T-KIT 15
Participatory youth policy

Youth Partnership

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

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T-Kit 15
Participatory youth policy

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Welcome to the T-Kit series

Welcome to the T-Kit series and this latest publication on participatory youth policy making. Some of you may have wondered: what does "T-Kit" mean? There are two answers. The first is that it is a simple abbreviation of the full version in English, "training kit". The second has more to do with the sound of "T-Kit" and its resemblance to the word "ticket", one of the travel documents we usually need to go on a journey. This T-Kit is a tool that each one of us can use in our work. More specifically, we are aiming at youth workers and trainers, offering them theoretical and practical tools to work with and use when training young people. But ensuring that policy making is participatory is a task for us all and the activities in this T-Kit are also designed for the training of youth workers, trainers and policy makers.

The T-Kit series is the result of a collective effort involving people from different cultural, professional and organisational backgrounds. Youth trainers, youth workers, youth leaders in NGOs, youth policy experts and professional writers have worked together to create high-quality publications that address the needs of the target group while recognising the diversity of approaches across Europe to each subject.

This T-Kit was created under the guidance of an expert group, bringing together representatives of policy makers, youth NGOs and advocacy structures, trainers and researchers. Valuable input from the expert group was integrated at several stages of the drafting process. We would like to thank the contributors and peer reviewers whose input greatly improved the quality of this T-Kit.

T-Kits are a product of the partnership between the European Commission and the Council of Europe in the field of youth. To find out more, visit the website: pjp-eu.coe.int/en/web/youth-partnership.

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Introduction

Welcome to T-Kit 15 on participatory youth policy making.

Today, participation is a generally accepted fundamental principle of youth policy making in Europe. Participatory youth policy is also a value that implies policy is made with young people at all stages, from inception to implementation, monitoring and evaluation. This year the Council of Europe celebrates 50 years of the youth sector, with its internationally recognised co-management system where young people and youth NGO representatives co-manage the whole youth sector policy. The European Union is also implementing the European Year of Youth – a recognition of the important energy and motivation young people bring to building and safeguarding a democratic Europe.

Since the first Youth Policy Manual, published by the EU–Council of Europe youth partnership in 2012, knowledge, understanding and commitment to knowledge-based participatory youth policy has grown manyfold. All countries in Europe have a youth policy, most involving young people in the associated processes, at the local, European and international levels. While the philosophical approaches driving youth policy may differ, the principle of participation of young people in all the related processes is not in question. European and international co-operation in the field of youth has strengthened this principle through many standards, recommendations and initiatives, all apparent in the funding schemes, consultation processes (such as the EU Youth Dialogue), monitoring processes and so on. Over the years, the European Knowledge Centre for Youth Policy has collected and analysed many thematic dimensions of youth policy – participation being one of them. *About time! A reference manual for youth policy from a European perspective*, published by the EU–Council of Europe Youth Partnership in 2021, brings that knowledge together and aims to support the next generation of participatory youth policies across Europe, recognising the complexity of policy making, drawing on the lessons learned from the past few decades and calling for a commitment to principles, values and standards that should be part of policy making in the near future.

To support practitioners and implementers at national and local levels in using the reference manual, we are relaunching the Massive Open Online Course on Youth Policy Essentials and continuing with the Shaping Youth Policies in Practice project, the "Insights" series and the e-library of youth sector evaluation. This T-Kit is further methodological and educational support for participatory youth policy making.

The youth sector is constantly growing and reforming. The manual and the T-Kit aim to support capacity building and continuity on what is understood as participatory youth policy in Europe today. Youth leaders, workers, trainers and organisations advocating participatory structures, especially at local and national levels, will benefit greatly from the knowledge developed in the sector over the past few decades. Youth policy makers will be able to launch participatory processes by applying some activities contained in this T-Kit.

For all those initiatives, this T-Kit is a very valuable resource. Onwards and upwards towards participatory youth policy!

Tanya Basarab, EU–Council of Europe Youth Partnership

Educational approaches of the T-Kit

Meaningful youth participation in dialogue and mutually respective work in policy implementation are prerequisites for effective and efficient policy making. There are good and bad practices, instruments, approaches, legal frameworks, channels and structures. There is an understanding of obstacles for achieving full and meaningful involvement, awareness of what it takes to build lasting, fruitful and fulfilling relationships and joint work between the policy makers and those involved and affected by those policies. Education is only one of the important aspects needed to ensure and foster participatory youth policy. There is quite a deep understanding of the need for capacity building for dialogue and the importance of the participatory ecosystem.

The main question is how to ensure that the obstacles are overcome and the potential is maximised to ensure a mobilised effort to promote joint work on youth policy and to include all the strengths and talents from the field, making sure that it is built on democratic principles, support for solidarity, inclusion, equality, openness and outreach.

The competence of the field plays an essential role in ensuring the system works. This T-Kit provides conceptual, methodological and educational frameworks. It supports educators to improve their capacities and offers a toolbox for addressing the themes of participatory youth policy making for those in the field, providing them with the opportunity to grow. It is a methodological resource that assists in the development, implementation and evaluation of quality participatory youth policy making. It intends to raise awareness about the role of youth participation in developing youth and other relevant policies at different levels, and to introduce principles and practices of participatory youth policy making (within the EU, Council of Europe and elsewhere). The T-Kit also presents mechanisms supporting the participatory policy-making efforts and provides inspiring examples of good practice and lessons learned. It maps and shares tools and methodologies for learning about participatory youth policy making. Of course, it also provides a set of educational activities focused on this theme.

WHAT YOU WILL FIND IN THE T-KIT

Many resources exist for exploring and promoting participatory youth policy practices. The topic is high on the agenda of the European institutions and their partnership in the field of youth (the EU–Council of Europe Youth Partnership) has developed a range of publications on the theme for practitioners and policy makers, including *About time! A reference manual for youth policy from a European perspective* and Youth Policy Essentials. The authors have included, referenced and used all the resources on the topic of participatory youth policy making, focusing on their practical application in various contexts.

The T-Kit complements the existing knowledge book, with a manual covering the educational dimension of the theme. It was developed to provide educational support for building capacity in the field for participatory policy making. The T-Kit is structured in a way to give users the opportunity to find a wide range of resources in one place for successful educational processes on participatory youth policy. It introduces the topic, the starting points, a map of the theme, the knowledge to help navigate specific competences, the general educational and learning needs, and the contexts in which the interventions can be implemented. The activities help develop the competences needed to improve the work of the policy makers. There are advice and hints on how to plan and run the activities, how to make methodological choices and to adapt and develop them according to the needs and contexts of the learners.

The T-Kit can be a good tool for people directly involved in educational work as well as for structures and professionals developing training and development strategies on youth policy. It provides insights into work formats, goals to address, targets to aim for, and advice on assessing and defining development and educational goals.

STRUCTURE OF THE T-KIT

The T-Kit design follows the policy cycle logic and is designed to introduce conceptual and educational concepts on participatory youth policy making. After the first two conceptual chapters, the following chapters introduce educational activities with a short thematic input, proposals for activities to learn about and experiment on the specific theme and guidance for debriefing.

Chapter 2 is an introductory chapter that explores participatory youth policy from different angles. It introduces the essentials of what policy is, its cycle, its definitions, principles, approaches, objectives, domains, scope and challenges. It also defines the parties involved and the legal instruments and measures in place. The chapter introduces European youth policy history, context, practice and structures. It sets the background for which the themes proposed in the T-Kit are structured and presented to the user.

Chapter 3 introduces the context of capacity building and awareness raising of those in education on participatory youth policy development and the relevant competences of stakeholders in the field. It outlines the principles of work, methodological approaches, competences and learning objectives in educational activities addressing the topic, including hints and tips for educators. Various formats of work are also featured here as examples of possible interventions for different settings and objectives, as well as things to keep in mind when developing an educational intervention for groups. The chapter also focuses on how to integrate those principles into participatory policy making through examples from European and local practices of educational work supporting the theme.

Chapter 4 includes educational activities that are grouped under five thematic focus areas. They are areas in which the educational interventions help build the capacities of those in the youth sector. The thematic focus areas are:

1. understanding the public policy-forming process
2. the principles of effective youth policy
3. the vision for change in the youth policy field
4. mapping and engaging key actors in participatory policy making
5. monitoring and evaluation of participatory policy making.

The theoretical information in the T-Kit is only an introduction, a framework through which to approach the themes and find more specific thematic interests. The T-Kit includes many references and resources for each thematic focus area and for each activity, so that users can have a wide spectrum of materials to consult.

The synoptic table will help provide an overview of the activities in order to help users find the most suitable ones for each specific activity or space in the educational programme. The chapter starts with an introductory presentation about the activities, to help users find their way through them.

METHODOLOGICAL APPROACH OF THE EDUCATIONAL ACTIVITIES

The activities developed in the T-Kit are built on the principles and practices of non-formal education, adult learning, experiential learning and holistic development. They intend to develop and improve all aspects of competences (attitudes, values, skills, knowledge). They include thorough discussion and debriefing guidance, always referring and linking to the reality and application in one's own context. The suggested follow-ups provide ideas on how to continue and deepen the learning from specific activities. The activities include a list of required materials and template handouts and can be used without much prior preparation. All activities are adaptable and it is highly recommended, as in any educational setting, to adapt them to the relevant context. There are variations on the activities, which can be consulted and adapted. The primary audiences span a wide range – some activities are target mixed or single stakeholder groups; others are designed for individual learners.

WHO IS THE T-KIT FOR?

The T-Kit is primarily aimed at educators in the field of youth, youth workers, leaders, participatory youth policy planners or implementers, and anyone who is involved in non-formal education and youth policy work. It can additionally be used to train managers and administrators when setting up educational processes, providing guidance on the approaches, thematic focus, learning objectives, etc.

Most of the activities support the learning of multiple stakeholders engaging with youth policy. In principle, the intended participants are young people, youth organisations, active youth group members, young leaders, youth representatives, local and national public authorities, youth work implementation structures and funding structures supporting participatory youth policy making.

As a first step, we suggest having a thorough look and getting acquainted with the structure, content, set of resources and activities. This will give an understanding of what you might additionally need and when it could be a good tool to support your work.

Even though the T-Kit is designed to offer a range of educational activities and methodological approaches, we advise going through the background information and introductions to the sections on activities. These offer information on resources supporting further development of competences and knowledge of educators in the field.

Chapter 2

Youth policy making in a democratic society – An overview

Youth policy emerged in Europe in the closing decades of the 20th century, although it had existed in many countries, in some form or other, prior to that. But what do we mean or understand when we speak of youth policy and, in particular, youth policy in a democratic society, and how can young people participate in its formulation, implementation and evaluation, as well as follow-up?

The word "policy" comes from the Greek *politeia* – a city state, administration, government, citizenship – from which our modern concept of democratic politics comes. The word "democracy" also comes from Greek and combines two words: "demos", meaning citizens living in a city state ("polis"), and "kratos", meaning power or rule. All policy therefore involves the exercise of political power. The source and nature of such political power, who gets to exercise it, for how long and under what conditions and who benefits from it are questions that are as important and challenging for us in Europe today as they were for the peoples of ancient Greece.

In the democratic states of contemporary Europe, the people, including young people, elect as citizens, either directly or indirectly, those who govern them. The elected therefore have a democratic mandate to govern and to introduce and implement the policies on which they were elected. In seeking to be elected, political parties and independent politicians adopt policy agendas or platforms, which they pursue in government.

POLICY CYCLE

In seeking to implement policies, governments in democratic societies enter into what can be described as the policy cycle.[1] This involves a series of sequential and mutually supportive and interdependent measures to achieve the aims of policy and can be characterised as follows.

▶ **Problem emergence** – where the issues are identified by different stakeholders and brought to the attention of public and government, usually through advocacy initiatives.

▶ **Agenda setting** – where the broad outline of policy and its aims are discussed and determined, usually at government level.

▶ **Policy formulation** – where the details of policies (including youth policy) are discussed and determined, usually at ministerial level.

▶ **Legitimisation and policy adoption** – where the relevant stakeholders are consulted, and their views considered and incorporated into policy to be adopted. For youth policy this may include young people, youth organisations, communities of youth work practitioners and researchers.

▶ **Implementation** – where policy is implemented by the designated and responsible authorities. These are often state or public bodies at European, national, regional or local level but can also involve non-governmental and voluntary organisations and the private sector.

▶ **Monitoring and evaluation** – where the impact of policy is independently monitored, assessed and evaluated to ensure such things as evidence-based policy making and value for money.

▶ **Maintenance, succession or termination** – where a policy is maintained or continued, or where a new or amended policy succeeds it, or yet where a policy is terminated due to failures in implementation or financial or political constraints.

The policy cycle is a model of how public policy is informed and shaped. However, the model should be further contextualised considering the range of factors that shape public policy in all its stages as well

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1.   https://paulcairney.wordpress.com, accessed on 7 November 2021.

as those that influence it through their (in)action. According to Gough (2016), the factors, or "drivers of policy", are:

- ▶ industrialisation – changing economic, demographic and social structures;
- ▶ interests – collective participants, power resources, class movements and political parties;
- ▶ institutions – nation building, citizenship, states, constitutions and political systems;
- ▶ ideas – culture, ideologies, epistemic communities and policy learning;
- ▶ international supra-state influences – war, globalisation, global civil society, policy transfer, global governance.

The policy cycle links a variety of key players in the policy process through their involvement in the different stages. Individuals, institutions and agencies involved in the policy process are called "policy actors" (Mackay and Shaxton 2011):

- ▶ government – social control of behaviour; power of coercion;
- ▶ cabinet – monopoly over supply of legislation; locus of power; few people make decisions;
- ▶ public servants – technical knowledge and policy advice; service providers;
- ▶ political parties – develop relationships in exchange for political support;
- ▶ media – report information to the public; generate interest; shape public opinion;
- ▶ interest groups – seek to advance interests of members; can have a major influence; and can force a policy network to react;
- ▶ legal system – interpret laws; acts independently;
- ▶ public – elects government; forms opinions; joins interest groups and coalitions; relies on the media for information.

HORIZONTAL AND CROSS-SECTORAL

Policy, including youth policy, can take on different forms and adopt different processes.

Policy is often described as a principle of action, while strategy is a plan of action. Policy can be soft or hard: from loose programmes and initiatives under a general policy heading to legislation where policy is given a legal and often institutional character. Policy and strategies can be interventionist, promotional, innovative, compensatory or preventative.

Policy can be global – the United Nations youth strategy, Youth 2030, can be termed continental; the EU Youth Strategy, Engage, Connect, Empower (2019-2027), and the Council of Europe's Youth Sector Strategy 2030 can both be considered national, regional or local.

A survey conducted by the EU–Council of Europe Youth Partnership in 2017 concluded that of the 41 countries surveyed all had some form of structure or framework in place, whether at national, regional and/or local level, for youth policy and its implementation (Council of Europe and European Commission 2020b). In addition, most countries had some form of legislative or strategic policy provision for youth at national, regional and/or local level. Responsibility for youth policy and its implementation usually rested with the relevant ministry. In general, "youth" tended not to be regarded as a distinct policy field but as linked to, or associated with, other related policy fields such as education, children or sport. Much of this legislation appeared relatively recently, having been formulated in the previous 10 years, and in some cases, the process of establishing legislation was ongoing or has yet to be finalised.

Policy can be vertical or horizontal. Historically, policy has tended to be vertical, so we have education, employment, health or defence policies. Youth policy is mostly horizontal or cross-sectoral and as such it presents a challenge to more traditional and established policy norms. Cross-sectoral youth policy, particularly with such related policy fields such as education, children and families, sport, employment and health, can provide for mutual support and common endeavour but can also be challenging to implement. The cross-sectoral nature of youth policy is thus both an opportunity – for interaction with other policies and synergy – and a threat, as it can be underfunded, overlooked or in competition with or dissolved by other "bigger" policies.
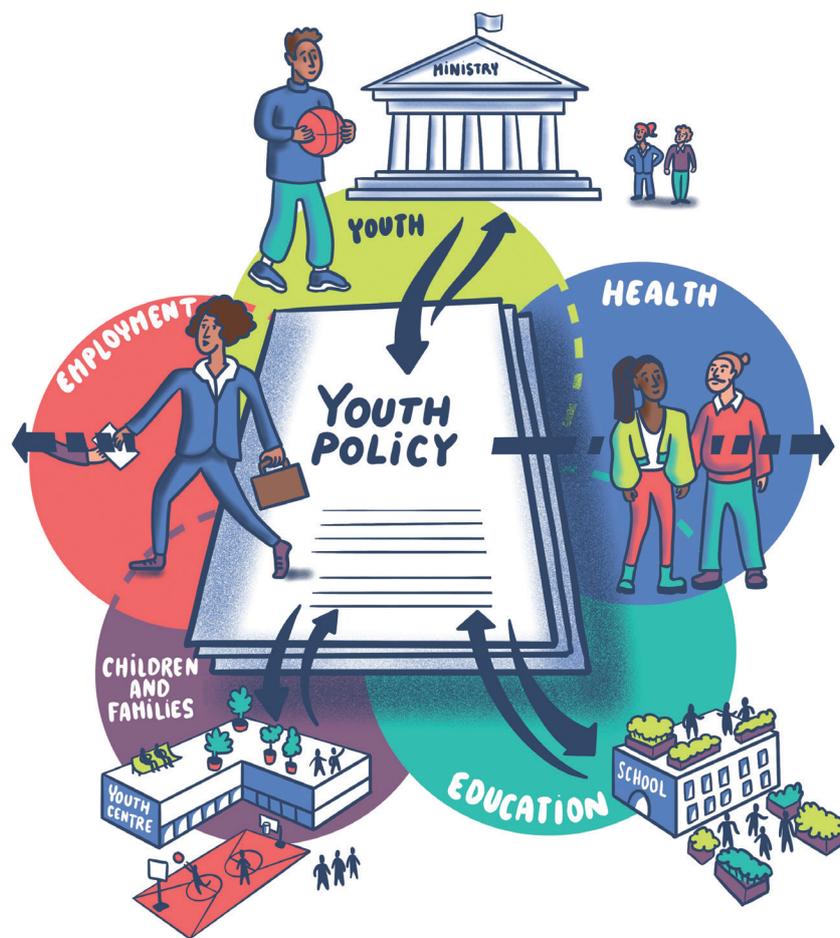
EFFECTIVE POLICY

If policy, including youth policy, is to be successful and effective it must be specific, measurable, achievable, relevant, realistic and timebound. While these broadly represent some of the main features and dynamics of policy in general, it is also the case that each policy field has its own distinctive features and dynamics. And this is also true of youth policy.

Implementation is where policy is either realised and succeeds, or too often is frustrated and broken. There are many aspects and dimensions to policy implementation: actors and beneficiaries, leadership and authority, management and administration, resources, method and process. Key performance indicators focus on objectives, targets and indicators, and outputs and outcomes. Critical success factors focus on financial and human resources, time-frame management, institutional capacity, co-ordination, cohesion, and timely and relevant information. Independent evaluation is essential if we are to learn from policy failures and successes and use them for the formulation and implementation of better policies.

EUROPEAN FRAMEWORKS FOR PARTICIPATORY YOUTH POLICY

The genesis of youth policy in a democratic society and how young people can participate are enshrined in the principles and values of the Council of Europe and the European Union.

The European Social Charter of the Council of Europe guarantees fundamental social and economic rights, complementing the European Convention on Human Rights, which covers civil and political rights. It seeks to guarantee a broad range of rights related to employment, housing, health, education, social protection and welfare. The Charter puts particular emphasis on the protection of vulnerable persons such as elderly people, children, people with disabilities and migrants and it requires that enjoyment of these rights be guaranteed without discrimination.

The preamble to the Revised European Social Charter (1996)[2] declares that:

> the aim of the Council of Europe is the achievement of greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage and of facilitating their economic and social progress, in particular by the maintenance and further realisation of human rights and fundamental freedoms.

Article 2 of the Consolidated Version of the Treaty on European Union (European Union 2012) states that:

> The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 3 provides that:

> The Union shall offer its citizens an area of freedom, security and justice without internal frontiers, in which the free movement of persons is ensured in conjunction with appropriate measures with respect to external border controls, asylum, immigration and the prevention and combating of crime

and also that the Union "shall combat social exclusion and discrimination, and shall promote social justice and protection, equality between women and men, solidarity between generations and protection of the rights of the child".

Article 165 of the Consolidated Version of the Treaty on the Functioning of the European Union provides for "encouraging the development of youth exchanges and of exchanges of socio-educational instructors and encouraging the participation of young people in democratic life in Europe" (European Union 2008).

In recent decades, youth policy has been firmly established at European level and young people's participation in formulating and implementing such policy has evolved.

The Council of Europe's efforts at formulating a common approach to youth policy emerged in the 1980s. The first conference of youth ministers (in Strasbourg in 1985) focused on creating the necessary conditions for young people's effective participation in society and for youth policies to promote their autonomy and facilitate their participation in decision-making processes (Council of Europe 2007).

Over the following 25 years, subsequent ministerial conferences – in Oslo in 1987, Lisbon in 1990, Vienna in 1993, Bucharest in 1998, Thessaloniki in 2002, Budapest in 2005, Kyiv in 2008 and St Petersburg in 2012 – focused on issues such as promoting young people's European citizenship based on the Council of Europe's values; developing youth participation policies at local, regional, national and European levels; and combating racism, xenophobia and other forms of extremism while promoting tolerance and solidarity and preventing exclusion.

The Youth Sector Strategy 2030, "Engaging young people with the Council of Europe's values", highlighted a number of priorities for the Council of Europe's youth policy that included broadening youth participation, so that young people participate meaningfully in decision making on the basis of a broad social and political consensus in support of inclusion, participatory governance and accountability (Council of Europe 2020b). In implementing these priorities emphasis is placed on intergovernmental and international co-operation on youth policy development and "co-management", capacity building of multipliers and actors, inclusion, etc.

INSTRUMENTS OF PARTICIPATORY YOUTH POLICY IN EUROPE

The Council of Europe's co-management system allows for the shared responsibility for decision making and setting the agenda between the representatives of governments and youth organisations. It is one of the very few examples of shared decision making between governments and young people. The Council of Europe's co-management system has come to embody young people's participation in youth policy formulation and implementation, where they are actively involved in all phases of the policy cycle, and this also accords with the highest level of participation on Hart's Ladder[3] where young people and adults share decision making.

Co-management,[4] which was initiated in 1972, comprises:

  ▶ the Advisory Council on Youth (CCJ), which is made up of 30 representatives of youth NGOs and networks, of which 20 are elected through a democratic process from the members of the European Youth Forum, the biggest platform of youth organisations in Europe, and is seen as the voice of young Europeans;

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2. www.coe.int/en/web/european-social-charter, accessed on 11 August 2022.
3. https://organizingengagement.org, accessed on 4 August 2022.
4. Advisory Council on Youth (CCJ), Concept note on co-management, ccj_2014_17 rev on co-management (2015).

▶ the European Steering Committee for Youth (CDEJ) made up of representatives of ministries and bodies responsible for youth issues in the member states;

▶ the Joint Council on Youth (CMJ) which is the co-managing body that brings together the Advisory Council and the CDEJ. The Joint Council takes decisions on the Council of Europe's youth sector's priorities, programmes and budget.

The European Union's Youth Dialogue embodies consultations with young people in policy formulation and decision making. The specific objectives of the EU Youth Dialogue are to:

▶ encourage the participation of young people in democratic life in Europe;

▶ promote equal participation between young women and men;

▶ include a wide range of voices and ensure openness to all young people to contribute to policy shaping;

▶ bring about positive change in youth policy at local, regional, national and European level;

▶ strengthen young people's citizenship competences and sense of belonging to society and the European Union.

THE VALUE OF PARTICIPATORY YOUTH POLICY MAKING

The EU–Council of Europe Youth Partnership promotes the idea and practice of knowledge-based participatory youth policy and aims to enhance a dialogue within the youth sector between youth policy makers, researchers and practitioners (youth NGOs and other youth work providers): "Youth policy is a strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change" (Council of Europe (2015a); Council of Europe and European Commission 2019a).

Effective policy making means target groups and beneficiaries are consulted and involved in the policy cycle. Following the same analogy, young people's participation is understood as a fundamental principle that youth policy making should uphold.

However, young people's participation in youth policy has wider significance and potential. Justifications for youth participation can be roughly clustered as follows (Farthing 2012):

▶ rights-based – to uphold young people's rights and to fulfil the state's legal obligations and responsibilities;

▶ empowerment – to enhance democratic decision making;

▶ efficiency – to improve services, decision making, relationships;

▶ developmental – to build young people's skills and to empower and enhance self-esteem.

To engage and participate in youth policy formulation, implementation and evaluation could be seen as a political act and an exercise in political power. It fosters political awareness and reinforces political empowerment among young people. It at once makes them aware of the nature and sources of political power and decision making, its responsibilities, challenges, dilemmas, choices and limitations as well as the many facets of successful policy implementation. However, it can be demanding and there are risks on the way – some modern critiques question whether young people are not empowered by the process but rather "government-alized" (Bessant 2003).

The participatory shaping of youth policy is a demanding and complex process. So how and to what extent is it possible for young people to participate, sharing power with policy makers, practitioners and researchers to help formulate and implement, as well as monitor and evaluate specific, measurable, achievable, relevant, realistic and timebound youth policies that can have a positive impact on the lives of all young people across Europe?

Chapter 3

Educational practices and tools supporting participatory youth policy

Policy makers, young people, youth organisations, the research community, youth workers and practitioners, youth leaders, civil servants, representatives of youth services, members of international youth and youth-related structures, multiple stakeholders engaging with youth policy and many more can be the target audience of an educational intervention on participatory youth policy. In some cases, different actors follow a programme designed for specific learning needs. In others, mixed stakeholder groups can share learning experiences. Each of these educational settings and formats have their objectives and contexts that contribute to better youth policy. There are educational interventions where it is essential that people are engaged and come together for a shared experience.

Even though the educational capacity-building needs can differ among different groups, there are certain competences that all parties may be lacking. These can be related to understanding each other's roles, their modes of functioning, the barriers to co-operation, trust and accountability issues, the value of and motivation to work jointly, limits of knowledge and a critical understanding of needs and situations.

Setting the learning scene – Educational activities for participatory youth policy are specific due to its cross-sectoral and multistakeholder nature and should include certain programme elements, objectives that can help address the learning needs and develop competences. There are a few considerations and principles to put in place for educational programmes focusing on participatory youth policy to increase their efficiency and impact.

Space to get to know each other – There are often quite a lot of stereotypes and prejudices among youth policy actors. These prejudices hinder openness and create misunderstandings and preconceptions and risk slowing down relationship building in the long run. It is thus important to create space, formal and informal, for the participants to get to know each other, build trustful and open relationships, to get acquainted in detail with the roles, functions, tasks, responsibilities and challenges each one is facing, and the resources, visions and plans that each party has. Better acquaintance provides an opportunity to overcome the misperceptions and increase empathic dialogue between the parties.

Dialogue is the key – Educational interventions must be methodologically built on a dialogical instrument. Activity choices should try to favour co-operative tools instead of competitive ones. It is important to give space for people to find the mode in which there are more opportunities to co-operate than challenges. Finding common ground is essential for the dialogue, and the tools used in educational activities can strengthen reflection on it and facilitate finding the right meeting formats.

Change starts with critical view – The activities addressing competences for participatory youth policy making can focus on standards, guidelines, principles or quality criteria and offer tools to assess existing practices, analyse and identify points for improvement. It is important to plan enough time for a discussion on the challenges and finding approaches for planning further change and guidance on how any change can be facilitated. Assessments also help self-reflection and individual learning and awareness of one's own role.

Experience and expertise – There has already been quite a lot done in the field, but often there are not enough platforms where these experiences can be shared and discussed with peers. The educational experiences bring together those from the field. Policy makers and practitioners have a lot to share from their experience about problematic issues, difficulties they face and the instruments and measures in place. Enough structured space for horizontal learning and experience sharing is crucial.

Holistic development – One of the principles of non-formal education is the balanced development of different dimensions of learning (affective, cognitive, behavioural) addressing knowledge, skills, values and attitudes and focusing on more than just one of them. Working based on principles, being motivated to engage in dialogue has a lot to do with value and attitudes, and it is important not to get trapped in the intellectual development.

Knowledge building should be accompanied by programme elements supporting the other aspects of competence and dimensions of learning, such as challenging stereotypes, critical thinking, co-operation, mutual understanding, political will for change, dialogue and empathy.

Meeting different needs – As the target groups of educational interventions differ in their experiences, ways of learning, experiences of educational activities, frameworks of operation, ages and interests, educators should consider alternative ways of organising activities and mixing formats, including blended learning, balancing reflection and action, using digital tools, etc. These mixed tools and approaches can be more engaging and attractive, especially for younger people. Ensuring full inclusivity and accessibility will also need to be kept in mind. The inclusion of people with different abilities, facing different barriers, including fewer opportunities, can be encouraged through appropriate tools.

Theory in practice – Long-term educational interventions with several elements (training, online modules, study visits, mentorship, etc.) can benefit from practical tasks, trying out the developed competences in action and adapting models in their own contexts. This practical work can give a lot of insights, enriching the practice and experience of the participants.

Equal equality – What can happen when young people and decision makers come together for a joint educational activity is that the power relations, or at least their perception, are brought into the processes. In real-life contexts, meeting the "other" party can be uncomfortable and even intimidating for young people not used to it. If the educators do not invest in challenging this and building the space in the educational process where these differences are mitigated, the impact of the educational intervention might be at risk. It is essential not to feed and reproduce these power relations. Educators need to build a safe space for balanced power relations and young people can exchange with decision makers at eye level.

Participation and learner-centredness – Participation and learner-centredness are core principles of non-formal education. In particular when addressing participation, the whole set-up needs to be participatory. The people who are usually motivated for educational activities in the field come with a certain background and have a lot to share from their life experience. It can be quite efficient to create a space where learners can add their input to shaping the educational intervention, even running some parts of it, developing material for learning, writing up case studies, etc.

Pooling resources – There are quite a lot of different resources in the field. The educational programmes for participatory youth policy can be the platform upon which all the different parties gather and become inspired and motivated to pool their resources. Facilitation of close networking can be one good tool for pooling these resources.

BUILDING AN EDUCATIONAL PROGRAMME
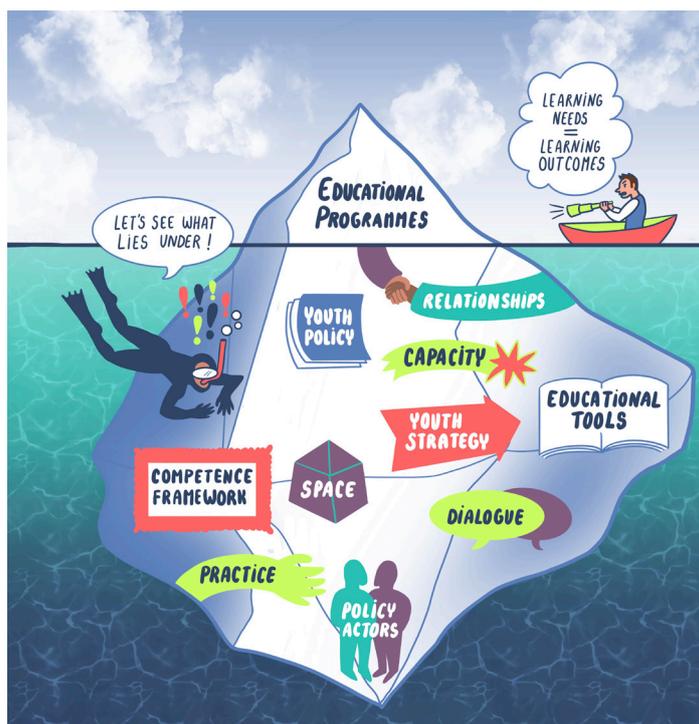
Identifying learning needs

There are different ways to identify development and training needs. Tools range from assessments and self-assessments, in-depth research, job shadowing, model and standard analysis, feedback, reviews, etc. Often the gaps needing a development intervention are related to the skills of building partnerships, fostering communication, understanding the differences in work culture and operation of those involved, lack of knowledge about existing mechanisms and practices, or challenges concerning mutual trust. Some other aspects relate to prejudices, negative stereotypes, biases and misperceptions, which affect the dialogue in the field. Other gaps may relate to the changes in the systems, structures, priorities, policies, tools and processes.

Here are several questions to support reflections on learning needs.

▶ Who are the policy actors involved in the youth field in your context? What spaces and mechanisms are there in place to "talk" to young people and engage them in policy work? What are the current relationships and practices of dialogue?

▶ What possible issues might be hindering joint work and partnerships? Is there any evidence to support this?

▶ Which tools exist to assess the field's ability and capacity for policy dialogue with young people?

▶ What systems are supporting the capacity development of the policy actors to foster youth participation and dialogue with others?

▶ Are there reference competence frameworks for the capacity building of those in the field of youth policy in your context?

▶ Are there instruments to help self-assess and identify learning needs for policy actors?

▶ Is there a training and development strategy and toolbox for the youth sector for building the competences of those involved in youth policy?

Learning outcomes and competences in focus

There is no one general, accepted list of learning outcomes or competence frameworks for all policy actors on different levels. The Democracy Reloading project[5] designed a framework for municipal or regional government with 24 competence elements to successfully engage young people in decision making. This framework could inform learning outcome planning. The different groups of learning outcomes, competences related to the efficient engagement of young people in decision making, policy development, implementation and evaluation are reflected in several resources linked to competences for democratic culture (Council of Europe 2018a), human rights education (Council of Europe 2020a), youth work (Council of Europe Youth Work Portfolio), youth participation (Council of Europe 2015a) developed by the Council of Europe. These resources and tools can give quite interesting insights into enriching our understanding of the intended outcomes of learning interventions and competences supporting participatory policy making in a wider scope.

This T-Kit features a set of essential learning outcomes relevant for all policy actors, serving as a base for educational planning and goal setting. This is not an all-embracing developed learning design framework, but rather a map of possible outcomes. The learning aspects are gathered through research and consolidation of experience and practice of various activities from the past 20 years, run or inspired by European youth policy processes and instruments that have contributed to building the capacity of youth policy actors.[6] These include several clusters, such as aspects related to the cognitive dimension (knowledge, critical understanding), or behavioural dimension (skills and practical ability to do things), or can touch the affective dimension (the values and attitudes, approaches, dispositions related to the theme). These aspects can also shape competences for assessment and a better understanding of readiness of youth policy actors, serving as planning activities or self-reflection. Depending on the identified needs, target groups, objectives and learning outcomes envisaged, these aspects can become the focus of the learning processes, planned in a way to develop specific abilities.

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5. https://democracy-reloading.eu/, accessed on 11 July 2022.
6. These include 50/50 courses, Youth Policy seminars, MOOCs on youth policy and the Shaping Youth Policy project. Details of these projects can be found in this T-Kit.

Learning outcomes connected to acquiring knowledge on participatory youth policy making

▶ Knowledge of theories, definitions, models, approaches, essential concepts, history for general and specific youth policy making.

▶ Knowledge of legal framework of policy operations.

▶ Knowledge of policy making contexts and key aspects of work on local, national, regional and global levels.

▶ Understanding the policy ecosystem in which youth policy is developed on various levels.

▶ Knowledge of instruments, tools, measures and procedures of involving young people in decision-making processes on different levels and at different stages of the policy cycle.

▶ Understanding processes of development and implementation of strategic documents in youth policy.

▶ Understanding mechanisms for creating a safe environment for a structured multistakeholder cross-sectoral dialogue.

▶ Knowledge of legal bases, systems, models and approaches to make improvements to existing public action and bring them closer to the needs of the users as well as improve their effective implementation.

▶ Understanding current trends and tools in youth policy.

▶ Understanding and knowledge of evidence-based policy processes.

▶ Knowledge of quality standards, principles of efficient youth policy development, implementation and evaluation, including evidence-based, inclusive and rights-based approaches.

▶ Being familiar with the youth policy of international organisations, their directions and priorities.

▶ Understanding of the key competences needed for youth policy actors and promoting their development among the participants.

▶ Understanding the role and positive impact of youth policy on ensuring youth well-being.

▶ Understanding and awareness of key challenges for participatory youth policy making.

▶ Understanding the situation of young people in their specific context.

Learning outcomes supporting building skills for participatory youth policy making

▶ Skills for implementing participatory practices and co-creation in policy making.

▶ Ability to use analytical tools and models to understand youth policy, its positive practices and innovative approaches.

▶ Capacity to engage in participatory youth policy making processes.

▶ Ability to apply practical tools to expand youth participation at the municipal, regional and national levels.

▶ Skills for analysing the strengths and weaknesses of implementing policy principles in practice.

▶ Ability to use assessment tools for understanding youth policy actor needs and developmental directions.

▶ Ability to use modern tools for better co-operation and communication.

▶ Ability to enter into and facilitate respectful and equal dialogue with policy actors and adapt to their different needs.

▶ Skills for networking and communication for engaging policy actors.

▶ Skills for the development and implementation of project initiatives.

▶ Ability to link trends and development on various levels to policy actions and being able to find links and interdependencies between them.

▶ Ability to translate into action recommendations and guidance provided in official documents supporting participatory policy making.

▶ Ability to analyse data and evidence for better knowledge on youth.

Learning outcomes contributing to developing attitudes and values for participatory youth policy making

▶ Motivation for policy dialogue through awareness raising and educational interventions.

▶ Belief in the importance and value of meaningful youth participation in policy making, implementation, monitoring and evaluation.

▶ Strong belief in and recognition of the value of inclusive youth policy.

- Readiness to develop joint initiatives aimed at promoting youth engagement at all levels and stages of policy making.
- Realisation of the importance of continuous, structured, meaningful youth participation in policy design, implementation and evaluation.
- Focus on the need to promote dialogue and co-operation between representatives of the public sector, leaders of youth organisations, the research community and young people for joint implementation of youth policy at the national, regional and municipal levels.
- Understanding and acceptance of young people, their lived experience and expertise as a resource.
- Acceptance of the principles and standards of youth policy.

Some glossary definitions

Competence is the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context. This implies selecting, activating, co-ordinating and organising the relevant set of values, attitudes, knowledge, understanding and skills and applying these through behaviour which is appropriate to those situations.

Knowledge is the body of structured and interconnected information which an individual possesses and is closely connected to the notion of understanding. In education, knowledge is seen as an essential element of the curriculum, often referred to as curriculum content, and encompasses the essential elements which humanity accumulated over time and which school is supposed to pass on to new generations to advance the understanding of the world and the progress of human society.

An attitude is the overall mental orientation an individual adopts towards someone or something (a person, a group, an institution, an issue, an event, a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude; an emotion or feeling towards the object; an evaluation (either positive or negative) of the object; and a tendency to behave in a particular way towards that object.

A value is a belief about a desirable goal that motivates action and serves as a guiding principle in life across many situations. Values have a normative prescriptive quality about what should be done or thought. Values offer standards or criteria for: making evaluations; justifying opinions, attitudes and conduct; planning behaviour and deciding between alternatives; attempting to influence others; and presenting the self to others. Values are linked to emotions in that, when they are activated, they are infused with feeling. They also provide structures around which more specific attitudes are organised. They influence attitudes and assessing people's values can help to predict their attitudes and their behaviour. People organise their values into hierarchies in terms of their relative importance, and the relative importance of values often changes across the lifespan. At the individual psychological level, values are internalised social representations or moral beliefs that people appeal to as the ultimate rationale for their actions. However, values are not simply individual traits but social agreements about what is right, good or to be cherished. They are codes or general principles guiding action, not the actions themselves nor specific checklists of what to do and when to do it. Values underlie the sanctions for some behavioural choices and the rewards for others. A value system presents what is expected and hoped for, what is required and what is forbidden.

(Council of Europe 2018a)

The list can be further developed through needs assessment in different contexts. The choice of the competences to focus on depends on the learning needs of the specific group and reality. When developing interventions for single groups, the most relevant for those groups can be highlighted.

From needs assessment to outcomes

There is a logical sequence essential when planning educational interventions. It starts from good analysis and assessment of needs, as a current situation, and progresses to methods, which are the tools to reach the set objectives and achieve the planned outcomes.
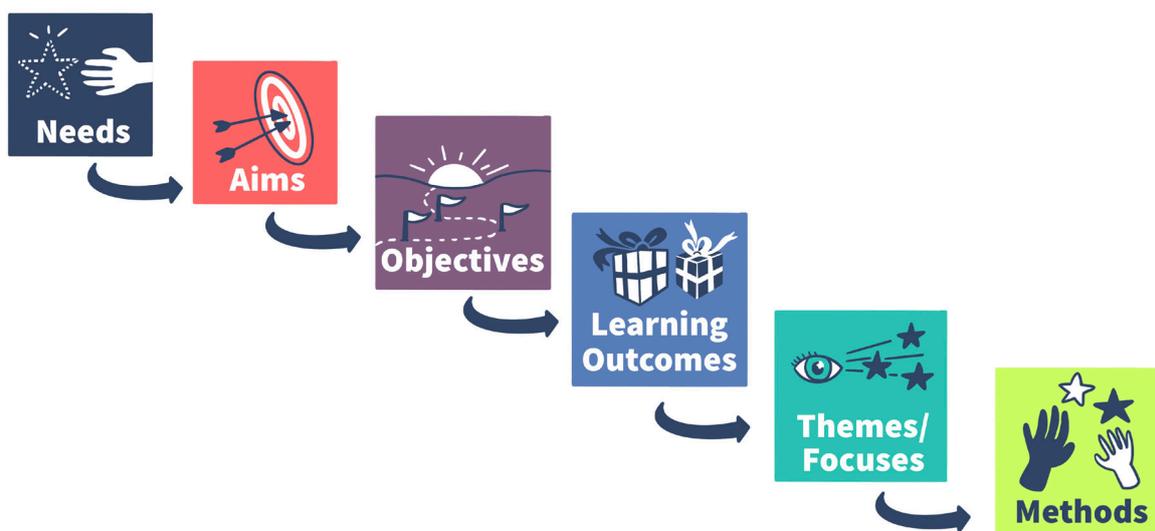
Choosing the right methods

Selection and adaptation of educational methods is one of the core competences for an educator's work and needs to be given sufficient attention when planning the training and educational interventions.

Below are essential questions for choosing the most appropriate method for the activity.[7]

- ▶ What are the specific educational goals the activity is trying to achieve? Are the links between the method and the objectives of the activity clear?
- ▶ Which competences does it address? Does the method provide an opportunity for holistic learning?
- ▶ How does the method fit into the methodological approaches and principles of your organisation or activity?
- ▶ What is the specificity and composition of the group (age, gender, number of participants) in your activity?
- ▶ What kind of experience does your group have? What is their background and knowledge of the theme?
- ▶ What is the current state of the group?
- ▶ Is there sufficient time to implement the method fully? Does the method provide the participant with sufficient reflection and digestion time?
- ▶ What educational activities or methods were used before with the same group? Does it fit and connect to what was already done and what will be done after the activity? Are the links clear to the team?
- ▶ Is there any prior knowledge required from the group to apply this method? Will the group be ready?
- ▶ How does the proposed method reflect the reality of the participants? Does it give a chance for them to connect it back to their life?
- ▶ Is there a balance of different types of methods used in the activity, providing possibilities for learning in different ways and formats?
- ▶ What are the conditions for using the method? Is the space and the environment suitable for work?
- ▶ Does the method consider different backgrounds and specific abilities (physical, mental, language, culture, background, level of knowledge, etc.)? Is the method physically and emotionally safe for the group?
- ▶ How do you feel as a trainer or facilitator about using this method? What will help you to apply it effectively?

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7. List of questions compiled and adapted using materials from Gailius Ž., Malinauskas A., Petkauskas D. and Ragauskas L. (2014), "Handbook for people working with youth groups: non-formal education practice in Lithuania"; and from Tadevosyan A., Lavchyan Z. and Minassian A. (2015), "Introduction to non-formal education: a manual for trainers".

EDUCATIONAL PROJECTS SUPPORTING PARTICIPATORY POLICY MAKING

Educational activities supporting youth policy actors have always been an important element for building the environment, where participation and co-operation can become a reality and influence the decision-making processes, pulling together the strengths of the field. Education alone is not able to guarantee that dialogue happens, but it gives space for people to change on intellectual, behavioural and value levels, and become more open to a different policy-making practice. The youth field has developed many educational solutions for addressing learning needs around participatory youth policy making.

There are formats of work and educational interventions to support learning and capacity development in the field of youth policy from local to international levels, available to all those working in the field, from young people to international institutions responsible for youth policy. There are hundreds of educational formats and methods catering to the diversity of contexts, goals and targets potentially involved in participatory youth policy making. The choice of the specific intervention depends on the aims and objectives, priorities, methodological approaches, target audiences, settings, resources, etc. They can range from short two-hour workshops for youth club members, building skills for using participation models to assess their engagement and impact on decision making, to one-year-long multicomponent courses with many tasks and week-long residential meetings where country delegations develop youth strategies for the next five years.

Formats of educational activities for participatory youth policy making

Training course	Workshop	Webinar	Seminar
Organised, planned educational process leading to holistic, experiential learning, objective-based competence development on a particular theme, usually not less than five full working days.	A short intervention, primarily focused on developing a concrete practical skill or competence.	Online meeting or a presentation held via the internet in real time. They often provide a possibility for interaction with the audience.	An event organised for discussion and exchange of good practice, based on theoretical inputs, around a chosen relevant theme, that often brings together field professionals, where the learning is mostly horizontal.
Blended courses	**Long-term training courses**	**Educational camp**	**Case competition**
These interventions mix online and offline educational formats supporting each other through facilitated sessions and self-directed learning spaces often involving mentorship.	These are complex courses that can take up to one year and may include residential meetings, online learning phases, practical tasks, mentorship, study visits and field work product development.	This format places a greater emphasis and focus on educational goals and includes training sessions, workshops, panel discussions, networking sessions, a cultural programme and meetings with speakers.	At the heart of any "case competition" is the "case", a real problem from any field. At case championships, participants in their teams are given problematic situations and need to find the best solution.
Educational lab	**Study visit**	**Youth exchange**	**Massive online open course**
Educational activities in the youth policy field that are built on knowledge through real-life experiments, bringing together policy makers and young people to test some of the policy proposals, discuss them and make proposals and recommendations. This is also a space where professionals can work, co-create and invent new working tools for chosen themes.	This format is aimed at showcasing good practices, knowledge sharing and inspiration. An organised study programme, for a short period, offers a view of how things can work and opens up space to learn from the practical experiences of peers.	A Youth Exchange is an EU Erasmus+ project format which brings together groups of young people from two or more countries, providing them with an opportunity to live, discuss, share and create together, addressing various themes, while learning about each other's countries and cultures and exploring a specific shared theme.	This is an online standalone, often self-facilitated, learning environment. It features traditional learning/educational materials and combines them with user forums or social media discussions to support community interactions among learners.

Youth policy hackathon	Policy Lab	Intergenerational meetings	Thematic meet-ups
These are activities which are not fully educational but can open up space for learning from different fields, finding synergies and trying to address issues through new, innovative tech solutions, intersectoral co-operation with the use data, machine learning and artificial intelligence.	This interactive discussion and exchange format brings together policy makers and a group of youth representatives to consider together relevant policy challenges. It is also a collaborative and experimental space within the institutions, created to address policy challenges in innovative ways. Those involved in the process receive training to prepare for the dialogue.	Intergenerational meetings on policy aim to create a space and a process for youth and policy actors to meet and reflect on the need for change and alternative approaches to a given policy of tomorrow. They include capacity development events for youth, thematic meetings, recommendation development, stakeholder meetings and production of thematic narratives.	These are online or offline events bringing together like-minded people and people who share an interest in one field or another and have experience to share, questions they want to be addressed and who are open to discussing solutions. Meet-ups can be a platform for different people to informally meet, network and work their way to solutions.

In general, any intervention which focuses on civic competences, active citizenship, participation skills or community engagement abilities (simulation programmes, mock trials, model UN/EU/Parliament, civic education, school and extracurricular activities, etc.) directly or indirectly addresses and develops competences, preparing young people to engage in policy dialogue.

We will further explore some of the specific formats for educational interventions which are widely used in the European youth policy capacity-building landscape by the European Union and the Council of Europe. The chapter also features activities developed and run at the regional, national and local level by either governmental or non-governmental sectors.

Shaping youth policies

This project is a youth policy capacity-building support initiative of the EU–Council of Europe Youth Partnership that has been running since 2013 and has reshaped, developed and adapted to current realities, needs, emerging priorities and challenges.[8] The work aims to build the capacities of those involved in youth policy in different countries and from different angles (policy – research – practice) with a vision to strengthen their youth policy work on the basis of the know-how and principles promoted by the EU–Council of Europe Youth Partnership and its two partner institutions. It also creates space and formats for youth policy actors to learn together and plan further work on policy improvement projects.

The objectives are usually built around:
▶ developing the capacities of youth policy actors to strengthen youth policy based on the know-how and principles promoted by the EU–Council of Europe Youth Partnership and its partner institutions;
▶ contributing to a culture of co-operation to support youth policies within each participating country;
▶ creating a space for peer exchange on youth policy;
▶ accompanying and building the capacity of national delegations to develop and implement a delegation plan within each country's national context.

The key to the project is bringing together national delegations composed of participants representing the different perspectives of youth policy. They include representatives of youth policy actors in the country. Country delegations include a participant from public bodies or institutions working on and responsible for youth policy, a participant from a youth agency in charge of international co-operation or a national agency, a representative of a research or educational institution or a youth researcher, a representative of a youth organisation or a youth work practitioner, a representative of a national youth council, if relevant, and a representative from other public policy spheres. The list is not exhaustive. The national delegation can also include someone from a specific field of work if the activity or plans have a thematic focus and need a representative from a specific youth policy field.

The project offers a long-term structured educational process that includes a variety of activities, including online learning, residential training, national or local level co-operation, policy-related work or study visits.

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8. https://pjp-eu.coe.int/en/web/youth-partnership/shaping-youth-policy-in-practice-2019-20, accessed on 7 August 2022.

50/50 training courses

This format of education intervention is developed by the Youth Department of the Council of Europe and is usually carried out in co-operation with a member state. It aims to build the capacities of those involved in youth policy at national, regional and local levels in the member states to enable them to improve co-operation, the creation of meaningful partnerships and evidence-based policy making. The concept is based on the approach that efficient youth policy is possible when all parties come together in a dialogical process and work constructively together. This approach, methodological choices, the setting and the programme of the activity should all support this objective, bringing to the table various perspectives and practices of youth sector stakeholders on youth policy issues (Council of Europe 2018b). The main approach of the course is that it provides a safe, facilitated space for dialogue and development, providing a capacity-building process and a shared learning experience that will also facilitate further joint activity on the ground.

Among the potential participants of these courses are civil servants responsible for youth policy implementation from national to local levels, members of youth-led and youth-oriented NGOs and youth work administrators and practitioners. Often, it is recommended that participants from the same context/region/community are involved in the training, to strengthen the possible further synergies and joint involvement in the policy processes. As hinted by the name, it is essential that a balance is maintained between the number of governmental and non-governmental participants.

The 50/50 courses are implemented depending on needs, resources and goals. They can be organised as one-off activities or as part of a multicomponent process in a blended format; they can have a generic theme or can focus on a specific theme relevant for the country. As an example, if a country is developing a youth work strategy, the course will focus on the theme of youth work and the capacities needed to develop policies or strategies in that field. The objectives could include getting to know the concept of youth work better and the policy decisions that support it. As the course is developed in close co-operation with the local/regional/national governments, it can address the emerging learning needs of the field of youth policy and those that work within it. An essential aspect of the 50/50 courses is the follow-up and improvements that take place after the course. So, the national authorities running the project also have a certain responsibility to follow up any recommendations or projects stemming from the course. It is desirable that the partnership and plans developed on the course find support at national and local levels to enable sustainability and a greater impact.

Youth policy seminars

Within the framework of providing multilateral support to those in the youth policy field in the member states, the Council of Europe organises international activities that bring together a wide spectrum of youth policy stakeholders for seminars, of up to four days, in one of the member states.[9] The main aims of the seminars are to allow space for analysing the role and impact of youth policy, developing a strategy for addressing emerging issues for young people, exploring the mechanisms for supporting the field through policy measures and contributing to creating a common understanding of the implications of these measures and strategies. Creating opportunities for synergies and partnerships between those in the field and dialogue for joint mobilised policy implementation is also at the core of the work. Seminar participants include members and representatives of international institutions and organisations actively involved in the youth field, youth policy actors (local government representatives and those responsible for a youth portfolio), civil society organisations, volunteers, international youth organisations and networks, national youth councils, youth clubs and youth centres, members of the research community, youth activists and journalists.

The seminars usually address a current youth agenda topic that has an impact on national-level policy making. The seminars provide space to explore the issues, learn about practices and experiences from peers in other contexts and discuss the possible challenges and potential solutions. The seminars are also a good ground for networking and partnership building for joint activities concerning the thematic issues tackled.

MOOCs on youth policy

A massive open online course (MOOC) on youth policy is an online course run by the EU–Council of Europe Youth Partnership to build the competences and capacities of everyone interested in youth policy. The objectives and themes of the course include the essentials of policy making, principles and standards, policy areas, the role of youth engagement, the impact of policies on the lives of young people, current challenges and cross-sectoral issues. European dimensions and practices are also addressed in the course.[10] The courses used

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9. www.coe.int/en/web/youth/multilateral-measures, accessed on 11 April 2022.
10. https://pjp-eu.coe.int/en/web/youth-partnership/online-course-on-youth-policy, accessed on 11 August 2022.

to be facilitated by field professionals (from 2022 they are self-paced) and encompass a variety of activities such as reading, watching expert videos, discussions through course forums and implementation of practical tasks. The course is open to youth policy makers from all levels, youth workers and youth leaders, youth NGOs and youth researchers, young people and activists.

The European University on Youth Policies (CDEJ Summer University)

The European University on Youth Policies is for representatives of youth policy governance structures of the Council of Europe's member states interested in developing their competence in the field.[11] The university aims to increase motivation and to develop the competences and improve awareness and knowledge about youth policy approaches, practices and values in the Council of Europe and the European Union (Council of Europe 2017b). Each summer university session has a specific focus theme, which is usually decided upon according to the current context, national interest or contemporary agenda topic in the field of youth policy in Europe.

National youth policy training module for national and municipal civil servants

Within the framework of assistance measures for youth policy implementation in the member states, the Council of Europe has developed a training module for civil servants working at national, regional and local levels who are involved in the implementation of national, regional or local youth policies. The main goal of the module is to familiarise civil servants with the Council of Europe's youth policy provisions, mechanisms and instruments and to support their capacity for their effective implementation. The objectives focus on developing participants' understanding of their specific roles and responsibilities, participatory practices and practical approaches and on identifying major barriers currently hindering implementation of national youth policy. The modules provide a forum for discussing solutions to challenges by connecting the various public authorities responsible for youth policy. Participants work on collectively implementing specific actions that they can undertake in their local work.[12]

The Rejuvenating Politics initiative of the Congress of Local and Regional Authorities

Youth participation requires that local and regional authorities engage with young people on a range of issues. In recognition of this, in October 2014 the Congress invited for the first time youth delegates to take part in its session. Since then, as part of the Congress's initiative "Rejuvenating Politics", the Congress has each year invited one young person from the each of the member states of the Council of Europe to take part in its two sessions per year.[13] Youth delegates take part in the sessions and committee meetings, meet their national delegations and make presentations during the sessions on certain topics on behalf of the whole youth delegates group. With this participatory mechanism, the Congress aims to create a space for dialogue between young people and local authorities.

The Congress meetings are in Strasbourg, where all the youth delegates are invited to participate in the sessions. Before attending them, the youth delegates go through an educational process with a trainer from the field to prepare them and support them in the dialogue and the meetings with the Congress representatives. The young people receive online training on the Council of Europe, the Congress and its sessions and committees and its work and tools on youth participation[14] and are encouraged to implement youth participation projects in between the sessions. These preparations include development of competences on meaningful participation, partnership and the thematic focus of the meetings. The training and preparation helps the young people to be well informed, prepared for debate and familiar with discussion issues.

Regional and national educational programmes supporting participatory youth policy

Democracy Reloading[15] – This online toolkit is a co-operation project between several of the Erasmus+ national youth agencies that aims to support municipalities and local authorities in efficiently engaging young people in decision making. This is an educational resource, an initiative that supports municipalities by providing them with tools to assess their competence, find ways to improve and learn from good practice examples to develop local democracy by engaging young people in decision making. The toolkit is based on

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11. www.coe.int/en/web/youth/multilateral-measures, accessed on 11 April 2022.
12. Implementation of National Youth Policy Training Module for National and Municipal Civil Servants, Council of Europe, https://rm.coe.int/168070b534, accessed on 11 August 2022.
13. Congress of Local and Regional Authorities of the Council of Europe, Rejuvenating Politics initiative leaflet.
14. Ibid.
15. https://democracy-reloading.eu/, accessed on 11 July 2022.

a set of 24 competence elements (attitudes, values, knowledge and skills) of six key functions of municipal youth policy actors. The framework has been designed in close co-operation with practitioners and experts, through research and collective learning/sharing activities. The development of the proposed competences and their aspects help municipal or regional governments design, implement and evaluate a successful youth participation structure. Each competence is described in detail and includes a variety of resources that will help one understand theories and concepts, learn about related practices and improve one's abilities. The toolkit builds the capacity to encourage young people to become involved in decision making, thereby improving active citizenship and democracy in local communities. The toolkit is user-friendly and is based on a non-formal education approach. The online space also provides information about current educational opportunities to support learning, through the toolkit, and about activities of wider interest and learning outcomes.

Policy Labs in Eastern Partnership Countries – Dialogue formats run in the framework of the EU-funded EU4Youth – Youth Engagement Roadmaps project which serve as platforms for the exchange of knowledge and ideas on topics most relevant for each country and for incorporating selected EU youth goals. Policy Labs are a unique, interactive discussion and exchange format, which brings together policy makers from the private sector and civil society, stakeholders from the different levels of policy implementation and a group of youth representatives to consider together relevant policy challenges. The main objectives of the Policy Labs are to establish procedures for the involvement of young people in preparatory actions and decision-making processes. Through open discussion and a design-thinking approach, it proposes possible improvements that might align existing public action closer to the needs of the users and be more effectively implemented. This collaborative and experimental space has addressed policy challenges using innovative ways such as foresight, behavioural insights and design for policy. Those involved in the process receive training to prepare for the dialogue and facilitated guided support from field professionals during each of the steps of the lab work.

The ideas of labs such as Youth Labs[16] is widely promoted in the Western Balkans (funded by the EU), to bring a participatory and youth-centred approach to policy-making processes. It provides a safe space for young people to participate on an equal basis with policy makers and engage meaningfully in policy development, evaluation or revision, based on the principles of co-management and co-production. Its goal is to provide new policy solutions through practical projects, building the skills and knowledge of decision makers and youth representatives on policy making, inspiring new thinking and innovation through processes of analysis, production and experimentation.

Capacity building for the Youth Strategy development in Montenegro – The development process for the Youth Strategy for 2017-2021 – through the Montenegro Sports and Youth Administration, Ministry of Education, Science, Culture and Sports, UN office – was envisaged as being highly participatory and knowledge driven in an effort to create a wide consensus on ways to address youth issues. The decision makers supported by the UN system in Montenegro initiated a year-long process including evaluation of the previous youth strategy, consultations with young people and research on youth needs and attitudes, focus groups and foresight workshops with young people and key actors in the youth field. One of the key elements of the process was the capacity development of the strategy drafting group (representatives of relevant ministries, youth organisations and municipalities) for genuinely conducting a participatory Youth Strategy development process. One of the objectives of this capacity building was to raise awareness of the drafting group and other stakeholders to the importance of meaningful youth participation in policy design, as well as in implementation and evaluation. The process included a session on the concept of the participatory process and its benefits, analysis of existing data and gaps in current knowledge, meetings to analyse new data gathered from consultations, focus groups and foresight workshops, direct consultations with young people and a co-creation conference with those working in the youth field.

MOOCs on youth policy in Serbia and Georgia – The National Association of Youth Workers in Serbia, the National Youth Council of Serbia and the National Association of Youth Local Offices, with the support of the Ministry of Youth and Sports, initiated the MOOC in Serbia. It stemmed from an idea to provide an open and inclusive training opportunity for all those interested in learning more about youth policy and those keen on getting involved and contributing to the development of inclusive and participatory youth policy developments in Serbia. The objectives were to improve knowledge of youth policy at all levels, to provide support in understanding the importance of inclusive youth policy and to showcase examples of good practice in drafting and implementing strategic documents. The participants were youth workers, youth office co-ordinators and active young people.

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16. www.rcc.int/youthlab, www.rcc.int/docs/592/youth-policy-lab-methodology, accessed on 11 August 2022.

The primary aim of the MOOC developed in Georgia by the Youth Agency was to raise the professional capacities of youth policy actors by equipping them to create, implement and evaluate high-quality, evidence-based and rights-based youth policies. The objectives included supporting the active and meaningful participation of young people in their communities, organisations or cities; developing competences for youth policy development, implementation, monitoring and evaluation; helping initiate and implement activities for young people; creating and managing spaces for young people; and improving the skills for lobbying and advocating. Course participants included professionals working on youth policy and affairs at the municipal level, representatives of youth organisations, youth centres and youth councils, and youth workers and young people. The course included video material, practical cases, assignments, tests and discussion forums.

Intergenerational meet-ups in Armenia – The meet-ups on policy in the field of education developed by Innovative Educational Solutions' Laboratory from Armenia had the purpose of creating a space and a process for youth and educational policy actors to reflect on the need for change and alternative approaches to the education policies of tomorrow. The idea was to jointly develop a set of scenario solutions for policy implementation. The work included the training of young people, intergenerational meet-ups with experts and decision makers, an analysis of thematic materials and the development of recommendations. The latter were then presented at a stakeholder meeting. The project used methods such as foresight, practices of the Theory U[17] and dreaming sessions. The stakeholder meeting was an opportunity for partners and those working in the field to network with young people and a wider audience of CSOs (civil society organisations) and involved youth initiative groups, public bodies, formal educational institutions and private-sector organisations.

Democracy workshops – The Austrian Federal State Parliament and akzente Salzburg offer a series of democracy workshops ("Demokratie-Atelier"[18]) for school classes of students aged 15 or older, in which they find out what democracy really is, how it works and what it means for their personal life. Students also learn more about the federal state parliament, its tasks and functioning, and get to visit it. There is an opportunity to take part in parliamentary sessions. These workshops allow young adults to experience democracy and politics in general from up close. Students also reflect upon the question of what democracy has to do with them personally and via this personal approach become aware of participatory processes and options for engagement, and the importance of taking an active part in a democratic society.

The Young Service Designers (YSD[19]) project brings together people from the youth field in six EU countries (Italy, Slovakia, Germany, Greece, Finland and Poland) and aims to boost hyperlocal structures for tackling local specific challenges, putting young people at the centre of the reform of their cities and engaging young people as co-designers and implementers of pilot projects for tailoring public services. YSD aims to support young people (16-21 years old) through a civic education and engagement approach fostering their competences and offering them the opportunity to experience real participation in local decision making, to rethink their cities and public spaces and create healthier streets, revitalised buildings and more resilient neighbourhoods. This is done with the support of the local administrations and youth workers. Youth workers explore and learn new methods and develop their capacities to motivate young people to be active citizens and to stimulate their desire and facilitate their work to discover solutions for tackling local challenges. Youngsters get trained to become active citizens and to participate in local decision making. The project follows the approach and the toolbox of service design applied to the public sector. There is a toolkit that supports stakeholders working with youth in the EU to improve the quality of their services and to carry out new projects to promote active citizenship among young people and raise interest in politics. The work of the programme involves training, local public innovation labs, dialogue activities with decisions makers and the creation of collaboration platforms.

17. Scharmer C.O. (2018), *The essentials of Theory U – Core principles and applications*.
18. www.parlament.gv.at/en/experience/youth-and-parliament/democracy-workshops, accessed on 27 June 2023. [*AQ*].
19. Young Service Designers: http://ysd-project.eu, accessed on 12 August 2022.

Chapter 4
Educational activities

AN OVERVIEW

In this chapter you will find 32 activities that have been developed specifically for this T-Kit, based on the set of themes essential for participatory youth policy. The proposed activities create educational experience, space and process, through which key questions related to youth participatory policy dialogue are tackled. A balance has been sought to present a set of activities that will focus on different aspects of competence and provide an opportunity to build understanding, develop skills and create potential for a transformation of attitudes and values.

The activities are methodologically diverse and include reflection and assessment activities and materials, role plays and simulations, activities based on analytical tools and case studies. Many of the activities feature models, mechanisms, materials and resources developed by the European institutions, aiming also at introducing them to those in education. There are also activities using creative methods and techniques.

The objectives, settings and time frames also range. There are activities that can be used during one short workshop, others are for longer sessions and long-term educational programmes. One group of activities can be logically integrated into a programme featuring consecutive activities that follow a single theme or can also be used autonomously.

In the synoptic table of the activities, you can find an overview of each to help easily identify the most suitable and relevant activity for an educational intervention.

There are many readers and potential users of this T-Kit resource – policy makers, educators, educational institutions, youth workers, youth organisations and formal educational institutions. The activities encompass a variety of methodologies, which can be used in a range of different settings.

This chapter is intended not only to give the reader a set of activities to be used in educational settings but also to help educators, trainers, facilitators, educational advisers and other professionals orient and navigate through the themes addressed. The activities fall into five thematic areas.

1. Understanding the public policy-forming process

Activities in this section feature general knowledge on public policy, its elements, definitions and understanding. There is a special focus on participatory aspects and principles for efficient youth policy implementation and governance. The activities pave the way for an exploration of essential competences, basic understanding and motivation of those in the youth field to engage in youth policy.

2. Principles of effective youth policy

This section includes activities exploring the principles, values and approaches that define efficient, well-governed participatory youth policy. The themes address youth policy standards and principles, tools and methods for ensuring participation and inclusion of young people in all policy cycle steps. It also introduces the rights-based approach to youth policy and focuses on the value of dialogue between local and European policy levels.

3. Vision for change in the youth policy field

These activities provide methods for gaining an insight into the possible first steps in the participatory policy-making process. The activities are structured to provide step-by-step methodical support for the process that begins with envisaging change and goes through to the planning of concrete steps. Activities in this section are closely connected and build upon each other, but they can also be used separately.

4. Mapping and engaging key actors in participatory policy making

Activities in this section explore the field of youth policy actors, the preconditions for their co-operation and mechanisms for their full engagement in partnership and shared decision-making processes. The activities include mapping techniques and reflections on the barriers and incentives to engagement. There is a focus on the digital opportunities for shaping (youth) policies.

5. Monitoring and evaluation of participatory policy making

The activities in this section explore how participatory monitoring and evaluation of youth policy are valuable for learning lessons and gaining insights that should inform and shape further cycles of youth policy making. The section does not attempt to explain the whole monitoring and evaluation field, but rather to understand how it connects with the idea of participatory policy making. Thus, the activities explore how to add a participatory element to monitoring and evaluation.

Each sub-section starts with a brief introduction to the theme, presenting the main issues and challenges and the relevant key reference material that an educator could use to better prepare for the facilitation of the activities. Additionally, in each of the activities one can find specific references that can assist with a deeper exploration of how to support professional development of the educator to work on the specific theme.

One final note…

For each activity we suggest devoting some time after the main phases are concluded to ask participants to take a moment to reflect, share and recap on what they have learned and to identify any "a-ha" moments they experienced while doing the activity. Depending on the time available, this could be done in different ways. Here are some proposals:

- ▶ asking for individual feedback in a session with the whole group;
- ▶ asking participants to form smaller groups and to discuss and share key learning points that they can then share with the whole group;
- ▶ asking for individual thoughts to be written down on paper and put on a wall for all to see, before allowing everyone to comment jointly;
- ▶ using digital tools for individual feedback and then allowing the whole group to offer comments while the feedback is visible to all;
- ▶ starting the next morning with a recap on the learning outcomes and insights.

KEY TO THE PRESENTATION OF THE ACTIVITIES

Overview

The overview presents a short summary of the activity, presenting its main elements, the methods used and the most important aspects of the themes addressed. If the activities are adapted from another publication, or are using a specific methodology or model, this is also mentioned.

Key themes and concepts

This part presents the main themes addressed by the activity and the main aspects and concepts included within. Links to specific themes within the T-Kit are often made and referred to at this stage.

Complexity

The complexity of the activities is indicated on a scale of one to four. The level depends on the technical organisational issues of the exercise, the complexity of the preparation and process management, the level of professional skills and experience required to conduct the exercise, the specifics of group development dynamics, topic complexity and sensitivity, and the required level of participants' competence for the activity to run efficiently.

Level 1 – These are usually short, simple activities mostly aimed at warming up, building atmosphere and opening the map for thematic exploration. These exercises are more about getting to know each other, sensing any differences, seeing who is involved, giving space for sharing and helping to set the scene for the more in-depth work. It is important to note that even level 1 activities can create quite a group dynamic and discussion, and lead to deeper understanding in groups.

Level 2 – These are simple activities that help navigate the theme, open up some new questions and allow things to be tried out in a safe space. They usually do not require a high level of thematic insight or expert background from the participants. These activities contribute mostly to communication, co-operation, listening and dialogue competences, which can become a good base for more challenging educational activities, preparing the group for more critical reflections.

Level 3 – These can be longer activities developed to move deeper into the theme, to analyse, discuss, model situations, reflect, debate, etc. These are activities which require the group dynamics and the set-up to be fruitful and safe for deeper insights and experiences.

Level 4 – These activities are complex, involving multiple steps, which need quite a lot of preparation from the educators and a certain level of competence among the participants. These are usually longer activities, where more intensive educator involvement and a greater presence might be needed to follow and support the work and learning. These activities usually touch on fundamental issues and provide space for critical reflections, transformation and addressing burning issues, and thus require a very well-developed group dynamic to be effective and efficient, while avoiding any risk of conflict, misunderstanding or failure.

Group size

This indicates how many people are needed to run the activity efficiently. The minimum and maximum number of participants is mentioned in this part.

Time

This is the estimated time needed to complete the activity. This includes the main activity time and the final debriefing after the experience. The timing can be adapted depending on the specific context and the dynamics in the group.

Objectives

This part presents the set of key learning outcomes, points and objectives set for the specific activity.

Materials and technical preparations

This is a list of requirements and equipment needed to run the activity, including stationery, technical equipment, physical space and premises, activity-related handouts and printouts. A standard facilitation package includes flipcharts, markers, pens, pencils, sticky notes, white and coloured A4 paper, scissors and sticky tape.

Before the activity

This part gives specific hints for preparations for the activity and advice on what needs to be put in place, and explains how the group and process should be prepared and set up for the activity to run smoothly and address the set objectives.

Instructions

This is a detailed step-by-step description of all the actions and steps the activity facilitator needs to follow throughout the activity.

Debriefing

This part includes one of the most essential elements of the activities, which helps to reflect on, summarise and conclude the experience and exploit the potential for change and development, strengthening the impact of the activities. There is a suggested list of basic questions to help lead and conduct the discussions after the activity. The questions included only give a basic general direction to consider. The educators, depending on specific context and experience, will come up with their own specific questions for this discussion.

Tips for facilitators

Tips include advice, considerations and guidance notes for running the activities. Advice may concern the sensitivities of the topics, things to keep in mind in terms of preparation, any challenges that can potentially occur and any elements to be aware of and attentive to when using a certain activity.

Variations

This section provides ideas and hits on ways to adapt, transform and "play" with the activity. The variations provide ideas on additional methods, changes in terms of timing, conditions, tasks, debriefing focuses and changes related to the content of the activities (such as the choice of cases, length of certain parts, use of alternative models where relevant).

Suggestions for follow-up

The suggestions include ideas on what to do next, how to link one activity to another from this T-Kit or give direction on what additional actions can be taken to further explore and deepen the competence developed through the activity. The suggestion might be another activity, a task, homework or a discussion.

Further resources

There are links and references to resources here that can help the educator to further explore the theme and also to share with any participants interested in finding out more about the topic.

Handouts

These include any material needed within an activity. These can be cases, scenarios, role cards, simulation descriptions, answer sheets, models, images or links to audiovisual material, among other things.

SYNOPTIC TABLE OF THE ACTIVITIES

Name of the activity	Description	Key themes	Complexity	Time	Group size	Page
Section 1. Understanding the public policy-forming process						
Public policy time machine	An activity to understand what public policy is and what policy stages there are	1. Public policy 2. Participatory policy making 3. System change	3	2 hours	15-30	42
Living policy map	An activity exploring how different policy fields interact and what cross-sectoral policy influences are	1. Public policy 2. Cross-sectoral policy influences 3. System change	3	2 hours	15-30	45
Youth policy clock	Activity for reflecting on the youth policy cycle	1. Youth policy cycle 2. Factors influencing policy 3. Policy solutions	4	3 hours	15-30	51
Where does the research compass point?	An activity introducing the role of research for policy-making processes	1. Research 2. Youth policy	2	1.5 hours	15-30	55
Who am I?	An activity to learn about the different stakeholders in public policy	1. Youth policy ecosystem 2. Key youth policy stakeholders 3. Participatory approach	1	1.5 hours	15-30	58
At a public hearing	An activity on participatory youth policy making	1. Policy making 2. Decision-making process 3. Housing	4	2.5 hours	15 - 50	60
Section 2. Principles of effective youth policy						
Discover – Principles!	An activity to explore the principles and identify ways to translate these principles into practical work	1. European youth policy approaches 2. Policy values and principles	2	2 hours	15-30	73

Name of the activity	Description	Key themes	Complexity	Time	Group size	Page
Discover – Inclusive for whom?	An activity to identify which groups are excluded and to engage with them in understanding how they could be better involved	1. Inclusive youth work 2. Inclusive youth policy 3. Participatory needs assessment	4	6-9 hours	Any	79
Discover – Rights and more!	An activity on a rights-based approach to youth policy making	1. Rights-based approach 2. Participatory youth policy	2	1.5 hours	20	84
Discover – Accountability!	An activity on transparency and the accountability principle in youth policy making	1. Accountability principle 2. Oversight role 3. Participatory youth policy	3	2 hours	20	86
Discover – The two-way policy street	An activity on understanding European youth policy making	1. Policy making at the European level 2. Links between policies on different levels	4	3 hours	20	88
Action – Let's talk policy	An activity on constructive policy dialogue building, also featuring existing processes	1. Policy dialogue 2. Participatory mechanisms 3. Principles of effective youth policy processes	2	1.5 hours	15-30	91
Action – In Budgettown!	An activity on participatory youth budgeting	1. Youth participatory budgeting 2. Decision-making process 3. Democratic innovations	3	2 hours	10 to 60	99
Action – Towards an inclusive policy	An activity on inclusive youth policy making	1. Inclusive youth policy 2. Young people from marginalised groups	3	1.5 hours	Up to 20	106
Section 3. Vision for change in the youth policy field						
Imagine – Change!	An activity for identifying one's vision and a policy topic to engage with	1. Participatory policy making 2. Developing a vision 3. Co-creation	4	One day	Up to 18	117
Change – Who?	An activity exploring one's own relation to policy changes	1. Participatory policy making 2. Change 3. Teamwork	2	1.5-3 hours	Up to 18	122
Imagine wider	An activity to understand the effects of change	1. Participatory policy making 2. Socio-ecological framework 3. Youth participation	3	3 hours	Up to 18	127

Name of the activity	Description	Key themes	Complexity	Time	Group size	Page
From plan to reality	An activity for setting plans/steps based on the vision	1. Participatory policy making 2. (Co-)Planning	2	3 hours	Up to 18	132
Section 4. Mapping and engaging key actors in participatory policy making						
Who is who?	An activity to identify key actors and assess their power of influence and interest in the specific policy area	1. Actors in participatory policy making 2. Actors' power and interest	3	1.5 hours	15 -30	142
May I? May you?	An activity to identify strategies for engaging key actors	1. Policy actors 2. Engagement strategies	3	2 hours	15-30	147
Let's talk power	An activity on power relations between policy actors	1. Youth policy actors 2. Power (im)balance relations 3. Policy dialogue	2	2 hours	15-30	152
Everybody has a story to tell	An activity on identifying policy actors and strategies to engage them for inclusive and participatory youth policy	1. Inclusive youth policy 2. Social analysis and action 3. Role of stakeholders in inclusive youth policy	2	2 hours	15-30	154
Wind of change	An activity on advocacy for gaining political support and championing policy change	1. Youth policy actors 2. Advocacy for policy change 3. Communication channels and advocacy messages	4	3 hours	15-30	158
Finding inner power	An activity for assessing (one's own) capacities for policy making and needs for additional support	1. Personal capacities for policy making 2. Self-empowerment	2	1.5 hours	15-30	163
Where do you(th) digitally stand?	An activity exploring digital youth participation in policy making	1. Digital youth participation 2. Electronic voting/ polling 3. Digital rights	2	1.5 hours	6 to 100	165
Section 5. Monitoring and evaluation of participatory youth policy						
Monitoring magic	An activity exploring the corrective role of monitoring in participatory policy implementation	Participatory policy monitoring and evaluation	2	1.5 hours	15-30	175
Ladder of evaluation	An activity on participation in policy evaluation	1. Young people's involvement in evaluation 2. Assessment of the level of participation in evaluation	2	2 hours	15-30	179

Name of the activity	Description	Key themes	Complexity	Time	Group size	Page
Where are we? And how did we get here?	An activity exploring practices supporting the design of participatory monitoring and evaluation processes and practices	1. Participatory policy evaluation 2. Monitoring and evaluation plan	3	1.5 hours	15-30	184
When different views come together	An activity for reflecting on the role of stakeholder participation in policy monitoring and evaluation	1. Stakeholders involvement in monitoring and evaluation 2. Shared objectives of monitoring and evaluation	3	1.5 hours	15-30	188
Pointing at…	An activity for understanding how to develop indicators of success against which participatory process and policy outcomes can be evaluated	1. Indicators of success 2. Youth policy monitoring and evaluation	4	2 hours	15-30	193
Facts and FACTS	An activity exploring the role of data in youth policy monitoring and evaluation	1. Data collection and analyses in monitoring and evaluation 2. Critical analysis of data	4	2 hours	15-30	197
6, 8, 10, 11…	An activity exploring the tools for policy assessment developed at the European level	1. Youth policy assessment tools 2. Standards and principles of efficient youth policy 3. Role of stakeholders in policy assessment	3	3 hours	15-30	202

SECTION 1 – UNDERSTANDING THE PUBLIC POLICY-FORMING PROCESS: BACKGROUND READING

What is it about?

In this section you can find activities that can help you facilitate learning about public policy. Our key focus is participatory youth policy; however, in this part the intention is to understand public policy systems. The activities are of an introductory nature and aim to provide a basic understanding and entry points for young people and any other participants looking to engage with policies.

The featured activities are as follows.

▶ **Public policy time machine** – An activity to understand what public policy is and what policy stages there are.

▶ **Living policy map** – An activity exploring how different policy fields interact and what cross-sectoral policy influences are.

▶ **Youth policy clock** – An activity for reflecting on the youth policy cycle.

▶ **Where does the research compass point?** – An activity to introduce the role of research for policy-making processes.

▶ **Who am I?** – An activity to learn about the different stakeholders in public policy.

▶ **At a public hearing** – An activity on participatory youth policy making.

Who are these activities for?

The activities aim to support the learning of multiple stakeholders engaging with youth policy. In principle, the intended participants are young people. However, participants in these educational activities could also be youth workers and other stakeholders engaging with policies, including decision makers themselves.

The activities in this section are designed both for a "single" stakeholder group (young people, youth workers, policy makers, youth activists) and for a mixed stakeholder group.

The activities are particularly valuable for groups about to be engaged in longer-term educational and/or youth work processes in relation to youth policy or those groups involved in or aiming to become involved in the shaping and/or implementation of youth policy.

Furthermore, individual self-learners could in principle engage with these activities.

The basics of the topic

"Public policy is anything a government chooses to do, or not to do."

Thomas R. Dye (1972)

Public policy is a broad concept: a course of action that guides a range of related actions in a given field, the decisions made by a government (to act, or indeed, not to act) in order to address a perceived problem. Youth policy is a public policy that is cross-sectoral in nature and focuses on young people as a specific group in society. Youth policy is informed by youth research which provides evidence and knowledge at different policy stages.

Youth policy – a public policy

Public policy can be enshrined in law, framed by guidelines, expressed through written or oral statements, launched by press releases, anchored in research documents, constructed through strategies or articulated in presentations. Policy emerges, usually, through many different combinations of these. Policy is sometimes described as the essential work of government. Policy formalises and structures the work of government, representing problems and challenges as "questions and positions, interpreting and converting them into decisions, programmes, and instruments" (Freeman 2009). Policy is developed and implemented through "ideas, initiatives and instruments" (Williamson 2014). The same area of policy or the same target group for policy can manifest itself in many different ways, depending on principles and ideology, knowledge and awareness of programme options available and the human, material and financial resources that can be enlisted.

The politically expressed goals of public policy, when first articulated by the government, are subject to interpretation and change as they find their way towards the ground. According to Guba (1984), policy can be viewed as:

1. "**policy in intention**" – having something to say about the purpose of a policy and why a particular policy may have been formulated in the first place;
2. "**policy in implementation**" – including those actions, interactions and behaviours that occur in the process of implementing the policy;
3. "**policy in experience**" – linked to the experience of the persons whose original needs were targeted in the first place.

Even within the political environment, influence over policy development will be balanced in different ways across parliamentary, governmental and non-governmental players. Prior to political decision making and any subsequent political drive, the evolution of public policy is likely to have been informed by "evidence". Public and social policy therefore embraces a range of political measures directed towards the cohesion and presumed well-being of a society. These are usually grounded in some form of "evidence", though sometimes not (being more spontaneously reactive to events or driven by political whim and presumption). The most obvious public and social policies are those in the domains of education and training, employment, health, housing and justice, though others would include digital, transport, security and environment policies. All those policies affect young people in some way, though some policies may affect them to a greater extent than others.

For young people and adults to share decision making over issues directly concerning young people, a participatory approach is needed. This means that young people participate in youth policy formulation,

implementation and evaluation. It means that young people are actively and meaningfully involved in all phases of the policy cycle. Furthermore, young people's engagement and participation in youth policy formulation, implementation and evaluation is a political act and an exercise in political power. It fosters political awareness and reinforces political empowerment among young people. It puts young people in the position to have a positive impact on the lives of youth by participating together with policy makers, practitioners and researchers to help formulate and implement specific, measurable, achievable, relevant, realistic and timebound youth policies.

Thus, according to Stroh (2015), when looking at participatory policy making as an attempt at system change, it is important to understand that there are certain stages between:

WHERE WE ARE NOW

and

WHERE WE WANT TO BE.

▶ **Stage 1** – The goals are to engage key actors, create a shared initial picture of people's vision and where they are now, and build their capacity to collaborate. Involvement of young people together with other actors is crucial at this stage.

▶ **Stage 2** – The goal is to develop a deep understanding of the current reality. It is crucial to understand and truly accept young people's very different experiences and realities and intertwine those in the wholeness of the picture.

▶ **Stage 3** – The goal is that key actors commit to moving towards a joint vision of change by understanding and comparing the payoffs of the status quo with the payoffs for change and creating solutions that maximise the benefits of both. Young people are integral to formulating a joint vision of change and "out of the box" solutions.

▶ **Stage 4** – The goal is to work together to bridge the gap between the current reality and the commitment to the vision of change. It also includes creating a process for ongoing learning and engagement to recalibrate plans based on what the key actors are learning.

Stages of the system change (Stroh 2015)
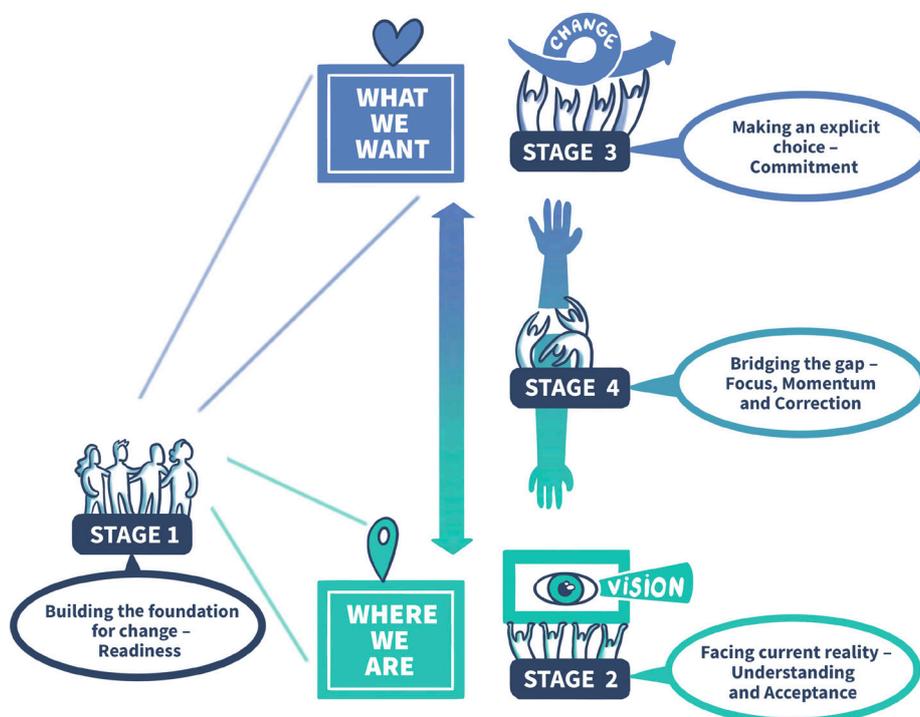
The activity "Public policy time machine" helps learners understand what public policy is and what policy stages there are.

The activity "Youth policy clock" helps learners to reflect on the youth policy cycle.

Cross-sectoral youth policy

"Life is cross-sectoral. Why shouldn't youth policy be?"

Magda Nico (Council of Europe and European Commission 2014)

Public policy is a course of action that guides a range of related actions in a given field or sector in order to address a perceived problem. Since the public administration is organised into sectors, we often have sectoral policies (such as health policy, housing policy or education policy).

However, there is a consensus around the idea that any policy, strategy or plan that involves young people must not be constrained or circumscribed to administrative or official divisions and frontiers with other ministries, spheres of life or sectors. This is mainly based on the idea that the lives of (young) people are themselves cross-sectoral, that young people are multidimensional social agents who in a relatively short period of time interact with or make their way into – with variable intensity and overlapping – different social institutions or dimensions such as family, schools, labour market, housing, health, culture and others (Council of Europe and European Commission 2014).

Youth policy is usually a horizontal policy also known as a cross-sectoral policy. This means that it requires collaboration and co-ordination between different public administration sectors (horizontally) and levels of governance and policy implementation (vertically – local, regional, national, European). Furthermore, youth policy, as any public policy, also requires the involvement of citizens (young people) and specific groups directly and indirectly targeted and affected by the policy (such as young people in rural areas, young people affected by poverty and young people not in education, employment or training (NEETs)).

There are differences in the understanding and practical operationalisation of cross-sectoral youth policy: (Council of Europe and European Commission 2014)

- ▶ as a principle, it has two different forms: youth policy as transversal and youth policy as integrated;
- ▶ as a process, it includes co-ordination and collaboration/co-operation;
- ▶ it is a way to deal with cross-cutting issues.

The key words are "co-ordination" and "collaboration/co-operation" at different stages within a participatory policy cycle.

The European Youth Forum has developed eight standards for a quality youth policy: http://tools.youthforum.org/8-standards/ and a tool for its assessment. One of the standards refers to the cross-sectoral nature of youth policy, where one can also find a number of indicators and criteria to help reflect on the theme.

> The activity "Living policy map" helps learners to explore how different policy fields interact and what cross-sectoral policy influences are.

Research in youth policy

The role of research for policy-making processes is extremely important. In the youth field, research is becoming increasingly recognised. The idea and practice of participatory youth policy is based on knowledge and aims at enhancing a dialogue within the youth sector between youth policy makers, researchers and practitioners (youth NGOs and other youth work providers), at times called a "magic triangle". The triangle of governance of the youth field identifies: 1. youth research; 2. youth policy and 3. youth work.[20]

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20. Triangle of policy making: https://pjp-eu.CouncilofEurope.int/en/web/youth-partnership/essentials, accessed on 12 June 2022.

Research is thus an integral part of youth policy making. Research has a role to inform policy makers and provide evidence to inform decision making on policy measures.

Youth research is a field of social science that studies the situation of young people. Researchers operate from social, psychological, economic and cultural perspectives. Youth research helps both policy makers and youth workers to understand young people's reality in a systematic way. It also helps to understand broader social change and more specifically how young people contribute to societal transformation and how external circumstances influence their lives. When designing policies, interventions, programmes, projects, activities and so forth, professionals need to know whether what is being done is likely to be of some help, and if so, to what extent. That extent may then be monitored to illustrate the impact. Sound evidence on and from young people offers a solid base to inform policy making.

The original focus of youth research was almost entirely on addressing problems associated with young people, such as crime and unemployment. This has largely been surpassed by an agenda which seeks a comprehensive understanding of young people's experiences, roles, relationships, power and transitioning within society (Council of Europe and European Commission 2019b).

The role of youth research for youth policy could be summarised as follows.
  ▶ To understand the reality of young people in a systematic way.
  ▶ To know how external circumstances influence the lives of young people.
  ▶ To know how young people contribute to societal transformation.
  ▶ To know whether the implemented programmes and strategies are helpful, and if so, to what extent.

Looking at specific stages in the policy cycle, research has an important role in all of them:
  ▶ in the identification and understanding of the reality/challenge to be addressed;
  ▶ in design – when setting priorities and identifying target groups;
  ▶ in the implementation and ongoing evaluation – identifying good practices and assessing the effects, adequateness and efficiency of programmes and measures.

The terms "evidence-based youth policy" and "knowledge-based youth policy" are being used in national and European frameworks; however, without clear definitions of what they actually are. The starting point is data, which is a value (any number, text, image, sound, video, symbol). The information is contextualised data, while evidence is useful and contextualised information. Finally, knowledge then represents evidence-based, predictive, testable, consistently successful belief which is based on consensus through reasoning and discussion (Dammann 2019).[21] And in participatory youth policy this means that knowledge building and interpretation of data, information and evidence ought to be conducted with the participation of young people.

> The activity "Where does the research compass point?" helps learners to understand the role of research for policy-making processes.

Participatory youth policy

When there is disconnection between citizens and decision makers, it needs to be addressed. Otherwise there is a risk of escalation and a chronic lack of trust. When that happens, according to Dalton (2004), even with "stronger parties, fairer elections [and] more representative electoral systems", voting for representative democratic institutions would not be enough. Many young people report there being such a disconnection and a lack of trust in institutions and decision makers. So their expectations, as for everybody's, need to be addressed and met by creating "new opportunities for citizen input and control". Involvement of young people (or their engagement for the first time) in processes of participation and co-responsibility is essential for expanding the democratic process and revitalising democracy.

Public participation is not only about participation in democratic elections and other processes relying on the aggregative dimension of democracy (such as citizens' referendums). Public participation should include deliberative processes based on inclusive debate and a principle of consensus for strengthening the quality and meaning of democracy (Gaventa 2006).

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21. www.ncbi.nlm.nih.gov/pmc/articles/PMC6435353/table/t1/, accessed on 8 August 2022.

Participatory policy-making initiatives have emerged as one of the most relevant options. They can be open to all citizens (primary) or to a specific target group (exclusive).

In particular, participatory youth policy-making processes address young people by including their needs, proposals, feelings and skills in the development of policies. Lansdown (2001) has categorised three types of participation in youth policy making:

▶ **consultative processes** – aimed at providing information from young people to adults (via youth parliaments or councils, for example);

▶ **participative initiatives** – which involve young people in the development of policies and services (such as youth consultations or school debates);

▶ **self-advocacy processes** – through which young people can set their own goals and develop their own initiatives (such as youth participatory budgeting) (Tisdall and Davis 2004).

However, many participatory youth policy-making processes fail to achieve their intended outcomes and as a result are unsatisfactory for both parties involved (young people and the public administration). The main weaknesses of participatory policy-making processes, according to Davis (2002), are:

▶ a focus on selection biases;

▶ lack of decision-making power within the processes;

▶ short-term attitudes that avoid the creation of long-term dialogue between policy makers and young people.

There has been criticism that youth policy processes do not provide feedback on the results of youth participation after the initial engagement of young people. A common complaint is that young people do not know what happens after their input and do not see further ways to engage with the implementation of the youth policy. This is an important aspect that, in light of the trend of an ever-shrinking space for youth civic engagement, ought to be taken into account.

Participatory youth policy involves all stakeholders, at all stages of the policy cycle, from creation and implementation to evaluation. Different types of authorities may work on youth policy matters, across levels and sectors, and in different roles. The structures responsible for youth policy at the national level may include a ministry responsible for youth (by itself or together with sectors such as culture, education, sport, family and children, social affairs, media, justice, public health or communities), a state agency, a state secretary for youth, a youth department or youth policy division. Authorities at local and regional level may include youth offices/officers, spokespersons and youth committees, again with a specific remit or in partnership with other sectors. The key stakeholders are youth organisations, young people and all other organisations and individuals that influence and/or are influenced by the policy (such as youth councils, youth NGOs, interest groups, youth groups, youth workers, youth researchers, young people, schools, teachers, employers, medical staff, social workers, faith groups, the media and more). Particular attention is paid to the participation of vulnerable and marginalised groups among all stakeholders.

Many of the critical issues depend on the design and management of policy-related participatory initiatives by the institutions. Still, the education and training sectors can raise their awareness and capacity to design and manage such processes differently to maximise the potential for participation. They can also support young people to discover their own agency and to participate effectively in these processes and thus counter some of the tokenistic dynamics.

The activity "Who am I?" helps learners to get to know the different stakeholders in public policy.

The activity "At a public hearing" helps learners to experience participatory youth policy making.

Useful reading

▶ *About time! A reference manual for youth policy from a European perspective*, Youth Knowledge #28, EU–Council of Europe Youth Partnership, 2021: https://pjp-eu.coe.int/documents/42128013/47261623/Youth+policy+manual+2021+WEB.pdf/32a8859d-ee44-cbb8-016b-0aa3928a4c99.

▶ Youth Policy Essentials, EU–Council of Europe Youth Partnership, revised 2019: https://pjp-eu.coe.int/documents/42128013/90268416/Youth+Policy+Essentials+-updated.pdf/92d6c20f-8cba-205f-0e53-14e16d69e561.

► "Life is cross-sectoral. Why shouldn't youth policy be?", Magda Nico, 2014: https://pjp-eu. CouncilofEurope.int/documents/42128013/47261653/Life+is+cross+sectoral-Nico-2014.pdf/39468800-2096-4ff0-8138-4db46e6c3f31.

► Insights into youth policy governance, EU–Council of Europe Youth Partnership, 2018: https://pjp-eu.coe. int/documents/42128013/47261953/122018-Insights_web.pdf/99400a12-31e8-76e2-f062-95abec820808.

► *Needles in haystacks. Finding a way forward for cross-sectoral youth policy*, Youth Knowledge #21, EU–Council of Europe Youth Partnership, 2017: https://pjp-eu.CouncilofEurope.int/documents/42128013/47261623/Needles-In-Haystacks-WEB.pdf/b63de6f1-9dd6-66e6-9493-d1ed7aed6ec3.

PUBLIC POLICY TIME MACHINE

An activity for understanding what public policy is and what policy stages there are

Overview

The activity is of an exploratory character and enables participants to explore how public policy is formulated. The activity contributes to learners' development of knowledge of policy making and the ability to understand policy formation and its effects. A key element of the activity involves the participants entering into a "time machine" to imagine and explore the situation and the idea behind the change which was formulated in the form of policy that they have chosen as an example.

Key themes and concepts

1. Public policy
2. Participatory policy making
3. System change

Complexity: Level 3

Group size: Overall group size can be as big as it needs to fit the educational context where the activity is implemented. Optimally in the range of 15 to 30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to learn about public policy
▶ To enable participants to explore different stages of participatory policy making
▶ To inspire participants to explore policy effects

Materials and technical preparation

▶ Flipcharts/wall where the work can be documented.
▶ Facilitation cards and markers.
▶ Sticky tape or any other means of attaching facilitation cards to the wall/flipchart.
▶ Connection to the internet, devices to connect and devices to project; or, alternatively, relevant publications on public policies.
▶ Prepared visuals for your inputs.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity. You could also construct a "time machine" or assign this title to a door in the working space
▶ Prepare flipcharts/wall areas with titles: "policy in intention", "policy in implementation" and "policy in experience"
▶ Prepare several examples of policies affecting the life of young people in your context – these may be needed to inspire participants' thinking

EXAMPLE A. A public policy on limiting the production of certain dairy products may influence one's food and health-related choices.

Time-machine discovery: **The situation** might have been that there were concerns about diseases in the local food production chain. **The idea** of the policy makers was to avoid an outbreak of disease.

EXAMPLE B. A public policy on closing parks and pubs after 8:00 p.m. may influence one's opportunities to socialise.

Time-machine discovery: **The situation** might have been that there was an increase in violence and public property destruction in the evenings. **The idea** of policy makers was to protect public property and young people from exposure to violence.

▶ Prepare an online tool (www.mentimeter.com, for example) with survey questions; or place the questions somewhere that is visible to all and ask them to respond individually; or give each participant a piece of paper with space for them to mark/explain their answer.

Survey question: Have the group or groups most affected by the policy been involved in its formulation? Expand on your answer: How come? How do you know?

Instructions

At the beginning of the activity

1. Explain that the purpose of the activity is to learn about public policies. Ask the participants to think of public policies that they know of and that affect them. Write them up on the flipchart. Add a column to also note if participants are talking about the effects of those policies on themselves and/or on the others.

2. Explain to participants what public policy is (refer to the "basics of the topic" in this section) to help them understand what is being asked of them. Also stress that it is important that we are aware of the influence public policies have on us, even when it is not most obvious.

3. Ask them to add more examples of public policies affecting them.

The main part of the activity

1. Ask participants to divide themselves into smaller groups by choosing which of the examples of public policy they want to explore further. They could also form a group that is not interested in any of the examples and will identify some other public policy to explore further.

2. Provide input about: "policy in intention", "policy in implementation" and "policy in experience".

3. Explain to the participants that in their groups they are to enter into a "time machine". That means they need to go back to a time when such a policy was first formulated and put in place. Explain to them that they can research and try to find exact data or that they can try to imagine what the situation might have been that led to the policy.

There are two tasks.

▶ The first task is to describe what could have been **the situation** which demanded/led to such a policy.

▶ The second task is to think as policy makers at that time and in that situation and to identify what **the idea** might have been – what should have been changed in such a situation and how did that lead to the formulation of such a policy?

Ask them to document the answers on separate papers – the situation and the idea; if they have more explanations, tell them to use separate paper for each.

4. While they are still "in the past" and before entering the time machine to return to the present, send them a little survey to which they should respond individually.

5. Invite the participants to use the time machine one more time and come back to the present.

6. Ask them to share what they have figured out/imagined in terms of possible situations which inspired such policy making. Put up a flipchart with the title: "policy in intention" where they can add their thoughts on what the situation was and what the idea/purpose of the policy was.

Debriefing

Begin a discussion with the participants to help them reflect on what they learned and to further discuss their understanding of public policy formation. The following questions could be used.

▶ What was the most difficult to understand?

▶ How complex and demanding is it to formulate policies "where we are now" and "where we want to be"? And all the steps in between?

▶ What was the effect of the "survey question"?

▶ How important is it to include ways to ensure the participation of the group(s) most affected by the policy in its formulation?

▶ What were the key insights into the intended and unintended effects of the policies?

During the discussion, write down (or ask the participants to write down) points and put them on the other two flipcharts with the titles "policy in implementation" and "policy in experience" – the identified elements from the discussion should be visible for sharing.

Share with the participants the four stages of policy development inspired by system change and stress how public policies attempt to create system change and how important it is for young people and all those affected by the policy to be involved in the early stages of its formulation.

Tips for facilitators

At the beginning it is really important to encourage participants to think of different examples of policies and to become aware of their influences on them and their lives. Allow enough time for them to think of examples. If free brainstorming does not work, you could ask them to pick up their phones and read the latest news for inspiration. With this you may also raise a point about the importance of information about policies being discussed/formulated/implemented at the time.

During the activity, encourage the participants to imagine, to try to put themselves in the shoes of those in the past who were thinking about how to formulate policy. Encourage them to identify more than one option and thus try to "see" more perspectives.

In the debriefing part, encourage the participants to connect their insights with reality and understand the complexity of system change. Try not to discourage them; instead, it is important that they understand how policies need time and energy and participatory deliberation in the early phases in order to make sure all possible effects are thought of and that the policy has the best chance to have a positive impact and improve the situation for the targeted groups.

Suggestions for follow-up

After this activity you may wish to continue with the activity "Living policy map" about interaction between different policy fields and cross-sectoral policy influences. You may also continue with the section "Vision for change in the youth policy field" and activities looking at devising a vision for change and identifying a policy topic.

Further resources

About time! A reference manual for youth policy from a European perspective: https://pjp-eu.coe.int/documents/42128013/47261623/Youth+policy+manual+2021+WEB.pdf/32a8859d-ee44-cbb8-016b-0aa3928a4c99.

LIVING POLICY MAP

An activity exploring how different policy fields interact and what cross-sectoral policy influences are.

Overview

The activity enables participants to explore the cross-sectoral nature of youth policy and how that influences its impact and interaction with other policies.

The activity contributes to learners' development of understanding of policy processes and understanding the value of a participatory approach and systemic co-ordination. The participants work in smaller groups exploring the cross-sectoral **principle**, a **process** and a **way** to address an issue.

Key themes and concepts

1. Public policy
2. Cross-sectoral policy influences
3. System change

Complexity: Level 3

Group size: Overall group size can be as big as it needs to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to understand the cross-sectoral nature of youth policy
▶ To enable participants to explore how policies may interact
▶ To inspire participants to explore the effects of different policies on their lives

Materials and technical preparation

▶ Flipcharts/whiteboard for drawing and documenting.
▶ Facilitation cards in two different colours and markers.
▶ Sticky tape or another way to attach facilitation cards to the wall/flipcharts.
▶ Printed handouts on A3 paper (or their digital representation) and pens.
▶ Prepared visuals for your inputs.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity
▶ Prepare several examples of policies affecting the lives of young people in your context – they may be needed to inspire participants' thinking

EXAMPLE A. Going to a pub – you could think of policies on hospitality services, health, tourism, safety and others. Perhaps hospitality and tourism policies are co-ordinated, while safety and health policies are overlapping, and health policy conflicts with tourism.

EXAMPLE B. Spending time on the internet – you could think of policies on access to the internet, electronic devices, freedom of speech, cybersecurity and others. In this example, policies regulating cybersecurity might be in conflict with the rest, while the policy on freedom of speech and on accessibility to electronic devices and the internet may be co-ordinated.

🗒 Instructions

At the beginning of the activity

1. Write in the middle of the flipchart paper/whiteboard an example of a daily activity. Ask the participants to help you identify which policies influence and/or regulate this activity. Note down all the answers connecting them to the central activity, regardless of whether there is an actual policy or not.

2. Ask participants to look at the map you created jointly and to consider whether those policies are co-ordinated, overlapping or conflicting. You may visually present these on the flipchart using different colours and symbols as ways to connect two policies (as in the example). Remind participants that the map you are creating now is a living thing and that those links/interactions might change and evolve in different directions over time.

3. Ask the participants to look back at their week and to choose one activity that is significant to them (something they do every day or consider important for their future). Ask them to write it down in the middle of the paper and to make their own "cross-sectoral policy influence map". They can put these up on the wall once finished or save in their folders for later use.

The main part of the activity

1. Remind participants that youth policy is cross-sectoral and briefly explain the three ways in which cross-sectoral is understood and operationalised in practice (refer to "the basics of the topic" in this section). Divide them into three groups and give each group one of the handouts: either "Cross-sectoral youth policy as a principle"; "Cross-sectoral youth policy as a process" or "Cross-sectoral youth policy as a way to address cross-sectoral issues". Explain that each group should study the material, discuss and identify the reasons for and against such practical operationalisation of youth policy.

2. Once the groups have finalised their work, ask them to share the reasons they have identified with the other participants. Open a discussion to allow for different opinions and dilemmas to be expressed.

3. When sharing is finalised, draw a line in the middle of an empty flipchart paper/whiteboard, dividing it in two. Ask the participants to create buzz groups of three people, making sure they have one person from each of the three groups they were working in before (each buzz group should have a person that has analysed cross-sectoral youth policy as a principle, as a process and as a way to address cross-sectoral issues). Invite them to think about, discuss in their buzz groups and write on facilitation cards what would help youth policy – which is cross-sectoral in nature – to interact with other policies in a way that would support and maximise, as opposed to disrupt and minimise, its intended results. You may ask them to use different coloured card if they want to stress what would not be helpful (sometimes we do not know what would help, but we are very clear about what would not help).

4. When the groups are ready, ask them to share their conclusions and put the facilitation cards on the flipchart in columns ("helpful" and "not helpful"). Discuss the collective results. Revisit the importance of effective co-ordination.

Close the activity by revisiting the key learning points on the cross-sectoral nature of youth policy and the importance of co-ordination.

💬 Debriefing

Invite the participants to take back their own "cross-sectoral policy influence map". You may ask them the following questions to help them to reflect on their learning from the process so far.

▶ How was it to create such a map? What was most difficult? What was easy?

▶ On which areas/points did opinions differ?

▶ What were the insights and key take-aways while creating the map?

Ask them to imagine that the recommendations that they have all come up with have been applied. Invite them to share their thoughts. You may ask the following questions.

▶ What would you see like to see changed?

▶ What would you change about how it would affect you?

Tips for facilitators

At the beginning it is really important to let participants make as many connections as they can identify. This is an initial attempt to understand that different policies overlap, are co-ordinated and/or are conflicting when regulating any given aspect.

Suggestions for follow-up

After this activity you may wish to continue with the activity "At a public hearing", a simulation of participatory youth policy making.

Further resources

Life is cross-sectoral. Why shouldn't youth policy be? Magda Nico, 2014 (especially pages 20-22): https://pjp-eu.CouncilofEurope.int/documents/42128013/47261653/Life+is+cross+sectoral-Nico-2014.pdf/39468800-2096-4ff0-8138-4db46e6c3f31.

Handout "Cross-sectoral youth policy as a principle"

Handout "Cross-sectoral youth policy as a process"

Co-ordination – youth leading the way on youth policy

Cross-sectoral youth policy as a process

Collaboration / co-operation – young people as peers and equal partners

Handout "Cross-sectoral youth policy as a way to address cross-sectoral issues"

Cross-sectoral youth policy as a way to address cross-sectoral issues

Cross-cutting issues – one size does not fit all
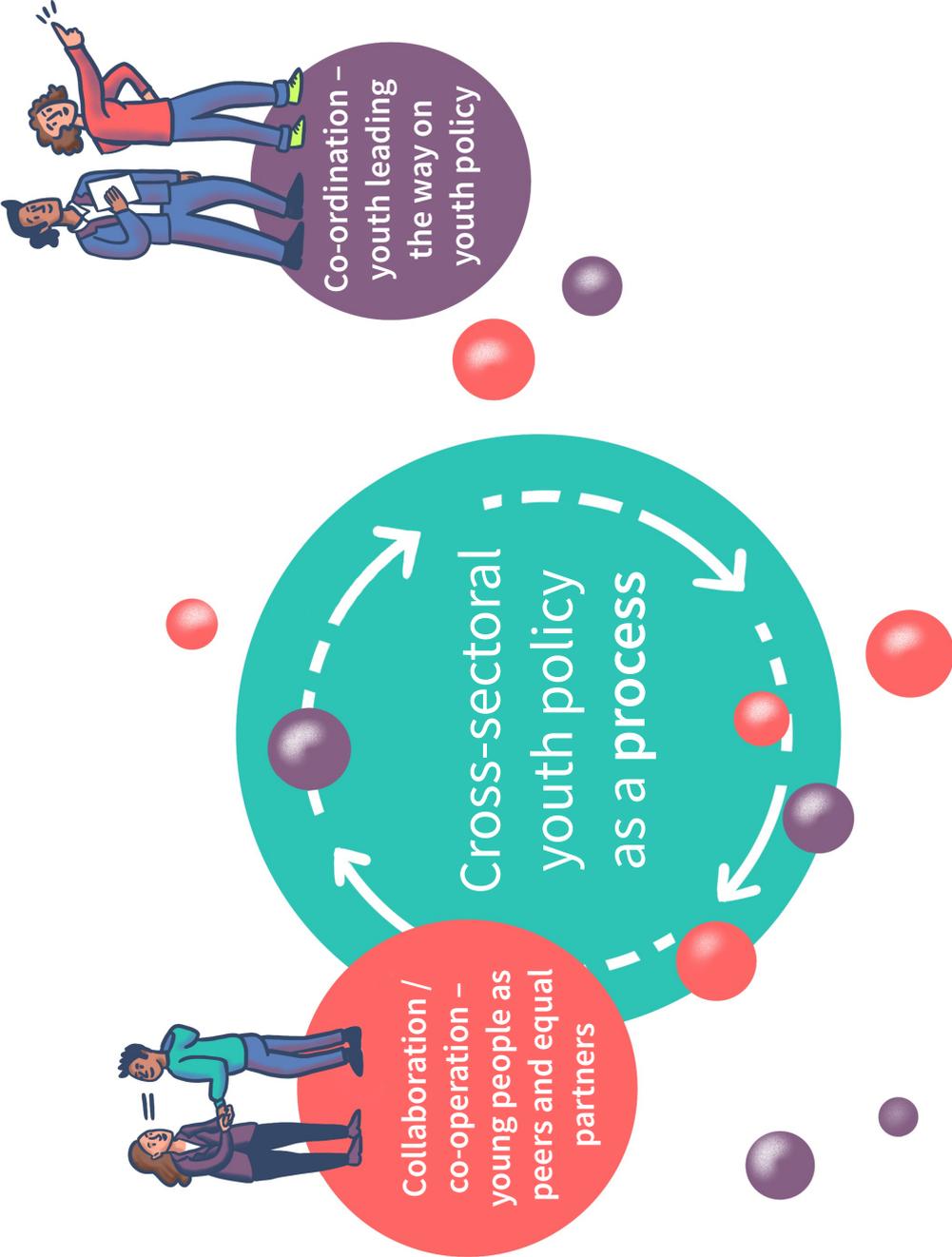
YOUTH POLICY CLOCK

An activity on the youth policy cycle

Overview

This is a two-step activity that explores the stages of youth policy making through a "policy clock" model. The activity contributes to learners' development of knowledge of the policy-making cycle and to their ability to analyse and understand factors influencing policy formation. It provides space to discuss the factors that influence policy cycles and support policy development. The activity also uses a mind mapping technique to discuss challenges and ideate possible solutions for keeping the "clock" running in an efficient way.

Key themes and concepts

1. Youth policy cycle
2. Factors influencing policy
3. Policy solutions

Complexity: Level 4

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is three hours.

Objectives

▶ To support the participants in exploring the stages of policy making and analysing the challenges related to its operation

▶ To enable the participants to discuss the challenges related to various stages and reflect on strategies to maintain a smoothly running "policy clock"

▶ To inspire participants to look into policy practices in their own context and strengthen youth participation at the various stages

Materials and technical preparation

▶ Flipcharts/wall where all can work be documented.

▶ Facilitation cards and markers.

▶ A4 paper in five different colours.

▶ Sticky tape or another way to attach facilitation cards/papers to the wall/flipchart.

▶ Prepared visuals for your inputs.

Before the activity

▶ Read *About time! A reference manual for youth policy from a European perspective:* https://pjp-eu.coe.int/documents/42128013/47261623/Youth+policy+manual+2021+WEB.pdf/32a8859d-ee44-cbb8-016b-0aa3928a4c99, Chapter 4 (pp. 31-35) on the policy clock, and look for some examples, to explain the clock

▶ Prepare the materials needed for the activity

▶ Prepare an example of a policy area taken from the activities in this T-Kit or one of the policy areas from the revised European Charter on the Participation of Young People in Local and Regional Life

▶ You may also prepare a template for the Lotus Blossom technique with blank parts to be given to participants in part 2

Instructions

The activity has two parts, which can be implemented consecutively or used as separate activities.

Part 1

1. Explain that the activity will introduce the youth policy cycle and briefly present the two steps of the process. Provide input on the youth policy processes, steps and the different approaches to the steps in youth policy making and explain the policy clock model. (Refer to "the basics of the topic" in this section and to Chapter 4 in *About time! A reference manual for youth policy from a European perspective*).

2. Divide the group into smaller groups of four to five participants, give each of them the image of the clock (from the handout) and the set of questions for the analysis. You can ask the group to choose a specific youth policy that they are interested in and know about; alternatively you can give them a policy area/example taken from the activities in this T-Kit or one of the policy areas from the revised European Charter on the Participation of Young People in Local and Regional Life. Ask the groups to discuss the questions and prepare a short presentation on the results of their analysis.

3. Invite the small groups to briefly present their findings to the whole group, focusing on the strategies and methods to keep the clock running. Conclude part 1 with a debriefing round, focusing on the insights related to the work in the groups.

Part 2

1. Explain to the group that the second part of the exercise will be using an adaptation of the Lotus Blossom, a mind mapping technique for analysing the policy stages further. Explain that they will look into how participatory approaches can impact policy making at all the stages of the cycle and potentially become a resource for dynamic development and managing the stagnation risks.

2. Invite the participants to return to the same groups they were working in during part 1. Provide the needed material for the work (the templates for the Lotus Blossom) and give them the following instructions.

   a. Ask the group to take four white sheets of paper, write the titles of the stages on separate pages and arrange them on the floor in the shape of a cross.

   b. Then, using different coloured paper, ask the participants to think of a minimum of five ways of how to ensure dialogue and participation of young people in each of the stages of the clock. Remind them to write key words on separate sheets for each of the ideas identified and put them around the corresponding stage.

   c. Next, using a third paper colour, the groups should think about and write down the challenges and difficulties associated with each of the ideas.

   d. Ask the groups to take a final different coloured piece of paper and for each of the identified challenges write a minimum of three possible methods/solutions that can help overcome and/or address them. Each identified solution is put on a separate sheet of paper and arranged around each of the challenges identified.

   Bonus step: The groups could be invited to look at the proposed solutions and think about the resources and support needed to put the solutions in place. The resources are also placed on a different coloured sheet and placed around the solutions.

3. Invite each group to appoint one of their members as a narrator and host who will stay near the space the group worked at, to present the work to the "visitors". The rest of the participants become visitors to the exhibition and go around to see the results of the work of the other groups. Encourage participants to write on sticky notes their ideas when observing the "exhibition" and stick them to the appropriate coloured paper.

4. Invite the group to come back from the exhibition and facilitate a sharing and debriefing session to summarise the work and the lessons learned.

Debriefing

Begin a discussion with the participants by asking the following questions.

▶ What are the main impressions from working with the policy clock?

▶ What was most challenging during the work on the policy clock, analysis and exploration of the possibilities and solutions?

- While exploring the work of the other groups, what similarities and differences did you notice?
- What is the situation with the policy-making patterns in your context?
- Which solutions that emerged in the activity would be suitable for the current context of youth policy and its work in your reality?
- What are your main take-aways from the activity? How will the insights help in your work and activity in the policy field?

Tips for facilitators

Read *About time! A reference manual for youth policy from a European perspective,* Chapter 4 (pp. 31-35) on the policy clock and look for some examples to explain the clock.

You can also make a template for the Lotus Blossom technique with blank sections, to be given to the participants.

Variations

1. It is possible to use any other mind mapping tool and technique, including the online and digital individual or collective work mind mapping tools for the activity. Before the start of the activity, it is also recommended to perform a short warm-up activity.
2. The Lotus Blossom can be made into a smaller version for each small group or one big Lotus Blossom for the whole group, and in this case the number of squares will change and a bigger room space will be required.
3. One of the variations is that in each step/round the groups can swap their Lotus Blossoms and work on material started by another group.

Suggestions for follow-up

After this activity you may wish to continue with one of the activities in the section "Mapping and engaging key actors in participatory policy making" and link the work to the stakeholders who are responsible for supporting the smooth policy processes in the various contexts.

Further resources

About time! A reference manual for youth policy from a European perspective: https://pjp-eu.CouncilofEurope.int/documents/42128013/47261623/Youth+policy+manual+2021+WEB.pdf/32a8859d-ee44-cbb8-016b-0aa3928a4c99.

The Lotus Blossom technique: https://thoughtegg.com/lotus-blossom-creative-technique/.

Revised European Charter on the Participation of Young People in Local and Regional Life: https://rm.CouncilofEurope.int/168071b4d6.

Part 1. Reflection questions for the group work[22]

▶ Think about an area of youth policy in your context that was established rapidly. How about an area of youth policy in your context that took a long time to become established? What in your opinion/practice were the reasons and factors for the differences between the two?

▶ What possible factors make a particular aspect of youth policy start? And which can make the work stop?

▶ What can help the clock to keep running? What helps to move from one stage to another?

▶ What can sustain momentum for particular areas of youth policy? What can stall the momentum for particular areas of youth policy?

▶ How is it possible to work out methods and strategies to reactivate the process if it stops or stalls?

The Policy Cycle (Council of Europe and European Commission 2021a)

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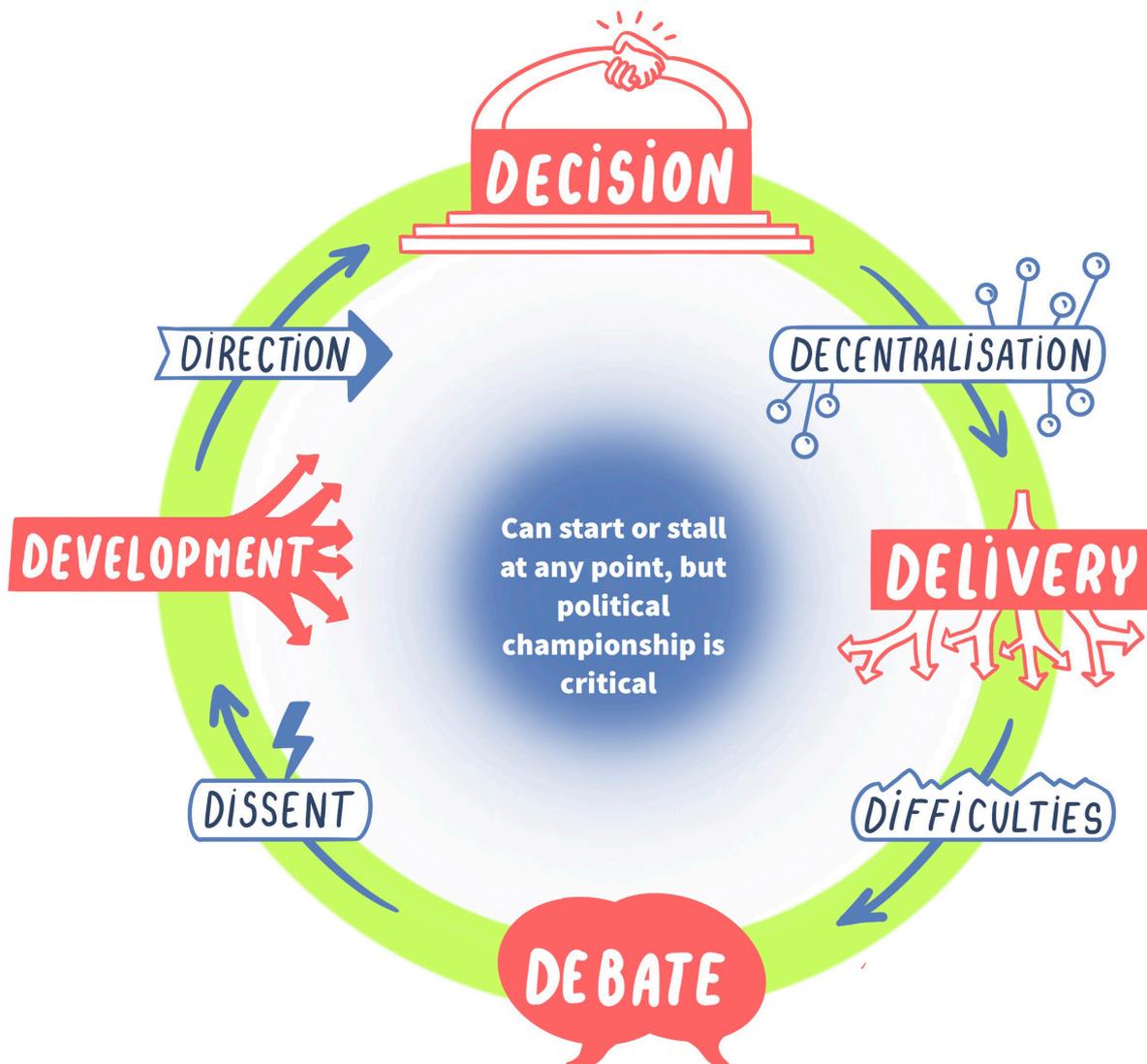
22. Adapted from *About time! A reference manual for youth policy from a European perspective.*

WHERE DOES THE RESEARCH COMPASS POINT?

An activity introducing the role of research for policy-making processes

Overview

The activity enables participants to explore the basic functions of research for youth policy. The activity contributes to learners' development of understanding of what constitutes knowledge, evidence and research. Participants work with terms and concepts and reflect on the role of research for participatory policy making.

Key themes and concepts

1. Research
2. Youth policy

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to explore the notion of "research or knowledge-based youth policy"

▶ To enable participants to become acquainted with the basic functions of research for youth policy

▶ To support the participants to identify, using a concrete youth policy example, what the role of research could be in exploring the different stages of participatory policy making

▶ To inspire the participants to explore the multidisciplinary nature of research and its role in the different phases of youth policy development

Materials and technical preparation

▶ Flipcharts/wall where the work can be documented.

▶ Markers.

▶ Sticky tape or another way to attach flipchart papers to the wall/flipchart.

▶ Prepared visuals for your inputs on the role of research.

▶ Prepared visuals of the compass for the groups documenting their discussion.

Before the activity

▶ Read "the basics of the topic" in this section.

▶ Prepare the materials needed for the activity.

▶ Prepare a relevant shorter list of five to six youth policy areas fitting the specific participants' groups (such as mental health, activism, employment, competence development, mobility, housing, access to information, participation or digitalisation). As needed, be ready to provide an example on the role of research in one policy area.

EXAMPLE: "Research-based youth policy" in the case of a policy aiming to reduce youth unemployment might mean:

– identifying the profile of young people without employment;

– understanding the reasons (structural and personal) for unemployment;

– identifying obstacles in order to improve the situation;

– identifying the most adequate measures and programmes to improve the situation.

Instructions

At the beginning of the activity

1. Explain that the purpose of the activity is to explore and identify the role of research for youth policy. Ask the participants to freely share their ideas about what they understand by "research-based", "evidence-based" and/or "knowledge-based" youth policy. Note down the key ideas on the flipchart.

2. Give a short explanation of the difference between knowledge, evidence and research-based youth policy (and explain about the role of youth research for youth policy) (refer to the basics of the topic in this section).

The main part of the activity

1. Share the prepared youth policy areas with the participants and ask them to choose which area they would like to explore further. Invite them to discuss those notions in relation to youth policy and specifically for the youth policy area that their group is focusing on.

2. Ask each group to share their understanding of "research/evidence/ knowledge-based" youth policy in general and what it would mean in the case of a concrete youth policy area from the example used in the activity. Ask them to document this with regard to four research functions (visualised as a compass with four directions):

    ▶ the reality of young people;

    ▶ external influences on youth;

    ▶ young people's contribution;

    ▶ what is (not) helpful so far?

3. Once the groups have discussed all four research functions, invite them all back into the whole group. Ask them to hang their research compasses on the wall or place them on the floor where all participants can see them.

4. Invite all to reflect on the question "Where are those research compasses directing us?". Ask them to think about those concrete policy areas and whether there is some clarity now about what we need to understand and/or know more about for designing a good policy response. And ask them to think about that and take a note if they have any insights ("a-ha" moments) while listening to the presentations on the research compasses.

5. Invite the groups to present their research compasses by sharing the most relevant results from the groups' discussions.

At the end, to wrap up, share the role of research at different stages of youth policy development. You may also highlight how the challenge with the multidisciplinary nature of youth research lies in the existence of a certain "delay" in acquiring knowledge and evidence when the pressure for rapid responses is high.

Debriefing

Begin a discussion with the participants about what they have learned. You may ask the following questions.

▶ How difficult was it to create a research compass? What made it difficult?

▶ What insights have you gained about the role of research in participatory youth policy?

▶ If you look at your research compasses, what similarities and what potential for complementarities do you see?

Tips for facilitators

At the beginning, encourage participants to share their associations, understanding and thinking. Create an atmosphere in which it is OK to "not know". Make sure that there is a balanced number of people in smaller groups and that you have a maximum of five to six smaller groups. Give them enough time for discussion in smaller groups and remind them to document their ideas and possible dilemmas. Be particularly attentive to the function of the research "How young people contribute to societal transformation". Research for youth policy is not just about identifying and describing problems but also about "solutions", and solutions that young people themselves are initiating.

This activity aims to explore the role of research for youth policy. When discussing it, unavoidably, especially in the concrete examples, ideas about its "design" might come. This is natural, but it is important to keep the

focus on the role of research. Other activities in this T-Kit deal with how youth views and experiences, as well as the views of different stakeholders, can be captured in a participatory manner.

During the debriefing, invite them to think in a multidisciplinary way; to consider the possible social, psychological, cultural, gender, educational and political focuses of research and to look at the multidisciplinary nature of youth research.

Suggestions for follow-up

After this activity you may wish to continue with activities in the section "Monitoring and evaluation of participatory youth policy" to further explore the role of evidence, knowledge and research and the ways to capture the experiences of young people with regard to policy measures.

Further resources

Youth Research: The Essentials: https://pjp-eu.CouncilofEurope.int/documents/42128013/90268416/Youth+Research+Essentials-web.pdf/aa98768c-8868-50bd-e287-af4f4b994537.

WHO AM I?

An activity to learn about the different stakeholders in public policy.

Overview

The activity helps the participants identify the key stakeholders in youth policy. It contributes to the development of understanding of policy ecosystems and how they enable participatory policy dialogue and stakeholder engagement.

Key themes and concepts

1. Youth policy ecosystem
2. Key youth policy stakeholders
3. Participatory approach

Complexity: Level 1

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To help participants identify key youth policy stakeholders
▶ To enable participants to explore the participatory nature of policies
▶ To inspire participants to pursue a participatory approach in youth policy

Materials and technical preparation

▶ Sticky notes (or alternatively sticky papers with QR code printed).
▶ Markers.
▶ Flipchart stand and flipchart paper.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity
▶ Prepare a relevant list of key stakeholders in a youth policy context your learners' group is engaging with (refer to "the basics of the topic" in this section). Write down each stakeholder on a sticky note or alternatively prepare a QR code for each stakeholder (in which case also make sure that participants have a QR code reader on their phones)

Instructions

1. Explain to the participants that they are going to try to guess the identity of a key youth policy stakeholder. Each participant should stick a sticky note with the stakeholder to their forehead, so they are unable to see it but it remains visible to the other participants. Invite all participants, now wearing their sticky notes, to stroll across the room and interact with other participants in accordance with "who they are". Explain that they should not ask others who they are, nor should others reveal that by giving them clues. The only clue is the way others are interacting with that particular stakeholder. Also encourage them to properly interact with others and not to be preoccupied with trying to work out who they are.
2. After about 10 minutes of interaction, ask the participants to join you sitting in a circle while still keeping the sticky notes on their foreheads. Invite them one by one to try to guess who they are. Explain that they

have up to three questions they can ask the group to help them narrow down and understand which stakeholder they are. Then they should take a guess.

3. Make a note on the flipchart of the actual stakeholders and the guesses.

Once all have revealed who they were, invite them for a debriefing.

Debriefing

Begin a discussion with the participants about what they have learned. You may ask the following questions.

▶ How difficult was it to guess which stakeholder you had on your forehead? What made it difficult?

▶ How have others' interactions with you helped or not helped you to understand which stakeholder you were? Why?

▶ What is your experience of interaction with stakeholders you were seeing around you? How did you decide what to do?

▶ How is interaction in the activity similar or different to real life?

Tips for facilitators

Depending on the number of participants in your group you may have more than one person representing the same stakeholder group. Then you may be more detailed in the description of stakeholders (for example, a youth organisation that has been very critical of youth policy; a youth council praised for being very co-operative).

Encourage participants while in the role of a particular stakeholder to interact with each other and discuss youth policy. While many interactions may take place in passing, encourage them to use the room to sit and meet, as appropriate. To finish, share the notion of participatory youth policy making and the way all stakeholders ought to be involved at all stages of the policy cycle.

Variations

1. Towards the end, you may ask participants to check the flipchart with all the stakeholders listed and see if some are missing. That may lead to a discussion on how important it is to make sure all stakeholders are properly mapped (identified) and involved.

2. At the beginning, you may ask participants to make a list of stakeholders on their own and only then prepare the sticky notes for them to take.

Suggestions for follow-up

After this activity you may wish to continue with activities in the section "Mapping and engaging key actors in participatory policy making" to further explore the ways of identifying and engaging with different stakeholders.

You may also continue with the activity "Discover – Accountability" to support learners to understand the different roles of different stakeholders in youth policy.

Further resources

Youth Policy Essentials: https://pjp-eu.CouncilofEurope.int/documents/42128013/47261953/Youth+Policy+Essentials+-updated.pdf/92d6c20f-8cba-205f-0e53-14e16d69e561.

AT A PUBLIC HEARING

An activity on participatory youth policy making

Overview

This activity is a role-play simulation of the policy-making process. Through an experiential learning approach, it enables participants to engage in a dialogue and negotiation on a certain aspect of youth policy. The activity contributes to learners' ability to enter into participatory policy dialogue and develop readiness for constructive solution finding and joint initiatives.

Key themes and concepts

1. Policy making
2. The decision-making process
3. Housing

Complexity: Level 4

Group size: The overall group size can be as big as needed to fit the educational context where the activity is implemented. The number of participants can vary from a minimum of 15 to a maximum of 50 people.

Time: Optimal proposed time frame for the activity is 2.5 hours.

Objectives

▶ To support participants to develop skills of communication, co-operation and consensus building
▶ To enable participants to learn about the conditions for developing a housing and urban environment policy
▶ To inspire participants to explore alternative solutions for a particular design problem and improve the decision-making process

Materials and technical preparation

▶ A voting card for each participant.
▶ Printed or digital material for the roles.
▶ Bigger room to simulate public debate.
▶ Tables/separate rooms for group working.
▶ Create a working space for the six different stakeholder groups and political representatives:
  1. Youth Housing Organisation (YHO)
  2. The Association of Banks (AoB)
  3. The Democratic Party (DP)
  4. The Conservative Party (CP)
  5. Workers' Trade Union (WTU)
  6. Bernie & Son Construction Inc. (BSC)

Before the activity

▶ Read "the basics of the topic" in this section; also read "Further information about housing policy".
▶ Prepare the situation card and groups role cards (adjust and revise them as appropriate for your specific group).
▶ Prepare the materials needed for the activity. Make copies of the instructions for each small group, one per participant (these could be also delivered in a digital format). Make sure you invite your colleague or one of participants to volunteer and hold the position of the representative of the government.

Instructions

Part 1

1. Explain that this is a role-play activity where every group is called upon to discuss, create and to present proposals to find a solution to the issue of young people without housing.

2. Read out the situation card, clarify any questions as needed and distribute the role cards to the participants.

3. Ask participants to regroup according to the card received (there will be six stakeholder groups and one group of representatives from local government).

4. Invite groups to read a role card and to prepare a common group position and/or proposal for the joint debate. Give them a fixed time for this task and remind them that each group must also select a spokesperson to represent the group.

5. After about 30 minutes, once each group is ready, invite all the participants to return to the main area; they should remain sitting in their six groups.

6. Each group has five minutes to present their positions and proposals. The representative of the government should introduce each of the groups and in turn give them the opportunity to speak.

7. The government representative then has 10 minutes for any questions or clarification and to summarise the different arguments and positions.

Part 2

8. The representative of the government then invites the different stakeholder groups to revisit their proposals and to formulate solutions that can attract wider support based on the expressed interests of all present. After 30 minutes, all will be invited back to present the new proposals. These proposals will be put to a vote in the assembly. Each participant has only one vote.

9. Each new proposal gets to be presented for a maximum of five minutes. The representative of the government then opens voting for each proposal and documents the votes.

10. The role play ends with the announcement of the winning proposal. Thereafter, the participants are invited to stand down from their assigned roles and prepare for a debriefing.

Debriefing

Begin a discussion with the participants about what they have learned. You may ask the following questions.

▶ How did you find your roles? How did you construct your behaviour? What did you base the profile of your character on?

▶ How was it trying to reach a consensus? What are the strengths and weaknesses of this approach?

▶ What were the main challenges and tensions between trying to agree on a solution and trying to include all members of the community in the decision?

▶ What were the most burning issues?

▶ What were the decisive points that led to the solution? (for example leadership, communication, understanding of the best option for everyone, individual benefits)

▶ Were there any stakeholders missing? Whose voices and concerns were not present?

▶ Could you imagine yourself in a public hearing in reality? Looking back at this experience, what would be the reasons for and against your participation? How could you overcome anything that would prevent you from participating?

▶ Can you find any connections between the activity and your own situation? Have you ever experienced anything like this (challenges connected with access to housing, for instance)?

Tips for facilitators

This activity requires a longer time because the issues are complex and participants need to think deeply about them. Also, the parts of the activity do not have to be organised immediately one after the other; instead, the elements from step 8 onwards could be organised on another day. This way the simulation will resemble even more the reality and participants will have time to explore joint points of interest, negotiate and establish agreements, even during informal moments. In the debriefing discussion, use the opportunity to explore the strengths and weaknesses of a consensus approach to decision making. At the same time, the variable that can make a difference in the decision-making process should also be highlighted.

Variations

1. After the presentation of the proposals, the second part could be to create multistakeholder groups from those present and to instruct them to enter into dialogue together with the aim of building consensus and offering new/innovative solutions alongside those that are already on the table. You may also give them the material "Further information on housing policy" to read before.

2. From the debriefing, if you have more time with the participants, you could create new mixed groups and invite them to work on some concrete ideas for solving housing issues for young people in their context.

Suggestions for follow-up

After this activity you may wish to continue with activities in the section "Vision for change in the youth policy field".

This activity may also be organised as a follow-up to the activities from the section "Mapping and engaging key actors in participatory policy making".

Material for the role play

Situation cards

The government is preparing a bill that can provide a significant positive contribution towards enabling an affordable housing sector in your imagined country. Housing is an area where the government has a key role to play. Individuals and families are expecting new policies to introduce concrete measures that would make housing accessible and affordable. Young people are among the groups most hit by the issue.

The past few years have been hard in this country, and particularly so for young people. In an effort to improve the situation the government has worked on a number of policies and is making some progress; however, the situation is still not sustainable.

Today, the government proposes a public hearing to receive new proposals to improve the situation in the early future. Those interested in joining the public hearing and presenting their proposals are:

1. Youth Housing Organisation (YHO)
2. The Association of Banks (AoB)
3. The Democratic Party (DP)
4. The Conservative Party (CP)
5. Workers' Trade Union (WTU)
6. Bernie & Son Construction Inc. (BSC)

Group cards

1. Youth Housing Organisation (YHO)

You are the organisation representing mainly young people who claim that a more affordable housing policy is needed. Your role is to present the real situation that young people are facing while searching for a decent place to live. The core of the problem is the lack of financial trust by banks to lend and receive mortgage payments. Namely, young people encounter more difficulties entering the labour market because of the economic situation. Even when they do find a job, the form of contract that they get is not solid enough for the banks. Moreover, it seems that the cost of property is rising as people with wealth prefer to invest money in the more secure real estate sector rather than in other financial instruments and fields.

The result is a country where young people are forced to live in their parents' homes or to pay a lot of money to rent an apartment that will never be their own. Faced with these poor choices, many young people are leaving to settle elsewhere.

You should prepare your arguments and proposals. You will have five minutes to present them during the main plenary session.

2. The Association of Banks (AoB)

You represent the professional association of banks and other financial institutions operating in the country. The association was founded with the aim of promoting the profitability and strength of the banking sector through the training, education, information and support of its members. One of the main functions of the AoB is to support its members. Banks must make a profit. Charity is something banks can engage in, but not as a core business. Thus, banks are not interested in lending money to borrowers who will not be able to pay it back.

One of the reasons for the previous "subprime mortgage crisis" of 2008, which led to severe financial instability, defaults and foreclosures, was caused by policies making it too easy to lend money. This should not happen again. Your association is interested in providing capital at advantageous interest rates for the business ideas that young people want to develop, but not for their housing.

You should prepare your arguments and proposals. You will have five minutes to present them during the main plenary session.

3. The Democratic Party (DP)

You represent the Democratic political party of the country. The country is facing an unprecedented housing crisis with a lot of citizens at risk of being evicted. You support state and local measures to freeze rent increases, evictions, utility shut-offs and to prevent families from becoming homeless and making the crisis even worse. You believe that housing in the country should be stable, accessible, safe, healthy, energy efficient and, above all, affordable. No one should have to spend more than 30% of their income on housing. Citizens should be able to have ample resources left to meet their other needs and save for retirement.

Your party believes the government should take aggressive steps to increase the supply of housing, especially affordable housing, and address long-standing economic and racial inequities in the country's housing markets. You stand for strong protection for the LGBTQ+ community and those from minority backgrounds who too often find themselves on the streets.

You should prepare your arguments and proposals. You will have five minutes to present them during the main plenary session.

4. The Conservative Party (CP)

You represent the Conservative political party of the country. You believe that young people are certainly important for the economic improvement of the state. In your opinion, the government should take further action to support access to markets and to promote the development of its own citizens and the right to own property.

One of the priorities of your political programme is to facilitate citizens' access to housing. You are definitely against the old scheme of policies that increase taxes in a society that is already charged by the state beyond a decent limit. Increasing taxes would mean economic slowdown and more young people without work and with less economic power.

You should prepare your arguments and proposals. You will have five minutes to present them during the main plenary session.

5. Workers' Trade Union (WTU)

You represent an independent trade union, an organisation made up of members. Your members are mainly workers. One of the main objectives of a trade union is to protect and promote the interests of its members in the workplace. At the end of the 20th century, globalisation brought new challenges to the labour movement and the strength of the union at any given time is linked to general economic conditions. You believe that today's society creates too much discrimination based on wealth among citizens. This is especially evident when it comes to housing.

You argue that the government must act urgently by creating new public housing to ensure that workers have decent living conditions.

You should prepare your arguments and proposals. You will have five minutes to present them during the main plenary session.

6. Bernie & Son Construction Inc.

You represent the constructors' and builders' guild that has an interest in building new houses in the country. The homes will meet the statutory criteria, be of high quality, sustainable and permanently accessible to future generations of tenants and buyers.

You believe that construction companies face high costs for building properties and that there are risks that buyers will not be found in the current economic climate. That is why you want to ask the government to make a new building area available free of charge to keep the price affordable for everyone. You offer to build specific areas for NGO offices and social profit organisations at your own expense if the government waves taxes.

You should prepare your arguments and proposals. You will have five minutes to present them during the main plenary session.

Further information on housing policy

The housing policy has been debated in a substantial number of countries around the world with different outcomes. To give one example: the private rental sector in the UK used to provide housing to young people for a limited period, the time needed to achieve financial stability and to be able to buy a house. Now, the private rental sector is housing more and more young people and for longer periods of their lives, fuelling concerns about housing inequalities (McKee, Soaita and Hoolachan 2019).

This trend, however, is not restricted to the UK and has global tendencies. Above all, there is discussion around the difficulties young people encounter in gaining access to home ownership; the ways in which young people are "trapped" in abusive and unregulated rental markets, particularly in large cities. This phenomenon has become so widespread that a new term has been created to identify the growth of private rentals and the simultaneous decline of home ownership and social housing: Generation Rent.

The situation becomes more critical if we also consider the other side effects: living with insecure, precarious, expensive housing significantly affects young people's well-being and mental health. By undermining their ability to "settle" and make their house a home under their control, renting contributes to feelings of anxiety, negatively affects confidence and self-esteem, and exacerbates what could already be a stressful living situation (given the fact that most young people are in this situation because very low incomes do not allow them to save up to buy a house).

The worsening housing experiences of young people across the globe raises significant policy challenges. Peter K. Mackie in an editorial article, "Young people and housing: identifying the key issues" (Mackie 2016) identifies two key policy issues:

> First, policy makers need to ensure all young people have an equal opportunity to leave the family home and live independently. This will require an improved awareness of the political, economic and cultural forces restricting young people's transitions and it will entail subsequent and meaningful policy intervention. The second key policy challenge is to improve the suitability and availability of housing for young people.

This second issue touches upon another relevant aspect: the growing phenomenon of house sharing among young people in Europe. While young people may sometimes choose to live in shared accommodation (while studying at university, for example), in most cases the decision to share is taken because of an economic constraint. Bricocoli and Sabatinelli (2016) suggest that being constrained to a shared living is often problematic because the housing available to young sharers is generally not designed to meet their needs. For example, there is a lack of communal space. Policy makers, landlords and housebuilders have been slow to respond to this growing phenomenon and need to ensure housing is available which more effectively meets the needs of young sharers.

Another aspect that can be taken into consideration for further reflection is that for young people intergenerational support is increasingly important (inheritance, intergenerational passages (transfers of knowledge from one generation to another), parental/family coexistence) in allowing young adults to enter home ownership or to acquire secure housing in general. On the other hand, this support creates a situation of dependency that does not help young people to build their own future at an early age. Despite the fact that in many countries this situation exists because of socio-cultural and economic trends, studies (Arundel and Ronald 2016) show that the housing dynamics in young adulthood and the role of semi-dependent living is fundamentally shaped by the context of the housing system and welfare regime.

What is it about?

The activities in this section explore the principles, values and approaches that define participatory youth policy making. The activities in this section introduce and explore the principles of participation and inclusion in relation to youth policy, as well as the rights-based approach and accountability principle in youth policy. The section also focuses on the importance of policy dialogue and the links between local and European policy levels (in both directions). A very specific model of youth participation in policy implementation is youth participatory budgeting, which is also introduced in this section.

The featured activities are as follows.

- ▶ **Discover – Principles!** – An activity to explore the principles and identify ways to translate these principles into practical work
- ▶ **Discover – Inclusive for whom?** – An activity to identify which groups are excluded and to engage with them to understand how they could be better involved
- ▶ **Discover – Rights and more!** – An activity on a rights-based approach to youth policy making
- ▶ **Discover – Accountability!** – An activity on transparency and the accountability principle in youth policy making
- ▶ **Discover – The two-way policy street** – An activity on understanding European youth policy making
- ▶ **Action – Let's talk policy** – An activity on constructive policy dialogue building, also featuring existing processes
- ▶ **Action – In Budgettown!** – An activity on participatory youth budgeting
- ▶ **Action – Towards an inclusive policy** – An activity on inclusive youth policy making

Who are these activities for?

The activities aim to support the learning of multiple stakeholders engaging with youth policy. In principle, the intended participants in this section are youth workers. However, participants in these educational activities could also be young people and other stakeholders engaging with policies, including decision makers themselves. The exception in this section is the activity "Action – In Budgettown!", where the primary intended participants are young people within a variety of educational contexts: schools, municipality-level initiatives (or initiatives from other institutions), youth exchanges and training activities.

All activities in this section are designed for both "single" stakeholder groups (such as young people, youth workers, policy makers, youth activists) and mixed groups of stakeholders.

The activities are particularly valuable for groups about to be engaged in longer-term educational and/or youth work processes in relation to youth policy or those groups involved in or aiming to become involved in the shaping and/or implementation of youth policy.

Furthermore, individual self-learners could in principle engage with these activities.

The basics of the topic

"The designer of a new kind of system must participate fully in the implementation."
David Knuth, Mathematician and computer scientist

Youth policy principles

Youth policy reflects how a government or decision makers view young people. The conceptual framing of youth policy, its approach and principles, as well as its methodological base, all shape the policy choices, its mechanisms and instruments. When we talk about effective and functional youth policy that is meaningful and relevant to young people in the pluralist and democratic context of contemporary Europe, all mechanisms invoked need to be underpinned by a set of core values and principles. The value framework of a youth policy is very important to consider, as it has implications at all levels, from the first steps of the process of developing it, to the measures or programmes reaching young people and the goals they aim for (Council of Europe and European Commission 2019a). Often the principles can be found in the national legal framework for youth policy, as the main transversal approaches to which the policy is anchored. It is those core values

and principles that need to drive and direct decisions about the practices that follow. They rest broadly on ideas of respect, understanding, appreciation of each individual, equality, honesty, integrity and solidarity. Policy-making approaches and methodologies range from regulation to emancipation, from prevention to intervention, from proactive to reactive, from problem oriented to opportunity focused, from paternalistic to open. Applying one approach or another translates into very diverse measures, the rationale and implications of which have to be carefully considered (Ibid.).

Youth participation is a key point of intersection of values and principles driving youth policy, for it is where the approach to young people and the content of youth policy meet. That is why this T-Kit and this section in particular address participatory youth policy making and the principles that drive such participatory processes.
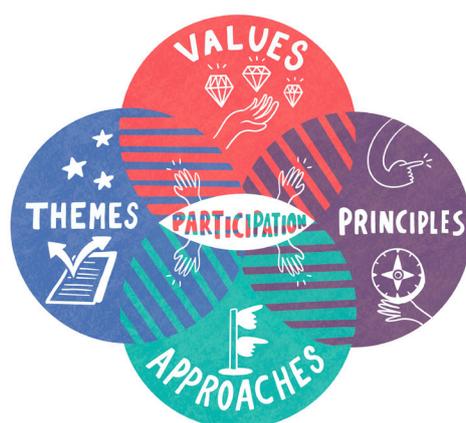
Participation, as a policy principle, is rooted in the understanding that all the policy decisions in all the spheres touching young people are made in close co-operation with young people themselves, providing for their meaningful and full participation at all stages and phases of the policy "clock" (refer to Chapter 4 in *About time! A reference manual for youth policy from a European perspective*). This also means that policy should have formally established mechanisms to ensure youth participation in decision making.

Principles of efficient youth policy (Council of Europe and European Commission 2021a)

Participation

Inclusion and diversity

A knowledge- and evidence-based policy

Commitment

Co-operation

Transparency

Accountability

The activity "Discover – Principles!" helps learners to explore the principles and identify ways to translate these principles into practical work on desired policy changes.

Inclusive and participatory youth policy

The basic principles of an inclusive society are:
   ▶ opportunities (for participation) – a transition from the role of a passive recipient of a service to an active participant in making decisions about one's life and participation in public activities;
   ▶ access – to the physical environment, information and means of communication, as well as access to all necessary basic services;
   ▶ equity – ensuring equal opportunities for the exercise of human rights.

Based on these principles and by participating in the creation of youth policies by young people in general and those from marginalised groups in particular, we ensure the inclusiveness of youth policies, as well as contribute to a more inclusive society as a whole.

The core of both everyday and strategic activities of youth workers and others working directly with young people is to tailor their programmes and activities to young people's needs and, ideally, to empower them to take a more active role – to engage more in the decision-making and policy-making processes that concern them. On the other hand, youth workers are often overwhelmed by their daily activities and their plans and activities are mostly based on the needs of those young people that they are in close proximity with – young people who they arguably know well, whose needs they understand and whose challenges they are aware of. Often this is also determined by the limited resources available. However, this in turn reduces the inclusive nature of their work and is a lost opportunity for supporting young people to engage with youth work, and through it also in inclusive and participatory youth policy making.

Furthermore, to support inclusive youth policy making and ensure that as many young people, from as many different backgrounds and realities, are involved, it is helpful to understand exactly who the vulnerable young people or young people from marginalised groups are. In their attempt to support all young people across Europe, the European institutions have used different terms to address the most disadvantaged young people. This includes "young people with fewer opportunities" and "vulnerable young people". Besides being aware of the conditions and circumstances that make someone a vulnerable young person, it is essential to reach out and really try to understand their reality, their needs, challenges and aspirations. Close contact with them and a willingness to engage and learn more are not only the first steps towards creating understanding but, more importantly, the first steps towards empowering young people from vulnerable groups to take a more active stand and role.

On the one hand, inclusive youth policies are mechanisms by which we ensure the inclusion of young people from marginalised groups in all aspects of the social, economic and political life of young people. On the other hand, inclusion of young people in society at all levels is an indicator of the achievement of youth policy goals. Inclusive youth policies are those that successfully recognise the specifics and needs of different young people and create activities, mechanisms and support measures accordingly. They lead to greater realisation of the rights of young people and the well-being of the community and society for all of us. In order for young people to equally participate in the process of decision making and policy making, they need to be empowered to do so. Just "opening the doors" is not enough. Each youth policy stakeholder has to contribute and from their position and role create relevant opportunities to develop an understanding of the challenges and obstacles that young people are facing and find ways to support them in overcoming them. Youth policies can only be as inclusive as the process that leads to their creation and implementation, and ensuring that all young people have equal access and opportunities to join is essential.

> The activity "Discover – Inclusive for whom?" helps learners to identify which groups are excluded and to involve them in understanding how they could be involved.
>
> The activity "Action – Towards an inclusive policy" helps learners to understand inclusive youth policy making.

Participatory budgeting

Participatory budgeting is a decision-making process in which citizens deliberate on and directly decide how to spend part of the public budget. It is considered part of what are known as democratic innovations: a set of innovative processes aimed to increase democracy through citizen participation, with particular reference to the political decision-making process (Smith 2009). Participatory budgeting is considered one of the most widespread and well-known of these innovations. The first participatory budgeting experience on a large scale took place in Porto Alegre, Brazil, in 1989, established by the Brazilian Workers' Party (PT) as a way of initiating public discussion in the decision-making process for the city budget.

Since then, participatory budgeting has spread rapidly across the world, with great success in European Union countries. Its adaptation to many different contexts and the existence of numerous variants of it do not allow us to recognise a single definition of participatory budgeting. Instead, it is possible to identify the minimum criteria that participatory budgeting must satisfy. They are as follows.

1. An explicit discussion on financial/budgetary processes. Participatory budgeting deals with scarce resources and addresses the question of "how a limited budget should be used" (Sintomer et al. 2012).

2. The centrality of the territorial context or target. The city level has been the most frequent scenario in which it has been implemented. However, participatory budgeting can also involve a decentralised district, a single institution or a specific target (as in the case of youth participatory budgeting), as long as it has an elected assembly of reference with some power over public services and administration of resources (Allegretti 2014).

3. The repetition of the process over years, excluding unique events such as single meetings or referendums on budgetary issues (Sintomer et al. 2012).

4. The inclusion of certain forms of public deliberation within specific assemblies or forums. They must open a "new public sphere", so it is not possible to consider the citizens' invitation in local councils or in parliaments as participatory budgeting processes. Rather, such forms of public deliberation clearly imply discussion and relations between the participants (Ibid.).

5. Accountability for the results via a specific follow-up process that provides feedback to the participants (Allegretti 2014).

Cabannes (2004) has identified four "pure models" of participatory budgeting.

▶ The "territorial model", characterised by public debates that involve geographically linked communities or neighbourhoods in order to discuss resources; it initially spread from Latin America and is the most widespread.

▶ The "thematic model" that tends to focus on specific policy sectors; the Public Housing participatory budgeting scheme in Toronto and the Logiparc Housing Agency in Poitiers are two examples.

▶ The "actorial model" that directly engages specific groups, generally according to social or age criteria, as in the cases analysed below.

▶ "Virtual participatory budgeting" that takes place mainly through the internet, particularly the proposal phases, deliberation and voting; there are several examples of this in Europe, such as in Lisbon in Portugal or Milan in Italy (Allegretti 2014).

The activity "Action – In Budgettown!" helps learners to practise and experience participatory youth policy budgeting.

Youth participatory budgeting cases

The most widespread and successful "actorial model" is youth participatory budgeting that specifically addresses youngsters. It could be implemented in a school context or at city, regional or national level, targeting young citizens or residents, as well as in other institutions that choose to share some of the power over their budget with young people. Several examples of participatory budgeting are only in the youth field, as in the case of the French region of Poitou-Charentes and the Swedish town of Uddevalla. A particularly interesting experience has been youth participatory budgeting in Portugal (OPJP – https://opjovem.gov.pt), which constituted a national-level process and which in 2019 managed a budget of half a million euros, funding ideas proposed by young Portuguese citizens between the ages of 14 and 30. Repeated annually – under the co-ordination of the Portuguese Institute for Sport and Youth – it deals with proposals related to sport, formal and non-formal education, employment, housing, health, environment and sustainable development, governance and participation, and equality and social inclusion. The initiative has been implemented using a combination of face-to-face meetings, digital tools and the participatory platform EMPATIA, developed by the EMPATIA project – Enabling Multichannel Participation Through ICT Adaptations (https://empatia-project. eu/), funded by the CAPS initiative (Collective Awareness Platforms for Sustainability and Social Innovation) within the Horizon 2020 EU programme that aimed to reduce management costs and increase the number of participants on a nationwide scale.

Rights-based youth policy

A rights-based approach to youth policy or a rights-based youth policy is a widely accepted and promoted concept at European level. As a concept, the rights-based approach ensures the meaningful and systematic inclusion and empowerment of (the most vulnerable) young people. A rights-based approach to youth policy is an approach making sure that all young people have the same starting point, the same possibilities and opportunities; generally speaking, equal rights. The concept introduces the terms "rights holders" (young

people) and "duty bearers" (states and other stakeholders), which brings an important element of accountability to working with youth rights. A rights-based approach develops the capacity of duty bearers to meet their obligations and encourages rights holders to claim their rights.[23] The difference is that as rights holders young people have the power to demand change and to be part of that change. The European Youth Forum states that a right-based youth policy "should strive to actively promote the autonomy of young people as well as their full participation in society".[24] Furthermore, the rights-based approach is focused on protection against discrimination and envisages putting in place specific measures to include young people with fewer opportunities in society. This approach contributes to the full enjoyment of human rights by young people. It also ensures that youth rights represent the legal basis of any youth-related policy. It integrates the norms, standards and principles of the international human rights system into the development, implementation and evaluation of youth policy.

Unfortunately youth policies are not always built on a rights-based approach, which is why this dimension also needs to be emphasised in educational settings in order to raise awareness of youth rights among all the stakeholders involved.

Rights are one of the important preconditions for young people to engage fully in the decision-making process, as described in the RMSOS approach[25] (Council of Europe 2015b).

> The activity "Discover – Rights and more" helps learners to understand the rights-based approach to youth policy making.

Accountable youth policy

The principle of accountability is about responsibility for certain resources and being held fully answerable to the owner of the resources. In the case of public policies, it is about subjecting actions and decisions taken by public officials to oversight and official scrutiny, guaranteeing that government initiatives meet their aims and objectives and respond to the needs of the communities and constituents they are meant to be serving, thus contributing to better governance. Accountability in youth policy, thus, concerns the different levels of governance and infrastructure accountability of executive (government) bodies vis-à-vis the core youth policy target of communities and constituents (young people and youth groups and organisations).

A key oversight role in youth policy is that of a representative body of young people, youth groups and organisations. Across Europe, different forms of such representative structures exist, most commonly known as a national youth council or a federation of youth organisations. The most important aspect of a youth accountability system is the place youth accountability mechanisms (youth councils) have in policy governance. There is no single unified definition of youth councils, nor the same level of recognition everywhere. However, what is clear is that such a youth representative structure can and should play an important role in shaping participatory youth policy. The overall success and sustainability of youth policy rests on the appropriate channels of accountability, including their demand for the production of relevant research evidence for all policy stages.

> The activity "Discover – Accountability!" helps learners to understand how accountability in youth policy works.

European-level youth policies

European-level youth policy documents, programmes and institutions often act and have an impact on other levels through a trickle-down effect. The final beneficiaries do not always easily connect their experiences to the original policy source that initiated and enabled the implementation of specific measures. Youth policy at the European level may seem distant to youth workers and young people, in particular those that are mainly focused on the local level. Even if active internationally, the impact and benefits of European-level youth policy, the links between the different levels and the ways in which one can contribute to European youth policy making are not always clear.

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23. UNFPA, The Human Rights-Based Approach, www.unfpa.org/human-rights-based-approach, accessed on 17 August 2022.
24. EYF (2012), Policy Paper on Youth Rights.
25. An abbreviation of the five keywords: rights, means, space, opportunity and support.

Additionally, youth policy at the European level is often linked to EU programmes and initiatives and for those youth workers and young people who are not living within the borders of the EU, it might be even more challenging to connect to its processes. Even though the Council of Europe extends beyond the EU's borders and many of the EU youth policy documents also encompass (at least to a certain degree) countries and citizens that are not part of the EU, this might not always be very obvious or known.

As a consequence of this lack of clarity, it might be fairly difficult to understand how youth policy at the European level works, what its priorities are and how it has an impact on youth policy and youth work on other levels, as well as how young people at the local/national level can benefit and contribute to it.

Therefore, investing time in exploring key policy documents, priorities, institutions and programmes at the European level, as well as identifying how they have an impact on youth policy on other levels and how young people and youth workers can contribute to its development, is an important step in strengthening the presence of European youth policy and its impact at the local level. More details can be found in the chapter "Youth policy making in a democratic society – An overview".

> The activity "Discover – The two-way policy street" helps learners to understand European youth policy making.
>
> The activity "Action – Let's talk policy" helps learners to practise constructive policy dialogue building, also featuring existing processes.

Useful reading

▶ *About time! A reference manual for youth policy from a European perspective*: https://pjp-eu.CouncilofEurope.int/en/web/youth-partnership/youth-policy-manual-2021.

▶ Policy Paper on Youth Rights, European Youth Forum (2012): https://tools.youthforum.org/policy-library/wp-content/uploads/2021/04/Policy-Paper-on-Youth-Rights.pdf.

▶ "European youth – claim your rights!", Report of the European Youth Forum Expert Group on Youth Rights: https://tools.youthforum.org/policy-library/wp-content/uploads/2021/04/Claim-Your-Rights.pdf.

▶ Lifestyles and living conditions policy framework: https://pjp-eu.CouncilofEurope.int/en/web/youth-partnership/lifestyles-and-living-conditions.

▶ EU–Council of Europe Youth Partnership, Young people's social rights: access to housing and co-working trends: www.youtube.com/watch?v=b_LZBRNPAbc.

DISCOVER – PRINCIPLES!

An activity to explore the principles and identify ways to translate these principles into practical work.

Overview

The activity is of an introductory and analytical character and it enables participants to explore the principles of participatory youth policy making. The activity contributes to the knowledge about youth policy principles and the ability to translate youth policy principles into practical terms. It is based around analyses of a European approach to youth policy principles and core values.

Key themes and concepts

1. European youth policy approaches, values and principles
2. Processes and documents supporting the policy approaches and principles
3. Translating the principles into policy mechanisms

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants in exploring the principles of efficient policy making outlined in official documents from the European youth policy field
▶ To enable participants to gain a deep understanding of the characteristics of the principles
▶ To inspire participants to explore policy choices and practices in their own context

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ Flipchart papers and markers.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Printed or digital handouts.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" at the start of this section
▶ Get well acquainted with the material in the handouts and prepare for the potential need to clarify certain concepts
▶ Add to the handouts material on youth policy principles relevant for the context of the group of learners (such as national/regional/local youth policy)
▶ Prepare the materials needed for the activity, including the handouts

Instructions

1. Present the objectives of the session and explain to the participants that the activity is going to provide a space in which they can discuss the principles for an effective youth policy, with a strong focus on its participatory nature and the factors enabling it. Ask the participants to share their initial ideas on what is an effective youth policy and what is a participatory youth policy. Collect the answers on a flipchart and encourage them to identify links between the two.

2. Briefly explain the policy principles and values for an effective youth policy (refer to "the basics of the topic" in this section).

3. Divide the participants into smaller groups of four to five people. Explain to them that each group will be working with one of the documents developed by either European or global youth policy actors (and potentially also those at national/regional/local level). Each group receives their handout. They are asked to take a few minutes to get to know the material. Then their tasks are:

   ▶ to go through the document and identify all the approaches and principles;

   ▶ to pick three to five principles which in their mind have the most potential to ensure and foster the participatory nature of youth policy making;

   ▶ to discuss those principles in depth, look into their definitions, add to them wherever relevant and provide examples of how they are "translated" into practice;

   ▶ to prepare a brief presentation of their findings on the flipchart to share with the group.

4. Invite the groups to present their results and facilitate a discussion to clarify the shared insights.

Debriefing

Begin a discussion with the participants, asking the following questions.

   ▶ What are the main features of the principles, and what is their role and importance for policy making?

   ▶ Which principles do you find essential for an efficient youth policy in a democratic context?

   ▶ What similarities do you see between various documents?

Looking at your context:

   ▶ What principles are missing but relevant for your context? Which exist and how are they currently present in the policy?

   ▶ How and through what practices/mechanisms can the principles from policy documents (such as Council of Ministers' recommendations, EU resolutions and national youth policies and strategies) be translated into reality in your context?

Tips for facilitators

It is important to plan some time to discuss key concepts, terms and definitions, making sure that everyone has the same understanding before they get into "working mode".

You can choose which set of principles to use and build the activity on. It is essential to prepare practical examples of mechanisms supporting those principles, to help the participants better comprehend the tasks. Ideally the examples of principles would also include youth policy examples from different levels (local to European).

It is best if the participants have some prior knowledge and/or experience with youth policy, possibly also from doing the activities in the section "Understanding the public policy-forming process".

Variations

1. Depending on the group, you can use metaphorical cards, such as Dixit, to facilitate the reflection. You can either give out cards to individuals or to smaller groups of two to three people. With a card, or a few cards in their hands, participants have a task to put them in a logical relation with a policy principle.

2. Depending on the group, you can include gamified elements, such as: preparing the names of principles, providing a description and an icon/symbol for each of them, mixing them up and asking participants to match the icon, principle name and its description. The team that does this correctly gets to give an example of the principle in action from their own reality. This could be done using digital quizzing tools (such as Kahoot). Depending on the theme to be covered, you can also change the focus of the task.

Suggestions for follow-up

After this activity you may wish to continue with the activity "Discover – The two-way policy street" to understand how European policy links with other levels. You may also continue with other activities in this section exploring in depth some of the principles that were most relevant/discussed. To further support the group to work on translating those principles into practice, you may continue with the activities in the section "Vision for change in the youth policy field".

Further resources

Self-assessment tool for youth policy, Council of Europe: www.CouncilofEurope.int/en/web/youth/youth-policy-self-assessment-tool.

Report of the 1st Global Forum on Youth Policies: www.undp.org/publications/report-1st-global-forum-youth-policies.

Triangle of policy making: https://pjp-eu.CouncilofEurope.int/en/web/youth-partnership/essentials.

About time! A reference manual for youth policy from a European perspective

(Excerpt from the manual)

When we talk about efficient and functional youth policy that is meaningful and relevant to young people in the pluralist and democratic context of contemporary Europe, all mechanisms invoked need to be underpinned by a set of core values and principles.

It is those core values and principles that need to drive and direct decisions about the practices that follow.

They rest broadly on ideas of respect, understanding, appreciation of each individual, equality, honesty, integrity and solidarity. More specifically, in a youth policy context, these values and principles also encompass the following.

Participation, as a policy principle, is rooted in the understanding that all the policy decisions in all the spheres touching young people are made in close consultation with young people themselves, providing their meaningful and full participation at all stages and phases of the policy "clock". This also means that the policy should have formally established mechanisms to ensure youth participation in decision making.

Inclusion, as a policy principle, means that youth policies are open, non-discriminatory, and embrace various groups of young people with different life situations, identities and backgrounds, for whom equal opportunities to access, and benefit from, a policy are assured. The inclusion principle needs to ensure the minimisation of disadvantage, and the optimisation of advantage, for those already experiencing or facing marginalisation and social exclusion, thus securing a more "level playing field" for young people.

A **knowledge- and evidence-based** policy principle seeks to ensure that decisions made have a clear and objective understanding of the current situation of young people and that this information influences policies to make them relevant, up-to-date, targeted, efficient and needs-based. It means that the links between the evidence and policy are sustainable, continuous and impactful.

Commitment, as a policy principle, provides the basis for ascertaining a strong political will and the readiness of decision makers to sustain their support for young people through policy measures, regardless of various factors related to political, economic, social or other changes. Commitment means that youth is seen unequivocally as a specific, often vulnerable, policy target group.

Co-operation, as a policy principle, supports the approach that consolidation between different youth policy actors, stakeholders, sectors, levels and spheres is beneficial and can make policy pull resources and strengths for feeding the sphere and its work. It entails the existence and promotion of co-ordinating and co-operative mechanisms for both horizontal and vertical co-operation within governmental bodies; partnerships between sectors; and links between local, regional, national and international levels.

A **transparency** policy principle upholds the idea that policy, its actors, aims, objectives, priorities, funding sources, decision-making processes and implementation mechanisms should be clear, open and understandable to the general public. It also means that all interested parties have access to this knowledge and mechanisms, ensuring that their capacity to contribute is strengthened.

Accountability suggests that policies have mechanisms, processes and structures in place to be held accountable for the way policies are developed, implemented and evaluated, to measure how far they are reaching the set goals, to what level of quality and through which means. This means that evaluation, monitoring and transparent reporting mechanisms are put in place to accompany the work.

The European Union Youth Strategy 2019-2027

Guiding principles

European youth policy and all actions undertaken within the European Union Youth Strategy 2019-2027 should be firmly anchored in the international system of human rights. The following principles should be applied in all policies and activities concerning young people.

    a. Equality and non-discrimination: combating all forms of discrimination and promoting gender equality, recognising that young people are at risk of facing multiple forms of discrimination, including age-based discrimination, and observing the principles recognised, *inter alia*, in Articles 21 and 23 of the Charter of Fundamental Rights of the European Union.

b. Inclusion: acknowledging that young people are not a homogenous group, and thus have diverse needs, backgrounds, life situations and interests, the EU Youth Strategy should promote activities and policies that are inclusive for all young people, especially those with fewer opportunities and/or those whose voices may be overlooked.

c. Participation: recognising that all young people are a resource to society, all policies and activities concerning young people should uphold young people's right to participate in the development, implementation and follow-up of policies affecting them by means of meaningful participation of young people and youth organisations. In this context, policies should be built in recognition of the changes brought about by digital communication affecting democratic and civic participation.

d. Global, European, national, regional and local dimension: in order to ensure sustainable impact on young people, it is important that EU youth policy be implemented with the interlinkages with regional and local levels in mind and that activities are conducted to support youth policies at grass-roots level. At the same time, young people's voices should be taken into account whenever global issues are addressed.

e. Dual approach: policies that strive to improve the lives of young people can never be limited to the field of youth itself. Therefore the dual approach agreed upon in the previous co-operation framework 2010-2018 is still indispensable as it aims to tackle youth-relevant issues on the one hand by mainstreaming initiatives across policy areas and on the other hand by specific initiatives in the youth sector.

Self-assessment tool for youth policy, Council of Europe

(Excerpt adapted from the tool)

Key principles of public youth policies according to the Council of Europe. Over the years, the Council of Europe has developed a variety of principles, objectives and values that should underpin youth policies. According to the Council of Europe, any public youth policy should promote the following principles.

a. To invest purposefully in young people in a coherent and mutually reinforcing way, wherever possible through an opportunity-focused rather than problem-oriented approach, by elaborating, among other things, standards and instruments of youth policy where necessary.

b. To involve young people both in the strategic formulation of youth policies and in eliciting their views about the operational effectiveness of policy implementation.

c. To create the conditions for learning, opportunity and experience which ensure that young people are enabled to develop their knowledge, skills and competences to play a full part in both the labour market and in civil society.

d. To establish systems for robust data collection both to demonstrate the effectiveness of youth policies and to reveal the extent to which "policy gaps" exist in relation to effective service delivery to young people from certain social groups, in certain areas or in certain conditions.

e. To display a commitment to reducing such "policy gaps" where they demonstrably exist.

These general principles describe what a sound policy should be like. Member states are also encouraged to monitor the impact and effectiveness of the policies they implement and be ready to fine-tune (or even abandon) them if they prove to be partially or wholly ineffective.

UN Global Forum on Youth Policies

(Excerpt adapted from the report)

At all levels, youth policies should be guided by, and promote, a set of key guiding principles that are indispensable to meaningful, inclusive youth policy development and implementation. Youth policies should be:

▶ **rights-based** – designed and implemented within a human rights-based framework, in line with the country's global and regional commitments;

▶ **inclusive** – ensuring equal opportunities for every young person to achieve their full potential in life, including the elimination of barriers of inclusion, especially of vulnerable groups and enabling civic participation of all young people;

▶ **participatory** – designed, developed, implemented, monitored and evaluated with the meaningful participation of young people, and with the involvement of all concerned stakeholders, from the local to the national level, in both rural and urban settings, and in all development contexts, including post-conflict and transition situations;

▶ **gender-responsive** – enabling specific actions to promote gender equality, ensure young women are equal partners to young men, and to address gender-based disparities in all settings, from political to socio-economic and cultural;

▶ **comprehensive** – adopting a holistic approach to youth development, through increased collaboration across policy sectors, ministries and other relevant entities as well as by providing an integrated strategic framework that guides legislation and measures affecting youth;

▶ **knowledge-based and evidence-informed** – developed and regularly updated, based on the collection, analysis and dissemination of quantitative and qualitative information on the situation, needs, challenges and opportunities of young women and men in a given context;

▶ **fully resourced** – have adequate, transparent and dedicated resources for implementation, monitoring and evaluation, and maximising available resources through co-ordination and by enabling multistakeholder partnerships and shared ownership;

▶ **accountable** – nationally and locally owned and led, and regularly monitored and evaluated, against specific youth development targets and indicators, with the active participation of youth.

DISCOVER – INCLUSIVE FOR WHOM?

An activity on inclusive youth policy making

Overview

The activity introduces participatory needs assessment as a tool for inclusive policy making. It builds knowledge about their own and others' needs and experiences of being marginalised and understanding of the need for inclusive youth policy. This activity enables participants to make informed and conscious decisions on how to plan programmes and activities that will include young people from marginalised groups and gradually empower them to engage more in different processes.

Key themes and concepts

1. Inclusive youth work
2. Inclusive youth policy
3. Participatory needs assessment

Complexity: Level 4

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented.

Time: Optimal proposed time frame for the activity is between six and nine hours. However, the parts of the activity do not have to be organised immediately one after the other; rather, the time could be given for participants to conduct part 2 and part 3 of the activity outside of the immediate educational setting and over several days/weeks before reconnecting in the education group again. In this way the participants will have time to engage with the task and to get more valuable insights.

Objectives

▶ To support participants to connect with and understand young people that are not in their close proximity and in their everyday activities
▶ To enable participants to explore the needs of young people as a base for inclusive policy making
▶ To inspire participants to reach out to marginalised youth and engage them

Materials and technical preparation

▶ Flipcharts/wall where all work is documented.
▶ A4 papers/notebooks and pens (for taking personal notes) – alternatively devices to connect to the internet and a Wi-Fi connection (for speaking with young people)
▶ Sticky tape or another way to attach paper (maps) on the wall/flipchart. Alternatively, a device to project digital maps.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including the handouts in printed or digital format

Instructions

Part 1. Reflection and connection with the theme

1. Present the objectives of the session and explain to participants that the activity is going to evolve around the participatory needs assessment tool. Introduce the concept of vulnerable and/or marginalised groups (refer to "the basics of the topic" in this section).

2. Invite participants to spend some time individually reflecting on the following questions (based on the shared understanding of vulnerable and/or marginalised groups).

   ▶ Have you ever been or are you now in the position of being (a young person) from a socially vulnerable group?

   ▶ How have you found yourself in this position?

   ▶ Have you received any kind of support and through what activities and/or mechanisms has that support been provided?

   ▶ Were your needs addressed in policy decisions at the local level?

3. Invite participants to divide into small groups of three to four people where they can share their reflections and insights (to the extent that it feels comfortable) with each other. Ask them to be ready to come back to the main group and share the main insights related to the experiences of (young) people from vulnerable groups.

Part 2. Mapping

1. Invite participants to map vulnerable groups in their local community (or community context in which they engage). Instruct them to start by making a list of vulnerable groups of young people they recognise in their community. Next to each of them, they should write places where those people can be, where they spend their time, where they go to meet their needs, what services they are looking for and where. You can use the provided template for this step.

Part 3. Participatory needs assessment

1. Now when each participant has their map, invite them to share them with the others. They might find similarities and/or learn about new and missing information.

2. Ask participants to pair up or team up or to continue with the next task as individuals. Explain that the next step is to conduct an online or in-person survey with those mapped young people. They should meet several young people from one of those groups and try to find answers to these questions

   ▶ What challenges do they face?

   ▶ What needs do they have? And which are difficult to meet?

   ▶ What do they see as burning problems?

   ▶ What services and activities do they lack?

   ▶ How can some of the existing services and activities be tailored to better suit them?

Inform participants that they should present their findings/insights visually on a flipchart paper (or alternatively on some digital wall), by using the empathy map model (see the image in the handout). In the four quadrants, they should present the key things that they discovered through interviews. The findings should be summarised as follows.

   ▶ What those young people **said** happens to them

   ▶ What those young people **did** and what they do daily

   ▶ How those young people **feel**

   ▶ hat those young people **think** about the situation.

Part 4. Insights and reflection on next steps

1. Invite participants/teams to share their empathy maps and key insights. The rest of the group can ask for clarification and could potentially also contribute with additional insights, based on the presented data.

2. Invite participants to create support groups and help each other to think of ways to respond to those insights, to think of ways to include those young people and together find mechanisms to address their needs.

Debriefing

Begin a discussion with participants asking the following questions.

   ▶ How was the overall process?

   ▶ How was it to reach out and connect with the young people? How did you feel? What did you sense?

   ▶ Were you aware of some of your assumptions/preconceived ideas of the young people and their needs? If so, have they been challenged?

- ▶ What surprised you?
- ▶ To what extent has your understanding of the needs of young people you connected with increased? How much clarity do you have now?
- ▶ Where do you see participatory needs assessment in your work?
- ▶ How could your findings inform policy making, directly affecting those groups of young people? What could you do in that regard?
- ▶ What could be your immediate next steps?

Tips for facilitators

It is important to allocate enough time for this activity. Though it might be tempting to rush it, as it does require quite some time, it will be counterproductive to do so, as it might just lead to more assumptions and preconceived ideas. If you are running a shorter event, then it might be better to opt for another activity instead.

Linked to that, this activity could be part of a blended or online course, where there could be more time dedicated to the research in the online community and then outcomes presented and discussed in person or online.

Depending on the maturity and resourcefulness of the group, you might need to support them when reaching out to the young people, so the process is open and participants are ready to genuinely and emphatically engage with the young people.

Furthermore, it is really important to encourage participants to:
- ▶ explore the unknown and to look for identifying groups of young people they know the least about; young people in relation to whom they recognise some prejudices; young people they often meet, but know little about their reality/living conditions, etc.
- ▶ attempt to interview as many young people from the specific identified group as they can reach. It is important that the findings are based on at least several interviews, so that a certain pattern can be identified.
- ▶ identify possible next steps and to support each other in those attempts to reach out and include a diversity of young people.

Participants should have some prior knowledge and/or experience with youth policy, possibly also from activities in the section "Understanding the public policy-forming process"

Variations

Each part can be a stand-alone activity, depending on the group with whom you are planning to do this activity and where they might be in terms of making their work more inclusive.

Suggestions for follow-up

After this activity you may wish to continue with the activity "Towards an inclusive policy" or some other activities that would help participants take inclusive and participatory steps towards inclusive youth policy making, implementation and evaluation.

Further resources

Design Thinking: a guide for prototyping and testing solutions for the sustainable development goals: www.undp.org/arab-states/publications/design-thinking.

## Template for mapping

Where do they spend their time?	Where do they go to meet their needs?	What services are they looking for and where?
•	•	•
•	•	•
•	•	•

YOUNG PEOPLE

Empathy map

SAY

THINK

YOUNG PEOPLE
(WHICH?)

DO

FEEL
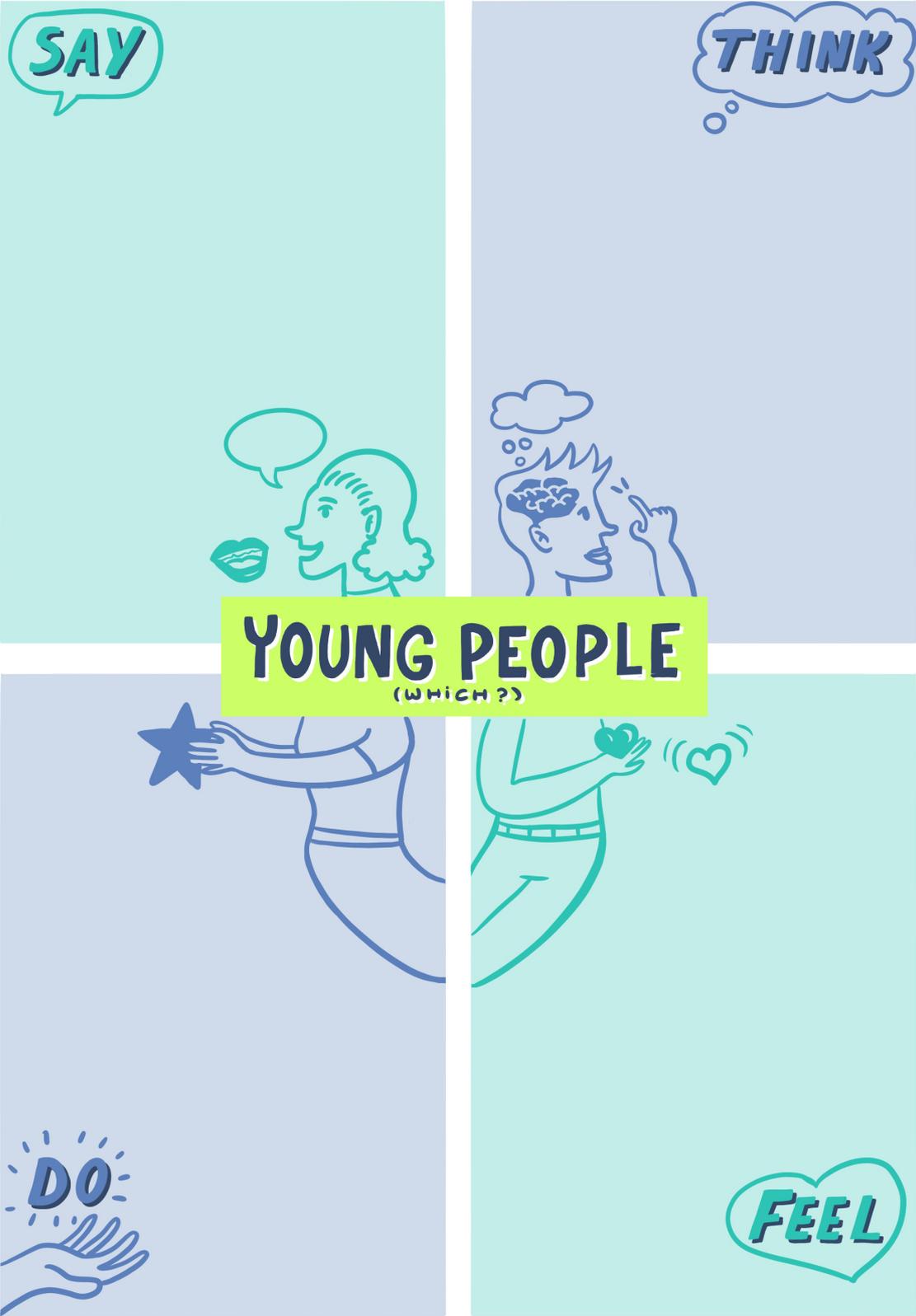
DISCOVER – RIGHTS AND MORE!

An activity exploring a rights-based approach to youth policy

Overview

Built around the RMSOS framework (rights, means, space, opportunity and support), the activity enables participants to explore a rights-based approach to a participatory youth policy. Participants learn about recognition of young people as a resource and understand the importance and value of meaningful youth participation in youth policy. They also get a chance to assess how much those conditions are present and available to young people and how they can be improved and advanced further.

Key themes and concepts

1. Rights-based approach
2. Participatory youth policy

Complexity: Level 2

Group size: Optimally not more than 20 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to understand the rights-based approach in youth policy making
▶ To enable participants to work with the RMSOS model and operationalise its different elements
▶ To inspire participants to explore the conditions for a rights-based approach in their specific contexts

Materials and technical preparation

▶ Flipchart papers and markers (or alternatively an online board with five distinct spaces).
▶ Large RMSOS model (to be put on the floor or the wall).
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Read more detailed explanations about the RMSOS model in the revised European Charter on the Participation of Young People in Local and Regional Life: https://rm.CouncilofEurope.int/0900001680702408
▶ Prepare the materials needed for the activity, including the large RMSOS model

Instructions

1. Ask participants to freely share what comes into their mind when they hear "rights-based approach in youth policy making"? What is the "rights-based approach" in general and how can it be related to policy making? You can note their answers on a flipchart paper.
2. Continue, by asking them further: who are rights holders and who are duty bearers in the context of youth policy? What is the relationship between them? Where is the power? You can also invite participants to try to visualise the relationships and the sources of power.
3. Present the RMSOS model (refer to "the basics of the topic" in this section) and if there are participants who are aware of it already, ask them to contribute. Make sure all the elements are clear, as well as the connection of the model to youth policy development (how all five elements are needed to ensure full participation of young people in policy-making processes).
4. Display the RMSOS model on the floor and ask the participants to stand around it. Start from the "rights" and ask participants how much they feel that young people they are working with (or themselves, if they

are young people) have the right to engage in policy making. They should physically position themselves on the respective line. You can ask for a few comments. Proceed to the "means" and repeat the same process until you cover all five aspects of the RMSOS model.

5. Explain that the activity will continue through work in five groups (each connected to one aspect of the RMSOS model). Invite participants to go to the group where they feel that there is, from their perspective, the most space for improvement. The task for the groups is to discuss how their respective aspects can be improved in their context. They should note the key insights on the flipchart paper (or in a designated space on an online board).

6. When all groups are ready, invite the participants to bring their flipcharts to the middle of the room and allow some time for them to read what is on them. (Alternatively, invite participants to check the online board and spaces where other groups have documented their work.)

Debriefing

Begin a discussion with the participants asking the following questions.

▶ What happened during the activity? What were the highlights for you?

▶ How much awareness is there about the rights-based approach and the RMSOS model in your context and your practice?

▶ To what extent are the rights-based approach and the defined preconditions present in your context?

▶ What are the specific steps you could take to improve the five conditions/aspects? What is the first step you would take?

Tips for facilitators

Depending on how familiar the participants are with the rights-based approach, you might need to spend more time introducing them to the concept and the processes around it. Be prepared with background information for possible discussions around the need for youth-specific rights (such as whether there is a need for such a concept as youth rights or whether it is covered by the broader human rights application).

Variations

Alternatively (if there is more time), you could carry out step 6 in the form of a "world café". Invite the groups to find their space in the main area (you would need to make sure there are five tables) and ask them to put their ideas onto their flipchart paper. Now ask each group to rotate and move one table to the left. When they are at another table they should get familiar with what the proposals are and then reflect and add/suggest their ideas on how that particular aspect could be improved. After a designated time, you should again give a sign that the groups should move to the left again and repeat the same process until they come back to their original flipchart. When they are back at their table, ask them to review the contributions from the others and reflect on them.

Additionally, if participants are active at this level, the next step could be to map RMSOS at the European level and in relation to European youth policy.

Suggestions for follow-up

After this activity you may wish to continue with other activities in this section exploring some other principles in more depth. Also, your group may express a wish to be more engaged in youth policy and thus you could propose activities from the section "Understanding the public policy-forming process" and/or from the section "Vision for change in the youth policy field".

Further resources

"Have your say!" Manual on the revised European Charter on the Participation of Young People in Local and Regional Life: https://rm.CouncilofEurope.int/16807023e0.

DISCOVER – ACCOUNTABILITY!

An activity on transparency and the accountability principle in youth policy making

Overview

The activity helps participants explore the accountability principle in a participatory youth policy and understand the importance of the oversight role among the different roles that different stakeholders in the participatory youth policy have. Through this activity participants identify and explore roles that different stakeholders have in the participatory youth policy framework, particularly in relation to the accountability principle.

Key themes and concepts

1. Accountability principle
2. Oversight role
3. Participatory youth policy

Complexity: Level 3

Group size: Optimally not more than 20 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to understand the accountability principle in youth policy making
▶ To enable participants to understand the oversight role of young people and youth structures in youth policy
▶ To inspire participants to explore the conditions for a rights-based approach in their specific contexts

Materials and technical preparation

▶ Sticky notes of two different colours and coloured pens.
▶ Flipchart stand (you need two) or a wall.
▶ Facilitation cards of different shapes and colours, flipchart papers and markers.
▶ Sticky tape or another way to attach facilitation cards and flipchart paper.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare a relevant list of key stakeholders in a youth policy context your learners' group engages with (to have as a back-up in case they are struggling to identify them) (refer to "the basics of the topic" in the section "Understanding the public policy-forming process")
▶ Prepare yourself to provide (as needed) input on the concept of participatory youth policy (refer to the chapter "Youth policy making in a democratic society – an overview")
▶ Prepare the materials needed for the activity

Instructions

1. Ask the participants to create groups of three to four people. Each group should take the sticky notes of two colours and write their associations and understanding of the terms "transparency" (assign one colour to this term and indicate it on the flipchart paper) and "accountability" (assign a second colour to this term and indicate it on another flipchart paper). When they are ready they should place their papers on the flipcharts. Invite them all to check what has been placed there before returning to their seats. Check if there is a need to clarify anything. Summarise the joint understanding of the terms explaining that this activity will look particularly into the accountability principle and oversight role that is necessary for accountability.

2. Invite participants to think about the youth policy framework in their context and identify which stake-holders are primarily expected to be accountable in youth policy. Ask which stakeholders from those identified (or some others) would be expected to ensure transparency at all stages of youth policy. Each identified stakeholder should be written on a facilitation card and put on the relevant flipchart.

3. Present your input on youth councils' or similar youth structures' oversight role in youth policy (refer to "the basics of the topic" in this section). Invite participants to identify who that is in their context.

4. Invite them to go back to their groups and discuss **how** youth councils or similar youth structures (or someone else) should/could provide support, and **what support** they might need, in order to:

   ▶ demand accountability and transparency from identified stakeholders in youth policy;

   ▶ assess whether those identified stakeholders are accountable and whether they work in transparent manner;

   ▶ evaluate the work of those stakeholders.

   Ask them to document their ideas on sticky notes.

5. Invite the groups to come back and share their main ideas on the first question, and then on the second and third. Ask them to just add paper if the answer is same/similar to something mentioned by another group and to contribute to presenting new ideas.

Debriefing

Begin a discussion with the participants asking the following questions.

▶ What happened during the activity? What were the highlights for you?

▶ How much awareness is there about the accountability principle in youth policy in your context? How important is this aspect for participatory youth policy?

▶ To what extent does the national youth council (or similar youth structure) have an oversight role in youth policy in your context? How could that be improved?

▶ How do you feel about the ideas identified? Could you initiate some steps to make them reality?

Tips for facilitators

Make sure to introduce the notion that accountability does not only apply to the public sphere and public officials but can also be understood in a wider context and also be applicable in the private sphere. For example, youth councils are accountable to their member organisations, and those member organisations are accountable to young people – their members. And thus, it is very important to apply this principle in all spheres. Furthermore, note that accountable stakeholders work in a transparent way and that is why those two concepts often go together. If participants have missed some key stakeholders and are struggling to identify them, offer them stakeholders from the list you have prepared. During the activity and particularly in the debriefing part you may need to highlight the concept of participatory youth policy.

Variations

Depending on your group preferences, the first step of the activity could be done with groups explaining their understanding of terms by making a human statue, creating a physical model, performing a one-minute silent movie, etc.

Suggestions for follow-up

After this activity you may wish to continue with activities in the section "Monitoring and evaluation of participatory youth policy" to explore how monitoring can be integrated into youth policy design. Also, your group may express a wish to be more engaged in youth policy and thus you could propose activities from the section "Understanding the public policy-forming process" and/or from the section "Vision for change in the youth policy field".

Further resources

Chapter 7 in *About time! A reference manual for youth policy from a European perspective*: https://pjp-eu.CouncilofEurope.int/documents/42128013/47261623/Youth+policy+manual+2021+WEB.pdf/32a8859d-ee44-cbb8-016b-0aa3928a4c99.

DISCOVER – THE TWO-WAY POLICY STREET

An activity on understanding European youth policy making

Overview

The activity attempts to inspire youth policy stakeholders, particularly those at local level, to understand why they should care about European youth policy. The activity presents European youth policy key stakeholders and documents in relation to the local level. It includes mapping of key stakeholders and key documents of youth policy at the European level and their support for and impact on the local level.

Key themes and concepts

1. Policy making at the European level
2. Links between policies on different levels

Complexity: Level 4

Group size: Optimally not more than 20 participants.

Time: Optimal proposed time frame for the activity is three hours.

Objectives

▶ To support participants to discover policy making at the European level and the key participants, processes and priorities
▶ To enable participants to make (and feel) the links between policy making at European and local/national levels
▶ To inspire participants to engage with the European youth policy level

Materials and technical preparation

▶ Flipchart papers and markers.
▶ Sticky notes.
▶ Rope or thread (for linking) and A4 papers (for the "road").
▶ An internet connection and devices to connect – for participants to research.
▶ Relevant resources table with publications and printouts of relevant documents.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Do research on European youth policy key actors and documents (for inspiration on where to start, you may refer to sub-section "European level youth policies" in "the basics about the topic" in this section) – to be able to support participants and indicate where they could look for information
▶ Prepare the materials needed for the activity, including titled flipcharts/papers to arrange the two-way-street setting

Instructions

1. Present the objectives of the activity. Then divide participants into two groups (alternatively, they can be divided into an even number of groups, where half the groups focus on the first task and the other half on the second). Give tasks to the groups: the first group (or odd groups) are researching the key actors in European youth policy making; the second group (even groups) are researching the key documents of European youth policy making.
2. While the groups are researching, create a big space with flipchart papers on the floor. Half of the flipcharts will be for the key actors and the other for the key documents. There should be some space left in the middle.

3. Invite participants to map the results of their research. They should write their findings on the sticky notes and attach them to the respective flipcharts.

4. When the flipcharts are filled with the findings, invite the participants to make links between them (link a key document to a key institution) with the rope/thread, while still keeping the empty space in the middle.

5. Leave space for clarification, if needed, and then invite participants to extract the main priorities of European youth policy and place them in the middle of the map.

6. When the map is complete, ask the participants to individually reflect on the following question: Why should we care about European youth policy?

7. While participants are reflecting, create another space on the floor, this time with a flipchart saying "local/national youth policy". Between this flipchart and those featuring the European youth policy, create a "street" with two directions, made of papers as well. One road should go from European to local/national youth policy and the other from local/national to European youth policy.

8. Invite the participants to take their place on the street as well.
   ▶ On the street with the direction European -> local/national, participants should write down how European youth policy affects local areas/nations. What is the impact? What are the benefits?
   ▶ On the street with the direction local/national -> European, participants should write down how local/national youth policy processes contribute to the European level and how its participants can be actively involved in it.

9. Invite the participants to reflect on these questions in smaller groups (not the same ones as in the mapping step, but purposefully mixed) and write their contributions on sticky notes on the "roads".

10. Allow some time for the participants to take in what is written on the "roads" and then invite them for a debriefing.

Debriefing

Begin a discussion with the participants asking the following questions.
▶ What was the key impression you got from the activity?
▶ How was the process of learning about key European policy documents/institutions/priorities?
▶ Have you discovered something new? Has something surprised you?
▶ Could you link some of the developments at the European level to your own practice?
▶ What are your insights from linking the European level youth policy to the local/national one? How obvious are the links?
▶ How could you engage as well as support young people to bring European policy closer to your reality?
▶ And how could you and young people engage in contributing more to the European-level processes?

Tips for facilitators

In order to shorten the process, you could prepare an overview of the different stakeholders (in particular the difference between the EU and the Council of Europe) and the documents in advance and present it to the participants.

Below are a couple of examples:
▶ Presentation "Youth Policy on International (European) Level"
▶ Kahoot quiz "Stakeholders of youth policy on the European level"

The activity could then continue from the moment when participants map the key priorities.

To make the work in the activity easier, participants should have some prior knowledge and/or experience with youth policy, possibly also from activities in the section "Understanding the public policy-forming process"

Variations

You may give the research task to the participants before the actual educational activity. They can do the research individually or in smaller groups as part of a synchronised learning activity and contribute their findings to a shared online space.

Also, you may choose a specific field of youth policy and organise an activity around that to enable participants to explore and understand the key actors and the links between the European and local level in that particular policy field.

Suggestions for follow-up

After this activity you may wish to continue with the activity "Action – Let's talk policy" to support participants in exploring models for constructive dialogue within European youth policy. Also, your group may be inspired to explore how to engage in participatory youth policy; in this regard, see the activities in the section "Vision for change in the youth policy field". Or they may wish to explore how to engage some of the youth policy actors; in that case, the section "Mapping and engaging key actors in participatory policy making" offers some relevant educational activities.

Further resources

The MOOC "Europe and young people: How citizenship works in the European context?", in particular module 5: "Young people and Europe: How do we make change in Europe?": www.salto-youth.net/rc/see/activities/active-european-citizenship-and-identity/citizenshipeurope/.

MOOC on Essentials of youth policy: https://pjp-eu.coe.int/en/web/youth-partnership/online-course-on-youth-policy, in particular the video "Linking European and national youth policy": www.youtube.com/watch?v=edeBFlVX0QU, and the video "Investing in youth policy. Key actors and policy frameworks": https://youtu.be/-HnBS6g5W-A.

ACTION – LET'S TALK POLICY

An activity on constructive policy dialogue building, also featuring existing processes

Overview

The activity offers participants the opportunity to critically assess the youth participation models offered and explore the need for participatory mechanisms and commitment to meaningful youth participation in youth policy through case studies and their guided reflection. The activity introduces participants to aspects of policy-related processes, structures, instruments and practices of dialogue on different levels and with a range of stakeholders.

Key themes and concepts

1. Policy dialogue
2. Participatory mechanisms
3. Principles of effective youth policy processes

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to learn about existing tools, mechanisms and practices of policy dialogue, as well as to identify barriers to and guarantees of a successful dialogue process
▶ To enable participants to explore concrete mechanisms, tools and practices which can be used to foster a constructive and continuous dialogue among policy stakeholders on European mechanisms
▶ To inspire participants to foster youth dialogue processes in their own contexts

Materials and technical preparation

▶ Flipchart papers and markers.
▶ Prepare visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including the handouts with cases and a set of questions for the group work
▶ Check that the cases presented in the handouts are up to date and if there are other cases in your context that may be relevant to add

Instructions

1. Present the objectives of the activity and introduce the methodology of case analysis. Invite participants to freely associate and share their ideas on what a dialogue is and what the characteristics of a good dialogue are. Make sure you highlight the difference between debate and dialogue.
2. Invite the participants to form three working groups and explain that each group will get one case study on youth participation to work with. For the exploration and analysis of the cases, give the groups a non-exhaustive set of guiding questions grouped loosely into two categories: a. analysing the case and b. connecting it to their own context and practice. The three cases are:
   ▶ co-management of the youth sector of the Council of Europe

- ► EU youth dialogue
- ► youth delegates (Congress of Local and Regional Authorities of Europe)

3. Once they are ready, invite the groups to report back to the main group on their work.

Debriefing

Begin a discussion with the participants asking the following questions.

- ► What were the main insights and take-aways from the work?
- ► Which elements are particularly interesting for you in these cases?
- ► How feasible and applicable are the mechanisms explored in your own realities?
- ► What similar mechanisms exist in your countries and contexts?
- ► What conditions and actions are needed to have participatory mechanisms in place in your realities and what do you see as your and your organisations' role in it?

Tips for facilitators

You can use any other relevant dialogue processes, or specific ones on specific themes. If the activity concerns the national level, national-level examples/cases can be used. For international groups or groups learning in the frameworks of European programmes, Europe-level cases could be chosen.

Additionally, in the web resources referred to, you can find reports, updated information with practical specific examples of the recent processes and their outcomes, and concrete examples of decisions made and their impact on policy, etc. These can be added to the main case text according to the context and group it is used with. It is best that the participants have some prior knowledge and/or experience with youth policy, possibly also from activities in the section "Understanding the public policy-forming process".

Variations

The activity can use different cases for reflection and analysis; the set of questions can also be altered. Additionally, after the cases are analysed, the groups can meet bilaterally, present the work to each other and get to know the cases in more depth. A case exhibition with random visitors from the groups can also be used to present the results of the reflection.

Suggestions for follow-up

After this activity you may wish to continue with other activities in this section exploring other principles in more depth. Also, your group may be inspired to learn more about ways to engage with youth policy and you may offer them activities from the section "Vision for change in the youth policy field".

Further resources

Council of Europe Youth Portal: www.CouncilofEurope.int/en/web/youth.

EU Youth Portal. All dialogue cycles and their outcomes can be reached at: https://europa.eu/youth/get-involved/eu-youth-dialogue/previous-eu-youth-dialogue-consultations_en.

The Congress of Local and Regional Authorities' Rejuvenating Politics initiative: www.coe.int/en/web/congress/youth-delegates.

Case analysis and reflection questions

Analysing the case

▶ What elements make the practice interesting, meaningful, comprehensive, efficient and effective?

▶ What are the preconditions for dialogue on the youth policies in this particular case?

▶ What are the necessary tools, channels, processes and capacities of policy stakeholders for a constructive dialogue in this case?

Connecting with your context and practice

▶ What barriers exist to meaningful and effective policy dialogue in your context and how can they be overcome?

▶ Are there existing practices in your context with the same objectives and tools as in this case?

▶ How can these mechanisms be applied/adapted in your context?

Case studies

EU Youth Dialogue

(Excerpts from the European Youth Portal)[26]

What is the EU Youth Dialogue?

The EU Youth Dialogue is a dialogue mechanism between young people and decision makers taking place in the framework of the EU Youth Strategy. This is a way to ensure that the opinion, views and needs of young people and youth organisations are taken into account when defining the EU's youth policies. It supports the implementation of the EU Youth Strategy 2019-2027 which focuses on three main core areas – "connect, engage and empower" – and encourages co-operation between the EU countries in respect to all issues concerning young people.

The dialogue with policy makers and other dialogue activities takes place in 18-month work cycles. Each cycle focuses on a different theme set by the Council of Youth Ministers.[27] The Youth Dialogue aims to address all young people, including those with fewer opportunities and those currently not involved and active. In every member state, the process is organised by national working groups that are in charge of conducting consultations and activities in their country with young people, youth organisations and policy makers.

The Trio Presidency takes the lead role with regard to steering the implementation of the EU Youth Dialogue, in close co-operation with the European Commission and the National Agencies, as well as with the European Youth Forum and other youth civil society representatives, within a co-ordination group.

What is the outcome?

Once national and European activities are over, the results are compiled, analysed and further discussed at the EU Youth Conferences. There, youth representatives and policy makers have the opportunity to work together and present a joint message to the EU. These conferences take place twice a year and are hosted by the country that holds the EU Presidency. The conclusions based on the EU Youth Dialogue activities are presented to the Council of the European Union. The Council might then adopt a policy document containing the views of young people. For instance, the sixth cycle saw the creation of 11 Youth Goals in 2018 that were then added to the EU Youth Strategy following a political process and negotiations in the Council of the EU.

The EU Youth Strategy contributes to realising the vision of young people by mobilising the EU-level policy instruments as well as inciting stakeholder actions at a national, regional and local level.

The dialogue has been going on for years!

The EU Youth Dialogue is the successor of the Structured Dialogue with young people that was created under the previous EU Youth Strategy running from 2010 to 2018. In order for you to better understand the EU Youth Dialogue, you could have a look at the past cycles and see how their outcomes were used to include youth voices in the EU decision-making processes.

The EUYD reaches in every cycle more than 50 000 young people and is one of the biggest single participatory process for citizens (the biggest for young people) in the EU thanks to its capacity to mobilise young people via national platforms and youth organisations. In order to get more young people to participate regardless of background, educational level or financial means, the EU Youth Dialogue is rooted locally and incorporated in other EU actions supporting initiatives around participation and dialogue.

One of the easiest ways to have your say through the Youth Dialogue is to contact and get involved in the national working group of your country and take part in the activities they organise. These groups bring together, amongst others, representatives of youth ministries and other ministries, national youth councils, local and regional youth councils, youth organisations, representatives of the National Agency for Erasmus+ Youth in Action, young people from diverse backgrounds, youth information providers, and youth researchers.

There is also a number of European Youth Organisations, selected through a call, that organise consultations and discussions at the European level in the framework of the current EU Youth Dialogue process "Creating Opportunities for Youth".

26. https://europa.eu/youth/get-involved/eu-youth-dialogue/what-eu-youth-dialogue_en, accessed on 2 May 2022.
27. Often in practice, the Trio Presidency has the main role of setting the priorities of the cycle.

Youth Sector co-management in the Council of Europe

(Excerpts from the Council of Europe Youth Portal)[28]

The Council of Europe operates a unique co-management system in the youth sector. It is an example of participatory democracy in practice for the entire youth sector within the Council of Europe. It is a place for common reflection and co-production, combining the voice of young Europeans and that of public authorities responsible for youth issues, leading to a sharing and evaluation of experience.

Thanks to this dialogue, where each party has an equal say, ideas and experiences can be exchanged, in a spirit of mutual understanding and respect, giving legitimacy to the decisions of the Joint Council on Youth (CMJ). The co-management system is a complex architecture relying on regular and quality inputs from youth organisations, governments, Council of Europe institutions and other key partners, as shown in the image below:
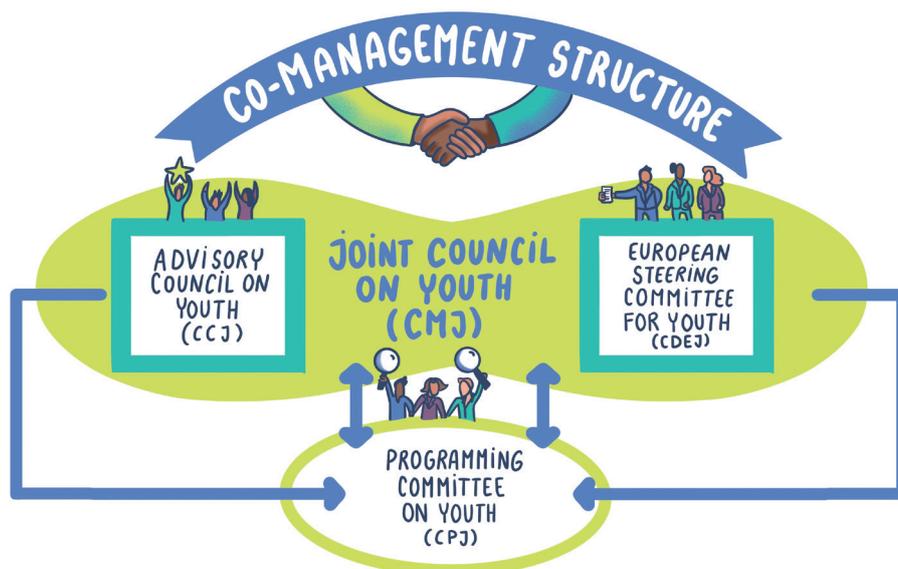
The **European Steering Committee for Youth (CDEJ)** brings together representatives of ministries or bodies responsible for youth matters from the 50 States Parties to the European Cultural Convention. The governments of the States Parties to the European Cultural Convention come together in the CDEJ to oversee the Council of Europe's Youth for Democracy programme, to advise the Committee of Ministers on all youth-related issues, as well as to develop youth policies and standards that tackle the challenges and obstacles young people face in Europe and guarantee youth participation and young people's access to rights.

The CDEJ has developed a variety of principles and values that should underpin youth policies and helps public authorities to implement these, providing advice and capacity-building support through a series of assistance measures.

The **Advisory Council on Youth (CCJ)** is the non-governmental partner in the co-management structure which establishes the standards and work priorities of the Council of Europe's youth sector and makes recommendations for future priorities, programmes and budgets. It is made up of 30 representatives from youth NGOs and networks in Europe and its main task is to advise the Committee of Ministers on all questions relating to youth. Specifically, the Advisory Council helps to ensure youth policies are mainstreamed into the Council of Europe's programme of activities by providing opinions and proposals to all of the Organisation's bodies. It also ensures that young people are involved in other activities of the Council of Europe and promotes the policies beyond the Organisation.

The Advisory Council on Youth may also be invited by the Committee of Ministers to formulate opinions on general or specific questions concerning youth policy; formulate opinions and proposals concerning the priorities, expected results and budget for the youth sector; promote the Council of Europe's youth policies within the Organisation and beyond.

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28. www.coe.int/en/web/youth/co-management, accessed on 11 August 2022.

The Joint Council on Youth (CMJ) brings together the European Steering Committee for Youth (CDEJ) and the Advisory Council on Youth (CCJ). It is a co-decision-making body which establishes the youth sector's priorities, objectives and budgets. This is the supreme decision and policy-making body for the Council of Europe's governmental and non-governmental partners in the Youth Department. It is composed of all of the members of the CDEJ and all of the members of the Advisory Council. The task of the Joint Council, in a spirit of co-management, is to develop a shared position on the youth sector's overall priorities, annual/plurian-nual objectives, main budget envelopes and necessary budget specifications, within the political and budgetary framework established by the Committee of Ministers. It also contributes to the effective mainstreaming of youth policies into the Council of Europe's programme of activities.

The Programming Committee on Youth (CPJ) consists of eight government representatives and eight non-governmental youth organisations. It establishes and monitors the programme of the European Youth Foundation (EYF) and the European Youth Centres (Strasbourg and Budapest). The CPJ meets in June and December. The members are elected for a two-year mandate. It takes the decisions on all applications submitted to the EYF as well as on the study sessions organised in co-operation with the European Youth Centres.

Congress of Local and Regional Authorities' Rejuvenating Politics initiative (Council of Europe)

(Excerpts from the project leaflet)

Congress of Local and Regional Authorities

The Congress of Local and Regional Authorities is an institution of the Council of Europe, responsible for strengthening local and regional democracy in its 46 member states and assessing the application of the European Charter of Local Self Government. As the voice of Europe's municipalities and regions, it works to foster consultation and political dialogue between national governments and local and regional authorities, through co-operation with the Council of Europe's Committee of Ministers. As with other political assemblies, such as national parliaments or local/regional councils, the sessions are formal gatherings where the Congress members examine reports, hold thematic debates and adopt recommendations.

The Council of Europe is committed to "promoting young people's active participation in democratic processes and structures, promoting equal opportunities for the participation of all young people in all aspects of their everyday lives".[29] "Conscious that direct involvement of youth in the affairs of society remains essential, as a safeguard for democracy and for sustainable development in the municipalities and regions", the Congress of Local and Regional Authorities adopted its revised European Charter on the Participation of Young People in Local and Regional Life in 2003.The Charter is a tool to promote and enhance meaningful youth participation at local and regional levels across Europe.

Youth participation requires that local and regional authorities engage with young people on a range of issues. In recognition of this, in October 2014 the Congress invited for the first time youth delegates to take part in its session. Young people from 34 European countries took part in the 27th Congress session "Empowering youth: a shared responsibility for cities and regions". Since then, as part of the Congress's initiative "Rejuvenating Politics", the Congress has invited each year one young person from each of the 46 member states of the Council of Europe, chosen following a rigorous selection procedure (the selection panel is a mix of representatives of the Congress, its secretariat and the Advisory Council on Youth[30]) to take part in its two sessions per year.

Prior to arriving in Strasbourg, the youth delegates receive online training on the Council of Europe, the Congress and its sessions and committees and its work and tools on youth participation. On the day before the session they have an intensive day of preparation in Strasbourg covering the knowledge and skills needed for productive and meaningful participation in the Congress work as well as preparation for each topic debated in the Congress session.

Youth delegates participate in the session as speakers on certain topics, preparing presentations on behalf of the whole group, as well as on an individual basis with interventions and questions. They also participate in committee meetings.

By inviting a number of young people to take an active part in the session, the Congress and the Council of Europe Youth Department aim to create a space for dialogue between the selected youth delegates and local and regional elected representatives and enable young people to express their views on the issues being debated.[31]

The preparation of innovative grass-roots projects has become an indispensable part of each youth delegate's participation in the Congress's initiative. Youth delegates are free to choose their project topic and over the years these have taken many forms from smaller-scale presentations to schools and universities, mini-Congress style sessions and transfrontier collaborations to television and radio appearances. Their projects have one common aim and that is promotion of the Congress's work on different topics and the involvement of young people in decision making at local and regional levels. Each year's most interesting or innovative projects are presented at the Congress's autumn session.

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29. Resolution CM/Res(2008)23 on the youth policy of the Council of Europe and Congress Recommendation 128 (2003).
30. The Advisory Council on Youth (CCJ) is the non-governmental partner in the co-management structure which establishes the standards and work priorities of the Council of Europe's youth sector and makes recommendations for future priorities, programmes and budgets.
31. Specific objectives include informing and involving young people directly in all aspects of the Congress's work and making young people aware about the Congress's work and the tools to support youth participation; bringing the youth perspective to all thematic debates; motivating the youth delegates to spread the information and experience acquired during the sessions on their return home; within the Congress, encouraging an exchange of good practices as well as the promotion of existing models of youth-led structures; promoting co-operation between members of the Congress and youth delegates at all levels.

As soon as the youth delegates have been chosen and have confirmed their participation, the name and contact details are sent to each national delegation by the President of the Congress. National delegations are strongly encouraged to do their utmost to welcome and integrate the youth delegate representing their country. In addition to including youth delegates in their activities and discussions during the sessions, national delegations can further help youth delegates by giving them advice and making introductions to different local or regional bodies with a view to helping them with their grass-roots projects.

ACTION – IN BUDGETTOWN!

An activity on youth participatory budgeting

Overview

The activity introduces the theme of participatory budgeting, develops the ability to engage in dialogue, negotiations, decision making and innovations as well as commitment to meaningful youth participation in policy processes. This gamified role play simulates participatory budgeting in the city of Budgettown, participants work jointly to prepare sustainable proposals for the city council's decision on the budget.

Key themes and concepts

1. Youth participatory budgeting
2. Decision-making process
3. Democratic innovations

Complexity: Level 3

Group size: The number of participants can vary from a minimum of 10 to a maximum of 60 people, divided into three groups (which could be also split where there is a large number of participants), plus one participant who will hold the position of mayor of the city that will be chosen by the participants of the three neighbourhoods.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to explore democratic innovations and other forms of participation beyond representation
▶ To enable participants to practise dialogue and collaboration in situations of conflict in multistakeholder settings
▶ To inspire young people to act proactively in the community

Materials and technical preparation

▶ A large room for the whole group is needed with tables for group work.
▶ Printed or digital material with roles.
▶ Flipchart paper and markers.
▶ Flipcharts/wall where all work can be documented.
▶ Sticky tape or another way to attach papers to the wall/flipchart.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the main group area and working space for three different groups
▶ Prepare the materials needed for the activity, including role cards and instructions for each group

Instructions

At the beginning

1. Explain that this is a role-play activity where each participant will perform a role as a member of one of three groups. Each group is invited to discuss, create and propose project proposals for the city.
2. Assign a character card to each participant and ask them to perform in accordance with that identity when participating in the discussions as part of the group.

3. Ask participants to think individually about what kind of proposal they would like to see funded, just based on the role card. Then invite participants to regroup according to the different neighbourhoods that are marked on their identity card. Give the description of the neighbourhood to each group.

4. The participant assigned the role of mayor now takes over the facilitation of the activity. The mayor asks each group to come up with and present at least two proposals (for 50, 100 or 150 BT coins) to the whole group, explaining that the mayor will be a neutral referee giving the floor to each group to present their proposals.

5. After the discussion in each group, the participants will present their proposals – for a maximum of five minutes per neighbourhood. All the participants have the right to ask clarification questions, to express their opinion and then to vote for the proposals – based on their interpretation of the preferences of the character role that they are playing.

6. The role play ends with the announcement of the winning proposals – those with the most votes and coming within the overall budget.

7. Invite participants to the debriefing part.

Debriefing

Invite the participants, after exiting their roles, to participate in the open discussion on the overall process. Here are some specific questions that you could use.

▶ What do you know about youth participatory budgeting? What do you think of this approach?

▶ How was the process to create a proposal? What were the most important elements discussed?

▶ What was surprising (or not) in the proposals suggested?

▶ Did you change your point of view during the discussions? What was the reason for the change of opinion? (Perhaps better solutions presented by other participants or reluctance to stand up for your own opinion?)

▶ How easy/difficult was it to play the different roles assigned?

▶ What are the links between the activity and real life?

▶ What is your understanding and experience of youth citizenship? And of participatory budgeting?

▶ What proposal would you have made if you weren't in your role? Would it be different? Why?

▶ What could be done to promote a dialogue between young people and policy makers?

Tips for facilitators

You can run this activity as an introductory exercise or as the main activity.

The activity can be done in small groups and also completely by individual work.

Bear in mind that it takes time for people to understand their role and to prepare the proposal. It is very important that the participants understand that taking care of the community where they live is a right that they have and they can exercise this right in different forms by sharing ideas, participating in budget allocation and voting.

Some groups may reach a consensus on a proposal, others may not. In the discussion, you should use the opportunity to explore the value of the dialogue and the decision-making process, especially for the stakeholders. Ask those groups that did reach a consensus to report their final position but also the main arguments behind it. Ask those groups that did not reach a consensus to outline what brought them closer and what contributed to the divisions between them.

Variations

1. The facilitator can divide the participants into four groups, beside the three different neighbourhoods (Downtown, Middletown and Uptown) and add the members of the administration of the city. The representatives of the three different neighbourhoods could then prepare one proposal per group, while the administration group will gather to decide which proposal gets funded. They do not receive a specific card, just a description of three neighbourhoods.

2. Once the proposals are ready and presented, participants are divided into small mixed groups – each consisting of people from each neighbourhood (three people) or from each neighbourhood and administration (four people), if variation one is taken. Now, each multistakeholder group should discuss how

much to spend for each proposal that has to fall within the limits of the public budget. Proposals can be amended and improved by negotiating. The revised/new proposals from each table are debated and voted on individually by all the participants.

The role play ends with the announcement of the winning proposals – those with the most votes and coming within the overall budget. And in the debriefing you add a question on what difference did it make when people from different neighbourhoods and/or from different neighbourhoods and the administration were sitting together at the same table and negotiating the best proposals.

Suggestions for follow-up

After this activity you may wish to support the group to engage further with participatory youth policy and for that you can start with the sections "Understanding the public policy-forming process" and "Vision for change in the youth policy field".

You may also share some of these following ideas for action with the participants.

▶ Find out which laws have been created to support youth policies in your community and whether they created new opportunities for young people and to what extent.

▶ Check if there are any networks that promote youth rights and advocacy for young people that allow them to participate and for their voice to be heard in political discussion and budget allocation at local, regional or national level.

▶ Find out about examples of proposals for new policies or actions in your town/region/country that have started from the combined effort of young citizens, and what budget has been allocated to such proposals.

▶ Search for examples of new policies or actions that are good practices of co-operation between youth NGOs and policy makers.

▶ Think about what can be done to promote structural dialogue at the local level, so that young people can regularly meet members of the administration to contribute ideas for shaping the future actions of the city council.

▶ Think about concrete proposals for participatory budgeting at your local/regional level and how they could be presented to local policy makers.

DESCRIPTION OF THE THREE NEIGHBOURHOODS AND PARTICIPANTS

The city of Budgettown has decided to allocate a proportion of its public budget, to the amount of 150 BT coins, to civic projects democratically proposed and selected. The city has organised a youth participatory budgeting activity to receive the proposals that are most popular/most voted for by citizens.

ROLE

Mayor of Budget Town. Your role is to act as a neutral referee and to ask three neighbourhoods to prepare their proposals. Every group is asked to present at least two proposals (for 50, 100 or 150 BT coins) to the group. You will facilitate the presentations and allocate equal time to all.

DOWNTOWN

Downtown was the first area of Budgettown to be built, close to the sea and presenting one of the most beautiful panoramas of the city, but having stayed more or less the same for over 50 years while the other neighbourhoods renewed and progressed.

However, the value of the old-fashioned buildings making up the urban landscape of Downtown is low, and the area is typically inhabited by large families, people with fewer economic opportunities, those mostly working in low-skilled jobs and those who have typically not received higher education. Among other issues, there is some criminality and overpopulation of the area.

In this part of the town there are high school dropout rates as older brothers and sisters often need to stay at home with their siblings or start working at a very young age to contribute to covering the expenses of the family.

Nonetheless, Downtown is also home to some interesting spots and activities, such as the Street Arts Hub and the Fisherman's Market, giving the area an interesting and colourful spirit.

ROLES

Identity card Downtown

You are in your mid-20s. Nothing stimulates your curiosity except online games. You don't have high esteem for yourself and you are not looking for change. Politics is a completely unknown world for you.

Identity card Downtown

You are a student in your late 20s. You dream of a bright future. You heard some other students talking about youth participation and activism. So, you wanted to check what it is about.

Identity card Downtown

You are in your early 30s and you are completely focused on creating a business. You have an entrepreneurial mindset like your mother and your grandmother before her. Like them, you don't have time to dedicate to other matters but it is clear that your neighbourhood needs some intervention.

Identity card Downtown

You are an older teenager. You stopped being a student a long time ago because you needed to take care of your younger siblings. You feel that politicians forgot about your situation as they did about the neighbourhood.

Identity card Downtown

You are close to the age of 30. Your father and your grandfather are fishermen. You don't trust politicians and usually do not vote in elections.

Identity card Downtown

You are in your early 20s. Your grandfather was the administrator of the neighbourhood a long time ago. He had a lot of good proposals but got betrayed by his group. You know that people living there need more access to opportunities, but with these politicians… What a disaster!

Identity card Downtown

You are in your late 20s and a member of a group of young activists. You believe that the neighbourhood and the whole city need to be renovated. You are angry that the municipal council is doing nothing!

Identity card Downtown

You are in your mid-20s and you like to paint. You care about the environment and heritage. You want to take action for change.

Identity card Downtown

You were born here 18 years ago but you have a migrant background. Your parents taught you to fight for your rights and now that you are 18 you can finally vote!

MIDDLETOWN

The beating heart of Budgettown is the neighbourhood of Middletown, with its streets full of shops, small markets and artisans' studios. Middletown is inhabited by young and vibrant citizens and small families, mostly owners of small boutiques, or working in the different shops in the area.

The neighbourhood is growing fast and is also one of the most frequented during the evenings with its many bars and restaurants, therefore many people decide to move there, and investors are building new apartments, meaning the neighbourhood is constantly expanding.

Although it seems like the area is a good place to live, there are several issues that have been brought to the surface by the inhabitants in recent years. First of all, the constant demand for more apartments has caused a reduction in the number of green areas, many of which have given way to new apartment blocks and houses. Also, there is a constant talk about the vibrant nightlife of the area: for some people it attracts tourists and is good for the economy, but for others it creates trouble as it brings noise, pollution and litter and a rise in antisocial behaviour.

ROLES

> **Identity card Middletown**
>
> You are in your early 20s and you already own a business. You have inherited it from your family and it is your whole life. You don't have time to dedicate to other matters even if you recognise that your neighbourhood and the whole town need some innovative action.

> **Identity card Middletown**
>
> You are not yet 19 and you study in a technical professional high school. You usually like to meet with your friends in the little square in your district and also enjoy your usual bars. You love to play sport but your area lacks sporting facilities and you would like to create a sports club.

> **Identity card Middletown**
>
> You are in your mid-30s. You have a web design studio and you are working a lot. You don't love to get out, you prefer to watch TV at home and go to sleep early since you work a lot. That is why you complain about noise and you created a committee of other citizens who would like to have a quieter life in the neighbourhood.

> **Identity card Middletown**
>
> You are in your mid-20s. You work as a bartender in a bar in the neighbourhood. You love music and you like to organise parties. You believe there should be more spaces for clubs and music events.

> **Identity card Middletown**
>
> You are in your late 20s. You are part of a green movement and you use a bike mostly to move around the city. You are tired of seeing cars and your dream is a "zero-emissions" town where everyone travels by sustainable means.

> **Identity card Middletown**
>
> You are in your mid-20s. You have just finished your master's degree in marketing and economics. Now you would like to find a job in your city. You don't believe there are many job opportunities in your city but you would like to create your own.

> **Identity card Middletown**
>
> You are in your early 30s. You are unemployed and even though you have tried many times, you have not found a job. You have lost all hope and you don't trust public institutions anymore. You don't want to vote anymore.

> **Identity card Middletown**
>
> You have just turned 18 and just finished high school. You are still thinking about whether to go to university or not. You would like to create your own business.

> **Identity card Middletown**
>
> You are in your late 20s. You have your own clothes shop in the neighbourhood. You know many people in the neighbourhood but are not so interested in what is going on in it; you don't care, you love your life as it is.

UPTOWN

High financial towers, office buildings of banks and multinational corporations and an area full of detached houses make the landscape of Uptown, built towards the top of the hill which is on the edge of Budgettown. This is the richest area of the town, inhabited by people with higher incomes.

The area features large portions of land that have been used to create parks and green areas. However, there is a lack of services for entertainment, culture and health, such as sport facilities, cultural centres (theatre, music or arts schools) and other social opportunities for youngsters. This is more a part of town where families tend to live and entertain in their own space and there are limited interactions with the neighbours.

The area is also a bit detached from the rest of the Budgettown and the public transport does not function well enough to create efficient connections with the other parts of the city.

ROLES

Identity card Uptown

You are in your early 30s. You are the daughter of a very well-known rich family in the district. Money has never been a problem for you. There were also always plenty of opportunities for you. You never participate in debate or voting as you find all those discussions quite boring.

Identity card Uptown

You are in your late 20s. You believe politics is not doing enough to promote cultural activity in your district and you believe things should change, the sooner the better.

Identity card Uptown

You are in your early 20s. Playing baseball at professional level was always your dream but it seems in your district other inhabitants do not think the same way. Besides the gym, football pitch, swimming pool and basketball facilities, you believe there should be a place for other sports too.

Identity card Uptown

You are in your early 20s. You believe that your role is to study and attend university to get good marks rather than participate in any campaign.

Identity card Uptown

You are in your mid-20s. You enjoy living in Uptown and you believe some more cultural events could make the district even more fascinating.

Identity card Uptown

You are in your mid-30s. You decide to open a club to promote art and culture among young people in your district. More colours in Uptown … you have already found a great motto!

Identity card Uptown

You are in your late 20s. You spend a lot of time using public transport to go to work and back home. You believe the city council should either create a new metro station or provide you with a helicopter!

Identity card Uptown

You are 19. You want to study international relations at university to become a diplomat in the future; in the meantime, you are a leader of a scout club.

Identity card Uptown

You are in your mid-20s. In the last election you voted for a politician that had a great programme, but you discovered the city council needs to agree to implement it. You are fed up with promises and aim to improve the community where you are living.

ACTION – TOWARDS AN INCLUSIVE POLICY

An activity on inclusive youth policy making

Overview

This activity is adapted from "Compass: manual for human rights education with young people" (Council of Europe; the activity "Take a step forward") and enables participants to explore the inclusion of different young people in decision and policy-making processes. It raises awareness of the key challenges to participation for young people from different marginalised groups, which prevent them from being empowered to fully engage in youth policy making. The activity explores 10 principles of open and inclusive decision making.

Key themes and concepts

1. Inclusive youth policy
2. Young people from marginalised groups

Complexity: Level 3

Group size: Optimally not more than 20 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to explore to what extent different young people (in particular young people from marginalised groups) are included in decision and policy-making processes

▶ To enable participants to experience and reflect on what could support young people to take a more engaged and prominent role

▶ To inspire participants to work with the principles of inclusive decision making

Materials and technical preparation

▶ A large space for the activity is needed, big enough for participants to stand shoulder to shoulder and walk 20 steps in one direction. If possible, the activity can be done outside.

▶ Printed or digital material with roles, statements and questions.

▶ Flipchart paper and markers (for the proposed variation of the activity).

Before the activity

▶ Read "the basics of the topic" in this section

▶ Prepare space indoors or outdoors where the activity can take place

▶ Prepare the materials needed for the activity, including role cards and questions for the guided visualisation and for taking steps

Instructions

At the beginning

1. Explain that each participant will get to play a role during the activity. Ask them not to show the role to anyone else and to be silent until the part of the activity with the steps begins.

2. Pass around a box from which each participant will pick a role.

3. Create an environment for the participants to be able to enter into the role. A guided visualisation could be used to support the process (you can find suggested questions in the handouts).

The main part of the activity

1. Ask the participants to stand shoulder to shoulder next to each other, facing the same direction. Explain that you will be reading out statements. For each statement that applies to a participant (in accordance with their role), they should take a step forward.

2. After 5 to 10 statements, pause the exercise and allow the participants to look around so they can see where others are. Then continue with 10 more statements.

3. At the end, ask everyone to note the positioning of everyone in the group. While still in their roles, invite participants to spend some time individually reflecting on their "place", on what prevents them from going further and what could support them to be included in decision and policy-making processes (both internally and externally).

Close the exercise with participants stepping out of their roles and a short debriefing (the questions can be found below) before going on to the next step.

Debriefing

Invite participants to the debriefing part. At the start of the debriefing, do an "exit from the role" ritual, ensuring that participants leave their role and participate in the rest of the process as themselves.

Start by asking about the participants' impressions, comments and emotions. Next, a discussion can follow using the following set of questions.

▶ How did people feel stepping forward (or not)?

▶ For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

▶ Can people guess each other's roles? (Let people reveal their roles during this part of the discussion, if this has not been done already)

▶ How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like?

▶ What determined taking steps forward?

▶ What can support "taking a step"? What are the preconditions for fully participating for the different groups?

▶ How does the situation in the exercise relate to the society and context you live in?

▶ What can be your first steps to addressing inequalities and contributing to an inclusive situation?

Tips for facilitators

In the handout for this activity, you will find 10 different roles. You might use the roles offered or opt to create different ones depending on your context or specific focus of the activity. If you have a bigger group, you can develop additional ones by yourself or repeat some of the roles; this will not have a negative impact on the activity or its outcomes. If you have more than one person for some roles, you can actually compare their experience. In any case, it would be good to emphasise that they are considering, for their role, a vulnerable group based on their ideas about it, and not based on a concrete and real situation. And before making any real-life decisions about this group, it would be highly recommended to turn to research and to reach out to the group and enter into dialogue.

As with the roles, you can adjust the statements based on your context and specific focus of the activity.

It is essential not to underestimate the importance of having proper time allocated to get into the role and to get out of it. This is one of the essential elements of the activity, as it should really allow participants to connect to their character as closely as possible. A guided visualisation can work very well to support participants in this.

It is quite likely that some of the participants will have come from a marginalised group as well. Pay attention to this and, if needed, allocate time to process their experience, without putting them in the spotlight.

Variations

After the debriefing

1. Present the 10 principles for open and inclusive decision making as defined by the OECD (you can find the list and short description in the handouts).

2. Divide participants into smaller groups of around four people. Ask them to take some time to reflect on what could be done for and by the persons in which role they were in order to ensure the principles are

implemented. Invite them to address obstacles they experienced and identified during the exercise. Give each group one piece of flipchart paper to document their insights.

3. Invite small groups to put their flipcharts on the floor and ask everyone to walk around and read the different insights. Participants are to do so in silence, but they can add their thoughts and questions in writing.

At the end, invite participants to make a list of concrete steps and commitments towards inclusive policy making, ensuring they have considered the 10 principles.

Suggestions for follow-up

After this activity you may wish to continue with activities in the section "Mapping and engaging key actors in participatory policy making", exploring how to engage different stakeholders in policy making. You may also want to engage your group in other activities that support participants to uphold the commitments they have outlined, for instance "From plan to reality".

Further resources

OECD: Guiding principles for open and inclusive decision making (Chapter 6): https://read.oecd-ilibrary.org/governance/focus-on-citizens_9789264048874-en#page79.

Roles

(The roles are based on the Erasmus+ Programme Guide; however, please adapt them to your context and particular group of participants)

- ▶ You are a young person with a physical impairment.

- ▶ You are a young person with a sensory impairment (hard of hearing or visually impaired).

- ▶ You are a young person with an intellectual impairment.

- ▶ You are a young person with a chronic disease.

- ▶ You are a young person with dyslexia.

- ▶ You are an early school-leaver.

- ▶ You are a young person in a NEET situation (not in education, employment or training).

- ▶ You are a newly arrived migrant to the country where you are at the moment.

- ▶ You belong to an ethnic minority in the country where you are at the moment.

- ▶ You are a young person that does not speak the language of the country where you are at the moment.

- ▶ You are a young person from a broken home.

- ▶ You are a young person experiencing violence at home.

- ▶ You are a young person from a low-income family.

- ▶ You are a young person from a rural area.

- ▶ You are a young person living in a suburban area.

- ▶ You are a LGBT+ young person.

- ▶ You are a young person whose values and beliefs do not match those of the majority in the place where you live.

Statements

The statements cover different levels of participation and involvement in decision making and policy processes. Their level of participation/inclusion gradually increases.

▶ I follow news and activities of (some) local NGOs and/or activists.

▶ I have joined protest(s) in my town/city.

▶ I feel that my needs are reflected in the activities of state government.

▶ I have been involved in the youth campaign, youth year and/or similar European and global campaigns.

▶ I have been involved in the activities of a local youth office.

▶ I am volunteering for a youth organisation.

▶ I have an idea for a European/global youth initiative.

▶ I understand what youth policy is and why it is important.

▶ I am aware of the national policy documents concerning my well-being.

▶ I feel that my voice on issues important for young people is being heard by decision and policy makers.

▶ I feel that my needs are reflected in the activities of local government.

▶ I have contributed to shaping local youth policy.

▶ I feel that my needs are reflected in the activities of European institutions.

▶ I know which key institutions develop policies concerning young people.

▶ I can easily access funding for any local initiative that I would like to start.

▶ I feel that my voice is important in discussions at municipal level and is taken into account.

▶ I have initiated certain processes in my local community.

▶ If I wanted to, I could contribute to the European youth policy processes.

▶ I have been in a decision-making position in a group/organisation/institution.

▶ I know how to access funding for my European/global initiative.

Questions for visualisation

Suggested questions for guided visualisation to support the process of getting into role.

- ▶ What was your childhood like?

- ▶ What kind of education did you have?

- ▶ What were the most important things for you when you were a child?

- ▶ What was your favourite pastime?

- ▶ What made you happy? What made you sad?

- ▶ What sort of work did your parents do?

- ▶ What were the main values that your parents promoted in you?

- ▶ What is your everyday life like now?

- ▶ How "free" do you feel?

- ▶ Where do you socialise? With whom?

- ▶ What sort of lifestyle do you have?

- ▶ What are you most passionate about?

- ▶ What makes your heart beat faster?

- ▶ What are your needs?

- ▶ What would you like to fight for?

The OECD's 10 principles for open and inclusive decision making[32]

1. **Commitment**: Leadership and strong commitment to open and inclusive policy making is needed at all levels – by politicians, senior managers and public officials.

2. **Rights**: Citizens' rights to information, consultation and public participation in policy making and service delivery must be firmly grounded in law or policy. Government obligations to respond to citizens must be clearly stated. Independent oversight arrangements are essential to enforcing these rights.

3. **Clarity**: Objectives for, and limits to, information, consultation and public participation should be well defined from the outset. The roles and responsibilities of all parties must be clear. Government information should be complete, objective, reliable, relevant, easy to find and understand.

4. **Time**: Public engagement should be undertaken as early in the policy process as possible to allow a greater range of solutions and to raise the chances of successful implementation. Adequate time must be available for consultation and participation to be effective.

5. **Inclusion**: All citizens should have equal opportunities and multiple channels to access information, be consulted and participate. Every reasonable effort should be made to engage with as wide a variety of people as possible.

6. **Resources**: Adequate financial, human and technical resources are needed for effective public information, consultation and participation. Government officials must have access to appropriate skills, guidance and training as well as an organisational culture that supports both traditional and online tools.

7. **Co-ordination**: Initiatives to inform, consult and engage civil society should be co-ordinated within and across levels of government to ensure policy coherence, avoid duplication and reduce the risk of "consultation fatigue." Co-ordination efforts should not stifle initiative and innovation but should leverage the power of knowledge networks and communities of practice within and beyond government.

8. **Accountability**: Governments have an obligation to inform participants how they use inputs received through public consultation and participation. Measures to ensure that the policy-making process is open, transparent and amenable to external scrutiny can help increase accountability of, and trust in, government.

9. **Evaluation**: Governments need to evaluate their own performance. To do so effectively will require efforts to build the demand, capacity, culture and tools for evaluating public participation.

10. **Active citizenship**: Societies benefit from dynamic civil society, and governments can facilitate access to information, encourage participation, raise awareness, strengthen citizens' civic education and skills, as well as to support capacity building among civil society organisations. Governments need to explore new roles to effectively support autonomous problem-solving by citizens, CSOs and businesses.

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32. OECD (2009), Focus on Citizens: Public Engagement for Better Policy and Services, ISBN Number: 9789264048867.

What is it about?

The activities in this section provide an insight into the possible first steps in the participatory policy-making process. Starting from imagining and understanding what it is that you want to change, how to prepare yourselves for change and understand the effects of change, culminating in how such change could be planned. These four pillars are connected and can be organised in sequential order. However, the route emerging from a jointly developed clear vision is unique for every participatory policy-making process and every group. There are no prescribed solutions, although there are elements that can be helpful. A combination of different activities in this section and in the whole T-Kit might provide a direction for any group in search of their own adaptable path to bring them to the fulfilment of their vision.

The featured activities are:

- **Imagine – Change!** An activity to identify one's vision and a policy topic to engage with
- **Change – Who?** An activity to explore one's own relation to policy changes
- **Imagine wider** An activity to understand the effects of change
- **From plan to reality** An activity to set plans/take steps based on the vision

Who are these activities for?

The activities aim to support the learning of multiple stakeholders engaging with youth policy. In principle, the intended participants are young people. However, participants in these educational activities could also be youth workers and other stakeholders engaging with policies, including decision makers themselves.

The activities in this section are designed both for a "single" stakeholder group (such as young people, youth workers, policy makers, youth activists) and for a mixed stakeholder group from the same community/town/country. International groups could also engage with these activities for European or even global-level youth policy.

The activities are particularly valuable for groups about to be engaged in longer-term educational and/or youth work processes in relation to youth policy or those groups involved or aiming to become involved in the shaping and/or implementation of youth policy. Furthermore, individual self-learners could in principle engage with these activities.

The basics of the topic

"Vision is a destination – a fixed point to which we focus all effort. Strategy is a route – an adaptable path to get us where we want to go."

Simon Sinek, British/American author

Vision

In order to make or change any policy, decision makers and/or groups of people need to have a clear vision of what kind of change they want to see. There is an approach which starts from identifying and defining the problem first and then moving on to envisaging the desired change as a result of specific action implemented to resolve the problem. Another way to start is by looking at the vision first – defining and describing how one would ideally envisage the state of affairs – and then work backwards to identify the necessary steps that would make the vision a reality. Both approaches are applicable to participatory youth policy making.

The vision is an agreed destination to be reached through the joint and complementary efforts of different stakeholders. Visioning is a method for identifying, developing and enriching a compelling, preferred future. Visioning is the first step to creating a powerful strategy or transformative policy (UNDP Global Centre for Public Service Excellence 2018).

Participatory youth policy making needs a co-creation process through which a joint vision of desired policy change can be built. Such a process requires young people and any other stakeholders to explore, understand and articulate their own ideas about needed change. Change can be just about anything that is considered relevant and urgent by the young people involved (and other stakeholders). It also requires a group of diverse

stakeholders to come together with young people (or to be brought together) to discuss and construct a joint vision. The route emerging from a jointly developed clear vision is unique for every participatory policy-making process and every group involved. There are no prescribed solutions, although there are elements that can be helpful.

> The activity "Imagine – Change!" helps learners to identify a policy topic they want to engage with through a visioning process.

Change

Change is about moving from a current state (how things are today), through a transitional state to a future state (how things will be). Change management is about supporting people through their individual transitions within the change process.[33]

In participatory youth policy making, everything is about change, anticipating what needs to change and adapting to changing circumstances so that the relevance to and impact on young people are constantly improving. Deciding what needs to change and how it should change is part of the visioning process. However, having a defined vision is just the beginning. Making it a reality takes deliberation, time and effort.

Change is a process that needs to be facilitated and managed. Young people and other key stakeholders are some of the key elements necessary for a vision to become a reality.

For any change to be successful, the stakeholders should be prepared for it. The ADKAR Model provides an overview of how the change process looks for those involved. There are five phases.[34]

1. Awareness: awareness of the need to change
2. Desire: desire to participate in and support the change
3. Knowledge: knowledge of how to change
4. Ability: the ability to implement the change
5. Reinforcement: reinforcement to sustain the change

ADKAR Model
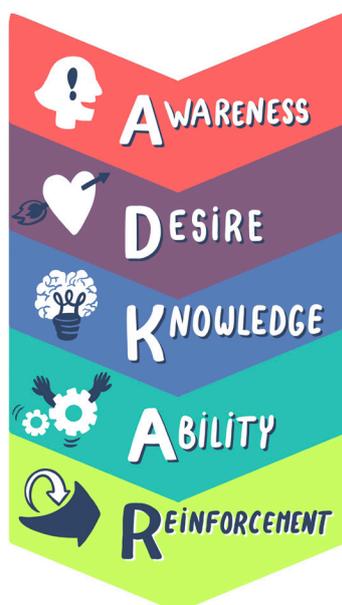
The awareness and desire phases aim to move you out of the current state, where change is needed but has not yet begun. For example, scientific data indicate that the climate is changing in a way that is devastating for nature and for humanity. Awareness of the need to change our behaviour and desire to change are at varying

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33. Prosci ADKAR Model: www.prosci.com/methodology/adkar, accessed on 14 August 2022.
34. Ibid.

levels across the globe and among different groups of people. The knowledge and ability phases occur during the transition, and the reinforcement phase focuses on the future, when change has happened. For example, information, guidelines and know-how on what needs to happen for humanity to stop and reverse climate change are shared by scientists, organisations, movements, initiatives and young people (Knowledge). The ability to initiate and implement necessary changes lies with each of us individually as regards our individual behaviour; however, it also lies with governments (and all those responsible for creating environmental damage) on a larger scale, who are able to make quicker and more effective changes (Ability). Once the behaviour and damaging practices of individuals or those at a collective level are changed, mechanisms need to be put in place to keep us on that track, so that we do not slip back to damaging practices (Reinforcement).

These five sequential phases represent the goals for the change process and at the same time identify areas of resistance. For instance, is the participatory youth policy process stuck because there is a lack of understanding of why certain change needs to happen (Awareness) or a lack of understanding of how to make that specific change (Knowledge)? Educators and facilitators in the educational process will be better prepared to guide those involved once they support them to identify where the block is.

For change to occur within the participatory youth policy-making process, different teams are formed and work together to make the different elements of the vision a reality. Such teams need to be functional and effective, meaning they must:

▶ be able to communicate in an assertive manner and provide timely and relevant feedback to each other;

▶ manage emerging conflicts;

▶ clearly outline the roles of different members and define their accountability;

▶ support team members to grow and develop through the process;

▶ work through co-operation and understanding.
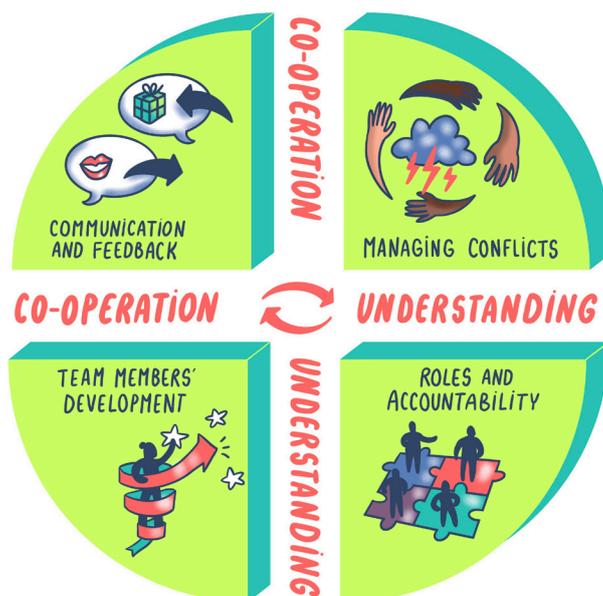
The activity "Change – Who?" helps learners to explore their own connection to policy changes.

Effects of change

When any change is initiated, it is usual that a series of subsequent changes occur. Some effects may be completely out of the control of those initiating the change. This helps us understand how important it is to be aware of the whole ecosystem surrounding the intended change.

Looking through a lens of the socio-ecological framework of intended change, it is clear that behaviour change can be achieved through activities that target various levels: the individual and interpersonal (family/peer); and the community and social/structural (Gal 2017). There should be enabling environments and conditions that lay the groundwork for young people, including youth policy and other related policies, as well as for all the stakeholders to change.

Some of the issues with regard to enabling environments for change in participation practices are well described through the RMSOS approach to youth participation, based on the five key words: Right, Means, Space, Opportunity and Support. The five keywords represent the main factors/conditions that need to be in place to ensure meaningful youth involvement in decision making (Council of Europe 2015a). Each of them focuses on a different support measure, but they are closely interrelated, and they all have to be fulfilled for young people to be able to participate fully in the activities or decisions that interest them. More details can be found in the section "Principles of effective youth policy".

> The activity "Imagine wider" helps learners to understand the effects of change.

Planning

Planning helps with deciding clearly and specifically what needs to be done so that the desired effect on society is achieved. It helps make sure that all those involved understand the vision and intended change and what needs to be done to reach it by including everyone in the planning process. It helps to critically assess the intended change.

In order to make or change any policy, decision makers and/or groups of people need to have a feasible step-by-step plan of activities leading to the fulfilment of the aims set out by the vision. That step-by-step plan is unique for every participatory policy-making process and every group involved. There are no prescribed solutions, although there are elements that can be helpful.

An (inter)action plan is a live and dynamic document that helps the action teams to plan and keep track of their progress and changes occurring as a result of interactions and co-planning. We define the participatory steps as:

▶ **actions** – concrete steps and activities undertaken by the action team to bring about the vision for change (such as creating a communication message or organising a public event);

▶ **interactions** – initiatives and invitations to other stakeholders to take concrete steps and/or to co-plan together (such as an e-mail to a school's head teacher or an open letter to the mayor).

While planning the participatory steps for the fulfilment of the vision (related to certain policy making and/or policy change), the groups' planning actions and interactions need to:

▶ keep the envisioned change in mind and outline the key actions they need to undertake and the key interactions they need to initiate;

▶ identify the resources (human and material) within their team and beyond that can help achieve what they aim to do;

▶ define who is involved and who does what (and when) from among their team and the other identified stakeholders.

Furthermore, the groups need to identify potential opportunities and processes for collaboration and current policies and establish how they (and the stakeholders involved) relate to the proposed change. However, those elements are addressed in other activities in this T-Kit, so you may want to explore other sections as well.

> The activity "From plan to reality" helps learners to set plans/take steps based on a vision and connect their learning with action.

Useful reading

▶ "Shaping youth policy in practice: a capacity-building project for strengthening youth policy", EU–Council of Europe Youth Partnership: https://pjp-eu.CouncilofEurope.int/en/web/youth-partnership/shaping-youth-policy-in-practice-2019-20.

▶ The change management methodology, the ADKAR Model: www.prosci.com/methodology/adkar.

▶ "Have your say" manual: https://rm.CouncilofEurope.int/16807023e0.

▶ Gal T. (2017), "An ecological model of child and youth participation", Children and Youth Services Review 79, pp. 57-64. Available at SSRN: https://ssrn.com/abstract=3539970.

IMAGINE – CHANGE!

An activity to identify one's vision and a policy topic to engage with.

Overview

The activity is based on the learning-by-doing principle and supports participants to engage with participatory youth policy making firstly by imagining change.

It explores a participatory visioning process. The group is taken on a step-by-step process of identifying change and looking into how the change should be made.

Key themes and concepts

1. Participatory policy making
2. Visioning
3. Co-creation

Complexity: Level 4

Group size: Overall group size would optimally be up to 18 participants.

Note: The second part of the activity should be done with smaller groups, or rather future "action teams" of three to six participants working on defining a common vision and potentially in future also working on making it reality.

Time: Optimal proposed time frames include:

▶ for a short-term or residential type educational setting: one full day (first part: two hours; second part: two hours; third part: three hours).

▶ for hybrid and longer-term educational settings: depending on the overall group size and their rhythm of engagement over days/weeks, at least three meetings (the first meeting with possible instructions for homework to finalise individual work; the second meeting with possible group homework to finalise; and the third meeting for finalising the action teams' visions and the sharing of final versions between them).

Objectives

▶ To support participants to identify policy priorities and topics they are concerned about
▶ To enable participants to outline a vision of a change in the relevant youth policy field
▶ To inspire participants to take action for making their vision reality

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Printed or digital handouts and templates.
▶ A room equipped with different materials and tools to stimulate creativity; depending on the group, these may include colourful markers, pens, papers, shapes, association cards, juggling balls, magazines, books, headphones, playlists of songs/videos on envisioning/dreaming/change, a camera, musical instruments, etc.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials and the working room as needed for the activity

▶ Prepare an example of a vision (or your vision if you would be willing to share it) for participants that might be struggling to express themselves and might need a model

EXAMPLE: Vision of change: all young people in our town have access to non-formal education opportunities that respond to their interests and needs

Instructions

The activity has three parts

Explain that the purpose of the activity is to learn by doing and to arrive via a participatory manner to a common vision for change which the group may then decide to pursue and work together on.

Part 1

1. Give a short introduction on what a vision is (refer to "the basics of the topic" in this section).

2. Explain to the group that you are about to engage in an individual and then a group visioning process, dreaming of a change. Visioning is a creative process allowing participants to express themselves through different means using words, drawings, images, sounds, videos. For that, their creativity levels should be as high as possible. Ask them to choose a place in the room or outside and to create their stimulating surroundings.

3. Invite participants to work individually and define their own vision for change. Encourage them to imagine a future they would like to see on an issue they and other young people around them find relevant and urgent. Ask participants to document their vision via the means they find most expressive (words, drawings, images, sounds, videos) – however, encourage them to be aware of presenting it in a manner that others will be able to engage with, explore and understand.

Note: In case the participants are not young people, ask them to think about the purpose of their role/function and their connection to young people and to define what is relevant and urgent from the perspective of them fulfilling that purpose.

4. Ensure enough time for this individual process and be attentive if someone struggles and might need further support to be able to engage in such a process.

Part 2

1. Create a cosy room atmosphere and explain to the participants that they are about to share their own visions and learn about those of the others in the group. Give them a "matching visions" handout and ask them to fill it in after learning about each vision.

Note: Depending on the number of participants, you may want to assign time for participants' presentations, so that they are prepared to cover the most important aspects in the given time.

2. Ask participants to volunteer and start by sharing their vision, while other participants fill in their matching visions handout. Ask the next person to follow if they find a common element of interest in their own "vision of change". In this way, the potential "action teams" may spontaneously emerge.

3. Each participant should present their vision. At the end, when all visions have been presented, ask the participants to form their "action teams" of not more than three to six people, based on the same or similar interests.

Part 3

1. Explain to the participants the co-creation principle (refer to "the basics of the topic" in this section).

2. Now, remind participants that they have formed the action teams based on some commonalities and interests they share. Ask them to discuss those elements, to go into detail, explore their understanding of words/concepts used and agree on the way they want things to change and on which results they are looking for. Ask them to document the common vision by using a provided template alongside any other creative means of documenting it, once agreed.

3. If there is more than one "action team", ask the teams to present their team's visions, so the others know what they are working on.

4. Let the "action teams" and the whole group understand that with their visions they have built an important foundation from which their path of making a policy change can emerge.

Debriefing

Invite the participants to reflect on their experience of this activity. You may ask the following questions.

- ▶ How difficult was it to formulate your own vision? What were your drivers – how come you focused on that topic and not some other?
- ▶ How was it to work together and shape a joint vision?
- ▶ How satisfied are you with the final result?
- ▶ How can such a participatory envisioning process be applied in some other spheres of your life? Where?
- ▶ How do you feel about the vision that you developed? Would you like to work on making it reality?
- ▶ What kind of support might you need for that?

Tips for facilitators

In part one, allow participants to explore what others are doing as long as it is not disruptive for them. Also, some may feel more comfortable working in pairs, so be attentive to whether that would empower them and be supportive if so.

In part two, make sure that each voice is heard and each individual vision shared and explored. Explain to participants that in the participatory process of creating a joint vision it is important to find common denominators. Encourage them to search for commonalities and to focus on elements from the vision that bring them closer. And help them to understand that on those other parts/elements of their vision which are not part of a common vision they might need to work on other processes and with other stakeholders.

In part three, make sure that there is an understanding of the co-creation principle and that no one is left out. Also, be clear about how you can support them within the educational process to actually explore ways to make their vision a reality. And encourage them to understand that they could opt to take a number of concrete steps based on their learning and the results of their joint work on visioning.

Suggestions for follow-up

As a direct follow-up to this activity, depending on the needs of your group, you may continue with other activities in this section, particularly "Change – Who?", an activity that supports participants to explore their own connection to policy changes, and/or "Imagine wider", an activity that helps participants to understand the effects of change. However, for more ways to support the "action teams" in navigating their path to make their vision a reality, also see other sections and other activities in this T-Kit.

Further resources

On the envisioning process: UNDP Global Centre for Public Service Excellence, Foresight Manual: Empowered Futures for the 2030 Agenda: www.undp.org/sites/g/files/zskgke326/files/publications/UNDP_ForesightManual_2018.pdf .

On co-creation with young people: Martinson M., SALTO Participation and information: https://participationpool.eu/resource-category/youth-participation/alternative-forms-of-participation/co-management-co-creation/.

Handout "Matching visions"

Please be attentive to learning about the visions of others in the group. After each presentation take note of those elements by adding the name of the person and check mark for any relevant field (or a remark to help you remember later). Based on these notes you may find it easier to decide how to form an "action team" to work together on creating a joint vision and ultimately exploring what the next steps could be for making it a reality.

Name	Field of interest same/ similar as mine	Perspective/angle that can fit with or nicely complement mine	Insights that would complement mine	Expertise that would complement mine	I am interested in contributing to the vision presented

Template "Vision for change"

What did we find in common? How do we want things to change? What is the result we are looking for?

CHANGE – WHO?

An activity to explore one's own connection to policy changes

Overview

The activity introduces a self-reflection tool that supports participants to understand where they are in relation to change they are looking for and what changes have to be made on different levels. It builds an understanding of how the change works and enhances the ability to use the self-assessment tool for understanding one's own needs and behaviours as a participant in participatory youth policy.

Key themes and concepts

1. Participatory policy making
2. Change
3. Team

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally not more than 18 participants.

Time: Optimal proposed time frame for the activity:

▶ if the activity is connected to the "Imagine: Change!" activity and "action teams" are working on bringing about change, the time needed is three hours;

▶ if the activity is done independently from other activities, the time needed is 1.5 hours.

Objectives

▶ To support participants to learn about the process of change in the participatory youth policy context

▶ To enable participants to assess their needs individually and collectively in connection with the vision of change (refer to the activity "Imagine: Change!" in this section)

▶ To inspire participants to embrace change

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.

▶ Sticky notes or connection to the internet, devices to connect and devices to project.

▶ Sticky tape or another way to attach facilitation cards to the wall/flipchart.

▶ Prepared printed or digital handouts.

▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section

▶ Prepare the materials needed for the activity

▶ Revise handouts as needed to adjust them to the context and needs of your group

▶ If digital means are accessible, prepare a question – "What are your first thoughts, associations and experiences in relation to the term 'change'"? – on some of the digital tools, allowing participants to provide their input and you to share it with everyone participating in a visually accessible manner (for example, www.mentimeter.com, www.padlet.com, https://jamboard.google.com/)

Instructions

Note: The activity could be done after the activity "Imagine: Change!" or alternatively it could be an independent activity – the difference is introduced in one part of the activity which is clearly indicated. Make sure to use the right version for your group!

1. Explain that the purpose of the activity is to introduce a self-reflection tool that supports participants to understand where they are in relation to the change they are looking for. Ask participants to share their first thoughts, associations and experiences in relation to the term "change". Ask them to write them on the sticky notes and, once all are ready, share them with others reading them out loud while sticking them to the designated area on the wall. Alternatively, share the link to an online tool and project the results for all to see.

2. Reflect on what has been shared together with the group (refer to "the basics of the topic" in this section)

3. Invite the participants to think about a change process they have participated in and to reflect on whether they were "ready for change" and if consequently those processes were successful. Allow for sharing to occur freely and for participants to explore how different their experiences might have been.

4. Present the ADKAR Model as a tool for managing change (refer to "the basics of the topic" in this section)

If the group has been working on and has their joint vision for change:

5. Ask the participants to individually reflect on how they need to change personally and how as an "action team", so that their vision becomes a reality. Share with them the handout "Change self-assessment" and ask them to document their insights from their reflection.

6. Once the participants are ready, invite them to join their "action teams", share their ideas, discuss and come to a common understanding of how they should work together. Encourage them to create and document their team's agreement on values and principles of working together. They could also sign it and thus mark their commitment to upholding these values and principles in working together.

If this is an independent activity and the groups have not worked on a joint vision:

5. Ask the participants to individually reflect on how they needed to change so that the change process (that they were thinking about at the beginning of the activity) in which they were involved could have been more successful. Share with them the handout "Change self-assessment" and ask them to document their insights from their reflection.

Debriefing

Ask the participants to share their insights with the whole group. You may ask some of the following questions.

▶ How difficult was it to identify personal areas of change?
▶ What are your insights about the process of change from this exercise that you would like to share?
▶ How are we influenced in both supportive and discouraging ways by others around us?
▶ How could we support each other in an attempt to change?
▶ How can we support each other to achieve our vision for change?

Tips for facilitators

At the beginning of the activity, only use the digital tool if the group is used to it and if it helps the process.

During the activity, allow enough time for self-reflection and for sharing/agreement in the action teams.

During the debriefing, make sure that there is an understanding that while change is difficult, it is possible and that each one of them has a role to play in the different processes, including policy processes.

Variations

There are two variations of the activity, depending on whether it is an independent activity or if it is an activity done as a follow-up to the activity "Imagine: Change!". The variations are explained above and the handouts are different for different versions – so make sure to use the right version for your group!

In step 5, if the group struggles to define how they need to change, you may want to introduce an additional activity, "Finding inner power", to help them reflect on their own capacities in relation to youth policy before assessing what needs to change.

Suggestions for follow-up

After this activity you may identify a need to continue with activities to support the "action teams" to work on identified areas to strengthen their teams. Also, other activities in this section may be the natural next step for your group.

Further resources

The change management methodology, the ADKAR Model: www.prosci.com/methodology/adkar.

Version for activity with teams that have worked on and agreed on a joint vision for change

Handout "Change self-assessment"

Please reflect on what you might need to change about yourself in relation to the vision you and your team have. You may look at areas of knowledge, skills, attitudes, behaviour, access to resources, etc. Look at yourself individually and as part of the action team.

What do I need to change about myself, individually, so that the vision gets closer to becoming reality?	
What do I need to change about myself, as part of the team/ group, so that the vision gets closer to becoming reality?	
What do we need to change about us as an "action team" and the way we work together?	

Version for stand-alone activity for groups that were not working on visioning

Handout "Change self-assessment"/independent activity for groups that were not working on visioning

Please reflect on what you might need to change about yourself for the process of change that you are engaged with (or were engaged with) to be successful. You may look at areas of knowledge, skills, attitudes, behaviour, access to resources, etc.

What do I need to change about myself, individually, so that the change process is more successful?	
What do I need to change about myself, as part of the team/ group, so that the change process is more successful? (If the change process also includes other people)	

IMAGINE WIDER

An activity to understand the effects of change

Overview

The activity introduces the socio-ecological framework of the intended change as a model to enable participants to explore and plan specifically for the participatory youth policy process they may be involved with. It enables an understanding of policy frameworks and awareness of key challenges for participatory youth policy making.

Key themes and concepts

1. Participatory policy making
2. Socio-ecological framework
3. Youth participation

Complexity: Level 3

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally not more than 18 participants.

Time: Optimal proposed time frame for the activity is three hours.

Objectives

▶ To support participants to explore the wider socio-ecological context in which the intended policy change is to occur
▶ To inspire participants to consider the "wider picture"

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ A4 or A3 paper or a connection to the internet, devices to connect and devices to project.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Printed or digital handouts.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Revise handouts as needed to adjust them to the context and needs of your group
▶ Prepare the materials needed for the activity

Instructions

Note: The activity could be done after the activity "Imagine: Change!" or alternatively it could be an independent activity – the difference is introduced in one part of the activity which is clearly indicated. Make sure to use the right version for your group!

1. Explain that the purpose of the activity is to understand the effects of initiated change. Ask the participants to think about their daily activities, their daily routines over a week or a month. Encourage them to take note of these. They may also make a graph or a drawing.
2. Now, ask the participants to think about what influences them and their daily activities/routines. Ask them to add those influences to their drawings, graphs, etc.

3. Present the RMSOS approach (refer to "the basics of the topic" in this section) and share the "RMSOS checklist" (Council of Europe 2015a) with participants and ask them to mark if there are elements missing for them and/or that are not fully fulfilled.

4. Ask participants to share and comment if they want.

5. Present the socio-ecological framework model (refer to "the basics of the topic" in this section) and offer it to participants in order to explore further the results of their RMSOS checklist.

If the group has been working on and has their joint vision for change:

6. Ask the "action teams" that were formed in the "Imagine: Change!" activity to develop a socio-ecological framework for their vision. Encourage them to go into detail, to take note of any challenges they identify and to note what they need to research further.

If this is an independent activity and the groups have not worked on a joint vision:

6. Ask the participants to form smaller groups and as groups to develop a socio-ecological framework for the current situation of young people (starting from their daily activities/routines).

7. Invite the participants to share their socio-ecological models.

8. Ask the groups to take note of what others have identified and what might be relevant for their socio-ecological framework.

Debriefing

Begin a discussion within the whole group to support their reflection on what they have learned. You may ask the following questions.

▶ How difficult was it to identify influences and to create a socio-ecological model?

▶ What were the similarities in your models, and what was different? How come?

▶ How relevant are the different layers in your model?

▶ How do you feel about your potential to influence change? Where are you in the model?

▶ What insights from this exercise would you like to share?

▶ Would you introduce some changes in your daily routines?

▶ What should we do next to work on fulfilling our vision?

Variations

There are two variations of the activity, depending on whether it is an independent activity or if it is an activity done as a follow-up to the activity "Imagine: Change!". The variations are explained above and the handouts are different for different versions – so make sure to use the right version for your group!

Suggestions for follow-up

After this activity you may identify a need to continue with activities to support "action teams" to work on identified areas to strengthen their teams. Also, other activities in this section may be the natural next step for your group.

Further resources

The revised European Charter on the Participation of Young People in Local and Regional Life: www.coe.int/en/web/youth/-/revised-european-charter-on-the-participation-of-young-people-in-local-and-regional-life.

"Have your say" manual: https://rm.coe.int/16807023e0.

Handout "RMSOS checklist"

Look at your notes/drawings/graphs of your daily activities/daily routine over a week or a month.

Then go through the statements and mark which apply to you and which don't. Try also to identify why and why not. Share with the others if you want.

Statement	Usually yes	Sometimes	Usually no
Rights			
Do your activities include participating in some decision-making processes in your immediate surroundings (family, peer group, school community, etc.)?			
Do you have the necessary autonomy and responsibility to make decisions about your daily routine and to implement them?			
Does your daily routine also provide you with opportunities to develop decision-making skills?			
Means			
Do you have the necessary means and resources to participate in activities you are interested in? (What about access, location or distance of spaces?)			
Is your daily routine helping you to receive support and obtain resources that you do not yet have?			
Space			
Do you feel there is enough space for you to actually influence the decisions in relation to your daily routine and/or things that are important to you?			
Is your daily routine helping you to receive support and have a bigger influence on the final outcome of the decisions affecting your life?			
Is your daily routine helping you to express your views, opinions, desires and concerns about the things important to you?			
In the space that is accessible to you daily, do you feel welcomed there?			
Opportunity			
Is your daily routine helping you to learn about new opportunities for participation in your areas of interest?			
Do you feel that your activities provide you with the opportunity to practise democracy and citizenship?			
Do you feel that in your activities you have a leadership position?			
Support			
Do you engage with and feel supported by people leading activities you are participating in?			
Do you engage with and feel supported by other people participating in the same activities?			
Are your daily routine activities helping you to learn about possibilities for support by institutions and experts?			

Version for activity with teams that have worked on and agreed on a joint vision for change

Handout "Socio-ecological framework"

Look at the following model and build the socio-ecological framework in which your vision is embedded. Start from yourself as an action team and the immediate surroundings influencing you (and that you also influence).

Based on the framework that you have developed, think about what you would need to change so that the vision becomes reality.

Young people – How are young people affected by current ecology? What needs to change? How should they be affected by our vision?

Youth policy – What legislation exists (laws, strategies, rules, norms, etc.) and how does it regulate and influence the area that we want to change?

External stakeholders – Who is around us and how do they influence the policy area that we want to change?

Us – Who is our action team and what are our daily activities? How are we contributing to the vision?

Version for a stand-alone activity for groups that were not working on visioning

Handout "Socio-ecological framework"

Look at the following model and build the socio-ecological framework in which you are living. Start from yourself and the immediate surroundings influencing you (and that you also influence).

Based on the framework that you have developed, think about what you would need to change so that you can change what you don't like in your current situation.

Young people – How are young people affected by current ecology? What needs to change for them?

Youth policy – What legislation is there (laws, strategies, rules, norms, etc.) and how do they regulate and influence the current situation of young people?

External stakeholders – Who is around us and how do they influence the current situation of young people?

Us – Who are we and what are our daily activities? How are we contributing to the current situation of young people?

FROM PLAN TO REALITY

An activity to set plans/take steps based on a vision

Overview

The activity outlines the process of planning concrete steps leading to the fulfilment of a vision for change. The activity contributes to developing commitment to co-creation and participatory youth policy making and the ability to translate policy change into action.

Key themes and concepts

1. Participatory policy making
2. (Co-)Planning

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally not more than 18 participants.

Time: Optimal proposed time frame for the activity is three hours.

Objectives

▶ To support participants to learn about the process of planning and co-planning participatory youth policy making
▶ To inspire participants to take concrete steps

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ Facilitation cards and markers.
▶ A4 or A3 paper or a connection to the internet, devices to connect and devices to project.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Printed or digital handouts.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Revise handouts as needed to adjust them to the context and needs of your group
▶ Prepare the materials needed for the activity

Instructions

Note: The activity could be done after the activity "Imagine: Change!" and other activities in this section or alternatively it could be an independent activity – the difference is introduced in one part of the activity which is clearly indicated. Make sure to use the right version for your group!

1. Explain that the purpose of the activity is to learn about the planning and co-planning process. Ask the participants to think about something where they feel they were engaging "politically" on an issue dear to them (it can be something they reacted to or posted about on social media, or something where they organised a campaign in school). Allow enough time for them to recall their example. Now ask them to reflect on how they planned (even if it seemed to be an instant reaction) the steps they took to achieve this and what was important to them.

2. Invite them to share their thoughts with the group. Ask volunteers that are sharing if they could identify some specific steps they took in the process of planning such an engagement. Ask the group to contribute by identifying concrete steps. Take note of them on a flipchart or a facilitation card to be put on the wall.

3. Present to participants the planning of actions and interactions as part of participatory steps and incorporate their identified steps (refer to "the basics of the topic" in this section).

4. Share with the participants the template "(inter)action plan".

If the group has been working on and has their joint vision for change:

5. Ask the "action teams" that were formed in the "Vision for change" activity to work on identifying actions and interactions, as part of their plan, using the presented template.

If this is an independent activity and groups have not worked on a joint vision:

5. Ask the participants to form smaller groups and give them a pre-formulated case study with a vision of change (from the handouts) that they should plan for. Ask them to get acquainted with their case study and work on identifying actions and interactions, as part of their plan to achieve the intended change, using the presented template.

6. Encourage them to go into detail and define and determine as much as they can for each step. Remind them to take note of the decisions they still need to make.

7. Invite the participants to share their plans by stating which vision for change they are working on and which main actions and interactions they have outlined.

Debriefing

Begin a discussion to support the participants and what they have learned. You may ask the following questions.

▶ How difficult was it to plan actions and (inter)actions?

▶ What key insights about the planning process from this exercise would you like to share?

▶ Now that you have planned some concrete steps, how do you feel about your initial vision? What changes would you like to make, if any?

▶ How could we support each other in making those plans a reality?

▶ Would you use a process like this in other areas of your life? Were there elements/steps that might be important elsewhere as well?

Tips for facilitators

Ask participants to specifically stress if for some of the steps they need support and if they can already identify which stakeholders could provide such support.

Variations

There are two variations of the activity, depending on whether it is an independent activity or an activity done as a follow-up to the activity "Imagine: Change!" and other activities in this section. The variations are explained above.

Note: The handout on case studies is needed only if the activity is stand-alone and independent; otherwise, action teams can work on their own vision.

Suggestions for follow-up

After this activity you may identify a need to continue with activities to support "action teams" to work on identified areas to strengthen their teams. Also, the section "Principles of effective youth policy" and the section "Mapping and engaging key actors in participatory policy making" might be the logical next steps for your group.

Template "(Inter)action plan"

An (inter)action plan is a live and dynamic document that helps the action teams to plan and keep track of their progress.

Keep the envisioned change in mind and outline key actions you need to undertake and key interactions you need to initiate for your vision to be fulfilled. Identify resources within your team and among other stakeholders that can help you achieve what you set out to do. Define who is involved and who does what (and when) from your team and other identified stakeholders. Decide how you will keep track of the progress and how you will share information about any changes as a result of your (inter)actions. Identify if external support is needed and from whom for you to realise your planned (inter)action.

What is the (inter)action?	Who is the lead actor? Who is responsible?	Who are other actors? What is their role?	When will this be done?	How will we keep track of progress and changes?	What external support is needed? From whom?

Handout "Case studies for planning policy change"

Vision of change: Young people have opportunities to become independent and create their own families.

Vision of change: Young people have safe, healthy and stable places to live, learn and work.

Vision of change: All young people in our city have access to the necessary support for any issue they encounter while growing up.

Vision of change: Every young person is empowered to create social and political change in our society.

Vision of change: Young people have opportunities to access high-quality, affordable healthcare.

Vision of change: Young people are equipped with the knowledge, skills and confidence to make a positive difference to the society in which they live – locally, nationally and globally.

Vision of change: All young people in our municipality have opportunities to explore their talents.

Vision of change: Young people have opportunities to develop competence and to travel and explore different cultures.

Vision of change: Young people have access to the internet and digital tools as part of their access to information and education.

Vision of change: Young people in our neighbourhood have access to non-formal education, youth work and leisure opportunities.

SECTION 4 – MAPPING AND ENGAGING KEY ACTORS IN PARTICIPATORY POLICY MAKING: BACKGROUND READING

What is it about?

The activities in this section are focused on mapping those involved in youth policy and exploring different ways to engage with them and advocate policy change. The activities provide insights into important aspects of engagement in terms of their interest in policy areas and their power of influence on it. Furthermore, the (power) relations between different actors are explored, particularly the (un)balanced relations. With a focus on the participatory aspect of youth policy making, specific focus is also given to the digital opportunities for shaping (youth) policies.

The featured activities are as follows.

- ▶ **Who is who?** – An activity to identify key stakeholders and assess their power of influence on and interest in the specific policy area.
- ▶ **May I? May you?** – An activity to identify strategies for engaging key actors (connected to the previous activity).
- ▶ **Let's talk power** – An activity on (power) relations between policy actors (could be connected with the previous two activities).
- ▶ **Everybody has a story to tell** – An activity to identify policy actors and strategies and engage them in inclusive and participatory youth policy.
- ▶ **Wind of change** – An activity on advocacy to gain political support and to champion policy change.
- ▶ **Finding inner power** – An activity to assess (one's own) capacities for policy making and need for additional support.
- ▶ **Where do you(th) digitally stand?** – An activity to explore digital youth participation in policy making.

Who are these activities for?

The activities aim to support the learning of multiple stakeholders engaging with youth policy. In principle, the intended participants are young people. However, youth workers and other stakeholders engaging with policies, including decision makers themselves, can participate in these activities.

The activities in this section are designed for both a "single" stakeholder group (young people, youth workers, policy makers, youth activists) and for a mixed stakeholder group.

The activities are particularly valuable for groups about to be engaged in longer-term educational and/or youth work processes in relation to youth policy or those groups involved or aiming to become involved in the shaping and/or implementation of youth policy.

Furthermore, individual self-learners could in principle engage with these activities.

The basics of the topic

"To keep everyone invested in your vision, you have to back up a little bit and really analyze who the different stakeholders are and what they individually respond to."

Alan Stern, NASA scientist

Participatory policy making is a complex process, involving different stakeholders with different interests and capacity of influence. Understanding who they are, assessing their power and interest and learning how to engage with them is very important in order to optimise the interaction with them and for developing meaningful policies together.

Policy actors

The policy actors are not only those proposing and making decisions on policies. The actors in the policy field are really all those who may be affected by or have some vested interest in and/or influence on that policy area. Thus, in the spirit of participatory policy making, policy actors should be identified as widely as possible, both internally and externally. However, different strategies towards those actors and different ways for engagement with them need to be deliberated and developed, for an intended policy (change) to be a success. A simple way to determine those is a power/interest grid.

Power/interest grid for stakeholder prioritisation (Mendelow 1981)
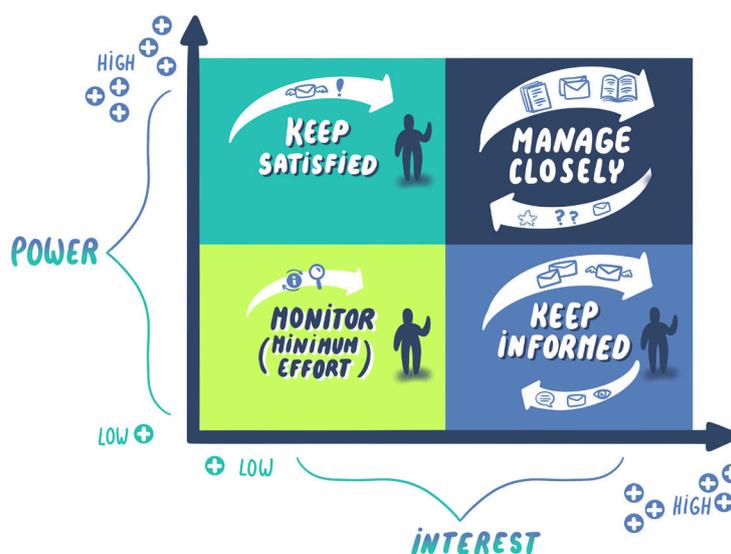
The power/interest grid is also a framework of potential actions towards those identified actors. Namely:[35]

▶ **High power, highly interested people**: It is recommended that you engage with these fully and make the greatest efforts to understand their needs and interests, inform them and provide them with functional and usable proposals. Also, it is important to keep them in the loop and satisfied with the developments.

▶ **High power, less interested people:** It is recommended that you put in enough work with these actors to keep them informed and satisfied with the developments. However, it is important not to overdo it and risk them becoming bored with your message.

▶ **Low power, highly interested people:** It is recommended that these actors are adequately informed and that you talk to them to ensure their voices and perspectives are taken into account and that no major issues arise in regard to the developments. Actors in this category can often be very helpful with the details and the content of the initiative in question.

▶ **Low power, less interested people:** It is recommended that you monitor where these are. There could be some key information sharing, but not excessive communication.

However, for full mapping it is essential to explore further and understand if those policy actors with varying levels of power and interest would look favourably upon or would oppose the desired policy change. For example, two actors with high power to influence and high interest in a particular policy field might have opposing interests. The strategies of how to engage with them would then be adjusted to address that. A strategy for engaging an actor that might oppose the desired policy change would be significantly different from the one for engaging the person in favour of the policy change. Still, in both cases, the strategy for engaging these actors should be thought of and decided upon – those in favour need to be appreciated and their support secured; and there is a value in understanding the reasoning and interests of those opposed in order to address them.

The activity "Who is who?" helps learners identify key actors and assess their power of influence on and interest in the specific policy area.

The activity "May I? May you?" helps learners identify strategies for engaging key actors.

Policy dialogues

Critical for policy processes is the engagement of different policy actors in dialogue. However, the term policy dialogue might mean different things in different contexts. For policies to have the intended results, the policy-making processes should essentially be founded in policy dialogues. They require interactions between different actors to identify the problem, the generation of political will and a selection of practical solutions.

_____

35. www.mindtools.com/pages/article/newPPM_07.htm, accessed on 1 August 2022.

This can include structured formal events with the aim of informing about a policy or informal consultations (through electronic correspondence, corridor meetings or on the margins of events).

In a youth policy context, policy dialogue mainly refers to the ways in which dialogue with young people is to be ensured along with their participation in shaping youth policy: advising or co-deciding on its design, contributing to service delivery, monitoring and evaluating the impact of the policies and not merely as beneficiaries of services. Young people who are involved feel ownership of the decisions made, and the services created can correspond better to their aspirations or rights. The chances of success for those policies are then higher.

Societal and political expectations of young people's participation may be very high and not grounded in their interests, capacities and/or informed choices about participation. Thus it is extremely important that young people are supported to participate and to fully understand their options for participation in participatory policy making. However, not all young people participate in the same ways nor are they interested in the same level of involvement. They might be and need to be informed, to be consulted, to be involved in decision making, to be the ones taking the initiative and leadership and/or to be the ones taking the initiative and sharing decision making. All these ways of participation are valuable and young people should not be forced to participate more than they are ready to or are interested in, and they should not be judged on their choices on participation. They should, however, be offered the opportunity, empowered as needed and fully supported to participate on an equal footing with others.

Roger Hart's Ladder of young people's participation[36]
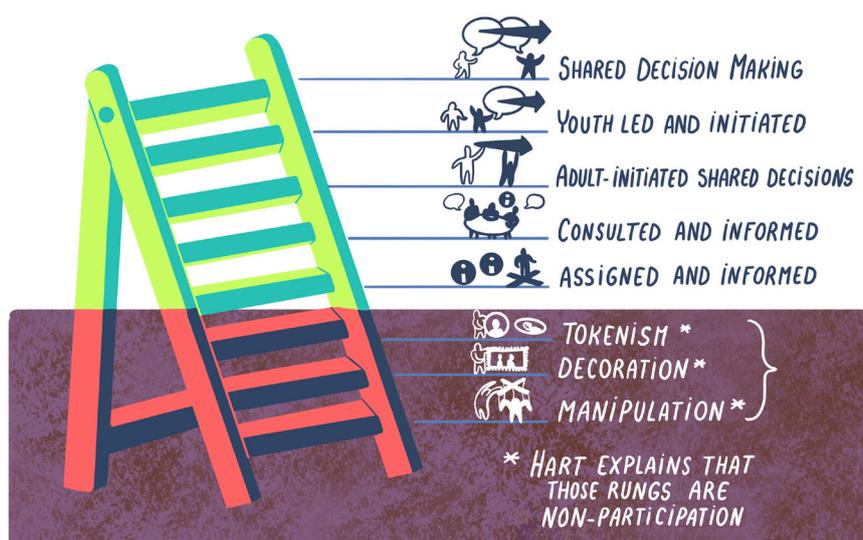
To ensure that youth policy making is as inclusive as possible, public authorities must develop tailored, diversified and user-friendly mechanisms for participation through, for example, dialogue with youth councils and youth organisations, consultations with young people and a range of relevant actors, digital participation, piloting policy initiatives, participatory programming or participatory budgeting.

There are two distinct examples of youth participation and policy dialogue at the European level.

▶ The **system of co-management** of the Council of Europe youth sector, where representatives of governments and of youth organisations take decisions on the Council of Europe's work programme on youth together.

▶ The **Youth Dialogue** in the EU, where the views of young people are collected, jointly discussed and considered in policy making at local, national and EU levels.

The activity "Let's talk power" helps learners understand (power) relations between policy actors.

The activity "Everybody has a story to tell" helps learners identify policy actors and strategies to engage them in inclusive and participatory youth policy.

36. Adapted from Hart (1992).

Advocacy for policy change

Advocacy is defined as the act of speaking on the behalf of or in support of another person, place or thing. Advocacy involves promoting the interests or cause of someone or a group of people. An advocate is a person who argues for, recommends or supports a cause or policy. Advocacy is also about helping people find their voice. There are different types of advocacy: self-advocacy, individual advocacy, case advocacy and systems advocacy. An example of advocacy is a youth organisation that works to help young women in abusive relationships who feel too afraid to speak for themselves.

To successfully influence policy process and policy content it is essential to understand the current political landscape. In order to build consensus among diverse actors for the desired policy change, it is crucial to know who the policy actors are and what their roles, responsibilities and commitments are in relation to the relevant policy area. Consensus is needed for public and political momentum for policy change.

Policy advocacy is most effective when accompanied by consistent and concrete demands for policy change and backed up by appealing evidence and stories/testimonies of young people, as well as youth workers, youth organisations and other relevant actors. The advocacy messages tailored for different policy actors are a key element of advocacy campaigns. Advocacy strategy typically would consist of the following elements.

1. A description of the problem/current situation or "What needs to change?"
2. An outline of a vision of change or "What do you want to happen and how do you want things to change?"
3. Defined objectives or "What steps do we need to take to get to the desired policy change?"
4. A defined advocacy objective or "What do we want to achieve through advocacy to pave the way for policy change?"
5. A developed general key message on the vision of change or "What should the general public know about the policy change we want?"
6. Identified policy actors or "Who has the interest and power of influence? Who can and wants to make the change happen?"
7. Developed tailored key messages for each policy actor or "What can we say to convince them?"
8. Defined concrete actions and steps of the advocacy plan or "What do we need to do? Who is responsible for that? By when?"
9. Identified risks and challenges and ways to overcome them or "What could stop us? How can we deal with that?"
10. Defined indicators of success or "What will success look like?"

Advocacy for policy change and youth engagement in advocacy campaigns have the potential to trigger transformative policy change through the inclusion of youth perspectives in policy frameworks. Strategic advocacy and policy engagement of young people raises awareness of their real needs, shapes and improves policy focus, relevance and inclusiveness, and also increases the chances for innovative and youth-led solutions.

> The activity "Wind of change" helps learners to create an advocacy plan to gain political support and to champion policy change.

Capacities and inner readiness for policy dialogue

Youth workers and young people alike might hesitate to get involved in youth policy development, as these processes can feel specialist and too demanding of time and energy, while more impact could be created by dedicating oneself to practical work. Often, however, youth workers and young people underestimate their own strengths and overall capacity to influence, and the benefits of engaging in policy development. While policy development might require certain roles and profiles that mean being able to speak in policy language and translate needs and actions into operational documents, it also requires a lot of what youth workers and young people have to offer. Civic education programmes can play a major role in building those needed capacities. There are a few outlined in the earlier chapters of the T-Kit. A lack of competence and capacity might, in turn, inhibit the inner readiness, which is an important element that moves a person to act. In this particular case, to engage in youth policy. Thus, an assessment of capacities and competences and identifying support that is needed to develop them further, as well as tuning into one's own inner readiness, is an important step in establishing a solid ground from which a person can act.

> The activity "Finding inner power" helps learners assess (their own) capacities for policy making and need for additional support.

Digital youth participation in policy making

Scholars have been studying for more than two decades the impact of digitalisation on democracy, with differing views, moving "from optimism (if not euphoria) to pessimism (if not despair)" (Diamond 2019: 20). Nowadays, information communication technology (ICT) and social media are part of most people's reality and daily life. Whether this is positive or not is no longer a central topic of discussion, especially for the younger generation. Instead, the matter has moved towards the question of how to use digital technologies. That is, in democratic terms, how to convey civic training and participation through them. In this frame, e-democracy (electronic democracy) assumes particular relevance for young citizens, both as subjects in training (as users) and as possible creators of policies for the present and for the future in which they will live (as developers). Although social media and other digital channels can foster their individualistic tendencies jeopardising their contribution to society as citizens, ICT can also facilitate new relations between young citizens and democratic institutions, encouraging new forms of democratic governance (Loader 2007). Indeed, it depends on the use of the tools and channels and its goals. With the purpose of fostering e-democracy, promoting e-participation (electronic participation) is needed, by institutions and social actors. It is defined as "technology-mediated interaction between the civil society sphere and the formal politics sphere" or the administration sphere, in particular "associated with some form of political deliberation or decision-making" (Sanford and Rose 2007: 407-408).

Examples of e-participation initiatives are electronic voting systems (such as online consultations), digital participatory budgeting, deliberative platforms, chat technologies, discussion forums, group decision support systems and web logging (blogs). Technologies are moulding new citizens' identities of "autonomous e-citizens" (Coleman 2008) who can be engaged in civic participation and policy-making processes mostly online, and who can perform their civic contribution primarily through digital participation.

> The activity "Where do you(th) digitally stand?" helps learners to explore opportunities for digital youth participation in policy making.

Gamification for youth participation

Digital youth participation could be imagined as one of the most interesting ongoing fields of use of gamified techniques, not only in terms of a tool that can provide practical training and simulate the effects and impacts of procedures and power relations but also for promoting reflections on values and rights within a limited time frame (Meloni, Allegretti and Antunes 2018). The term "gamification" has its initial roots in the digital media industry, particularly in the context of video games. Specifically, Deterding (2014) defined it as the use of game design elements in non-game contexts. Thus, the dynamic entails "gameful" elements (such as rules, competition and conflict features) executed by the users towards an end goal, which allow participants to be rewarded for specific activities and their general engagement. Consequently, gamification aims at creating a common space for an enjoyable user experience, expanding the users' commitment into something conceived for more than solely entertainment purposes. Without undermining its negative aspects (see Mahnic 2014, who argued that gamification is also a "slippery terrain"), playing together could be viewed as a first step to allowing discussion and deliberation among young citizens and institutions. As Lerner argued in his essay "Making Democracy Fun" (2014), games are "inherently democratic", as they invite people to participate, implying deliberation and even influencing decision making. Examples of gamification for participation are processes such as gamified citizen monitoring, civic social media, reward systems for civic actions, gamified civic apps, simulations and so on. Between them, some outstanding cases emerged, such as the rewarding of the citizens of Dublin (Ireland) for collaborating in the monitoring of public toilets and fountains (up to €200 in vouchers); the evaluation system of a municipal council's proposals by a Tinder-like website in Santa Monica (California); or the app City Points in Cascais (Portugal), which allows citizens to be rewarded (with discounts, transportation bonuses and other benefits) for behaviours inspired by best practices in domains like the environment, mobility, social cohesion and active civic engagement (Sgueo 2018).

Useful reading

▶ Youth Policy Essentials, EU–Council of Europe Youth Partnership (revised 2019): https://pjp-eu.coe.int/documents/42128013/90268416/Youth+Policy+Essentials+-updated.pdf/92d6c20f-8cba-205f-0e53-14e16d69e561.

▶ Youth advocacy toolkit, UNICEF UK, 2019: www.unicef.org.uk/wp-content/uploads/2019/03/Youth-Advocacy-Toolkit.pdf.

WHO IS WHO?

An activity to identify key actors and assess their power and interest

Overview

The activity is of an analytical character and through power/interest models it enables participants to identify and assess public policy actors' power and interest and helps to learn using analytical and assessment tools for understanding youth policy actors.

Key themes and concepts

1. Actors in participatory policy making
2. Actors' power and interest

Complexity: Level 3

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to identify the actors in participatory policy making
▶ To enable participants to explore actors' different interests and capacity of influence
▶ To inspire participants to engage with different actors in the policy development process

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented
▶ Flipchart or A3 paper
▶ Sticky tape or another way to attach papers to the wall/flipchart
▶ Printed or digital handouts
▶ Prepared visuals for your input

Before the activity

▶ Read "the basics of the topic" in this section
▶ Do the background research and get yourself acquainted with the policy area on which the activity will be based (for example, the well-being of young people that are not in education, employment or training (young people in a NEET situation))
▶ Prepare the materials needed for the activity, including the sets of cards of policy stakeholders (one per group)

Instructions

1. Explain that the purpose of the activity is to identify the actors in participatory policy making, become aware of their different interests and capacity for influence and explore strategies to engage with them in the process of policy development.
2. Present an issue, problem or challenge that the youth policy should address (if the group has already defined a policy area in which they are interested, work with that; otherwise, you may wish to use the example provided here – the well-being of young people in a NEET situation) on a flipchart with a diagram of "reasons and consequences" (like the one in handout 1). Invite the participants to share their

ideas freely about the reasons and consequences of the policy issue, in this case the well-being of young people in a NEET situation. Make a note of them with key words, expanding the diagram as necessary.

3. Divide the participants into smaller groups and give each group two sets of cards with possible actors that could play a role in the development of a policy (in our example, these could be youth organisations working with young people in a NEET situation, a network of mental health centres, youth workers, students' offices, universities or local authorities). This list is not exhaustive and participants can add other actors to empty cards.

    Explain that, in groups, they should agree on two lists ranking the actors: one from the highest to lowest interest and the other one from the highest to lowest power of influence. Based on those rankings, they could also put the actors in the power/interest grid (refer to "the basics of the topic" in this section).

4. Once the groups have completed their tasks, invite them to share their grids and the understanding of interest and power of influence linked to them.

5. Ask the participants if they assumed that all actors would look favourably on the policy change. Invite them to go back into groups and answer the questions in handout 3. They may also think beyond the initially identified actors. Once they are ready, invite them back for a debriefing.

Debriefing

Begin a discussion about the process they engaged with during the activity. You may ask some of the following questions.

▶ What was the most difficult part of the task? Why?

▶ What have you learned from this exercise?

▶ What insights did you gain into the policy actors' interests/influences?

▶ How would you use such mapping and assessing of actors in your work or other (policy) areas that you are engaged with?

▶ How do you feel about taking some steps towards engaging with some of those stakeholders?

Tips for facilitators

Feel free to take another policy example, different to the one on well-being of young people in a NEET situation, an example that might be more adequate or relevant in the context of your participants. Ideally, you would ask the participants on which policy area they want to work and engage with (see activities in section 3, particularly the activity "Imagine – Change!"). If you do so, be prepared with some background reading and some pre-identification of actors to be able to support the participants.

At the beginning of the activity, the purpose of free-flowing associations is not to create an exhaustive analysis of the issue but just to get an initial overview of the policy area and its complexity.

In step 4, when groups share their grids, be mindful of possible shared tendencies in the rankings as well as differences. The purpose of the discussion should not be to agree on a certain ranking but to learn how to make a stakeholder analysis according to their interest and power of influence.

It is recommended that, before this activity, participants have some prior knowledge of youth policy, possibly by participating in activities in the section "Understanding the public policy-forming process" and/or the activity "Imagine: Change!".

Suggestions for follow-up

This activity is directly connected with the activity "May I? May you?" on how to engage key actors.

Further resources

Search for the most current literature on issues in the policy area you engage with. For the example we were using, you could check issue 32 of *Coyote* magazine, devoted to the topic of well-being, where different relevant articles can be found: https://pjp-eu.coe.int/en/web/coyote-magazine/issue-32

Handout 1

WELL-BEING
OF YOUNG PEOPLE IN
A NEET SITUATION

REASON 1:

REASON 2:

WELL-BEING
OF YOUNG PEOPLE IN
A NEET SITUATION

CONSEQUENCE 1:

CONSEQUENCE 2:
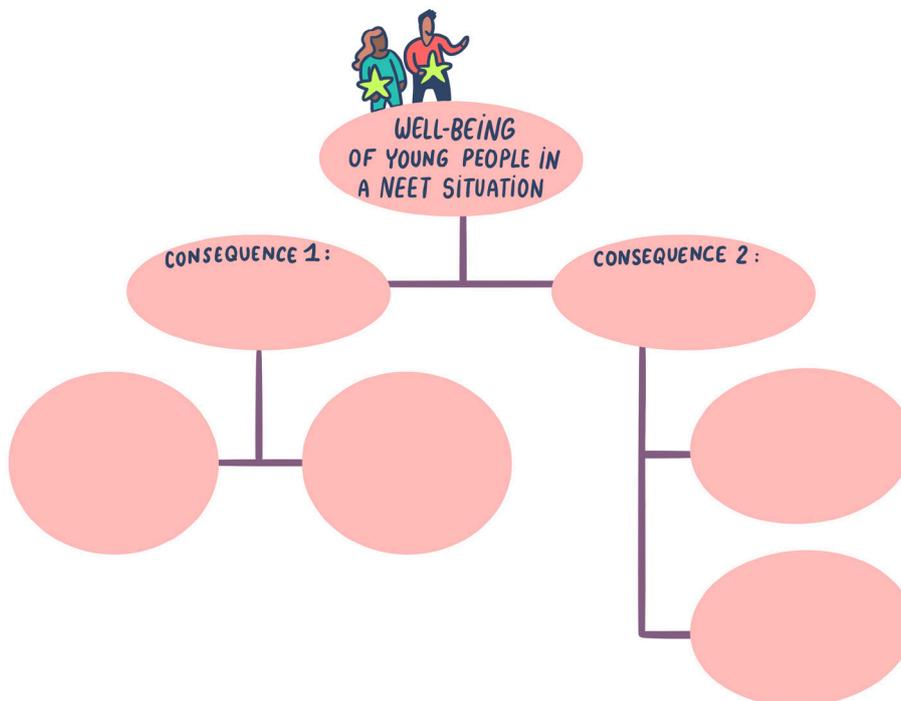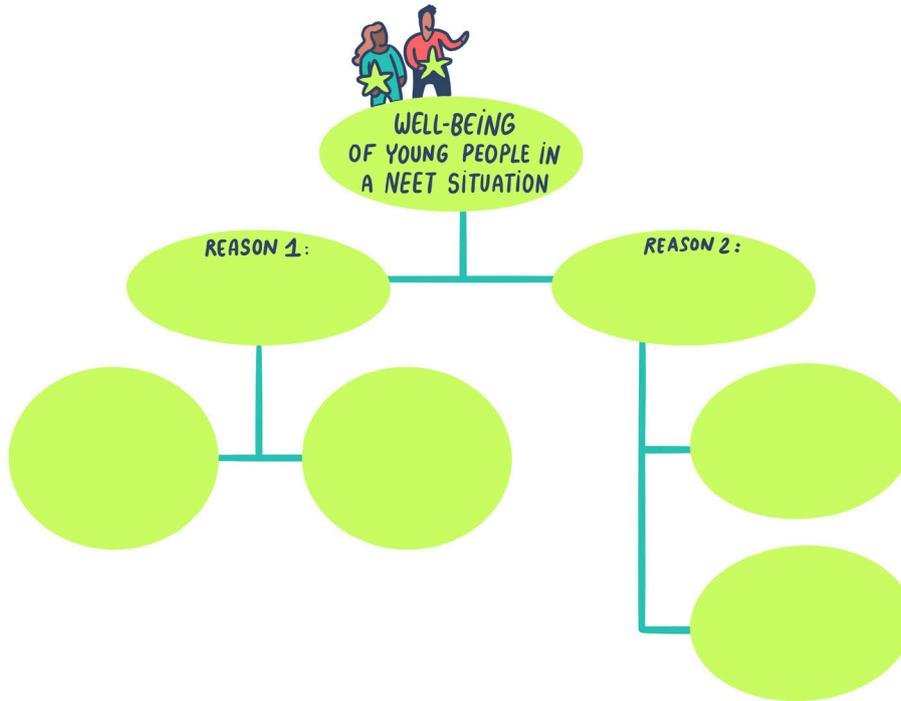
Handout 2

POWER OF INFLUENCE

| Youth organisations working with young people in a NEET situation	Network of mental health centres	Youth workers
Students' offices	Schools and universities	Local authorities
Young people in a NEET situation	….	….

INTEREST

Youth organisations working with young people in a NEET situation	Network of mental health centres	Youth workers
Students' offices	Schools and universities	Local authorities
Young people in a NEET situation	….	….

Handout 3

Who will be influenced by the change? How?
-
-
-

Who might block the change? Why?
-
-
-

On whom do we have most influence?
-
-
-

Who is most likely to contribute positively to change?
-
-
-
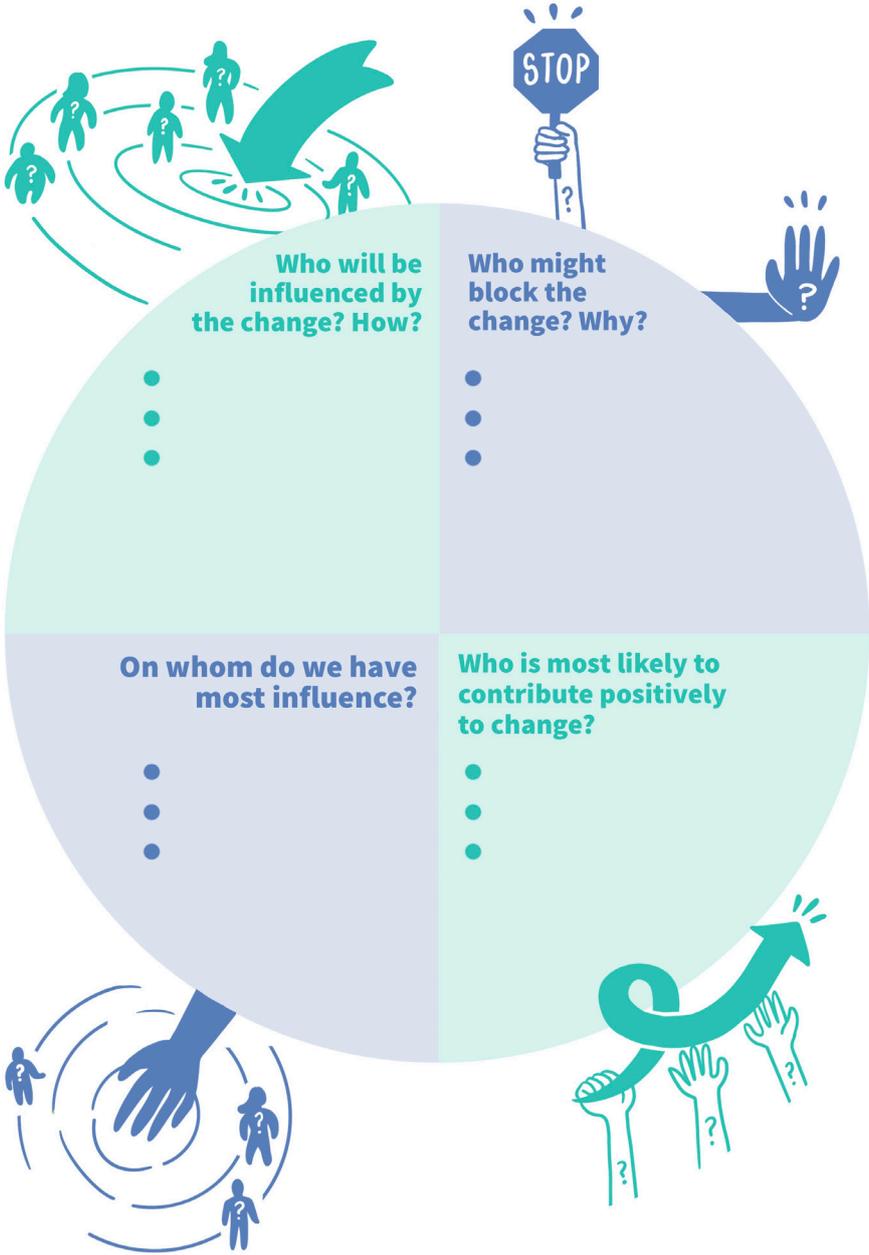
MAY I? MAY YOU?

An activity to identify strategies for engaging key actors

Overview

The activity provides a chance to learn about engaging with key policy actors through a role play. It develops the capacity to engage in policy dialogue with different actors, understand their interests and needs and manage one's own work strategies accordingly. The activity evolves around identifying and role-playing strategies on how to co-operate and engage with different actors.

Key themes and concepts

1. Policy actors
2. Engagement strategies

Complexity: Level 3

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to identify strategies for engaging different actors in participatory policy making

▶ To enable participants to learn how to react to different actors' needs and interests

▶ To inspire participants to engage with different actors in the policy development process

Materials and technical preparation

▶ Creative and facilitation material for participants to use for preparing themselves for their engagement in the role play.

▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section

▶ Prepare the materials needed for the activity

▶ If the learning group engages with a concrete policy issue that interests them (not working on an example) you should attempt to identify and engage real (and friendly) representatives of the actors that participants have identified in the "Who is who?" activity

Instructions

1. Explain that the purpose of the activity is to identify and explore the strategies to engage with different actors in participatory policy making, based on their different interests and capacity to influence.

2. Invite participants to continue with the policy area they are engaging with or with the example of the well-being of young people that are not in education, employment or training (young people in a NEET situation) from the "Who is who?" activity from this section) and to revisit the identified actors and their positions in the power/interest grid.

3. Ask participants to divide themselves into four balanced groups representing the four fields in the grid. Ask them to develop the strategies to engage those actors and explain that you will ask them to role play those strategies with representatives of those actors. Explain to them that they should think carefully about the most appropriate and most effective ways to:

a. approach the actors and present their ideas – the "may I?" part;

b. establish communication, consultation, participation and partnership with those actors (of course in accordance to where they are in the grid) – the "may you?" part.

4. When the groups are ready, invite them to role play and engage with the actors (real and friendly representatives of the actors or alternatively your colleagues and/or yourself taking those roles). They should be able to present the communication material that they have prepared, their key messages and proposals and to also showcase how they would engage with the stakeholders.

5. Invite the representatives of the actors (or those that role-played them) to give feedback to the participants. They could particularly provide feedback on how the participants approached them and established a connection with them ("the may I?" part), what the atmosphere was like, how the participants' energy was and how effective the key messages were, whether they understood what was being asked of them and whether they felt the urge to respond to a (potential) call for action (the "may you?" part). Check the handout for actors for more details.

6. Thank everyone for their co-operation and invite participants to a debriefing.

Debriefing

Begin a discussion about the process they engaged with during the activity and particularly about the feedback they received. You could ask some of the following questions.

▶ What was the most difficult part of the task? Why?

▶ What did you learn from this role-play exercise?

▶ What have you learned from the feedback received?

▶ Have you gained any additional insights into the policy actors' interests/influences?

▶ What would be challenging if you were to implement those engagement strategies? How would you overcome them?

▶ How could the strategies you have been developing be useful in other (policy) areas you engage with?

▶ How do you feel now about taking some steps towards engaging with some of those stakeholders?

Tips for facilitators

Depending on where your group is and if they are actually engaging with a specific policy area, it would be great if you could invite real (and friendly) representatives of the actors the participants have identified in the "Who is who?" activity. Make sure that you give enough time for the participants to prepare their strategy. You could even organise the final part of the activity when they get to engage with the representatives of the actors on another occasion.

Be prepared to give some examples of what you mean by a particular focus on communication, consultation, participation and partnership.

EXAMPLE: In the case of the well-being of young people who are in a NEETsituation, in the *communication* area one idea could be to look at how students' offices when they detect mental health issues are advising young people about the support services available; or in the *consultation* area – how those offices could engage with youth workers in defining the most efficient support services for young people in a NEET situation.

Variations

If you can't reach out and invite representatives of identified actors in a specific policy area, you could ask your colleagues to role play or do it yourself. You could also invite participants to volunteer at the beginning to role play the four representative policy actors. While the other participants work in groups developing engagement strategies, they should work individually, explore more and build the character of the role based on the assigned point on the power/interest grid.

Suggestions for follow-up

This activity is connected with the activity "Who is who?" as it builds on the identification of policy actors and can be followed by the activity "Let's talk power".

You may also propose other activities in the section "Vision for change in the youth policy field" to support the group's work to agree on and develop a potential action plan.

Further resources

Resources on stakeholder engagement: www.stakeholdermap.com/stakeholder-engagement.html.

Instructions for groups developing an engagement strategy

You are a team looking for policy improvements in a specific policy area.

The policy actors have been identified and you are now responsible for developing appropriate ways to engage them.

Your task is to develop ways to engage actors assigned to your team. You will then meet with the representatives of those actors (either real or role-played, in any case friendly). That is when you are to role play your engagement strategy/strategies.

Think carefully about the power/interest position assigned to those actors and what in relation to that would be the most appropriate and most effective ways to engage them. You are to think about ways to:

▶ establish communication with those policy actors;

▶ consult with those actors on certain aspects of policy area you are looking to improve;

▶ secure their participation in policy development;

▶ inspire them to enter into partnership with you.

The above should be done according to where those actors are in the grid and how you imagine their influence and interest is in relation to a given policy area.

MAY I?

Make sure to think about the way to approach the actors and present your ideas. You should set up the scene for the role play – decide where the actor is/where you are to meet them in this role play.

MAY YOU?

Make sure to think about and be very clear in what are you asking from the specific actor. What do you want them to do after you engage with them?

Instructions for policy actors

Thank you for choosing to support this learners' group on their path to understand participatory youth policy making.

Please participate in the role play as yourself and react as you would in real life.

After the role play, the learners will expect to receive feedback from you. We invite you to be kind in providing it, yet clear and honest – the feedback is an essential part of learning from experience. You could particularly focus on:

> ▶ the way in which the teams in the role play approached you and established a connection/relations with you;
> ▶ how the teams in the role play created the atmosphere and how their energy was, and also how that made you feel/act;
> ▶ how effective the key messages shared by the teams were, and how they were presented;
> ▶ whether you understood what was being asked of you and whether you felt the urge to respond to a (potential) call for action;
> ▶ any areas of improvement you would like to suggest.

Instructions for the role of policy actors

Take some time to explore and imagine your character based on the power/interest grid. Prepare to participate in the role play as this imagined character and try to react as you feel they would in real life.

After the role play the learners will expect to receive feedback from you. You could particularly focus on:

> ▶ the way in which the teams in the role play approached you and established a connection/relations with you;
> ▶ how the teams in the role play created the atmosphere and how their energy was, and also how that made you feel/act;
> ▶ how effective the key messages shared by the teams were, and how they were presented;
> ▶ whether you understood what was being asked of you and whether you felt the urge to respond to a (potential) call for action;
> ▶ any areas of improvement you would like to suggest.

LET'S TALK POWER

An activity on policy actors and dialogue on policy decisions

Overview

The activity looks at the policy dialogue through a simulation exercise and develops the ability to engage in policy dialogue and understand policy actors' power. The activity offers an experience of power (im)balance and discusses ways to change the situation.

Key themes and concepts

1. Youth policy actors
2. Power (im)balance relations
3. Policy dialogue

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to understand power (im)balance
▶ To enable participants to learn how to react in different power imbalance situations
▶ To inspire participants to engage with different actors in policy making in a search for a greater power balance

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ Large rectangular sticky notes and markers.
▶ Flipchart paper.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ A room arrangement to allow for a specific set-up after step 3 to clearly have two distinct areas. One with more comfortable chairs, a better overview of the room, more refreshments available (coffee, tea, biscuits, water) and with more resources (laptop, notebook, several pens). And a second with less comfortable chairs (or no chairs at all), few or no refreshments and fewer resources (maybe just a paper and pen for some, or nothing for others).
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials and room as needed for the activity
▶ In the previous activities "Who is who?" and "May I? May you?" in this section, participants were assessing the power of influence that specific actors have in relation to the policy area. In this activity they are to look at the power perceptions, relations and positioning in relation to other policy actors

Instructions

1. Explain that the purpose of the activity is to simulate the policy dialogue process. Invite participants to continue with their work on the policy area they are engaging with or on the example of the well-being of young people in a NEET situation (from the "Who is who?" and "May I? May you?" activities in this section) and to revisit the identified actors and their positions in the power/interest grid. Ask them to divide into smaller groups – one for each identified actor (if there are too many actors focus on those with greater

interest and power). If the previous activities have not been implemented, do a round of brainstorming to identify actors relevant for the work with the young people in a NEET situation.

2. Invite groups to reflect on the nature of (power) relations their actor may have with the other actors. Ask them to imagine if those relations are friendly or less so and on what they are based (needs, interests, dependencies, values, structures, etc.). Invite them to make a map to visualise this, and to behave in the next part of the activity in accordance with this map.

3. Once they have created their maps and they are clear on what kinds of relations they have with others, ask them to prepare and visibly wear a badge that names them as that particular actor. The badge could also reflect their interest/power in relation to the topic and their power relation towards the others. When they are ready, ask them to come back to the main group for a "Policy dialogue on the well-being of young people in a NEET situation". Explain to them that they should think carefully and take appropriate seats to participate in this policy dialogue.

   (in the meantime arrange the room to clearly have the distinct positions as explained in the materials and technical preparation part).

4. Invite them back into the main group and allow them to find their places and settle in.

5. Once they are settled in, ask them to look around the room and to describe what they see. After some discussion, ask them to propose a different set-up for this "policy dialogue". Allow the ideas to be shared, agreed upon and executed.

6. Thank them and ask them to exit from their roles. Invite them to a debriefing.

Debriefing

Begin a discussion about the process and experience of this activity. You may ask the following questions.

- ▶ What happened? How was power manifested through the simulation?
- ▶ How did this experience make you feel?
- ▶ Can you think of other situations where such power imbalance is being enforced (even unintentionally)?
- ▶ How could such power imbalance situations be prevented?
- ▶ How did the situation resolve itself? Were there some other possible solutions on the table?
- ▶ How could such power imbalance situations be resolved in real life?
- ▶ What would you like to do now/next based on this experience and those insights gained into the perception of and actual power relations and power imbalances?

Tips for facilitators

If you have time, you may also engage participants in the simulation of policy dialogue, where each actor's group represents their interests when discussing potential solutions.

Additionally, you could have such a dialogue in the original power imbalanced room setting and then repeat the simulation again in the room set-up that they have agreed upon. In the debriefing part, you could then ask participants about any differences in experience between the two dialogues.

Variations

You could do this activity independently of the "Who is who?" and "May I? May you?" activities in this section. In this case you could give the participants an example of a very simple issue that is closely related to what they are engaging with and interested in.

EXAMPLE: The issue: the decision on timing of the activities offered in the youth centre/during the training course they are in now. Invite participants to determine the actors in relation to this issue by making a proposal, and if there is agreement that those are actors indeed in relation to this issue, instruct participants to write every single actor down on a separate sticky note.

Suggestions for follow-up

This activity is connected with the activities "Who is who" and "May I? May you?" as it builds on identified policy actors.

After this activity you may propose other activities in the section "Vision for change in the youth policy field" to support the group's work to agree on and develop a potential action plan.

EVERYBODY HAS A STORY TO TELL

An activity to identify policy actors and strategies and engage them in inclusive and participatory youth policy

Overview

The activity is of an analytical nature and supports participants to engage in inclusive and participatory youth policy making through the development of an inner conviction on the need for inclusive youth policy. The activity creates a dynamic story of a person and explores the factors that influence their life through storytelling.

Key themes and concepts

1. Inclusive youth policy
2. Social analysis and action
3. Role of stakeholders in inclusive youth policy

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to reflect upon barriers that young people from vulnerable groups face in relation to participation in policy making

▶ To enable participants to determine who are inclusive youth policy actors and how they help young people play a more active and visible role in policy making

▶ To inspire participants to develop ideas on what interventions could be delivered to support young people from vulnerable groups in decision and policy-making processes

Materials and technical preparation

▶ Facilitation cards of different colours and different shapes.
▶ Markers.
▶ Flipchart papers/wall where the cards can be placed.
▶ Sticky tape or another way to place the facilitation cards on the wall/flipchart.
▶ Working room with the same number of working spaces, as you will have smaller groups of participants working in parallel in the same space.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare different situations to those given in the examples to be more relevant for your learners' group and their context
▶ Prepare the materials and working room as needed for the activity

Instructions

1. Invite participants to sit randomly at the tables/spaces in the room. Explain to the participants that through this activity they will work in small teams of four to six people and explore how and who can support young people from vulnerable groups to engage with participatory policy making.

For this, stories about different characters will be created and their journey through the change process explored.

2. Give each team a card with a short description of a situation involving a young person from a vulnerable group. Ask participants to start from the given situation and to continue the story by answering the question: "What happens to this young man/woman?" One by one, encourage the participants to create a story featuring actions that the character can take or obstacles they may encounter. Invite them to write each aspect of the story on the appropriate colour-coded card. Use the action/obstacle cards of two different colours so when a participant draws one colour card they should come up with an action and when they draw a card of the other colour they should come up with an obstacle.

3. Once the stories are complete, thank the participants for creating the stories for their characters and remind the participants that personal stories and experiences shared during the work in smaller groups or shared in the main group should be kept within the group. After that, invite the participants to list the policy actors who can influence the situation their character is in. They should write each identified policy actor on a separate card (for this they may use a different shaped card).

4. When the list of policy actors is complete, place the card with the name of the character in the centre of the flipchart paper/area on the wall and ask the participants to:

   a. place the actors' cards around it in the following way: the further the actor card is from the character card, the more difficult it is for the character to access that policy actor, and the closer it is, the easier it is for the character to access the policy actor;

   b. draw circles around each policy actor in the following way: the bigger the circle, the more important the policy actor is; the smaller the circle, the less important the policy actor is for this situation;

   c. draw lines between the policy actors and the character card in the following way: the thicker the line, the more supportive the actor is; the thinner the line (or even a broken line), the more opposed the actor is to resolving the situation.

5. When their maps are complete, invite the participants to explore what can be done by the policy actors to improve the situation and/or what interventions could be delivered to support the character in this situation. Write these interventions on facilitation cards of a different colour and different shape and place them near those policy actors.

6. Invite each team to present their maps and proposals for actions.

Debriefing

Begin a discussion about the process they engaged with during the activity and ask what they learned. You may use some of the following questions.

- ▶ What are the main things you learned from this activity?
- ▶ How are you feeling at the end with the prospects created for your characters and the policy actors surrounding them?
- ▶ What were the factors which helped or hindered your characters from reaching their goals? Do young people in your community face similar situations?
- ▶ What happens to young people in your context when they face similar situations as your character?
- ▶ How do different policy actors respond to the situation you describe? Does their response help solve young people's problems or does it aggravate the problem? How can that be improved?
- ▶ What could you do about that?

Tips for facilitators

The information about policy actors can also be put in the form of a table, ranking importance, access and support from low (1) to high (3)

Policy actor	Access	Importance	Support

Suggestions for follow-up

This activity can be followed by the "Let's talk power" or "Finding inner power" activities in this section, depending on your group's needs, or by some other activities in the section "Vision for change in the youth policy field" to support the group's work to agree on and develop a potential action plan for inclusive participatory policy making.

Further resources

Social Analysis and Action Global Implementation Manual, CARE: www.fsnnetwork.org/sites/default/files/SAA_Toolkit_FINAL.pdf.

Examples of characters

Mario is 25. He has a degree in environmental science. He is a wheelchair user. Mario has been looking for adequate employment for a long time.
Kate is 17. She is a single mother of a baby daughter. She is working part-time in a neighbourhood restaurant and has her own online business that she handles from home. Kate wants to take part in an international youth forum abroad.
Luisa is 19. She lives in a remote village with a rather conservative family. They insist she marries soon and secures her well-being in that way. Luisa would like to pursue her education and career.
Pablo is 18. His family is struggling with poverty. They insist he enlist in the army and secures his well-being in that way. Pablo would like to travel the world instead and volunteer in an arts centre in a developing country.
Ena is 24. She lives in a refugee camp. She has taken all the educational opportunities available in the camp and online. She speaks five languages. She would like to move with her younger sister from the camp into affordable housing in a nearby city.
Samir is 16. He is talented at music and mathematics. Recently he became ill and his family took out a bank loan to be able to afford his treatment. He became visually impaired. He wants to go to a music academy and continue his career as a pianist.
Andre is 20. They are studying psychology and working part-time at a university bookstore. They live in a student dorm. They need heart surgery and don't have health insurance. Their partner offers them their health insurance.

Example of actions and obstacles for the first character

Action	Obstacle
Talks to his friend about his desire to find work	The HR manager of a big company that he applied to replies that there are no vacancies, although there is an open announcement on the search for an employee
Takes part in youth vacancy market organised by a regional NGO	He does not have enough money for additional education to help him work remotely
Goes to the nearest restaurant to talk to the manager about a possible job	
…	

Examples of actors and actions for the first character

Actor	Action
Local NGO	Facilitates dialogue with local employers to motivate them to hire people with disabilities
Employment bureau	Organises free training courses on jobs for young people with disabilities
National parliament	Introduces legislation to stimulate the employment of people with disabilities
…	

WIND OF CHANGE

An activity on advocacy to gain political support and champion policy change

Overview

The activity is action-oriented and it enables participants to develop an advocacy plan for policy change (APPoC). It helps to understand what advocacy is and develop the ability and inner motivation to engage in policy dialogue to advocate desired policy change.

Key themes and concepts

1. Youth policy actors
2. Advocacy for policy change
3. Communication channels and advocacy messages

Complexity: Level 4

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is three hours.

Objectives

▶ To support participants to understand advocacy principles
▶ To enable participants to identify advocacy methods for policy change
▶ To inspire participants to engage in advocacy for policy change towards different policy actors

Materials and technical preparation

▶ Connection to the internet, devices to connect and devices to project.
▶ Laptops with an open APPoC form or alternatively printouts on A3 paper which they can fill in.
▶ Coloured pens.
▶ Working room with the same number of tables/working spaces as you will have action teams/smaller groups of participants working in parallel in the same space.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials and working room as needed for the activity
▶ Prepare a quiz on advocacy using statements from the handouts. You may use Kahoot or some similar digital tool that allows for easy access
▶ Certain elements of the advocacy plan for policy change (APPoC) may already have been developed by your learners' group in other activities in this T-Kit (for instance, the activities "Imagine: Change!", "From plan to reality", "Who is who?", "May I? May you?" and "Everybody has a story to tell"). Check that products from these activities are available for this activity, so that participants can easily recall and build on what they have already developed

Instructions

Part 1

1. Explain that the purpose of the activity is to develop an advocacy plan for policy change.
2. Invite the participants first to explore what advocacy is. Present a quiz in which they participate in the (action) teams sitting around the tables. After each question, comment on the answers and determine the right answer.
3. Invite them to continue working in teams and get familiar with the APPoC form. Answer any clarification questions.

Part 2

4. If they have already worked on developing different elements of the APPoC, ask them to document those in this form. If they haven't, ask them to use an example provided in the handout. Now they will discover what the missing elements are. Invite them to first define what the objectives of the APPoC are and which actions/concrete steps they think need to be taken (elements 4 and 8 in the APPoC).

Part 3

5. When their advocacy objectives are clear, ask them to develop key messages for the public and any tailored messages for the identified policy actors (elements 5 and 7 in the APPoC).

6. Invite the teams to present those messages using the communication channels they think are important for the intended audiences. Allow enough time for them to be creative and develop mock-ups and demos (posters, advertisements, a call-for-action button on a web page/social media, a reel, Insta-post, TikTok video, Facebook post, tweet/thread, etc.). Encourage participants to try to guess the advocacy objective from those messages. Enable constructive feedback and interaction with the teams, so that the messages and channels can be further improved/fine-tuned.

7. Once all have had a chance to present their messages and receive feedback, invite them for a debriefing.

Debriefing

Begin a discussion about the process and their experience of this activity. You may ask the following questions.

▶ How do you feel about advocacy?

▶ What do you find challenging and also enabling while engaging in this type of advocacy work?

▶ How do you feel about your APPoC?

▶ How do you feel about your and others' objectives and about the developed and observed messages?

▶ What would you want to do now/next based on this experience and those developed elements? Keep in mind that there are still few elements missing in the plan.

Tips for facilitators

If you only want to introduce the concept of advocacy to the participants, you can use step 1. And participants do not need any previous knowledge of participatory youth policy.

In this, as in many activities in this T-Kit, it is essential that the activity connects to and resonates with participants' reality in their context and that they are encouraged to engage with participatory youth policy making. In the debriefing part make sure that you give them enough time and encouragement to allow them to explore the possibility of doing the same thing "for real".

It is recommended that participants have some prior knowledge of youth policy, possibly also by participating in the activities in the section "Vision for change in the youth policy field", as well as activities on identifying and engaging actors in this section.

Variations

You may choose to do each step as a separate activity.

You could do this activity independently from the other mentioned activities. In this case, the activity focuses on introducing the concept of advocacy and the format of an advocacy plan, and then elements of the plan may be developed based on a given example in the handout or you may propose that they be developed through the activities in the section "Vision for change in the youth policy field", as well as activities on identifying and engaging actors in this section, the "Who is who" and "May I? May you?" activities.

Suggestions for follow-up

This activity is connected with the activities in the section "Vision for change in the youth policy field", as well as activities on identifying and engaging actors in this section, the "Who is who" and "May I? May you?" activities, as it builds on the identified policy actors.

After this activity you may propose doing the "Finding inner power" activity to support the group to assess (their own) capacities for policy making and need for additional support.

Handouts

Handout 1. Statements for the quiz

You need to come up with three or more similar but wrong statements for each option in order to create a quiz.

Correct answers:

1. Advocacy is the active support of an idea or cause, including all acts undertaken to bring about change.
2. Advocacy should serve the ones we advocate for.
3. An NGO doesn't have to advocate just because they are an NGO.
4. By advocating you can also raise your profile and enhance your resource development efforts.
5. Advocacy campaigns can have cash/volunteer goals.
6. You can advocate solutions even if you don't have one to propose yourself.
7. Advocacy is not the same as lobbying and campaigning.
8. The advocacy goal can be your vision of change.

Handout 2. Advocacy plan for policy change

1. Description of the problem/current situation or "What needs to change?"
   (Possibly produced during the "Imagine: Change!" activity)

2. Outline of a vision of change or "What do you want to happen and how do you want things to change?"
   (Possibly produced during the "Imagine: Change!" activity)

3. Defined objectives or "What steps do we need to take to get to the desired policy change?"
   (Possibly produced during the "From plan to reality" activity)

4. Defined advocacy objective or "What do we want to achieve through advocacy to pave the way for policy change?"

5. Developed general key message on the vision of change or "What should the general public know about the policy change we want?"

6. Identified policy actors or "Who has the interest and power of influence? Who can and wants to make the change happen?"
   (Possibly produced during the "Who is who" activity)

7. Developed tailored key messages for each policy actor or "What can we say to convince them?"

   (For inspiration and background information, see the products of the "May I? May you?" and "Everybody has a story to tell" activities)

8. Defined concrete actions and steps of the advocacy plan or "What do we need to do? Who is responsible for it? By when?"

9. Identified risks and challenges and ways to overcome them or "What could stop us? How can we deal with that?"

10. Defined indicators of success or "What will success look like?"

Handout 3. Example of an APPoC

1. Description of the problem/current situation or "What needs to change?"
   Problem: Young people from a migrant background are excluded from extracurricular activities in school. They also do not know about youth work, non-formal education, culture and sport-related opportunities in our municipality. The language barrier is preventing them from fully accessing and exploring all opportunities. They rarely engage in any other activity other than classes in school. Also, young people from the Londisawa neighbourhood often miss school when their parents work in shifts that are not aligned with school start/end times.

2. Outline of a vision of change or "What do you want to happen and how do you want things to change?"
   Vision of change: All young people in our municipality have opportunities to explore their talents.

3. Defined objectives or "What steps do we need to take to get to the desired policy change?"
   Plan:
   ▶ Step 1. Identify the barriers preventing different young people from accessing education and other activities and opportunities.
   ▶ Step 2. Demand language support be organised by the school.
   ▶ Step 3. Demand that the municipality offers free transport to school and extracurricular activities for all young people whose families are struggling with poverty.
   ▶ Step 4. Conduct research among excluded young people to determine how the provision of extracurricular activities could be improved and diversified to meet their interests.
   ▶ Step 5. Present the research findings to those involved in education, youth work, culture and sport (organisers).

4. Defined advocacy objectives or "What do we want to achieve through advocacy to pave the way for policy change?"

5. Developed general key message on vision of change or "What should the general public know about the policy change we want?"

6. Identified policy actors or "Who has the interest and power of influence? Who can and wants to make the change happen?"

   Policy actors: school, municipal council, municipal transport department, association of youth workers, association of teachers; municipal social and cultural affairs department, school parents council, municipal association of sports clubs, youth human rights organisation, youth club in the Londisawa neighbourhood.

7. Developed tailored key messages for each policy actor or "What can we say to convince them?"

8. Defined concrete actions and steps of the advocacy plan or "What do we need to do? Who is responsible for it? By when?"

9. Identified risks and challenges and ways to overcome them or "What could stop us? How can we deal with that?"

10. Defined indicators of success or "What will success look like?"

FINDING INNER POWER

An activity to assess (one's own) capacities for policy making and need for additional support

Overview

This reflection and self-assessment activity develops self-sense as a policy actor and explores the value of meaningful youth participation in policy making, implementation, monitoring and evaluation. It supports participants in assessing their position, feelings and sensations towards participatory youth policy and invites them to assess the capacities and support needed to engage in the process.

Key themes and concepts

1. Personal capacities for policy making
2. Self-empowerment

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to identify the need for additional support for engagement in policy making
▶ To enable participants to reflect upon and assess their own personal capacities and position on/relation to participatory policy making
▶ To inspire participants to engage with participatory policy making

Materials and technical preparation

▶ A chair or another "neutral" object.
▶ Set(s) of metaphorical cards.
▶ A4 paper/notebooks and pens.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Read "the basics of the topic" in the "Understanding the public policy-forming process" section. Prepare an explanation of the concept of participatory youth policy and the policy cycle that includes policy making, implementation, monitoring and evaluation
▶ Prepare the materials needed for the activity

Instructions

1. Start the activity by putting an object (it should be a simple, fairly neutral object like a chair) in the middle of the room. Explain to participants that that object represents participatory youth policy – introduce and briefly explain this concept as needed.
2. Ask participants to position themselves in relation to the object in terms of distance, but also body posture. They should try to feel/sense this position, without too much thinking. Ask a few participants to try to describe their position and why they are where they are. How is it there? Would they like to be closer? If yes, what prevents them from doing so?
3. Invite participants to individually reflect on what their capacities are and what strengths they possess that have the potential to bring them closer to the object (closer to participatory youth policy making,

implementation, monitoring and evaluation). Put a set of metaphorical cards in the middle of the room. Tell participants that they should take as many cards that represent their strengths as they like.

4. Once each participant has their cards ready, invite them to form pairs where they can share their strengths.

5. In the second round, invite participants to reflect individually again and take another round of cards, which represent the support they might need to get closer to participatory youth policy making, implementation, monitoring and/or evaluation (in terms of additional capacities/competences, mentorship, etc.).

6. With both groups of cards, they should try to arrange them so they represent one whole (for example, they should have some logic/flow that might already indicate a path towards their engagement in participatory youth policy). At this point, invite participants to somehow document what they have discovered for themselves. They could simply take a photo of the cards to commit to memory which competences they have and what kind of support they need.

7. Invite participants to go back into their pairs to share the visual (of all their cards) with their partner. Participants are encouraged to share in a dialogical process, where their partner can support them with questions for further reflection.

8. When the pairs are ready, ask everyone back. Bring back the object and ask participants to try to find their place once again, while having their cards close to them. Ask a few participants to share what has changed. Do they feel closer to the object? What strengths/support brought them there?

Debriefing

Begin a discussion to reflect on the process and further possible steps. You may use some of the following questions.

▶ How are you feeling at the end of this process? How is your (and our) inner power now?

▶ How easy/difficult was it to identify strengths? Was it something that comes naturally?

▶ How about the support needed?

▶ What does your card constellation look like? What were the main messages you received from it?

▶ What, if anything, has changed between the two positions? Can you sense your inner readiness?

▶ What does this mean for your future involvement in policy making?

Tips for facilitators

The whole process of identifying one's strengths and inner readiness, as well as the support needed, does not necessarily come naturally. If needed, you can provide a short introduction to try to put participants in a "positive mindset", to focus on their strengths and on their inner power.

This activity is suitable for young people. In that case, more support and guidance might be needed.

Encourage participants, when they are in pairs, to support each other by asking questions and listening actively. Stress that the key to a dialogical process is for each person to find the inner readiness to engage in the process, which complements the capacities and support needed.

Variations

Depending on your learners' group, it may be more appropriate to focus only on one or some of the phases in the policy cycle and on specific policy areas relevant for the group. For example, the object might be "youth policy evaluation", "monitoring of the roll-out of a well-being policy for young people in a NEET situation", "the implementation of inclusive digitalisation policy" or "making youth housing policy".

Suggestions for follow-up

This activity can be coupled with and followed up with a number of activities in the T-Kit, particularly those aiming to support participants to engage in participatory youth policy.

WHERE DO YOU(TH) DIGITALLY STAND?

An activity to explore digital youth participation in policy making

Overview

The activity explores the reality of digital youth participation and simulates a public decision-making process where the participants are called upon to express their positions through electronic voting.

Key themes and concepts

1. Digital youth participation
2. Electronic voting/polling
3. Digital rights

Complexity: Level 2

Group size: The number of participants can vary from a minimum of six to a maximum of 100 people (depending on the app and its versions). However, for larger group sizes you will need co-facilitators to support the educational aspect.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to consider the use of digital technologies for participatory youth policy making
▶ To enable participants to explore the potential and limits of electronic voting/polling, pointing out some of the positive and negative elements of digital democracy
▶ To inspire participants to promote the civic use of digital technologies and redefine the role of young citizens through them, as well as to devise recommendations for policy makers and other stakeholders

Materials and technical preparation

▶ Connection to the internet, devices to connect and devices to project.
▶ A digital app that supports live electronic polling in hybrid meetings.
▶ The activity could be organised online completely, in several physical spaces or in a large room with chairs positioned one metre apart. Good audio equipment is needed so that all participants can hear and engage with the whole group.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including the voting questions and policy issue statements and put them in the app; prepare the space for the activity
▶ In the preparation phase and before coming to the activity you may also provide participants with instructions on which browser and devices to use and other technical hints that not everyone will necessarily know

Instructions

1. Explain that this is a simulation activity on policy issues in relation to digitalisation where every participant is called upon to take a position by digital voting and defend their position in a democratic debate.
2. Ask each participant to download the selected polling app (be prepared to provide a Wi-Fi network and a device for participants without one).

Part 1

3. Start the voting/polling session. Read out the question to be voted on and, if necessary, provide any clarification (if there are doubts about understanding it).

4. Invite participants to vote individually and express where they stand and start the one-minute timer (the timer must be visible or the facilitator must inform the participants about the time left for voting).

5. Wait until they all finish and read out the results in percentage terms. Encourage the participant/s that voted for an option with less than a certain percentage of votes (the opinions of minorities are always important in a democratic debate). Stress that it is important to express their points of view even if they are in a minority on this issue, and that their position might be very relevant during the overall democratic process of decision making.

6. Invite a representative speaker for each option voted on to intervene and give their arguments to support their standing. Particularly pay attention to the option "I don't know" and ask for identification of some factors that contribute to how participants find themselves in that position (also if it means that they are undecided and what the implications are of being in that position). Call a second round (if there is enough time).

7. Repeat the same process (three to six times) for each question you want to introduce.

Part 2

8. Start the participatory policy-making session. Read the policy issue statement in relation to one (or more) of the voting questions that was most interesting/relevant to your participants. If necessary, provide clarification (if there are doubts about understanding it). Ask them to think individually and add proposals in the app so that they can become options to be voted for. Give appropriate time for them to think about and submit proposals individually (not everyone has to have a proposal). Start the five-minute timer (the timer must be visible or the facilitator must inform the participants about the time left for making proposals).

9. Invite participants to check all the proposals made and to ask questions or for clarification through the comments section in the app. Check if all had a chance to check all the proposals. Give appropriate time for them to go through all the proposals and to ask for clarification (assess how much time might be needed based on the number of proposals).

10. Once they are ready, invite the participants to vote individually for the most desirable proposal from their perspective. Start the one-minute timer (the timer must be visible or the facilitator must inform the participants about the time left for voting).

11. Wait until they all finish and read out the results in percentage terms. Encourage the participant/s that voted for an option with less than a certain percentage of votes (the opinions of minorities are always important in a democratic debate). Stress that it is important to express their points of view even if they are in a minority on this issue; their position might be very relevant during the overall democratic process of participatory policy making.

12. The simulation ends with the announcement of the final results digitally voted for by the community in part 1 and part 2.

Debriefing

Begin a discussion about the process they engaged with during the activity. You may ask some of the following questions.

▶ What did you learn from this simulation exercise?

▶ When was it most difficult to decide on your position? Why?

▶ How did the results differ in part 1 and part 2? (Did they?) Why?

▶ What happens when we don't know and we choose not to vote? What did you feel seeing the final results if you were among those undecided?

▶ How meaningful is such participation in important policy questions for you? What could have made it even more meaningful for you?

▶ Have there been any additional insights into the way digital policy making could be organised?

▶ Would digital participation and digital voting be useful in other (policy) areas that you engage with?

▶ How do you feel now about taking some steps towards the digitalisation of youth participation/e-voting and other ICT tools for policy making and youth citizenship (and on further topics that may emerge)?

🖐️ Tips for facilitators

You need to prepare the voting questions/policy issue statements before the activity starts (on the handout you can find some suggestions for those) and prepare them in the app.

Here are some examples of digital apps that support live electronic polling in hybrid meetings:

- ▶ Mentimeter: www.mentimeter.com/
- ▶ Slido: www.slido.com
- ▶ OpenSlides: https://openslides.com
- ▶ Motion.Tools: https://motion.tools
- ▶ Padlet: https://padlet.com

However, do check if the web app you are about to use is free and how many questions it allows for free, or try different ones. Make sure that the one you choose is the one you are most confident using with the target group and that you are prepared to answer questions or solve any technical difficulty that may arise. Depending on the app you choose, it might allow you to give the participants the option to comment on the proposals; this could help stimulate the debate before voting and provide an opportunity to "defend" the different positions.

Depending on the size of the group, you may need to prepare in more detail. Remember that the larger the group is, the more you will need to introduce instructions to be followed by everyone. And the instructions need to be explained very clearly before the activity starts. In a small group, you can take everything under control and intervene if participants need help with the tool. With a big group you still can do this but it will be time-consuming and you don't want to have 90 people waiting until 10 solve some technical problems.

🎆 Variations

Variation 1. You can prepare the voting questions and policy issue statements and add them to the app on the different topics that are relevant to the policy area that your participants are engaging with.

Variation 2. You can also prepare an entry questionnaire for the participants with simple questions that help you to understand the context they are in and prepare the questions according to the group (look for examples in the handouts).

Variation 3. Depending on the group (the outcomes of the entry questionnaire) and the aims and objectives of the activity, you can decide to enable small teams to form to create proposals and thus simulate the public policy-making process further. In this case you can encourage participants to discuss and work to shape the policy proposals (options to be voted on by the whole group). The outcomes can be further elaborated as policy proposals voted for in the main group session and delivered to relevant policy actors. If you decide to go for this option, make sure that you give participants enough instruction on how a policy proposal should be structured and let them reflect on "who is the target of our recommendation? What are we aiming to do?" For this variation, make sure to have additional spaces where participants can convene and make proposals, or for an online activity, that you have the ability to create break-out rooms for participants to join as they wish.

🚩 Suggestions for follow-up

This activity can be coupled with and followed up with a number of activities in the T-Kit, particularly those aiming to support participants to engage in participatory youth policy.

In the case of variation 3, if the participants shape policy proposals that they want to share with relevant policy actors, you can propose the "May I? May you?" activity for developing engagement strategies with different policy actors.

📖 Further resources

The platform of the project "TRAIN: Tracing integration policies through structured dialogue": https://youthdialogue.eu/.

The European Commission, as an outcome of an idea expressed during the European Youth Event in 2018 by young people, has developed a platform dedicated to young people's ideas, to be shared with policy makers. Inside the platform any citizen can subscribe and raise a topic and open debate by also providing ideas and recommendations which will be then presented by the Youth Outreach Unit of the European Parliament to the members of the European Parliament for discussion and the creation of new laws. Inside the platform discussions are divided by topic: www.youthideas.eu/.

Examples

Voting questions	Policy issue statements seeking proposals that are then put to a vote
Does the use of digital democracy make a country more democratic? Yes/No/I don't know	What should be done (and how) to introduce the greater use of digital democracy and make a country more democratic?
Is e-voting a safe option to express your voice and attitude? Yes/No/I don't know	What should be done to make e-voting safe for people in your community/country?
Does the use of digital tools increase the connections between citizens and decision makers? Yes/No/I don't know	How could digital tools be designed and used to increase the connections between citizens and decision makers?
Do young people participate through social media? Yes/No/I don't know	How can social media be used to become a powerful tool for young people's active participation?
Should digital citizenship give you the same rights as citizenship? Yes/No/I don't know	What should be done to support young people to fight for their rights also as a digital citizen?
Should privacy in online and digital realms be protected? Yes/No/I don't know	What should be done (and by whom) to better protect the online and digital privacy of young people?
Should governments be responsible for protecting people in vulnerable positions from online discrimination and hate? Yes/No/I don't know	What should governments do to protect vulnerable young people from minority or/and marginalised groups from online discrimination and hate? What should be done to protect the well-being of victims of online discrimination, hatred and cyberbullying and the mental health of those that witness it?
Are governments responsible for freedom of speech online? Yes/No/I don't know	What should governments do to protect freedom of speech online?
Should (digital) voting rights start from the age of 14? Yes/No/I don't know	What should be done to support young people to be better prepared and to participate in (digital) decision making from an early age?

Example of questions for the entry questionnaire

These can be used if you want to engage young people in policy making on a very specific topic (such as those given in the examples in the handout) and need to understand what their stand on an issue is.

EXAMPLE: You aim to help young people who want to spend their leisure time in the common spaces in their community/city.

In the entry questionnaire you may ask: What are the common spaces in your community where you spend time? What would you like to do in your spare time and is it not (yet) possible in your neighbourhood? Are there unused spaces that could be transformed for some of those activities?

Based on the answers, for the activity you could then prepare questions in the app on the ways in which some of the specifically proposed spaces could be used and open up voting and debate on those proposals.

EXAMPLE: You want to find ways to engage young people in shaping practices towards migrants in your local community.

In the entry questionnaire you may ask: Are there any migrants in your neighbourhood? Do they speak the local language? Do they understand the national legislation?

Based on the answers for the activity, you could then prepare questions in the app on actions that they would like to initiate and/or call upon authorities to take to facilitate the integration of migrants into their community.

SECTION 5 – MONITORING AND EVALUATION OF PARTICIPATORY YOUTH POLICY: BACKGROUND READING

What is it about?

The activities in this section explore how participatory monitoring and evaluation of youth policy are valuable for learning key findings and insights that should inform and shape further cycles of youth policy making. The section does not attempt to explain the whole monitoring and evaluation field, but rather to understand how it connects with the idea of participatory policy making. Thus, the activities explore how to add a participatory element to monitoring and evaluation – be it through stakeholder participation, the design of monitoring and evaluation tools, development of indicators and data-collection tools or learning from (self-)assessment tools for youth policy that have been developed at European level.

The featured activities are:

- ▶ **Monitoring magic** – An activity to explore the corrective role of monitoring in participatory policy implementation
- ▶ **Ladder of evaluation** – An activity on participation in policy evaluation
- ▶ **Where are we? And how did we get here?** – An activity to explore practices supporting the design of participatory monitoring and evaluation processes and practices
- ▶ **When different views come together** – An activity to reflect on the role of stakeholder participation in policy monitoring and evaluation
- ▶ **Pointing at…** – An activity to understand how to develop indicators of success against which participatory process and policy outcomes can be evaluated
- ▶ **Facts and FACTS** – An activity to explore the role of data in youth policy monitoring and evaluation
- ▶ **6, 8, 10, 11…** – An activity to explore tools for policy assessment developed at the European level.

Who are these activities for?

The activities aim to support the learning of multiple stakeholders engaging with youth policy. In principle, the intended participants are practitioners from youth policy and youth work. However, participants in these educational activities could also be young people and other stakeholders engaging with youth policies.

The activities in this section are designed for both a "single" stakeholder group (such as young people, youth workers, policy makers, youth activists) and for mixed stakeholder groups.

The activities are particularly valuable for groups about to be engaged in longer-term educational and/or youth work processes in relation to youth policy or those groups involved or aiming to become involved in the shaping and/or implementation of youth policy.

Furthermore, individual self-learners could in principle do these activities.

The basics of the topic

"Not everything that counts can be counted and not everything that can be counted counts."

Albert Einstein, scientist

Monitoring and evaluation in the policy cycle

Policy monitoring and evaluation is essential for effectively designing, implementing and delivering public policies and services. Ensuring that policy making is informed by sound evidence on what works (and why) is essential to achieve key long-term policy objectives. Policy evaluation uses evidence gathered through research to support the policy process: the design, delivery and adaptation of public interventions. Monitoring is the process of collecting, organising and using data, information and evidence to track the implementation of a policy. Monitoring and other activities, methods and tools, including social research and statistics, are used in order to collect and analyse data and information for evaluation.

Different methodologies and approaches can be used for monitoring and evaluation but for most of them the collection and analysis of data is articulated around a core set of basic tools. These include interviews, focus group discussions, observation, surveys, questionnaires, case studies, desk reviews and programme-management documentation. However, in the participatory approach it is important to be open to creativity and embrace and test "new" and creative tools for data collection (such as storytelling, digital test analysis, products or audiovisual material).

Evaluation is an essential part of the policy cycle, as it facilitates evidence-based policy design and implementation, increasing a policy's accountability and transparency, demonstrating achievements in terms of policy objectives and assessing a policy's effectiveness, efficiency, results and impacts. There are many different types of evaluation in the policy cycle context. Insights into youth policy evaluation (Council of Europe and European Commission 2020a) highlights three main types of evaluation, depending on their timing and their planned role in the different stages.

> **Prospective evaluation** (also called *ex ante* evaluation) aims to anticipate the impact of a planned policy. It assesses whether the policy identifies and correctly addresses the needs of its target groups. It also supports planning the necessary resources and structures for the policy implementation and can warn against unintended negative effects.

> **Process evaluation** (also known as formative or interim evaluation) aims to inform policy makers and people involved in policy implementation about the progress of a policy's implementation, the quality of this process and how implementation can be improved.

> **Retrospective evaluation** (also called summative or *ex post* evaluation) describes the actual results of an intervention. This does not mean that *ex post* evaluation can be carried out only when an intervention has been finished. Carrying out a summative evaluation is justified when an intervention has been implemented for long enough to enable an assessment of its outcomes and impact.

Evaluation, at different stages of the policy cycle, is often focused on the outcomes of the policy to see if the intended results have been reached. In participatory youth policy, the evaluation should equally be sensitive to the participatory nature of the process and to whether the implementation process was indeed participatory and how it actually influenced the achievement of the results. A basic understanding of the evaluation of the participatory process, the evaluation of policy outcomes and the development of a monitoring and evaluation plan can be summarised as follows.

**Participatory process and policy outcome evaluation**

There are two main types of evaluation that can loosely be categorised under broad approaches (Council of Europe and European Commission 2007).

A participatory process evaluation specifically focuses on internal processes (such as communication, decision making, co-ordination, etc.), the roll-out of policy measures and activities and the involvement of the target group. It might include assessments of whether and how activities have been carried out, the quality of work conducted, how internal management practices have affected the involvement of target groups, and any other internal issue relevant to the process of delivering an intervention with a view to the participatory nature of the process.

A policy outcome evaluation assesses the effects or outcomes of policy measures and activities in the target population. It is designed to identify the changes and their causalities (the mechanisms triggering change). A policy outcome evaluation helps to make improvements to optimise the impact and effectiveness of a policy.

The main stages are important for quality youth policy evaluation (Council of Europe and European Commission 2020a).

"Steps in youth policy evaluation" image from *Insight into youth policy evaluation* **(Council of Europe and European Commission 2020a)**
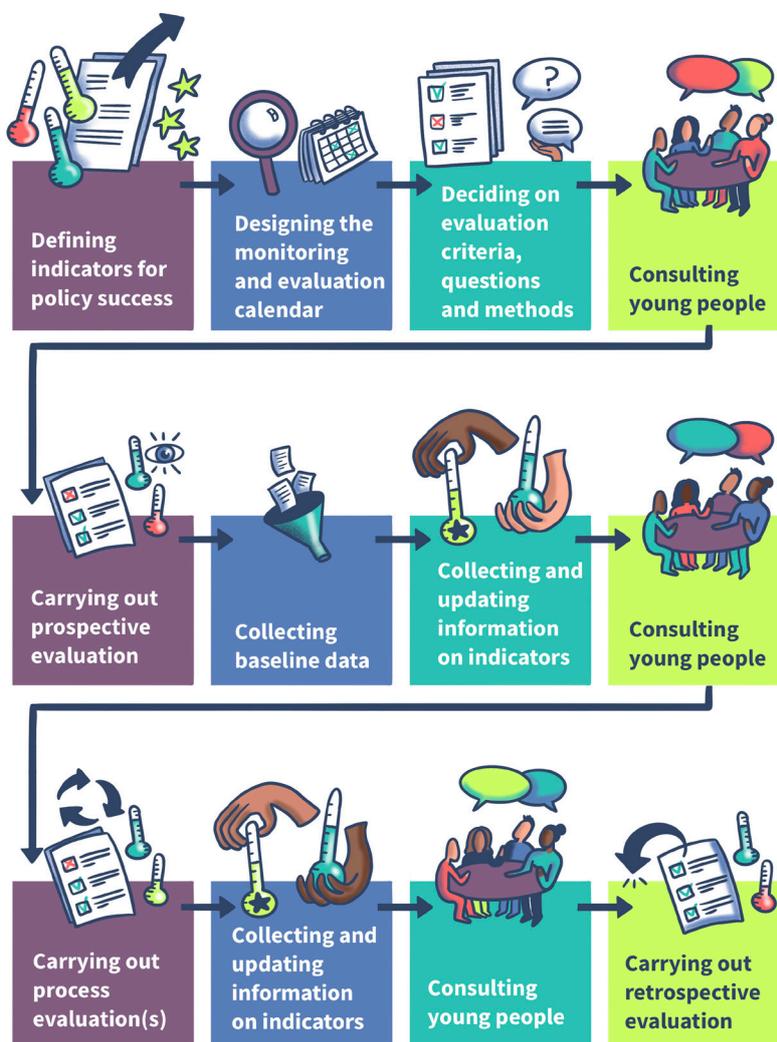
The activity "Monitoring magic" helps learners to explore the corrective role of monitoring in participatory policy implementation.

The activity "Ladder of evaluation" helps learners to understand how policy evaluation can be participatory.

The activity "Where are we? And how did we get here?" helps learners to explore practices supporting the design of participatory monitoring and evaluation processes and practices.

Different methodologies and approaches can be used for monitoring and evaluation but for most of them the collection and analysis of data is articulated around a core set of basic tools. These include interviews, focus group discussions, observation, surveys, questionnaires, case studies, desk reviews and programme-management documentation. However, in the participatory approach it is important to be open to creativity and embrace and test "new" and creative tools for data collection (such as storytelling, digital test analysis, products or audiovisual material).

Monitoring and evaluation stakeholders

The monitoring and evaluation of a participatory youth policy should be a participatory process. The idea is that youth policy should be shaped and made in a participatory manner, implemented with the participation

of young people and other key stakeholders, and in the same manner monitored and evaluated – to harvest insights and learning that would both inform the planning of the next cycle and enable reaction "in real time" to make necessary adjustments throughout the implementation of the policy. The involvement of different stakeholders in these processes is a matter of coherence in participatory policy making.

The cross-sectoral nature of youth policy dictates the numerous correlations needed with other sectoral policies, including education, social inclusion, employment, health, sport and housing. In this context, monitoring and evaluation are needed to ensure the accountability of each institution and stakeholder involved, which allows for the promotion of specific results in the field of youth to all relevant policy makers.

The needs of young people are evolving faster than public policies; therefore, the results of monitoring and evaluation are extremely valuable in supporting decision makers in amending and adapting youth policies to better answer those needs (Council of Europe and European Commission 2018).

> The activity "When different views come together" helps learners to reflect on the role of stakeholder participation in policy monitoring and evaluation.

Indicators

Formulation of policy objectives, defined inputs, outputs, results and intended impacts are the basis for the decision on which indicators will be used to measure the achievement of these objectives and observed effects. Indicators measuring inputs and outputs are then used as monitoring indicators, while indicators measuring results and impacts are known as evaluation indicators.

The identification of relevant indicators is at the core of any monitoring and evaluation process. It is also key for participatory monitoring and evaluation of youth policy. Thus, the participatory approach implies that identification and formulation of indicators is not solely the business of "traditional" experts. Rather, in identifying and defining indicators in the youth policy field it is crucial to involve young people as experts and also involve other diverse stakeholders – involving young people in critically reviewing existing indicators and proposing new ones as needed so that the monitoring and evaluation is coherent with the ultimate objectives of youth policy and its participatory nature.

Indicators within a policy framework (Council of Europe and European Commission 2020a)
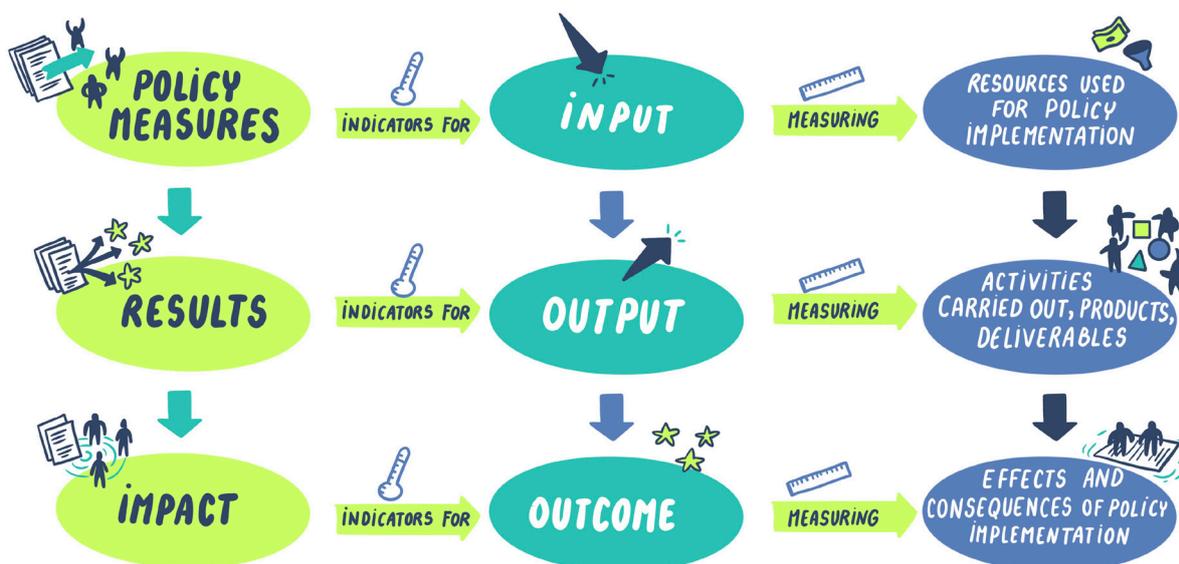
> The activity "Pointing at…" helps learners to understand how to develop indicators of success against which participatory process and policy outcomes can be evaluated.
>
> The activity "Facts and FACTS" helps learners to explore the role of data in youth policy monitoring and evaluation.

Youth policy assessment tools

There are many resources supporting youth policy assessment, monitoring and evaluation. In an effort to highlight the most useful sources and tools, we have chosen some of the key actors at the European level and the youth policy (self-)assessment tools they have developed. These tools are potentially useful in different contexts. The self-assessment tool for youth policy for member states adopted by the European Steering Committee for Youth (CDEJ) at its 59th meeting (Strasbourg, 16 October 2017) is a tool aimed at helping member states, as well as other public stakeholders at various levels (local, regional, national, international), to self-assess their compliance with Council of Europe standards, based on the six areas of intervention which form the basis for the Council of Europe's youth engagement and development policy:

▶ participation
▶ information
▶ inclusion
▶ access to rights
▶ youth work
▶ mobility.

For each of these areas of intervention, the tool provides specific and measurable indicators with which member states can begin to gauge progress in implementing core Council of Europe standards (namely, mainly relevant recommendations from the Committee of Ministers).

A toolkit on quality standards for youth policy (European Youth Forum 2016) is a practical tool for youth organisations to assess the state of youth policy in their context, whether it is national, regional, local or European. The tool:

▶ allows the identification of, by comparing with a point of reference, the positive and negative aspects of existing youth policies in a given context;
▶ allows for designing improvements and setting targets for improving the quality of youth policy over time;
▶ serves as a new method for national and local-level advocacy that can also be used for comparative analysis in the European context;
▶ helps young people to uphold their fundamental rights.

The activity "6, 8, 10, 11…" helps learners to explore tools for policy assessment developed at the European level.

Useful reading

▶ Insights into youth policy evaluation, EU–Council of Europe Youth Partnership, 2020: https://pjp-eu.CouncilofEurope.int/documents/42128013/47261953/083920-Insights-YPE-WEB.pdf/9fb49708-466b-54be-ffa7-195a1893d99a.
▶ E-library of youth sector evaluation: https://pjp-eu.coe.int/en/web/youth-partnership/e-library-youth-sector-evaluation.
▶ T-Kit 10 – Educational evaluation in youth work: https://pjp-eu.CouncilofEurope.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work.
▶ OECD: Understanding the six criteria: Definitions, elements for analysis and key challenges: www.oecd-ilibrary.org/sites/543e84ed-en/1/3/4/index.html?itemId=/content/publication/543e84ed-en&_csp_=535d2f2a848b7727d35502d7f36e4885&itemIGO=oecd&itemContentType=book#section-d1e4964.
▶ A toolkit on quality standards for youth policy, European Youth Forum, 2016: www.youthforum.org/news/toolkit-on-quality-standards-for-youth-policy.
▶ Insights into youth knowledge networks and resources in Europe, EU–Council of Europe Youth Partnership, 2021: https://pjp-eu.CouncilofEurope.int/documents/42128013/105305579/068121-Insights+youth+research.pdf/a61c45d5-97a8-de54-648c-dad5845f82d4.
▶ Youth Knowledge Break #7 – Youth research and young people, video: www.youtube.com/watch?v=eaCdqs7tbv8.

MONITORING MAGIC

An activity to explore the corrective role of monitoring in participatory policy implementation

Overview

This simulation-based activity enables participants to understand the corrective role of monitoring and contributes to a better understanding of the role and importance of policy monitoring. The debriefing part of the activity is essential for introducing and understanding monitoring as a tool for providing information, data and evidence for correcting the course of policies.

Key themes and concepts

Participatory policy monitoring and evaluation

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to learn about the corrective role of monitoring
▶ To enable participants to explore the process of information, data and evidence collection and feedback on policy implementation
▶ To inspire participants to engage in participatory monitoring

Materials and technical preparation

▶ Role cards with P, I, M, E and one B card (see handouts).
▶ Facilitation cards for written communication and markers.
▶ Materials for drawing/modelling: A4/A3 paper, sticky notes in different colours, crayons of different colours, glue, scissors, cardboard, balloons, old newspapers.
▶ A room set up for simulation activities – with distinct space visible from all corners in which the "beneficiary" is to be seated. Provide space and materials needed for the beneficiary and for each team/in four distinct areas in the room.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including printed and cut/or digital instructions for different roles (see handouts)

Instructions

1. Invite participants to randomly pick one card from three different options: Planner, Implementer, Monitor and Evaluator. Within the cards there is one beneficiary card – the participant that has that card should make it known, while the others should create teams representing each distinct role. Once they have formed their teams they should go to their designated area.

2. Give the instruction handout to the beneficiary and ask this person to go to their part of the room to read and prepare. Explain that the beneficiary will announce when the simulation is starting. Also explain that the planners' team will receive the instructions for all teams. Invite them to have an initial discussion and

come to an agreement on how to go about the task in teams and as a whole group. When they are ready to start (when the beneficiary announces), remind them to be mindful of the time for the simulation and start by giving instructions to the planners' team.

3. After the simulation has ended, invite them for a debriefing.

Debriefing

Begin a discussion about the simulation process. You may ask the following questions.

▶ How were the dynamics and interaction between the planners, implementers and monitors? What was the communication and information flow like?

▶ Which role was most difficult? Why?

▶ **Question for planners specifically**: Did you think about and use the resources that other team members could contribute with? What was happening for you during simulation?

▶ **Question for implementers specifically**: Did you consider "breaking the rules" and initiating communication? What was happening for you during simulation?

▶ **Question for monitors specifically**: Did you use observations, analyses of the final product or any other method apart from communication to obtain data? What was happening for you during simulation?

▶ **Question for evaluators specifically**: Did you communicate with other team members? What was happening for you during simulation?

▶ **Question for the beneficiary specifically**: How relevant were the questions to you? Could there be a better way for the teams to find out what makes you happy?

▶ What were the main impressions and insights from the simulation in terms of obtaining, communicating and having access to relevant information? How was the shaping of the product influenced by incoming data, information and evidence from monitoring?

At this stage you may also give input on monitoring and evaluation in participatory policy making (refer to "the basics of the topic" in this section) and then ask the participants:

▶ How does your experience relate to real-life policies? In what role are you usually? Could you imagine yourself in other roles?

▶ How important is the role of monitoring? What can make it even more helpful to reach the intended policy impact?

Tips for facilitators

Make sure that the communication rules are observed during simulation and pay special attention to that aspect in the debriefing part.

Suggestions for follow-up

After this activity you may wish to continue with activities in the same section, particularly the activity "Where are we? And how did we get here?" to help them to learn about developing monitoring and evaluation plans.

Further resources

Insights into youth policy evaluation, EU–Council of Europe Youth Partnership, 2020.

Instructions for planners

Your team has the task of making an accurate drawing/model of a dream house for the beneficiary and thus following a long-term objective: make the beneficiary happy! The time frame for completing the team task is 20 minutes and each team member should complete their specific tasks within this time frame.

Your task is to plan steps and give concrete instructions to the implementer(s) on what they should create.

Think about what kind of information you need and how to obtain it in order to complete your task. You could think in phases and steps until finalising the product, if you find that helpful.

You can initiate communication with everyone in the team. You also need to give them their instruction cards.

With the beneficiary you may communicate only in the form of written questions and you may ask a maximum of three questions. You can ask those questions separately or jointly anytime during the simulation.

Instructions for implementers

Your team has the task of making an accurate drawing/model of a dream house for the beneficiary and achieving a long-term objective: to make the beneficiary happy! The time frame for completing the team task is 20 minutes and each team member should complete their specific tasks within this time frame.

Your task is to follow the instructions given by the planner(s) about what you should create.

Think about what kind of information you need and how to obtain it in order to complete your task. You could think in phases and steps until finalising the product, if you find that helpful.

You cannot initiate communication with anyone in the team. You may, however, give your opinion, share information and make proposals if directly asked.

You can meet the beneficiary only once, when you believe you have finalised the task given by the planner(s) – you are the one to give the final product to the beneficiary!

Instructions for monitors

Your team has the task of making an accurate drawing/model of a dream house for the beneficiary and thus achieving a long-term objective: to make the beneficiary happy! The time frame for completing the team task is 20 minutes and each team member should complete their specific tasks within this time frame.

Your task is to observe and check if the implementation of the plan set by the planner(s) is going as intended and to provide information to anyone you think might need it.

Think about what kind of information you need and how to obtain it in order to complete your task.

You can initiate communication with an implementer at any time but only to give them information you have obtained. You may not communicate with the planner and evaluator, but you may give your opinion, share information and make proposals if directly asked by them. You can also make the information you have obtained publicly known.

You may communicate with the beneficiary in any way you find relevant, but only after you have heard the instructions that the planner(s) have given to the implementer(s).

Instructions for evaluators

Your team has the task of making an accurate drawing/model of a dream house for the beneficiary and thus achieving a long-term objective: to make the beneficiary happy! The time frame for completing the team task is 20 minutes and each team member should complete their specific tasks within this time frame.

Your task is to evaluate the success of the team in making an accurate drawing/model of the beneficiary's dream house.

Think about what kind of information you need and how to obtain it in order to complete your task.

You can initiate communication with everyone in the team but only once.

You may communicate with the beneficiary only after the implementer(s) have given them the final product and you can ask a maximum of three questions in written form.

When you make your findings publicly known, the simulation ends.

Instructions for the beneficiary

There are several teams with the task of making an accurate drawing of your dream house and thus achieving a long-term objective: making you happy! They have 20 minutes for completing their task, from the moment when you say you are ready.

Your task is to help those teams understand what your dream house looks like!

Think in detail about your dream house in terms of size, colour, the garden and what's in it and the view from the house. Prepare your vision as clearly as possible; the best thing would be to draw it for yourself, making sure that no one else sees it. In this way you will be able to answer different sorts of questions that may come your way. The questions may come in different formats and may be either written or spoken. Your reactions will also be important for the team to learn if they are on the right path, so please do not hesitate to show your emotions throughout the simulations as they are awoken by whatever is happening and particularly when you are given the final product.

LADDER OF EVALUATION

An activity on participation in policy evaluation

Overview

The activity uses the "ladder of engagement and participation" model based on the work of Sherry Arnstein. [*AQ*] With this model, participants explore the degree to which young people are able to make a meaningful contribution to evaluation and devising creative evaluation methods for different policy cycle stages.

Key themes and concepts

1. Young people's involvement in evaluation
2. Assessment of the level of participation in evaluation

Complexity: Level 2

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to reflect on the role of young people and different levels of their involvement in research and evaluation
▶ To enable participants to assess the degree of young people's participation in the process of research and evaluation in their own contexts
▶ To inspire participants to engage in participatory policy evaluation

Materials and technical preparation

▶ Flipchart paper.
▶ Flipcharts/wall where all work can be documented.
▶ Facilitation cards and markers.
▶ A4 or A3 paper.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including five cards with steps and 10 cards with descriptions

Instructions

1. To introduce the topic, you can conduct a thematic warm-up. To do this, give the participants cards featuring the characteristics of *ex ante*, interim, final and *ex post* evaluation. Based on the drawn card (they can be duplicated), the participants determine their *ex ante*, interim, final and *ex post* evaluation team. In a team, depending on the stage, they can get to know each other better, offer the rest of the teams an exercise or analyse the previous day's training. The characteristics of the cards:

    ▶ identify the needs of the target group;
    ▶ document the needs of the target group;
    ▶ establish the feasibility of the planned activities;
    ▶ shape the design of the programme;

- ▶ contribute to the selection of interventions;
- ▶ systematically collect data;
- ▶ document the progress and implementation of different interventions;
- ▶ offer evidence on the early effects;
- ▶ focus on results;
- ▶ focus on the contribution of the programme to changes;
- ▶ assess the effective use of funds.

2. Explain the purpose of the activity and briefly demonstrate to participants that evaluation can take place at different stages and with different levels of youth involvement (refer to "the basics of the topic" in this section). Remind the participants about the youth participation model. In this exercise, we are working with Sherry Arnstein's ladder of civic participation, but participants may be more familiar with the ladder of participation in Roger Hart's adaptation. It can be explained that the principle is the same. Invite the participants familiar with the model to explain it. Present the five levels and provide comments on the ladder using a presentation or a flipchart illustration. Give some practical examples for each level.

3. Invite participants to form smaller groups of three to five members. Each group receives a set of cards with five levels and 10 cards with the description of involvement, as well as empty flipchart paper. The task is to find an appropriate description for each level of involvement. Ask the groups to place the papers with the titles of the ladder in order on the flipchart and put the relevant description next to them.

4. Invite the groups to share the results and jointly agree on a correct order and descriptions. Once the ladder is clear, open up discussion among the main group.
   - ▶ What rung of the ladder are you (your peers) usually at in the policy evaluation process?
   - ▶ Why would it be important to be part of the evaluation processes?
   - ▶ What is the added value of the involvement of young people (beneficiaries) in the youth policy evaluation process?
   - ▶ What challenges might be faced when involving young people (beneficiaries) in the evaluation?

5. Invite the participants to return to their original thematic groups and to think of examples of creative ways to carry out policy evaluation at the different stages of the policy cycle with varying degrees of involvement of young people. Each team then, according to their theme (*ex ante* evaluation, interim evaluation, final evaluation or *ex post* evaluation), thinks of different creative ways to conduct that particular evaluation at all five different rungs of the ladder (with a different level of involvement of young people).

6. Invite them to present their ideas and/or document them on the wall using facilitation cards so that the following matrix is filled in (make sure to prepare this matrix while they are working in teams).

	Ex ante evaluation	Interim evaluation	Final evaluation	*Ex post* evaluation
Devolving				
Collaborating				
Involving				
Consulting				
Informing				

Debriefing

Open the discussion about the process they engaged with during the activity. You may ask the following questions.
- ▶ What were the main impressions and insights from the work?
- ▶ Which elements were challenging to work on?
- ▶ How could those evaluation methods be proposed/included in relevant participatory policy processes?
- ▶ What can you do to improve the level of participation in evaluation in your context?
- ▶ How can we ensure and promote the involvement of young people in the process of evaluation? Who should be involved in this endeavour?

Variations

Adaptation to the topic of involving research.

Every application of participatory research is likely to be unique. Different styles of participant engagement may be appropriate at different stages of facilitated participatory research. Using the ladder, you can analyse the degree of involvement of young people in different stages of research.

There are four overlapping components that tend to occur in sequence.

The first component usually happens before most participants are engaged. The initial scope and purpose of the research are first defined. Some researchers and participants may be more directly involved in early planning. If so, they are recruited and briefed.

The second component has substantial benefits. As any participant comes on-board, relationships are built with existing participants. Expectations are clarified so that participants, whatever their role, develop shared aspirations for research and action outcomes.

The third component is actual data collection and analysis. The participants can continue to be involved as equals in the actual research.

The fourth component – implementation and action based on research findings – may or may not occur.

In participatory research, minority groups may require special attention during all four components. Such groups often express feelings of being exploited.

Suggestions for follow-up

After this activity you may wish to continue with activities in the same section, particularly the activity "Where are we? And how did we get here?" to help them to learn about developing monitoring and evaluation plans.

Further resources

Arnstein S. (1969), "A ladder of citizen participation", J*ournal of the American Institute of Planners*, Volume 35:4, pp. 216-224, DOI: 10.1080/01944366908977225.

Insights into youth policy evaluation, EU–Council of Europe Youth Partnership, 2020.

Evaluating Participation: A guide for professionals: www.youngminds.org.uk/media/eeddh311/evaluating-participation-toolkit.pdf.

Children and participation: research, monitoring and evaluation with children and young people: www.participatorymethods.org/sites/participatorymethods.org/files/children%20and%20participation_wilkinson.pdf.

Handouts

Level	Young people's involvement
Devolving	Placing decision making in the hands of the community and individuals
Collaborating	Working in partnership with young people in each aspect of the decision, including the development of alternatives and the identification of the preferred solution
Involving	Working directly with young people to ensure that concerns and aspirations are consistently understood and considered
Consulting	Obtaining young people's feedback on analysis, alternatives and decisions
Informing	Providing young people with balanced and objective information to assist them in understanding problems, alternatives, opportunities and solutions

Description of involvement

Young people lead the evaluation in the context of fully youth-led interventions with support from professionals
Young people work in partnership with professionals to co-produce outcomes and the evaluation approach
Young people are involved in both data collection and reviewing the findings (via peer research/peer evaluation, for example)
Young people are involved in the analysis of evaluation data and in decisions about the meaning of findings, the recommendations and what actions to be taken
Young people co-design the aspects of evaluation that specifically affect other young people (for example, co-designing evaluation tools) and may be involved in some data collection and creating youth-friendly reports
Young people are the overall decision makers who determine the meaning of findings and actions taken as a result
Young people are able to share views on what outcomes they think an activity or project should deliver but professionals decide the outcomes
Young people are able to propose ideas on actions but professionals make decisions
Young people are informed about why they are being asked to submit evaluation data and are able to complete professionally designed feedback processes
Young people are informed about what actions will be taken in response to the evaluation findings

Note: For trainers' use

Key to matching the cases to the ladder rungs

Level	Young people's involvement
Devolving	Young people lead the evaluation in the context of fully youth-led interventions with support from professionals
Collaborating	Young people work in partnership with professionals to co-produce outcomes and the evaluation approach
	Young people are involved in both data collection and reviewing the findings (via peer research/peer evaluation, for example)
	Young people are involved in the analysis of evaluation data and in decisions about the meaning of findings, the recommendations and what actions are to be taken
Involving	Young people co-design the aspects of evaluation that specifically affect other young people (for example, co-designing evaluation tools) and may be involved in some data collection and creating youth-friendly reports
	Professionals are the overall decision makers who determine the meaning of findings and actions taken as a result
Consulting	Participants are able to share views on what outcomes they think an activity or project should deliver but professionals decide the outcomes
	Participants are able to submit ideas on actions but professionals make decisions
Informing	Participants are informed about why they are being asked to submit evaluation data and are able to complete professional designed feedback processes/measures
	Participants are informed about what actions will be taken in response to the evaluation findings

WHERE ARE WE? AND HOW DID WE GET HERE?

An activity to explore practices supporting the design of participatory monitoring and evaluation processes and practices

Overview

The activity introduces monitoring and evaluation as a key approach to learning about the effects and informing future shaping and implementation of youth policy. The focus is on both the evaluation of the process of youth policy shaping and the outcomes of youth policy implementation.

Key themes and concepts

1. Participatory policy evaluation
2. Monitoring and evaluation plan

Complexity: Level 3

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to learn how to develop an evaluation plan
▶ To enable participants to explore the process and the outcome evaluation and look for synergies and complementarities among them
▶ To inspire participants to engage in participatory monitoring and evaluation

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ Facilitation cards and markers.
▶ A4 or A3 paper.
▶ Connection to the internet, devices to connect and devices to project.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Printed or digital handouts.
▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including the scenario and the expert group tasks
▶ Revise as needed the scenario and the expert group tasks to better fit your group's learning objectives, learners' interests and their context
▶ Prepare a digital tool that participants are already competent to use (such as Menti, Padlet, Jamboard) for feedback from the buzz group with questions on the pros and cons and on the potential and limitations of the participatory process and of policy outcome evaluation

Instructions

1. Explain the purpose of the activity and briefly introduce the description of the youth employability strategy from the scenario (see handouts). Highlight that for this activity all participants will be considered as experts and will be asked to conduct an expert's task.
2. Explain the key ideas behind the participatory process and policy outcome evaluations (refer to "the basics of the topic" in this section). Invite the participants to create buzz groups to reflect and share with

the whole group immediate reactions in terms of pros and cons and the potential and limitations of process evaluation and of outcomes evaluation. You may prepare a digital platform with those headings for them to share their findings in real time (such as Menti or Padlet).

3. Give an example or a structure for an evaluation plan and its elements, some of the focus questions and examples (refer to "the basics of the topic" in this section). Invite participants to create two or an even number of groups.

   Now explain that you will continue the activity working in two (or four) groups, one half focusing on the participatory process evaluation and the other focusing on policy outcome evaluation. Give each group a short description of the expert group tasks and the description of the youth employability strategy (see handouts). Half of the groups have the task of developing a participatory process evaluation plan and the other half on developing a policy outcome evaluation plan.

4. Once the groups are ready, invite the participants to share their plans and note down the conclusions so that they are visible to everybody.

Debriefing

Begin a discussion about the process they engaged with during the activity. You may ask the following questions.

- ▶ What were the main impressions and insights from the work?
- ▶ Which elements were challenging to work on?
- ▶ What other aspects should be considered in the evaluation plans?
- ▶ Who can and should be involved in the evaluation to have a comprehensive picture of the policy?
- ▶ How could those evaluations be combined in terms of content, methods and timing in a policy-making process?

Tips for facilitators

It is important in the running of the activity to keep a balance between the theoretical and practical side of the activity. Keep the theoretical part simple and make links with the given scenario/example or other examples or experiences that participants might have.

Variations

The scenario and policy can be revised and changed to respond better to the interests and needs of the group you are working with.

The activity can also be divided into phases. In the first phase the main group can be divided into smaller random groups to discuss and come up with objectives for evaluation and objectives for the specific focuses in evaluation; to write down the potential and limitations of each focus; and to present and discuss them in the main group. Then the scenario can be presented and the groups can go onto the second phase, to develop the plans from the perspective of experts. The timing and also the final discussion and debriefing questions will need to be adapted.

Suggestions for follow-up

After this activity you may wish to continue with activities in the same section, particularly the activity "Pointing at…", to help them to understand how to develop indicators of success against which processes and outcomes can be evaluated.

Further resources

Insights into youth policy evaluation, EU–Council of Europe Youth Partnership, 2020.

Illustration "Youth policy evaluation".

Article on process and outcome evaluation: www.tsne.org/blog/process-evaluation-vs-outcome-evaluation.

Scenario: employability youth strategy

Due to an industrial crisis, the youth unemployment rate is very high in the city of Jobostan in comparison to other cities and regions in the country, particularly for young people between the ages of 16 and 24. Most of them have left the education system and they are underprepared for the world of employment. Schools provided them with little or no information about possible career paths. Subsequently overwhelmed by the job market, those young people leaving school are often unable to find their first employment. In many cases, they are also unaware of their own personal strengths and weaknesses. Furthermore, there are no links between educational institutions and local businesses that could help young people choose a career. And there are only a few non-formal education and support channels available to school dropouts.

The city has decided to develop an employability enhancement strategy targeted at this group of young people. After consultation with different stakeholders and several rounds of discussions, the city council has decided to articulate an employability strategy in three areas.

▶ Strengthening vocational and labour market orientation. The programme is designed to strengthen secondary-school students' vocational skills and inform them about the way the job market works. This makes it easier for school leavers to transition to the world of employment. Thanks to careers advice and information about training courses, young men and women learn how they can earn a living by becoming self-employed or how to acquire the skills they need to find a job.

▶ Training activities. Non-formal education activities for acquiring social skills and seminars for developing market-oriented and specialist skills (such as IT skills, public relations or specific crafts that are in demand) helping secondary-school dropouts and young adults to find suitable employment or traineeships.

▶ Youth entrepreneurship programme. To complement the other two areas, entrepreneurial competence will be fostered through a coaching programme for young people interested in starting their own business. Financial support will also be given for self-employment initiatives and start-ups.

The monitoring and evaluation plan for this policy initiative is to be discussed with a group of experts in the coming days.

The task for the groups

Participatory process evaluation group. You are a group of experts who are convinced that it is crucial to evaluate the process of the whole policy programme development and implementation. You know that for such processes it is crucial that they are participative and sensitive/adaptable to the specific needs, so you want to make sure that there is adequate focus on those aspects. You know that similar policies and programmes have been very successful in some contexts and very unsuccessful in others. Thus, you really want to make sure that, at least, there are considerations about how the three areas/programmes are connected and are interacting; that the findings and results of one can be used in the others; that there is a plan for monitoring and evaluation communication mechanisms and synergies between the different actors; that there is a focus on the quality of the interventions and not merely on the numbers reached; and that young people are involved and are shaping the programmes to respond to their needs.

Policy outcomes group. You are a group of experts who are convinced that it is crucial to evaluate the outcome of each measure or input because in the end the most important thing is the final result and the effect of the activities and of the whole programme. Without tangible results the promoted policy can be a waste of time and resources and could even perpetuate youth unemployment. Thus, you really want to make sure that, at least, it is clear what can be quantifiably measured in terms of impact. Also, you really want to have some mechanism to collect feedback from young people (those involved and even those not involved) to understand the effects of the activities and the programme.

WHEN DIFFERENT VIEWS COME TOGETHER

An activity to reflect on the role of stakeholders' participation in monitoring and evaluation.

Overview

The activity explores the role of stakeholders' participation in monitoring and evaluation, their motivation, the eventual obstacles and added value, helping participants to connect and co-operate with them. After some rounds of sharing and discussion, participants are encouraged to agree on the objectives of monitoring and evaluation for the given policy-making process.

Key themes and concepts

1. Stakeholder involvement in monitoring and evaluation
2. Shared objectives of monitoring and evaluation

Complexity: Level 3

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is 1.5 hours.

Objectives

▶ To support participants to reflect on the stakeholders' roles, motivation and potential contribution to participation in the monitoring and evaluation of a policy-making process
▶ To enable participants to explore the obstacles and added value of the participation of the different stakeholders and find efficient ways of joint work with different actors
▶ To inspire participants to engage in building co-operation and connection within stakeholders in the policy development process

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ Facilitation cards and markers.
▶ A4 and A3 paper.
▶ Connection to the internet, devices to connect and devices to project.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Prepared visuals for your input.
▶ Printed or digital handouts.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including the scenario
▶ Revise handouts as needed (both case studies and stakeholders) to better fit the learning objective and policy interests of the learners and their context

Instructions

1. Explain the purpose of the activity and briefly introduce the scenario for the pilot youth policy-making project.
2. Divide the participants into six equal-sized groups to represent six "stakeholders" in the process of youth policy development. Give each group a printed or digital version of a scenario for the pilot policy. Ask them to discuss their stakeholder role in relation to participatory policy monitoring and evaluation of

the given case study. Ask them to document their findings on a sheet of A3 paper (divided into three parts) or on a digital platform with the appropriate headings assigned, as follows.

- ▶ The roles the stakeholder has and could have as regards participatory policy monitoring and evaluation in the given case study.
- ▶ The motivations of the stakeholder for participating in participatory policy monitoring and evaluation in the given case study.
- ▶ The stakeholders' possible contribution to participatory policy monitoring and evaluation in the given case study.

3. Bring the groups together and ask each group to present their stakeholder's role, motivation and potential contribution. Let the groups share their reactions, suggestions, agreements and disagreements regarding the lists. As a result of this exchange, the groups may amend their lists.

4. After becoming acquainted with all the stakeholders, their motivation and possible contributions, ask each group to discuss and write down on a sheet of A3 paper or on a digital platform the objectives of: a. the monitoring; and b. the evaluation process for the proposed strategy (for example: a. monitoring objective – to ensure the participation of different actors in policy implementation; and b. evaluation objective – to identify the most successful activities which should be continued in the future).

5. Bring the groups together to present their proposal for the objectives and let the groups share their reactions. Ask them to agree jointly on a maximum of three objectives/focuses for the monitoring and evaluation.

6. Invite participants to reflect on the acquired awareness of the role of all the stakeholders and discuss the context, preconditions and needs for fostering co-operation and connections between each other.

Debriefing

Begin a discussion about the process they engaged with during the activity. You may ask the following questions.

- ▶ How did you find imagining and understanding the roles, motivation and potential contribution of the different stakeholders? What were the main difficulties? Which lists were hardest to write and why?
- ▶ What were the main insights you gained after the first round of presentation?
- ▶ How did you find the work on the objectives?
- ▶ What is the added value of different stakeholders' participation? Which other stakeholders can be potentially involved in this policy? What prevents them from being involved?
- ▶ What support, capacities and resources might they need to become involved? How could a safe environment for a structured multistakeholder, cross-sectoral dialogue be created?
- ▶ Who could make the process of involvement of stakeholders meaningful, smooth and effective, and how?
- ▶ How relevant and applicable are the lessons learned from the activity to other policy-making processes you can think of?

Tips for facilitators

In the second meeting of the groups, in the discussion and negotiations on the objectives for the monitoring and evaluation, invite participants to consider not just the previously shared motivation and potential contributions but also the obstacles and added value of different stakeholders (for example, one stakeholder might not have as much experience at policy level as another, or not such easy direct access to young people as another, or as wide a knowledge of data and evidence as another).

Variations

The activity provides a range of opportunities for modification and adaptation.

- ▶ The scenario can be changed and other policy areas and themes can be included and described.
- ▶ The groups of stakeholders can be adapted, depending on the theme, context and policy priorities.
- ▶ The categories for the lists can be flexible; for instance, you might want to add a list of obstacles to the involvement of stakeholders in the participatory processes. If so, then include the reflections on this question as a separate round of meetings and presentations.

Another modification can include a warm-up individual reflection phase, on the question of one's own motivation and experience of getting involved in policy monitoring and evaluation-related processes.

Suggestions for follow-up

After this activity you may wish to continue with activities in the same section, particularly the activity "Pointing at…", to explore indicators for policy monitoring and evaluation.

You may also propose to the group to go a step further in exploring how to engage those stakeholders and thus you could progress with the activities from the section "Mapping and engaging key actors in participatory policy making".

Further resources

This structure of several rounds of group work and group meetings is inspired by the "Making links" activity in "Compass": www.coe.int/en/web/compass/making-links.

T-Kit 10 – Educational Evaluation in Youth Work, pages 51-56: https://pjp-eu.coe.int/documents/42128013/-47261233/T-Kit_10.pdf/8d85c6ac-05e5-4715-8f43-0f9c3018772a?t=1377272318000.

Case study of a pilot youth policy project

The city of Polithon aims to develop a policy for the social inclusion of young people through digitalisation. Social inclusion through digitalisation is a new strategy in the city. Therefore, as a first phase, the city launches several pilot projects and initiatives. The thorough evaluation of piloted projects and initiatives is crucial for the future development of the digitalisation strategy for the social inclusion of young people.

A multidisciplinary team (consisting of sociologists and specialists on digitalisation) has identified that digitalisation is opening up many new opportunities for young people in the fields of education, employment, participation and leisure time. Nonetheless, for some groups of young people (those with few digital skills or without easy internet access, migrants or those with disabilities or belonging to minority groups), the digitalisation process implies having fewer and fewer educational, employment, participation and leisure opportunities. Moreover, due to the growing digitalisation of the social services of the city, they face a lot of obstacles to accessing very relevant and basic information on housing, employment, health, education and free-time and cultural activities. Digitalisation is for them a vicious cycle of exclusion. Additionally, relatively often, these groups of young people are the target of hate speech on social networks.

In order to break this cycle of exclusion, the local authorities have developed four initiatives and pilot projects to be launched in the city.

1. The development of digital competences for those digitally excluded groups in partnership with non-governmental organisations working with them – the first round of pilot courses has already been planned.
2. The creation of free internet access points in youth centres and youth clubs, public parks and sport centres.
3. Making basic information on the social services of the city accessible in other languages and for visually impaired people.
4. The design of a campaign on the internet and the digital world as a space for tolerance and inclusion.

The pilot projects will be co-funded by the national phone company. The continuity of the policy and projects is foreseen but not guaranteed. The monitoring and evaluation findings will be important to inform decision making on co-funding as well.

Stakeholders

For the provided case you can use the following stakeholders; however, feel free to revise the case and change the stakeholders to better fit your group and the purpose of the activity in your context.

Youth organisations	Youth organisations	Youth organisations	Youth organisations
Local authorities	Local authorities	Local authorities	Local authorities
Expert groups	Expert groups	Expert groups	Expert groups
Social workers	Social workers	Social workers	Social workers
Representatives of digitally excluded youth	Representatives of digitally excluded youth	Representatives of digitally excluded youth	Representatives of digitally excluded youth
Telephone companies	Telephone companies	Telephone companies	Telephone companies

An activity to understand how to develop indicators of success against which participatory processes and policy outcomes can be evaluated.

Overview

The activity is designed to help the participants learn and understand what the indicators are. It provides guiding questions on how to identify indicators for a concrete example of a youth policy initiative. Participants also get a chance to critically review them and discuss how to combine and use different types of indicators.

Key themes and concepts

1. Indicators of success
2. Youth policy monitoring and evaluation

Complexity: Level 4

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to reflect on the role of indicators in evaluation and monitoring of youth policy processes

▶ To enable participants to identify relevant indicators for different kinds of evaluation (by outcome or by process) and to critically review and combine them

▶ To inspire participants to explore the possibilities of the mechanisms for the participatory development of indicators

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.

▶ Facilitation cards and markers.

▶ Connection to the internet, devices to connect and devices to project.

▶ Sticky tape or another way to attach papers to the wall/flipchart.

▶ Prepared visuals for your input.

▶ Printed or digital handouts.

Before the activity

▶ Read "the basics of the topic" in this section

▶ Revise as needed the policy example to better fit your learning objectives, learners' interests and their context

▶ Prepare the materials needed for the activity

Instructions

1. Explain that the purpose of this activity is to learn how to identify indicators for the monitoring and evaluation of youth policy. Start by giving a working definition of the indicators, the types of indicators (quantitative and qualitative) linked to the different focuses of evaluation (by output and by outcome) and their links and relations to the set goals, objectives and context. There are many possible sources for this input (you can find some pointers on where to search in the further reading section).

2. Invite the participants to form smaller working groups. In these groups, participants should identify qualitative and quantitative indicators for monitoring and evaluating a youth policy programme (examples in the handouts). Together with the example of a youth policy programme, give the groups guiding questions that might help them when identifying relevant indicators. The groups should select representatives to initially present their work to the others.

3. While the groups are working, set up the room for a "fishbowl" discussion. Once the groups have finished, invite the selected representatives to sit in the inner circle and to present the identified indicators. The presentation and following discussion should aim to provide arguments for the relevance of the presented indicators in relation to the objectives of the youth policy programme and of the planned measures and activities. All groups together should agree on the eight most relevant indicators. These should be clearly documented on the flipchart/wall.

4. Present the indicators from the original document. Together with the participants, compare and discuss the original policy indicators and the ones they have developed. Underline the importance of defining clear and measurable indicators.

Debriefing

Begin a discussion about the process they engaged with during the activity. You may ask the following questions.

▶ What were the main impressions and insights from the work?

▶ Which elements were challenging to work on?

▶ How difficult is it to imagine what policy success looks like?

▶ What should be kept in mind when working on indicators for youth policy?

▶ What steps are in general possible in your own context to make the indicator development process participatory?

Tips for facilitators

In the input part it is important to show examples from various processes, focusing on the processes supporting the participatory nature of the indicator development processes.

The proposed example is the Finnish National Youth Work and Policy Programme 2020-2023, which was adopted in 2019 after a large consultation with young people, youth organisations, the national youth council, youth workers and policy makers. You may of course choose another example, also closer to your context.

Without revealing the indicators that some parts of the Finnish youth policy programme already identified, ask the groups to develop quantitative and qualitative indicators of a certain part, for example for the one devoted to "Young people's capabilities for independent living will improve and the incidence of youth homelessness will decrease" (pages 21-22).

Note: Indicators have not yet been defined for other parts of the Finnish youth policy programme.

During the facilitation of the fishbowl discussion and in the wrap-up, underline the importance of identifying indicators, of critically reviewing them and of proposing alternatives in the participatory monitoring and evaluation process. Highlight that, as with other aspects of monitoring and evaluation, indicators should be identified in a participatory way. That is the reason why it is important that all the actors engage in "imagining what success would look like" and know how to identify and actually propose indicators. For example, young people in this particular case may also be concerned about the quality of affordable housing units offered – and would like to include an indicator looking at that.

It is recommended that participants have some prior knowledge of youth policy, possibly by participating in the activities in the section "Understanding the public policy-forming process".

Variations

There are several ways of running this activity. It is possible to choose another youth policy programme example, more relevant for the context of the group of participants you are working with or another section of the Finnish National Youth Policy that fits into a thematic area closer to your work.

If the participants come from a variety of different countries, it could be good to choose to work with the dashboard of EU youth indicators instead of a specific policy. Currently there is a proposal for an updated

dashboard: https://op.europa.eu/en/publication-detail/-/publication/c6f84903-bc39-11eb-8aca-01aa75ed71a1/language-en.

It is also possible to split the activity into two, if there is a time limitation.

Alternatively, different groups can be given different parts of the programme, with different objectives, and can be given the task of developing indicators for them, and, through a World Café method, presenting and discussing the outcomes.

Suggestions for follow-up

After this activity you may wish to continue with activities in the same section, particularly the activity "Facts and FACTS" to further explore the role of data collection in relation to policy indicators.

You may also propose to the group to go a step further by exploring how to translate principles into policy indicators. You could continue with the activities from the section "Principles of effective youth policy" to better understand participatory youth policy principles.

Further resources

Monitoring and evaluation studies: www.mnestudies.com/monitoring/what-indicators-and-types-indicators. The Finnish National Youth Work and Policy Programme: https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162381/OKM_2020_4.pdf?sequence=1&isAllowed=y.

How to select/identify and write up indicators: www.dgmt-growingconfidence.co.za/content/how-selectidentify-and-write-indicators.

Handouts

Guiding questions for groups identifying quantitative and qualitative indicators

- How will I know that the outcome/output has been achieved or that we are making progress in its achievement?
- What will tell me, or point to the fact, that the outcome/output has been achieved or that we are making progress in its achievement?
- What will it look like when x/y from the described desired results and outcomes has happened?
- If you put yourself in the position of a young person for whom this policy is primarily intended, what would be an important indicator for you? When would you feel this policy has succeeded?
- If I were a visitor to this country, what would I see, hear or read that would tell me that a certain youth policy result is being achieved and that challenges in that area have been overcome?

An example from Finnish youth policy

Young people's capabilities for independent living will improve and the incidence of youth homelessness will decrease

(Excerpt from "The National youth work and youth policy programme 2020-2023: Aiming to ensure a meaningful life and social inclusion for all young people", Finland 2020)

Young people's capabilities for independent living will improve and the incidence of youth homelessness will decrease. Young people are one of the target groups of a co-operation programme aiming to halve homelessness. The programme will strive to ensure that young people have access to adequate and affordable housing and the support they may need for living independently, including advice on housing-related matters. Young people need different types of housing options.

Measures:

- As stated in the Government Programme, the Ministry of the Environment will launch a new co-operation programme to halve homelessness. The plans implemented by the participating cities must address the housing situation of young people (the necessary housing units and support).
- The availability of advice and guidance related to housing will be improved. Young people will be a priority in expanding advice and guidance to cover all housing forms.
- Ohjaamo service points have worked together with the Finnish Youth Housing Association to develop advice and guidance related to housing which are intended specifically for young people. Ohjaamo service points will continue to work on young people's housing issues.
- In keeping with the Government Programme, government subsidised production of affordable housing and, in particular, the construction of youth and student housing will be promoted. Different types of housing options must be available for young people.

Target group: young people in the 18-25 age group

Co-ordinating ministry: Ministry of the Environment

In co-operation with: Ministry of Social Affairs and Health, Ministry of Justice, Ministry of Economic Affairs and Employment, local governments

Note: To be shared with participants at a later stage

Indicators:

- Number of homeless young people
- Number of available youth and student housing units
- Addressing young people's needs in agreements made with the cities participating in the programme

An activity to explore different tools for collecting data in monitoring and evaluation.

Overview

The activity explores the role of data in the monitoring and evaluation of youth policy. Participants analyse an impact study and identify and distinguish the data collected with different tools. They critically analyse their value and meaning and reflect on how to combine them to get the "full story". A special focus is given to the preconditions for participatory research and evaluation.

Key themes and concepts

1. Data collection and analyses in monitoring and evaluation
2. Critical analysis of data

Complexity: Level 4

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is two hours.

Objectives

▶ To support participants to reflect on the value and limitations of different data
▶ To enable participants to become acquainted with some of the basic tools for data collection and data analysis for monitoring and evaluation
▶ To inspire participants to combine different data for a comprehensive analysis

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.
▶ A4 paper in at least two different colours, sticky notes in two different colours and markers.
▶ Sticky tape or another way to attach papers to the wall/flipchart.
▶ Prepared visuals for your input.
▶ Printed handouts.

Before the activity

▶ Read "the basics of the topic" in this section
▶ Prepare the materials needed for the activity, including the handouts
▶ Prepare two flipcharts, entitled: "The tools used for the data collection" and "The main findings/conclusions of the study"

Instructions

1. Explain that the purpose of this activity is to explore the different tools for data collection in monitoring and evaluation. This will be done by analysing an example of impact evaluation.
2. Give a short introduction to the theme of research and data collection and the importance of data analysis and "reading" and understanding it in a given context. Input could also focus on the importance of building on and complementing statistical data with storytelling, examples, observations, testimonies, analyses of some creative products by young people, etc. There are many possible sources for this input (you can find some pointers on where to search in the further reading section).

3. Show the video on the impact study of the Youthpass and ask the participants to mark down on two coloured sticky notes:

   ▶ the tools used for the data collection;

   ▶ the main findings/conclusions of the study.

   Attach the answers to two separate flipcharts.

4. Divide the participants into smaller groups of four to six. Ask the groups to explore the transcript of the video (see handout) and, using the flipchart with the findings (produced in the previous step), to take note of the:

   ▶ findings based on quantitative data (respondents/statistics);

   ▶ findings based on qualitative data (interviews/focus groups).

   Ask each group to write down these findings on different coloured A4 sheets of paper.

5. Using two different areas on the floor, put together the A4 sheets describing each of the two kinds of findings: quantitative and qualitative. Read them out and ask the participants to participate in silent interaction. They should individually identify and write down on different coloured sticky notes the value and the limitations of each of the two types of findings.

6. When everybody is finished writing on their sticky notes, invite them to create random buzz groups for each round of questions that are to follow.

   ▶ How are different kinds of data combined in the analysis? (Statistical data that give an overall picture; the outcomes of interviews or reflection groups that provide specific insights)

   ▶ Considering that this is just a summary of the impact evaluation, are you missing any important data or analysis?

   ▶ Apart from the tools used in this impact study, can you think of any other tools? What kind of data would you aim to collect with them?

   ▶ Are the different tools for data collection, according to your experience, meaningfully combined in the monitoring and evaluation of a policy cycle?

7. Present the infographic and the checklist developed by the EU–Council of Europe Youth Partnership and discuss the mechanisms of participatory research in youth policy, with examples from several European practices.

Debriefing

Begin a discussion about the process during the activity. You may ask the following questions.

▶ What were the main impressions and insights from the work?

▶ Which elements were challenging to work on?

▶ How important is it to pursue having a "full story" for understanding policy impact?

▶ Who can and should be involved in the research work to gain a comprehensive, realistic, validated picture of the research into youth policies and measures?

▶ What mechanisms exist in your contexts to support participatory research and engagement in policy monitoring and evaluation?

Tips for facilitators

For good and bad, the tools for data collection are quite standardised (questionnaires, interviews, focus groups). It is important on the one hand to be familiar with them and be able to use and assess them, and on the other hand be open to creativity and "new" or creative tools for data collection (such as storytelling, digital test analysis, products or audiovisual material). Be attentive to that in the final debriefing.

Variations

As a modification of the activity, you could offer the participants the opportunity to use the examples of research/studies conducted around a youth policy that directly affects them. They could look for any alternative ways of collecting data, analysing or working with it (such as digital tools, creative means, new targets or new tools). If your group has done the activity "Pointing at…", you may also offer them the chance to work

with the indicators they identified and to suggest which data-collection tools would work best for gathering relevant data and evidence in relation to those indicators.

If the participants come from a range of various countries, it can be interesting to use data and studies on European-level programmes. In this case, materials can also be used from RAY (Research-based Analysis and Monitoring of European Youth Programmes), Eurobarometer and Youth WiKi .

Suggestions for follow-up

One of the final steps can also be motivating and supporting the participants to send their findings and proposals to relevant stakeholders in their context.

You may also invite participants to engage more in participatory youth policy by exploring activities in the section "Vision for change in the youth policy field".

Further resources

Basic tools for data collection: www.intrac.org/wpcms/wp-content/uploads/2017/01/Basic-tools-for-data-collection.pdf.

Youthpass Impact Study: www.youthpass.eu/en/about-youthpass/youthpass-impact-study/.

Engaging youth researchers: https://pjp-eu.coe.int/documents/42128013/61020757/YKF-20-Engaging+-researchers.pdf/54fcd607-ab8d-2338-e4a3-92aff31e3ddc.

Research-based analysis and monitoring of European youth programmes: www.researchyouth.net.

Engaging Youth Researchers: A checklist for initiating a youth research project.

Youthpass Impact Study

Young people's personal development and employability and the recognition of youth work
(Transcript of the video)

Introduction to Youthpass

Youthpass is a European recognition tool for non-formal and informal learning in youth work. It helps to identify and document the learning outcomes from activities supported by the EU youth programmes. Since the launch of the Youthpass in 2007, it has had three closely intertwined roles:

▶ a recognition tool that consists of a number of certificates for certain types of youth work activities;

▶ a strong emphasis on systematic reflection on the learning process and outcomes in youth projects, known as the Youthpass process;

▶ a strategy that aims to enhance the recognition of non-formal and informal learning and of youth work.

Since its launch in July 2007 until its conclusion in 2012, more than 200 000 Youthpass certificates were generated with numbers steadily growing over the years. It was applied in about 20 000 projects by approximately 10 000 organisations.

Objectives of the impact evaluation

To evaluate the impact that Youthpass has had on the people and organisations participating in the EU youth programmes. The Youthpass Impact Study was carried out in 2012 and 2013. With these studies, several issues were explored:

▶ how Youthpass influenced the awareness and processes of learning;

▶ what kind of impact it had on the employment and education perspectives of young people;

▶ whether and how it influenced the recognition and quality of youth work.

Tools

For assessing the impact, online surveys were sent to organisers of Youth in Action projects and to the participants of these projects from all over Europe. Altogether 1 143 participants and 741 organisations answered the questionnaires, and in addition to the surveys, focus group interviews were carried out to get a deeper understanding of the views of the beneficiaries and of other experts in the field of youth.

Results – findings

As probably the most significant part of Youthpass, the interviews highlighted the importance of the self-reflection pursued in the learning process. Youthpass was recognised as an instrument to help people think and learn in a specific way. Therefore, supporting reflective learning and self-directed learning led all types of respondents to the opinion that filling out the Youthpass certificate's self-evaluation extended participants' awareness of what learning is and their own learning. Youthpass also helped them to become more responsible for their own learning.

Youthpass was also understood as a valuable document for listing the competences gained in the project. Respondents reported that using the eight key competences framework helped the participants to describe what they had learned – 85% agreed. A similar percentage agreed that the eight key competences framework helped participants to carry out the self-assessment.

In the interviews it was specifically highlighted that the development of social skills that are mostly not recognised in formal education has a place in the Youthpass. However, the self-assessment part of the Youthpass may also be seen as challenging. The youth workers interviewed underlined the need to give support to participants' mentors and the importance of youth workers assisting young people to understand the concept of the key competences and to find the right words to describe their learning and competences. The role of youth workers, trainers, mentors and coaches is seen as crucial for the facilitation of the whole learning process.

In some countries it was questioned how much self-assessment alone is valued outside the youth field. There might therefore be a need for more information about the value of self-assessment. It was emphasised in the interviews that being able to reflect on one's learning and to put this into words is an important competence for young people. That also increases the chances of young people succeeding in other areas such as formal education and employment.

How does Youthpass contribute to the education and employment opportunities of young people?

A large majority of respondents saw Youthpass as potentially helpful when applying for a traineeship or an internship, an apprenticeship or for vocational training or a job. More than 40% also saw the potential use for applications in higher education and when setting up a business. An interesting pattern occurred: representatives of organisations were more positive about enhancing the chances to succeed with a little help from Youthpass than the participants. They were also more confident when answering the questions. Some respondents saw Youthpass as an important addition to one's CV because employers more and more recognise the value of skills obtained in youth work as complementary to what one learns at school.

At the same time, they would like Youthpass to be better known among employers and higher education institutions.

But has Youthpass had an influence on the quality and recognition of youth work?

Reflection, an integral part of the Youthpass process, was most frequently mentioned in the interviews as an element influencing the work of the organisations. Before Youthpass there was still reflection on and evaluation of learning experiences, however Youthpass made it more structured, more positively valued and more thought-through. Reflection is more sophisticated, as one group stated. The organisations confirmed that Youthpass helps to increase the recognition of youth work and the value of the project for the participants. It also contributed to the quality of the project and helped people to become aware of or use new methods in their work. Most of the participants also agreed that Youthpass helped them to communicate the importance of non-formal learning. It raised consciousness about the achievements of the project and in many cases also helped to adjust the project according to the learning needs of the group. It was reported in the interviews that Youthpass is seen as a kind of symbol for the promotion of non-formal learning, as well as an instrument to make people rethink what non-formal learning means. It is seen as an important activator for discussions about the quality of youth work.

Final conclusions

So, Youthpass has a value as an educational instrument. It supports the competence to learn and raises awareness of learning. It helps to describe what a person learned in a Youth in Action project, improves the quality of youth projects by focusing on learning processes and outcomes and enhances the recognition of youth work by making the impact of youth work more visible. Youthpass is also perceived as enhancing young people's access to the labour market and further education, not least by enabling young people to better explain their skills and competences.

6, 8, 10, 11...

An activity to explore the tools for policy assessment developed at European level

Overview

In this activity the participants learn to explore and understand existing policy assessment tools and the participatory policy principles underlying them. It provides space and tools to assess policies and to learn how this can be done through various tools. Sharing the self-assessment results helps participants find mechanisms and practices that can support them in improving the policy participatory practices.

Key themes and concepts

1. Youth policy assessment tools
2. Standards and principles of efficient youth policy
3. Role of stakeholders in the policy assessment

Complexity: Level 3

Group size: Overall group size can be as big as needed to fit the educational context where the activity is implemented. Optimally in the range of 15-30 participants.

Time: Optimal proposed time frame for the activity is three hours.

Objectives

▶ To support participants to reflect on the role and needs of policy assessments and standards/principles of an efficient youth policy

▶ To enable participants to become familiar with various tools and processes supporting youth policy self-assessment

▶ To inspire participants to analyse the existing practices of youth policy in their own context and discuss possible improvements, with a focus on raising the participation level of stakeholders in policy processes

Materials and technical preparation

▶ Flipcharts/wall where all work can be documented.

▶ Sticky tape or another way to attach papers to the wall/flipchart.

▶ Connection to the internet, devices to connect and devices to project.

▶ Printed handouts/links to the assessment tools.

▶ Prepared visuals for your input.

Before the activity

▶ Read "the basics of the topic" in this section

▶ Prepare the materials needed for the activity, including the handouts with policy assessment tools

Instructions

1. Open the session by asking the group to share their knowledge of any policy assessment tool that they know of or have used. Give some time for people to share their experiences. Ask them to create small buzz groups to think about 10 reasons/instances of added value of policy assessment. After the designated time of five minutes is up, invite the buzz groups to report to the main group, asking them for one reason at a time and making note of these on the flipchart. When more groups have the same reason/added value identified, they indicate that only and do not read it out again when it's their turn to share.

2. Present the ideas on youth policy assessment, standards, criteria, tools and mechanisms at the European level, giving examples from national levels. Present in more detail the assessment tools

from the Council of Europe, European Youth Forum and other partners (refer to "the basics of the topic" in this section).

3. Tell the participants that at this stage they will work individually using one of the presented assessment tools (links to the tools are available in further resources) to look into youth-related policy at their national or regional level. Ask the participants to pick a tool they are willing and motivated to try for this exercise.

4. After the individual work on policy assessment is done, the participants working with the same tools are grouped together to share their reflections/assessments and to discuss:
   ▶ the similarities and differences in assessments of the same areas;
   ▶ their understanding and interpretation of criteria/standards;
   ▶ the evidence/measurements used as a basis for certain opinions;
   ▶ aspects that provide opportunities and support for participatory policy processes;
   ▶ insights from the assessment process;
   ▶ ideas on measures to improve one or other aspect of policy work (also using the recommendations from the tools themselves).

5. When the time is up, ask the groups to come back to share the main key points from the discussions in the small groups. Also invite them to share any limitations they identified with these tools, if any, and how they could potentially be improved. Wrap up the discussion with a short presentation on the support available for youth policy improvement (from the Council of Europe, the EU, the EU–Council of Europe Youth Partnership, European Youth Forum, etc.).

Debriefing

Begin a discussion about the process they underwent during the activity. You may ask the following questions.
   ▶ What were your main findings and insights after the work with the assessment tools?
   ▶ How relevant is it for your contexts and what is needed to use these kinds of support resources to improve policy at local/regional/national/European levels?
   ▶ What could be the possible next steps for you in terms of using/disseminating the tools tried during the session?

Tips for facilitators

Be ready to prompt and support participants to compile a longer list of reasons for assessing youth policy. Some examples might be: to create ownership; to raise awareness and an understanding of youth policy; to discover ways to improve; to plan policy-related measures; to plan and identify reforms and ways to adjust the policies to an agreed standard; to take stock of one's own resources and good practice; to create a basis for measuring progress over time; to identify resources for policy change.

Variations

The activity's various phases can also be used as separate activities or a series of activities in one set. It is also possible to use other assessment tools, use the same one for the whole group or use different tools but then to form groups based on different characteristics rather than just the choice of tool (such as region/country, the sector the participants represent or a random selection).

Suggestions for follow-up

One of the final steps can also be motivating and supporting the participants to share their findings within their networks and with relevant stakeholders in their context.

You may also invite participants, after assessing and understanding where improvements may be needed, to engage more in participatory youth policy by exploring activities in the section "Vision for change in the youth policy field".

Further resources

Council of Europe self-assessment tool for youth policy: https://rm.coe.int/self-assessment-tool-for-youth-policy-english/16808d76c5.

Eight Standards for a quality youth policy: http://tools.youthforum.org/8-standards/.

Eleven indicators of a (national) youth policy: www.un.org/esa/socdev/unyin/documents/CouncilofEurope_indicators.pdf.

Child Participation Assessment Tool: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806482d9.

Chapter 5
Conclusions

One specific aspect of youth-related policies is that they are probably one of the most cross-sectoral policies that exist. The field of youth policy is an area where most other policy fields come together and overlap: education, social affairs, employment, health, housing, leisure, reproductive and mental health, gender equality, anti-discrimination, sports, safety, environment, mobility, inclusion, rural and urban issues, culture, rights and access to them and security. In order to be able to navigate and work amid this wide spectrum of intersecting interests, needs and expectations, a youth policy needs to be versatile and able to cater for all.

In order to have the competence to deal with the wide range of emerging, and always dynamically changing, realities and needs, youth policy needs to find ways to stay current, to be based on information from the field and to remain in close contact with the people the policy is made for. This is the only way that a policy has a chance to stay relevant and targeted to support the well-being and development of young people.

There has always been a stereotypical perception that young people are not interested in politics. In fact, activism and volunteerism in the past few years have shown that it might not be a correct assumption. Young people may not go to vote as much as other groups of society, and there is a decline in turnout at elections, but interest in societal issues is on the rise. There is more interest in politics, but the ways to get involved, make an impact, voice views and take responsibility have changed and integrated other ways of being politically active (Council of Europe 2017a). This reality of young people actually becoming more interested in policies and being knowledgeable about what is going on forms an ideal base for dialogue and meaningful participation. The issue is, how much is the policy-making field open to accepting, recognising and integrating the different forms of youth engagement into policy-making practices?

Participation is one of the prerequisites for efficient policy making. Participation creates ownership by those the policies are made for; it also provides better knowledge, allowing people who are affected by the policy to advise on the right choices.

The approaches, principles, practices, mechanisms, tools and expertise are in place at various policy-making levels, from the local to the global level. Knowledge about the obstacles preventing full and meaningful involvement, the building of long-lasting, fruitful, fulfilling relationships and joint work between policy makers and those affected by the policies is constantly gathered, analysed and shared in the field in many contexts.

At the theoretical level, there is knowledge and an understanding of how participatory youth policies can and should work. The main question is how to ensure that this knowledge is put into practice on a daily basis and how it remains efficient, dynamic, updated, specific and needs-based and fosters dialogue with everyone.

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Participatory youth policy implies that young people are involved in policy making at all stages, from inception to implementation, monitoring and evaluation. The main feature of participatory youth policy is a mobilised effort to promote co-creation of youth policy with young people and to include strengths and talents from the field, making sure that youth policy is built on democratic principles, support for solidarity, inclusion, equality, openness and outreach. Across Europe, meaningful youth participation in dialogue and mutually respectful work in policy implementation are understood to be prerequisites for effective and efficient policy making. Knowledge, understanding and commitment to knowledge-based participatory youth policy has increased exponentially following the publication by the EU–Council of Europe Youth Partnership of *About time! A reference manual for youth policy from a European perspective* in 2021.

This T-Kit complements the manual and provides educational support for building youth sector capacity for participatory policy making. The knowledge developed in the sector over the past few decades, on which this T-Kit is based, will benefit youth leaders, workers, trainers and organisations advocating participatory structures, especially at local and national levels. Youth policy makers will be able to launch participatory processes by using the activities contained in this T-Kit. Organisations and experts developing training and development strategies on youth policy may find the T-Kit to be a useful resource. It is structured to enable users to find a wide range of resources in one place for successful educational processes on participatory youth policy. The T-Kit provides conceptual, methodological and educational frameworks and offers a set of educational activities and a toolbox to help address the themes of participatory youth policy making, enabling its users to learn, grow and importantly – to engage.

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The **Council of Europe** is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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The Member States of the **European Union** have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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