

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



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The Current Crisis and Youth – Impact and Ways Forward

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**PROMOTING THE INITIATIVE AND CREATIVITY OF YOUTH WORK AND
YOUTH PARTICIPATION AT A TIME OF CRISIS – between autocrats and
automatons**

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NB: This is a report produced for the EU-CoE youth partnership and does not necessarily reflect the opinion of the partner institutions

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Preface – some personal observations by the rapporteur

The initial call for participants for what has come to be known as the 'crisis seminar' was released in the autumn of 2012. Notwithstanding political proclamations about finding resolutions and solutions to the various connected crises – the banks, Greece and the so-called PIIGS (Portugal, Ireland, Italy, Greece and Spain), fiscal contractions, sluggish economic growth, interest rates, the reining in of public expenditure and the general climate of 'austerity' – it is young people who have continued to bear the brunt of their consequences, in terms of unemployment, loss of hope, broken transitions, undesired migrations and much more. A further impact on the young has been a loss of faith and trust in contemporary political leadership, producing new social movements such as Occupy and the *indignados*. Indeed, this report has been compiled around the time of the death of Stéphane Hessel at the age of 95, the French resistance fighter, concentration camp survivor, diplomat and writer, whose 2010 pamphlet *Indignez-Vous!* (Time for Outrage!) inspired these movements. Drawn from his wartime experiences, commitment to human rights and to public welfare systems, it sold an estimated 4 million copies. Shortly before his death, Hessel made the following observation:

This is not an ideological revolution. It is driven by an authentic desire to get what you need. From this point of view, the present generation is not asking governments to disappear but to change the way they deal with people's needs (The Guardian 28.2.13)

Part of the sub-title of this report is adapted from the title of a pamphlet co-authored by one of the participants at the 'crisis seminar', Søren Kristensen. That pamphlet was the product of a study of a European Commission funded programme of youth initiatives in the very early 1990s (see De Wachter, B. and Kristensen, S. (1995), *Promoting the Initiative and Creativity of Young People*, Luxembourg: European Commission). Though there are incessant debates about the relationships between the 'initiative and creativity' of young people and their transferability to 'enterprise and entrepreneurship' particularly, though not exclusively, in the labour market, few would dispute that measures that can support and strengthen the often self-initiated spontaneity, innovation and imagination of young people are critical for the future health and well-being of Europe. Youth work, non-formal education and youth participation are, arguably, central means of doing so – addressing social exclusion, contributing to education and personal development, and promoting active citizenship. That was, indeed, the focus of the 'crisis seminar'. The seminar took place at a time when the political establishment appeared to be increasingly framed more by administrative technocrats driving forward measures of austerity and new, naive players trading on the disillusionment of many voters than by penetrative, persuasive political analysis and debate. Hence the allusion to the 'autocrats'. At the same time, in the labour market, whatever warm words are uttered about knowledge societies, critical thinking and soft skills, there is growing awareness that mass employment in the service economy is often tantamount to a modern form of slavery. One newspaper article quoted an individual commenting on a local 'fulfilment centre' that "The feedback we're getting is that it's like being in a slave camp", while an unnamed manager at the same workplace described employees as follows: "You're sort of like a robot, but in human form". Chris Forde, a professor of employment studies at Leeds University, says that working arrangements like these – that can affect up to 90% of a company's workforce – are becoming increasingly common, across sectors such as vehicle manufacturing, food processing, hotels and

restaurants, as well as on-line distribution centres. Virtually all announcements of new employment opportunities are welcomed, often uncritically. The robot jobs mentioned above were, at first, greeted with the assertion that “it gives you your pride back”, though quite what kind of dignity (of labour) is restored when the time taken for using the toilet is monitored and measured is difficult to establish. Yet when jobs are hard to come by, people often do accept anything that is going (eight coffee shop job vacancies recently attracted hundreds of applications, many from university graduates), but this does not mean that such approaches to working life are cast in stone. Hence the allusion to ‘automatons’. The ‘crisis seminar’ was about looking to a Europe in which the competences and capabilities of individuals are permitted to flourish in the interests of both personal and social benefits – or, to follow the words that are typically used in rhetorical expressions of ‘youth policy’, to enable young people to realise their full potential.

The opening plenary session

Setting the Stage: The Current Crisis and Youth

....seen by partner institutions

The EU Ambassador to the Council of Europe, Ms Luisella Pavan-Woolfe, spoke of the current crisis in Europe being the worst since the 1930s. For young people, the scale of youth unemployment, experience of social exclusion, and detrimental effects on health and well-being, it is particularly a crisis we cannot afford – a reference to a comment in the UK’s Miliband Commission (see ACEVO/Miliband Commission 2012). In response to the challenging circumstances facing young people throughout Europe, the European Commission has made youth unemployment a top priority and developed a range of initiatives in education, employment and the youth field, the latest of which – the Youth Employment Initiative, with 6,000 million euro for 2014-2020 – has only just been announced.

The Europe 2020 strategy already acknowledges the significance of young people, supporting their mobility and access to apprenticeships, with new measures such as the Youth Opportunities Initiatives and the promotion of youth guarantees. The EU youth strategy has worked on the validation of non-formal learning, in recognition of the ‘unique pedagogy’ and outreach potential of youth work. The value of youth work should be further strengthened when current EU-commissioned research reports in 2014. EU Ministers have focused on the challenge of social inclusion – around the themes of employability, learning mobility, participation and lifelong learning. The Youth in Action programme, involving around 200,000 young people in mostly transnational non-formal learning activities, has contributed in many ways to better chances for young people, in relation not just to employability and job prospects but to self-confidence, competence in a foreign language, community involvement and personal futures.

Beyond the borders of the European Union, the Commission has made commitments in the youth field to the Eastern Partnership (Belarus, Ukraine, Moldova, Georgia, Armenia and Azerbaijan), as well as through its established partnership with the Council of Europe. A new EU education programme, Erasmus for All, will sustain commitment to young people and continue to construct

platforms that allow for reflection on the condition of youth in Europe and for constructing renewed hope and better futures for Europe's young people.

The Director of Democratic Citizenship and Participation in the Council of Europe, Ms Ólöf Ólafsdóttir noted the disproportionate effect of the current crisis on Europe *on young people*. There was a lack of involvement of young people in contemporary decision-making. Young people, too often, express a sense of resignation, experience social exclusion and at times resort to extremism. The economic crisis has now lasted for some four years and is far deeper than was originally anticipated. There is a lack of confidence amongst many people and no belief in the competence of decision-makers. In a climate of increasing competitiveness on many fronts, there are threats across a spectrum from democracy to the environment. Some of the political and economic issues are reminiscent of the 1930s but there are others that compound today's challenges: climate change, declining resources, and demographic shifts that mean those over 60 will, for the first time, outnumber those under 16. Young people, however, retain their dreams and hopes, and do so, in a world of rapid technological change and instant communication.

Can education, strategies for social inclusion, and the promotion of active citizenship provide some of the solutions to this crisis? The Council of Europe, with 40 years of experience in the youth field, has always stood for empowerment and equality for young people. Its work has sought to promote awareness and creativity in young people, their competence and qualification, the development of intercultural understanding, tolerance and solidarity. The principle of co-management – between the governmental sector and youth organisations – has been enshrined from the very start (though unfortunately it has hardly been replicated in any transnational or national models of governance in the youth field).

Within the framework of the Council of Europe, there have been a range of Charters (concerned with, for example, the Participation of Young people in Regional and Local Life, and Citizenship, Human Rights and Education), a recent and ongoing campaign against hate speech, a Roma Youth Action Plan, and the ENTER! project, concerned with youth transitions and access to social rights. There is an inherent complementarity between European Union and Council of Europe agendas in the youth field.

... seen by young people

A **Board member of the European Youth Forum (Youth Forum Jeunesse)**, Elise Drouet, offered a perspective from young people. The scale of youth unemployment is now astronomical, compared to a few years ago, and there is necessarily considerable attention on young people who are neither in education, employment or training ('NEET'). There is growing evidence of the increasing prevalence of young people with mental health problems. Young people face increasing difficulties in obtaining a first employment contract. And though internships to provide a bridge to work are to be welcomed, their quality demands more scrutiny. It was noted that 'The European future rests on the current shoulders of the current generation of young people' and there is a call by YFJ for a New Deal for and with Youth, concerned with more concerted action, strengthened youth participation, more environmental sustainability, attention to transitions to the labour market and employment futures, a commitment to inclusion and equality, and the development of holistic education. There needs to be investment in youth, especially through national youth councils and youth INGOs.

The European Youth Forum has set out this agenda within the overarching recommendations that the European Union makes youth a priority and allocates adequate resources to that end. The way out from the crisis, in its view, demands more leadership at the *European* level.

...seen by youth researchers

Professor of European Youth Policy at the University of Glamorgan, Howard Williamson, considered how the current crisis might produce different responses in young people, including potentially new alliances between the classically socially disadvantaged and the newly 'intellectually disaffected'. He also drew attention to the horrendous scale of contemporary youth unemployment, within a broader analysis of the social condition of the young. Today, it is not only human capital (qualifications) but also social capital (networks) and identity capital (self-presentation skills) that confers the best advantages on young people and the greatest protection against risk. Those without these things are extremely vulnerable to exclusion and marginality, as the 'youth divide' becomes even more extreme in modern Europe.

Recent years have, of course, witnessed renewed forms of protest amongst the young, in North Africa and southern Europe in particular. This has been depicted by some as 'the lost generation finding a voice', 'an audacious reclamation of autonomy by the young'; the Occupy movement and the *indignados* have seized the popular imagination, as young people have challenged Fukayama's thesis concerning the 'end of history' and the permanent triumph of capitalism. Yet the future for the young remains bleak and the current generation has been portrayed as one that has been sacrificed or, from its own perspective, betrayed.

The blocked opportunity structures for young people may, following old theories of delinquency and anomie, produce different responses beyond the often romanticised position of revolt. There are also scenarios of reaction (the Breivik case is just the most tragic example), radicalisation (Madrid and London bombings), retreat (psycho-social disorders, self-harm and suicide), relocation and reverse colonialism (emigration from Europe, illustrated by Portuguese young people being actively encouraged to move to former colonies such as Mozambique and Brazil) – and perhaps re-alignment, where newly shared experiences bring together young people in ways that cannot yet be anticipated. There is considerable speculation about possible new economic, social and political arrangement forged by the young, including innovative networks developed through technological creativity, the re-configuration of public services, and a generally new approach through 'non-capitalism'.

Such visions are useful counterpoints to the apparent attempts to rebuild economic, political and social models that seem strikingly (and uncomfortably) similar to those that prevailed before the crisis; as the keynote speaker at the recent Council of Europe conference of Ministers responsible for youth asked, 'where is the safe haven for human capital?', meaning *not* qualifications but the human resources within our modern Europe – young people (Melkert 2012). There is no room for complacency, making the assumption that more acceptable structures within a democratic framework will be established. Indeed, there are those who argue that democracy itself is in retreat, as flexible labour markets and globalisation contribute to rising inequalities, a growing resistance to 'solidarity transfers', and more self-assured regional nationalisms. Hence the call, by academic and political luminaries Ulrich Beck and Daniel Cohn-Bendit respectively, for a new platform for European civic engagement through their initiative 'We are Europe'. In similar vein,

this Youth Partnership event, should be considering how youth work and non-formal education, and youth participation strategies may step beyond conventional orthodoxies, take on the social contract between the generations, challenge the neutering of democracy, and reflect on how youth policy may support the emergence of constructive new alliances amongst the young.

Impact and Ways Forward

The seminar then followed a repeat pattern for each of three policy themes: social inclusion, education and citizenship. Each session started with a plenary panel for around one hour, comprising a chair and four or five expert contributors. Participants then elected to join either a workshop on the contribution of youth work and non-formal education, or a workshop on the contribution of youth participation, each led by one or more expert facilitators. The workshops lasted for one and a half hours.

Social Inclusion

Chaired by a representative of the European Commission, Karin Lopatta-Loibl, the panel on social inclusion opened with the expression of two key questions:

- What is the main challenge in this crisis?
- What is the contribution of the youth field?

Niamh Casey, a lawyer, provided an exposition of relevant aspects of the **European Social Charter**, notably the vast majority of members of the Council of Europe (43 of 47) who are signatories to the reporting provisions and those which accept the complaints procedures through the European Committee of Social Rights. The Committee's brief includes employment and equal opportunities within the context of the Charter's requirement for countries to pursue full employment and to improve employment flexibility. The recent case of a complaint against Greece was cited, in relation to the limited labour rights accorded to young people aged 18-25 on apprenticeship contracts. The Committee had concluded that no signatory country can use the economic crisis to justify the denial of basic social rights, including employment protection and social security. Pronouncements on five more measures are to be announced by April 2013. Human rights may seemingly be absent from the current political debate, but they are not to be subordinated to it.

Laura Marin, research fellow for the **Open Society Foundations Roma Policy**, presented an extensive account of the vulnerable, excluded and disadvantaged position of Roma people throughout Europe. This is, for many, a 'familiar' story, but "the crisis has a strong impact in aggravating the modern forms of the historical discrimination against the Roma". The presentation drew on data from the EU Youth Report, UNDP and a special Eurobarometer – all pointing to the need for swift, effective action to improve the situation, without delay, not least for young Roma where distinctive demographics means that the average age among Roma people is 25, compared to 40 across the European Union. There remains, however, an absence of policy-relevant data on issues affecting Roma people, though whatever actions may be decided, any specific focus on young people needs to ensure the greater participation of Roma youth and a commitment to inter-

generational connections, community cohesion, and social inclusion through education and employment.

The Council of Europe ENTER project has been running since 2009. Mara Georgescu described the broad role of the youth sector within the Council of Europe as to advise, support and promote dialogue with both governments and civil society. Its many training courses were concerned with effecting 'multipliers' through which participants cascaded their learning and understanding to wider constituencies. In this way, the Council of Europe sought to establish and consolidate competent civil society and competent youth workers. The ENTER! project had started in 2009, with a focus on access to social rights for young people from disadvantaged neighbourhood (though the first participants were opposed to the label of 'disadvantage', as many young people resent and resist similar labels). The crisis is clearly *not* just about jobs; it is also, and equally, about health, housing and human rights, and about violence exclusion. The current long-term training course (LTTC) involves 32 youth workers and, although youth work cannot do much about the provision (or withdrawal) of basic services, it can contribute to thinking through the different ways of dealing with the predicament and precarity facing many young people – jobs, participation, spaces for association, isolation, loss of hope, housing, transport, institutional exclusion, limited investment in youth. Youth work is now, often, facing similar vulnerabilities to young people themselves and needs to consider how it organises itself in a new environment. Clearly it needs to move beyond 'casual conversations' and the provision of leisure activities towards working on the empowerment and resilience of young people. This requires closer connection with policy making at the local level. The first ENTER policy recommendations, supported by the Committee of Ministers, included the point that at least young people should understand why things are as they are in their neighbourhoods. This would enable the development of relevant projects and provide platforms for young people to be critical. In this way, ENTER is contributing to the training of another generations of youth workers to make a difference.

Terry Barber, an academic youth worker from the **University of Dundee**, sustained this critical perspective, opening his remarks with the important and by no means self-evident question of '*who* is youth work for?'. Is it to effect compliance or engender dissidence in young people? Is it about supporting young people into '21st century ways of being'? Reference was made to President Obama's notion of 'the empathy deficit', where a lack of consideration and compassion for others has been superseded by the practice of 'othering' others, notably the poor and disadvantaged, who become scapegoated and vilified. Inside youth work, there is risk of too much internal dissent and, in the current climate, "youth work needs cynics like a hole in the head". Youth work needs to take the lead on broadcasting that there are alternatives to current scenarios. The first is to avoid the problem orientation towards young people. The second is to accept that a significant problem lies in adults failing to understand the challenges facing young people. The current crisis is prone to generating toxic effects but it is also possible to follow in the pathway outlined by Jacques Delors: to be, to be together, to know and to do. Technology, politics and new forms of communication can be harnessed to produce new social and economic arrangements. Youth work has its part to play.

The ensuing discussion raised some useful comments and questions, often framed around caution and concern about the likelihood of youth sector ideas finding sufficient political and economic advocacy and support:

- Labels may be unpopular with young people but they are also rather essential for focused policy-making. The key issue is perhaps labelling without stigmatisation.
- Solutions may be apparent, but on which platforms do they need to be argued for and constructed?
- Where are the institutional (budgetary) allocations to address the crisis on behalf of young people?
- The youth sector has many recommendations. What are achievable? Where is the implementation? There is not enough interest and political commitment. In many countries there is no institutionalised youth work.
- It is all very well invoking the many inter-connected issues resulting from and present in the current crisis but “I need a job”.

Members of the panel responded in a variety of ways, and on a range of fronts:

- It was important for youth work to forge **political alliances**. There needed to be political champions for the cause of youth work. There was a huge challenge to describe the *impact* of youth work because it was characterised by ‘inexplicable contradictions’. Yet youth work is cheap when compared, for example, to keeping a young person in a secure unit on account of care needs or criminal convictions. There is an economic and moral cost-benefit analysis that favours youth work, but the profile of youth work needs to be raised.
- There is a need for **space for debate**, dialogue and collaboration. Youth work(ers) have to be connected with decision-makers – to meet and get to know each other. The pressures for this have to come from above and below. The co-management principles and practice within the youth sector in the Council of Europe provides an exemplary model. Social exclusion is a violation of human rights, and there must be concerted collaborative effort to focus on solutions.
- More countries should **ratify the European Social Charter**. Only 14 member States of the Council of Europe have signed up to the complaints process.
- More resources and action are required. Funds that were available in the past for Roma integration have been reduced in many countries. There need to be more joint measures between NGOs and local governments (municipalities). The EU youth employment package (for the youth guarantee) has made 6bn € available – but is this enough? There is perhaps also a case for a ‘rapid response fund for youth’ (there is one for the banks).
- “The crisis is just a magnifying glass for many of the issues and challenges that have always been with us, with regarding to young people and the youth policy agenda”.

Workshops I and II

Workshop I focused on the role of youth work and non-formal education in promoting social inclusion. Following a very open starting discussion, in which a broad range of issues were raised, the workshop focused in on three areas for greater scrutiny and analysis: advocacy, attractiveness and effectiveness.

Participants at the seminar were already ‘the converted’, somehow ‘knowing’ the value of youth work. The important question was one of **advocacy**: how to sell and promote youth work, in its

diversity, to politicians and funders. Key messages, it was felt, were that youth work 'held the line' in terms of keeping young people out of further difficulties and more protracted exclusion. Youth work provided positive experiences in adverse times. And youth work could help to attach more socially excluded young people to the wider network of services that might support their inclusion. However, without falling into allegations of hypocrisy, there was an urgent need to develop somewhat different narratives for different audiences; some of the language of the youth sector needed to be transformed if it was to be plausible, appealing and applicable to the agendas and perspectives of other groups. In particular, youth work needed to forge connections, even partnerships, with the business sector, to demonstrate the value of youth work in relation to labour market needs (even if this was not its exclusive concern).

Looking back towards young people, the second question related to the **attractiveness** of youth work to social excluded young people, especially those who would probably never join a youth organisation and who are completely abandoned by wider youth policy structures (except perhaps the criminal justice system). It was felt that labels were unhelpful: specific youth work programmes aimed at the 'severely excluded' immediately made them unattractive to the less excluded. However, for more targeted youth work programmes, it was important to involve youth workers with the same social background, to ensure positive role modelling and credibility. Further, more use should be made of young people already engaged with such programmes to persuade their peers to take part. There was a broad feeling that the focus of youth work around social exclusion needed to be firmly embedded in a 'community-based approach', within there was flexibility in approach and accessibility of youth workers¹. Youth work needed to reach out and engage, cross-sectorally, with other agencies working with the same groups of young people. The development of the idea of a 'youth guarantee' was a useful contemporary example: this could not be left to employment services but required youth work to engage with young people, possibly alongside other agencies such as the police and welfare organisations.

The eternal question of the **effectiveness** of youth work was the final item for discussion. Participants viewed youth work as providing both 'social glue' and 'safety nets' and 'trampolines' for young people, especially those more socially excluded. Research suggests that youth work effects personal change that is a pre-requisite for positional change (from desisting from crime, to engaging with training). Research also points to the value of youth work in engendering the transversal skills that are needed increasingly for personal, civic and occupational trajectories in the 21st century. But this potential effectiveness of youth work in relation to social exclusion was recurrently undermined by a number of factors. First, resources directed at social exclusion often never reached the most vulnerable; instead. Second, a great deal of youth work remained an experiential opportunity for an 'elite' of young people: mobility programmes, student organisations. This tended to cement the advantages of the included and left the excluded still on the margins. Third, organisational approaches to addressing social exclusion are routinely fragmented; with the same expressed objectives, initiatives are established with little reference to other developments, thus duplicating a host of administrative costs. A more comprehensive and unified approach between major players in this field (UNDP, UNESCO, OECD, CoE....) is required.

¹ In 1979 the National Youth Bureau in England and Wales published a report on Neighbourhood Services for Young People at Risk and in Trouble – the central idea was a community house in any neighbourhood that would be the port of call and first base of contact, staffed by youth workers, for all services for young people.

The case is urgent. It becomes ever harder to talk about 'employability' in the context of no jobs – how do we motivate young people to acquire new skills and become more 'employable' when there is no work to look for? And there is a risk of an over-emphasis on entrepreneurship: it is an idea that certainly cannot work for everyone and to which many more socially excluded young people are not motivated. Youth work needs to balance its engagement with these agendas with working with and supporting young people in other ways. Youth work has always had to strike some balance between the promotion of a 'forum' for critical debate and reflection by young people with providing a 'transit zone' on the path to inclusion, citizenship, the labour market and adulthood². Sometimes young people may not wish to be 'engaged' in societies and communities that seem not to care for them, and youth work may seek to work with them in other ways.

Workshop II identified some of the major obstacles to social inclusion that were a direct consequence of the current crisis. These were fourfold: rising youth unemployment, widening social exclusion (not just the number of 'NEET's, those not in education, employment or training, but young people in poverty, with unmet medical needs, and from migrant backgrounds), the increased threat of populist and extremist politics, and the lack of confidence of young people in the political system and their political representatives.

The workshop's objectives were to consider the role of European youth policy in addressing social exclusion, but especially the ways in which the participation of young people can influence that policy and express their own hopes and frustrations at this time of crisis. The workshop sought to explore new forms of participation, both offline (through new social movements) and online (through e-participation). It also aspired to discuss participation as a tool for the empowerment of young people (providing a voice, enabling them to access their social rights and to take advantage of initiatives addressed to them), what kinds of participatory approaches are needed to reach out to excluded and non-organised young people, and how the participation of socially excluded young people can be promoted, particularly by means of youth organisations reaching out and involving them.

During their introductions, participants in the workshop identified numerous forms of youth participation (see Appendix 1). They then addressed no less than thirteen areas of concern around the contemporary social exclusion of young people, around which they produced no fewer than 31 recommendations! For the purposes of this report, these have been collapsed and clustered, but none have been overlooked.

The problems raised spanned a spectrum of issues: institutional corruption and a resultant loss of trust; budget cuts in provision for young people; discrimination against vulnerable groups of young people; inappropriate research and evaluation methodologies; youth unemployment; diminishing social welfare, decreasing social rights and a lack of social support for young people; a lack of motivation amongst excluded youth; weaknesses in educational systems; right-wing extremism; the lost potential of intellectually disaffected youth; the limited worth apparently ascribed by society to young people; societies' resistance to change; and neo-liberalism as the engine of social exclusion. Predictably, and inevitably, this led to a huge 'shopping list' of responses. Some were rather more linked to issues of youth participation than others, though all had some precursory or consequential connections.

² See the Council of Europe Histories of Youth Work in Europe series

Education

Chaired by Yulia Pererva from the Division on Citizenship and Human Rights Education in the Council of Europe, the panel contributions opened with an intervention from Dejan Bojanic of **OBESSU**. Rather than being considered and involved as partners, he asserted, young people were virtually being blamed for their current predicament. Youth policy was now becoming dictated by the labour market, with young people perceived and described as incompetent and ill-equipped for employment. There was a lack of support for student movements as the priorities for education have shifted away from it being viewed as a human right and towards a production line mentality: young people are the new Model T Ford. It is certainly difficult trying to anticipate the future and deciding what skills young people will need, but there is strong consensus that they will require transversal skills for flexibility and problem-solving, entrepreneurial skills for innovation, and skills through youth work for participation and civic engagement. All these need recognition and accreditation.

Lucy Pyne, from **the OECD** described the work of LEED (Local Economic Employment Development), which has explored local responses to local problems. In particular, there has been attention to initiatives for migrant youth, and the role of apprenticeships and youth entrepreneurship. The key lessons learned is that measures have to be cross-sectoral – ‘un-silo’d’ – and demand strong local government collaboration and co-ordination, involving public, private and third sectors. Different incentives need to be applied if different groups of young people are to be engaged. Partnerships have to be flexible, and accountability may vary. There does, however, need to be clarity around budgets, targets and eligibility criteria, if those at whom initiatives are developed are to be reached and involved. There is plenty of evidence about ‘what works’ in educational achievement and employability: early years education, preventing early school leaving (through raising aspirations, mentoring and role modelling, providing information about progression routes), addressing drop-out and re-engagement (through youth work), involving employers with schools, organising work experience, linking skills supply and skills demand at the local level, and establishing apprenticeships and traineeships.

With a greater focus on non-formal education, specifically around youth mobility through cross-border voluntary activities, **researcher** Søren Kristensen asked provocatively “crisis, what crisis?”, maintaining that even if recent challenges are overcome, the structural conditions affecting Europe will persist. Non-formal education, broadly, reaches the learning needs of young people that formal education cannot reach. It contributes to imitative learning and transformative/reflective learning. More particularly, cross-border voluntary activities produce in young people learning that challenges established patterns of understanding and behaviour, builds self-reliance, provides ‘free space’ for personal development, and encourages mobility and adaptability. Such outcomes do not accrue naturally and require facilitation and pedagogical intervention – before, during and after such experiences. It can be hard work to involve young people in these experiences, though it is possible to do both for more ‘elite’ young people and for those ‘with fewer opportunities’. Recognition of such participation can be both social and more formal, and it has to be acknowledged that such provision at the European level does risk being ‘colonised’ by more included young people and diverted from the original objectives.

The Head of Education and Training in **the Youth Department of the Council of Europe**, Rui Gomes, addressed historical and systemic responses to the crisis. One response that has predominated in the past has been 'education, education, education'. Perhaps we should not be so sure about this any more. Does education cement human resources and a vision for the future? Or is it a false promise, as the educated struggle to find futures commensurate with their achievements in learning? Is there still a transformative potential of education? Young people now experience far greater geographical mobility compared to previous generations. The principle always was that education is a human right – free, accessible and universal. This is clearly not the case any longer. So what is the role of education in the 21st century? What can or does education give young people? A key question concerns the *quality* of education [in January 2013, the Council of Europe adopted a document on quality education for all – see Council of Europe 2012]. Quality education can be conceived as follows:

- Accessibility – open to all
- Environment - an authentic learning (rather than instruction) platform
- Personal – individualised, rather than instrumentalised
- Focus on democracy, human rights and social justice
- Competencies – building skills and capability
- Employability – preparation for the labour market
- Formal and non-formal – balancing different approaches to learning
- Professional, qualified educators

How much are some of these elements still at the heart of education? A particularly central and serious question is the role and place of non-formal education, as either a supplement or an alternative to formal education. There appears to be less and less resourcing of non-formal education, yet formal education and non-formal education depend on each other – for the delivery of a *quality* education.

The plenary discussion that followed generated some forthright dialogue. There was particular concern about the insinuation that perhaps the youth 'elite' is somehow 'stealing' opportunities from the vulnerable. Volunteering activities must be viewed as good for all and the big issue is about access for all – the demand must be for more for everybody. Nevertheless, it was countered that policy and practice should still endeavour to reach out to those young people who are more on the margins. There was support for the criteria suggested for quality education, though it was felt that 'second chance' programmes should be included. What was most astonishing was the need – in the work completed by the Council of Europe in 2012 – to re-affirm a framework for quality education and its criteria. The seminar was reminded that 'short term cuts in education always result in long-term losses. Education for employment and education for values should never be posited as conflictual or complementary: it always has to be for both and, furthermore, to help young people to find their own solutions to the changing challenges affecting them.

Workshops III and IV

Workshop III was concerned with the contribution of youth work and non-formal education to young people's learning and development. What kinds of tools and resources are available for the recognition of learning outcomes from youth work experiences? What is the research in this area at

a European level? And what are the needs and obstacles in the process of moving towards the recognition of learning outcomes in youth work?

It was the latter question that provoked an initial reaction. It was suggested by one participant from a Caucasus country that, though not formally recognised, participation and engagement in youth work did – through word of mouth – confer advantage ('privilege') on young people. But other less positive remarks were presented. One individual proclaimed that "every time we are volunteering, our parents think that we are slaves". In contrast, another was scathing about formal education ("in formal education, there is no learning") and suggested that young people's personal learning and developed was achieved *only* through non-formal education.

It quickly became clear that participants were talking about many different forms of youth work and non-formal education – across the spectrum from social and youth care to youth NGOs and leisure-time youth work. A considerable amount of time was dedicated to a discussion of the relationship *between* youth work and formal education. People spoke of 'integration', 'complementarity' and making stronger use of expertise in youth work as a partner in offering educational experiences, yet almost in the same breath, others worried that youth work might become too closely aligned to formal education (losing its distinctiveness and identity) or questioned whether or not every kind of youth work contributed to young people's education. How important, how valuable and how 'easy to handle' is the validation and recognition of youth work experiences for very different target groups? The essence of this debate was captured by the remark that *"is youth work about getting young people back on the road to learning, or is it about strengthening a parallel road"*?

Inputs were made on the current approaches to the recognition of youth work, through, for example, volunteer portfolio development and Europass. But, once more, critical voices asked why more formalised recognition was needed, and who it was for? [This is the classical debate around the tensions between the professionalization and the professionalism of youth work³.] Of more concern, arguably, is the impact of youth work on young people, something recently researched on behalf of the European Youth Forum (2012) and now being evaluated throughout Europe in a study for the European Commission. The latter study will report in August 2013, following its mapping of youth work across the European Union, delineating who are the youth workers, pointing to the success factors of effective youth work, and suggesting what more is needed and what are the obstacles to be overcome. There was some healthy scepticism about this project, with particular concerns expressed about the competence of some of those conducting it and the potential political reverberations of its findings. Those who presented the study to the workshop were receptive to the critical comments and advanced and fielded some of the expressions of concern impressively.

The workshop ended with the almost predictable assertion that 'youth work' and 'non-formal education' are not the same and should not be elided, though clearly the former is usually part of the latter. The political warning aired above was reiterated: far from strengthening youth work through a more robust evidence based (on account of the current research findings), the focus on outcomes might be a Trojan horse to less public support and the privatisation of youth work (as has already happened in England). Yet other participants saw this as an inevitable consequence of austerity and felt that youth work needed to attract resources through the private sector and would only succeed in doing this if it was able to demonstrate its worth. Beyond still trying to attract

³ See, once again, the Council of Europe Histories of Youth Work in Europe series

political support by firmly connecting youth work to young people's learning pathways, it was also important to secure what is often elusive *social* recognition, which can only be achieved through displaying professional competence in the work done and appropriate levels of youth interest and engagement.

Workshop IV

The report on Workshop IV did not articulate the process of the group and simply captured its key recommendations to different target audiences. These are documented in list form in the recommendations but described in more of a narrative at this juncture.

At the level of the European institutions (the European Commission and the Council of Europe), there was a sense that in both outward-facing and inward practice terms, they needed to be more robust in promoting the idea of quality education and involving young people centrally in those debates. After all, both institutions have the possibility of engaging *all* stakeholders who carry some responsibility and potential influence within such dialogue, but significantly they can convey key messages to their member States.

At the level of national governments, there was a call for the role and contribution of young people to learning processes, curriculum development and professional training to be strengthened. The participation of students in shaping educational policy and practice needs to be embedded in the constitutions of schools, colleges and universities, and there should be more mobility programmes for both students and teachers in order to cultivate inter-cultural knowledge and understanding.

Educational institutions themselves need to recognise and forge stronger links with the learning environment beyond their boundaries and to engage with other participatory structures, including student movements. Such greater open co-operation is one mechanism to demonstrate democracy in practice.

Those who work as educators within learning institutions (teachers and professors) need to build their own capacity in having dialogue with young people, have more trust in their students. They need to work more collaborative with their students, through engaging in joint projects. And practices and processes of learning and teaching would be enhanced through the development and application of more participatory, and non-formal educational, methods.

Finally, those who inspect and monitor the work of educational institutions should recognise and act on evaluations presented by students, accept the conclusions of more innovative methods of evaluation that may draw from non-formal learning methodologies, and promote steps by which schools and universities develop more democratic and participatory structures.

Citizenship

Chaired by Council of Europe Advisory Council for Youth member Simona Mursec, the panel was delayed in a failed attempt at some technological communication, meaning that neither Nadine Karbach (Project Co-ordinator ePartizipation at IJAB, the International Youth Service of Germany) nor Gabriella Cseh (Facebook, Head of Policy for Central and Eastern Europe) were able to join the debate. Both, however, communicated some essential points to the seminar, which are reported below⁴.

Rui Gomes, Head of Education and Training in the **Youth Department of the Council of Europe**, reminded the seminar of the words of the late Peter Lauritzen (formerly head of the youth department within the Directorate of Youth and Sports at the Council of Europe): “if you are not part of the solution, you are part of the problem”. Citizenship was a matter of belonging, part of a social contract; it should be concerned with recognising, inviting and associating young people, thereby opening the doorway into citizenship and political participation. The Council of Europe T-kit on Citizenship makes use of the image of a citizenship ‘chair’, the four legs of which reflect social, political, economic and cultural issues – creating more or less favourable or adverse conditions for the exercise of active citizenship. The four sides of the seat might, today, be thought about as local, national, European and global citizenship – the part that young people play at each of these levels. The role of youth work in oiling the wheels towards the exercise of such citizenships lies essentially in giving young people a voice, promoting their participation and distributing power in the direction of young people. The challenge is how to go about promoting that.

Mick Carpenter, a professor of social policy at the University of Warwick and a leader of the multi-national **MYPLACE**⁵ research project [www.fp7-myplace.eu], described the ambitions of the EU Framework VII funded study. It was concerned with young people’s social participation and inheritance, with a particular focus on issues such as ‘extremism’. Part of the study entailed interviews with 18,000 young people – 600 young people on two sites in each of the 15 participating countries. Drawing conclusions from this, especially the policy messages and implications, was clearly not going to be easy, though policy was a key responsibility for the project and one of the main work packages. In each participating country, MYPLACE had established a youth policy advisory group (YPAG) to suggest effective ways for the research to contribute to the youth policy debate [see www.fp7-myplace.eu/workpackages.php#wp8]. There were already emerging themes, including distinctions within the broad population of young people (such as elites v the precariat), and continuing concerns and effects of labelling and the amplification of deviance. The research was illuminating the limits of liberal democracy, the problems accruing for young people from neo-liberal policy, and the consequences of failing to respond to the needs of the young. There already appeared to be a policy imperative for a youth equalities audit and the mainstreaming of the youth agenda across policy fields. There needed to be a ‘Plan B’ for youth (see Nandy 2012).

From the perspective of students in Europe, under the banner of the youth NGO **AEGEE Europe**, its Secretary General Lucille Rieux maintained that cynicism with politics amongst the young diminished their motivation and capacity for participation. There is an inherent and endemic lack of

⁴ Nadine Karbach sent an email, while Gabriella Cseh provided her views in the (successful) trial run on Skype! See below.

⁵ MYPLACE = Memory, Youth, Political Legacy and Civic Engagement

trust. Young people need to acquire 'soft skills' beyond the specific qualifications of their university diploma (or degree). Both civil and professional skills are necessary. Non-formal education equips young people with these soft skills for civic engagement. Intercultural learning and working enables young people to establish alternative ways of thinking, civic awareness and to become active citizens. Non-formal education enables young people to ask questions and become critical thinkers.

Nadine Karbach ((Project Co-ordinator ePartizipation at IJAB, the International Youth Service of Germany), made a written submission following the 'crisis seminar', including the following important observations on the future of youth participation, both online and offline.

Digital and reality are intermingled and there are no clear distinctions between them. However, digital technology has its own rules and these need exploration and understanding. For example, there are issues of time, transparency, accountability, outreach, control and collaboration. It is important to work out what constitute the opportunities for young people's participation and what is special about the 'e' in eparticipation. The future may well lie in forms of hybrid participation, combining both the digital and physical.

New social movements have brought new understandings to the concept of participation. Both Occupy and the so-called 'Arab spring' have taken existing commercial tools (notably Facebook and Twitter) in order to: inform an unknown audience, execute their feelings around freedom of expression, put documentation online, and express their views and their perspectives.

Those are, arguably, extreme situations where pressures and societal conflicts converged to a critical point. To avoid such pressure, it is important to give young people the chance and space to express their ideas before a decision is made that adversely affects them and produces a conflict. So this could be participation, using web-based tools, as a form of conflict prevention.

New technologies need to be used to enable and ensure collaboration and co-operation with young people. This is a basis for power-sharing, with open results. It has the potential for involving so many more young people in stable, reliable and constructive debate.

The idea of epartizipation is that everyone can add a good piece to society, and digital media technology will enable everyone, particularly young people, to add a piece. There is a role to play for everyone.

[adapted from an email communication to Srd Kisevic]

Gabriella Cseh (Facebook, Head of Policy for Central and Eastern Europe) had made the following observations prior to the crisis seminar, in anticipation of contributing actively to it:

Facebook is a key contemporary instrument for encouraging and promoting the active participation of young people. Its motto is Move Fast and Break Things, and it is already evident that Facebook is a huge space for participation, communication, debate, commentary and analysis by young people (and, indeed, not so young people). Iceland is writing its next Constitution over Facebook. Facebook itself is working on projects that are directed towards developing the employment and ICT skills of young people from disadvantaged backgrounds and, indeed, Facebook is a supporter of the Council of Europe's No Hate Speech campaign [launched officially by the Council of Europe Secretary General on 22nd March, with subsequently contributions to the campaign by the Secretary General on Twitter and Facebook – see act4hre.coe.int/eng/The-Campaign].

[adapted and developed from notes provided by Srd Kisevic]

The subsequent plenary discussion itself raised critical questions about the recognition and validation of competencies acquired through non-formal learning. One participant asked whether there was now more, or less, 'European citizenship' since the crisis began in 2008. There has been a resurgence of the political right that seeks to deny citizenship to various groups, including some young people. It was noted that 'European citizenship' is an issue both of *being* and of *feeling*. It is about self-awareness and a sense of European belonging – equipped with such feelings, young people throughout Europe are in a position both to challenge existing structures and to adjust to new realities.

Workshops V and VI

Workshop V was firmly task-orientated, aiming to reflect on how youth work and non-formal education can contribute to the promotion and fostering of the Active Democratic Citizenship of Young People in Europe, having in mind its Political (legal), Social, Cultural and Economic dimensions. The two objectives of the workshop were therefore to consider challenges related to Citizenship education on the one hand, and Democratic practice on the other.

The participants were presented with one case study of Democratic practice, promoting PPP (People Power Participation) and media pluralism and press freedom. It has also established a Citizen's Pact that is supported by 230 MEPs. European Alternatives (www.euroalter.com) is a transnational network of youth activists who discover and experiment with participatory democracy beyond the nation state. Employing non-formal learning methods in raising awareness among youth peers and adults across Europe, the network came up with a 'bottom-up' initiated set of proposals for the development of citizenship. There has also been a landmark activity, the Transeuropa Festival (www.transeuropafestival.eu), that brings together culture and debate, simultaneously, across 21 countries in Europe.

Following this impressive and engaging presentation, participants reflected on the major challenges around the concept of citizenship that face young people in Europe today. A wide range of issues was raised: 'otherness' and the scapegoating of the other; fear and lack of skills in managing and accepting diversity; lack of a sense of belonging to society; multiple identities; isolation and a lack of orientation, community and values; lack of solidarity; radicalism and risky youth identifications; a lack of motivation and apathy; lack of information; the domination of economic over social issues within the current policy agenda; and questionable roles for youth work and non-formal education. Within these in mind, the workshop divided into two groups according to the extent to which a challenge identified leaned more towards Citizenship education or Democratic practice.

The first group asserted that citizenship education should be carried out not only directly within formal education structures (starting at kindergarten level through drama and group work), but also indirectly through non-formal learning and project work – through exercises and experiences that support the development of critical thinking and dialogue amongst young people. It was acknowledged that not all youth work and youth NGOs is necessarily already doing a good job in this regard, some because requisite skills are lacking and sometimes because their objectives are to foment 'anti-citizenship' ideology.

The second group argued that there could be no universal educational approach to citizenship and democratic practice. The concept of 'citizenship' has multiple meanings, and young people should

first of all learn to make informed choices and take responsibility for their decisions. While being encouraged to exercise these rights, there remain ethical considerations as to whether every type of expression has to be supported, and what kinds of measures may need to be imposed to deal with risks of radicalism. Like the first group, it was emphasised that citizenship education and democratic practice should start at the level of kindergarten, though interactive games and simulations. And it was also noted that digital technologies can open up a whole new platform for making democracy interesting to young people, and accessible through social networking sites such as Facebook.

Though there was broad agreement that youth work and non-formal learning had a key role in facilitating learning around citizenship and putting democracy into practice, there was also acceptance that the territory was extremely broad and prone to over-sweeping generalisations. Learning through formal education, however, was essentially about the transmission of knowledge, whereas learning through non-formal education (learning by doing, and role modelling) enabled the transfer of knowledge to real life, through the application of skills and competencies. Skilful facilitation, through the harnessing and making sense of experience, and asking the right questions of young people, was critical in terms of professional youth work skills; otherwise, in some circumstances, there were risks of prejudices being confirmed rather than dispelled. In the current crisis, the ethical responsibilities of youth work on this front are especially acute – in addressing radicalism and reactionary attitudes, and channelling the understandable frustrations, fears and anger of young people. Youth work and non-formal education should, arguably, pay more attention to constructively addressing these issues, at the heart of which are questions around the boundaries of democracy and freedom of expression⁶.

Workshop VI was re-labelled as 'Contextualising Crisis... Youth Participation and Sustainable Impact'. It started by raising some critical questions about youth participation at a time of crisis. How can and do young people express themselves in times of crisis? What is the significance of new social movements and what is our understanding (of them) in terms of participation? What is the future of youth participation, both online and offline? What is today's role for youth organisations? How and which participatory approaches can reach out to more young people? And how can minority youth participate in a society where they are (often and arguably increasingly) seen as scapegoats?

The workshop considered the helpful or facilitating forces that still prevail in supporting the participation of young people. These included: the motivation of young people; actions dedicated to the promotion of young people's understanding of participation; recognition that young people should claim their rights and fight for their basic needs; co-operation and step-by-step engagement with (some) young people; making proactive use of new technologies and social networking sites; cultivating positive partnerships and networks.

However, there is an equal range of forces, some becoming much more influential at this time of crisis, that hinder the establishment and evolution of participatory practices in relation to citizenship. These include: public sector cuts in services to young people; the privatisation of public

⁶ In his inaugural speech as President of an independent Tanzania, Julius Nyrere observed that 'discipline without freedom is tyranny, but freedom without discipline is anarchy... and you have to find a path between the two'

services; the general threat to democracy at times of crisis; an absence of any long-term planning, as systems become reactive rather than proactive; the end of ideology – for many – as people deal pragmatically with everyday pressures and demands; the reluctance or resistance of some (young) people to engage as active citizens; the fact that young people in many parts of Europe, despite the rhetoric, do not appear to be viewed as a priority.

On the basis of this analysis of helpful and hindering forces around the contribution of participation to citizenship, participants in this workshop then sought to make proposals and recommendations using macro, micro and meso perspectives.

Recommendations

Social Inclusion

Youth work and non-formal education –

Reaching out:

- Must develop different narratives for different audiences in order to strengthen awareness and promote understanding and support for the role of youth work and non-formal education in effecting the social inclusion of young people
- Should engage with the business sector to spread its message and cement new alliances (as well as, prospectively, win new funding streams and advocacy)
- Needs to develop its cross-sectoral work with other agencies also focused on working with socially excluded young people and at risk of exclusion
- Should be embedded in a community based approach that is characterised by flexibility and accessibility
- Needs to draw more forcefully on the research and evidence that demonstrates its efficacy and value in serving as both a safety-net and trampoline for young people at the margins

Organisations and institutions framing youth work policy and practice:

- Should collaborate more closely, especially with regard to priority and focus in the distribution of financial resources
- Must establish a more comprehensive and unified approach

Participation -

At an institutional level, for trust and confidence to be restored, young people need to see greater accountability, through:

- Young people and youth organisations playing a part in programme implementation and its monitoring
- Independent, inclusive and democratic youth councils from local to national level, in order to have spaces where young people and/or youth representatives can shape their common positions and act towards the relevant stakeholders such as local municipalities, public administrations, government ministries and other relevant institutions
- National and European ombudspersons for youth who are responsible for protecting socially excluded young people and their rights

In the context of public sector austerity, diminishing welfare provision and decreasing social rights:

- There should be restructuring of budgets focused on overcoming youth exclusion

- There should be an institutional mechanism for a complementary power in budgets – consultation with independent, representative civil society, including youth organisations
- There should be dedicated grants for engaging with excluded youth
- Create a system of short-term funding to support young people during short periods of risk (commonplace according to research knowledge about the current nature of transitions; and directly involve young people in shaping this system) – this is a ‘sustainable system’ during times of austerity
- Private-public sector partnerships should be developed, but based on good governance in order to avoid risks of corruption
- Explore initiatives that may be cost-neutral and consider them as priorities
- Consider alternative savings (at the local level), so that excluded young people are less likely to be negatively affected

In relation to education and youth (un)employment:

- The representatives of learners need to be part of ministries of education
- Representatives of (school) student councils should contribute to tailoring the curriculum and have voting rights on all other relevant matters
- Ensure the provision of civic education, providing intercultural learning, knowledge of diversity, marginalised groups, and tolerance and understanding
- Textbooks and other materials for schools should include stories and pictures of people of different ethnic origin, gender, sexual orientation and nationality
- There should be more recognition of non-formal education, youth work and volunteering as ways of encouraging learning about communities with different backgrounds
- There needs to be investment in vocational training and strategies for addressing the stigma that is often attached to vocational training
- There should be more targeted vocational training to support young people to access the labour market, in response to local needs and demand
- There needs to be support for partnerships between government, youth civil society and private companies that address the employment of specific groups of vulnerable young people
- Students’ unions and organisations should engage with intellectually disaffected youth (representing the lost potential of skilled and educated youth)
- Intellectually disaffected groups of young people should be included in existing structural arrangements for the participation of young people

On the subject of discrimination against vulnerable groups of young people:

- It is important to ensure that positive role models, reflective of and representing different minority ethnic groups and other groups of vulnerable youth, are visible to vulnerable groups and actively involved in the positive self-development of vulnerable young people
- There needs to be strengthened support for all processes where more vulnerable and less vulnerable young people come together, interact and work together
- The importance of integrating vulnerable groups needs to be further promoted

- There should be improvements in 'communication strategies' between society and vulnerable young people, in order to overcome divisions and suspicions

On the question of research and evaluation methodologies:

- More sophisticated (ex ante, in initiative, and ex post) evaluation methods are in urgent need of development and application
- The focus of evaluation should not be on performance (efficiency and effectiveness) indicators only, but equally on pertinence and coherence. Donor community and relevant institutions need to consult youth organisations and other civil society actors implementing such programmes, projects and measures

In relation to right-wing extremism:

- There should be a constitutional ban on right wing extremist political parties and organisations
- Civic education in schools needs to be strengthened

If neo-liberalism is the driver of social exclusion, then youth (organised in social movements and other ways) should be the engine of structural change, to press for and force structures to change

Education

Youth work and non-formal education –

Recognising the contribution of non-formal education:

- Need to develop a model for the recognition of non-formal education through the diverse practices of youth work, and arguing for its complementary relationship to formal education, without losing the specific identity of youth work
- Any model of recognition (of the method and its outcomes) should be flexible and adaptable to different target groups of young people, and youth work practice that deals with different issues and takes place in different contexts
- Young people should be involved in development and testing the model
- Those in sectors beyond the youth sector, such as formal education and private sector business, should be involved in the development and appraisal of the model

Participation -

For the European Commission:

- There should be a stronger recommendation to Member States on the norms that need to be reached in order to achieve a high quality education

For the Council of Europe:

- To better use its position of being linked to all stakeholders in education
- To provide more straightforward recommendations to member States
- To keep forging links between young people and adults

For national governments:

- To have defined laws on youth participation in developing educational policies, and to develop educational programmes in cooperation with student representatives
- Student councils should be made obligatory in schools
- To provide teachers with training within the framework of Lifelong Learning programmes in order to support the continuing professional development of teachers
- To provide schools with clear guidelines, manuals and learning opportunities about youth participation
- To provide more mobility programmes for students and teachers

For the management of schools and universities:

- To make better links with the wider learning environment beyond the school – local government, local organisations, local youth NGOs
- To recognise student movements as examples of participatory structures
- To be more open to co-operation, demonstrating democracy in practice

For professors and teachers:

- To have better dialogue with young people
- To have more trust in students
- To make use of more participatory methods of teaching
- To have training in order to learn and apply non-formal educational methods
- To work on joint events with students

For monitoring bodies:

- To recognise and act on evaluations from students
- To accept more innovative evaluation methods (that may draw from non-formal learning methods)
- To ensure that inspectors have a clear set of steps that schools and universities need to take in order to operate democratically

Citizenship

Youth work and non-formal education -

For citizenship education:

- It is important to recognise the distinction between citizenship education in formal education and citizenship learning in non-formal education. The former is primarily concerned with imparting knowledge, while the latter is a platform for its application and development. Competencies for citizenship are developed through learning by doing, particularly when projects and programmes are planned and run by young people themselves, providing role modelling that cannot be emulated in formal educational settings
- Care and attention needs to be given to the transferability of learning. Learning platforms in non-formal education for citizenship education are still not the 'real world'. The role of youth work and non-formal education is to ensure appropriate feedback and reflection is provided, to enable young people to make sense of their experience(s) and consider how they can make use of their learning in other arenas of their life
- It may always be a good thing to encourage young people to air their voice and express their opinions and to participate in social life, but not all youth work and non-formal education necessarily seeks to promote citizenship (understood as an adherence to democratic values, intercultural tolerance and understanding, and human rights). Working on this citizenship agenda will always involve a value judgement: are there limits to the kinds of activities and engagement with young people that youth work and non-formal education should support?

For democratic practice:

- Young people should be encouraged to belong to youth organisations
- Young people should be included in decision-making processes that affect their lives ('nothing about us, without us')
- Formal democratic processes, such as elections, should be simulated in schools
- Citizenship does not necessarily dovetail with democracy (nor with participation): clarity around these concepts remains important
- There need to be platforms where young people can 'bring into life' their own ideas
- Young people need to be empowered to make informed choices
- Democratic practice (and citizenship education) needs to be embedded in learning within formal education from early childhood

Participation -

Macro changes needed:

- Solution-focused policies are needed at all levels
- There needs to be better recognition of cultural and personal identities (in shaping models of participation)
- Policies on youth participation should be reviewed more regularly, measuring their actual impact and effectiveness
- It is critical that more young people are encouraged and supported to take leadership roles
- There should be mandatory rules to enable and ensure effective participation and consultation with young people at all stages in policy-making processes

Meso changes needed:

- There should be more effective networking across agencies who serve young people
- There needs to be better use of shadow reports, monitoring and evaluating the practices and effectiveness of youth participation measures
- Young people should be supported in playing their part at influential decision-making events
- Young people need to be 'trained for action'

Micro changes needed:

- There needs to be intergenerational work that involves families more actively
- Grass roots development work is needed to change the mind sets of those opposed and resistant to change
- There must be a shared focus on citizenship that encourages increased and improved dialogue with young people
- There should be a community commitment to youth participation as a force for change

Discussion, some final remarks and where do we go from here?

In the closing session, the rapporteur, Howard Williamson, sought to capture some of the key remarks and relationships expressed and identified during the seminar (see Appendix 2). There is little doubt that a closer engagement of the youth sector with the private sector will be necessary if resources for youth work are to be secured and sustained. This will require youth work (meaning both non-formal education and youth participation) venturing further outside its 'bubble' than perhaps it has hitherto been accustomed to doing. Youth work has always been messy, complex, contradictory and often confusing – with its particular repertoire of pitfalls and problems – as the Council of Europe's History of Youth Work series demonstrates quite graphically. It may be something of a luxury to retreat into definitional preoccupations, but it is always important to acknowledge and accept both the heterogeneity of young people and the diversity of youth work. One size will never fit all. Youth work is *always*, essentially, working on the dual agenda of providing space for young people to associate, be young and work out their own agendas AND of supporting young people to make their transitions to adulthood and find their place in mainstream society. At the European Youth Work Convention, held in Gent under Belgium's Presidency of the EU, it was noted that youth work was seemingly like a stray dog looking for a home, willing to attach itself to whoever and wherever would feed, nurture and shelter it. This is something of a parody, for youth work has some uncompromising principles, but it still needs to work out which of its principles are sacred cows ready to be slain and which are cherished values to be defended. It may increasingly work as a 'retriever' for societies seeking to re-engage the 'NEET's, but, historically, it has also been a defender (rotweiler), companion (labrador), guide and perhaps even 'lap-dog' and 'watch-dog' for the young. Quite how it can and should combine those canine characteristics, and whether or not these should change in the context of the current crisis, remains an eternal dilemma for youth work policy and practice. When young people's participation moves beyond the security of youth councils and parliaments and on to the streets through protests

against the war in Iraq, the Occupy movement and the *indignados*, all condemned by much of the conventional political establishment, where does youth work stand? Which side is it on? Which side are YOU on?

The seminar concluded with some short observations from the partners in the Youth Partnership. From the side of the European Commission, Karin Lopatta-Loibl observed that the seminar had been 'passionate, youth and important', with a series of valuable recommendations. Social inclusion was a priority for the current 'trio' of EU Presidencies and was part of the 'structured dialogue' and debate amongst Directors-General for Youth during the present Presidency of the EU, held by the Irish Republic. She would report on the event on the Commission's youth website.

From the perspective of the Council of Europe, the Acting Head of the Youth Department, Tina Mulcahy, commented that 'if you don't have empathy you might as well give up'. She felt that the main messages from the event seemed to be as follows:

- The loss of faith and trust on the part of young people in decision-making institutions, suggesting the need to strengthen co-management structures that have guided and governed Council of Europe youth work for forty years
- The urgency of attending to the question of the recognition and validation of non-formal education and youth work as a key learning platform in the 21st century that complements formal education
- The key contemporary challenge is certainly employability – and employment
- The urgency of the need to tackle social exclusion and extremism, especially its new forms and manifestations (hence the Council of Europe's current work around combating on-line hate speech)
- The importance of finding platforms for mixing young people, transnationally and across different backgrounds (something being done through the ENTER! programme of the Council of Europe youth department)
- The centrality of promoting possibilities for networking, to stimulate and cultivate debate by different actors in the youth field – and beyond

The final word rested with Hanjo Schild of the Youth Partnership. In the context of a number of assertions at the seminar that neo-liberalism is the driving force in disuniting and dividing our societies – the engine of change from bad to worse, he evoked the Spanish *indignados* and past social movements as a significant influence on thinking about the ways that young people could become 'engines of change'. There were other theoretical anchors that provided inspiration for young people to engage, critically and constructively, with debates about the current crisis. There were also striking parallels between the discussion during this 'crisis seminar' and last year's event that considered the recognition of youth work and non-formal education. There is other activity in the wings, including the POYWE (Professional Open Youth Work in Europe) international seminar that took place in January 2013, and argued a strong case for the capacity of open youth work to reach the most socially excluded. Best practice with more marginalised young people is arguably best achieved by not putting 'more disadvantaged' young people into boxes, but bringing them together with more 'ordinary' young people in joint activities and projects. It was also important to forge links between the youth sector and other areas of policy and practice where agendas might be shared or overlapped. Here mention was made of sport as a vehicle for participation and social

inclusion, links to welfare and culture, even engaging with debates about compulsory community service; after all, whatever critique was levelled at compulsory military service, few deny some of the social value it conferred.

Drawing from Howard Williamson's imagery of youth work as a dog, he reminded people that dogs can be, *inter alia*, retrievers, guide dogs, lapdogs and watchdogs – youth work can and should play many different roles in the context of the current crisis for young people in Europe. Youth work in (western) Europe had been very much influenced by the cultural revolution that started in 1968 and led to a diversity of civil society, social and youth movements. It will be interesting to see the extent to which the recent social and youth movements – such as Occupy and the *indignados* – will have a similar impact on the youth work sector and its various disciplines, particularly when it comes to youth work with more social excluded young people.

In conclusion, Hanjo Schild indicated that more work needed to be done around 'young people and the crisis': developing and implementing concrete projects, gathering good practices, collecting and disseminating knowledge, exchanging views between policy makers, researchers and practitioners, and empowering those working on the issue and in the field. There is certainly a *prima facie* case for a follow-up to the work that has been done to date, in preparation for and during this event.

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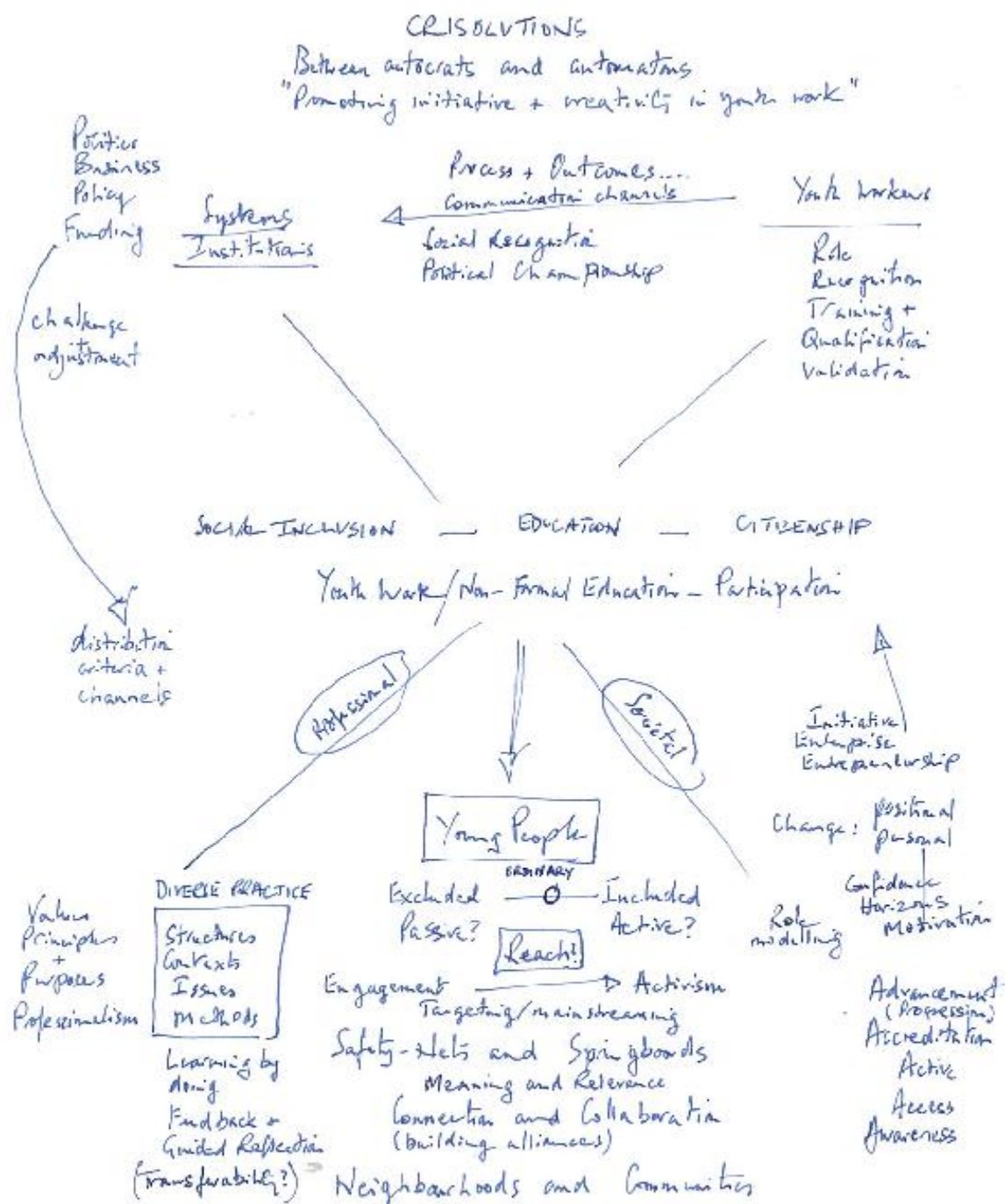
Examples of youth participation (from Workshop II).....

- Strategic youth participation – representative youth forums, from local to national level; young people supported by officers
- Self-organised movements, including students' unions, influencing policy
- Participation in political and social processes for excluded youth groups (cf league of young voters)
- Strategic documents of governments made with the participation of young people – through municipality levels, with the support of local youth workers
- Edgeryders (Council of Europe project) – to have access to resources and to take advantage of them
- Political participation in social movements (not necessarily BIG politics)
- Participation of the Advisory Council of the Council of Europe – co-management
- Organising in a 'common interest' group or organisation
- Learning 'participation' through drama/theatre (e.g. Project DICE – narrative through performance)
- European Youth Parliament
- Participation of vulnerable groups (cf Roma) by establishing a bridge to the community

.... and how to get it (some preconditions)

- Participation through Youth in Action programme for Roma youth – being a protagonist for change and raising awareness of the Roma reality in the mainstream society
- Trans-European festivals – organised by young people and raising questions for the local level (key messages to European policy makers)
- Organised groups/organisations of minority youth
- Petitions
- Representation (in educational institutions) – in order to influence policy makers
- Youth government – counterpart/mirror for adult government and ministers
- European Voluntary Service – short term (for young people with fewer opportunities) in order to develop confidence and support personal development
- Volunteering / internships
- Youth centres and creation of youth councils – so that youth voice is heard
- Changing the legal framework to ensure formal consultation with young people
- Involving more marginal groups in management, decision-making and fundraising – minority ethnic youth, rural youth, orphans, social orphans (young people in the public care)
- Participation in youth organisations, youth projects, youth centres and youth work
- Facebook (a starting place for involvement and participation)
- Communities of young people – virtual and physical meetings, democratically run but not a formal structure.....

Appendix 2 – Notes for final session by the rapporteur



Opportunity, Voice, Information, Experience, Identity

The Complementarity of Formal + Non-Formal Learning ≠
≠ The multiple case for strengthening youth participation

The Current Crisis and Youth – Impact and Ways Forward

Strasbourg, 20-21 February 2013

Programme

Tuesday

Arrival of participants

19:00 Dinner

Wednesday

09:00 Opening session - Setting the stage: The Current Crisis and Youth

...seen by partner institutions

Luisella Pavan-Woolfe, EU Ambassador, Representative to the Council of Europe

Ólöf Ólafsdóttir, Director of Democratic Citizenship and Participation, Council of Europe

....seen by young people

Elise Drouet, Board member of the European Youth Forum

09:45 Coffee break

10:15 Setting the stage: The Current Crisis and Youth

...seen by research community

Howard Williamson (University of Glamorgan, UK)

10:45 Introduction to the programme and participants

11:15 Impact and Ways Forward: Social Inclusion – panel 1

Chair: Karin Lopatta-Loibl (Youth Policy Unit, DG EAC, EC)

Interventions: Niamh Casey (European Social Charter, Council of Europe), Mara Georgescu (ENTER project, Council of Europe), Terry Barber (University of Dundee, UK), Laura Marin (Open Society Foundation Roma Policy Research Fellow)

12:30 Lunch

14:00 Impact and Ways Forward: Social Inclusion – workshops

Workshop I

Facilitator: Howard Williamson (University of Glamorgan, UK)

Contribution of Youth Work and Non-formal Education

Possible topics include: how can we ensure that YW/NFE reaches and truly helps the growing number of socially excluded young people? What role can the different youth work approaches such as street work, youth centres and online youth work play? How can youth work help in addressing the growing issue of NEETs and in overcoming discrimination and exclusion?

Workshop II

Facilitator: Simona Mursec (Advisory Council, CoE)

Contribution of Youth Participation

Possible topics include: which participatory approaches are needed to reach out to excluded and non-organised young people and what is our understanding of participation? How can we promote participation of socially excluded young people? What role can youth organisations play in reaching out to and involving them?

15:30 Coffee break

16:00 Impact and Ways Forward: Education – panel 2

Chair: Yulia Pererva (Division on Citizenship and Human Rights Education, CoE)

Interventions: Dejan Bojanic (OBESSU), Lucy Pyne (OECD), Soren Kristensen (Researcher), Rui Gomes (Head of Education and Training, CoE)

17:00 Impact and Ways Forward: Education – workshops

Workshop III

Contribution of Youth Work and Non-formal Education

Facilitator: Jo Peeters (Scouting Gelderland, The Netherlands)

Possible topics include: how can YW/NFE contribute to and enhance educational outcomes, provide motivation for learning and practical experiences that are often lacking in times of crisis? Which competences are needed and what role can YW/NFE play in preparing young people for living together in diverse societies, a competitive global reality, constantly developing technologies and a greater need for mobility?

Workshop IV

Contribution of Youth Participation

Facilitator: Elise Drouet (Board Member, European Youth Forum)

Possible topics include: how can participatory approaches impact and be adapted to formal education systems? How can young people become more involved in taking ownership of their education and turn schools into an interactive environment? How can they influence curriculum and out-of-school opportunities, evaluate and provide feedback to teachers, trainers and professors...

18:30 End of Day I

19:00 Dinner

Thursday

09:30 Impact and Ways Forward: Citizenship – panel 3

Chair: Simona Mursec (Advisory Council, CoE)

Intervention: Mick Carpenter (MYPLACE project), Lucille Rieux (Secretary General, AEGEE Europe), Rui Gomes (Head of Education and Training, CoE)

Remote contribution: Nadine Karbach (Project Coordinator ePartizipation – IJAB, International Youth Service of Germany), Gabriella Cseh (Facebook, Head of Policy for Central and Eastern Europe)

10:30 Coffee break

11:00 Impact and Ways Forward: Citizenship - workshops

Workshop V

Contribution of Youth Work and Non-formal Education

Facilitator: Sladana Petkovic (Pool of European Youth Researchers)

Possible topics include: how can we address the phenomena of youth resignation and extremism in times of crisis? How can YW/NFE help in raising awareness of citizenship (local, national, European), promote participation in society and critical thinking? How can we help young people to minimise the risks and maximise the opportunities of new media? Where and what is the link between YW/NFE and new social movements?

Workshop VI

Contribution of Youth Participation

Facilitator: Terry Barber (University of Dundee, UK)

Possible topics include: how can and do young people express themselves in times of crisis? What is the significance of new social movements and what is our understanding in terms of participation? What is the future of youth participation, both online and offline? What is today's role of youth organisations? How and which participatory approach can reach out to more young people? How can minority youth participate in a society where they are seen as scapegoats?

12:30 Lunch

14:00 Reporting from all the workshops

- Social Inclusion
- Education
- Citizenship

15:30 Coffee break

16:00 Discussion with conclusions

17:00 Closing of the event

Karin Lopatta-Loibl (Youth Policy Unit, DG EAC, EC)

Tina Mulcahy (Acting Head of Youth Department, Council of Europe)

19:00 Dinner

List of Participants

First Name	Last Name	Country	Institution / Organisation
Howard	Williamson	Wales UK	University of Glamorgan
Søren	Kristensen	Denmark	TECHNE
Sladjana	Petkovic	Montenegro	National Youth Steering Committee of Montenegro/president, PEYR/member
Krzysztof	Duda	Poland	Katowice Youth Policy Dev. Council
Richard	Bonfatto	France	Ville de Hyères-CCAS
Nelli	Gishyan	Armenia	Federation of Youth Clubs of Armenia
Dynka Amorim dos Santos		Portugal	Bué Fixe-Associação de Jovens
Ibtihal	Alaloul	Sweden	The Olof Palme International Center
Lyudmila	Isaeva	Russia	Ministry of Karelia on Youth
Christoforos	Pavakis	Greece	Institute for Youth
Margarita	Spasova	Bulgaria	Antidiscrimination Helpcenter
Dunja	Potocnik	Croatia	Institute for Social Research
Andrei	Enachi	Moldova	Ministry of Youth and Sports
Anja	Ruhland	Belgium/Germany	Eurodesk
Mulugeta	Sellelo	Ethiopia/Italy	University of La Sapienza, Roma
Ucha	Iakobidze	Georgia	Institute for Democratic Changes
Mariam	Sahakyan	Armenia	Federation of Youth Clubs of Armenia
Terry	Barber	UK	University of Dundee
Adam Jagiello-Rusilowski		Poland	University of Gdansk
Dora	Giannaki	Greece	Hellenic Parliament
Lucille	Rieux	France/Belgium	AEGEE-Europe
Osiris	Hoepel	The Netherlands	JEF Netherlands
Ivett	Karvalits	Hungary	Eurodesk Hungary –
Kalliopi	Chainoglou	Greece/UK	National Institute for Family & Social Policy
Gelnta	Achmet Oglou	Turkey/Greece	Centre on Human Rights in Conflict,
Sandra Heredia	Fernandez	Spain	University of East London
Gheorghita	Georgiana	Romania	Kecioren Municipality
Peeter	Taim	Estonia	Federation of Romani Women FAKALI
Costas	Georgiades	Cyprus	Center for Civic Resource
Jo	Peeters	The Netherlands	Migrants Information Centre
Ayaz	Asadov	Azerbaijan/Germany	Tallinn University Pedagogical College
Hanna	Lukaszewska	Poland	Agros Youth Club
Seval	Eroglu	Turkey	Scouting Gelderland
Iryna	Bodnar	Ukraine	Student
Dimitrios	Makrystathis	Greece	Erasmus Student Network
Lorenza	Antonucci	Italy/UK	Center for Labour and Social Security
Milosz	Hodun	Poland/Iceland	Training and Research
Rosen	Dimov	Bulgaria	All-Ukrainian Association for Youth
Valentina	Cuzzocrea	Italy	Cooperation ALTERNATIVE-V
Stamatina	Magkou	Greece	Youthnet Hellas
			School for Policy Studies, Bristol University
			Projekt: Polska
			United Religions Initiative Europe
			Universita di Cagliari
			Institute of Leisure Studies, University of

Gyorgy Saleta	Lissauer Fabra	Hungary Spain	Deusto, Bilbao, Spain Open Society Foundations / Youth Initiative Agència catalana de Joventut Direcció General de Joventut
Brisida	Kertusha	Albania	Ministry of Tourism, Culture, Youth, and Sport, Directorate of youth, Albania
Sara Dejan	Makula Bojanic	Poland Serbia	Polish Council of Youth Organisation Organising Bureau of European School Student Unions (OBESSU)
Simona	Mursec	Slovenia	Advisory Council on Youth Council of Europe
Laura Nicoleta	Marin Scripcariu	Romania Romania	Open Society Foundation Open Society Foundation Fellow, Romanian Center For European Policies
Allison Loraine Mick Lucy	Dunne Schaeppkens Carpenter Pyne	Belgium Belgium UK France	ICF GHK, GHK Consulting Ltd ICF GHK, GHK Consulting Ltd University of Warwick OECD: Local Economic and Employment Development Programme (LEED)
Elise Joanne	Drouet Hunting	France Europe	European Youth Forum Congress of Local and Regional Authorities of the Council of Europe
Niamh Karin	Casey Lopatta-Loibl	Europe Europe	Council of Europe European Commission

Members of the team of the Partnership between the European Commission and the Council of Europe in the field of youth:

Marta Medlinska
Srd Kisevic
Joachim Schild
Lucie Missemmer
Viktoria Karpatska

The Current Crisis and Youth – Impact and Ways Forward

Strasbourg, 20-21 February 2013

Introduction into Speakers and Facilitators

Keynote speakers

Ólöf Thórhildur ÓLAFSDÓTTIR, Director of Democratic Citizenship and Participation of the Council of Europe, began her professional career in 1982 after having studied literature and history in France (doctorat de 3e cycle). From 1982 to 1987 she taught French literature at the University of Iceland in Reykjavik. She joined the Secretariat of the Council of Europe in January 1988 as Administrative Officer in the Division of Historic Heritage and was Secretary to the Committee on Culture, Education and the Media of the Congress of Local and Regional Authorities of Europe from 1990 to 1993.

In 1993 she was promoted to Head of the Division of Equality between Women and Men in the Directorate General of Human Rights of the Council of Europe, a post which she held until summer 2002 when she moved to the Directorate of Education and Languages to work as Head of Division for Citizenship and Human Rights Education. She was promoted to Head of Department of School and Out-of-School Education in the same Directorate in October 2002 and has held the post of Director from 1 December 2010 to 1 October 2011, at which date she was nominated Director of Democratic Citizenship and Participation, responsible for both youth and education issues.

Luisella Pavan-Woolfe was born in Trieste, Italy and graduated in Political Science from the University of Padova. She taught Anglo-American law in this University. Official in the European Commission since 1975, she has taken on various tasks in the department of Transport, Environment and Consumer Protection, in the Secretariat General of the Commission, and in the Directorate General for Employment and Social Affairs.

She has developed new legislation in the areas of environment protection, equality between women and men, people with disabilities and antidiscrimination and managed funds which support vocational training, employment and education in the European Union. She was the first Director for Equal Opportunities to be nominated by the European Commission. As such she was responsible for the European Union's policy developments in the area of gender equality, integration of people with disabilities in the labour market and in society, and antidiscrimination.

In June 2007, she was appointed European Commission Representative to the Council of Europe. Subsequently she opened the European Union Delegation to the Council of Europe in Strasbourg where she has been working as the first resident EU Ambassador to the Council of Europe and head of delegation since 2010.

She is the author of several articles on European matters. She has written a book on the interrelations between employment policy and social issues in Europe. She was awarded the 1998 European prize by the Bellisario Foundation for Women Entrepreneurs.

Luisella Pavan-Woolfe is married to a British journalist and has two sons.

Rapporteur / facilitator

Dr Howard Williamson is Professor of European Youth Policy at the University of Glamorgan. He is also Affiliate Professor in Youth and Community Studies at the University of Malta. Previously he worked at the universities of Oxford, Cardiff and Copenhagen. He is a JNC qualified youth worker and has been involved in youth work practice for many years.

He has worked on a range of 'youth issues' such as learning, justice, substance misuse, exclusion and citizenship at European and national levels. Currently he co-ordinates the Council of Europe's international reviews of national youth policies. One of his more recent books is *The Milltown Boys Revisited* (Berg 2004), a follow-up study of a group of men he first wrote about when they were young offenders in the 1970s. He has also written a seminal text on youth policy in Europe: *Supporting Young People in Europe: principles, policy and practice* (Council of Europe Publishing 2001).

He has been a specialist adviser to the House of Commons Education Select Committee, and has sat on numerous governmental committees (for youth policy initiatives such as the New Deal for Young People in the UK, and Extending Entitlement in Wales) and was a Board member of the Youth Justice Board for England and Wales between 2001 and 2008. He is a Trustee of the Duke of Edinburgh's Award, and was until recently Chair of the National Independent Advocacy Board for Wales. He was appointed CBE (Commander of the Order of the British Empire) in 2002 for services to young people.

Facilitators

Dr Terry Barber, Senior Lecturer, Community Education, University of Dundee

Terry is employed as a Senior Lecturer/Researcher within the Community Education Programme at the University of Dundee. He brings to the University some 18 years experience in the field of Community Learning and Development; with specialist experience in youth work and youth empowerment strategies. He has a particular interest in the exclusion of young people across Europe. Current research activity involves an exploration of formal, non-formal

and informal methodologies in education and the potential influence of critical pedagogy in developing innovative learning approaches.

Elise Drouet: Board member of European Youth Forum (2013-2014), Master of sociology applied in international and territorial development (2006), European voluntary service in Kosovo in 2004 for Scouting, then Director of the Local democracy agency of Kosovo where it was the contact point about Youth in action programme for Salto Youth South East Europe. In 2009-2010, I was working in the French embassy of Bucharest, I was in charge of decentralised cooperation and European funds and programmes. Since 2011, I am European and Mediterranean officer in Scouts et Guides de France.

Simona Muršec is a devoted Human Rights Education trainer and facilitator of youth policy processes. As a member of the Pool of trainers and facilitators of the European Youth Forum, she is focused on Structured Dialogue and establishment of new National Youth Councils. She works inter-continental, with the focus on Africa-Europe Youth Cooperation and spaces of Global Education. Since Simona derives from being an activist within a youth organisation, she is currently representing the Slovenian National Youth Council in the Advisory Council on Youth of the Council of Europe, where she is following among other also the Roma Youth Action Plan and work related to local and regional participation of young people.

Jo Peeters has extensive experience in providing workshops and training courses for volunteers in youth work. He studied Social Work and participated in university courses on corporate training courses and on consultancy.

Since 2002 Jo is performing workshops and projects in the field of recognition of competences of volunteers. These workshops and projects take place at local, provincial, national, and European level. His extensive experience in this area is complemented by participation in training courses on Youth Pass, Assessment of non-formal learning, European Youth policies, and Project Management of European Projects.

Slađana Petković, member of the Pool of European Youth Researcher (PEYR) since 2010, experienced in Youth Work practice, Youth Research, and Youth Policy. She perceives crisis as an opportunity for growth and individual/social transformation. Passionate to contribute to addressing current challenges in the youth field in Europe, through promotion of better knowledge on youth and an evidence based approach to youth policy. Interested in social change, social cohesion, social innovation, transitional policies/changing role of youth, youth participation and citizenship, intercultural learning and diversity. Holding MA in Psychology, University of Belgrade, Serbia, and Joint European Master in Comparative Development,

University of Trento/Italy, CORVINUS University, Budapest/Hungary, University of Regensburg, Germany and University of Ljubljana/Slovenia. Specialized in Developmental Youth Work and Social Education at the Jonkoping University/Sweden.

Speakers

Nadine Karbach works as a project coordinator in the youthpart project which is funded by the German Federal Ministry for Family, Senior Citizens, Women and Youth and executed by IJAB, the International Youth Service of Germany. The project aims to explore new ways of e-participation between young people and decision-makers. That is done through software development, international exchange and local pilot projects.

Nadine holds a master degree in media and communication science. She has a long standing background in international youth work and is member of several expert groups on youth policy and digital media.

Laura Greta Marin: Romani woman from Romania, Laura studied Law, Psychology and Community Development. She is involved in the NGO sector since 1999, working in Social Inclusion programs addressed to Roma and other disadvantaged communities. She strongly believes that **education is the key for the Roma community advancement** and as OSF Fellow at Roma Policy Research Fellowship Laura develops a research on Educational Policies and their impact on the Roma Youth Social Inclusion.

Lucy Pyne joined the OECD in 2009 and works in the Local Economic and Employment Development (LEED) Programme. She initially worked in the LEED Trento Centre for Local Development, Italy, before transferring to the Paris office in early 2012. Her focus has been on employment, skills and local governance and local development. Her recent work includes the international Local Job Creation project which is looking at how employment and training agencies can assist in creating jobs, analysing how to create local youth employment strategies, and advising government on designing local skills strategies and strengthening local development. Lucy has prepared a number of recent OECD LEED working papers and publications, including "Queensland Skills Formation Strategies", "Apprenticeships in London with Lessons from Germany", *Breaking out of Policy Silos*, and *Ensuring Labour Market Success for Ethnic Minority and Immigrant Youth*. She completed a Masters in Regional and Urban Planning in UCD, a BA in European Studies in TCD, and before joining the OECD spent a number of years working in Moscow and Dublin in public and private sector organisations.

Lucille Rieux: I am 26 years old and I am currently the Secretary General of AEGEE-Europe. AEGEE is a European youth network of 13 000 members, which was created in 1985 to

empower young people to become active citizens and to bring Europe closer to them. For the last 5 years, I have actively participated through this organisation, by developing local and European projects on the topic of youth participation and citizenship, as well as taking part in conferences, debates, training courses. Currently I am working in Brussels in the head office of the organisation, administrating and coordinating the network together with a team of 7 other volunteers, and representing the opinion and needs of young people toward institutions and other partners. We are closely following the youth and education sectors, striving for a better recognition of youth organisation's impact and work with and for young people.

HW 15.3.13