

## Youth Partnership

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



# Strategies, triangles and coincidences – Taking European youth policies from concept to practice Be/come a youth policy change maker!

*2013/14 pilot seminar on youth policy making based on  
evidence and participatory principles*



**1<sup>st</sup> Seminar: Dec. 16-18, 2013, Malta**

**2<sup>nd</sup> Seminar: June 23-25, 2014, Berlin**

**REPORT**

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# PART A

**SUMMARY**

**CONTEXT**

**FRAMEWORK**

## 1) Summary: overview and outline of the seminar on youth policy making

|                               |   |
|-------------------------------|---|
| <u>Seminar title:</u>         | <b>Strategies, triangles and coincidences:<br/>taking European youth policies from concept to practice</b>  |
| <u>Main aim:</u>              | The seminar aimed to inspire and empower actors in the youth field to bring European youth policies from concept to practice.   |
| <u>Seminar format:</u>        | The seminar consisted of two events with 3 working days each, taking the time to bring European youth policies from concept and theory (first seminar, 16–18 December 2013, Malta) to practice and reality (time between both seminars) and reflection and critique (second seminar, 23–25 June 2014, Berlin).  |
| <u>Main target group:</u>     | <p>Teams of actors in the youth field in governmental and non-governmental contexts at European, national, regional and/or local level who wanted to strengthen the implementation of European youth policy.</p> <p>This included (1) youth activists, youth representatives and youth leaders, (2) youth policy-makers and decision-makers, (3) youth researchers from various disciplines, (4) youth workers and youth trainers who are working in governments or non-governmental organisations, youth groups or youth clubs, research institutes or universities, collectively, individually and/or free-lance.</p> |
| <u>Pilot target group:</u>    | The pilot seminar brought together six country teams and one European team of 2 actors, who had the wish to strengthen the implementation of European youth policy in their context. Teams mostly included one governmental and one non-governmental youth sector representative; had gender-balanced composition and included national agencies, youth-led organisations, youth activist movements, youth researchers, youth knowledge providers, youth information officers, youth (programme) officers, youth workers, youth trainers and/or youth support structures.   |
| <u>Call for participants:</u> | <p>The following steps had been taken to attract and select participants:</p> <ol style="list-style-type: none"><li>1. An invitation was issued to all 50 countries signatory to the European Cultural Convention, inviting governments to take the lead in composing country teams.</li><li>2. Additionally, the European Youth Forum has been invited to take the lead on composing a European team.</li><li>3. The stakeholders of the course then composed the course group from among the suggested teams.</li></ol>   |

## 2) Context: the rationale behind the initiative to develop this seminar

The partnership between the European Commission and the Council of Europe in the field of youth, the German National Agency “Jugend für Europa” and the SALTO Training and Cooperation Resource Centre – both of the Youth in Action Programme – had developed and have been involved in testing and implementing a seminar on youth policy making based on evidence and participatory principles.

In view of the renewed 2010-2018 youth strategy of the European Union and the Agenda 2020 youth strategy of the Council of Europe, stakeholders and experts had identified the need to support key actors in the wider Europe with further information and training on youth policy topics.

The target group of such training course was identified to be actors involved in the implementation of European youth policy at regional, national and European level coming from institutions and administrations as well as organisations and networks.

In order to develop the concept and curriculum of the training course the EU-CoE youth partnership and the SALTO RC T&C as well as Jugend für Europa organised a preparatory meeting in November 2012 with a core number of experts and interested parties from various structures in the youth field. A second meeting in May 2013 discussed key aspects of the curriculum that had been developed and continued with the preparation of the seminar.

Information on the seminar was sent to all 50 European states signatory to the European Cultural Convention in mid-2013, inviting governments to take the lead in composing country teams and the European Youth Forum to take the lead in composing a European team.

The timing of the pilot seminar on youth policy making was decided as outlined below:

- Selection of participants: 31 October, 2013
- First residential seminar: 16–18 December, 2013
- Practice phase between seminars: January–June, 2014
- Second residential seminar: 23–25 June, 2014
- Evaluation meeting: 8-9 September, 2014
- Outcome and impact assessment: January – February, 2015

The seminar has been widely introduced at a range of governmental and non-governmental youth sector meetings throughout 2013.

After rather positive experience of the pilot seminar, the decision was taken to go for the second edition of it. If you are interested in actively contributing to further development of the seminar for 2015/2016, please get in touch with Hanjo Schild ([joachim.schild@partnership-eu.coe.int](mailto:joachim.schild@partnership-eu.coe.int)) or Claudius Siebel ([siebel@jfemail.de](mailto:siebel@jfemail.de)).

### 3) Objectives and outcomes: what should the pilot seminar ideally achieve?

#### Objectives:

The seminar aspired to:

- introduce European youth policy frameworks and relate those frameworks to the variety of realities from local and regional to national and European levels
- explore the numerous experiences of actors present at the seminar with youth policy development and youth policy implementation
- analyse youth policy concepts and investigate why concepts are built on specific approaches, such as youth rights, policy aims or policy cycles
- consider socio-political developments that frame youth policy from its development to its implementation, such as changing youth transitions
- examine youth policy strategies, approaches and instruments including relevant aspects of their emergence, formation and development
- interrogate the main principles of youth policy, from evidence-based and participatory to transversal and cross-sectoral narratives
- explore dilemmas inherent in youth policies, such as problem-orientation, intergenerational justice or competing sets of indicators
- facilitate the translation of European youth policy frameworks to manageable strategies for action in the contexts of the actors present
- provide participants with space and support to collaboratively develop action plans for the implementation of such manageable strategies, using relevant current and upcoming generations of programmes and funds including those of the European institutions
- encourage and support participants to realise chosen elements of those action plans during the two residential events framing the seminar
- provide a framework to constructively critique European youth policy frameworks as well as the strategies and action plans developed by participants

#### 4) Framework: the four phases of the seminar

The seminar consisted of four phases: (1) a three-day residential kick-off event, (2) a phase allowing participants to test chosen approaches, ideas and/or activities in their context, (3) a three-day residential evaluative event, and (4) a follow-up phase.

##### Phase 1 – Concepts and theory (European, residential)

The first residential event served as the overall kick-off and thematic introduction for the entire seminar. The steps covered during these three days were:

- Introduction, contextualisation and getting to know each other
- Connecting participants: experiences with youth policy development & implementation
- European frameworks: introducing youth policy frameworks and their political narrative
- Youth policy stakeholders: previous and current activities of main stakeholders
- Youth policy components: strategies, approaches and instruments for youth policy
- Youth policy concepts: logics underpinning youth policy, from rights to cycles
- Youth policy principles: evidence-based, participatory and cross-sectoral policies
- Youth policy strategies: contextualised strategies and action plans of participants

##### Phase 2 – practice and reality (local, non-residential)

The practice phase in between the two residential events allowed participants to try and verify chosen elements from the youth policy strategies and actions plans they developed. During this phase, each (country) team:

- met once to check on everyone's progress and discuss the various next steps
- got in touch once with another team to facilitate peer learning and exchange
- shared short progress notes and received feedback

##### Phase 3 – Reflection and critique (European, residential)

The second residential event served as the main point of reflection and critique, combined with an adjustment of strategies and plans. The steps covered during these three days were:

- evaluating and critiquing the tested approaches, ideas and/or activities during phase 2
- revisiting and revising the previously developed strategies in light of made experiences
- receiving more theoretical input on youth policy principles (evidence-based, participatory and cross-sectoral policies)

##### Phase 4 – Follow-up and (local, non-residential)

The follow-up phase supports participants in their further youth policy engagement through:

- understanding concrete steps taken by the teams after phase 3
- another possible meeting in their respective teams to facilitate coordinated, collaborative action
- another exchange with another team for peer learning as well as the training team

## 5) Programme flow: the phases and steps at a glance

| <b>1: Concepts and theory</b><br><b>First residential event</b>   | <b>2: Practice and reality</b><br><b>Activities, actions, ideas</b>  | <b>3: Reflection &amp; critique</b><br><b>Second residential event</b>   | <b>4: Follow-up</b><br><b>Making it real</b>   |
|---|--|--|--|
| <i>Day 1</i>  | <i>Months 1 &amp; 2</i>  | <i>Day 1</i>   | <i>Month 1</i>   |
| <p><i>Context &amp; introductions:</i></p> <p>What are the aims of this seminar? Who are the people involved? What are our different expectations? What are our experiences with youth policy?</p>  | <p><i>Preparation &amp; planning:</i></p> <p>Finalising preparations for the action or activity, as planned during the first residential event.</p> <p>Feedback from own team and other teams</p>                                    | <p><i>Revisiting phase 2:</i></p> <p>What have we tried, and why? What has worked, and why? What hasn't worked, and why? What are the implications for our approaches to youth policy implementation?</p>  | <p><i>Digestion &amp; planning:</i></p> <p>Verifying in own organisations what kind of follow-up work is feasible and who can realise it</p> <p>Feedback from own team and other teams</p>   |
| <i>Day 2</i>  | <i>Months 3 &amp; 4</i>  | <i>Day 2</i>   | <i>Month 2</i>   |
| <p><i>Concepts &amp; theory:</i></p> <p>Which approaches to youth policy exist? What are usual components? What are the main principles? What are the main instruments? And which logics &amp; ideas underpin youth policy?</p>   | <p><i>Making youth policy real:</i></p> <p>Implementation of the chosen local youth policy action, idea or activity</p> <p>Feedback and support from own team, other teams and training team</p>                                     | <p><i>Dilemmas &amp; problems:</i></p> <p>Which dilemmas and problems are typical when dealing with youth policy? How can we address them, both conceptually and in practice? What does this mean for our work?</p>  | <p><i>Sharing &amp; discussing:</i></p> <p>Discussions of final plans for action once they have been verified in own organisations</p> <p>Feedback and support from own team, other teams and training team</p>  |
| <i>Day 3</i>  | <i>Months 5 &amp; 6</i>  | <i>Day 3</i>   | <i>Month 3</i>   |
| <p><i>From theory to practice:</i></p> <p>How can youth policy function across domains, contexts, levels? What are successful models for strategies, actions and approaches? Which strategies, actions and approaches would we like to try out during the second phase? What kind of support will we need to be successful?</p> | <p><i>Preparing for phase 3:</i></p> <p>Documentation and critical evaluation of the action or activity on youth policy</p> <p>What went well?<br/>What went wrong?</p> <p>Feedback from own team, other teams and training team</p> | <p><i>From insight to reality:</i></p> <p>Which consequences should we draw from the lessons learned during the seminar? How can we translate the insights into our daily youth policy work? What kind of support will we need to be successful? How can we improve the quality and impact of youth policy work in Europe?</p> | <p><i>From learning to sharing:</i></p> <p>Developing contributions to share experiences and insights with the sector</p> <p>Articles for, for example, Coyote, the Partnership Series &amp; youthpolicy.org</p> <p>Feedback and support from own team, other teams, training team as well as stakeholders</p> |



# PART B

PROGRAMME,  
SESSION OUTLINES  
*with*  
RESULTS & CONCLUSIONS



*Photo - DOI - Clodagh Farrugia O'Neill*

## **FIRST SEMINAR**

### **16-18 DECEMBER 2013, MALTA**

### FINAL DAILY PROGRAMME OF THE FIRST SEMINAR

|                      | MONDAY, DECEMBER 16 <sup>TH</sup>  | TUESDAY, DECEMBER 17 <sup>TH</sup>  | WEDNESDAY, DECEMBER 18 <sup>TH</sup>  |
|----------------------|--|---|---|
| <b>9.00 – 11.00</b>  | <ul style="list-style-type: none"> <li>• Welcoming and Opening</li> <li>• Intro to context, frame, programme, team and venue</li> <li>• Getting in touch: Me and youth policy</li> <li>• Getting started: What experiences do I have?</li> </ul> | Discovering different concepts of youth policy ( rights, needs & wellbeing) | Creative thinking session: youth policy from the perspective of various youth policy stakeholders             |
| <b>11.00 – 11.30</b> | <b>Coffee Break</b>  |   |   |
|                      | Diving in: What is my vision regarding youth policy?   | Comparing different concepts and understanding what could be improved       | Creating a list of key actions to be implemented + sharing with all other groups                              |
| <b>13.00 – 15.00</b> | <b>Lunch</b>   |   |   |
|                      | Overview of European youth policy frameworks<br>Creation of timeline of milestones   | Introduction of main principals of youth policy                             | Information on opportunities and framework programmes (E +)<br>Which cooperation activities could we imagine? |
| <b>16.30 – 17.00</b> | <b>Coffee Break</b>  |   |   |
| <b>17.00 – 18.30</b> | Spotlight on examples of youth policy frameworks across Europe (successes and failures)  | What are the most important concepts and principles for my context?         | Sharing, finding partners in the room<br>Next steps, follow-up, support options                               |
| <b>20.00</b>         | <b>Dinner</b>  |   |   |
|                      |  | Tour in Malta   | Farewell event  |

## Programme details: the session outlines

The session outlines are presented chronologically.

|                                  |   |
|----------------------------------|---|
| Title of the implemented session | <b>Getting started – main elements of youth policy</b>  |
| Sequence in the training         | <i>Seminar 1, Day 1, morning</i>  |
| Duration of the session          | 3 working hours   |
| Aim and rationale                | The session was aimed to open up the discussion on youth policy and to familiarise participants with each other through working with concrete experiences of participants.  |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- animate participants to get in touch with each other</li> <li>- make the relationship between each individual participant and youth policy explicit</li> <li>- share concrete experiences, learn from each other and start reflecting on the meaning of the experiences in a broader youth policy context</li> <li>- exemplify the diversity of youth policy approaches and realities</li> <li>- set the ground for controversial discussions on youth policy</li> </ul>   |
| Session format & methodology     | Group discussions in changing constellations, presentations in plenary, individual reflection, open discussions and exchanges on given topics.  |
| Programme of the session         | <p>09:00 Welcoming, political opening, media interviews</p> <ul style="list-style-type: none"> <li>- Round of names and institutions: "Who is here?"</li> </ul> <p>09:30 Intro to context, frame, programme, team and venue</p> <p>10:00 Getting in touch with each other: "Me and youth policy"</p> <p>The participant were give these open end phrases to complete:</p> <ul style="list-style-type: none"> <li>- I am here because ...</li> <li>- I bring with me ...</li> <li>- I would like to take back ...</li> </ul> <p>Individual reflection on the questions, sharing in pairs, followed by presentation to group.</p> <p>10:30 Getting started:</p> <p>"What experiences do I have with youth policy?"</p> <ul style="list-style-type: none"> <li>- Exchange in 5 groups of 5-6 on the question</li> <li>- Presentation of the commonalities &amp; differences on the flipchart</li> </ul> <p>11:00 Coffee break</p> <p>11:30 Diving in:</p> <ul style="list-style-type: none"> <li>-What is my vision regarding youth policy?</li> <li>- Youth policy should... Youth policy should not...</li> </ul> <p>Participants were split into 7 groups of 4 and were asked to come up with 3 sentences on flipchart.</p> <p>13:00 End of session</p> |
| Session requirements             | Markers, flipchart papers, facilitation cards, name tags  |
| Session outcomes                 | This session helped the participants of the seminar to get started with the seminar, get to know each other individually, understand the various backgrounds that brought them together, realise the diversity of youth policy approaches and realities present in the group. These rather light introductory exercises already in the first session made it obvious that there was a clear need to establish a common vocabulary on youth policy.  |

|                                  |   |
|----------------------------------|---|
| Title of the implemented session | <b>The European vision – European youth policy frameworks</b>   |
| Sequence in the training         | <i>Seminar 1, Day 1, afternoon</i>  |
| Duration of the session          | 3.5 working hours   |
| Aim and rationale                | The session aimed to introduce European youth policy frameworks and relate those frameworks to the variety of realities from local and regional to national and European levels.  |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- introduce European youth policy frameworks: their approach, their history, their key resolutions and declarations</li> <li>- name key youth policy stakeholders and connect them to their role in the European youth policy arena</li> <li>- explore current ways of how European youth policy frameworks are translated into local, regional and national context</li> <li>- initiate creative thinking on alternative approaches of making youth policy happen at local, regional, national and European level</li> </ul>  |
| Session format & methodology     | Introductory presentation, visualisation of timelines with discussion.  |
| Programme of the session         | <p>15:00 A very short overview of European youth policy frameworks</p> <ul style="list-style-type: none"> <li>- A timeline of the milestones of European youth policy (visualisation of the milestones with A4 papers on a floor in the plenary )</li> </ul> <p>15:30 When did you start in the youth field?</p> <ul style="list-style-type: none"> <li>- Position yourself along the timeline</li> <li>- How did you start? Snapshots</li> </ul> <p>15:45 Which milestones have shaped youth policy in your country?</p> <ul style="list-style-type: none"> <li>- Preparation in country teams: milestones on paper, pick 2 key ones for sharing on the common timeline</li> </ul> <p>16:10 7 teams milestone presentation</p> <ul style="list-style-type: none"> <li>- Backup: What was an important personal milestone for you?</li> </ul> <p>16:30 Coffee break</p> <p>17:00 Spotlight on examples of youth policy frameworks across Europe</p> <ul style="list-style-type: none"> <li>- Teams to come up with one youth policy success and one failure in their respective realities (ideally from two different spatial/political levels)</li> <li>- What were 2-3 key factors for success or failure?</li> </ul> <p>18:15 Looking at the factors for success and failure</p> <p>19:00 End of programme</p> |
| Session requirements             | Markers, flipchart papers, facilitation cards, projector, computer, adaptors  |
| Session outcomes                 | <p>This session gave the possibility to set the common ground and help the participants place themselves, their involvement in the youth policy as well as the history of their own national youth policy in a larger framework. Even though some of the participants were quite familiar with the main milestones in the European youth policy development, there were also some who were rather new and this exercise gave them the chance to quickly grasp the most important moments to come back to for further research later on. This session was also the first moment the national delegations would work together in order to identify the key moments in youth policy development in their respective realities. The separate groups were limited to two milestones to be shared on the common timeline which was obviously not a very easy task to accomplish taking into consideration the priorities and approaches different participants had based on their backgrounds. Working on identifying key</p>   |

|   |   |
|---|---|
|   | examples of success and failure was also very enriching; on one hand it provided the separate delegations with a possibility to debate on their respective realities using these examples, on the other hand it helped the whole group raise their awareness on different practices identified across wider Europe and especially form a better understanding on factors for success and failure of the examples given.   |
| <b>Title of the implemented session</b> | <b>Examining youth policy – concepts, principles, strategies and instruments</b>  |
| <b>Sequence in the training</b>         | <i>Seminar 1, Day 2, entire day</i>   |
| <b>Duration of the session</b>          | 6.5 working hours   |
| <b>Aim and rationale</b>                | The session aimed to examine and interrogate youth policy by critically looking at concepts with their underlying principles, on the one hand, and strategies with their standard instruments, on the other.  |
| <b>Objectives of the session</b>        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- introduce and compare basic concepts informing youth policy, from youth rights to youth well-being</li> <li>- highlight relevant distinctions, discrepancies and deficiencies of the various concepts introduced</li> <li>- question the buzzwords used to describe youth policy, from evidence-based and cross-sectorial to transversal and participatory</li> <li>- examine strategy examples and identify standard instruments for the implementation of youth policy (frameworks)</li> <li>- initiate and facilitate controversial discussions on youth policy</li> </ul>  |
| <b>Session format &amp; methodology</b> | Introductory presentation on what youth policy, Game-based introductions to concepts and principles, group discussions in various formats, World Café style thematic explorations   |
| <b>Programme of the session</b>         | <p>09:00 Presentation: "What is youth policy?" (see Part C) focus on different approaches: needs, rights, well-being.</p> <p>10:00 Which concept is reflected the most in your own youth policy? (group discussion in 7 separate groups)</p> <p>10:45 Critiquing youth policy concepts: what is missing?<br/>Shortcomings and short sightings of rights, needs and wellbeing</p> <p>10:45 Coffee break</p> <p>11:15 Sharing and substantiating the critiques, with discussion<br/>Guiding question: what would make the various concepts better?</p> <p>13:00 Lunch break</p> <p>14:30 Youth policy group bingo: introducing buzzwords with style (short performances using as many youth policy buzzwords as possible, combining the presenting with bingo).</p> <p>15:00 Dissecting the buzz: what do we mean when we use these words?<br/>Giving meaning &amp; context to evidence-base, participation and more<br/>World Café Discussions: What is it ... and what is it not?<br/>What can it do ... and what can it not do?<br/>What does it need ... and what does it get?</p> <p>Coffee break included</p> <p>17:00 Which two concepts and two principles are the most important ones right now from your perspective and in your reality/context?<br/>First individual reflection, then team discussions.</p> <p>18:00 End of programme</p> |

|                      |  |
|----------------------|--|
| Session requirements | One seminar room big enough for a world café setup that can host all participants, several breakout rooms, each with markers, flipchart papers and moderation cards in several colours   |
| Session outcomes     | <p>The session provided the participants with a ground theoretical knowledge necessary to go deeper into understanding the current situation of national youth and European youth policies. The key concepts presented opened a floor for very interesting debate. The conclusion of the main part of the participants was that the youth policies in their respective countries are very much based mostly on youth rights and youth needs. At the same time the pertinent question the group came up with was whether in general it is possible and or even useful to base a youth policy on either concept.</p> <p>The exercises on the buzz words made it very obvious that many of us work in the field and practice the terminology but not always do we put the same meaning behind the same terms, furthermore, the group agreed that often the literature we refer ourselves does not always provide coherent definitions. As a result of this day the group has exchanged and shared own definition, understanding and MOST importantly the examples of application of these notions in their realities.</p> |

|                                  |   |
|----------------------------------|---|
| Title of the implemented session | <b>Youth policy inside out – agendas and realities</b>  |
| Sequence in the training         | <i>Seminar 1, Day 3, morning</i>  |
| Duration of the session          | 3 working hours   |
| Aim and rationale                | <p>The session aimed at making people aware of their personal agenda, the political agendas at various levels and in their context and the actual practical situation in their environment. It linked the different levels with each other by reflection and the invitation to visionary thinking.</p> <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- support participants in developing an explicit awareness on their professional and personal relation to and with youth policy</li> <li>- support participants in understanding different positions of various stakeholders in youth policy development processes</li> <li>- become aware and question personal interests in fostering youth policy development and implementation</li> <li>- relate inner state to external youth policy situation, voice and summarise political and factual state of play in own environment</li> <li>- visualise and work on individuals' visions of youth policy – where do I want my city, region, state to stand in 5/10 years time?</li> </ul> |
| Objectives of the session        |   |
| Session format & methodology     | Creative thinking exercise, Individual work within small group constellations, small group and complete group discussions and presentations, peer group support, support through youth policy experts.  |
| Programme of the session         | <p>09:00 Creative thinking session – trying on different hats within teams<br/>         “From the perspective of various youth policy stakeholders: what should happen in the next three years?”</p> <ul style="list-style-type: none"> <li>- Policymaker: Governor, Parliamentarian, Commissioner, Minister</li> <li>- Practitioner: Youth worker, Youth trainer, Teacher, Educator</li> <li>- Researcher: Sociologist, Psychologist, Educationalist</li> <li>- A crazy young person?</li> </ul> <p>10:30 Prioritising 1 or 2 fields of action for the next 12 months<br/>         11:00 Coffee break</p>  |

|                      |   |
|----------------------|---|
|                      | 11:30 Sharing the priorities with all other groups<br>11:45 Rationale, aim, main questions<br>13:00 End of session  |
| Session requirements | Different hats, functioning music system, markers, flipchart papers, crayons  |
| Session outcomes     | Having gone through various discussions during the previous day, the group had the possibility to step out of their usual role and look at different processes in youth policy from a different angle. This exercise helped them a lot while prioritising the actions to be taken in near future as they now had to consider the needs and interests of different stakeholders. |

|   |   |
|---|---|
| <b>Title of the implemented session</b> | <b>Taking youth policy home – strategies, plans, ideas and support</b>  |
| Sequence in the training                | <i>Seminar 1, Day 3, afternoon</i>  |
| Duration of the session                 | 4.5 working hours   |
| Aim and rationale                       | The session aimed to inspire participants to bring youth policy from concept to practice and broaden both their knowledge and their creativity on strategies, instruments, approaches and support structures available for the implementation of youth policy.  |
| Objectives of the session               | The objectives of the session were to: <ul style="list-style-type: none"> <li>- invite participants to play creatively with existing models to find the most suitable approach for their specific context and reality</li> <li>- develop both an atmosphere and a structure that allows participants to use the second phase as a test-bed, failures included</li> <li>- familiarise participants with support and resource structures available at local, regional, national and European level</li> <li>- develop feasible goals to further the youth policy visions that were developed during the morning of the same day</li> <li>- plan concrete actions and activities to test and verify the approach to and vision of youth policy developed throughout the seminar</li> </ul> |
| Session format & methodology            | Presentation, individual and group reflection/planning, discussions and exchanges in groups of various constellations, questionnaires for group consultation processes, planning work in (country) teams  |
| Programme of the session                | 15:00 Information on opportunities and framework programmes (E +)<br>16:00 Teams: which cooperation activities could we imagine?<br>16:30 Coffee break<br>17:00 Sharing cooperation ideas, find partners in the room<br>18:00 Next steps, follow-up, support options<br>19:30 End of programme, followed by dinner & farewell event   |
| Session requirements                    | Recap of approaches, summary of support and resource structures, handouts with guidance and questionnaires for group work, guidelines for team presentations, guidelines for the second phase   |
| Session outcomes                        | The session gave a possibility to work in country teams in order to understand what are the steps (even and especially) small steps to be taken to improve the situation of youth policy on the local/national level and get a practical advice from all the seminar participants on implementations of these ideas during the practice phase.<br>The input on newly released programme (Erasmus +) invited the participants to reflect on the possibilities of getting further inspired from each others' experience through building international youth cooperation schemes supported by the programme in 2014-2020.   |





**SECOND SEMINAR**  
**23-25 JUNE, 2014, BERLIN**

## FINAL DAILY PROGRAMME OF THE SECOND SEMINAR

|               | SUNDAY, JUNE 22 <sup>nd</sup> | MONDAY, JUNE 23 <sup>rd</sup>   | TUESDAY, JUNE 24 <sup>TH</sup>  | WEDNESDAY, JUNE 25 <sup>TH</sup>  | THURSDAY, JUNE 26 <sup>TH</sup> |  |
|---------------|-------------------------------|---|---|---|---------------------------------|--|
| 9.00 – 11.00  | ARRIVAL                       | <ul style="list-style-type: none"><li>Welcoming and Opening</li><li>Institutional and policy development updates</li><li>Recap of the first seminar</li></ul> | Exploring the main principles of youth policy<br><b>PART 1: Participatory youth policy</b><br>(input by: <i>Manfred Zentner</i> + Q&A)  | <b>PART 2: Knowledge-based youth policy</b><br>(input by: <i>Miriam Teuma</i> + Q&A)      | DEPARTURE                       |  |
| 11.00 – 11.30 |                               | Coffee Break  |   |   |                                 |  |
|               |                               | Steps, actions, projects implemented after Malta Seminar  | <b>Visit to German Parliament</b><br>Discussion with<br><i>MP Diana Golze</i> – Vice-Chair of the Parliamentary Committee for Family, Senior Citizens, Women and Youth<br><br>Boat Trip | <b>PART 3: Cross-sectoral youth policy</b><br>(input by: <i>Magda Nico</i> + Q&A)         |                                 |  |
| 13.00 – 15.00 |                               | Lunch   |   | Lunch   |                                 |  |
|               |                               | Analysis of obstacles assumed and obstacles met<br>+<br>Sharing our recent changes on different levels  |   | <b>PART 3: Cross-sectoral youth policy</b><br>(discussion on various dilemmas and limits) |                                 |  |
| 16.30 – 17.00 |                               | Coffee Break  |   | Coffee Break  |                                 |  |
| 17.00 – 18.30 |                               |   | Sharing our recent changes on different levels (cont'd)   | Further steps: Networking, mutual project ideas, follow-up, support options               |                                 |  |
| 20.00         | Dinner                        |   |   |   |                                 |  |
|               | Welcome Activities            | Free Evening  | Dinner out in Berlin  | Farewell event  |                                 |  |

## Programme details: the session outlines

The session outlines are presented chronologically.

|                                  |   |
|----------------------------------|---|
| Title of the implemented session | <b>Welcoming and Opening</b>  |
| Sequence in the training         | <i>Seminar 2, Day 1, morning</i>  |
| Duration of the session          | 2 working hours   |
| Aim and rationale                | <p>The session was aimed at welcoming all the participants to the second seminar, introducing the new participants to the process (as there were few participants that joined the process from this stage), getting the second seminar started.</p>   |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- remind the framework and the context of the programme</li> <li>- provide some essential updates on the recent development on institution and policy level (mainly CoE and EU)</li> <li>- provide a recap of the first seminar in Malta and share the programme elements of this seminar</li> <li>- animate participants to get in touch with each other</li> <li>- make the relationship between each individual participant and youth policy explicit</li> <li>- share concrete recent experiences related to youth policy processes and learn from each other</li> <li>- remind of the diversity of youth policy approaches and realities and roles participants bring with them</li> </ul>  |
| Session format & methodology     | Open discussions and exchanges on given topics mainly through "Speed dating exercise".  |
| Programme of the session         | <p>09:00 Welcoming and official opening</p> <ul style="list-style-type: none"> <li>- Round of names and institutions and their roles</li> </ul> <p>09:15 Intro to context, frame, programme, team and venue</p> <p>09:30 Getting in touch with each other:</p> <p>The participants were introduced with a watch illustrated on the flipchart paper that suggested different possible meeting times to them. They then had to choose and arrange meeting moments during imaginary 24 hours with different participants according to the exact time indicated on the watch. Preferably only 2 participants meeting at given time. Each meeting happening at certain hour would bring a different pair of participants together to discuss a new topic. This way one participant would get to discuss seven different questions with at least seven other participants, that s/he would preferably know less than the others. Below are the seven questions proposed to the participants during their seven meetings to discuss:</p> <ol style="list-style-type: none"> <li>1. Introduce yourself and tell each other about what you did yesterday</li> <li>2. Share with each other one article/report/reading that stroke your mind about youth work or youth policy recently</li> <li>3. What are the three things you would change about the current situation of young people in wider Europe if you were a magician?</li> <li>4. What was the recent activity that you took part on youth policy (any level), what was its impact on you?</li> <li>5. Share two remarkable interesting facts you know about Berlin.</li> <li>6. Share one thing you find very interesting about the youth policy situation in your country.</li> </ol> |

|                      |  |
|----------------------|--|
| Session requirements | <p>7. Bring one bright example of youth participation in your country.</p> <p>The findings of the pair meetings were then shared with the whole group.</p> <p>10:30 Getting started:<br/>Recap of the first seminar + introduction of the programme elements and flow of the second seminar</p> <p>10:45 Sharing updates:<br/>The institutional representatives briefed the participants on Institutional and policy development/political milestones and the way they are connected to the topics of the seminar (various aspects of "Erasmus +" and the need for cross-sectorial work to be done, positioning of youth work and NFE in this new context, Commission Workplan, EaP Youth Forum 2013/15, Report on "how NFE contributes to employment", CoE – EU Partnership Renewal, Youth Work convention no 2, 5<sup>th</sup> volume on youth work history, analytical papers produced on youth participation, Regional cooperation – Seminar on youth participation in the context of Eastern Europe and South Caucasus, Youth 2020 – the Future of Youth Policies, World Forum of for Democracy, First Global Forum on Youth Policies by UNDP, etc.)</p> <p>11:00 End of Session</p> <p>Markers, flipchart papers, facilitation card, cardboard and pins, computer and a projector.</p> |
|                      | <p>The session made it possible for the participants to reintegrate after the last seminar in Malta as well as to get to know the new participants who joined at that stage. The exercise helped the group to quickly grasp the spectrum of roles, experiences and approaches present in the room. Providing the institutional updates right from the beginning of the programme turned out to be very beneficial for two reasons: first it gave a brief introduction to the new participants on the background of the institutions and the youth policy related processes they are involved in (not all of the new participants were familiar with the mandate of the structures involved in the seminar) and the second it gave quite many clarifications on the new directions and priorities of the institutions, which were still "under construction" back in December.</p>  |

| Title of the implemented session | Mapping steps and actions taken after Malta Seminar   |
|----------------------------------|---|
| Sequence in the training         | <i>Seminar 2, Day 1, afternoon and evening</i>  |
| Duration of the session          | 4.5 working hours   |
| Aim and rationale                | The session was aimed at identifying various steps and actions that were implemented by the participants in between the two seminars.   |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- Recall the situation (both national and international) of youth policy at the moment of Malta seminar</li> <li>- Track back the changes, developments on various levels</li> <li>- Reflect on the present situation of youth policy in the realities participants come from</li> <li>- Map the exact steps taken after December 2013 either as a group or as an individual</li> <li>- Analyse of obstacles assumed and obstacles met during this period</li> </ul> |
| Session format & methodology     | Group discussions in changing constellations, presentations in plenary, indi-   |

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|                          | vidual reflection, open discussions and exchanges on given topics.   |
| Programme of the session | <p>11:30 After Malta before Berlin period:</p> <p>The participants were proposed to reflect about steps, actions, projects implemented after Malta Seminar. They were asked to work in their country teams and prepare presentations according to these questions:</p> <ul style="list-style-type: none"> <li>- What have you tried since the first seminar?</li> <li>- What has worked and what has not worked and why?</li> <li>- How has the youth policy environment changed?</li> <li>- What youth policy processes are you involved in right now?</li> </ul> <p>Preparation time in teams: 45 minutes</p> <p>Presentation of the results took both sessions after lunch.</p> <p>18:30 End of session</p>   |
| Session requirements     | Markers, flipchart papers, colour paper, computer and a projector  |
| Session outcomes         | <p>It was quite surprising to see that almost all of the teams went through many changes taking place in their realities (from youth programme changes and law adoptions to country political crisis). It was therefore, very useful for all of the participants to do the mental exercise of going 6 months back and understanding how the ideas identified back in Malta were tried to be put into action. It appeared to be that most of the participants stayed involved in the field (often also with different hats than they had in Malta) and managed to try some of the steps designed in December. One of the most important outcomes was the possibility to reconsider the priorities already mapped in Malta now already taking into the experience of changing youth policy environments.</p> |

|                                  |   |
|----------------------------------|---|
| Title of the implemented session | <b>Exploring main principles of youth policy</b><br><b>PART 2: Participatory youth policy</b>   |
| Sequence in the training         | <i>Seminar 2, Day 2, morning</i>  |
| Duration of the session          | 2 working hours   |
| Aim and rationale                | The session was aimed at providing the participants with time, space and expert input on the topic to reflect on various aspects of participatory youth policy.   |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- discuss (not introduce, but reflect on) the key political milestones and documents</li> <li>- discuss how societal and political and economic conditions have changed and influence youth policy</li> <li>- intersperse both with examples from practice</li> <li>- identify the dilemmas, limits, obstacles on the topic</li> </ul> |
| Session format & methodology     | <p>Expert input by: Manfred Zentner (Danube University, Department Migration and Globalisation, Institute for youth culture research - jugendkultur.at, Pool of European Youth Researchers)</p> <p>Q&amp;A session</p> <p>Please refer to Part C for the presentation provided by the expert.</p>   |
| Programme of the session         | <p>9:00 Opening of the day</p> <p>9:10 Brief introduction of the speaker and the topic to be tackled</p> <p>9:15 Input by the expert</p> <p>10:30 Q&amp;A</p> <p>11:00 End of session</p>   |
| Session requirements             | Markers, flipchart papers, computer and a projector   |

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| Session outcomes | This session was probably one of the most thought provoking moments during the whole seminar and provided the participants with a great possibility to critically assess the notion of the “participation” as such. It challenged the participants especially with the need to understand the situation of young people and their participation in the age of Network Society. |
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| Title of the implemented session | <b>Exploring knowledge-based youth policy experience in Germany</b>  |
| Sequence in the training         | <i>Seminar 2, Day 2, afternoon</i>   |
| Duration of the session          | 4 working hours  |
| Aim and rationale                | This part of the programme was aimed at providing the participants with a unique possibility of a field trip to German Parliament and discussion of some of the aspects of knowledge-based youth policy with a member of the German Parliament.  |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- get the participants in touch with some concrete examples of knowledge-based youth policy in Germany</li> <li>- showcase the mechanism of the annual thematic youth report in Germany</li> <li>- open up a wider discussion on the similarities and differences of national youth policies</li> <li>- provide for one more opportunity to reflect on the ways European youth policy and national youth policies are interrelated, advantages and shortcomings to be aware of</li> </ul>   |
| Session format & methodology     | Visit to German Parliament - Discussion with MP Diana Golze – Vice-Chair of the Parliamentary Committee for Family, Senior Citizens, Women and Youth, Discussion digestion on a boat   |
| Programme of the session         | <p>12:30 Arrival to the Parliament</p> <p>13:30 Brief introduction of the Member of Parliament and her connection to the youth field + introduction of the topic to be tackled</p> <p>13:40 Input by the Member of Parliament</p> <p>14:20 Q&amp;A</p> <p>15:30 End of session</p> <p>16:00 Boat trip</p>  |
| Session requirements             | IDs of participants  |
| Session outcomes                 | The meeting with the MP certainly shed some light on the questions and curiosity many of the participants had concerning the overall situation of young people in Germany and especially youth policy formulation processes. The study visit to the Parliament was quite important to many participants as they got the chance to have an access to first hand information. Besides getting familiar with the ways youth work and youth policy processes are organised in the country on local and national levels, participants also had the chance of understanding how European youth policy is translated into national reality and what the main obstacles are in that process. |

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| Title of the implemented session | <b>Exploring main principles of youth policy<br/>PART 2: Knowledge-based youth policy</b>  |
| Sequence in the training         | <i>Seminar 2, Day 3, morning</i>   |
| Duration of the session          | 1.5 working hours  |
| Aim and rationale                | The session was aimed at providing the participants with time, space and expert input on the topic to reflect on various aspects of knowledge-based youth policy.  |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- discuss (not introduce, but reflect on) the key political milestones and documents</li> <li>- discuss how societal and political and economic conditions have changed and influence youth policy</li> <li>- intersperse both with examples from practice</li> <li>- identify the dilemmas, limits, obstacles on the topic</li> </ul>                    |
| Session format & methodology     | Expert input by: Miriam Teuma ( Department of Youth and Community Studies Agenzija Zghazagh – Malta )+ Q&A session<br>Please refer to Part C for the input presentation.   |
| Programme of the session         | <p>9:00 Opening of the day</p> <p>9:10 Brief introduction of the speaker and the topic to be tackled</p> <p>9:15 Input by the expert</p> <p>10:30 Q&amp;A</p> <p>11:00 End of session</p>  |
| Session requirements             | Markers, flipchart papers, computer and a projector  |
| Session outcomes                 | The teams of the seminar and the countries they represented were on quite many different levels when it came to knowledge-based youth policy. An interesting debate around the terms of “knowledge - based” and /or “evidence – based” youth policy provided the group with the needed space for reflection. The elements necessary to form such youth policy as well as various challenges were of a particular interest to the participants. |

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| Title of the implemented session | <b>Exploring main principles of youth policy<br/>PART 2: Cross-sectoral youth policy</b>  |
| Sequence in the training         | <i>Seminar 2, Day 3, afternoon</i>  |
| Duration of the session          | 1.5 working hours   |
| Aim and rationale                | The session was aimed at providing the participants with time, space and expert input on the topic to reflect on various aspects of cross-sectoral youth policy.  |
| Objectives of the session        | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- discuss (not introduce, but reflect on) the key political milestones and documents</li> <li>- discuss how societal and political and economic conditions have changed and influence youth policy</li> <li>- intersperse both with examples from practice</li> <li>- identify the dilemmas, limits, obstacles on the topic</li> </ul> |
| Session format & methodology     | <p>Expert input by: Magda Nico (Centre for Research and Studies in Sociology – University Institute of Lisbon, Pool of European Youth Researchers) + Q&amp;A session.</p> <p>Please refer to Part C for the presentation provided by the expert.</p>  |
| Programme of the session         | 9:00 Opening of the day   |



|                                  |   |
|----------------------------------|---|
|                                  | <p>9:10 Brief introduction of the speaker and the topic to be tackled</p> <p>9:15 Input by the expert</p> <p>10:30 Q&amp;A</p> <p>11:00 End of session</p>  |
| Session requirements             | Markers, flipchart papers, computer and a projector   |
| Title of the implemented session | <b>Exploring main principles of youth policy</b>  |
| Sequence in the training         | <b>PART 2: Cross-sectoral youth policy</b>  |
| Duration of the session          | <i>Seminar 2, Day 3, afternoon</i>  |
| Aim and rationale                | 2 working hours   |
| Objectives of the session        | <p>The session was aimed at providing the participants with time, space and expert input on the topic to reflect on various aspects of cross-sectoral youth policy.</p> <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- discuss (not introduce, but reflect on) the key political milestones and documents</li> <li>- discuss how societal and political and economic conditions have changed and influence youth policy</li> <li>- intersperse both with examples from practice</li> <li>- identify the dilemmas, limits, obstacles on the topic</li> </ul>   |
| Session format & methodology     | <p>Expert input by: Magda Nico (Centre for Research and Studies in Sociology – University Institute of Lisbon, Pool of European Youth Researchers) + Reflection session.</p> <p>Please refer to Part C for the presentation provided by the expert.</p>   |
| Programme of the session         | <p>11:30 Brief introduction of the speaker and the topic to be tackled</p> <p>11:40 Input by the expert</p> <p>12:30 Individual reflection, small groups then sharing with the whole group on the following question.</p> <p>Why is cross-sectoral youth policy so hard in your own context:</p> <ol style="list-style-type: none"> <li>1. Conceptual knots on different systems</li> <li>2. Different layers and directions (vertical and horizontal)</li> <li>3. Heterogeneity and mutability of the structures</li> <li>4. Power relations and leadership tradition of the sectors</li> <li>5. Lack of adequate evidence and data</li> <li>6. Needed classification on:</li> </ol> <ul style="list-style-type: none"> <li>- What system work</li> <li>- In what type or structure</li> <li>- For what purpose</li> </ul> <p>The participants needed first to identify two main factors out of the suggested that influence the most cross-sectoral youth policy development in their reality, share and argument them in small groups then present the conclusion and open questions to the whole group.</p> <p>13:30 End of session</p> |
| Session requirements             | Markers, flipchart papers, computer and a projector   |
| Session outcomes                 | <p>This input from the research field illustrated to the participants the logical and natural need for a youth policy to be cross-sectoral. The expert's presentation but even more the discussion that followed made it clear there is a need for accepting the interdependency of transition processes of young people (e.g. studying and working, working and having children, studying and working and</p>  |



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|  | having children). Both presentation and the discussion groups contributed to understanding deeper numerous challenges when approaching youth issues in an integrated way and especially when trying to cooperate across policy sectors in the respective realities of the participants. |
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| <b>Title of the implemented session</b> | <b>Taking youth policy home – concentrating on key areas to be strengthened</b>  |
| Sequence in the training                | <i>Seminar 2, Day 3, afternoon and evening</i>   |
| Duration of the session                 | 3.5 working hours  |
| Aim and rationale                       | The session aimed to inspire participants to recall all the experience they went through at all stages of the project and understand how to further work on youth policy development processes back in their realities.  |
| Objectives of the session               | <p>The objectives of the session were to:</p> <ul style="list-style-type: none"> <li>- invite participants to recall the present situation of youth policy back home and the steps they have been taking since December 2013</li> <li>- suggest the participant to concentrate on main problematic areas of youth policy they are able to influence</li> <li>- remind the participants about support and resource structures available at local, regional, national and European level</li> <li>- rethink the vision and goals developed in the first stage of the project and think of ways to further them</li> <li>- plan concrete actions and activities to implement taking into consideration three main principles of youth policy explored at this stage of the project</li> </ul> |
| Session format & methodology            | Individual and group reflection/planning, discussions and exchanges in groups of various constellations, questionnaires, planning work in (country) teams  |
| Programme of the session                | <p>15:30 Identification of three main weaknesses/absences we would like to change the most regarding the main youth policy principles tackled during the seminar (participatory, knowledge-based, cross-sectoral) - working in country teams</p> <p>16:30 Coffee break</p> <p>17:00 Sharing identified weaknesses/absences with the whole group, looking for solutions, call for best practices and cooperation ideas</p> <p>18:00 Next steps, follow-up, support options</p> <p>19:30 End of programme, followed by dinner &amp; farewell event</p>   |
| Session requirements                    | Recap of principles, flipchart papers, colour paper, post-its, markers, pins and a board   |
| Session outcomes                        | This session, being the last one, prepared the participants to wrap-up all the content and experience of the whole seminar and helped them in getting ready to serve the needs “back home”. Having a better understanding of the three main principles of youth policy, it was now easier for them to identify the areas of youth policy they would like to further work on once they leave the seminar.   |

# PART C

**MATERIALS FOR FURTHER REFERENCE  
(POLITICAL MILESTONES, PUBLICATIONS,  
KEY THOUGHTS, KEY TRAININGS)**

## POLITICAL MILESTONES DEFINING THE INSTITUTIONAL FRAMEWORK OF YOUTH POLICY

The key political milestones that define the institutional framework of evidence-based youth policy are:

- Council of Europe (1967): Order 265 of the Parliamentary Assembly on the study of youth problems in Europe.
- Council of Europe (1992): Recommendation (92) 7 of the Committee of Ministers concerning communication and co-operation in the field of youth research in Europe.
- United Nations (1995): World Programme of Action for Youth.
- European Commission (2001): A new impetus for European Youth. White paper.
- Council of the European Union (2004): Council resolution on common objectives for a greater understanding and knowledge of youth.
- European Commission (2004): Proposed common objectives for a greater understanding and knowledge of youth.
- European Commission (2005): Addressing the concerns of young people in Europe – implementing the European Youth Pact and promoting active citizenship.
- European Commission (2005): Addressing the concerns of young people in Europe: a communication on youth policies.
- Council of Europe (2008a): Declaration of the 8<sup>th</sup> Conference of Ministers responsible for youth. The future of the Council of Europe youth policy: Agenda 2020.
- Council of Europe (2008b): Resolution (2008) 23 of the Committee of Ministers on the youth policy of the Council of Europe.
- Council of the European Union (2009): Council resolution on a renewed framework for European cooperation in the youth field (2010-2018).
- Council of the European Union (2010): Council resolution on youth work.
- Declaration of the 1st European Youth Work Convention (2010). Ghent, Belgium.
- European Commission (2009): An EU Strategy for Youth – Investing and Empowering. A renewed open method of coordination to address youth challenges and opportunities.
- European Commission (2011). Indicators in the field of youth. Staff working document.
- Council of Europe (2013): Resolution 1930 (2013) and Recommendation 2014 (2013) on young Europeans: an urgent educational challenge.
- Council of the European Union (2013): Council resolution on the contribution of quality youth work to the development, well-being and social inclusion of young people.
- Council of the European Union (2013): Council resolution on maximising the potential of youth policy in addressing the goals of the Europe 2020 Strategy.
- United Nations (2013): System-wide action plan on youth.

## KEY PUBLICATIONS ON YOUTH POLICY

Among the key publications on youth policy relevant for Europe are:

- Lauritzen, Peter (1993). Youth policy structures in Europe. Published in Yael Ohana and Antje Rothmund (2008): Eggs in a pan.
- Economic and Social Commission for Asia and the Pacific (1999). Youth policy formulation manual.
- Lauritzen, Peter (2001). 11 indicators of a (national) youth policy. Published by the European Youth Forum as a policy paper (2002).
- Lauritzen, Peter (2002). Youth policy development in the perspective of the white paper on youth. General conference report.
- Williamson, Howard (2002): Supporting young people in Europe – principles, policies and practice. Council of Europe Publications, Strasbourg.
- Angel, William (2005). Comparative analysis of national youth policies. Published by the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ).
- Milmeister, Marianne and Williamson, Howard (eds) (2006): Dialogues and networks. Organising exchanges between youth field actors. Editions Phi.
- Siurala, Lasse (2006). A European framework for youth policy. Published by the Council of Europe as a brochure (2007).

- United Nations (2007). Toolkit for young people to evaluate national youth policies.
- Williamson, Howard (2008): Supporting young people in Europe – Volume 2. Council of Europe Publications, Strasbourg.
- Cousse, Filip, Verschelden, Griet, Van de Walle, Tineke and Williamson, Howard (eds) (2009): The history of youth work in Europe and its relevance for youth policy today. Council of Europe Publications, Strasbourg.
- Denstad, Finn (2009). Youth policy manual. How to develop a national youth strategy. Council of Europe Publications, Strasbourg.
- Wallace, Clair and Bendit, Rene (2009). Youth policies in Europe: towards a classification of different tendencies in youth policies in the European Union.
- Youth Employment Network (2009). How to engage youth in policy-making? Published by the International Labour Organisation.
- Cousse, Filip, Verschelden, Griet, Van de Walle, Tineke, Medlinska, Marta and Williamson, Howard (eds) (2010): The history of youth work in Europe - Volume 2. Relevance for today's youth work policy. Council of Europe Publications, Strasbourg.
- Chisholm, Lynne et al (2011). The triangle between youth research, youth policy and youth work in Europe. Published in the M.A. EYS Reader.
- Children and Youth Programme (2012). Understanding policy development and implementation for children and young people. Report for UNESCO.
- Cousse, Filip, Williamson, Howard and Verschelden, Griet (eds) (2012): The history of youth work in Europe - Volume 3. Council of Europe Publications, Strasbourg.
- Hahn-Bleibtreu, Marina and Molgat, Marc (eds) (2012): Youth policy in a changing world: from theory to practice.
- USAID (2012). First transnational policy on youth in development. Participatory policy, based on a consultation with young people.
- Karsten, Andreas (2013). Report on the state of youth policy in 2013. Available online at <http://www.youthpolicy.org>.

## KEY THOUGHTS ON YOUTH POLICY ACROSS PUBLICATIONS

Most of the youth publications include the following aspects, which also mark the largely unresolved dilemmas of the thinking as much as the practice of youth policy.

### (1) Definition of youth vs definition of youth policy

Both the definitions of youth policy, and the definitions of youth as its target group, are not consistent across the various publications – not within Europe, and not beyond. These are three randomly picked examples to illustrate the dilemma:

“The purpose of a youth policy is to create conditions for learning, opportunity and experience which ensure and enable young people to develop the knowledge, skills and competences to be actors of democracy and to integrate into society.”

– European Framework of Youth Policy, 2005

“A national youth policy is a government’s commitment and practice towards ensuring good living conditions and opportunities for the young population of a country.”

– Youth Policy Manual, 2009

“Youth policy is a complex and multi-layered process that includes a series of sequential phases that can be summarised as: agenda setting; policy formulation; decision-making; policy implementation; and policy evaluation.”

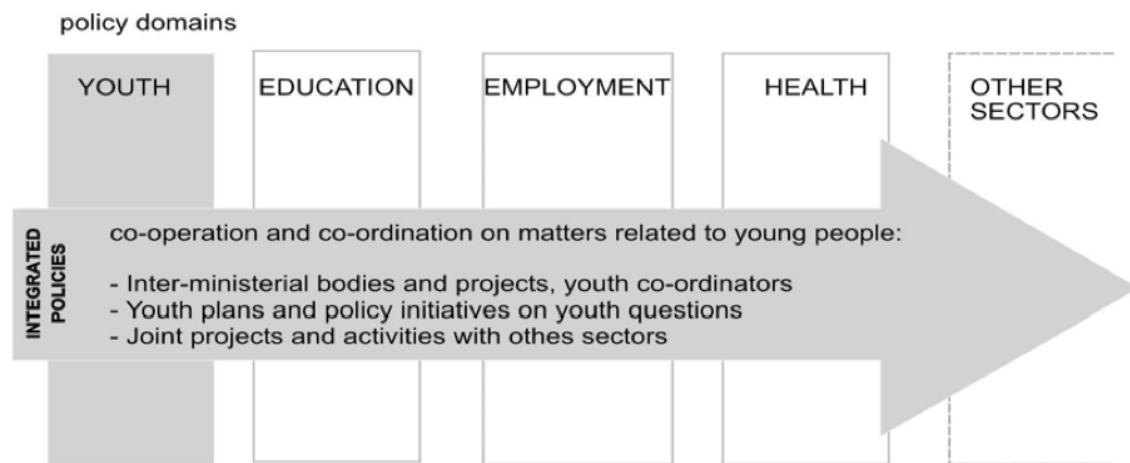
– Understanding Policy Development and Implementation for Young People, 2012

To note: it is currently practically impossible for anyone willing to develop or implement a youth policy to find a widely used and accepted definition.

## (2) Transversal policies on youth vs distinct youth policy

There is widespread agreement on youth being a transversal issue that cuts across many policy areas but which is, at the same time, in need of its own distinct policy. There is, however, no agreement on how this could work, and could work well, in practice. Little attention is being paid to an underpinning dilemma, namely the relatively unimportant role of youth policy in governance.

The image on the following page illustrates one approach to the transversality of youth policy and the necessity to combine it with a separate youth policy:



– European Framework of Youth Policy, 2005

To note: there is not enough practically relevant guidance on how to make an integrated youth policy more than just a compelling concept.

## (3) National vs international vs local youth policy frameworks

Most publications present a framework for developing a youth policy. Sometimes these frameworks are thematic, asking which policy areas must be covered, sometimes structural, asking which provisions need to be in place for policy to work. There is a dwelling conflict between evidence-based and rights-based approaches to youth policy formulation and implementation.

To note: there is a lack of consistency across frameworks and an unresolved divergence between advocates of youth rights and youth knowledge.

## (4) Youth policy cycles vs youth policy frameworks

Depending on the traditions and backgrounds of writers, publications tend to either (a) use one of various models of the policy cycle as a starting point and develop youth policy as an explicit policy cycle, or (b) use a—generally validated but oftentimes incomparable—set of targets and aims for what youth policy should achieve (for whom).

To note: some models focus on how youth policy should function, others on what it should achieve – and those two are rarely brought together.

#### (5) Indicators for a functioning youth policy vs a good youth policy framework

Starting from Peter Lauritzen's observation on youth policy structures in Europe in 1993, various sets of indicators have been developed over time. Again to illustrate, here are two of the various indicator sets:

- There needs to be legislation concerning young people;
- There need to be financial resources within the state budget;
- There must be a non-governmental infrastructure;
- There should be some voluntary and professional training structure;
- There needs to be independent research into youth matters;
- There need to be advisory bodies to the government;
- There should be a communication network at national, regional and local level between authorities, youth movements and agencies;
- Opportunities for innovation and development should be provided.

– Youth policy structures in Europe, 1993

- There needs to be a clearly defined government authority on youth;
- There needs to be a clearly defined target group;
- There needs to be a concrete and transparent strategy;
- There needs to be a knowledge-based policy;
- There needs to be an understanding of young people as a resource;
- There needs to be the promotion of youth participation;
- There needs to be a cross-sectoral, integrated approach;
- There needs to be inter-ministerial co-operation;
- There needs to be a separate budget;
- There needs to be established links between spatial levels;
- There needs to be a link to European and international practices.

– Youth Policy Manual, 2009

To note: there are many lists of indicators, with some overlaps as well as plenty of differences – some are fine nuances, others more fundamental.

#### KEY TRAININGS ON YOUTH POLICY

Key trainings on youth policy in Europe in recent years included:

- 2010: Putting European youth policy into practice: investing and empowering. A National Agency staff training in Tallinn, Estonia.
- 2010: Strategies for the development of local youth policy. A university-based course for policymakers in Stockholm, Sweden.
- 2011: Putting European youth policy into practice: what is youth participation and why is it important? A National Agency staff training in Rome, Italy.
- 2011–2012: Youth policy development and youth participation in Turkey. A long-term training course in Ankara, Turkey and Strasbourg, France.

- 2012: National and EU youth strategies. A training on youth policy frameworks and instruments in Ljubljana, Slovenia.
- 2012: Youth policy development in the Ukraine. A national training course on youth policy and youth strategy development in Vinnitsa, Ukraine.

### **Key features of youth policy trainings across events**

Key features of trainings on youth policy in recent years included:

- An input on youth policy, usually by an academic expert and generally framed by his or her school of thought and approach;
- An introduction to the political and institutional frameworks by the European Union and the Council of Europe, oftentimes separate and seldom compared with each other or frameworks used in other regions or globally;
- An emphasis on the evidence-base necessary to underpin policy, generally tied to the Youth Policy Reviews of the Council of Europe, the Youth Indicators of the European Union, and/or the Youth Policy Knowledge Centre of the Partnership;
- An attempt to relate and compare spatial levels of youth policy development and practice, mostly through exercises to relate European frameworks to national or local realities of the participants with a focus on national strategies such as the implementation of structured dialogue processes;
- A focus on youth participation, though it almost seems to have been a more rhetorical component and substantiated thinking on how to make this work in practice was largely absent;
- Case studies, both through visits to existing initiatives, offices and organisations and through fictional scenarios to discuss strategies and actions.

### **MATERIALS OF THE SEMINAR**

The online folder with all the materials provided and used during both stages of the seminar could be found under this link with a public access:

<https://www.dropbox.com/sh/1ukundle9uhufa0/AAAa16x4X0cbMWFZpXjGSca5a?dl=0>

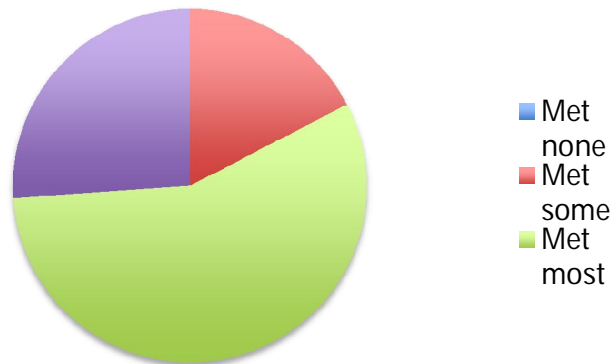
# PART D

## EVALUATION OF THE SEMINAR

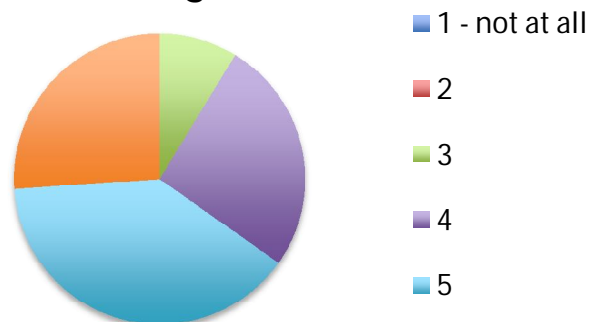


## EVALUATION OF THE FIRST SEMINAR

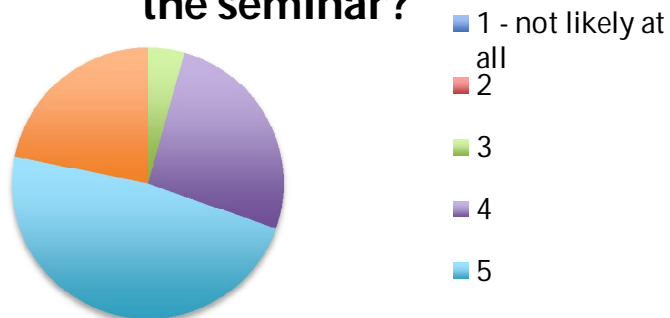
**How much did the seminar meet your expectations?**



**Did you have the chance to learn from other participants during the seminar?**



**How likely is it that you will implement the follow-up action you developed during the seminar?**



## EVALUATION OF THE SECOND SEMINAR

### Result Details

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Question  
**01**

The 2013/14 pilot seminar on youth policy making based on evidence and participatory principles aimed to inspire and empower actors in the youth field to bring European youth policies from concept to practice. To which extent has the pilot seminar managed to achieve that aim? (*Mandatory*)

Answers

**10**

100%

Skips

**0**

0%

|                       | 0%          | 30.5%       | 61%         | COUNT    | PERCENT |
|-----------------------|-------------|-------------|-------------|----------|---------|
| ▼ Aim achieved fully  | <div></div> | <div></div> | <div></div> | <b>6</b> | 60%     |
| ▼ Aim achieved mostly | <div></div> | <div></div> | <div></div> | <b>4</b> | 40%     |
| ▼ Aim achieved barely | <div></div> | <div></div> | <div></div> | <b>0</b> | 0%      |
| ▼ Aim achieved partly | <div></div> | <div></div> | <div></div> | <b>0</b> | 0%      |

### Result Details

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Question  
**02**

The pilot seminar wanted to bring together (1) youth activists, youth representatives and youth leaders, (2) youth policy-makers and decision-makers, (3) youth researchers from various disciplines, (4) youth workers and youth trainers. Was any of these groups over- or underrepresented, globally speaking, in the pilot seminar? (*Mandatory*)

Answers

**10**

100%

Skips

**0**

0%

☒ Heat Map ☐ Bar Chart

☐ Values ☒ Percent

|  | OVERREPRESENTED | FAIRLY REPRESENTED | UNDERREPRESENTED |
|--|-----------------|--------------------|------------------|
| Youth activists, youth representatives and youth leaders | 0%              | <b>90%</b>         | 10%              |
| Youth policy-makers and decision-makers                  | 10%             | <b>70%</b>         | 20%              |
| Youth researchers from various disciplines               | 0%              | <b>90%</b>         | 10%              |
| Youth workers and youth trainers                         | 0%              | <b>90%</b>         | 10%              |

### Result Details

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Question  
**03**

The pilot seminar wanted to bring together (1) youth activists, youth representatives and youth leaders, (2) youth policy-makers and decision-makers, (3) youth researchers from various disciplines, (4) youth workers and youth trainers. Was any of these groups over- or underrepresented, more specifically, in your country team? (*Mandatory*)

Answers

**10**

100%

Skips

**0**

0%

☒ Heat Map ☐ Bar Chart

☐ Values ☒ Percent

|  | OVERREPRESENTED | FAIRLY REPRESENTED | UNDERREPRESENTED |
|--|-----------------|--------------------|------------------|
| Youth activists, youth representatives and youth leaders | 0%              | <b>80%</b>         | 20%              |
| Youth policy-makers and decision-makers                  | 0%              | <b>70%</b>         | 30%              |
| Youth researchers from various disciplines               | 0%              | <b>80%</b>         | 20%              |
| Youth workers and youth trainers                         | 0%              | <b>90%</b>         | 10%              |

## Result Details

| Question<br>04   | To which extent has the pilot seminar managed to achieve its objectives?<br>(Mandatory) |                 |                 |                 |              | Answers  | Skips    |
|--|---|-----------------|-----------------|-----------------|--------------|----------|----------|
|  |   |                 |                 |                 |              | 9<br>90% | 1<br>10% |
|  | FULLY ACHIEVED  | MOSTLY ACHIEVED | FAIRLY ACHIEVED | BARELY ACHIEVED | CANNOT JUDGE |          |          |
| introduce European youth policy frameworks and relate those to realities                       | 77.78%  | 22.22%          | 0%              | 0%              | 0%           |          |          |
| explore the numerous youth policy experiences of actors present at the seminar                 | 77.78%  | 22.22%          | 0%              | 0%              | 0%           |          |          |
| analyse youth policy concepts and underlying approaches and frameworks                         | 77.78%  | 11.11%          | 11.11%          | 0%              | 0%           |          |          |
| consider socio-political developments that frame youth policy                                  | 44.44%  | 33.33%          | 22.22%          | 0%              | 0%           |          |          |
| examine youth policy strategies, approaches and instruments                                    | 44.44%  | 55.56%          | 0%              | 0%              | 0%           |          |          |
| interrogate the main principles of youth policy, from evidence-based to cross-sectorial        | 88.89%  | 11.11%          | 0%              | 0%              | 0%           |          |          |
| explore dilemmas inherent in youth policies, such as intergenerational justice                 | 33.33%  | 44.44%          | 22.22%          | 0%              | 0%           |          |          |
| facilitate the translation of European youth policy frameworks to manageable action strategies | 22.22%  | 77.78%          | 0%              | 0%              | 0%           |          |          |
| provide participants with space and support to collaboratively develop action plans            | 55.56%  | 44.44%          | 0%              | 0%              | 0%           |          |          |
| encourage and support participants to realise chosen elements of those action                  | 77.78%  | 11.11%          | 0%              | 0%              | 11.11%       |          |          |
| provide a framework to constructively critique European youth policy frameworks                | 55.56%  | 44.44%          | 0%              | 0%              | 0%           |          |          |

## Result Details

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Question

05

To which extent has the pilot seminar managed to achieve its envisaged outcomes? (Mandatory)

Answers

9

90%

Skips

1

10%

Heat Map

Bar Chart

Values

Percent

# PART E

## **PARTICIPANTS OF THE SEMINAR**

# Participants of the first seminar

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