone time" for identity formation and to progress to young adulthood? What impact does instant communication have on young people's attention spans, their ability to listen and sustain in-depth communications? Where IM is concerned, young people report talking to as many as 20 people at once - but does this add up to learning conversational skills as we have typically known them?

We are some way from being able to conclude definitely what the impacts are - Social Networking Sites (SNS) are relatively new so longitudinal studies not available.

We may sound a note of caution to this doom and gloom though - evidence suggests use does decrease once young people enter employment, transition to the next stage of adult life; it is also relatively easy to prevent negative impacts - parents can put time limits on how long young people spend online. At present, it seems they are often not willing to - young people in our research did not report parental limits to length or type of activity online. But once awareness about possible dangers grows - and the traditional media are often very eager to push this kind of story - this is likely to change. Of course we have to be careful not to scare parents entirely so that they remove access altogether...

i. The reality...information seeking

First the positive point: as with other age groups, the internet provides a highly valuable information resource for young people - particularly where school work or research is concerned. For news, they tend to use a combination of television news, and accessing additional material online - but news tends to be of the 'entertainment' or celebrity variety. There is great potential for health information, particularly where embarrassing problems or sexual health is concerned.

In the UK, there is a number of success youth information sites, thesite.org for example, which provide a huge range of information tailored to young people encompassing careers, social concerns, health and so on.

However, we have to sound a note of caution. Young people are remarkably lacking in reflection when it comes to content online, and readily accept the credibility of websites regardless of their provenance. In our research, many young people referred to Google as the site they trusted most, despite the fact that it produces search engine results on the basis of algorithms rather than providing any value judgements as to the credibility of content.

And this raises a number of concerns, not least because of the amount of misinformation that is online, or the presence sites that encourage behaviour we might not want to be encouraged - pro-ana sites or suicide / self-harm website, far right sites for example.

Reputable information sources face a real battle in this so-called attention economy: for those seeking to engage with or reach young people, it is one thing to be able to start a website or blog, it is quite another to attract an audience in competition with corporations and others online.

j. The reality.... engagement (civic and otherwise...)

Many forms of offline participation are mirrored online - there's potentially an even wider range of actions, activities that we could bracket under the heading "participation" or engagement. There is quite a divide between internet evangelists who want to label almost everything as e-Participation, and others who think the majority of action online is meaningless, at best a distraction.

There is some truth to each of side of this - which may again emphasises in a way how similar and yet different the internet is from our previous experience. The offline trend of consumer activism is mirrored and indeed heightened online: engagement with brands is typically very high - young people are not just exposed to greater levels of advertising, but are also engaging in activity which sees them act as "brand ambassadors" for instance by adding branded content to their social networking profiles

Other types of online engagement which we more commonly think of as mediated towards

civic or political realms include website construction (including blogging), viral campaigning, e-petitions - and also hacking which have sometimes been used toward political ends.

- How much do young people engage in this?
 - Going to civic websites etc levels very low;
 - Less than 10% of time spent online (16-25 year olds) spent on civic issues;
 - Creating content - levels very low, fear of being laughed at or bullied.

So despite the potential, the most popular type of civic activity online, just as offline, is signing petitions...

k. The potential of SNS

There are nascent changes afoot linked to the rise of social networking sites. As mentioned earlier these sites - and the tools within them, for instance IM and email, photo and video sharing facilities - are immensely popular with young people. They are central to young people's presence online - are becoming almost a gateway from which other internet use stems. For this reason, in contrast to other creative activities, young people spend quite a lot of time making their page look nice, attractive, interesting "self-advertising" their presence online.

In this, they blur almost every aspect of their lives - school, family, friends, communities (local and otherwise) interests, work, university and beyond. Their pages are at once, both public and personal - characterised by Clay Shirky as public spaces within which private conversations take place. While much of the activity taking place is social in nature, there is a proportion which has a stronger connection to the civic and the political.

For example:

- In the last us election, half of under 30s with social networking profiles used the sites to get or share information about politics or the campaigns;
- There are new methods of displaying civic or political action - most recently, the mass status update has emerged as a way for people to both express their interest or concern around a certain event, but also to join a collective movement - albeit with relatively minimum effort!
- There are a growing number of Facebook groups - which range from the downright ridiculous, to the inappropriate or concerning - for instance pro-anorexia groups - to the overtly political or campaigning. The recent protests by Burmese monks led to the creation of a Facebook group which quickly grew in size, and which served as an information hub or gateway with people sharing information, links and discussing the ongoing crisis;
- Politicians themselves have begun to recognise not only the growth in use of SNS but also the fact that they are becoming increasingly central to everyday internet use. It is now pretty much unthinkable that major political parties would not have some kind of presence on social networking sites.

What does this mean for engagement? Understandably a certain amount of snobbery and cynicism exists. What is this changing? What effect is it having?

We may argue that we need to look at this activity differently and be relatively gentle in

our conclusions. It isn't that anyone should suggest SNS a magic bullet - just as no other application or service, on or offline, before them have been. But we need to be a little more open to accepting everyday talk as important and as a gateway to political or civic talk, breaking down the divide between it and "genuine deliberation" - in a social networking context, the merge of the personal and the private, the social and the political causes this divide to part collapse

We may still have concerns about efficacy, and whether or not any politicians or decision makers are taking any notice whatsoever of what goes on on SNS - the channels for feeding through activities to the political realm are not obvious as yet - but regardless, we may say this activity represents some positive step forward insofar as it is a move towards co-operative activity and could be beginning to work as an informing and mobilising tool for collective action

I. Still some way to go...

Despite that note of optimism we are definitely still some way from reaching potential the internet offers.

On the slide (13) is the rather depressing conclusion of the interim report from the CivicWeb project, hosted by the institute of education in London. Probably some of these problems come back to the fact that we are still not clear: what do we want to achieve, are we trying to change the system or people's attitudes? Or providing a happy meeting between the two?

From the side of formal or traditional politics, the opportunities offered for engagement are limited. Politicians and decision makers are still expecting people to come to them, rather than reaching out to the places young people are at.

The greatest barrier to engagement is still seen as access to technology. This does remain a problem and we certainly shouldn't sweep this aside - but to focus on this at the expense of other factors - for instance the participatory opportunities actually offered and the skills necessary for civic engagement, misses the point.

Here, there's a real challenge for politicians to change their attitude, to up their game and to consider how to offer meaningful opportunities for young people to participate on their terms. If they are serious about re-engagement, this urgently needs to happen.

m. Moving forward....

Probably, opportunities alone won't be enough to spur greater participation. We also need to recognise a more sophisticated vision of engagement, one which does not present each action as all or nothing, each application or service as the magic bullet or entirely worthless. But instead learn value and assess the many shades of grey that lie in between.

We need to recognise that the internet of course does not do away with the need for the skills and knowledge that citizens needed to engage in offline environments. These are just as essential online as anywhere else.

The civic agent needs to know:

- About how he or she can participate;
- A willingness and courage to engage in civic culture.

But we do need to think about how these skills should be developed and honed to take

advantage of the potential the digital media landscape presents us with. We need to take account of how digital, social media works - and how public or civic action can be mediated through it. Certainly in the UK our concept of media literacy is very limited - we largely focus on understanding how to use technical apparatus, knowing how to search for information, send an email and so on - rather than any more sophisticated, contextual, nuanced reading.

But the promotion of media literacy - properly and thoroughly expanded - offers a hugely valuable step forward in beginning to address not only a crisis of participation, but also other issues which policy makers commonly concern themselves with - for instance online safety, trust, as well as the skills necessary for building future creative or knowledge economies.

This set of skills is notoriously difficult to teach - someone standing at the front of the class lecturing seems at odds with the participatory potential we are attempting to celebrate and bring to the fore. At IPPR, we have emphasised the potential of learning through doing - of bringing together schools, community media partners, youth workers and others to provide structured encouragement and expertise to enable young people to create their own media content and to begin to understand and critique how media functions.

This kind of activity of course takes place, but at present is piecemeal, dependent on schools, on the levels of communication between the constituent parts - certainly in the UK we need a much more strategic approach to be implemented with a matter of urgency.

Of course this in itself should not be presented as the solution to all of society's ills - far from it - but it certainly represents a step forward from the position we are currently in: on the one hand marvelling at the expertise of young people online, on the other despairing at growing divides between generations contained in varying levels of technological expertise, varying levels of civic and political engagement and varying levels of interest in the political.

The internet is neither the solution nor the problem: but it can be part of either. We need to take a more strategic, determined approach if its beneficial potential is to be properly realised.

n. Questions and Answers

Q: You mentioned that Facebook played a big role in the US campaign. Has there been research whether it actually rose turn-out or changed the voting behaviour?

A: There are emerging early researches showing that it has been definitively seen as a slightly increasing interest in the elections, and a surely increasing interest on politics on a world wide scale. In the UK people used and uses social networking sites to express support for Obama, even though they cannot vote, and it is interesting to see that people engage even if not through formal measures. One of the problems with such type of research is that everything moves so fast that when you come out with your report, there is something new around the corner. There are some big projects about e-participation in the UK which have a 3-years budget and it is a challenge to say something meaningful after 3 years that may still be considered as useful... There is some evidence, which has to be taken with a pinch of salt and can only be useful for a short amount of time.

Q: It was interesting to find out that e-petition is the most important. How many seconds does it take to fill out one petition?

A: This is a real issue: to which extent can you use ICT to what we traditionally see as a deliberation. The UK has done some work around whether we can build a civic space online, where people can argue and deliberate. In the end it comes back to the challenge that politics is always about compromise, about understanding the parameters in which you make your decisions.

Q: Did you have chance to look at the behaviour of youth organisations and if they use online tools to promote participation?

A: We didn't, because our project was designed at a time when the UK was going through a very in-depth process of particularly thinking about young people's safety online. However the National Youth Agency funded the research, and we have spoken to a lot of people engaged in youth work. We got a sense that what is missing is pulling together the expertise that exist in youth work and the media community, and to bring them into media literacy programmes. For the moment in the UK, media literacy is something the teacher does in between math and English, half an hour of Wednesday. While speaking to people doing this every day and listening to their frustration when it comes to get funding for it, we thought this was a huge waste of potential and that such issue should be brought into the policy agenda in a much more firm and clearer way.

Q: Have you been familiar with the Swedish pilot pirate party? Pirate Party is a regular party, developed around the issues you were referring to, of real life democracy and internet, of intellectual property, etc. Could that be one way of e-participation?

A: Yes. There are examples of such actions. For example in the UK, one interesting thing is the e-petitions website on Downing street n°10, which is based on community online action: you set a pledge and if 20 people join this pledge, you (all) clean your street next Wednesday. The e-petitions website on Downing street n°10 was created by "My Society" to show to the government that e-petitions can be successful. This success has been followed by another similar and huge protest against petrol costs. 3 million of people joined it straight away, and Tony Blair had to e-mail them all back. It moved quickly into the traditional political sphere.

Q: You mention that researched population spend 10 % of the time on civic sites. Now let's see: how much time offline we spend on civic engagement? Also, when we say that if you are not in civic actions that this is "non-participation"? I think it rather means that things have been done before kids spent time on social network site, like playing soccer on the field. This is participation. Even in Facebook you have, as you mentioned, many types of different things that can be done. But only part of it is considered as participation. And to end: did you measure how much activities have been transferred from offline to online?

A: First of all and when we talk about 20 hours a week spent online on civic sites, we have to consider that 10% of it is 2 hours. This is quite a lot of time dedicated to civic activities. Then, there is a tendency to view any action young people undertakes online as participation, but it is not so automatic. We throw out models of participation, but not all participation is equal, and not all participation is civic participation. We have to be slightly cynical.

3. *Future vision of e-participation, "How social networking sites are changing the participation of young people?" - Input by Toon Coppens, CTO and co-founder of Netlog.*

→ Please refer to the page 67 for the Power Point presentation.

a. Introduction

Netlog is one of the leading social network site in Europe and Middle-East and focuses primarily on young people (age 14 to 24). Netlog is the fastest growing and award winning SNS. It focuses a lot of the product itself, on the features and how they interact. Toon Coppens founded the company with Lorenz Bogaert in 2003 (Headquarters in Ghent, Belgium). The team is now composed of 70 people. For more information, visit the website: <http://en.netlog.com/>

b. Netlog

Netlog is targeted to youngsters, aged 14 to 24 years, and has today over 40 million members throughout Europe and the Middle-East. Its ambition is to grow further worldwide, heading to Asia and the United States. Netlog is present in more than 30 countries and available in more than 28 languages, and benefits from investments from leading venture capitalists that are also the lead investors in companies like Skype, MySQL.

c. Internet Users Growth

When it comes to the internet users and the growth around the world, Europe and North America are today at the highest level, but it is highly growing in Asia and Latin America and is a growth ever seen before.

d. Social networking evolution and social networking today

Looking at the evolution of social networking sites, one can say that it is a platform using technology and that people are visiting or using every day. Currently, over half a billion of people use it daily and are active and enthusiastic about the offerings of social networking sites.

Today, social networking is huge and active. Over two thirds of the internet population visit a social networking or blogging sites. And what is more impressive is that the social networking sites cover 10% of the whole internet time. It is the place where young people - and more and more, older people- spend time with friends. These are data coming from Nielsen Online, in 2009.

e. Social networking - a youth specific phenomenon

You can see that currently social networking is pretty youth specific and should remain as such, because it is something typically for young people: they want to engage, engage their friends, develop activities in their social clubs, and get in contact with friends they cannot be physically connected to. When you go to the 8 to 11 years age range, a lot of people are already engaged in social networking sites. Netlog's aim is to develop and provide the right features to communicate in their way.

Netlog wants to build a product primarily targeted to the young people, because we strongly believe that the lives of young people are completely different than the one of adults: the moment you get into regular work, your whole life is changing and gets articulated in a different way.

Based on our statistics, we have an almost 50/50 gender balance, and our primarily age group is the one from 14 to 24. We have older people, but over 70 % is really young on that age.

f. What is participation?

We quote the European charter on the participation of young people in local and regional life, which tells us that to participate is a basic right. People want to communicate, they want to control the world they live in, they want to express themselves, feel and live their ideas in that community. In the online world this means localising each content or every feature on the site. For example, someone from Germany in the region of Munich goes through different experiences, sees a different community than someone in Ghent, Belgium. Or even different ones then for someone in Berlin, Germany. If you want to share ideas and talk about things that are important in your local life, you have that right. This is what social networking sites do: enable people to talk to each other about things that are important for them.

e. User Generated Content

There is a big increase in the time people spend online, and especially looking at the young generation in terms of consumption, consuming behaviour or what type of content they are interested in, they are “consuming”. This shows that young people are growing more in the “user generated content”. They want to participate, and not only through/with traditional content. They spend almost 50% in Media sites.

f. How do Netloggers participate?

On Netlog you cannot only connect with the friends or people you share interests with, but also with brands, with other groups (called clans, and share a topic to talk about. A typical clan can be about a football team, a local band, a music style. Users really like to share content and discuss what is going to happen, or what has happened, to debate around important topics. Currently on Netlog, lots of debates are around “having fun”, but we also see a lot of actions about politics, in a very honest way, as you would share in a pub with friend or with your family. It is not orchestrated, and the users decide themselves what they want to talk about. What is important is the challenge: they want to be challenged, see how their participation makes a difference to the community, and how they can influence or be influenced by an institution.

g. Members' interests

The top 15 interests of Netlog users are defined by themselves. In their profile they can say what is the most important in their lives: music, friends, sport, humour and movies, but also night life, going out and exploring possibilities of growing into a person and finding interest. Our members want to find their own identity.

You can completely customise your profile as in real life like changing clothes or hairstyle. You can “skin” or “make-up” your profile and this is important for most of the users: to be someone online, be someone in your group, be the master of your life. As this is happening in the offline world, it is happening in the online one...

h. How do Netloggers participate? - Examples of success stories

The Tolero campaign is a campaign the Flemish government did on Netlog with the aim to generate debates around the issue of tolerance towards gay people. Indeed in Flanders, a lot of young people were still sceptical about being able to talk about gay people in a respectful way. The online results of the campaign have been staggering and impressive. The government used display campaigns on the side, but also fun, and targeting invitation messages. Through MSN and to bring people to the page, they created shareware content. They made a nice movie and also a skin on Netlog which people could use as their own skin on their own page, as a demonstration of respect and tolerance, being a strong message to their friends: I have respect for gay people and I want to talk about this. More than 6 thousand people have been connected in this campaign and Netlog had over 70.000 visitors. Polling is also something very interesting to do, you can easily post a couple of question and ask people what they think about it.

Another example is a campaign made by "Studio Brussels", a Belgian local radio, fundraising for the access to water in Africa ("Music for Life"), in February 2008. They wanted to raise the profile of this campaign, and bring the participation inside the community. They therefore put a News item on the homepage and they did shareable skins. The radio station is targeted to young people and in one week, they had more than 50.000 friends. A lot of people made comments in their guestbook, wanted to financially contribute. You saw lots of interesting discussions going on, that really helped this campaign, and helped people to communicate and talk about problems in the world.

Netlog is also about having fun, but such messages are nice to see, to note that people participate, reflect, debate...

i. In the Future

For the future you can see a lot of niche social networking sites and communities. And basically, the outcome is data portability: search more and connect with each other. Even if you are not interested "daily" in a topic, it may still be a field of interest for you, and friends will want to know. When we are very passionate for the problem of -for example- too little water in Africa, it might however not be an issue I want to talk every day about. But it is important to bring it up, so people can interact.

Netlog wishes to get to Africa, where mobile services are very important. Not everyone has the luxury of a big screen PC, and the internet is not very widespread. A lot of people use their mobile phone to connect. Data portability is very important. You cannot just use your content on one site. As user you' are in control and you can use that content on different sites. Netlog is therefore very partisan of the open social movement (movement where a group of sites are working together with Google on defining a standard procedure, or standard "api", where people can build applications on social networking sites).

Netlog is also investing efforts in better regulating the social networks, and signed the safer internet pact where social networking sites agree upon methods and ways for people to reports abuses, for example.

Netlog also thinks that social networks will continue to increase and sees it as a very important point for research, especially when it comes to participation behaviours but also to their understanding. It will also be useful at technical level, to more easily define and spot new trends on how people use the internet and how they communicate.

j. Questions and Answers

Q: Do you see any social value in SNS and if yes, which one?

A: There is a huge social value in SNS and community sites, because it provides a new way to communicate but also because you can more easily find out things about people or institutions you are interested in. You can interact asynchronous, without being at the same time online. You can do that in different ways: presenting content, creating content, sharing content, and use this to express, communicate and share ideas. This is definitely something that generates a huge social impact. For example in the Arab countries, where we are also growing very fast, it is quite interesting to see that there is a big difference with the “offline” world and the way the law and the social life is organised around the issue of women. What we see on SNS can speed up the progress in becoming a real democratic and open society.

Q: Could a public institution use Netlog to find out a solution to a problem of public concern and if yes, how?

A: Public institutions should be active and participate in social networking sites. For example in Belgium, Child focus wants to be active through Netlog and participate in the debates. We can observe that some discussions are not the type of discussions we as adults would want young people to have, but they are still about what young people think about. For example suicide is a topic that we, as adults, do not like to address in an open way. But young people want to talk about it. It is therefore very interesting and important that institutions do not only look at the debates happening in schools but also in social networking sites. This is their responsibility. In SNS the barrier to communication is low, and it is crucial that it remains like this. And this is valid talking about non-profit organisations, institutions, but also about brands. SNS help them to better interact with the consumers and to define their marketing in a new way.

Q: We saw examples of two governments’ campaigns that have been launched through Netlog. Do you have examples of campaigns initiated by young people that had an impact, such as the “I masturbate” one?

A: Yes, this is a good example of the type of campaign young people have launched. Through “I masturbate”, what they wanted to say is “it is also OK for girls to talk about masturbation”. They wanted to share about this issue and demonstrate that this should not be a taboo. In the offline world, this brought them to create T-shirts.

Q: When you started Netlog 6 years ago, you and your colleagues had obviously an idea about what SNS and social community should be. While implementing this idea and getting feedback, do you think today that the users do shape these online communities not only in terms of content but also in terms of “concept”?

A: Netlog did not start as a community site, that didn't really exist at that time. What we created was just a site where you could create your own profile, upload your information and share it with friends in an easy way. The idea was that you have information you wanted to share, and share URL with friends to chat, etc. Chat at that time was through IRC, a text-based text client. What we have realised throughout the first weeks is that people didn't use so much the chat, but started communicating on the site itself. Again as I said, at that time SNS or friends network wasn't invented yet. So we did not create this new trend, users did. They made Netlog being a community site, while we only created a profile site. So definitively yes, people change the use of the site. And this is very interesting for a company like ours, because you have to look at the use pattern and shape the site according to what people want and need. We cannot shape the user's behaviour. We can provide some tools but we cannot define the way people will use them.

Q: Have you experienced any differences in the use of Netlog between the younger and oldest users? And if yes, is their approach different?

A: Yes, we definitively notice differences, and they are very logical ones. The youngest users are more about personalising their pages, adding avatars or pictures. The older users are more about communicating, sharing things happening in the offline world, sharing events, etc. Our approach is to give different age groups different tools and spaces to share what is important for them.

Q: How can we ensure that disadvantaged children can participate actively?

A: This is a very interesting and important question. This can happen by making sure that broadband internet is affordable and accessible to everyone, so are PCs and related material. Governments have a big role to play in that, providing schools and local communities with the adequate structures and materials. In Europe as in other regions, the situation is getting better. The world should see the benefits of having a disadvantaged population connecting and participating.

Q: Did you have specific aims or goals when you started Netlog? If yes, were your aims fulfilled and what were the problems and challenges along the way?

A: To be very honest, it might sound naïve but we started the site because it would be of an added value for the friends we knew. And it turned out to be so. Through our friends came the “friends of our friends”, and their friends, etc. After all, the aim is to build something that helps the society and that shows that people matter to you. Look where we are now: over 40 millions members, and members we cannot really “grasp”. It is great to see that you create something of high value to so many difference people in so many countries, in so many cultures.

Q: How do you become a member? Do you have to subscribe?

A: To become Netlog member, you have to subscribe, create an identity. You join the community, you go through a registration process and then you are a member. That's basically it.

Q: Is Netlog accessible to every user and compatible with screen readers for subtitling?

A: Netlog tries to be accessible to everyone. The screen letters' size can be adjusted. It is also accessible through a lot of mobile phones for which we have different applications developed. Therefore people who do not have a PC can still access it with their mobile phone. When it comes to pictures, we found it important that they are quickly accessible and visible on every screen size. Still and obviously, it helps to have a fast connection.

Q: Can you give an example of a successful e-campaign in a poor or developing country?

A: Unfortunately not, not through Netlog as we haven't done that yet. The reason is that we are very much product oriented. Meaning that we first create a product, and then test it. In terms of campaigns, this is what we did with the two Belgian examples we gave. For those campaigns to be developed, you need to work together with the structures or the organisations, explain them how to use the platform. We will also soon launch a brand service page where you can create your brand page and to do so, you won't need to pass through a dialogue wit the Netlog representatives. I am sure that in the future we can see more e-campaigns. But it is a matter of time and of developing our product.

Q: Based on your experience, how much the offline life f young people will be replaced by the online one? By Netlog?

A: This is a question we often get. And basically the opposite is happening. Young people do not replace their offline life by an online one. They are living both. They use their experiences offline to feed in the things they discussed online. It is an extension of the offline life.

Q: Do you think that Netlog has an educational role in terms of citizenship or values? Or is it just a platform?

A: We do have a lot of responsibilities. We take our moderation task very seriously, we work together with local governments. What happens in Netlog is a translation of your offline life, and we apply the same rules. The difference is that what is happening is not only valuable to some people, but to everyone. And therefore when you create an event for 40 million people, you need to pay a lot of attention to the impact it has. We however notice that users go through a self-regulation process; they tell other people how to behave. We as Netlog have to keep up our promises and give the right to participate to everyone but being aware of our responsibility to do this seriously.



4. *Concept and challenges of e-participation: outcomes of the working groups*

Based on the different presentations and the related questions and answers exchanged with the experts, but also based on their own experience, the participants have been requested to reflect upon e-participation, bringing together theory with practice. To guide them, they were given a series of questions:

- What e-participation means for you in your work/ in your context?
- Which forms does it take? Does it motivate young people to take action and to initiate social change?
- What are the current challenges to e-participation in your context?

Below you can find a compilation of the results of their work.

→ Please refer to the page 71 for the full reports.

a. The concept of e-participation

Following a brainstorming and exchange process in working groups, a group of participants fine-tuned a concept of e-participation, however highlighting the challenges linked to such process.

Difficulties in defining e-participation:

- Different backgrounds among the participants;
- Different experiences among the participants;
- New concepts / breaking new ground;
- Process, (e)-Tools, Space?;
- It is an evolving concept (work-in-progress approach);
- It includes and excludes.

Definition of the concept of e-participation:

E-Participation is variety of additional bottom up and top down e-tools that, as an active and/or passive process, leads to a common voice which can motivate and empower young people to act for social change.

It is open space for participation and getting involved in civil society and decision making processes, while not replacing the traditional offline ways of participation.

b. Which forms does e-participation take? How does it eventually motivate young people to take action and to initiate social change?

The principal forms of e-participation commonly identified by the different working groups were:

- Information-sharing blogs;
- Youth radio and TV;
- Opinion polls;
- E-newsletters;
- Forums;
- SNS communities;
- Interactive website for European Elections Campaign;
- E-learning;
- E-schools.

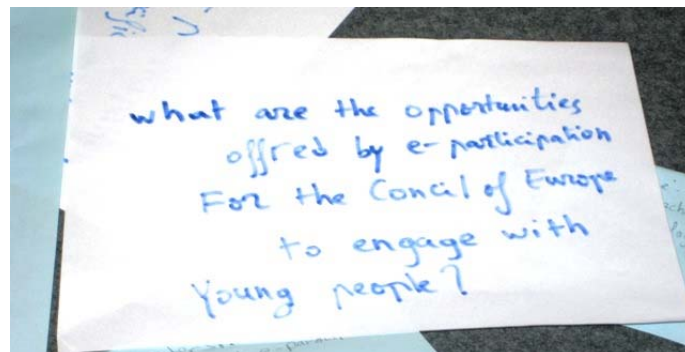
Some essential elements commonly seen as a way to ensure e-participation being meaningful as well as a way to motivate young people to take action and initiate social change were:

- Inclusiveness:
 - Access to technologies/internet: in order to be able to participate actively, all young people should have equal access to information sources, whatever their social background or geographical location;
 - E-accessibility: websites should be accessible to disabled young people (e.g. blind, hard of hearing) and must be designed accordingly;
 - Digital literacy: all young people should have the knowledge and skills to actively participate online;
 - Young people should be engaged in the design, the evaluation and the implementation of interactive systems and interactive environments.
- Generative themes:
 - In order for e-participation to motivate young people to take action, it should be about specific themes which enthusiasm and interest.
- Privacy - legality:
 - The development of valuable and socially responsible technical applications should be guaranteed.
- Community of interest:
 - In order for e-participation to be meaningful, young people should participate in/build a community of interest, which could also become a community of practice in the offline world.
- Non-judgemental participation:
 - E-participation may take place in many different ways, different places and different times and one has to avoid being judgmental on what is or not e-participation, as criteria might evolve.

c. What are the current challenges to e-participation?

The generic challenges of e-participation commonly identified were:

- Lack of access/accessibility:
 - Access to internet is not always easy for young people;
 - Websites are not always accessible (especially when talking about disadvantaged and disabled young people);
 - Need for a better definition and efforts to shape the flow of information in the digital era by e-policies, in order to take under control the huge potential e-participation is offering.
- Lack of digital/e-literacy and the use of it:
 - Lack of IT skills → barrier to engage online;
 - Lack of an “e-participation education” and of human resources and economic investments related to it;
 - E-participation should be an integrated part of educational groups at formal, non-formal and informal level;
 - Need to develop an understanding of the various social applications as well as their interrelationships with social, political, educational, economical and cultural context.
- Generational challenge:
 - Young people tend to use the internet more intensively than the older generation. This may eventually increase the generational gap, but can also be an opportunity to bridge between different generations.
- Threats to e-privacy/e-safety:
 - All actions online can be recorded and threaten the privacy of young people.
- Lack of user-friendliness:
 - Need to adapt the contents to the target group (youth-friendly);
 - Foreign languages → English remains the mostly used language and this can result in excluding many young people.



5. *Presentation of innovative practices on e-participation: the Netari.fi-project - online youth centre, Tero Huttunen, City of Helsinki*

→ Please refer to <http://www.slideshare.net/Tero2/netari09b> for the Power Point presentation or to the NWP09 Blog: <http://drop.io/NWP2009#>

a. Netari in some words

The Netari.fi project started noticing that usually the online gatherings happen involving big groups. As there was no youth work in online environments, the youth department of the City of Helsinki had the idea to go on the internet.

The aim of the Netari project as such is to develop youth work on the internet and to create a nation-wide coherent work model and working culture.

b. Some key information

- The project started in 2004 involving 4 municipalities of the Helsinki area, 18 at the end of 2007 and about 23 nowadays, with more to come throughout 2009;
- In 2005, the virtual youth house Netari has been launched in Habbo;
- Netari is now part of the 2007-2011 Finnish government's Child and Youth Policy Programme;
- The Helsinki Youth Department is responsible for centralising, coordinating and developing Netari;
- It involves about 55 youth workers (not all on a full-time basis);
- The workers meet twice a year, their supervisors once a year;
- Daily feedback and data gathering are done by the workers every evening;
- Netari cooperates with the City of Helsinki Social Services Department and Health Centre and the City of Oulu Police Youth Crime Unit;
- The Habbo youth house:
 - is open 4 evenings per week;
 - has about 800 visitors every opening evening;
 - workers talking to about 10% of the visitors daily;
 - the public is composed of 60% of girls and 40% of boys;
 - Average age is 12/13 years old;
 - The actions in the virtual youth house as well as some offline ones are managed by 16 trained peer tutors aged from 15 to 19 years old;
- The "Netari-chat" is part of the IRC Gallery (the Netari-chat had 40.000 visitors in 2008, opens 3 evenings per week and has about 600 per evenings nowadays, with a gender-balance public with an average age of 16 years old);
- High visibility and very positive impact;

- The objectives for further development are:
 - Expand the peer-tutor activities;
 - Have an “online coffee-room” to facilitate the work as a development tool for the youth workers;
 - Increase the funding;
 - Have a national online multi-professional youth centre by the end of 2009.

c. Questions and Answers

Q: How do you involve the young people to become peer-tutors? How do you train them? How do you develop confidence towards their ability to manage somehow difficult situations that can face your young visitors? And taking the example of Habbo: how do you agree on the way to go online and on the main topics young people want to talk about?

A: The topics of what young people talk about are for us the basic things they talk about everyday, in “normal” and real life environments. For example in Habbo, they talk about school and family life. Of course problems can happen, such as cyber bullying and if so and especially in a public discussion, things it has to be taken seriously. But this is not the majority. There are many positive sides of online discussions that do not necessarily happen in offline ones. For example, for the youngest ones, about how is school going, if some exams are giving them a hard time, etc. The older generations talk about friends, about getting their own apartments, etc. If you are familiar about this, you can talk about it on a “peer-to-peer” approach. In Netari we have forums, we communicate with our visitors on a daily basis, and we meet them online. And we notice that they come back, more and more often. If some usual visitors want to become a peer tutor, we train them. The training involves basic social skills, communications competences.

Q: In relation to the mentioned online surveys, how do you collect feedback from the users? What are the tools you use and what kind of feed-back do you receive?

A: The services on netari.fi are all based on users’ feedback. We do survey at least once a year the target groups and we use their feedback to improve our way of working and further fine-tune where we are heading to.

Q: How much has been marketing involved in the launching process of nefari.fi? Then and because this is a very good example of a best practice, would you have any advice to consider about what went wrong and that went well?

A: In Habbo we don't use marketing at all and we have been careful about this. And any information we share with the users when working in Habbo are about the activities organised in there or in the IRC gallery, not anywhere else. We don't want to do more marketing. Then, lots of things have failed and lots of things have been successful. I think that in general what we need to take care of are the resources. When you go online, you have a certain responsibility of the service you offer, and you can't just remove it “just like this”. So you need to be sure about what you're getting into and what you're offering and sharing.

Q: How did you first advertise the website when you launched it?

A: We didn't advertise netari.fi at all. It is more a tool for our peer tutors, and they tell about what is happening in Habbo. We use netari.fi only as a page to link other SNS sites. For instance to the IRC gallery, to what is happening there, what we offer, the news etc. But this is not in netar.fi, for the simple reason that it is better to share such information in environment that are already known, and not in a new one.

Q: As far as we can see, this is a good example of e-government services targeting young people. However it is not clear how are the young people are involved? How they participate in the evolving process of this mechanism? If a youth organisation or young people are included in the decisions, when there are taken, whether police is involved as well, who decides about that, etc? Then if 10% of the country is involved in this system, this may mean almost half of the youth population: would it be a good channel to provide other e-government services, the information of e-government services to young people, so they can be involved in other areas of decision making (as youth policy is not only health services)?

A: We decide with the young people who “come to work”. The involvement of the web nurses came from the expressed need: we had so many health related issues that we went for the option to involve them directly. When the teenagers are involved, they also plan and generate the actions... We are the provider, we provide the space and the tools, and we organise the activities according to the needs.

Q: So would you consider it e-participation or providing e-services? And what does “netari” mean?

A: Netari doesn't mean anything; it was just a word that came up: we needed a domain name, and netari was the first thing that came up to our mind ;-) Then about the e-participation or e-services: it is a good question. We are somehow on the border between e-participation and e-services. This year, we are planning cooperation with the Finnish broadcasting corporation, a non-formal media.



6. *Presentation of innovative practices on e-participation: the Young Researcher network, Darren Sharpe and Daniel Crawford, the National Youth Agency, Leicester/UK*

→ Please refer to the page 76 for the Power Point presentation.

a. The Youth Researchers Network

The national youth agency is a British NGO that operates somehow like a think-tank. It works around research and advocacy, and is positioned between the central Government, the local one and the local young people. The Agency supports that policy development and the related implementation which circles around, and makes sure that young people voices are included in the debates.

The young researchers network, as its name indicates, focuses on research. Doing research is not a soft or fuzzy activity. In the UN convention of the right of the child, the young public has the right to properly conduct research concerning them. The art.13 focuses on the right to receive and give information, the art.17 is about the right to have information, to benefit from a social and spiritual well-being and the art.12 underpins these articles, identifies that young people have the right to express their views on all matters that affect their lives.

b. How is this applied in the British context?

In the British context this has been translated into the children's act in 1999, where all public services tackling young people do actually involve and consult them. How services are shaped and delivered and the policy of services? That could be in schools, in youth centres, and in hospitals. So historically, in Britain and since 1989, it has always been groups of young people doing research, practitioners asking young people theory points of views, and to the real high end, to conduct their own research on matters they want to research about.

So the National Youth Agency wanted to seize on this and make sure that there would be a group of researchers out there. This was also on the empowerment and participation agenda: to bring these groups of young people together, to ensure that young people are using evidences to help build decisions. It is therefore an evidence-based decision to contribute to policy and service development throughout the UK.

c. What is the mission and how does it work?

The mission statement was to value, support and encourage research led by young people and empower them to raise their voice on matters that affect their lives.

In terms of e-participation, this means a face-to-face network as well as virtual one. The virtual strategy is in three strands. Start off with the broadcast, there is a static website in the Agency, with several pages where regular information and resources on there for people to consume can be uploaded. There is also an e-newsletter (every 3 months) people can register to. Then there are as well interactive platforms and discussion groups, Google groups, all targeted to the practitioners as to enable them to have discussions. Those can be practical issues around research or around recruitment. At the end, it is up to the users to construct their own messages. There is also a blog, designed for the young people as a kind of message board. They can share issues and concerns about research and answer

their own questions. That is what the network is about. Not the Agency telling the young people, but the young people sharing their own experiences. Another element is “delicious social bookmarking”. This is for them to create a tag, and sharing it through the network. The “Facebook style” was also tried: again and similar to blogging, this is a platform where young people can meet online, share experiences and stories, and for people beyond the network, to contribute and add to the discussions as well.

d. How did it start?

It started in September 2007. This is actually the end of the first funding stream, the pilot phase. It started by having a scoping exercise, to look at what is out there, what services provisions are out there, what kind of social networking are out there that we can learn from those.

So a Steering Group was established, made up of young people, professionals as well as ourselves. Therefore the young people in the broadest sense were participating from the initial stage, able to contribute to what they found useful and what kind of services they wanted to have. Once our mandate the services have been defined became the advertising part towards youth services, looking for 15 partners... and 43 applications have been received in total. A selection was therefore needed to size it down to 15. The criteria to do so was to try to have a real mixture of experiences: established groups, groups of young people competent in research, some that just started off, some large organisations, and some smaller organisations the Agency works with. The groups were made up of young people with mental disabilities, physical disabilities, gypsies, young people from local communities, dealing with local re-generational issues, but also of young people that we could call “the usual suspects”, meaning part of the UK’s youth national organisations, able and competent, as well as members of the UK youth parliament. In total, a big mixture of young people bringing in their talents and insights.

These groups then went off and did research on four key areas:

- Health and social care;
- Identity and representation;
- Positive activities (informal activities);
- Aid crime and social justice.

Once identified the 15 partners, a meeting was organised with all of them though a launching conference, which was the first face-to-face network opportunity and in relation to research, this was very important. Varied workshops have been organised, but also several online services. Everybody had a taste.

Once the conference was over, the groups started to do background research and all came with an issue. In Daniel’s case for example, it was a review process: people in care have to have an annual review to plan the next year of their lives. This research process took a month or two, and then the 15 partners applied for a grant (all of them were guaranteed financial support from the Agency). It was important for them to go through a “grant application” process to ensure a certain sustainability, because in our field, this is how you get funding. In the grant application the partners could bid for electronic information or any kind of it support they needed for their own IT agendas and virtual work. The awarded grants have been paid incrementally over an 18-month period.

Parallel to the launching conference, a training package was also developed. That package took place on a few different levels: to start, the grant could cover trainers to come in

(some of the projects used that opportunity). Training from the start to the end of the project was also organised, from dividing a question to presenting the research finding. The training could be around issuing pieces of technology, or around research methods, ethics, and dissemination strategies.

All in all we are talking about 200 young people spread throughout the country, aged between 14 and 18. The groups carried on various online surveys (directed to young people) for five to six months where they surveyed young people. Everybody who completed the survey could win an ipod.

In November 2008, another gathering conference has been organised, where policy-makers were invited, and where all the invited policy projects and recommendations have been presented.

Q: (to Daniel) You wanted to present your research in a fun way. So how did you present it?

A: Instead of just presenting the report, we used a DVD made a film that showed how we did it and made a quiz to get the point across.

Q: How are you trying to get feedback from those who are not familiar with the techniques you mentioned?

A: We were very much aware about this. As we tried with a large range of young people, a lot of those were not that familiar or skilled with e-tools. So we offered training for them to feel more confident in using those tools, and we make sure to go through evaluation and constant feedback, to adjust and continually tweak the online services.

Q: (to Darren) You mentioned about the reliability of the data from online surveys. Could you give some advice how this could be ensured, what do you do for this?

A: That's a very difficult one. If you go down the online survey, you rely on participants telling the truth. Even if you do face-to-face survey, there is no way of guaranteeing. You must be conscious of those errors. You can compensate by using other methods along the surveys. From the survey information you could run focus groups for example, or other types of polling, and then you can test your findings.



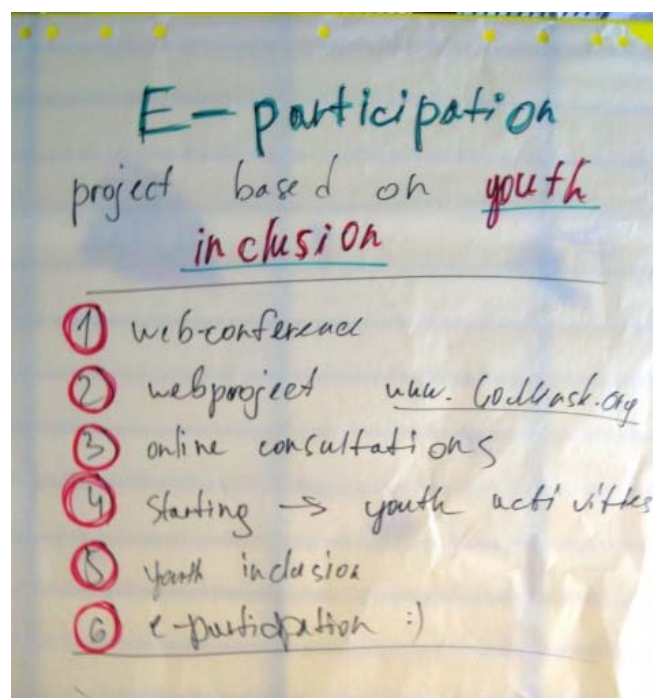
7. *E-participation and non-formal education/formal education, and Democracy, and Inclusion, Threats and opportunities: main outcomes of the working groups & recommendations for Researchers, Policy-makers, youth organisations and young people*

Taking into consideration that the overall aim of the seminar was to explore different ways of e-participation and to develop strategies on how they can be implemented in youth work, youth research and policy, group discussions took place on the relevant key topics such as:

- e-Inclusion;
- e-Democracy;
- Non-formal and formal education;
- Threats & Opportunities

The groups came up with a list of thematic recommendations, tailored to specific target groups and stakeholders.

→ Please refer to the page 82 for the full reports.



8. *Recommendations for the Agenda 2020*

Taking into consideration that one of the objectives of the activity was to make recommendations on how e-participation can support the implementation of Agenda 2020, participants have been working on such recommendations, categorizing them into those relevant for policy-makers, researchers and youth organizations.

a) General recommendations

Access to information and knowledge is a pre-requisite for full enjoyment of human rights, especially for young people. Equality is a core pillar in democracy.

As long as the digital divide exists at geographical, socioeconomic, generational and cultural level, and as long as equality of access to internet is not guaranteed, e-participation cannot support the development of democracy and human rights.

All strategies and decisions around e-participation need to be developed and implemented in co-operation with all stakeholders. Young people should be involved in the agenda setting, implementation, preparation, evaluation and follow-up process.

b) Recommendations for policy-makers

Recommendations	Link to Agenda 2020 priorities and approaches
To develop a legal framework and the necessary mechanisms for e-participation in accordance with human rights. This legal framework should ensure an inclusive approach towards e-participation and e-democracy. E-participation should be mainstreamed and linked to other priorities (i.e. environment, reducing poverty, employment, and education) and implemented at European, national and local levels, including the Council of Europe and all other political institutions.	<ul style="list-style-type: none">▪ (1.1) Promoting young people's active participation in democratic processes and structures.▪ (1.1) Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives.▪ (1.3) Supporting the integration of excluded young people.
To provide possibilities for e-participation (e-democracy) through using ICT tools with transparent information on decision-making processes, current agendas and possibilities to suggest, comment, discuss, vote and evaluate them in diverse ways using e-tools.	<ul style="list-style-type: none">▪ (1.1) Facilitating the access of all young people to information and counselling services.
To promote e-participation programmes targeting (socially, economically, geographically, physically) disadvantaged young people and favouring their inclusion.	<ul style="list-style-type: none">▪ (1.1) Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives.▪ (1.3) Supporting the integration of excluded young people.

To allocate sufficient funds for training in the field of Information and Communication Technologies in formal and non-formal settings, in order to increase ICT literacy among young people.	<ul style="list-style-type: none"> ▪ (1.3) Ensuring young people's access to education, training and the working life, particularly through the promotion and recognition of non-formal education/learning.
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c) Recommendations for researchers

Recommendations	Link to Agenda 2020 priorities and approaches
To develop studies regarding the ICT skills of young people, as well as their participation, motivation and behaviour in decision-making processes both offline and online. The outcomes of the research could help policy-makers to make e-participation more effective in order to sustain the development of democracy.	<ul style="list-style-type: none"> ▪ (1.1) Promoting young people's active participation in democratic processes and structures. ▪ (2.10) Youth research and co-operation between youth researchers and policy makers in order to promote evidence-based youth policies and support the work of practitioners in the youth field.
To do research regarding e-participation programmes and its best practices in member countries of the Council of Europe and beyond.	<ul style="list-style-type: none"> ▪ (2.10) Youth research and co-operation between youth researchers and policy makers in order to promote evidence-based youth policies and support the work of practitioners in the youth field. ▪ (2.11) The realisation of studies, publications as well as educational and training material in order to support youth work and policy.
To support research on e-participation focusing on the inclusion of vulnerable groups of young people.	<ul style="list-style-type: none"> ▪ (1.1) Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives. ▪ (2.10) Youth research and co-operation between youth researchers and policy makers in order to promote evidence-based youth policies and support the work of practitioners in the youth field.
When doing research on e-participation of young people, researchers should work in interdisciplinary teams of researchers (ICT specialists, sociologists, political scientists, economists, etc.) and co-operate with practitioners in the youth field and policy-makers.	<ul style="list-style-type: none"> ▪ (2.10) Youth research and co-operation between youth researchers and policy makers in order to promote evidence-based youth policies and support the work of practitioners in the youth field.

d) Recommendations for youth organisations

Recommendations	Link to Agenda 2020 priorities
To increase awareness about the importance and opportunities of e-participation among young people, e.g. through interacting with mass-media and other relevant stakeholders (NGOs, public institutions, etc.).	<ul style="list-style-type: none"> ▪ (1.1) Facilitating the access of all young people to information and counselling services.
<p>To ensure the value, impact and visibility of all e-participation programmes developed by youth organisations by:</p> <ul style="list-style-type: none"> - involving young people's social partners (such as parents, teachers, peers...) in the planning and implementation; - making sure that these programmes lead to social change and offline action within young people's communities. 	<ul style="list-style-type: none"> ▪ (1.1.) Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives. ▪ (1.3) Ensuring young people's access to education, training and the working life, particularly through the promotion and recognition of non-formal education/learning.
To try and set up a common ethical code for e-youth participation amongst European youth organisations.	<ul style="list-style-type: none"> ▪ (1.1.) Promoting equal opportunities for the participation of all young people in all aspects of their everyday lives.
<p>To foster the inclusion of disadvantaged groups of young people by:</p> <ul style="list-style-type: none"> - organising projects that increase their e-participation capacities; - making sure that e-services and trainings provided by youth organisations are user-friendly and accessible for all social groups. 	<ul style="list-style-type: none"> ▪ (1.3) Supporting the integration of excluded young people.
To establish an e-component in traditional projects of youth organisations (e.g. website for dissemination of results, exchange of opinions, best practices).	<ul style="list-style-type: none"> ▪ (1.1) Facilitating the access of all young people to information and counselling services. ▪ (1.3) Ensuring young people's equal access to cultural, sporting and creative activities.
To organise educational activities in which young people share/pass on their ICT competences (to peers and older generations).	<ul style="list-style-type: none"> ▪ (1.3) Ensuring young people's access to education, training and the working life, particularly through the promotion and recognition of non-formal education/learning. ▪ (1.3) Encouraging intergenerational dialogue and solidarity.
To develop a best practices booklet on e-youth participation projects.	<ul style="list-style-type: none"> ▪ (1.1) Facilitating the access of all young people to information and counselling services.

9. *Proposals for follow-up*

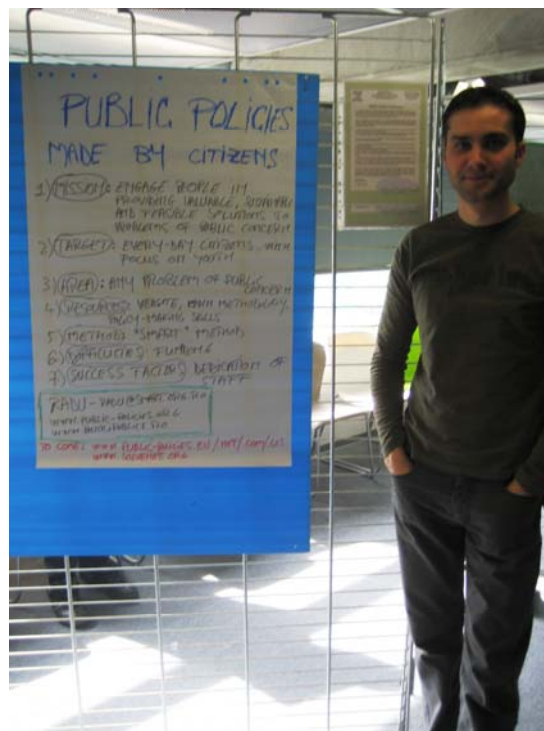
At that stage of the seminar, the participants have been analysing various aspects of e-participation and developed recommendations for NGOs, policy makers and researchers.

The follow-up is a crucial moment in the programme: organised and planned well, it can ensure a long-term impact but should also be seen as an opportunity for participants to reflect upon and share their plans for networking and communication after the seminar.

As one of the objectives of the seminar was also to transfer of the learning outcomes to the participants' realities and for them to reflect on making a concrete contribution to the development of democratic, inclusive, transparent and empowering e-participation, the group working on the follow-up came up with diverse suggestions to be implemented at different local, national and European level:

- “Public policies made by citizens in Europe”: Having a website similar to <http://www.public-policies.org/> and www.politicipublice.ro but targeting problems in Europe (domain name already taken, www.public-policies.eu);
- “SolveNet Europe” - more educational online citizen engagement and policy making tool, based on online working groups. The methodology is already developed (domain name secured at www.solvenet.org);
- Have another CoE seminar about more practical e-Participation issues. For example to give recommendations on how to put all these ideas into practice;
- Think about web-accessibility, open-source software etc. Go deeper into the practicalities rather than about ideas and concepts. A follow-up on the technical/practical aspects on e-participation;
- Ask for funding opportunities at national/local levels;
- Apply for a grant of the European Youth Foundation & Youth in Action programmes;
- Develop a book or a document to disseminate the results of the seminar → useful for the CoE but also for all stakeholders and diffuse all the ideas we had here during the three days;
- SALTO Participation will definitely set up an e-learning platform to share good practices to foster the pedagogical process on e-participation;
- SALTO Participation will reflect on possible training on e-Participation and e-Democracy in the coming months in the framework of the Youth in Action Programme;
- SALTO Participation would collect as much as possible good and bad practices to spread among all stakeholders to foster the quality of projects;
- Follow-up among the participants of the seminar and know what they have done with the results of the seminar;
- Have a e-learning platform to share good practices, tips, examples about e-participation, e-democracy;

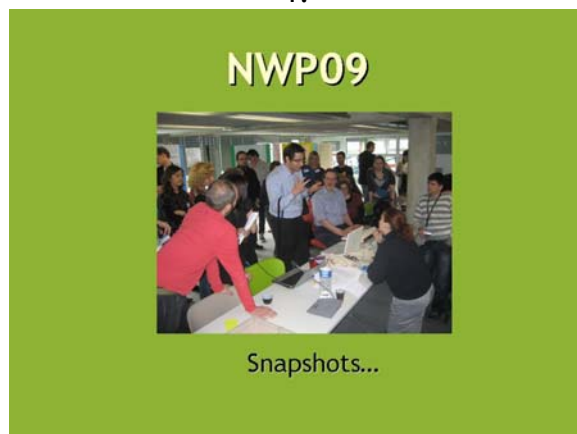
- Put forward the creation of an e-European youth forum to share ideas and create a safer environment, have a map of the virtual world;
- Create an online environment for teachers to share best practices about ICT and school, with possibility for students to comment;
- Have an “Easy Tour”: meeting at schools, cities and involve children in online discussion and production of materials to: influence industry; sensitise peers about e-Participation; involve them to spread info; involve teachers in the process;
- Use inclusive e-Participation to better integrate young with disabilities within the disability movement;
- Disseminate the recommendations to raise awareness about what e-Participation is;
- Encourage the involvement of the members of the participating organisations to take actions in favour of inclusive e-Participation → impact at local/regional/European levels;
- Influence policy-makers at European level about the importance of inclusive e-Participation.



IV. CONCLUSIONS

What follows is a short presentation of the main outcomes of the seminar, which took place during the last session.

1.



2.

A green slide with the title "Background" in white bold text at the top. Below the title, the following text is written in white: "Youth participation is one of the priorities of the CoE and puts the emphasis on the **access** of young people to decision-making, **citizenship education**, **sustaining the role of youth organisations** in the development of democratic participation."

3.

A green slide with the title "Background (2)" in white bold text at the top. Below the title, the following text is written in white: "«Participation of young people in decision-making and actions is essential if we are to build more democratic, inclusive and prosperous societies»". Below this, there is a bulleted list in white:

- Charter on the Participation of Young People in Local and Regional Life
- Symposium "Participation in all its forms" and related
 - Agenda 2020

4.

A green slide with the title "You also somehow agreed that..." in white bold text at the top. Below the title, the following text is written in white: "Adults (and politicians) have developed a fear of young people, do not totally understand and grasp what is going on and therefore resist to these changes and develop counter-productive policies." Below the text is a small photograph of a person in a white costume standing in front of a building with a sign that says "LOVE YOU".

5.

You've been saying that...

- Participation is KEY to democracy,
- Young people want to have a say, they want to participate and be actors of social change and they have the RIGHT (and the responsibility) to do so,
- We need to challenge the difference, to challenge marginalisation, to challenge the society we are part of, and everyone has to be included in that process.

6.

You've been wondering about...

- ... What does eparticipation really mean?
- Would eparticipation be an answer to the need for a further move towards a greater and more efficient participation of young people?
- Would eparticipation automatically lead to edemocracy, einclusion, eEducation?
- Would eparticipation not mean an online world growing faster and overarching the offline one?

7.

Yes, eparticipation is positive! Because...

- It offers a possibility to act, to change,
- It is open and inclusive (but...),
- It fosters creativity and innovation,
- It has no limits (but...)
- It offers a fast and wide access to information (sharing and looking for)
- It allows young people to empower themselves
- ...

8.

However, we need to highlight that...

- We are facing an increasing geographical-generational digital gap,
- Exclusion remains a reality, even online,
- There is a lack of political and financial support to ICT literacy and eparticipation processes,
- An online community may be a community of interests but does not necessarily have a social dimension,
- There is a lack of transparency, of safety,
- ...

9.

In an ideal future...

- Full ICT literacy,
- Full access to ICT for everyone and everywhere,
- Several standards (ISO, legislations) guaranteeing safety and avoiding manipulation of data,
- Bottom-up approach in eparticipation projects,
- Higher political and financial support to eparticipation,
- No border anymore between the offline and the online world: we'll all be part of a big community (but...)
- ...

11.

My question to you is (food for thoughts):

You almost all mentioned the parallelism between the offline world and the online one («the same things happen», «you concretely participate in both», «there is no border and the same type actions are possible, they all have an impact»... Is it therefore coherent to state that eparticipation does NOT mean participation, and to differentiate the tool and the ultimate aim?

10.

In particular, you recommend...

- Allocating sufficient funding for eparticipation,
- Relevant investments in ICT literacy and training,
- Greater cooperation between youth organisations and civil society, researchers and policy-makers,
- Developing an ethical “code of conduct” for e-youth participation and internet safety guidelines for children,
- Ensuring that eparticipation lead to offline actions and projects (involve social movements),
- Providing a framework for a transfer of knowledge through NFE,
- Experiment eElections, edemocracy & epolicy developments

12.

In the online world, you can throw a sheep at someone, offer a drink to someone, have a debate with someone, join a group, a cause, a campaign... You can influence, act, make a change, be the designer of your life.

But you may never experience...

13.

This...



14.

Or this...



15.

But in any case, whatever you do and
however you do it, the important will
always be to (e)participate!!

Congratulations for your work, and
thank you!



V. ANNEXES

1. WELCOME SPEECH *by Mr. Ulrich Bunjes, Head of Youth Department, Directorate of Youth and Sport, Council of Europe*

It is a pleasure to be with you here this morning and to open this seminar. I welcome you here in a special building, the European Youth Centre, which is an institution of the Council of Europe. Let me in the next minutes give you a brief introduction to the Council of Europe, in order to avoid future misunderstandings.

This seminar is organised by the Council of Europe, an organisation with 47 member states, ranging from Vladivostok in the East to Iceland in the West; and from Portugal to Azerbaijan in the South. It is a truly pan-European organisation, which goes much further in its geographical scope than the European Union. This is important to know, because our mandate as inter-governmental organisation differs from the one of the EU. We look primarily at issues of human rights, democracy and the rule of law.

And this is the background which is so particular to your seminar this week: the question of participation and in particular, the participation of young people. Participation is a crucial element of any policy to promote human rights, democracy and the rule of law. The Council of Europe, over the last two decades, has looked at the issue of participation under two specific aspects. One aspect is triggered by the declining figures of participation in elections almost everywhere in Europe. We need to look at the way our democracies are constructed, the way the institutions are built, and to the access of citizens to these institutions. Try to identify what is wrong, why is the commitment to democracy and the rule of law declining in many areas in Europe. The other aspect concerns more the young people. Why it is that young people are not using the traditional forms of participation, be it political parties or trade unions, or the traditional civil society organisations? They are staying in many cases outside these institutions.

Then there would be a third dimension to consider: the technological development. While the question came up in the 1980s while wondering about how we could use the new communication techniques and technologies to the benefit of Human Rights, democracy and the rule of law. Over the last years, these questions have led to a reflection process within the Council of Europe, which has found its expression in a number of texts which may be of interest for you. Some are actually at your disposal in your folder.

One is a Charter on the participation of young people in local and regional life, which was produced by the Congress of Local and Regional Authorities in 2003. The Congress of Local and Regional Authorities is one of the structures of the Council of Europe, composed of representatives of local authorities of the 47 member states, regions and municipalities, and which is quite active in regards to youth issues. In 2003, the Congress developed this Charter, which in one sentence refers to the fact that (quoting) “information and communication technologies can offer new possibilities for informing and allowing the participation of young people. They can be used to exchange a wide variety of information, and increase the participation of young people”.

In 2004, the Committee of Ministers - the highest authority in the Council of Europe- have issued a recommendation on electronic governance, looking at the technological side of the development of our societies, and made a number of proposals, reflections and recommendations for the Member States.

Last year, the Congress of Local and Regional Authorities looked once again at the integration and participation of young people. They reaffirmed their expectations that by using modern means of communication, the participation of young people can be improved.

So as you can see, and this is really my first point, the topic of this seminar falls squarely in the Council of Europe's agenda, which also explains why we attach so much importance to it. We expect from your discussions strategies and ideas to promote the development of our societies. I am convinced that you will have a creative and constructive seminar.

We are glad to see such a diverse group of participants; youth researchers, policy-makers, youth organisations... This is a potentially productive mix, which may give ideas we haven't had before.

I will not say much more on the topic of your seminar as you are probably more expert on these matters. I just wish to share with you one more reflection. Participation, which is the main theme of the seminar this week, is much more than just voting. Participation is also more than integration. Sometimes these notions are used interchangeably. Integration is a description of a process which is basic, but which does not necessarily cover full participation. The Youth and Sport Directorate of the Council of Europe had a ministerial conference which set the priorities for the next decade of our own work, the Agenda 2020. Looking at the final declaration of that conference, one can find a formulation which covers this in very simple terms by saying that our objective is "to ensure that young people play full part in all aspects of society". I think that this should be the yardstick of our ambition to increase and facilitate the participation of young people.

I can tell you that we're very happy you are here. The educational team, which is with you in the next three days is fully qualified to work with you, and very attentive. If you have any problems with your stay or the work conditions in the centre, do not hesitate to contact them. We hope to provide adequate working conditions.

I'm looking forward to the results of your discussion. Thank you.

2. WELCOME SPEECH *by Mr. Johan Ekman, Bureau Member, European Youth Forum*

Thank you very much. Also from the European Youth Forum side, I would like to welcome you to this seminar, and thank you for participating in it. One of the most valuable things a person can give is his or her time. This commitment shown by you being here to explore and develop the topic of participation is very important. So a big thank you for that.

First, just a couple of words about the European Youth Forum, that may be known to some of you. The European Youth Forum is an European organisation composed of European youth organisations and National Youth Councils in Europe. We work with and through our institutional partners, such as the Council of Europe, with whom we have a long and fruitful cooperation, especially with the Directorate for Youth and Sport. We can say that the Council of Europe represents the progressive side of youth policy development. And in the context of the Council of Europe, the ideas related to the participation of young people in society have developed greatly.

The approach to youth policy came up in 1968 in the Council of Europe. From that point on, youth organisations and governments have continued working on this topic. The YFJ also closely works with the European Union and the United Nations system.

I think that it is very important to look at the overall context in which we are tackling participation and the overall political context we exist in at the moment. I was yesterday, at the train station in Brussels, having a coffee in a bar and looking at the news. It was news after another, focusing on the crisis we are experiencing in Europe and globally. There was news about discontent in Latvia, news about the political problems in Northern Ireland and so forth. This reflects somehow a reality we are living, and shows also a big feeling of distrust and insecurity towards our democratic societies and also, somehow, a lack of ownership in the political processes.

This is of course a very serious issue. In order to have a society that works, we need to have trust in the society we are living in. This trust implies we are all participating, and that we all have the feeling that we can shape our future. Participation is about having the rights, the means, the space, the opportunity and when necessary, the support to participate and influence society. This means generally that we first have to look at how we can create the right conditions for people to participate. This requires that we take an active role in combating exclusion, poverty, and in ensuring equal opportunities for everybody. We need to have an active role in creating a society with a sphere of tolerance. Wherever you are, you can participate, independently of what the colour of your skin is, or what your sexual orientation is. And this is hard work.

As I said, participation is the core of democracy. And the lack of ownership we are currently experiencing is worrying. So from our side and in the context of this seminar, exploring new ways of participation, we have to consider the need for a strong civil society. Our core business is to involve all young people through youth organisations in our society. And while doing it, I think we really need to try developing new ways for engagement and participation.

The topic of this seminar is very much focused on the technological possibilities of actually creating opportunities and spaces for young people to participate. I will not go very much into what these concrete tools should be. However it is interesting to note that when we talk about new ways of participation, we usually refer usually to the internet and indeed, internet is a space, or a tool through which we can participate. In the past months, I have

seen a lot of different seminars and occasions where internet has been tackled as a new way of participating. And I think that every person active in the field of participation should reflect upon the fact that we are in 2009, and this question of new ways of participation seems to refer to things that were new some time ago already...

And this is to be a notion shared by many policy-makers. They say: young people, participation... so, Facebook! This is a good way of participation. This level of reflection is not the correct one. It is very important that youth organisation and young people, researchers, decision-makers, policy-makers are more involved in this overall process. I think that what we now see in terms of development of these new ways of participation, and the actual involvement of young people in this development, is not at all at the level it should be. We need to make this reflection of what we actually really want, and this seminar provides a great opportunity to do so.

Also for the European Youth Forum, we are looking forward to the conclusions and outcomes of this seminar, in order to better ensure that young people are present in decision-making processes leading to these new ways of participation, and that we have a maximum level of content to rely on. You are the right people for this, and in this sense the expectations we have are also high. However with such a combination of expertise, I am sure that the results will be very valuable.

Just to conclude, I would repeat what I said some moments ago: we are now having a reflection we should have had years ago. I would therefore challenge you to think about what kind of means of participation, what kind of Europe do we want in 15 years time? How can we be pro-active and already look at the future. Not just look at the present, which is important as well, but to see further. And in this case, be the ones actually shaping the future. The future will turn being reality, and we therefore should take an active role in predicting it. Whilst predicting it, we may create and fulfil to a certain extent what will happen in the future.

With these words, I would like to welcome you once again. And I wish you a very fruitful and very result oriented but also very fun seminar.

Thank you.


3. THE CONCEPT OF YOUTH PARTICIPATION - *Input by Terry Barber, University of Dundee, UK*

1.

Conceptualising Youth Participation


Terry Barber
University of Dundee

Presentation to the New ways of participation seminar..
Strasbourg, Monday 16 March 2009



2.

Kofi Annan
UN Secretary General



'No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.'

3.

Youth Participation and the European Legacy

- Egalitarianism
- The Common Good
- Sense of Community
- Liberty, Equality, Fraternity
- Democracy
- Council of Europe (CoE) ideology..aims and the 'power of influence'



4.

The Current Context

- Economic Crisis
- Neo-liberalism
- Globalisation
- Consumption
- Social Exclusion
- Individualism
- Inequality



5.

Informal...Formal..Non-Formal Education

Informal education refers to the lifelong process, whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (family, neighbours, marketplace, library, mass media, work, play, etc.).

Formal education refers to the structured education system that runs from primary school to university, and includes specialised programmes for technical and professional training.

Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

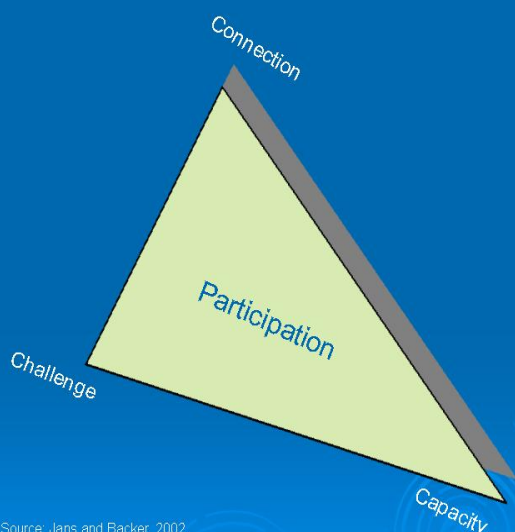
6.

Non-Formal Focus on Participation

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants.

7.

Youth Participation as a process..methods and approaches



Source: Jans and Backer, 2002

8.

RMSOS Framework

- **Rights...**Active participation as a fundamental principle young people have the right to participate.
- **Means...**Active participation demands that young people must have their basic needs satisfied.
- **Space...**Active participation within a physical, virtual or policy-formulation context which allows young people the means to meet and develop dialogue.
- **Opportunity....**Active participation which is based on good quality information within a supportive structure.
- **Support...**Active participation requires a climate of support at all levels from youth work practitioners, peers and agencies involved in working with young people.

Source: The Revised European Youth Charter on the Participation of Young People in Local and Regional Life (2008)

9.

Youth Participation and Social Transformation

Participation as a pro-active process

- a well defined problem situation (acute and unjust conditions in need of changing);
- resources for participation (individual participants, group structures, influential allies)
- outcomes (on individuals, organisations, community and society)

Political participation

- involvement in institutional politics (elections, campaigns and membership);
- protest activities (demonstrations and new social movements);
- civic engagement (associative life, community participation, voluntary work).

Source: Chisholm & Kovacheva (2002)

10.

Youth Participation, Citizenship and Empowerment

- Constructing the social order
- Deference and marginalisation
- Power relationships
- Youth or Adult problems
- The Empowerment fallacy



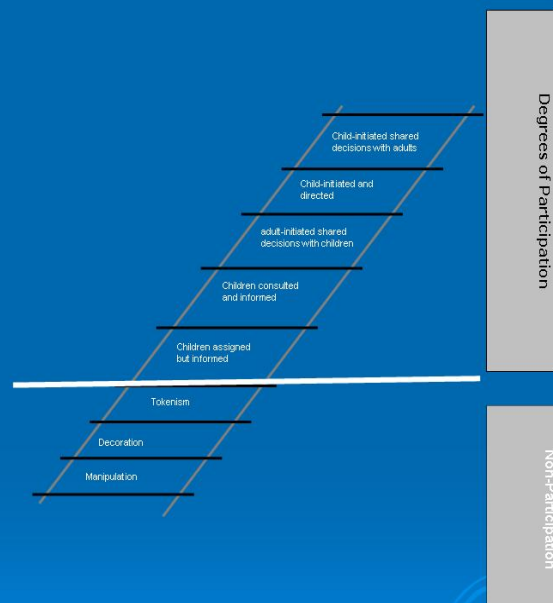
11.

Arnstein's Ladder of Participation

Eighth rung	Citizen control	Included in this level are programmes which give power and control to citizens.
Seventh rung	Delegated power	Citizens have significant control. If disputes arise, citizens enter into a bargaining process with officials rather than officials deciding outcomes.
Sixth rung	Partnership	Planning and decision-making is shared at this level.
Fifth rung	Placation	Tokenistic exercises such as allowing a small number of selected people to become members of official committees, with no real intent to redistribute power or resources.
Fourth rung	Consultation	This can be a step toward full participation but consultation alone is not enough to secure citizen participation in ensuring that ideas and opinions are carried into action.
Third rung	Information	Information can be a precursor to full participation but one-way flow of information is ineffective in finding out people's views.
Second rung	Therapy	Here citizens are encouraged to join groups to share their experiences - this level serves to pathologise individuals while leading to little social change.
Bottom rung	Manipulation	Here citizens are placed on 'rubber-stamp' committees to give the appearance of consultation and participation.

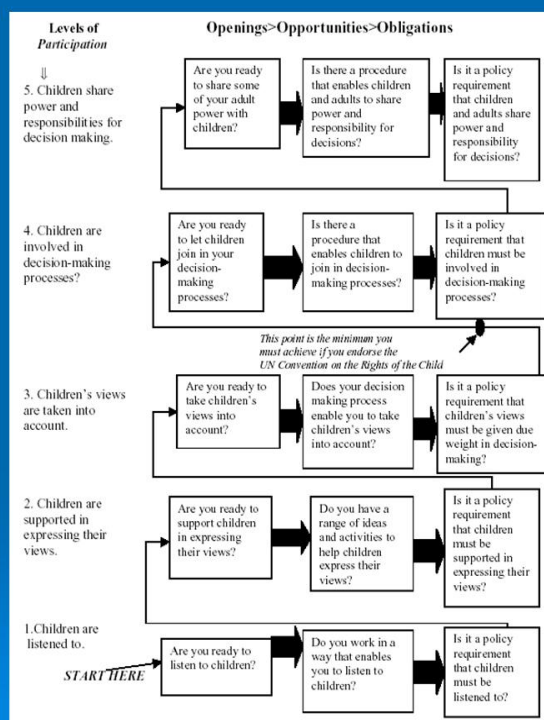
12.

THE LADDER OF PARTICIPATION (HART)



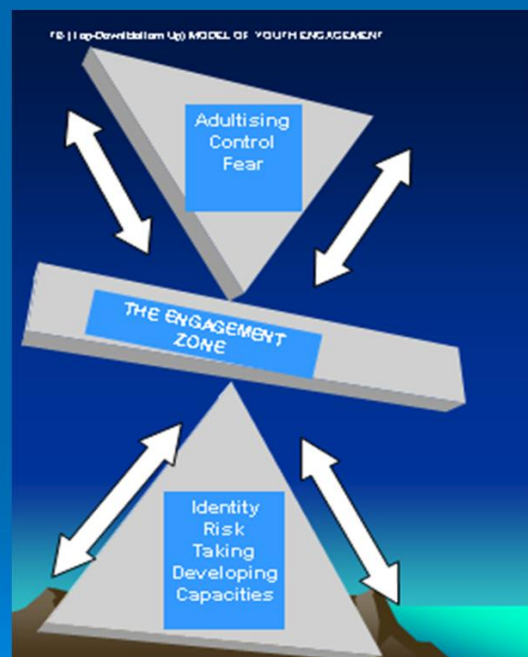
13.

Shier's (2001) Pathways to Participation



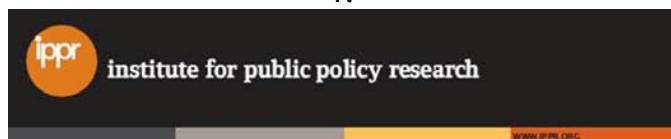
14.

Top-Down...Bottom Up Approaches to Youth Participation



4. HISTORY AND CURRENT TRENDS OF E-PARTICIPATION - *Input by Kay Withers, Research Fellow, Strategic Research Team, Institute for Public Policy Research.*

1.



Influence of ICT on the participation of young people in society

Kay Withers
Research Fellow, ippr

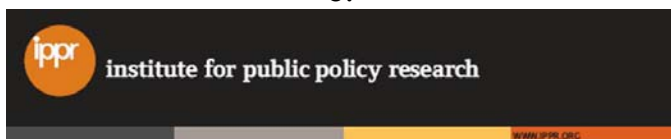
2.



Participatory crisis?

- Traditional formal participation in decline;
 - Participatory gap between 18 – 24 and 65+ grew from 18ppt in 1970 to 40ppt in 2005
- Trust and confidence in politicians at an all time low;
- Decline in social capital, organisational membership;
 - 60% men, 50% women reaching 30 in 1976 member of at least one org;
 - Fallen to only 10% men, 15% women reaching 30 in 2000.
- Levels of interest and knowledge about politics and social affairs in decline
 - News consumption down (64% say 'news not relevant to me'; consume around 33 hours / year compared to 90 hours average)
 - Less than 25% of young people (UK) say they are interest in politics

3.



Young people....

- Either apathetic, product of expansion of entertainment media / consumer culture; or
- Rather than abandon civil society, young people have been excluded by it;
- Ideas of 'civic' activity, participation changing: "often the case that young people may well be doing political activity but it might not be defined as such by researchers or young people themselves" (Holloway & Valentine)

4.



The internet as saviour...?

"the internet is at once like no other communication device and like every other communication device" (Klotz 2004)

Impact on democratic governance and representation - five main scenarios

1. **Erosion and direct democracy:** end of traditional representative structures such as parties, citizens input directly and individually into decision making process;
2. **Accelerated pluralism:** full-scale erosion of parties unlikely, nonetheless role of traditional representative organisations reduced;
3. **Participatory re-energisations:** ICT harnessed by political parties to re-engage public and stimulate participation through party structures;
4. **Administrative and organisational modernisations:** less radical, parties harness some possibilities, though not necessarily participatory;
5. **No change:** internet has little impact, dominated by consumer interests

Source: Ward et al, 2003

5.



The evolving internet

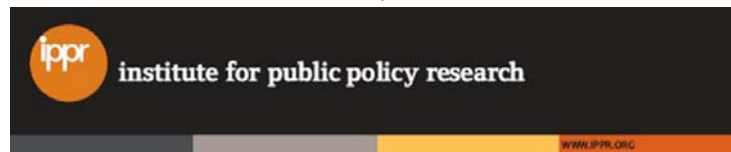
Web 1.0

- text-based applications (e-mail, bulletin boards and discussion groups).
- Key Web 1.0 tools: Websites, browsers and search engines accessed via narrowband dial-up from wired personal computers, workstations and laptops.

Web 2.0 = all of web 1.0 plus....

- broadband-supported multimedia, wireless and mobile technologies for anytime, anywhere instantaneous communication;
- Democratization of Web spaces (e.g. MySpace and YouTube, user-generated content, blogosphere, citizen journalism, peer-to-peer networks).
- Flagship applications: Social networking, user-created content, Daily Me customizations and mashups, often driven by user-generated applications appealing to younger people (e.g. music, multiplayer games, gossip, friend networks).

7.



the web 2.0 challenge...

Can web 2.0 renew "public connection"?

In a Web 2.0 world, media and content is...

Not just textual
But visual
... audio

Interconnected (RSS key)
Personalisable
Sharable
Portable

Still mediated – but in different ways

6.

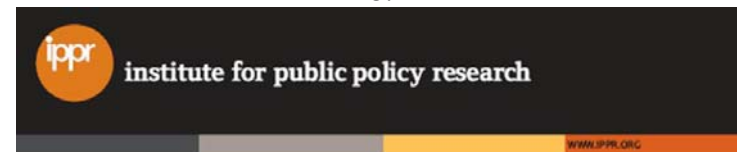


a participatory leap forward..?

History of Blogging



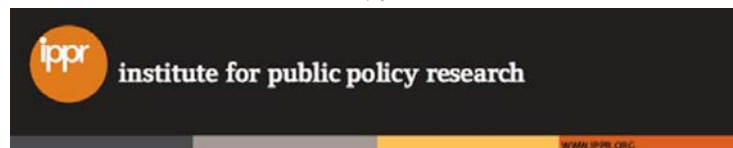
8.



The reality - socialising

- Young people spend over 20 hours a week online, connection is almost constant;
- Communication and socialising is key: MSN and SNS most popular sites
- Use to communicate with friends, "friends of friends" but not "meeting new people"
- *"It's more like your friends and then kind of like acquaintances that you couldn't necessarily text or especially not call" (Girl, 18 ABC1)*
- *"But d'you know what people do – when you send link... chain emails, you can get the emails of other people that have been chaining to each other" (Girl, 17, ABC1)*
- Ambivalent relationship to internet eg. Constant connectivity
- *"It's good and it's bad, like there's good aspects about it but it can get annoying after a while, like it can just get really addictive" (Boy, 18, C2DE)*

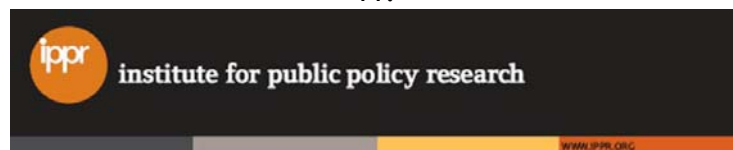
9.



the reality...information seeking

- Internet major information source for young people;
- 90% of young people report using internet for school work / research;
- Use combination of television and internet to keep informed of news (albeit less than older age groups);
- Over two-thirds of young internet users report using the internet to seek health information – particularly sexual health;
- But lack of reflection – young people tend to accept information online as immediately authoritative;
- Google 'highly trusted', strong willingness to copy-and-paste direct from sources.

11.



the reality.... engagement (civic and otherwise...)

- Civic engagement low: less than 10% of time spent online spent on civic issues (16 -25 year olds, Europe)
- Content creation v low: apart from creating SNS profiles v. little activity, potential for negative reactions puts young people off:

"My friend....has one [a website] and she leaves pictures of her friends and people post comments like "this one's ugly", and it's just like – why would you want to do that?" (girl, 15, C2DE)

"If people don't like it... they'll start mugging it and they won't leave it alone" (Boy, 15, ABC1)

- Most popular activity – signing ePetitions

10.



the reality.... engagement (civic and otherwise...)

- Changing notion / patterns of engagement offline, mirrored in online world – consumer activism, petitions, rise of single issue politics;
- Young people 'engage' with organisations, not just civic: brand identity significantly higher in UK than US, rise of advertorial in SNS spaces;
- Types of engagement: website construction, viral campaigning, e petitions (also hacking etc. but focus on legal!)

12.



the potential of SNS

- Young people spend significant time updating profiles, making them attractive, acts as 'self-advertising':

"you're like advertising [on bebo] so you like put your own picture up and your own information" (Girl, 13, C2DE)

- In US election, half of under 30s with social networking profile used social networking sites to get or share information about politics or the campaigns;
- Mass status updates as campaigns – Obama, Amnesty;
- Facebook groups – Burmese monks, privacy campaigns;
- Now unthinkable politicians would not have facebook profile

13.



Still some way to go...

"there is still a far more vast, rich and complex series and types of civic and political action available to those who participate offline in the uk, even more so, offline and online, than there is to those who might participate solely online..." (Civicweb, 2007)

- Lack of interactivity in civic sites: eForum and eConsultation the two most offered edemocracy initiatives, but greatly underutilized by target audience;
- Expect young people to come to them rather than reach out;
- Politicians focussed on digital exclusion (i.e. access to technology) as main barrier but ignored 'structural basis of unequal access', skills necessary for civic engagement

"What young people care about politically does not always, or even occasionally, coincide with the agenda of formal political parties who contribute to the discourse of what is political" (Valentine & Holloway)

14.



Moving forward....

"Good public deliberation amounts to more than an equation between technology and civic space. People need to learn how to argue"
(Coleman, 2005)

- Civic agent needs skills and knowledge
- Concept of media literacy still limited
- Potential of 'learning through doing'

"Through making media themselves children also develop a greater understanding of media generally. Their perceptions of the media in everyday lives takes a different light... they develop a strong sense of audience and of critique"

- Engage schools, community and informal media, youth workers to deliver out of school media literacy programmes

15.



Questions and Comments?

k.withers@ippr.org

5. FUTURE VISION OF E-PARTICIPATION, "HOW SOCIAL NETWORKING SITES ARE CHANGING THE PARTICIPATION OF YOUNG PEOPLE?" - *Input by Toon Coppens, CTO and co-founder of Netlog.*

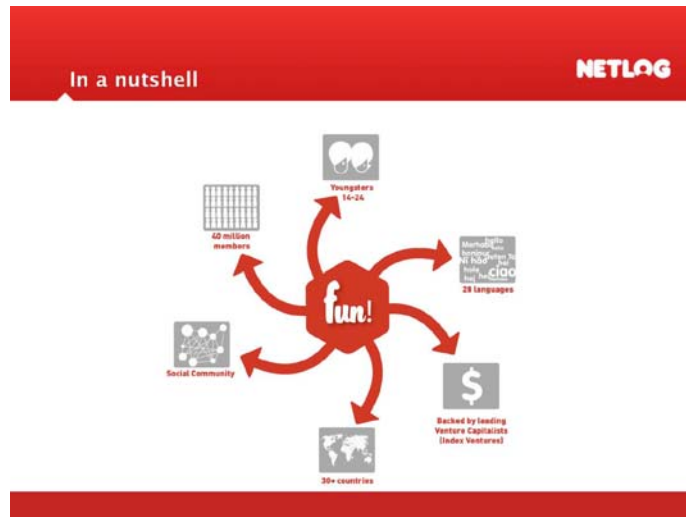
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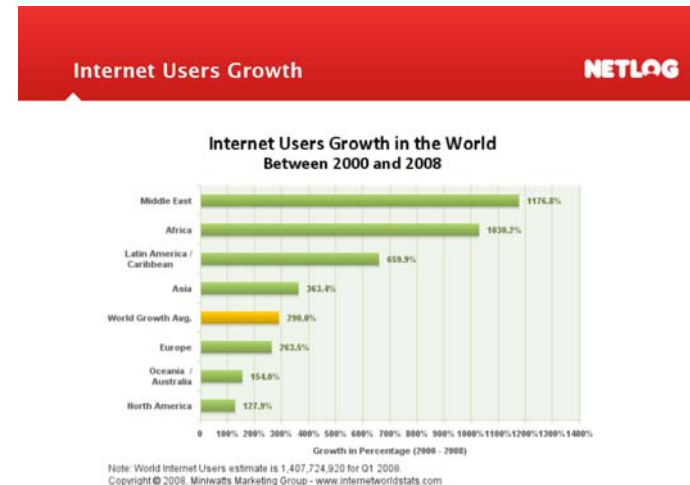
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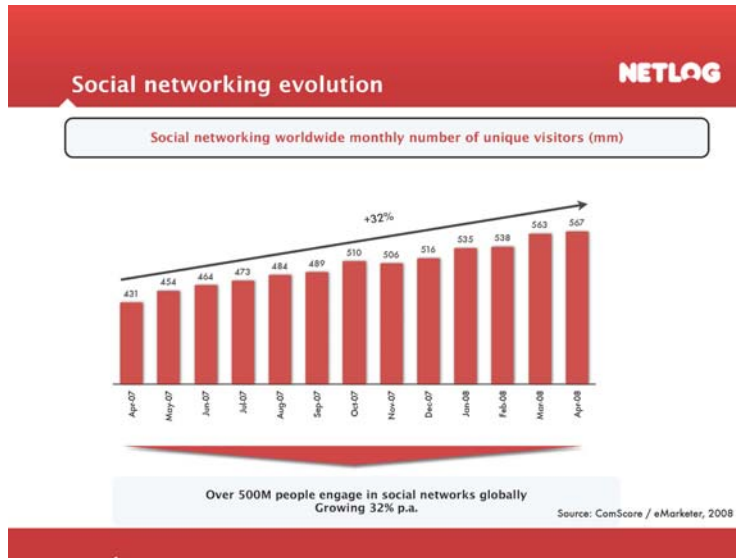
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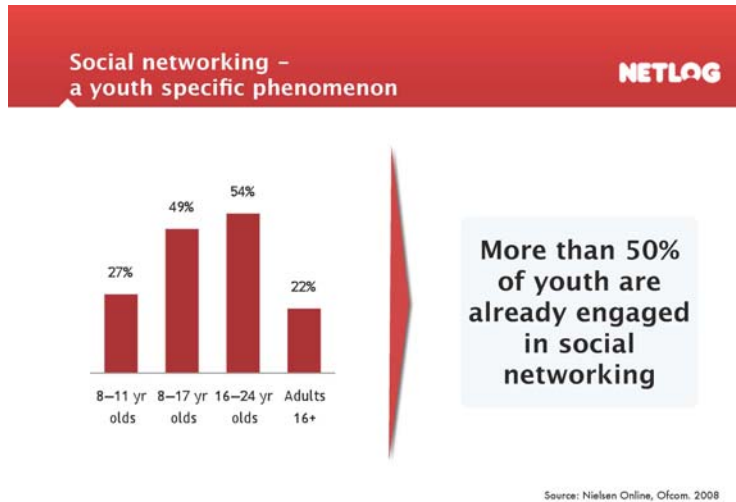
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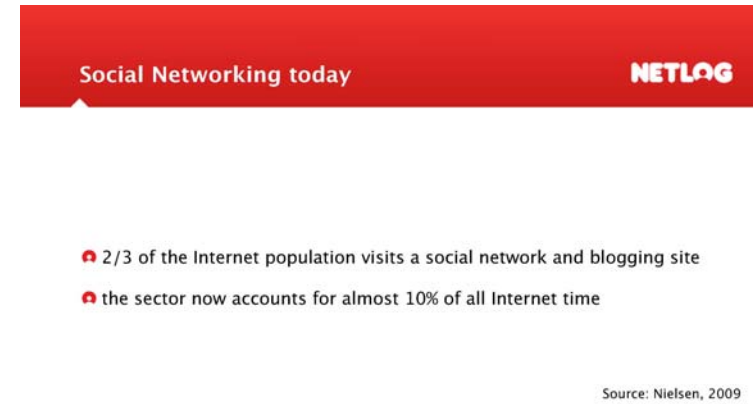
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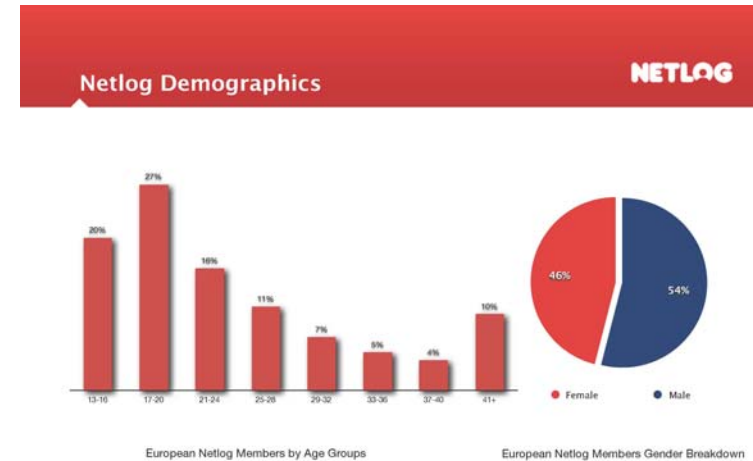
7.



6.



8.



9.

What is participation?

NETLOG

“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.” (European Charter on the Participation of Young People in Local and Regional Life)

11.

How do Netloggers participate?

NETLOG

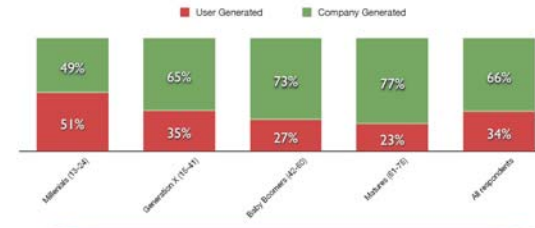
- Communicate
- Connect
- Share
- Discuss
- Debate
- Challenge
- 1-2-1
- 1-2-many (Clans)
- 1-2-institution (Brand Pages)

10.

User Generated Content

NETLOG

Percentage of time internet users spent online at user-generated vs. at traditional



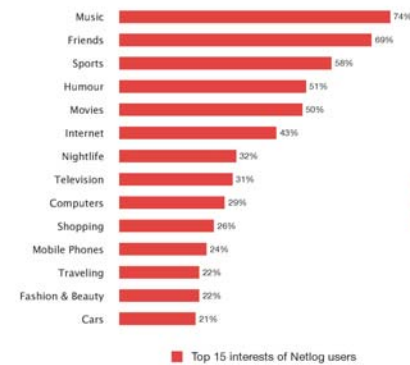
13-24 demographic spend over 50% of their online time on Social Media sites

Source: ComScore / eMarketer, 2006

12.

Members' interests

NETLOG



Our members want to:

- Define their own identity as individuals
- Be accepted within a group
- Be the master of their own lives

Top 15 interests of Netlog users

13.

How do Netloggers participate?

NETLOG

Tolero (Flemish Government)
February 2008

Campaign to create discussion about tolerance and respect of gay people
- full campaign on nl.netlog.com/tolero

Promotion
Display
Targeted invitation messages
Banner on MSN
Shareable content
Posters & Postcards

Key Statistics (1 month), Belgium :
+6000 friends
+70000 unique visitors
+1000 reactions on blog, photos and guestbook
+5000 people participated in the poll



14.

How do Netloggers participate?

NETLOG

Music For Life
February 2008

First brand page test case (December 2008)

Promotion
News item on homepage
Shareable skin and content

Key statistics (3 months)
+15000 friends in one week
+22000 friends in one month
+100000 unique visitors in one month



15.

In the future

NETLOG

- Niche social networks and communities
- Mobile services
- Data portability
- OpenSocial and APIs
- More efforts into regulating social networks (such as the Safer Internet Day)
- Social networks will continue to be a focal point for research (both behavioural and ICT)

16.

NETLOG

Thank you!

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E: toon@netlog.com
W: <http://netlog.com/toon>

6. CONCEPT AND CHALLENGES OF E-PARTICIPATION - *outcomes of the working groups*

Working Group 1

What does e-participation mean for you?	<ul style="list-style-type: none"> ▪ It isn't time consuming, will have more impact in the future; ▪ It means inclusion; ▪ To share knowledge; ▪ Sharing values; ▪ Uniting of different people; ▪ Excluding other groups; ▪ Sharing of feelings (on forums); ▪ Anytime and anywhere; ▪ Easy to reach out; ▪ Anonymity for your material; ▪ Help each other out; ▪ More time consuming to manage.
Which forms does e-participation take in your work?	<ul style="list-style-type: none"> ▪ For our YiA we create blog pages to share information; ▪ Youth radio and TV; ▪ Opinion polls; ▪ In Ukraine e-newsletters are important; ▪ Forums; ▪ SNS communities; ▪ Interactive website for European Elections Campaign; ▪ E-groups; ▪ E-learning; ▪ E-schools.
Does e-participation motivate young people to take action and initiate social change?	<ul style="list-style-type: none"> ▪ Research says so; ▪ Flash Mobs are one good example; ▪ Good example in Ukraine for the Orange revolution.
How do we define e-participation?	<ul style="list-style-type: none"> ▪ Bottom-up processes; ▪ A common voice; ▪ Universal (accessible); ▪ Need to be fun and attractive; ▪ Integral part of young people's lives; ▪ A set of bottom-up tools to share knowledge, values, feelings, information, attitudes; ▪ Fun elements & attractive design; ▪ Opportunities; ▪ "E-participation is a variety of attractive /fun bottom up tools to share knowledge, values, feelings and information that leads to a common voice which can motivate and empower young people to act for social change"; ▪ Challenges: Ethics within the organisation, location of the organisation (venue), lack of access/ no internet, lack of knowledge, shortage of personal resources, not enough money, setting priorities, too much choice between social networks, not enough time for effective evaluation.

<p>How do we define e-participation? (<i>our concept of e-participation</i>)</p>	<p>After a thorough discussion on the meaning of e-participation in the work/context of each of its participants, the working group started to distinguish between <u>active</u> and <u>passive</u> e-participation (some young people are taking a lead, others are simply watching). In both forms of e-participation, the intention to make a change is there, but the intensity of participation/the extent of involvement changes.</p> <p>The working group then defined some <u>essential elements</u> which should help to ensure that e-participation is meaningful, and that it motivates young people to take action and initiate social change:</p> <p>⇒ Inclusiveness</p> <ul style="list-style-type: none"> ▪ Access to technologies / internet: in order to be able to participate actively, all young people should have access to the internet, whatever their social background or geographical location (rural areas); ▪ E-accessibility: websites should be accessible to disabled young people (e.g. blind) and must be designed accordingly; ▪ Digital literacy: all young people should have the knowledge and skills to actively participate online. <p>⇒ Generative themes</p> <p>In order for e-participation to motivate young people to take action, e-participate must be about specific themes which generate passion, enthusiasm and get young people active.</p> <p>⇒ Community of interest</p> <p>In order for e-participation to be meaningful, young people should participate in/build a community of interest. This could become a community of practice in the offline world.</p> <p>⇒ Non-judgemental participation</p> <p>E-participation may take place in many different ways, different places and different times. One should not always try and judge what is/what is not participation, as criteria might evolve.</p>
<p>Challenges to e-participation</p>	<p>The participants explored the challenges of e-participation in their own contexts through an individual reflection process.</p> <p>After having shared their experiences, they identified the following generic challenges to e-participation:</p> <p>⇒ Lack of access/accessibility:</p> <ul style="list-style-type: none"> ▪ Access to internet is not always easy for young people; ▪ Websites are not always accessible (especially for disabled young people).

	<p>⇒ Lack of digital/e-literacy:</p> <ul style="list-style-type: none"> ▪ Lack of IT skills: barrier to engage online; ▪ Lack of education on e-participation (lack of awareness about possibilities; lack of motivations). <p>⇒ Generational challenge?</p> <ul style="list-style-type: none"> ▪ Young people tend to use the internet more intensively than older generation. It might be a challenge (increase the generational divide) but also an opportunity (e-participation could be a bridge between different generations). <p>⇒ Threats to e-privacy/e-safety:</p> <ul style="list-style-type: none"> ▪ All actions online can be recorded and threaten the privacy of young people. This might constitute a challenge to e-participation. <p>⇒ Lack of user-friendliness:</p> <ul style="list-style-type: none"> ▪ Need to adapt the contents to the target group (youth-friendly); ▪ Problem of foreign languages (need to speak English most of the time: can exclude many young people).
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Working Group 4

Pre-conditions	<ul style="list-style-type: none"> ▪ Developing policies which can ensure equal access to information sources; ▪ E-readiness: <ul style="list-style-type: none"> - Internet access; - Software to access: Better Open Source. Localized software, which can be translated to all languages. Engaged in the design, the evaluation and the implementation of interactive systems and interactive environments; - ICT literacy; - Hardware: computer/mobile/...; - Respect for different ideas; - Every subject (person, group, institution, organization) must recognize others and must be recognize; - Legal licenses: the government must work on legal licenses to ensure the privacy and the freedom of citizens (http://en.wikipedia.org/wiki/Free_software_license, http://creativecommons.org/weblog/entry/12853); - Privacy and legal framework; ▪ Privacy - development of valuable and socially responsible technical applications; ▪ Usability of digital competences (Software/Open Source/Free software).
Challenges to e-participation	<ul style="list-style-type: none"> ▪ It is necessary to gain a better understanding of various social applications and effect dimensions of new information and communication technologies as well as

	<p>their interrelationship with social contexts in politics, education, economy, culture and every day life;</p> <ul style="list-style-type: none"> ▪ Governments have to develop a coherent e-policy towards e-participation and reach out a proactive approach; ▪ Different aspects of users : dealing with a certain technology, consuming certain content and producing own content; ▪ Economic, technological, sociological facts can produce marginalisation; ▪ More than technical access and technical skills are needed for an inclusive society at the basis of capable individuals who participate. Many more aspects have to be considered in order to create the necessary space for e- participation where different choices made by different individuals according to their different social, economic, cultural backgrounds do not lead automatically to the well known divisions have (access to) and have-not, but to a variety of levels of involvement; ▪ Socio-cultural (attitudes, motivation, education, social supportive networks, media literacy); ▪ Economic (costs for basic investments and operating expenses, costs for education and training); ▪ Technical (network infrastructure); ▪ Physical (handicapped); ▪ Efforts to shape the flow of information in the digital era by e-policies, in order to take under control the huge potential e- participation is offering must be definitely seen as one of the major threats.
Concept of e-participation	<ul style="list-style-type: none"> ▪ E-participation is a dynamic space for action by users - citizens [who have the opportunity to be] well informed. Its expression is online, but it has also consequences in the real [offline] life; ▪ E-participation enables observing and developing/changing decisions and policies quicker; hence it has a significant role on our daily lives; ▪ E-participation brings social change; ▪ E-participation is becoming the voice and the identity of young people. Participating online, young people can feel that they are part of the society. E-participation is supporting and supported by lifelong learning. E-participation is the right of every person to participate in decision making processes on social, economic, political life using IT tools; ▪ E-participation is a process: Access → Awareness → Knowledge → Capabilities. <p>The state does not end with making technical infrastructural available to people and with the people and with the promotion of preparatory training courses (access). Furthermore, it has to ensure equal chances to acquire capabilities for all people. To qualify people to acquire capabilities in the context of ICT</p>

	<p>means empowerment instead of simply teaching skills.</p> <p>Aiming at people's cognition requires broader and more individualized concepts to make them familiar (awareness) with all consequences of ICTs for their personal lives as well as for the society as a whole. This embraces knowledge of abstract consequences and knowledge of options of utilization (knowledge).</p> <p>Last step of one strategy towards e' participation should ensure that people can acquire and expand their cognitive capacities and their ability to discriminate between alternative choices offered by new media (capabilities).</p>
--	--

Working group 5

Concept of e-participation	<p>E-participation is an additional way of and space for participation not replacing the offline ways of participation. E-participation is a technical tool for research, development and knowledge exchange. E-participation may create a new sense of community. It gives you the possibility to present yourself, your organisation, and your ideas and believes in a system to a broader audience and form wider interest groups.</p>
Challenges of e-participation	<ul style="list-style-type: none"> ▪ Access to internet: problems in rural area; ▪ Lack of digital literacy leads to a lack of interest; ▪ Motivation and involvement; ▪ We are facing a lack of initiatives of NGOs as well as governments to promote e-participation; ▪ Disadvantaged young Europeans need to be aware that e-participation may be a tool to empowerment; ▪ The development of instant feedback loops as well as long term evaluations are needed; ▪ E-participation should be an integrate part of educational groups at formal, non-formal and informal level. But the problem is that even stakeholders are not educated about these issues; ▪ The Human resources for raising awareness and teaching e-usage are not available; ▪ There is a danger that the generational gap gets bigger trough e participation; ▪ We are also facing a lack of funding and financial support; ▪ The new time and space compression can be an advantage but also a disadvantage.

7. THE YOUNG RESEARCHER NETWORK - *Input by Darren Sharpe and Daniel Crawford, National Youth Agency, Leicester/UK*

1.

**How to involve young people in research:
E-participation and technology**

Dr Darren Sharpe & Daniel Crawford
Young Researcher Network
National Youth Agency, UK



2.

UN Convention to the Rights of the Child: Right to properly conducted research

- Article 13 gives children and young people the right to receive and give information through speaking, writing, printing, art or any other way.
- Article 17 gives children and young people the right to information, especially information that helps build his or her social, spiritual and moral well-being and physical and mental health.
- Article 12 gives every child and young person the right to express and have their views given due weight in everything that affects them.



3.

The YRN story...



This network will value, support, and encourage research led by young people. It will empower young people and raise their voice and influence on matters that affect their lives.



4.

Online web strategy

Broadcast

- Corporate NYA website
- E-newsletter

Interactive

- Discussion group
- Blog

Other elements

- Del.icio.us social bookmarking
- Facebook



5.



6.



7.



8.



9.

YRN Research Toolkit

www.nya.org.uk/youngresearchernetwork

The National Youth Agency
Getting it right for young people

11.

YRN facebook

<http://www.facebook.com/group.php?gid=17734060331>

The National Youth Agency
Getting it right for young people

10.

How to involve young people in research guide

www.participationworks.org.uk

The National Youth Agency
Getting it right for young people

12.

Blog

<http://blogs.nya.org.uk/yrn>

The National Youth Agency
Getting it right for young people

13.



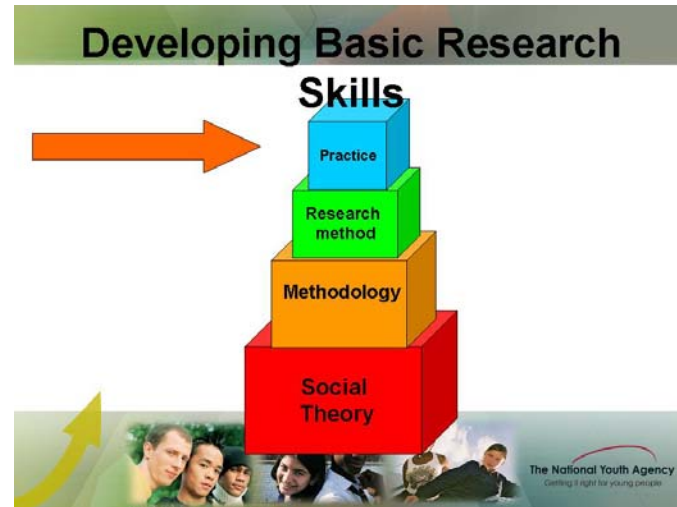
15.



14.



16.



17.

4 top tips for youth work and social networking

- **Survey** = identify current SNS.
- **Safety** = consider the safety implications of online social networking for young people.
- **Skills** = take active steps to develop the online social networking knowledge and skills for staff.
- **Strategy** = explore opportunities to use online social networking as a youth work tool.

Davies, T. & Cranston, P. (2006) Youth Work and Social Networking: how can Youth Work best support young people to navigate the risks and make the most of the opportunities of online social networking? Leicester, The National Youth Agency.



19.

Successes and Pitfalls

- Recruitment
- Involvement
- Advertisement
- Poor quality discussion
- Inclusive
- Lack of content, competency, what is it for before responding.
- Customized messages
- Change in email
- Name rather than email supports social networking
- Child protection/safeguarding
- Face-to face over e-participation
- Reliability
- Excludes non-users and those with a computer illiteracy
- Perceptions verse reality



18.

Young People and Digital Media

- Mapping online communities: how young people are engaged and have relationships online.
- Information source: good source for finding information but not for getting involved.

Digital Media Consultation Report 2006, National Youth Agency



20.

YRN Legacy

- Adding quality to the research?
- Framing young people's voices?
- Enhancing strengths and competences of young people?



21.

Thank you for listening



8. E-PARTICIPATION & NON-FORMAL/FORMAL EDUCATION, DEMOCRACY, INCLUSION, THREATS AND OPPORTUNITIES - *outcomes of the working groups*

A. Working Group on E-democracy

Current status of e-participation and e-democracy:

- E-participation is a pre-condition for e-democracy;
- E-participation is the roof and e-democracy is up at the highest level.



- E-civil society has grown faster than e-democracy. E-democracy is not based on a strategy. E-civil society contributes significantly to e-democracy. Internet is a meaningful space to participate and takes a serious role for strengthening culture of organization. (People meet online and decide to organize targeting a purpose; internet based organization can be mobilized to strengthen e-participation.);
- E-participation empowers interaction at European level;
- E-systems in formal policy are quite weak. We cannot say that we have well defined e-parties, even though several political parties are represented at Second Life;
- Concepts with e-participation are still not clearly defined; a common terminology is needed. Still, the terminology can be founded as the system progress;
- Success stories on e-participation shall be shared / visible. Stories can give an added value to the terminology of the process;
- It is important to analyze the link between participation and e-participation. Participation is the ultimate goal, using IT benefits participation;
- People who actively participate in decision making processes in real life (offline), they do not prefer e-participation tools. That might be because that they don't want to prefer to share their power. Whatever the reason is, e-participation gives opportunities for the others as well;

- It is significant to understand that e-participation is not providing e-state services. However, e-services contribute to e-participation as e-services decrease bureaucracy and increase information flow.

Status quo: Positive aspects on e- participation

- Even if we are facing a major geographical, cultural and demographical digital divide, the access to the digital world is growing;
- Young people have an advantage in exposure with digital devices and therefore young citizens can benefit from this advantage;
- Therefore we consider e-participation as attractive for the youth political area. Youth policy is also reacting faster to this trend of an “e-generation”;
- E-platforms, e-forums and e-participation as a whole do give young citizens additional space to the offline participation, exchange of ideas and interaction;
- E-participation and digital data exchange gives us the possibility to share information, gives easier access to information and to react faster on political developments;
- The economy of time with in the digital connected world gives actors and stakeholders not only the possibility to act faster. E-participation allows to overcome geographical distance, which then allows us joint actions with a variety of stakeholders that would be out of reach in the offline world;
- E-participation also opens the window of possibilities for disabled people, because it gives them access to discussions, debates and processes they may not be able to follow in the offline world in the very same extent.

Status quo: negative aspects on e- participation

- Some actions, like the fixing of appointments and real decision making and discussion consume more time in the online world;
- E-propaganda already found its way into the digital world;
- We are facing a major geographical, cultural and demographical digital divide digital, which is growing, because the online world is growing and developing fast in possibilities, that we may not follow;
- We are also facing a lack of continuity, lack of evaluation of impact and therefore a lack of follow up actions. The digital world is developing so fast that we do not have the time to reflect on it;
- Politicians and the formal political democratically structures are currently resistance to adapt to the developments in the online sector;
- The information overflow leads to a situation where e-participation, e-democracy and e-civil society have to compete twice as hard with other offers, then in the offline world;
- The control of the digital available information lies within the hands of major companies;
- It seems unclear if the online community is a real social community or just a community of interest of individuals - does it lead to atomization and individualisation?

Future perspective: positive vision on e-participation

- Even if it is far away we should aim to ensure full access (everyone, everything, everywhere) to e-participation;
- There is the need for the development of an inclusive monitoring system that may provide instant feedback loops and long term evaluation on e-participation and e-behaviour;
- Legalisation: the establishment of a legal framework for e-usage, e-participation at national and international level;
- Safe e-environment (privacy);
- A transparent information management system may give citizens the ownership of their privacy etc. in the digital world back(who controls data);
- There may develop a global democratic space in which human digital rights are accepted.

Future perspective: negative vision on e-participation

- There is a huge danger that the digital divide will grow. Do we need to face a bigger generational gap, a bigger gap between countries and regions in the future?;
- The information overflow leads to a situation where e-participation, e-democracy and e-civil society have to compete twice as hard with other offers, then in the offline world;
- There is also a danger that government take over the control in the digital information management like we can see it now in totalitarian systems. This information monopole and the possibility to censorship may even be a threat to a free democratic world and freedom of expression;
- There is also the risk that extremist and fascist ideas will spread even faster than today. Extremists can use the same advantage in the online world to connect, exchange information, reach out as everybody else;
- Gap between conservative real policy and demands of information society.

E-democracy 2050

- e-voting;
- e-elections;
- more continuous system;
- popular checks and balance;
- Education as a tool toward e-democracy: including e-literacy into formal and non formal educational programs as well as including it into the concept of LLL;
- Closing the digital gap through providing hardware and internet access step by step;
- Research on the use of e-participation by young people, this means instant feedback loops and long term evaluation have to be developed;
- A common e-forum for young people where the concept of e-participation, e-democracy, e-civil society, etc. can be discussed;

- Launching a discussion process on the ownership and control of e-information governments and companies;
- Launching regular e-meetings, chats or online discussions between young citizens and politicians. Young people should be involved into the preparation, agenda setting, implementation, monitoring as well as evaluation of these processes;
- Better access on the information of who has the ownership of e-information in order to guarantee transparency.

B. Working group on e-inclusion

The aim of the group was to consider the issues related to e-inclusion. Inclusion refers to encompassing activities to the achievement of an inclusive information society (Wikipedia 2009).

The Current Situation of E-Inclusion

- Situation is different across different regions and countries;
- Exclusion of some social groups is a result of
 - generational gap;
 - rural and urban divide;
 - gender;
 - ICT skills (education);
 - income / economical aspect;
 - physical and mental disabilities;
 - identity group (identity categories): disadvantaged young people;
 - LGBT (Lesbian Gay Bisexual and Transgender);
 - religious groups;
 - migrants;
 - sexual workers;
 - victims of human trafficking;
 - orphans;
 - young carers;
 - prisoners;
 - homeless;
- Conscripts (those serving in the army) etc.

Positive Trends

- ICT, internet access in public institutions such as libraries, hospitals etc.,
- Available programmes for elderly and young: intergenerational initiatives to improve e-literacy/digital literacy,
- Initiatives to enhance e-learning in universities,

- The acknowledged need to investigate ICT and e-participation;
- Online services at universities (administrative and operational); for example booking exams, and the new ways of using Second Life;
- Interest of some actors in e-participation and making it inclusive;
- Expectations for e-service usage connected to the economy of the future;
- Existing infrastructure;
- Social virtual networks (blogosphere);

Negative Trends

- Lack of adequate funding for initiatives developing e-participation: it is not a priority for public institutions;
- Sometimes face-to-face interaction is a better way compared to computer-mediated interaction: less cues in e-inclusion;
- Mainstreaming e-inclusion is a huge challenge: difficult not to leave anyone out.

What Should Be Done in the Future?

- Support people to learn how to use ICT;
- Develop accessible and affordable software and hardware;
- Integrate accessible ICT in all public institutions (such as relay service, speech-to-text, youth-friendly language version of websites, accessible services for partially sighted people etc.);
- Identify the motivating factors to increase the access and use of ICT (the quality of content);
- Increase the awareness of e-participation and e-inclusion of young people;
- Consolidate the top-bottom and the bottom-up approach
 - The government is pushing e-inclusion to the young citizens;
 - Young people want to be part of the decision.

C. Working group on formal and non-formal education

Is e-participation NFL? E.g. the netari project: is it e-services or e-participation?

- In youth work youth organisations do non-formal learning;
- Webcasting - e-participation;
- In NFL e-participation is commonly used, so that trainers from different countries meet online in order to prepare trainings;
- Are games e-participation or not? Youth are sometimes exploited in games - selling avatars etc. When you organised a team for a game and develop an organisation based on this common interest, it is definitely participation and NFE;
- In order to promote e-participation, there could be several good games created for youth (educational games);

- We need ICT skills for e-participation (youth workers, young people, policy-makers etc). It is important to know how different e-tools are used and what their purposes are in order to use them efficiently in an e-participation context. It is important to take account the process of e-debate and get to know how to deal with e-conflicts. We need training for that. We need knowledge to use the tool, not necessarily to create it (technical skills are available by service providers);
- For young people it is important to be trained on how to create different content for different platforms, for different goals. They don't know what are the different possibilities, they are often limited to their main local SNS site etc;
- Twitter is great for inclusion - everyone can use it up to a 140 characters message;
- Blogging or expression of views (i.e belonging to a community in Facebook etc, but not taking part of the discussion) e-participation → passive participation;
- We are mainly learning about ICT tools by using it, but it is important to train people for expanding their possibilities about that.

A COE training about e-participation, and to use it.

The challenge is: how to link e-participation to our real life realities? How to link e-tools to decision making in the society?

- E-participation should be a priority for the CoE. The CoE should develop a set of tools for youth organisations and other actors to use for engaging youth to e-participation;
- The CoE should train policy-makers, youth organisations and other actors about what is the aim of the different e-tools and how are young people using those;
- The CoE should finance more projects about e-participation and NFE;
- The CoE should give more importance in sharing best practises on local level and help to develop suitable tools for different communities (incl. peer to peer education).

Conclusions

- It is difficult to have very concrete and practical ideas about e-participation in NFE, as the concept itself is blurry and in rapid development;
- The www.nonformality.org should think about developing a special section about e-participation;
- The CoE should promote a year for e-participation → share best practises, declaration about e-participation;
- The CoE should promote a competition about e-participation → give out e-participation award.

D. Working group on Threats and Opportunities

What are the threats linked to e-participation (censorship, digital divide, generation gap, privacy)

- Privacy: this is a famous example of threats. Especially with Facebook and other SNS, it can really be a risk. But this risk is with everything. Also when using the

phone for example, people can eavesdrop. In Kosovo for example, one company made public the phone calls of its customers. There are genuine chances that your things get hacked.

- Some experience with ID-theft: when first used Facebook, scanners could find the telephone number. Someone even created a checking account based on the user data and managed to get 150 euro. In the USA ID-theft is a real issue. Furthermore:
 - Absence of face-to-face discussion
 - Using pranks based on personal information
 - Fear of hack attack
 - People might not always be representative for the group of people they speak for
- Effectiveness might be lower than with face to face input.
- One threat is that young people think this is their world, but adults can use information and use it in a bad way. E.g. a politician can manipulate children through internet. Also child abuses are a threat, because you can change your identity.
- Intentionally or non-intentionally, politicians cannot manipulate that easily. In the political world there are a lot of clouds regarding e-participation. For the policy-makers it is not actually clear what e-participation is. This might lead to wrong directions. This misunderstanding can be intentional or non-intentional. E.g. in Greece, e-participation had a bit more conservative direction. So monopolies of communication strategies. All this was driven by political decisions. Fortunately this changed over the years, but too late compared to other countries.
- For children there is the right to be listened to. For online participation, there is no such right. For children to tell their opinion, how can we be sure that we have given them the chance to speak freely, and have not constrained. How can we create an environment where children can really express themselves?
- There are many human rights issues to be taken into account. Even on discussion boards posts are censored.

Does e-participation always lead to meaningful involvement of young people and change in society?

- It depends on our understanding of e-participation. When we talk about Facebook there is no e-participation.
- E-participation has a strong activist component. Clicking once or twice does not mean e-participation in my understanding.
- I don't believe there is e-participation. More commercial orientations are overwhelmingly present. Users are not using these platforms to make changes in society. They (youth?) want to promote themselves, and that is it.
- Young people vote less than other groups. I recall that in one American study, there was a great difference between two generations. They had different political orientation. E-participation can lead to meaningful participation.
- There is a general perception that young people participate less, but it is just different forms of participation.
- I disagree, as I think youth are less involved, as they are watching more TV, playing games etc. They are not as involved as older generation. Furthermore, e-

participation can have a genuine impact on young people. Even Facebook can be used as a communication tool to give young people access to means of e-participation.

Which are the ways and opportunities of e-participation to motivate and empower young people?

- People participate to see their work in print, value of self-expression and a wide desire to be helpful.
- E-participation can be helpful to give disadvantaged people the means to participate, do research (Darren's example).
- E-participation can show young children to show in what society they are living in, in turn changing the way they think and the opportunities they can have in society.
- It has to be fun and attractive, it motivates young people more. It should be in the way the child thinks, not from an adult perspective.
- Internet can be used by adults to as a platform that accepts children and motivates them. It is useful for example students to be able to talk to their professors; it makes the classes less boring, and motivates them.
- E-participation can be a bottom-up and free-cheap tool to reach out to other young people. It can be used by young people to announce their actions.
- Everybody can misuse e-participation, social education is necessary. E-participation is often applied in a capitalist mind setting.
- Online learning units (e-learning) are another good example of how young people can be empowered and motivated.

Is e-participation a waste of time and effort?

- It is not, it is why we are here!

How could e-participation contribute to preventing racism and discrimination?

- If you involve the people who were discriminated, it can be useful as a first step (but it is not the solution). For example, we are working on Roma issues. If you make an online campaign about them, you can discover many interesting things about Roma people.
- E-participation could be another tool to prevent racism and discrimination.
- In Austria it is always a big deal when coloured person has done something criminal. The newspapers are creating this very negative image. We have not enough examples of positive inclusion. Online possibilities for having more awareness on this could certainly be beneficial.
- It is useful, again, from a bottom-up level, to give a different view than the newspapers give us.

Which areas of youth participation cannot be addressed though e-participation and why?

- For some things you really need face-to-face contact. For example YiA youth exchanges give the possibility to give deeper discussions on topics and get to know each other better (than can be done by e-participation).

- We do a lot of research that requires field trips, were we engage youth in.
- Voting
- E-participation is more relevant in the beginning (theory-forming), as you need to meet face-to-face to make the actual changes.
- It is easier to misunderstand each other online, as you miss the facial expressions. For example in a chat, this can happen a lot.
- Educational work such as personal development and increasing competences is important. But some competences cannot be increased using e-participation: knowledge: ok, values: ok, but for skills you still need a normal educational setting.

What are the threats and opportunities of current situation?

Opportunities

- E-participation helps develop skills, knowledge, values, attitudes;
- Saves time and money;
- Fast way to spread information;
- Accessible for disadvantaged persons;
- Anonymity;
- Acknowledgement of the contribution of ICTS to empower young people;
- A real bottom-up tool for young people to be involved;
- Useful for volunteers without money and time to use other methods;
- Interest of CoE in the subject;
- An evolving situation;
- Means of efficient exchange of ideas (without geographical borders);
- To connect/interact between different cultures/countries/continents;
- Great opportunity of intercultural learning for young people.

Threats

- Lack of ethic and transparency;
- Manipulation of datas;
- Anonymity;
- Anonymity and threat of being persecuted;
- Many clouds over e-participation;
- Un-friendly technologies (society one step behind technological evolution);
- Digital divide (geographical and generational);
- Lack of professional commitment;
- No successful method of participation (yet) (for solving community problems);
- Online life as a substitute for real life (lack of proper interaction);
- Lack of funding for projects geared towards solving community problems.

What is positive or negative?

Positive

- Technology is developed enough;
- Extension of positive offline behaviour (regular classes » completed by e-learning etc.);
- For inclusion and promotes lifelong learning;
- It offers incredible ways for young people to read and share information/knowledge;
- Young people don't need to be part of an organisation to express their ideas;
- Variety (fun/ attractive);
- Borderless;
- Making people get involved easier;
- Transparency;
- It reaches a big number of recipients;
- Empowers, functions as a supportive tool.

Negative

- E-participation not geared towards solving problems of public concern;
- Authorities do not encourage e-participation and offer good practice examples;
- Technology is moving too fast, causing problems like breach of privacy and gaps between social groups;
- It is not the answer to (lack of) participation, only a tool;
- Technological progress doesn't reach all the classes, ages, layers and strata of society, thus creating a sort of discrimination;
- Extension of negative behaviour;
- It is not very popular in my country;
- Lack of knowledge, because this field (technology & possibilities) are quickly developing;
- danger to be misuse the potential in includes;
- A low level of participation that sometimes is also manipulated;
- Different legislation;
- Lack of standardisation (ISO standards).

What is your future vision? What would you like to see?

- An internet environment that allows to express feelings as in IR4;
- Accessible to everyone and everywhere;
- The internet (the web-platforms) have no censorship (except for specific cases) and

there is a freedom to express one's thoughts online without fear of being persecuted;

- That more e-youth participation leads to positive community / social change (offline actions in general);
- Solutions to community problems implemented by authorities as a result of e-participation programmes;
- That there is online support & financial assistance for young people that want to set up bottom-up methods/ programmes / websites/ fora of e-participation;
- To be more popular and to cover all the people (including young and older people);
- Shared knowledge of e-participation (teacher, parents, children, civil society, institutions and media) and no digital divide;
- Widespread ICT literacy & availability;
- democratise ICTs (access, equal chances to act online);
- (Necessary input by policy-makers) Online forum with policy makers and civil society out of which common and informed decisions follow (i.e. co-decision procedure);
- Institutions recognise e-participation as important alongside other traditional forms of democracy;
- People discover again that it is beautiful to be part of the community and that things can change if everybody becomes more involved.

9. THE AGENDA 2020 - *Presentation by Basak Saral, Advisory Council on Youth*

1.



2.



3.



4.



5.



Agenda 2020

2. **Living together in diverse societies**, with special emphasis on:

- Empowering young people to promote, in their daily life, cultural diversity as well as intercultural dialogue and co-operation;
- Preventing and counteracting all forms of racism and discrimination on any ground;
- Supporting initiatives of young people and their organisations in conflict prevention and management as well as post-conflict reconciliation by means of intercultural dialogue, including its religious dimension;
- Supporting youth work with young refugees, asylum-seekers and displaced persons;
- Further encouraging the development of sub-regional youth co-operation in Europe and beyond;
- Encouraging young people to promote global solidarity and co-operation.

6.



Agenda 2020

3. **Social inclusion of young people**, with special emphasis on:

- Supporting the integration of excluded young people;
- Ensuring young people's access to education, training and the working life, particularly through the promotion and recognition of non-formal education/learning;
- Supporting young people's transition from education to the labour market, for example by strengthening possibilities to reconcile private and working life;
- Supporting young people's autonomy and well-being as well as their access to decent living conditions;
- Ensuring young people's equal access to cultural, sporting and creative activities;
- Encouraging intergenerational dialogue and solidarity.

7.



Agenda 2020

The implementation of these priorities should be based on various approaches, methods and instruments regarding:

- **youth policy** development and co-operation;
- **youth work**, education and **training**;
- **youth research** and knowledge of youth.

10. RECOMMENDATIONS TO RESEARCHERS, POLICY-MAKERS, YOUTH ORGANISATIONS AND YOUNG PEOPLE

A. E-DEMOCRACY working group

Recommendations for policy-makers

e-Democracy

All development and initiatives and decisions around e-participation need to be done in cooperation with all stakeholders. Young people should be involved in the agenda setting, implementation, preparation, evaluation and follow-up process on all political levels. Equality is a core pillar in democracy. As long as the digital divide exists, a geographical, socioeconomic, cultural and demographical level, and as long as equality of access to internet is not guaranteed e-participation and e-democracy can be a threat to the principles of democracy and human rights.

Legislation

Develop legal framework for e-participation in e-democracy at national European and international level which should be developed in accordance with human rights. This legal framework should ensure inclusive approach towards e-participation and e-democracy. E-privacy has to be guaranteed as well as transparent information management.

E-policy development mechanisms

- Provide possibilities for e-participation / e-demo through websites with transparent information on decision-making processes, current agendas and possibilities to suggest, comment, discuss, vote and evaluate them in diverse ways using e-tools (discussion forums, polls, questionnaires - but not just those);
- Create new ways for e-democracy;
- Experiment e-election;
- E-policy development;
- Create strategy for e-democracy in cooperation with civil society;
- Create an e-platform to communicate directly with politics on specific topics;
- Open international political conferences for a wider public / civil society and especially youth NGO's and include them into the debate, working groups and seminars at international conferences with a possibility to contribute to the final decisions;
- Organize face-to-face conference for example. Use youth friendly language;
- Create an international guideline for internet safety regarding children.

Mainstreaming

- E-participation has to be mainstreamed and implemented at all levels, at all political institutions and in all policy areas;
- CoE -> trial of e-participation in co-management at least start using IT tools

more/better;

- Emphasise e-demo/part. in all CoE strategies, especially the ones concerning children and youth;
- Officials in CoE should start more active communication with young people through internet;
- (CoE) Youth NGO's should be given funding to promote e-participation.

Access

- Provide access to internet to all citizens;
- Support the development of the internet infrastructure (e.g. reduced taxes);
- State owned community can be utilized to promote e-part./demo (utilization of internet for social good is needed);
- Give youth and all citizens the full access to information (transparency) related to decision-making;
- Make e-learning and media education a compulsory subject in schools.
 - teachers education
 - Computers
 - provide internet access to school

Recommendations for researchers

- Develop studies in the field of political participation of young people with regards to offline and online participation;
- To do research on benefits of e-democracy;
- Research on motivation for youth participation to use tools of e- democracy for people of different age/social groups;
- To investigate and do research on the best practices of e-democracy programs in member countries of council of Europe and beyond in a comparative perspective; including possible safety threats (censorship, virus, hackers...);
- Develop list of competences in e-literacy;
- There is a need for an inclusive monitoring system. Inclusive means that all stakeholders are involved in the development, preparation and implementation as well as evaluation;
- There is a need for feedback loops that allow us to react fast on the current development;
- There is a need for long term evaluation on e-usage within e-democracy;
- There is a need for empirical researches involving young people and children.

Recommendations for youth organisations

- Promote e-democracy, e-participation through projects related to this topic;
- Involve young people in e-participation and e-democracy projects like monitoring political activity, or evaluating and analysing through internet political decisions;

- Interact with policy makers in order to develop the specific legal frame for e-democracy;
- Interact with mass-media in order to make the e-participation and e-democracy known to all young people;
- Develop platforms for e-participation and non-formal learning online;
- Use Internet for democratic participation opened to all young people;
- Organise training courses on e-participation and e-democracy to develop a SNS to ensure the follow up of that kind of training;
- Run e-campaigns on political participation that are interactive and go where young people are online;
- Develop education programs on e-participation and e-democracy;
- Cooperation with internet based youth movements is needed;
- Do online surveys on e-participation and e-democracy;
- Develop an E-forum where young people can discuss online about e-democracy, e-civil society, etc. in order to improve the recommendations we are making;
- Create a strategy for e-democracy, e-participation in cooperation with young people including advocacy campaigns for e-democracy but also using e-tools;
- Look into ways of how to make e-participation more effective on real politics, real lives (to work with politicians, other NGOs, media, etc.);
- Participate in programs and grants in order to get money for building platforms for e-participation - maybe in collaboration with public institutions;
- Address the importance of open source software among young citizens in order to increase awareness of non-commercial and thus more democratic tools of e-participation;
- Sustain and develop peer education.

B. FORMAL and NON-FORMAL EDUCATION working group

Recommendations for policy-makers

- Provide framework within which transfer of knowledge through non-formal education can be distributed to young people for topic of e-participation;
- To give more (financial and non-financial) support of new ideas & projects and provide their sustainability for the best practices examples in non-formal education;
- Organize competition to youth organizations for youth e-participation project, select award and promote them;
- Involve e-social movements equally with youth organizations and give them recognition;
- To make assessment of the social impact of the implemented projects within the field of e-participation and non-formal education;
- Advocate for inclusion of e-participation into formal civic education.

Recommendations for researchers

- More research about opportunities offered by e-participation to develop methodology for formal, non-formal and informal learning of e-participation tools and services;
- Research how can e-participation help social transformation together with youth organizations & policy makers;
- Advocate for more funds to research about e-participation and non-formal learning and promote outcomes or different researches together with youth organizations.

Recommendations for youth organisations

- Understand the tools, express the needs, and provide services on non-formal education methods about e-participation;
- To do self-reflection about their working methods in order to reach more young people and communicate with them in new ways;
- Provide training for all young people on how to effectively use different e-tools and how to extend these tool;
- To organize European both online and offline campaign that aims to promote new way of participation in cooperation with policy makers;
- Educate in safety ways to e-participate so youth could ensure their private information;
- Promote and advocate open source.

C. THREATS and OPPORTUNITIES working group

Recommendations for policy-makers

Local level

- Allocate sufficient funds for ICT in schools, universities, public spaces, centres (infrastructure);
- Offer/support training courses on ICT technologies for everybody;
- E-Participation should be one of the priorities on the local agenda;
- wherever possible, local authorities could appropriate funding for long-term participation projects;
- Promote and encourage e-Participation programs;
- Recruit ICT professional staff and educate them according to the code of conduct of the local authority;
- Reward people who organize successful e-Participation programs? (Highly debatable).

National

- National authorities should support local authorities, especially in the under developed areas;
- Foster social cohesion towards an inclusive society (towards decreasing the development gaps);
- Reach out a more proactive approach in r&d for new applications with benefits for disadvantaged groups and areas;
- National parliaments should get citizen input when considering new laws (could support an e-Participation program); also publish the results (transparency);
- Public officers should be trained in ICT technologies;
- Establish an online support and financial assistance program for young people who would like to set up bottom-up programs/websites for e-Participation.

European

- E-Participation should be a priority for European bodies;
- European bodies should lobby European national governments to support participation programs, including e-Participation;
- If national governments don't have resources to support participation initiatives, then European institutions could support them financially and professionally;
- Establish a general, flexible and coherent binding framework with focus on e-participation.

Recommendations for researchers

- Conduct research that includes the 3 priority areas set by the i2010 agenda: e-Learning, e-Inclusion and e-Participation;
- Develop thesis in e-Participation;
- Should be included in setting the agenda of the second pan-European framework of i2010.

Recommendations for youth organisations

- Setting up a common ethical code for e-youth participation (special task for the European Youth Forum?);
- When developing e-participation projects with young people, make sure you involve their social partners (such as parents, teachers, peers...) to increase the impact and visibility;
- Youth organisations should organise projects that increase the e-participation capacity for disadvantaged groups (geographically, socially, economically, generationally, physically (etc) disadvantaged);
- Youth organisations should ensure that there is an e-component for traditional projects (e.g. website for dissemination of results, exchange of opinions, best practices, etc);

- Organise educational activities in which young people share/pass on their ITC competences (to peers and older generations);
- To develop a best practise booklet on e-youth participation projects (European Youth Forum, Council of Europe);
- If applying e-participation methods, make sure they are meaningful and lead to social change and offline action (involving the community, different stakeholders such as local government, schools and universities, private enterprises...).

D. E-INCLUSION working group

Recommendations for policy-makers

Local level

- Make e-participation a priority for governmental organizations;
- More funding:
 - for education and training around digital media;
 - for public services on e-services;
 - for researches;
 - for NGOs to enhance inclusive e-participation.
- To cooperate with Youth NGOs and researchers;
- Awareness-raising about what e-accessibility and inclusive e-participation is.

National level

- To organise monitoring of researches programmes of excluded groups;
- Awareness raising about what e-accessibility and inclusive e-participation is;
- Establish agreements with the private sector to make ICT accessible and reduced cost to all communities.

European level

- Extend and expand the European research centre/network concerning inclusive e-participation;
- To continue influencing Members States on the importance to develop inclusive e-participation (see PACE Resolution 1653 Information and Communication Technologies);
- To cooperate and consult with Youth NGOs and researchers in order to involve excluded groups into the decision-making process;
- Awareness raising about what e-accessibility and inclusive e-participation is;
- Mainstreaming e-inclusion and identifying links to other priorities i.e. environment, reducing poverty, employment, and education;
- Develop a framework on e-inclusion at the level of CoE (for instance, charter, resolution of PACE);
- CoE should ensure that their e-services, programmes and products are accessible and inclusive to all users.

Recommendations for researchers

What should be done in the future to make e-Inclusion meaningful?

Infrastructure and resources to perform research

- Funding should be provided to support research into e-inclusion for vulnerable groups. Special focus on specific groups of young people;
- Identifying existing and emerging groups;
- Researching the researcher (Meta-language);
- Raising the profile of e-inclusion in research agenda's;
- Dissemination in multiple forms and to different actors (i.e. policy makers, Youth NGOs and academics);
- Researcher's development (training) in competencies and skills.

Services and products

- Extend and expand networks and/or body CoE research centre on e-inclusion (researchers) on sharing best practice, etc;
- Interdisciplinary teams (I.T engineering, Sociologist, political scientist, economist, etc);
- Bulletin;
- Bank of completed research on e-inclusion and/or knowledge exchange.

Methodology and methods

- Using and developing different methodologies drawing on different disciplines to understand better the e-exclusion context and circumstances of specific groups.
- Established cooperation with field work practitioners
- User involvement in all stages of the decision making processes in the development, undertaking and communication of e-inclusion research.
- Methods:
 - Qualitative and quantitative;
 - Online research along with off-line fieldwork;
 - Active research;
 - Participatory research;
 - Ethnographic;
 - Comparative methodology;
 - Mapping method (cross-country research to clarify geographical situation and/or thematic inclusion);
 - Ethnographic (online mapping);

- Cultural research.
- Technology: should be researched and responding to the needs of the researcher.

Recommendations for youth organisations

Local level

- Cooperation with researchers and policy makers by having regular contacts e.g. conferences, seminars;
- Extend and expand existing e-services targeting young people: use of websites, SNS, blog... developed by youth NGOs themselves and taking into account the needs of their target groups;
- Increase awareness of e-participation (NGOs should know their target audience's needs, rights and also share experience between NGOs to improve their practices);
- To raise the awareness on e-inclusion within the priority of the Human Rights Education Programmes at the CoE;
- Improve bottom to top approach by gathering experiences, best practice and examples of e-participation;
- Using existing infrastructure and technologies to increase e-participation;
- Ensure access to ICT and the Internet in the local youth NGOs centres as well as training around e-participation to improve IT skills and education about e-participation of young people;
- Making sure that the e-services and trainings are user friendly and accessible to all social groups by working closely with target group audience to make sure that their needs are met.

European level

- Cooperation with policy-makers and researchers by having regular contacts e.g. conferences, seminars, etc;
- Increased awareness of e-participation;
- Develop inclusive e participation taking into account the needs of all young people;
- Making sure that the e-services and trainings are user friendly and accessible to all social groups by working closely with target group audience to make sure that their needs are met.

11. SESSION OUTLINES

SO 1

SESSION TITLE	WELCOME EVENING
FACILITATORS	Karina and Khalil
DATE AND TIME	March 15, Sunday 20.30 - 22.30
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To provide an opportunity to participants to get to know each other in an informal atmosphere. - To break the ice within the group and initiate the group building process. - To welcome the group and foster communication among participants and the team, to seek to create a positive, warm, respectful and inclusive atmosphere for interaction and exchange.
METHODOLOGY STEP- BY-STEP	Although the evening programme was structured and conducted according to a plan, the prep team ensured an informal and relaxed atmosphere so that the participants could deal more easily with the unknown (the place, the event, other people). The informal atmosphere was also important on the first evening as the following day's sessions were much more formal and official.
PROGRAMME	<p>8.30 a.m. Welcome by team and introductory information until the next morning</p> <p>8.45 a.m. Map of Europe</p> <p>9:05 a.m. Round of names and name games</p> <p>9.20 a.m. Non-verbal Bingo-statements (See Appendix)</p> <p>9.45 a.m. Letting the evening trail off together ...</p>
OUTCOMES	Approximately two-thirds of the participants arrived before the evening programme and joined the welcome evening. There was a nice atmosphere, open to everybody who came later during the evening. The objectives of the session were reached and welcome evening provided a smooth start into the programme.
APPENDIXES	<p>Bingo Statements:</p> <p>Has travelled to Strasbourg more than 8 hours - Is married - Has more than 3 brothers or sisters - Speaks more than 3 foreign languages - Has done a project based on Information & Communication technologies - Has his own blog in Internet - Sometimes has lunch in front of his laptop - Cannot live without beer - Plays a musical instrument - Cannot live without Facebook - Needed visa to come to Strasbourg - Has children - Has been to more than 8 countries.</p>

SO 2

SESSION TITLE	OPENING AND INTRODUCTION
FACILITATORS	
DATE AND TIME	March 16, Monday 9:30 - 11:00
BACKGROUND	This session is part of the first day in which the context and the frame of the seminar is set. It is important to make participants aware that their contribution to the seminar is appreciated by the Council of Europe DYS and the European Youth Forum. The first day is also the day in which the actors of the seminar start to know each other and to create the group. After having set the aims and objectives, the programme, the methodology, it will be possible to focus more on the concepts that characterize the seminar.
OBJECTIVES	<ul style="list-style-type: none"> - To get familiar with the participants and different stakeholders of the seminar. - To get acquainted with the background, aim, objectives, programme and methodology of the seminar.
METHODOLOGY STEP-BY-STEP	<p>Speeches by the representatives of the Council of Europe DYS and the European Youth Forum. Methodology should invite participants to reflect on their own role in youth participation and importance of the sustainable follow-up to the seminar through their own contribution:</p> <ul style="list-style-type: none"> - Round of introduction - Brief presentation in plenary with a visual support of the aims and objectives, the programme and the methodology;
PROGRAMME	<p>Welcome speech 1: Ulrich Bunjes Welcome speech 2: Johan Eckman 10.00. Round of introduction 10.00. Introduction of participants 10.10 Introduction of trainers and the team 10.15 Introduction to the seminar - background, aims and objectives, programme, methodology. Questions from participants 10.45 Practicalities.</p>
OUTCOMES	Participants have received information on the different elements of the programme, the logic of the seminar, the methodology and methods. They also got more familiar with the aims and objectives and the frame in which the seminar had been designed. This morning session was also a good chance for everyone to learn a bit more about each other's backgrounds and expectations for the seminar.
MATERIALS REQUIRED	

SO 3

SESSION TITLE	HISTORY, TRENDS AND VISION
FACILITATORS	
DATE AND TIME	March 16, Monday 11:30 - 13:00
BACKGROUND	<p>This session is meant to introduce the concept of youth participation, to look into the roots and trends of youth participation through the use of ICT and bring participants to the better understanding of the concept of e-participation. Participants applying for the seminar come from different cultural and professional backgrounds and different target groups; the concept of youth participation is probably clear enough to most of them, while participation based on ICT could be relatively new or unclear to the others. Furthermore, as youth participation is a priority of the CoE DYS, its work on youth participation should be also explained to participants. This session is meant to fulfil the expectation - to bring participants to the common understanding of the concepts central to the seminar.</p>
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To introduce the general concept of youth participation - To explain the work of the Council of Europe's Directorate of Youth and Sport in the field of youth participation - To explore the current trends of young people's use of information technologies.
METHODOLOGY STEP-BY-STEP	<p>I. Input on conceptualising youth participation.</p> <p>Firstly the general concept of youth participation should be presented for the common understanding of it by all participants. This will be one of the fundamental concepts for the seminar that will be referred to throughout the next days. The concept of youth participation as defined in the revised European Charter on the Participation of Young People in Local and Regional Life, will be further explored and explained. The presentation should therefore focus on the following aspects as well:</p> <ul style="list-style-type: none"> - Participation in the process of developing youth policies - Links between participation, formal and non-formal education as vehicles for participation - Participation as a process or a method; as an objective; as an approach - Conceptual model of participation (such as Roger Hart's ladder of participation and others) <p>II. Input on influence of ICT on the participation of young people in society.</p> <p>One of the key lectures that will set the pace for the whole seminar and shape up the concept of e-participation, so as to merge the concepts of youth participation and e-participation. The input may look at such aspects of e-participation as the emergence of forms of participation through the ICT, history of e-participation, role of ICT</p>

	<p>in the civic society, impact of ICT on civic engagement etc, so as to provide the basis and background for future thematic discussions in the seminar. The methodology of the input should also bring participants closer to the common understanding of the concept of e-participation, evolving forms and tools of e-participation.</p> <p>Delivery of both presentations will be done through a theoretical input with a visual presentation.</p>
PROGRAMME	<p>11.30. Concept of youth participation (Terry Barber) + Q & A session</p> <p>12.15. History and current trends of e-participation (Kay Withers) + Q & A session</p>
OUTCOMES	<p>Through the inputs and discussions that followed, we could create a common understanding of youth participation, and to provide a fairly comprehensive overview of the current trends in the use of ICT by young people. Participants had a chance to address each speaker with putting their perspectives on the phenomena and raise questions.</p>
MATERIALS REQUIRED	<p>As requested by the speakers.</p>
APPENDIXES	<ul style="list-style-type: none"> - Presentation by Terry Barber - Presentation by Kay Withers

SO 4

SESSION TITLE	FUTURE VISION OF E-PARTICIPATION; DEVELOPING THE CONCEPT OF E-PARTICIPATION
FACILITATORS	
DATE AND TIME	March 16, Monday 14:00 - 16:00; 16.30-18.00
BACKGROUND	<p>By now participants have become familiar with some characteristics, forms, trends and tools of e-participation. They are ready to explore the future vision of e-participation and to reflect on the challenges related to e-participation. Since by the end of the seminar the participants are expected to come up with concrete recommendations on e-participation, they need to perceive e-participation in all its complexity + variety of forms, and be able to critically assess its implications.</p> <p>How social networking sites are changing youth participation? How can they empower young people? Given that there are different users with diverging needs, how to define the expected outcomes of participation through networking sites? What forms of e-participation can emerge in the future? What are the opportunities and the limits? The input by Toon Coppens, CTO and co-founder of Netlog on the future vision of e-participation is called to address (most of) these questions, and to create the new ones.</p>

	<p>It is called:</p> <ol style="list-style-type: none"> 1) To attempt to bring together general youth participation concept with IT trends - building links between technologies and participation in the democratic process 2) To serve as a starting point for reflection on the concept of e-participation and challenges related to e-participation. <p>As continuation of the inputs, the reflection on e-participation will take place in small groups. It is meant to look at e-participation from perspectives of participants' different backgrounds (policy, youth work, research), and develop a common concept of e-participation that responds to participants' realities.</p>
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To explore the future vision of young people's use of information technologies. - To bring together the youth participation concept with IT trends. - To reflect upon the characteristics of e-participation (pre-conditions, needs of young people...) and develop a concept of e-participation - To identify and address the challenges related to e-participation
METHODOLOGY STEP-BY-STEP	<ol style="list-style-type: none"> I. Video online presentation of the Netlog expert, Q & A session. II. Work in groups on developing the common concept of e-participation: what does it mean for participants? <p>Methodology will take into account the previous inputs on youth participation, trends of e-participation, the future vision, and include:</p> <ol style="list-style-type: none"> a) Sharing in small working (mixed) groups and developing a concept of e-participation b) Reflection on the challenges related to e-participation - facilitated by individual reflection grid (see appendix) <p>The possible guiding questions for working groups:</p> <ol style="list-style-type: none"> 1. What e-participation means for you in your work/ in your context? 2. Which forms does e-participation take in your work / your context? 3. Does e-participation motivate young peoples to take action and to initiate social change? <p>During their discussions, participants can refer to the material on e-participation handed out before the work in groups.</p>
PROGRAMME	<p>14:00 Future vision of e-participation, "How social networking sites are changing the participation of young people?", Toon Coppens, "Netlog" + Q & A session</p> <p>15:00 Discussion and individual reflection in working groups upon the characteristics of e-participation and challenges related to e-participation: developing a concept of e-participation</p> <p>16:00 Coffee break</p> <p>16.30 Work in groups continues</p> <p>17.30 Presentations, 7 minutes per group and questions</p> <p>17.55. Technicalities and closing the day</p>

OUTCOMES	The frame in which participant can reflect on their understanding of e-participation and involvement in e-participation, was set. In working group discussions it became obvious how complex and multi-faceted the concept of e-participation is. Discussions in groups helped participants from different backgrounds to arrive to common conclusions as well as to some disagreements; they also helped to identify which activities can be considered by us as e-participation, and which not.
MATERIALS REQUIRED	Screen and technical equipment for video streaming as requested by Toon Coppens; Flipcharts; markers.
APPENDIXES	<ul style="list-style-type: none"> - Input by Toon Coppens - Handout about e-participation - Handout with the grid for individual reflection -

Some additional thoughts on e-participation to help guide your discussion...

So, what is e-participation?

"...eParticipation is a means to empower the political, socio-technological, and cultural capabilities of individuals giving the possibility that individuals can involve themselves and organize themselves in the information society".

E-Participation is a concept that goes beyond traditional concepts of digital democracy by focusing on civil society and citizen-citizen-communication as important aspects of democracy.

The plebiscitary concept of digital democracy (eParticipation) is based on an understanding of democracy as participatory bottom-up-process. Technologies that are favoured are e.g. online surveys, online polls, online voting, and online referenda. Representatives of plebiscitary digital democracy consider televoting, telepolling, and telereferenda as empowering citizens and weakening centralized bureaucratic power. They reduce democracy to direct decisions in the form of voting and ignore that democracy is first of all a process of communicative action and deliberation.

Decisions in a social system should be prepared, taken, and enacted by all individuals and groups affected by the operations of the system in bottom-up grassroots processes. Participatory systems are self-organized and self-managed systems (Banathy 1996).

The grassroots concept of digital democracy (eParticipation) mainly stresses citizen-to-citizen (C2C) digital communication and communication processes of and in non-governmental civil society protest groups and movements (cf. e.g. Barber 1998, Castells 2004, Macintosh 2004, Rheingold 2000). Whereas plebiscitary and representative models of digital democracy focus on the relationship of governments and citizens, the concept of grassroots digital democracy stresses the communication of civil society and citizens and has the vision that from these communication processes an alternative participatory society that is self-managed and self-organized could emerge. Technologies and tools that are favoured for online politics include online-discussion boards (web-based, non web-

based), mailing-lists, wikis, political blogs, political chats (which are very rare), cyberprotest tools (like FloodNet that allows ping attacks/denial of service attacks, e-mail bombs, etc.), online petitions, and online protest campaigns.

The overarching objectives of e-participation:

- 1. Reach a wider audience to enable broader Participation*
- 2. Support participation through a range of technologies to cater for the diverse technical and communicative skills of citizens*
- 3. Provide relevant information in a format that is both more accessible and more understandable to the target audience to enable more informed contributions*
- 4. Engage with a wider audience to enable deeper contributions and support deliberative debate*

E-participation models have been grouped under three broad categories:

The OECD report [5] argues that democratic political participation must involve the means to be informed, the mechanisms to take part in the decision-making and the ability to contribute and influence the policy agenda, specifically it usefully defines the following terms.

- (i) Information:* a one-way relationship in which government produces and delivers information for use by citizens.
- (ii) Consultation:* a two-way relationship in which citizens provide feedback to government. It is based on the prior definition of information. Governments define the issues for consultation, set the questions and manage the process, while citizens are invited to contribute their views and opinions.
- (iii) Active participation:* a relationship based on partnership with government in which citizens actively engage in defining the process and content of policy-making. It acknowledges equal standing for citizens in setting the agenda, although the responsibility for the final decision rests with government.

Using these terms as a basis, and considering the objectives of e-participation described in section 1, three levels of participation were developed that can be used to characterize e-democracy initiatives. The first level is the use of technology to enable participation:

- 1) E-enabling* is about supporting those who would not typically access the internet and take advantage of the large amount of information available. The objectives we are concerned with are how technology can be used to reach the wider audience by providing a range of technologies to cater for the diverse technical and communicative skills of citizens. The technology also needs to provide relevant information in a format that is both more accessible and more understandable. These two aspects of accessibility and understandability of information are addressed by e-enabling.

The second level is the use of technology to engage with citizens:

- 2) *E-engaging* with citizens is concerned with consulting a wider audience to enable deeper contributions and support deliberative debate on policy issues. The use of the term 'to engage' in this context refers to the top-down consultation of citizens by government or parliament. The third level is the use of technology to empower citizens:
- 3) *E-empowering citizen* is concerned with supporting active participation and facilitating bottom-up ideas to influence the political agenda. The previous top-down perspectives of democracy are characterized in terms of user access to information and reaction to government led initiatives. From the bottom-up perspective, citizens are emerging as producers rather than just consumers of policy. Here there is recognition that there is a need to allow citizens to influence and participate in policy formulation.

SOME TERMS FOR REFERENCE:

Webcasts: real time recordings of meetings transmitted over the internet.

Frequently asked questions (FAQ): this is a 'tree' of questions and answers that can be searched using keywords or by inputting a question or statement in 'natural language'. The 'tree' can be explored or searched to find answers that are closest to the user's questions.

Blogs: frequently modified webpages that look like a diary as dated entries are listed in reverse chronological order.

Quick polls: web-based instant survey.

Surveys: web-based, self-administered Questionnaires.

Chat rooms: a virtual space where a chat session takes place in real time.

Decision-making games: these allow users to view and interact with animations that describe, illustrate or simulate relevant aspects of an issue. There is usually some competitive aspect such as a quiz. The content, level of difficulty and types of interfaces are dependent on the target audience.

Discussion forum/board: a website for an online discussion group where users, usually with common interests, can exchange open messages. It typically shows a list of topics people are concerned about. Users can pick a topic and see a 'thread' of messages and replies then post their own message.

Specific e-engagement discussion fora:

- *Issue-based fora*, ie organised around policy issues that have been formulated by policymakers, interest groups or 'experts', and presented as the heading of one or more discussion threads. Responses are sought to gauge opinion or solicit ideas. Position statements, links to topic-related websites, and other background information are often absent.
- *Policy-based fora*, ie organised around themes/issues that relate directly to a draft policy, and where discussion threads are intended to solicit responses from those affected. Participants might be encouraged to submit alternative ideas and suggestions but the format implies that what is being sought is an indication of how far the participants agree

(or not) with the proposals, and why.

E-consultations: interactive “tell-us-what-you-think” on-line platforms where ordinary citizens, civic actors, experts, and politicians purposively assemble to provide input, deliberate, inform, and influence policy and decision making.

Common types of e-consultations: Question and answer discussion forums

1. Online polls
2. E-petitions
3. E-panels
4. Editorial consultations

e-Panels: represent a recruited set, as opposed to a self-selected set, of participants who have agreed to give their views on a variety of issues using ICTs at specific intervals over a period of time.

e-Petitioning: a web-based system that hosts online petitions and allows others to sign up to them by adding their name and address online.

e-Deliberative polling: combines online deliberation in small group discussions with random sampling to facilitate public engagement on specific issues. A variety of the above tools, namely surveys and discussion fora, are used to support such e-deliberative polling.

Virtual communities: online space in which users with a shared interest can gather to communicate and build relationships.

Alert services: one-way communication alerts to inform people of a news item or an event, such as, for example, a new consultation.

RSS Feeds: a mechanism for being kept up to date of changes on websites. For example, when a new entry is added to a website the RSS feed will typically save its title, a short abstract and link to the full content. A user can subscribe to the Really Simple Syndication (RSS) feed so that when a new entry is added they will be informed automatically.

Sources: Broadening eParticipation: Rethinking ICTs and Participation, Paper Presented at the Association of Internet Researchers (AoIR) Conference: Internet Research 7.0, Brisbane, September 27-30, 2006. Christian Fuchs, ICT&S Center: Advanced Studies and Research in Information and Communication Technologies & Society (<http://www.icts.uni-salzburg.at>); “e-Methods for public engagement: Helping local authorities to communicate with citizens”, Ann Macintosh, local e-Democracy National project, Bristol City Council.

Grid for individual reflection

What are the current challenges to e-participation in your context?

	Pre-conditions to youth e-participation	Identifying the challenges related to e-participation	
		For/ within my organisation/ community/ context	From the other actors of society (define)
1.	Organisational structures		
2.	Access and accessibility		
3.	Competences (knowledge, skills, attitudes) e.g. eLiteracy, eReadiness		
4.	Motivation and awareness		
5.	Resources (ICT tools, methods of e-engagement, practices, techniques and technologies, human resources)		
6.	Evaluation and feedback		

SESSION TITLE	EXAMPLES OF GOOD PRACTICES; SHARING GOOD PRACTICES, SESSION 1 & 2
FACILITATORS	Khalil
DATE AND TIME	March 17, Tuesday 9:30-11.00; 11.30-13.00
BACKGROUND	<p>The participants have by now analysed the challenges and opportunities of e-participation, based on experts' inputs, individual reflection and sharing in groups. In order to learn how to improve their contribution to e-participation youth work projects/research/ policies as well as to increase e-participation impact, the different target groups of youth workers, researchers and policy-makers should engage in exchange of best practices, experiences and ideas. This session responds to one of the objectives of the overall seminar: To exchange experiences and good practices of e-participation in the youth field.</p> <p>How messages can be heard? How and through which means can projects make a lasting impact and involve stakeholders? How to engage young people in such projects and to measure the outcomes of the projects? How projects can influence the personalities, human relations, social problems, decision-making? These questions are expected to be partly covered by this session.</p>
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To provide space to participants to present selected innovative best practices and make participants (if possible) experience them. - To encourage general sharing and discussion on a variety of successful and less successful practices from the different stakeholders. - To draw conclusions from the practices and point out criteria/success factors for effective and efficient e-participation practices in the youth field
METHODOLOGY STEP-BY-STEP	<p>I. Presentations:</p> <ul style="list-style-type: none"> • Presentation of the Netari.fi-project - online youth centre, Tero Huttunen, City of Helsinki • Presentation of the Young Researcher network, Darren Sharpe, The National Youth Agency, Leicester/UK <p>The presenters are suggested to encourage participants to raise questions during the input and stimulate further discussion.</p> <p>II. Sharing experiences in plenary: It will be based on the methodology of practice lounge/fair for sharing experiences. It should function as an open, interactive and dynamic space that allows enhancing getting to know each other and learning about the projects.</p> <p>One example of an e-participation project will be presented by a stakeholder (through a visual presentation on flip chart / screen). Presentations will cover the main aspects of the projects along the</p>

	<p>following proposed outline:</p> <ul style="list-style-type: none"> • <i>Aims and Objectives</i> • <i>Target group / Users' description</i> • <i>Context/Participation area</i> • <i>Technologies and resources</i> • <i>Methods</i> • <i>Difficulties</i> • <i>Success factors</i> • <i>Contact details</i> <p>Step 1. OPENING THE FAIR: Participants are asked in advance to bring materials about their projects:</p> <ul style="list-style-type: none"> - Posters, leaflets, CDs, DVDs...; - Publications / materials that represent achievements or results of the project (books, reports, surveys, etc...); - Some technical info (number of young people involved, outcomes, etc.); <p>Participants will be invited to go around, take a look at the information available and to talk with people informally. They can address each other with questions on a specific project. There will be two groups of participants; each group has 30 min. to present and the other one to visit, after 30 min. the groups are changed vice-versa. Two-colour post-its are used to distinguish the presenters/ visitors' groups and facilitate their exchange.</p> <p>Step 2. ROUND OF LEARNING POINTS</p> <p>After the Fair, the participants should be invited to share their learning points in one plenary round (tour de table) and to speak about the success factors for effective and efficient e-participation projects in youth field.</p>
OUTCOMES	<p>Maximum time was given to the participants to exchange the best practices, including power point presentations, online presentations and flipcharts presentations. The participants enjoyed the fair and needed time to be understood as well as to explore each others' projects. In the end the participants were invited to the stand of Giacomo Pirelli, who did a creative presentation. The palantypist (speech-to-text service expert for deaf and hard of hearing people) helped to facilitate communication between Giacomo and the participants. It was a strong moment of sharing and exchanging. Most participants concluded it was a very inspiring session for them and a very useful learning experience.</p>
PROGRAMME	<p>09.30 Introduction to the day</p> <ul style="list-style-type: none"> - Technical Announcements - Explanation Working Groups - Explanation Fair <p>09.45 Presentation Tero + Q & A session</p> <p>10.20 Presentation Darren + Q & A session</p>

	11.00 Coffee Break and preparation fair 11.40 Start Fair 12.10 Change of groups 12.45 Flashlight tour de table on learning points 12.55 Announcement YP cafe in the evening
MATERIALS REQUIRED	Panels, materials as requested by Darren or Tero; Flipcharts, markers; tables set in the center of the plenary room and “flechettes” room; two tables set with computers or participant’s laptops for a project or a tool demonstration.
APPENDIXES	<ul style="list-style-type: none"> - Presentation of Tero Huttunen - Presentation of the Young Researcher network, Darren Sharpe - Outlines of the best practices’ presentations - Photos of several flip chart presentations. - Photos of the fair

SO 6

SESSION TITLE	WGs: E-DEMOCRACY, E-INCLUSION, THREATS & OPPORTUNITIES, NON-FORMAL EDUCATION
FACILITATORS	
DATE AND TIME	March 17, Tuesday 14.30-16:00, 16.30-18.00
BACKGROUND	<p>Discussions in thematic groups on Tuesday are meant to cover issues such as NFE and FE, Democracy, Inclusion, Threats and Opportunities related to e-participation and any other topics deemed relevant by participants. This is the key part of the seminar where participants can make the biggest contribution with their diverse experiences and practices in mixed groups.</p> <p>After series of inputs and presentations, participants are ready to share their insights and develop new ideas. Conclusions from these discussions will be instrumental for the final recommendations of the seminar and for the Agenda 2020.</p>
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To discuss the concrete topics (eDemocracy, eInclusion, NFE & FE, Threats & Opportunities) deemed relevant by participants from a perspective of e-participation, in small working groups.
METHODOLOGY STEP-BY-STEP	<p>Methodology will be consistent with the objective of the session and employ discussion facilitated by one of the team members. It should consider collection of inputs in a way that these serve the final aim of the seminar - creation of recommendations.</p> <p>To stimulate exchange of ideas and experiences, it would be suggested that groups are mixed and represent non-organised young people, youth workers, researchers and policy makers together. It is important</p>

	<p>that all group members contribute to discussion from their perspective and take part in discussion; the topics raise controversial issues and at times call for debate; therefore, “fishbowl” methodology seems to be the most appropriate. Importantly, it also allows reducing distinctions between different groups.</p> <p>Part 1: Fishbowl - 1, 5 hours.</p> <p>Fishbowls involve a small group of people seated in circle and having a conversation (fish). They are surrounded by a larger group of observers, seated in an outer circle (bowl). A few chairs (1-2) in the inner circle remain empty. The facilitator gives a short input of 5-10 minutes which sets out the general outline of the discussion and after that the inner circle starts to discuss. The outer circle usually listens and observes. Any member of the audience can, at any time, occupy the empty chair and join the fishbowl. Whenever someone wants to speak and participate, he/she must move to the inner circle. A participant must tap someone’s shoulder and take his/her place in inner circle. An existing member of the fishbowl must then voluntarily leave the fishbowl and free a chair. The discussion continues with participants frequently entering and leaving the fishbowl. Limitations to participants joining the inner circle can be put in place:</p> <ul style="list-style-type: none"> ○ Time limit (1-5 minutes). ○ Only make one substantial statement or comment. ○ Participants can only enter the inner circle by changing position with the one on ‘the visitors’ chair’. <p>When time runs out, the fishbowl is closed and the facilitator summarizes the discussion. Facilitator keeps track of the discussion and checks that it goes within the limits of the topic so as not to overlap with the topics of other groups.</p> <p><i>Adapted from http://itcilo.wordpress.com/2009/02/16/facilitate-a-fishbowl-discussion/.</i></p> <p>Part 2: Collecting and summing up the conclusions; - 1, 5 hours</p> <p>This part is conducted with the help of the conclusions collected from the fishbowl and with the help of the following questions related to the main topic:</p> <ul style="list-style-type: none"> - What is the situation now? - What are the positive and negative aspects? - What should be the measures to improve the current situation? <p>On the basis of a discussion, participants prepare a 10-minute presentation for the next morning.</p>
PROGRAMME	<p>14:30 Thematical working groups</p> <p>16:00 Coffee break</p> <p>16:30 Continuation of working groups</p> <p>18:00 End of the programme</p>

OUTCOMES	As a result of intensive and lively discussions, participants prepared recommendations for presentation in the plenary. Most participants enjoyed a lot the “fishbowl” method used for discussions, found it very helpful and said they want to use it back home. The working groups were perceived by participants as one of the most important elements of the seminar and set a good frame for preparing the final recommendations of the seminar; they were also a consistent step to go further into the development of the recommendations for Agenda 2020.
APPENDIXES	Guiding statements/ questions for each thematic group.
MATERIALS REQUIRED	Flipchart; markers; space with the chairs.

Guiding statements / questions for the four thematic working groups:

<p>eInclusion:</p> <ul style="list-style-type: none"> ▪ Does e-participation enhance inclusion? How? ▪ Can inclusion be negative? ▪ What are the benefits of e-participation for young people’s access to education, training and working life? ▪ How to include young people in e-participation? ▪ Are there groups of young people who are even more at risk of being excluded? ▪ Have you experienced a generational or digital divide in e-participation? ▪ How to address public opinion in order to improve eInclusion? ▪ Which competences are needed to address eInclusion issues and implement eInclusion agenda? 	<p>NFE and FE:</p> <ul style="list-style-type: none"> ▪ Does e-participation replace, compete with or enhance well-established forms of youth work or NFE? ▪ Do youth work, NFE, FE need e-participation? ▪ Does e-participation require specific competences? (for youth workers, organisations, policy-makers?). ▪ What are the opportunities offered by e-participation for the Council of Europe to engage with young people? ▪ What are the opportunities offered by e-participation for the DYS educational programmes?
<p>eDemocracy:</p> <ul style="list-style-type: none"> ▪ Does e-participation make it easier for young people to speak out? to reach decision-makers? to make an impact? ▪ What makes e-democracy successful or not? Is e-democracy (or m-democracy) “real” participation or window-dressing? ▪ Does e-participation motivate young people to join formal politics? (voting, standing for elections, engaging in political parties). ▪ Will formal politics become e-politics with e-voting? Will this lead to a more equal or less equal society? Can e-voting increase the voting turn-out of young people? ▪ Does e-participation work at local level? <p>Additional possible questions:</p> <ul style="list-style-type: none"> ▪ How can ICTs contribute to more inclusion and 	<p>Threats and opportunities:</p> <ul style="list-style-type: none"> ▪ What are the threats linked to e-participation (e.g. digital divide, generation gap, privacy, censorship, traceability)? ▪ Which are the ways and opportunities of e-participation to motivate and empower young people? ▪ Is e-participation a waste of time and effort? Does e-participation always lead to meaningful involvement of young people and change in society? ▪ How could e-participation contribute to preventing racism and discrimination? (e.g. e-campaigning). ▪ Which areas of youth participation cannot be addressed through e-participation? Why? <p>Additional possible questions:</p> <ul style="list-style-type: none"> ▪ ICT features, such as connectivity and

<p>participation of young people in democratic discourse?</p> <ul style="list-style-type: none"> ▪ How can government ensure an equal hearing and 'assured listening' to many individual voices? ▪ How will these inputs be integrated into policy-making? ▪ How can politics and youth organizations use ICTs to improve communication? ▪ Which policies are needed in order to meet the communication style of young people? 	<p>communality, were found to have both positive and negative effects on participation. What are they?</p> <ul style="list-style-type: none"> ▪ Should blogs be registered as mass media or remain free? ▪ What are the perspectives and threats for civic journalism (blogs, multimedia, photo- and video-coverages)? Do civic journalism and traditional media oppose or complement each other? ▪ Did some states, politicians or PR companies learn to adjust to the new web 2.0 reality? How should they do this?
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SO 7

SESSION TITLE	RESULTS OF THE THEMATIC WGs OF WEDNESDAY & RECOMMENDATIONS
FACILITATORS	
DATE AND TIME	March 18, Wednesday 9.00-11:00; 11.30-13.00
BACKGROUND	The overall aim of the seminar is to explore different ways of e-participation and to develop strategies on how they can be implemented in youth work, youth research and policy. Group discussions on the relevant key topics ((e)Inclusion, eDemocracy, NFE & FE, Threats & Opportunities) resulted in thematic recommendations that now need to be tailored to specific target groups and stakeholders.
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To present the results of the working groups and to stimulate discussion. To draw conclusions. - In each of the thematic working groups, to prepare recommendations within their topic for NGOs, policy-makers, researchers and young people
METHODOLOGY STEP-BY-STEP	<p>1) For the first objective, results of 4 thematic working groups will be in the in the plenary by volunteers from the groups (10 min. per presentation, 10 min. questions and discussion).</p> <p>2) Adapting recommendations within each thematic group (i.e. in the plenary, feedback received) and conclusions, for youth organisations, policy-makers, researchers. All groups should come up with a final set of recommendations on paper (yellow - youth organisations; green - policy-makers, researchers), and to post them on the grids in the plenary. Each group will examine results produced by the other group and to comment on posts. Each group will be asked to write feedback on the post its and to post the recommendation papers.</p>
OUTCOMES	The groups fulfilled the task efficiently and took a lot of interest in studying the results of the other group, adding their comments on post-its and elaborating the final integrated proposals. The proposals of all

	groups were later printed out, copied and made available for all participants.
PROGRAMME	09:30 Results of the 4 thematic working groups: non-formal and formal education; democracy; inclusion; threats and opportunities 10:30 Recommendations for youth organisations, policy-makers and researchers <i>Coffee break included in each working group</i> 12:00 Posting recommendations in plenary and written feedback 12:30 Adapting recommendations within each working group and conclusions
MATERIALS REQUIRED	Flipchart; markers; tape; grids; post-its.
APPENDIXES	Recommendations from all working groups: 1) eDemocracy 2) eInclusion 3) NFE & FE 4) Threats & Opportunities

SO 8

SESSION TITLE	RECOMMENDATIONS LINKED TO AGENDA 2020 + FOLLOW-UP
FACILITATORS	
DATE AND TIME	March 18, Wednesday 15.00-17:30
BACKGROUND	<p>Participants have by now analysed various aspects of e-participation and developed recommendations for NGOs, policy makers and researchers. Now it is the high time to reach the last objective of the seminar: to make recommendations on how e-participation can support the implementation of Agenda 2020, both internally (DYS educational programme) and externally (through support of youth organisations). Before inviting participants to link their previous recommendations to the Agenda 2020, it is important to inform them on what opportunities and possibilities CoE DYS can offer (EYF, Trainers' Pool, and other instruments in the European youth work).</p> <p>In the beginning of the seminar a discussion on defining e-participation from perspectives of participants was open. By the end of the seminar, it is important to draw final conclusions and bring out the integrated definition of e-participation relevant to all stakeholders in the group.</p> <p>An essential part of this seminar is to prepare the transfer of the learning outcomes to the participants' realities. Participants should reflect on making a concrete contribution to the development of democratic, inclusive, transparent and empowering e-participation. The follow-up is a crucial moment in the programme: organised and planned well, it can ensure a long-term impact. It should also be seen</p>

	<p>as an opportunity for participants to discuss their plans for networking and communication after the seminar.</p> <p>Hence the work in three groups accordingly was planned in this session.</p>
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To make participants familiar with Agenda 2020. - To develop recommendations and strategies linked to Agenda 2020 (for the political bodies of the DYS - To provide space for participants to develop practical follow-up strategies (such as project ideas, action plans...) to follow-up the seminar. - To present the recommendations.
METHODOLOGY STEP-BY-STEP	<p>Agenda 2020 and developing recommendations: Input on the agenda 2020 with emphasis on the priorities by Basak Saral - 15 min</p> <p>3 Working groups will focus on:</p> <ul style="list-style-type: none"> • Further recommendations linked to Agenda 2020 • Summing up the concept of e-participation • Developing follow-up plans <p>In groups, participants will link the existing recommendations with the priorities of the Agenda 2020, selecting the recommendations appropriate for the Agenda 2020 and complementing them with new recommendations to the political bodies.</p> <p>Follow-up:</p> <ul style="list-style-type: none"> • Individual work and buzz groups on concrete follow-up ideas - 10 min. • Personal action plans - 20 min. <p>Summing up e-participation: Representative of different working groups from Monday session get together to integrate the conclusions of Monday working groups into one.</p> <p>In the end, presentations of the 3 working groups in plenary and feedback are conducted (ten minutes presentation per group and five minutes comments per others).</p>
OUTCOMES	<p>Major part of participants worked on the Agenda 2020 and produced quality recommendations. The recommendations were presented in plenary for the entire group and the representatives of AC and CDEJ who were present. The representatives were impressed by the scope and quality of the recommendations and ensured that they would be carefully considered at the upcoming AC meeting in Mollina, Spain. The follow-up group represented examples of projects that will be continued and/or expanded after the seminar; especially notable was the presentation of http://www.public-policies.org/ and http://www.politicipublice.ro/, follow-up plan by the European Disability Forum and SALTO-Participation, not to speak of other initiatives in Spain and Italy. Final definition of e-participation was presented as well and explained by the third working group. When</p>

	delivering closing remarks, AC and CDEJ representatives provided positive and constructive feedback to all working groups. Finally, presentation of the main conclusions of the seminar by rapporteur wrapped up the work of this afternoon and the seminar in the whole.
PROGRAMME	15:00 Introduction to Agenda 2020 15:15 Working groups (further recommendations linked to Agenda 2020; summing up the concept of e-participation; follow-up plans) 16:30 Presentations in plenary and feedback 17:15 Closing remarks by Etienne Genet, member of the AC on Youth, and Alexis Ridde, CDEJ Bureau member) Main conclusions of the seminar (by rapporteur)
MATERIALS REQUIRED	Flipchart; markers; tape
APPENDIXES	1) Agenda 2020 and recommendations linked to it 2) Follow-up group report 3) Report of the group on defining e-participation 4) Conclusions of the seminar by rapporteur

SO 9

SESSION TITLE	EVALUATION
FACILITATORS	
DATE AND TIME	March 18, 17.30-18.00
BACKGROUND	The last evaluation session should enable participants to draw conclusions on the Seminar in general, for themselves, about the programme, the methods used, the expected follow-up, the trainers, and other relevant aspects of the seminar. It is the final possibility to exchange opinions and give feedback as a whole group, and should give an opportunity to go through various elements of the entire 3-day seminar and to evaluate what was useful for their future implementation; what was difficult; what should have been developed more, etc. The final evaluation should be designed to employ different approaches in order to correspond to the different learning styles of the participants. Therefore, it will include a combination of methods - from the visual evaluation to filling in the evaluation form.
THE AIM	To reflect on and evaluate all elements of the Seminar.
OBJECTIVES / CONCEPT	<ul style="list-style-type: none"> - To review the whole Seminar by going back through each session. - To explore and gather participants' reflections and impressions on the whole Seminar; - To give some feedback about the input, the programme lines, the trainers' competences, the methods used. - To fill in the evaluation forms (by participants);

	<ul style="list-style-type: none"> - To close the Seminar and say good bye
METHODOLOGY STEP-BY-STEP	<p>Visual Evaluation: participants are asked series of questions. They have to answer them by positioning themselves at a certain place of the room, closer to negative or positive sign. Facilitator put in the room several signs: “very happy and completely satisfied” (very satisfactory), “happy”, “OK” (located in the center and meaning moderate attitude - not bad, not good or difficult to say). Each time a participant moves down from the center, less satisfaction it shows. Participants will be asked to evaluate the following elements of the course:</p> <ul style="list-style-type: none"> • Atmosphere in the group • Program • Methodology and methods used • Generally evaluate your learning process • The prep team • The EYC facilities: Accommodation, Food, Rooms <p>Participants are also asked to fill in the evaluation forms.</p>
OUTCOMES	<p>I. Written Evaluation (individual evaluation):</p> <p>Participants were given 20 minutes to answer the written evaluation: one for the seminar (see attached to this module). The results were very positive:</p> <ul style="list-style-type: none"> • Two participants wrote that the seminar had fulfilled 100% of their expectations; • The majority of participants wrote that the seminar had fulfilled between 80% and 90% of their expectations; • A few participants wrote that the seminar had fulfilled 70% of their expectations. • One participant only wrote that the seminar had fulfilled only 50% of his expectations. <p>II. Visual Evaluation (Collective):</p> <p>The concept of the visual evaluation was introduced, The participants were asked to position themselves on one of the parts of the Room, according to the feelings they had towards different elements of the seminar, which were read aloud one by one. Most of the answers were satisfactory, and the elements of the course were evaluated very positively. Some of the participants thought that the program was very intensive and very packed.</p>
APPENDIXES	<ul style="list-style-type: none"> - The detailed evaluation Prep Team meeting report from March 19 that includes the overview of the evaluation by participants. - Evaluation form.

12. EXAMPLES OF PARTICIPANTS' GOOD PRACTICES

Darko BULDIOSKI - New Media Center	
Aims and Objectives	<ul style="list-style-type: none"> • Increase the media literacy among young NGO activists, high school and undergraduate students • Increase the analytical competence • Promote and increase the public participation of young people when it comes to decoding media messages
Target group / Users' description	High school and university students
Context/Participation area	Training
Technologies and resources	5 trainers, 2 mentors
Methods	<ul style="list-style-type: none"> • <u>4 training session</u> • media and introduction to Macedonian media scene • propaganda Techniques, political marketing • critical thinking, analytical and argumentative writing • use of new media • development of <u>co-authored blog</u> • <u>mentors</u> available for further assistance
Difficulties	Young people were not used to express their opinion, lack of any kind of media, propaganda or critical thinking knowledge
Success factors	Motivation of the participants, 24/7 support
Contact details	

Basak SARAL	
Aims and Objectives	<p>Strengthening Networks in Turkey: Young Human Network” is a social network site of the National Youth Parliament in Turkey, which aims to bring local knowledge of youth councils together at an online platform where young people can share their experiences on how they localize UN Millennium Development Goals.</p> <p>Signing up the virtual platform of the National Youth Parliament, any young person can link to any local, regional and national youth organization; s/he can join in any group for knowledge generation and to actively participate in socio-economic development of life; s/he</p>

	<p>can share non-formal education materials using e-library; and s/he can establish partnerships at working groups to produce projects and policies for the establishment of an integrated youth policy in Turkey.</p>
Target group / Users' description	<p>Youth Association for Habitat has been facilitating youth organization for their active participation in decision making processes since 1997, believing that active participation in local action plans will enable sustainable development. Hence, youth councils and NYP are established as necessary participatory mechanisms; youth councils have contributed to strengthen citizenry all around the country. However, only the people who had access to information on their right to participate could be active in the councils. With a goal to activate larger groups of young people for sustainable development, YFH has promoted access to information on HRs, youth and women's rights, (e) participation, social inclusion and democratization using technology.</p> <p>Besides, youth councils and NYP had created a new active youth culture, still the local knowledge and experience was not archived nor shared with all.</p> <p>Hence, SNiT is developed with an aim to enhance accessibility for all, to increase inclusivity and interactivity without any discrimination, to sustain the understanding and know-how of youth councils, to further capacitate young people to get organized and to empower youth movement for sustainable development.</p> <p>With these targets, a site which is informative on NYP is established for the public. A social network, a virtual area for working groups and e-learning platform are developed. Hence, SNiT includes general tools such as a file sharing center, discussion topics, online education platforms, profiles and themed groups.</p> <p>Youth formed their own groups at the social platform to work on youth policy advancement, participatory democracy and sustainable development. Many projects implemented are reflected as groups where the users can share their news, opinions, experiences, visibility materials, agendas. Working groups are established to develop projects / actions partnering with colloques. Presentations and training curriculum on skills development, project management, leadership, lobbying, gender equality, LA-21, MDGs etc are uploaded at the e-learning platform as well as within groups.</p> <p>For NYP to be inclusive for all, SNiT is to be accessible for any young person who wishes to join.</p>

Context/Participation area	<p>SNiT is a social tool of NYP, from which young people can organize and mobilize youth action; raise awareness on youth rights, youth voluntarism and youth advocacy; increase leadership capabilities of youth councils multiplying online curriculum through peer education model and e-learning; share opportunities for youth movement; generate local experience and knowledge; discuss youth programs and policies; and partner to actively participate in decision making mechanisms at local and national level.</p> <p>Please check: http://www.ulusalgenclikparlamentosu.net/en/index.asp</p>
Technologies and resources	<p>It is a social networking site which is informative on NYP and is established targeting the public. A social network, a virtual area for working groups and e-learning platform are developed. Hence, SNiT has included general tools such as a file sharing center, discussion topics, online education platforms, profiles and themed groups.</p>
Methods	<p>Local youth councils and the NYP has been providing the information within the network. Moreover, e-mail groups of youth organizations are used to increase the knowledge.</p> <p>With an aim to empower the network of local youth councils, we aimed to bring big groups of young people together at a virtual platform in 2000s, we realized that e-readiness in the country was severely low (according to 2004 UN National Development Report). Hence, we implemented a number of projects to increase IT literacy and expertise among young people. Approximately 200.000 young people benefited from face-to-face and online trainings. These people are informed about youth participation rights and SNiT.</p>
Difficulties	
Success factors	
Contact details	<p>Youth Association for Habitat Ulus Mah. Oztopuz Cad. Okul Yolu Sok. NO:13 Ortakoy Besiktas Istanbul 34340 Turkey Tel: 0090 212 265 33 14 / 15 www.habitaticingenclik.org.tr/en www.youthforhab.org.tr</p> <p>SNiT: http://www.ulusalgenclikparlamentosu.net/en/index.asp</p>

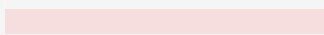
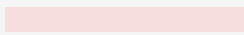


Vilmantas JUKNELIS - EQUAL

<p>Aims and Objectives</p>	<p>Open and safe at work</p> <p>Objectives: To reduce intolerance for employees, experiencing discrimination concerning sexual orientation, to integrate and mainstream equal opportunities at work.</p> <p>Goals:</p> <ul style="list-style-type: none"> • For the first time to make a thorough investigation into the situation of gay, lesbian and bisexual people in the Lithuanian labor market, to ascertain the scope of their vulnerability, the reasons for their exclusion and possible ways of overcoming discrimination, to raise public awareness in this regard as well as to foster tolerance. • To develop, test and distribute on the basis of research and international experience a new model of equal employment opportunities (a set of methodology, tools and measures) among Lithuanian companies willing to implement the provisions of the Law on Equal Treatment in an effective/efficient manner.
<p>Target group / Users' description</p>	<p>The target groups of the project: Employed and unemployed lesbians, gays and bisexuals of all ages, employers</p>
<p>Context/Participation area</p>	<p>Innovative approach of the project shows itself both with respect to the development partnership itself and its activities. For the first time in Lithuania new human and organisational forces have gathered together to form a development partnership (researchers, representatives of the private business sector, social skills development and target group organisations) that never before jointly dealt with the issue of reducing discrimination and inequality on the grounds of sexual orientation. This context-oriented innovation helps to create and retain the innovation culture during the project based on co-operation and interaction among different partners. Such a feedback among internal (including beneficiaries) and external sources gives added value to the interactive innovative process. Considering the national context, the community's activities are also related with a new prospect of tolerance and equality of sexual minorities in the labour market as well as advanced practices of a few EU member states, which so far has not been tested in our country.</p>

Technologies and resources	<ul style="list-style-type: none"> • Internet (www.atviri.lt) • CD • Brochures (TRACE publication: norms at work, TRACE publication: Open up your work place)
Methods	<ol style="list-style-type: none"> 1. Process oriented innovations: <ul style="list-style-type: none"> • a new “module of equal treatment” will be developed, i.e. a set of methodology, tools and measures to ensure equal employment opportunities; • during the development and implementation of the DP work program innovative work planning, task assignment, monitoring and assessment activities will be piloted in special working groups designed for the efficient transfer of innovations; 2. Goal oriented innovations: <ul style="list-style-type: none"> • for the first time in the public policy of Lithuania endeavors will be made to provide opportunities for a “new” social group; sexual minorities as a target group is still considered taboo, especially in the field of employment; • new ways of providing training and professional development for gay and lesbian people and their opportunities to enter the labor market will be developed and tested in the Information and Mutual Assistance Centre - the laboratory. 3. Context oriented innovations: <ul style="list-style-type: none"> • innovative changes to the conduct in a workplace so as to ensure that those representing sexual minorities are socially integrated; • development and activities of a new co-operation network.
Difficulties	<p>It is completely new to Lithuania of the situation of employees of non-conventional orientation, which will open new opportunities for the participants of the project to achieve social integration in their organisations.</p>
Success factors	<p>For the first time in Lithuania new human and organisational forces have gathered together to form a development partnership (researchers, representatives of the private business sector, social skills development and target group organisations) that never before jointly dealt with the issue of reducing discrimination and inequality on the grounds of sexual orientation.</p> <p>Increase in the imitativeness and independence of the target group, enhanced motivation and self-confidence - at the end of the project all members of the group will actively seek to secure employment in the jobs created by</p>

	<p>the project or other local companies/institutions or to gain new or improve the existing qualification;</p> <p>Conception of self-identity and revival of depressed self-esteem - at job interviews and in their workplace homosexual men and women no longer conceal their lifestyles and speak of them as a legal part of public culture;</p> <p>Both heterosexual participants of the project and representatives or subjects of public policy, i.e. NGOs, public institutions, political parties, etc. to whom information about the project is provided become markedly more tolerant to openly declared homosexual orientation of their employees or job aspirants;</p> <p>Subjects of public policy who are informed about the project have a better understanding of the significance of the EU equal treatment and anti-discrimination policies upon integration of representatives of all vulnerable groups (including those of sexual minorities) into the labor market.</p>
Contact details	<p>LGL Eduardas Platovas - projects manager edis@gay.lt</p>

Other organization's project is in cooperation with partners from Latvia - www.gay.lt Its social network website where registered people can communicate, dating, or just have fun. Also it contains information about events for community (social evenings, discussions, films watching and etc.). Website is available in 5 languages (Lithuanian, Latvian, English, Russian, Spanish). Some statistics:

→ All users		14903
→ Males		11176
→ Females		3444
→ Transsexuals		283

Mostly of users are 20-30 years old.

Aims and Objectives	<p>The authors of this project plan to offer assistance to the group of socially vulnerable youth in:</p> <ol style="list-style-type: none"> 1) overcoming the informational inequality; 2) forming the skill of using the Internet to get the necessary information as well as the skill of analyzing the information about professions and specialties, educational institutions and the opportunities for employment; 3) social adaptation when choosing the main subject and the future profession; 4) developing the skill of setting educational and professional goals and of planning their future educational path and career; 5) enhancing the sphere of their social contacts and moving towards information-oriented society, raising their motivation for gaining information-communicational and social competence.
Target group / Users' description	<p>The students of the ninth grade who belong to the category of socially vulnerable (socially underprivileged) youth:</p> <ul style="list-style-type: none"> - the students of boarding schools in Ryazan; - comprehensive school students from poor (low class) families (with low income).
Context/Participation area	<p>The project consists of 2 stages:</p> <ol style="list-style-type: none"> 1) the specialists will teach volunteers to work with the Internet resources that help one choose a suitable occupation and find an effective way of achieving goals; 2) ninth-graders will be trained to work with such resources.
Technologies and resources	<ul style="list-style-type: none"> - work with volunteer (education, consultation and observation), - diagnostics information skill of the participants, - seminars, training.
Methods	<ul style="list-style-type: none"> - training of the volunteers to search and analyze the information from the Internet, teaching goal setting and carrier planning by advisors; - consulting the advisors the volunteers by a specialist to master the technique; - creating and copying informative, teaching and marketing materials of the project: teaching handouts - pamphlets and CDs, certificates of the project participants.

Difficulties	<ul style="list-style-type: none"> - a development deep and short program of the education participant, - an education volunteer.
Success factors	<p>Students as part of the training program:</p> <ul style="list-style-type: none"> - will gain the skill of finding and analyzing specialized information from the Internet; - will find the information about the most attractive professions and specialties, educational institutions, the opportunities for employment and the requirements of employers; - will determine professional goals and prepare an educational plan; - will choose the main subject according to their future profession; - will enhance the motivation for the development of social and informational competence; - will get a packet of information-methodical materials on CD and a certificate of the project's participant.
Contact details	<p>Youth public organization "Institute of Youth" (Ryazan, Russia) Kirill Zaychikov e-mail: instituteofyouth@gmail.com http://keytosuccessryazan.blogspot.com/</p>

Jani MERIKIVI	
Aims and Objectives	Our research organisation does not strive to implement a best practice of its own in terms of e-participation among the young but investigates the methods such as virtual parliament for children and Netari.fi project adopted in the field of virtual youth work.
Target group / Users' description	We are interested in examining the services aimed at the young, and which are realised through information and communication technology.
Context/Participation area	e-participation within virtual youth work Virtual youth work refers to activities realised by the means of information and communication technology
Technologies and resources	
Methods	

Difficulties	
Success factors	The young are able to speak of their problems and get involved with youth work.

Radu OPREA - SMART	
Aims and Objectives	<p>Our mission is to engage people in providing valuable, sustainable and feasible solutions to problems of public concern.</p> <p>Vision: We envision a world where all people are collaborative problem solvers, proactively address issues important to society and develop satisfactory policies to make positive improvements to their lives and their communities.</p>
Target group / Users' description	<p>There are three main target groups:</p> <ol style="list-style-type: none"> 1. Every day citizen who can participate as follows: <ol style="list-style-type: none"> a. In no more than 2 minutes, any person can raise a problem of public concern to be published on the website b. In no more than 5 minutes, anybody can offer a solution to the problems posted on the website 2. SMART Association policy makers, who transform citizen solutions into policy papers. 3. Elected and appointed officials, who receive the policy papers with recommendations to problems of public concern and need to transform solutions into action.
Context/Participation area	It is an online policy making tool that engages every day citizens to provide solutions to community problems. These are afterwards transformed into policy papers with policy recommendations for decision makers.
Technologies and resources	<ul style="list-style-type: none"> • A series of websites (we now have launched only www.public-policies.org to cover Africa and www.politicipublice.ro to cover Romania) • Policy making expertise strongly influenced by the Master of Public Policy Program from Pepperdine University's School of Public Policy. • SMART Method of Public Policy (attached) • Voluntary Staff
Methods	We have developed SMART Method of Public Policy

Difficulties	<ul style="list-style-type: none"> • Lack of funding • Public authorities are reluctant or not interested in establishing a partnership with us and use our method of eParticipation to get citizen input to community problems • We do not have full time staff to dedicate to our program • People do not really trust eParticipation programs....they need a good practice example to see that it is possible to influence a line of action • It is difficult for people to recommend good solutions to community problems
Success factors	<ul style="list-style-type: none"> • Many people want to eParticipate (but do not have access to an efficient eParticipation program/method focused towards solving problems of public concern). • Many every-day people have very good solutions to community problems, which is a very strong driving force for us. • We want to launch “Public policies made by citizens in Europe” using the pilot project in Romania (www.politicipublice.ro) and Africa (www.public-policies.org).
Contact details	<p>Radu Oprea Executive Director, SMART Development Centre Romania</p> <p>Emails:</p> <ul style="list-style-type: none"> • radu@smart.org.ro • roprea2000@gmail.com <p>Web:</p> <ul style="list-style-type: none"> • www.public-policies.org • www.politicipublice.ro

Marit VALGE - European Youth Week in Estonia 2008 - Online questionnaire and video competition

Aims and Objectives	<p>2008 European Commission asked in the framework of European Youth Week the future challenges for young people across Europe. Estonian National Agency for EU Youth in Action programme coordinated the process in Estonia.</p> <p>In order to get the opinions from Estonian youth, Estonian NA organised different activities - online questionnaire and</p>
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	video competition both from 18 th September to 6 th November; local and regional debates and national youth conference about the topic.
Target group / Users' description	Estonian young people aged 13-30 years.
Context/Participation area	It was a consultation
Technologies and resources	<p>Online questionnaire was introduced on NA's website special blog for European Youth Week http://euroopa.noored.ee/noortenadal2008</p> <p>Video competition was held in cooperation with Estonian popular news portal www.delfi.ee where different video competitions are held for young people (www.delfi.ee/contests). The videos are also introduced on European Youth Week blog http://euroopa.noored.ee/node/1621</p>
Methods	<p>The video competition and online questionnaire were introduced on special blog, promoted in different e-mail lists, by partner organisations (e-mail lists, websites), Facebook, Orkut, banners also on the most popular SNS site in Estonia www.rate.ee</p> <p>Video competition was organised in news portal www.delfi.ee which is already wellknown environment for video competitions for young people. In order to promote video competition even more, special sessions were organised for young people by film makers. There were 13 videos competing on the topics of youth participation and intercultural dialogue, young people themselves also voted for the best video.</p> <p>Online questionnaire included 30 questions, one introduced for every single day. There were smaller prizes casted lots among participants for every day and the main prize was casted lots among everyone, who answered for all the 30 questions.</p>
Difficulties	<p>It was difficult to engage and motivate young people to use the opportunity to give their views about the future challenges. There were too many different ways for participating and therefore it was difficult to promote every single part at the same time.</p> <p>NA's website is not designed for campaigns and it took too many clicks to get to the page needed (online questionnaire, video competition).</p>
Success factors	Online questionnaire worked because of incentives - prizes for every day. The questionnaire was also structured simple

	<p>way by asking only one question every day and simplifying the questions in order young people to be able to relate with them.</p> <p>Special sessions from film makers for teaching young people how to make videos helped to promote the competition.</p>
Contact details	<p>Please find enclosed my best practise. I have also another example, international seminar held in Estonia on May 2008 Nonformal education goes www. The blog for this seminar is available from http://www.nonformality.org/index.php/nfewww/ Estonian website promoting nonformal learning in available www.mitteformaalne.ee</p>

Tero HUTTUNEN - Netari project

Aims and Objectives	<p>The aim of the Netari.fi project is to develop youth work done over the Internet and to create a coherent work model and working culture for national Internet youth work. Through multi-professional cooperation, the project aims to lower the threshold for those youths using the facility to seek social and health services when necessary. The plan is to also bring the services, through the Netari operation, straight to the Internet environments popular among young people.</p>
Target group / Users' description	<p>The project's target group is that section of 12 to 18 years old youth who spend a large part of their time in various Internet environments.</p> <p>Netari.fi is conducting the contact work mainly on popular Finnish SNS-sites such as Habbo.fi and IRC-Galleria.fi</p>
Context/Participation area	<p>Netari.fi can be seen as e-service and as e-participation through peer assistance work. Netari.fi is now a project but heading to be permanent work method.</p>
Technologies and resources	<p>Netari.fi is using email, SNS-sites, instant messengers (MSN, Skype, etc.), forums, shoutboxes and other basic internet tool to command to make contact and to communicate.</p>
Methods	<p>Being available and present in those e-environments which young people already use on regular basis. Example popular SNS-sites.</p>

	<p>Foster peer assistant work, where young people are planning activities on/offline to other young people.</p> <p>Offer low threshold possibility to take contact to professional youth worker, nurse or police personal. Contact can be made with own personality or as anonymous visitor.</p>
Difficulties	<p>Resources, getting necessary skills for youth workers to conduct online youth work.</p> <p>Change resistance from policy makers at the beginning, educating and discussion helped.</p>
Success factors	<p>The Netari.fi project has supported youngsters in socialization and personification through the professional youth workers present in the SNS-environments such as</p>
Contact details	<p>Tero Huttunen Planner Helsinki City Youth Department www.netari.fi Tel. +358 041 5121 703 Email: tero.huttunen@hel.fi skype: tero.huttunen</p>

Reimo REHKLI	
Aims and Objectives	<ul style="list-style-type: none"> - To let youngsters to be praised and to praise other - Share good values and by that let their age-group members to be as a good example
Target group / Users' description	<ul style="list-style-type: none"> • Youngsters who want to be praised and praise others and share good acts (like taking up the candy-paper) • Mostly it is directed by youngsters themselves, because every good act that has made to someone, will have to be accepted by the person (confirmation by person) • And over time to time administrator will look what is going on
Context/Participation area	<p>Sharing good values by good examples made by their age-group (seeing that their friend or class-mate has done something good makes others to do that too)</p>

Technologies and resources	webpage
Methods	
Difficulties	<ul style="list-style-type: none"> - how to involve youngsters? - How to make it work (as a lack of the human resource of administrating of this page)
Success factors	
Contact details	www.autahvel.com

Mauro CRISTOFORETTI - Save the Children, Italia

<p>Aims and Objectives</p> <ul style="list-style-type: none"> ➤ to promote a more responsible, positive and widespread use of New Media by young people; ➤ enhancing rights and responsibilities of future citizens of a digital world ➤ to fight and prevent child sexual abuse via the Internet and other new technologies. 	<p>What was/is the project about and what is it made for?</p> <p>The Project aims at guaranteeing a relevant increase of Internet safety for <u>minors</u>, both on the side of supporting the fight against illegal/harmful content and online crime (namely child pornography), and promoting a more responsible, positive and large use of the web and the new ICT by minors, thus involving all relevant stakeholders and strengthening synergies with national and EU policies/initiatives.</p> <p><i>* Concerning the purposes of the document, we will refer only to those activities connected to the awareness raising campaign</i></p>
<p>Target group / Users' description</p> <ul style="list-style-type: none"> ➤ All children (people under 18 years) ➤ Parents, teachers, educators (people interacting daily with children) ➤ Institution, local bodies (policy makers which can influence the context children are living in with their decision) ➤ ICT industry (above all managers of web 2.0 services e.g. MySpace, Netlog, MSN, Facebook ...; industry which creates the online environment children use to interact) ➤ Media (which can influence the perception of adults thus widening the gap between children and adults about new technologies) 	<p>Whom is it directed to?</p> <p>EASY is a campaign which specifically addresses preadolescents, parents and teachers, and is aimed at raising public awareness about responsible and positive use of New Media. But the public awareness-raising campaign's task is actually much wider in scope, extending also to dealings with institutions, the Media, the IT industry, so that it comprises all the spheres that directly or indirectly impact young people's appropriate use of New Media, reminding each of them of their specific responsibilities in this area.</p>

<p>Context/Participation area</p> <p>It's a project co-financed by the European Commission under the Safer Internet Plus programme.</p> <p>The Safer Internet Plus (SIP) programme is the European Commission's principal intervention plan with regard to New Media and the protection of children. The programme's chief aim is that of promoting safer use of these tools by youngsters and, more generally, encouraging the creation of a more favourable environment in Europe for the development of online and mobile phone industries.</p> <p>More specifically, the programme envisages four principal actions:</p> <ol style="list-style-type: none"> 1. to thwart the diffusion of illegal contents (especially child abuse material) through New Media (particularly the Internet and mobile phones); 2. to thwart the diffusion of potentially dangerous contents for children; 3. to promote a safer online environment; 4. to encourage awareness-raising activities centred on the safe use of New Media on a wide scale, addressing, in particular, young people and adults - both parents and teachers. 	<p>(Is it a campaign? A consultation? Information sharing? Etc)</p> <p>It is an awareness raising campaign</p> <p>Area of intervention:</p> <ul style="list-style-type: none"> - Awareness-raising weeks a tour that travels to Italian schools and town squares thanks to the mobility provided by the EASYBus (it's a bus equipped with PC connected to the internet, mobile phones and in the next future videogames consoles). The various stops in different Italian towns are accompanied by specifically organised local press conferences; informative seminars for youngsters, teachers, social workers and parents held in schools, as well as other, more playful, outdoor events in squares all linked to a positive and responsible use of New Media. - Media education activities carried out with young people at schools involved in the EASY Tour. - Advocacy: awareness-raising activities at institutions relevant to the promotion of intervention and prevention policies geared towards a safer use of the Internet and mobile phones, as well as at traditional Media centres and IT industries, so that they come to place the primary interests of young internet and mobile phone users at the very centre of their operations. - Developing research: to analyse, understand and monitor the phenomenon intensively and thereby make any necessary adjustments to the awareness-raising activities.
<p>Technologies and resources</p> <p>www.easy4.it: awareness-raising platform for the safe and positive use of New Media, which supplies useful information for youngsters, and teaching resources for teachers and parents.</p> <p>Production of awareness-raising materials specifically aimed at parents, teachers,</p>	<p>What are the technologies used and the resources you are using?</p> <p>We use the very same technology young people uses: internet (website, social network, blog), mobile phones (we use it in the face to face meetings), and in the next future video games console.</p> <p>The Easybus: a bus equipped with PC</p>

<p>youngsters and institutions.</p> <p>Monthly newsletter addressing youngsters, parents and teachers, and all other parties interested in or concerned about internet and New Media safety.</p> <p>Help desk which is run on a national level, answering questions from the public and promoting awareness-raising activities on a local level.</p>	<p>connected to the internet, mobile phones and in the next future videogames consoles which travels to Italian schools and town squares</p>
<p style="text-align: center;">Methods</p> <p>The UN Convention on the Rights of the Child², approved by the United Nations in 1989, is the most important and significant tool in the defence and promotion of children's and adolescents' rights. Its significance is due to the attention it places on their real needs, not only in terms of their vulnerability and protective measures, but also in terms of promotion and appreciation of the abilities of each and every human being.</p> <p>From our point of view, any action that promotes and safeguards human rights, and those of children in particular, cannot ignore some reflection on, and the inclusion of, the role played by the media, in that they are environmental factors which are constantly affecting both society and each individual's personal life. For this reason, reference to the theme of children and adolescents' rights can also be applied, directly or indirectly, to their use of the Internet and of New Media generally.</p>	<p style="text-align: center;">What are the methods of engagement you promote / follow?</p> <p>Interventions in such of an area should therefore have as their objective both an assessment of and the promotion of the opportunities offered, as well as a study and adoption of effective measures with which to deal with the risks.</p> <p>Actions are focussed on types of behaviour and involves direct interaction with the boys and girls, activating all those who, to varying degrees - primary educational agencies (families and schools), telecommunications industries, institutions, the media and civilian society - all bear a certain responsibility and have the tools required to guarantee satisfaction of emotional, social and intellectual needs that form the basis of a serene and balanced growth and, in this sense, can foster more responsible and safer internet use for young people.</p>
<p style="text-align: center;">Difficulties</p> <p>Attract children on the project website and make the issue (safer internet) interesting to them.</p>	<p style="text-align: center;">What are the difficulties you met while developing and implementing your project (challenges?)?</p> <p>At this stage, what we can say is that, even if we have made a lot of efforts in raising awareness among young people and adults, obtaining good results which are testified by the credit we have reached among general public and stakeholders, it is clear that there is still a need for the dissemination of information and knowledge about risks related to Internet use,</p>

	<p>(especially about sexual abuse). There is a huge discrepancy between children's risk-taking behaviour, especially with regard to user-generated contents on the Internet, and what parents and other adults know about their behaviour. Saying that, another scenario needs to be taken into consideration, when it comes to plan new prevention and awareness raising strategies, that is the emergence of a sort of normalization of internet usage, perceived by both many youths and parents as a familiar and everyday aspect of life, manageable and not particularly risky. What is also becoming clearer now, is that the large majority of young people can adequately deal with risky situations. However, others cannot, such as those who are already living under difficult conditions, where the adult reference point is wanting or altogether absent. <u>These are those who need to be target with ad hoc preventive interventions.</u></p> <p>According to our knowledge, the majority of those who had bad experiences online didn't mention or tell to anyone, at latest to their friends. The efforts in the future should be focused on reinforcing the peers' competence, providing them with proper information and <u>encourage them to play a mediatory role for those more at risk.</u></p> <p>We moved somehow in this direction during these two past years, and will go further in this direction in the future, the challenge is to encourage young people to play that role towards peers.</p>
<p style="text-align: center;">Success factors</p> <p>One of the main elements shaping our approach is its multidisciplinary character, which is based largely on the socio-emotional education of children by their families and schools.</p> <p>This cannot fail to take into consideration a lack of computer literacy on the part of parents and teachers, the need for boys and girls to adopt critical skills when using New Media and of codes of co-regulations by IT firms aimed at dealing with/preventing risks, and finally, a commitment on the part</p>	<p style="text-align: center;">Positive outcomes and factors to exchange / share about?</p> <p>The Advisory Board's structure foresees the creation of work groups with the task of identifying the most interesting themes to be investigated and the areas requiring direct interventions of a specific nature. The full Advisory Board meets annually to share information about initiatives that have been set in motion and to discuss new intervention opportunities and potential synergetic solutions.</p>

<p>of institutions to safeguard and promote the rights of children.</p> <p>To this end, our interventions aim to create networks and relationships involving the most significant or relevant sectors. The collaborations initiated have found within the institution of the Advisory Board a further context where moments of reflection on and analysis of the theme of safeguarding children' use of New Media find a place, and where experiences may be shared, problems identified and possible common intervention strategies devised.</p>	
<p style="text-align: center;">Contact details</p> <p>Mauro Cristoforetti Project Officer Save the Children Italia Onlus Via Volturmo 58 - 00185 Roma - Italia Tel: +39 06 4807 0045 Fax: +39 06 48070 039 mauro@savethechildren.it</p>	<p style="text-align: center;">Name and contact details of the organisation responsible + any internet link to mention?</p> <p>Save the children italia onlus www.savethechildren.it www.adiconsum.it (partner organization) www.easy4.it (website of the project, a new version will be online very soon) www.stop-it.org (website to Report and collect information about child pornography)</p>

13. EVALUATION OF THE SEMINAR BY THE PARTICIPANTS

1. To what extent did the seminar fulfil your expectations?

The participants were asked to use a scale from 0 to 100% and indicate to which extent (percentage) their expectations were met.

The average estimation of the group as to the extent to which the course fulfilled their expectations was 80 %. Extremes varied from 50% (1 response) to 100% (3 responses).

Overall, it can be stated that the seminar corresponded to the expectations of the participants to a large extent. Indeed, most of the participants are obviously more confident in their knowledge concerning e-participation in the youth field. They really appreciated the sharing of practical experiences. However, most of them assessed the seminar as too short.

2. Programme of the seminar

Regarding the importance of the programme elements, the participants were asked to use a scale from 1 (useless) to 5 (very useful) in order to estimate their role for the learning/development process during the seminar.

The following programme elements were evaluated by participants:

- Introduction to the seminar
- Input on Concept of Youth Participation Terry Barber
- Input on history and current trends of e-participation by Kay Withers
- Input on “How social networking sites are changing the youth participation of young people?” by Toon Coppens, Netlog
- Working group on understanding, developing concept and identifying challenges of “e-participation”
- Best practice presentation of Netari.fi, by Tero Huttunen
- Best practice presentation of Young Researchers Youth Network, by Darren Sharpe and Daniel Crawford
- Best practice Fair
- Thematic working groups on e-participation
- Youth participation café
- Working groups on recommendations linked to Agenda 2020, Follow-up, Concept
- Closing and Evaluation

The programme elements related to the sharing of experiences is evaluated more successfully than the theoretical part in general. The participants were interested in these issues, but according to some of them it was sometimes too long. Toon Coppens’ presentation was less highly evaluated than the other, because the participants regret the fact that they did not ask him more challenging questions.

Generally they really appreciated the Best Practice Fair even if some of them regret that did not have enough time and thing that we should have asked them before to prepare it. Moreover, they all agree on the fact that working in small groups is very motivating and efficient. The Youth participation café is evaluated less highly than other elements, probably because they were too tired (“Working during evening is difficult!”).

3. What were the main learning points for you during the seminar?

The participants have learnt a lot about the concept of e-participation. The expert inputs helped them to conceptualize what they experience in their everyday activities related to e-youth-participation. They are now able to define the concept and think about the challenges. They can distinguish e-participation issues from e-service issues. They also have learnt about the significance of e-participation for European youth policy.

However, the main learning point are the sharing of best practices (through new innovative projects) and the discussion with groups about specific themes.

4. How do you evaluate your own contribution to this seminar?

The participants were really motivated and they were almost fully participating in the major part of the seminar's activities.

Here are some of the comments made by individual participants:

- "I did my best! Sometimes I felt I still have languages problems";
- "My contribution was so important to make all participants aware about the needs of all people with disabilities to use ITC and the e-accessibility";
- "I think follow time I was more active. It was my first time";
- "I think I managed to contribute as some ideas that gave a better shape to the final product";
- "I tried to do my best, but there is always space for improvement";
- "I could have been better prepared for this seminar (for example reading the Agenda 2020 earlier)".

We can note that the participants were competent and serious and that their projects were very interesting and innovative.

5. How do you evaluate the team of trainers/facilitators?

The team of trainers was assessed as well supportive, competent, friendly, relaxed, experienced and professional. They were efficient in providing explanation that helped them to work fast. Moreover, the participants really appreciated the idea to bring a palantypist for the seminar.

Lastly, the participants expressed their gratitude and admiration to the team of trainers.

6. Please comment on the working methods used throughout the seminar : were they adequate? Why? Why not?

According to the participants, all the methods proposed during the seminar were considered very appropriate to the content of the course.

They were very useful and interesting, and well-balanced. Moreover, the participants

stressed the better efficiency of smaller groups because it allowed them to express themselves more, even if the work in the plenary room was necessary as well to summarize. It was also generally well balanced between the theoretical part and the practical part.

However, some of them expected more Non Formal Education tools.

Lastly, most of them really liked “fishbowl method”. They found the energizers appropriated as well. Probably, because this kind of methods allowed them to feel like a group and not only like the participants of the seminar.

7. How do you intend to follow up this seminar?

- “Implementing all the good ideas you gave me in my organization”;
- “I can’t say it now. But, I think at me there can be good ideas later”;
- “Our youth organization will organize a youth seminar on e-participation with different participants from different countries”;
- “I will expose what I have learned here, to my colleagues form work and will try to insist on e-participation project for young people”;
- “I keep in touch with some projects and improve mine”;
- “I am going to prepare an article on e-participation”;
- “Working on e-participation at local level”;
- “Continue to exchange via internet”;
- “Council of Europe could organize a TC about e-participation”.

8. Do you plan to cooperate with any other organization / institution from this seminar in the future? If so, in which ways.

There were many connections during the Seminar. Some participants have already planned to cooperate trough projects or seminars. Most of the participants want to keep in touch in order to cooperate in the future, but they have not a clear idea of the cooperation (maybe common projects, sharing experience and information).

- “I would like to but I don’t know exactly how”;
- “We don’t have concrete idea yet. Part of the problem is that we don’t have structural funding for e-participation projects. So, if it is less easy to make concrete proposal already”;
- “I would like to cooperate with the university, and their public administrative offices as the regional for improving the e-accessibility of ICT”;
- “It may be possible but at the very moment I don’t have a concrete idea”;
- “I hope supporting each others. Contexts are different but some things can be replicated”;
- “I planning to cooperate with a Georgian journalist : the project will aim to find the way into the dialogue between specific NGO’s and press”;
- “Keep in touch with some of the participants and exchange of ideas”.

9. How would you evaluate the practicalities ? The house, the food, materials, etc?

Concerning the practicalities everything was perfect, except the food, because it was always the same. The house was clean and comfortable even if it was a bit cold in the plenary room and a bit warm on the rooms. The material was perfect and really useful.

10. Do you have any further comments?

The feelings of the participants are generally positive, as the following list reveals us. However, some of them wanted to visit the city. They especially expressed gratitude to the organizers for the seminar.

- “It was a very good seminar”;
- “See you soon ☺”;
- “Thank you for your invitation. I was really happy to be here !”;
- “You did a wonderful job and I enjoyed a lot of working with you”;
- “It will be better to have a person who can be a guide for giving us a tourist guide of the city for some hours at evening or in other moment”;
- “Thanks for all the team! I spent useful and inspiring three days with you and all the participants”;
- “Discussion and fair were the best”;
- “Thank you for selecting me for the seminar”.

14. PRESENTATIONS OF THE COUNCIL OF EUROPE & THE EUROPEAN YOUTH FORUM

THE COUNCIL OF EUROPE

<http://www.coe.int/>
http://www.coe.int/t/dg4/youth/default_en.asp

Mission and member states

Founded in 1949, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

The Council of Europe has a genuine pan-European dimension:

- 47 member countries;
- 1 applicant country: Belarus; Belarus' special guest status has been suspended due to its lack of respect for human rights and democratic principles;
- 5 observer countries: the Holy See, the United States, Canada, Japan, Mexico.

Aims of the Council of Europe

The aims of the Council of Europe are the following:

- To protect human rights, pluralist democracy and the rule of law;
- To promote awareness and encourage the development of Europe's cultural identity and diversity;
- To find common solutions to the challenges facing European society: such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking in human beings, organised crime and corruption, cybercrime, violence against children;
- To consolidate democratic stability in Europe by backing political, legislative and constitutional reform.

The current Council of Europe's political mandate was defined by the third Summit of Heads of State and Government, held in Warsaw in May 2005.

The Council of Europe and Young people

The Council of Europe wants to encourage more young people to get actively involved in strengthening civil society in Europe and to defend the values of human rights, cultural diversity and social cohesion.

It also wants to promote and develop youth policies, putting special emphasis on the participation of young people. The Directorate of Youth and Sport (DYS) already regularly brings together young people, youth associations and networks, government agencies and experts for discussions and feedback on current policies and future objectives. It also encourages the development of youth associations, networks and initiatives, and promotes international co-operation.

The Council of Europe's commitment to fostering greater youth participation can be demonstrated through its system of co-management. This involves representatives from youth non-governmental organisations (NGOs) sitting down in committees with government officials who together then work out the priorities for the youth sector and make recommendations for future budgets and programmes. These proposals are then adopted by the Committee of Ministers, the Council of Europe's decision-making body.

Priorities in the youth sector

The Council of Europe has set the following priorities in the youth sector for the period 2006 to 2009:

- Human rights education and intercultural dialogue;
- Youth participation and democratic citizenship;
- Social cohesion and inclusion of young people;
- Youth policy development.

These priorities are pursued through activities ranging from training courses, study sessions, intercultural language courses, seminars, expert meetings and research, publications and advice on youth policy development. The European Youth Centres in Strasbourg and Budapest and the European Youth Foundation all play a vital role in implementing these activities through seminars, training courses and visits by experts to specific countries.

The priorities for the Council of Europe's youth sector in 2010-2012 will be the following:

- Human rights and democracy: youth policy and youth work promoting the core values of the Council of Europe;
- Living together in diverse societies: youth policy and youth work promoting intercultural dialogue;
- Social inclusion of young people;
- Policy approaches and instruments benefiting young people and children.

THE EUROPEAN YOUTH FORUM

<http://www.youthforum.org/>

The YFJ works to empower young people to participate actively in society and improve their living conditions by representing their interests towards the European Institutions, the Council of Europe, the United Nations and other partners active in the youth field.

What is the European Youth Forum?

Independently established by youth organisations, the European Youth Forum is made up of more than 90 National Youth Councils and International Non-Governmental Youth Organisations, which are federations of youth organisations in themselves. It brings together tens of millions of young people from all over Europe, organised in order to represent their common interests.

Representation, internal democracy, independence, openness and inclusion are among the main principles for the functioning of the European Youth Forum and its Member Organisations.

Vision

Be the voice of young people in Europe, where young people are considered as equal citizens, and are supported and encouraged to achieve their fullest potential as citizens of the World.

Mission

The European Youth Forum represents and advocates for the needs and interests of all young people in Europe, through their positive and active participation.

Aims

- Increase the participation of young people and youth organisations in society, as well as in decision-making processes;
- Positively influence policy issues affecting young people and youth organisations, by being a recognised partner for international institutions, namely the European Union, the Council of Europe and the United Nations;
- Promote the concept of youth policy as an integrated and cross-sectoral element of overall policy development;
- Facilitate the participation of young people through the development of sustainable and independent youth organisations at the national and international level;
- Foster the exchange of ideas and experience, mutual understanding, and equal rights and opportunities among young people in Europe;
- Uphold intercultural understanding, democracy, respect, active citizenship and solidarity.

As the biggest regional youth platform in the world, The European Youth Forum works to deepen European integration while at the same time contributing to the development of youth work in other regions of the world.

15. LIST AND PROFILES OF THE PARTICIPANTS

BELARUS

Dzmitry BARTALEVICH - Non-governmental youth organization "Go Minsk"

Dzmitry represents the organisation "Go Minsk", with headquarters in Minsk. Their primary goal is to involve young people in civic affairs, but work as well with youth having migration background, and try to involve them through ICT. Dzmitry is web-project developer and web designer for the organisation.

BELGIUM

Claire MORVAN - SALTO Participation, Bureau International Jeunesse

Claire works for SALTO Youth Participation, which aims at creating a space for reflection and for exchanging practices and ideas that should enable young people and youth workers to develop quality participative projects and the framework on the youth in action programme. SALTO Youth Participation gathers and disseminates resources and information related to youth participation through their website and their publications.

Johan EKMAN - European Youth Forum - In charge of the relations with the Council of Europe

Besides the European Youth Forum, Johan has been active in the Finnish Youth Council as well as in different political organisations, such as the Scouts.

Magdalena KURZ - European Youth Forum

Magdalena comes from Vienna, Austria, and currently lives in Brussels where she works as policy officer in the European Youth Forum. She has been dealing with youth participation throughout her studies, writing her master's political science thesis about it. She has also been involved in various projects at national and international levels and has been in the organising team of the first student forum.

Nadège RICHE - European Disability Forum (EDF)

Nadège is French but lives in Brussels where she works for the European Disability Forum. She is the policy officer in charge of ICT and youth policies.

Paul SANTMAN - Federation of Young European Greens (FYEG)

Paul is board member of the Federation of Young European Greens, a green network organisation which consists in 38 member organisations across greater Europe. The Federation is especially interested in open source e-participation tools with a bottom-up approach and which empowers young people. Paul coordinates the Federation's campaigns and works on the online communication methods of the organisation, putting emphasis on "young, creative and original".

ESTONIA

Marit VALGE - Estonian National Agency for European Union Youth in Action Programme
Foundation Archimedes

Marit currently works at the Estonian National Agency for EU Youth in Action programme. She is public relations and information coordinator. She is also developing the Agency's website <http://euroopa.noored.ee>. The Agency has created a website about non-formal learning www.mitteformaalne.ee which offers a virtual learning environment online.

Reimo REHKLI - City Government of Tartu, Department of Culture, Youth Policy Service

Reimo comes from the city of Tartu. He works in the City Government in the Department of Culture, Youth policy service, where he is in charge of participation. Last year they have organised a conference called "youth worker found in cyber-jungle". They also started a website www.autahvel.com.

FINLAND

Jani MERIKIVI - Finnish Youth Research Society

Jani is a researcher in Young People's Leisure Activities and Youth Work in Finland Programme, at the Finnish Youth Research Society. His research focuses on the areas of virtual youth work and information and communication technology acceptance and usage. He is particularly interested in youth work realised in cooperation with public and private sector through virtual communities and worlds.

Rauna NERELLI - Finnish Children Parliament

Rauna is a Coordinator of the Rights of the Child at Finnish Children's Parliament which is an NGO promoting and supporting children's right to participate in the society using mainly e-participation tools and possibilities. She is a member of the board of the Finnish UN Association and is/has been actively involved in the Guides and Scouts of Finland, Finnish Youth Cooperation - Allianssi (national youth council) and Finland's Swedish Association of Hard of Hearing.

Tero HUTTUNEN - City of Helsinki (e-youth centre)

Tero comes from Helsinki, and is working on the e-youth house project: Netari.fi.

GEORGIA

Olesya VARTANYAN

Olesya is a journalist from Georgia. She works for a U.S. newspaper as well as for local media. She also cooperates with NGOs focusing on media. The major issues she is focusing on are religious and ethnic minorities.

GREECE

Christoforos PAVLAKIS - New technologies laboratory in Communication, Education and the Mass Media

Christoforos comes from a small Greek island but shares his time between Austria and Greece. He is currently writing his Phd thesis within the framework of a joint study programme, and mainly deals with the theme of participation as a way to empowerment. At the same time, he is also working in a public institute called “New technologies laboratory in Communication, Education and the Mass Media” which is part of the observatory for information society.

ITALY

Giacomo PIRELLI - FIADDA (Italian Association of Families with hard of hearing people)

Giacomo works for the University of Turin. Last year he completed his Master's Degree following his studied on ICT issues. He is member of the Council of FIADDA, the Italian association of hard of hearing people, and deals with technologies related to subtitling (forums, blogs and Facebook groups, movies). Giacomo collaborates with experts about speech recognition system (automatic translation from speech to text).

Mauro CRISTOFORETTI - Save the Children, Italia

Mauro works for Save the Children Italy, which currently runs a project co-financed by the EU about the use of internet and new technologies. He is responsible for all the activities of the project involving children (both in formal and non formal education). He is co-responsible for activities-trainings with adults (parents and teachers), and co-author of most of the publications of the Area Minors and new technologies. He is the manager of the websites of the area.

Tiziana SALVI - Ambito Territoriale Sociale VI - Fano Municipality

Tiziana represents 14 municipalities from the centre of Italy to the East coast.

KOVOSO³

Flutura KUSARI - Kosova Young Lawyers

Flutura is a jurist but is involve din the organisation “Kosovo Young Lawyers”.

LITHUANIA

Vilmantas JUKNELIS - LGL (Lithuanian Gay League)

Vilmantas is the project coordinator of LGL. Their mission is to raise society's awareness and fight discrimination based on sexual orientation, gender identity and homophobia. LGL promotes an inclusive social environment for gay men, lesbian women, bisexual and

³ “All reference to Kosovo, whether to the territory, institutions or population, in this text should be understood in compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo”.

transgender persons. LGL works through education, support, and representation of the LGBT community, but Internet is one of the most important tools to help them reaching their aims.

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Darko BULDIOSKI - New Media Center

Darko comes from Skopje. For the last 5 years he has been involved in new media area. He is a lecturer at the New York University in Skopje, blogger and co-founder of New Media Centre, (www.newmedia.org.mk) a small NGO focusing on promoting effective use of new media, information and communication technologies. Last year the New Media Center has been involved as partner in a project called Young Media Watchdogs, which introduced new media as a form of activity for high school and university students.

POLAND

Beata BANAS - Zespol Szkol Przemyslu Spozywczego

Beata comes from Cracow. She is representing a secondary vocational school, where she teaches teenagers. She has been greatly involved in European exchange projects.

Maciej DUSZYNSKI - The FREELANCERS' COALITION Foundation

Maciej is the president of the board of Freelancers' Coalition Foundation. He is also lecturer at the Nicolaus Copernicus University.

ROMANIA

Loredana ERCUS - Institute for Public Policy (IPP), Bucharest, Romania

Loredana represents the Institute for Public Policy, an NGO whose entire activity is based on citizens' participation in the decision-making process.

Radu OPREA - SMART Development Centre Roumania

Radu is the developer of a new method of citizen engagement called "public policies made by citizens" which blends online citizen participation with think-tank-like policy making. Currently he is a PhD Candidate 2011 in Economics and owner of a Master of Public Policy Degree from Pepperdine University in Los Angeles, USA.

RUSSIAN FEDERATION

Kirill ZAYCHIKOV - Youth public organisation "Institute of Youth"

Kirill comes from Ryazan, a city near Moscow, and is psychologist. He represents a public youth organisation called the "Institute of Youth". Their mission is to share and organise the information about the social and economic conditions for realisation of the potential of the youth in the region, and to facilitate the choices and receptions of the vocational training opportunities, job placement, and match-making between the labour market and

the human resources. They are working with high school students, university students, youth workers and orphans children. They organise and conduct seminars, lectures, training, round tables, conferences, consultation about those issues.

Kseniya NEZNAKINA - Council of the Russian Federation representatives

Kseniya is an assistant of the chairman Committee of the Federation council on economic policy, entrepreneurial and ownership, and works on the creation of the Youth expert platform.

Tatiana BARANDOVA - Saint Petersburg Humanity and Political Study Center "STRATEGY" & Association for co-operation with Nordic countries "NORDEN"

The Center STRATEGY is a think-tank nongovernmental organization, dealing with issues of tolerance promotion, strengthening civil society and development of the regional Ombudsman's offices, also via distant-learning. Tatiana is a researcher and professor in the State University "The Higher School of Economics", teaching future policy-makers at the Department of Applied Political Studies (established in co-operation with Center Strategy in Saint Petersburg in the 2006). The scope of her activity in the Association "NORDEN" is the Baltic Sea NGOs Forum, which is a platform for co-operation among all kind of NGOs from 11 countries of the Baltic Sea Region.

SERBIA

Tamara NIKOLIC - Ministry for Youth and Sport of the Republic of Serbia

Tamara is a sociologist, and works on analysis and researches about youth as well as about the development of normative on youth. Before working as a civil servant, she worked in an NGO as youth researcher. She is also a correspondent of the EKCYP within the Partnership between the Council of Europe and the European Commission in the field of youth.

SPAIN

Javier GOMEZ

Javier comes from Barcelona. He is involved in a local project in Golferichs socio-cultural community centre (www.golferichs.org), which is launching the project "off-line meetings for e-communities". By now, they have held meetings of disparate e-communities: www.couchsurfing.com, <http://www.conversion-thursday.com/>, www.guifi.net, www.k-demar.org, www.drupal.cat, www.joomlaspanish.org. As an answer to the difficulties and the special needs of e-communities and the fact that these new ways of participation are not considered or enough recognised by public institutions, the project offers facilities, support and training opportunities for e-communities.

TURKEY

Basak SARAL - Advisory Council on Youth, CoE

Başak represents the Youth Association for Habitat, which is the facilitator of the national network of local youth councils/National Youth Parliament in Turkey. They work towards

youth participation in decision making processes for sustainable development. Since 2003, their work has focused on empowerment of youth for their active participation in e-transformation of Turkey. With this aim, they have provided peer trainings on IT rights, IT-literacy, security and expertise. They are working towards increasing e-readiness, e-inclusion and e-participation. She was a member of the AC, which is a great mechanism for youth participation in European youth policy development.

Selahattin CIRITCI

Selahattin is a project coordinator, and also works for the National Agency and as free-lance trainer of the Youth in Action programme.

UKRAINE

Iryna BILOUS - Pact Ukraine, "Civil Society Development project", funded by USAID

Iryna works for the international organisation Pact, which is currently implementing the biggest five-year project for civil society, financed by USAid. She has been involved in youth work since 1996, starting from local organisation "Wusma". Her organisation is founder of the East European youth network, which includes countries such as Moldova, Belarus, Ukraine, Armenia, Russia. Iryna holds a Phd in political psychology, and her thesis deals with the Internet audience in political life.

UNITED KINGDOM

Daniel CRAWFORD - Young Researchers Network (National Youth Agency)

Daniel represents the Young Researchers Network. He also works with a group of young people from foster care.

Darren SHARPE - The National Youth Agency

Darren is a Visual Sociologist. His background is working with children, young people and vulnerable adults. He represents The National Youth Agency, which works on a strategic level with central and local government in the development and implementation of youth policy to ensure positive outcomes for young people. As part of his work at the agency, he coordinates the Young Researcher Network, which supports groups of young people across England in doing research on matters that affect their lives.

LECTURERS

Kay WITHERS - Institute for Public Policy Research (IPPR), UK

Kay is a research associate at the IPPR in London. Her research interests are media, digital technologies, education and social policy. She is currently working on the Marmot Commission review of health inequalities in the UK.

Terry BARBER - University of Dundee, UK

Terry is from Dundee, which is on the North East coast of Scotland between Edinburgh and Aberdeen. For many years Terry has been a Youth Work specialist on participation in both

rural and urban contexts across Scotland but for the last six years, he has combined his practice with academic research and teaching. He is a Senior Lecturer at the University of Dundee where he leads the teaching team in professional training, leading to graduate and post graduate awards (including youth work) for some 200 students. Terry has a particular research interest in the active participation of young people within a European and global environment. He believes passionately in the need to support young people to challenge the inequality they face in their communities and to develop their democratic voice and resilience. In addition, he supports the view that e-participation presents the potential for a 'paradigm shift' of a kind never seen before; but only if we collectively support young people in the construction of this new 'zeitgeist' (spirit of the generation).

TEAM MEMBERS

Agathe FADIER - Trainee, Directorate of Youth and Sport

Agathe is currently taking part in a traineeship within the Directorate of Youth and Sport, Council of Europe. She studies at the Institute of Political Studies, in Lille, specializing in Cultural policy. She is also writing her master thesis in Philosophy, with specialty in phenomenology. She is involved in several student organisations. Agathe is planning to undertake a course in European studies.

Karina CHUPINA - Facilitator, DYS pool of trainers

Karina Chupina is a freelance international trainer, consultant and writer from St. Petersburg, Russia. She has been involved in international youth work for 12 years and is a president of IFHOHYP. Karina is a member of the Council of Europe DYS Pool of Trainers where her main training areas are Human Rights Education, Inclusion, Diversity & Anti-Discrimination, Disability Rights, Lobbying, Media and Youth Participation. Her interest in e-participation stems from her local and international NGO involvement as well as from one of her educational backgrounds in International Journalism. Karina has been involved in Multimedia and research projects on raising awareness about the situation of hard of hearing youth across Europe. Currently Karina conducts her PhD research on social inclusion in Berlin and continues her journey in human rights work, non-formal education and journalism. In this seminar, her role was to develop the concept, detailed methodology outlines for the entire programme and to run seminar sessions. You can visit Karina's trainer profile at <http://trainers.salto-youth.net/KarinaChupina> .

Khalil RAIHANI - Facilitator, DYS pool of trainers

Khalil comes from Strasbourg, where he develops a local youth project based on non-formal education, with the support of the local authorities. He has been involved in several international youth activities, the last one being the Youth Event organised in Marseilles in 2008. In the past he has been involved in promoting and training Human Rights Education and intercultural dialogue in the Euro-Arab and Euro-Maghreb regions.

Maarten COERTJENS - Policy officer for Education, European Youth Forum

Maarten is a Flemish Belgian living in Brussels. He currently works as Policy Officer for the European Youth Forum in which he advises on education policy on European and Global level. His main interests are the democratic political participation of young people and the possibilities that Non-Formal Education offers to bring about social change. He started in a political youth movement on local level and became president of the national political organisation. After a study session in Strasbourg, he fell in love with the European Idea and

worked three years as Secretary General of the Federation of Young European Greens. During this time he also founded the Global Young Greens.

Gisèle EVRARD - Documentalist - DYS pool of trainers

Gisèle comes from Belgium but currently lives in Galicia, Spain. She has been involved in international youth work since 1993. Following her work in a national organisation as workcamp coordinator with a focus on Middle-East, Gisèle has been working as Secretary General of two youth international youth organisations mainly dealing with short and long-term volunteering, as project officer on Counselling and Crisis Management at the TAO and as policy office for education at the YFJ. In 2007, she moved to Spain to work on the organisation of a Forum for a Just Peace in the Middle-East. She is currently developing projects related to training and advocacy for the recognition of Non-Formal Education, in Galicia. In parallel and since 2000, she has been involved in a number of training courses for youth workers and trainers in the European youth field and is member of the DYS Pool of Trainers.

PALANTYPIST

Daniel TUIJNMAN, The Netherlands

STAFF - COUNCIL OF EUROPE

Sabine KLOCKER - Educational advisor, Directorate of Youth and Sport

Sabine has been active in youth work for the past 16 years, in formal and non-formal education. She has worked as a youth worker and trainer in Non Formal Education on local/national/European level. Over the years she has been involved in many multilateral youth participation projects, especially as Secretary General of Rural Youth Europe, as a trainer in the TC Participation Courses of the DYS working with the Revised European Charter on the participation of young people in local and regional life and currently she is co-ordinating a youth participation publication of the DYS. As Educational Advisor of the Directorate of Youth and Sport (based at the European Youth Center Strasbourg) she is one of the main organisers of this activity, who is extremely keen on "e-youth-participation" issues and developments.

Florian CESCO - Educational advisor, Partnership

Florian is currently working as educational advisor for the Youth-Partnership between the European Commission and the Council of Europe. His main responsibilities include planning, implementing and evaluating the Partnership training activities, as well as coordinating the Partnership educational publications. He has been involved in the field of youth participation mainly through the organisation of 20 Training Courses on European Citizenship for youth workers and youth leaders. He also co-ordinated the last issue of the Coyote magazine, which focused on youth participation. Previously, Florian was the general manager of a large European NGO organising vocational trainings for young professionals. He also worked in European affairs & EU policy in Brussels, and in the field of organisational management in Paris. Florian now lives in Strasbourg with his family.

Alexander BARTLING - Congress of Local and Regional Authorities - Council of Europe

Alexis RIDDE - Haut Commissaire à la Jeunesse, Direction de la jeunesse, de l'éducation

populaire et de la vie associative

Josef HUBER - Council of Europe - DG IV, Directorate of Education

Marta MEDLINSKA - Council of Europe - DG IV, Directorate of Youth and Sport, Partnership

Rui GOMES - Council of Europe - DG IV, Directorate of Youth and Sport

Ulrich BUNJES - Council of Europe - DG IV, Deputy Director of the Directorate of Youth and Sport

Etienne GENET - Advisory Council on Youth

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