4 Youth participation and active citizenship

Figure 4.1

> Citizenship cannot be reduced to a catalogue of rights and duties, but entails membership of a group or groups, bringing identities into play in a very profound way. It consequently requires an ethical shift that includes a personal and collective emotional dimension.
>
> François Audigier[1]

4.1 Introduction

Every day we witness international organisations signing treaties, parliaments passing new laws, different groups demonstrating in the streets, people electing their parliamentary members, and municipalities collecting taxes. Although, at first sight, these actions seem to have little to do with us, they might affect to different extents our daily lives, directly and indirectly. The question is, then: what do these actions have to do with youth participation and democratic citizenship? How do they really affect us? What do we need to do if we want to actively use and live these concepts?

If we move out of our domestic surroundings, are there other meanings and interpretations of these concepts and if yes, how could we deal with them? Euro-Mediterranean youth work is a very lively example of an environment with multiple understandings of youth participation and democratic citizenship. While, on the one hand, there are various factors affecting the evolution and interpretation of these concepts, on the other hand there also exist many different ways in which Euro-Mediterranean youth work can deal with it.

4.2 Young people's realities – different perceptions of and opinions on being young

➜ 4.2.1 Perceptions and misperceptions of being young

Perceptions of being young vary between adults and young people, among different parts of society, among different political, social and cultural systems, and among people from different historical backgrounds. It is thus difficult to define the term 'young' exactly. Also international institutions define 'being young' differently: for example, for the International Youth Year in 1985 the United Nations General Assembly defined young people as those falling between the ages of 15 and 24 inclusively. However, a closer look shows up the complexity of the situation: the UN Convention on the Rights of the Child defines 'children' as people up to the age of 18; in the European Union's Youth in Action programme 'young people' are aged from 13 to 30; while the Youth and Sports Ministry of Indonesia defines 'youth' as all those between the ages of 18 and 40. Thus, the concept is fluid and it changes with different perspectives and contexts. In order to find an objective indicator, one could define youth in relation to age.

However, it is still possible to argue that exact numbers are arbitrary and the term 'youth' rather describes a certain state of mind or situation in life that can differ in age from one person to another and from one country or culture to another. Circumstances such as living on one's own (on average earlier in northern countries than in southern countries), having one's own family (on average earlier in Mediterranean and eastern European countries than in western Europe), starting work or staying at school all have an effect on young people's self-definition as young or adult, as well as on adults' perceptions of young people.

The term 'youth' and young people's rights to participate in politics and society are also defined by laws: the moment at which young people enter the sphere of adults in political and economic terms varies in different European and Mediterranean countries. Laws define when young people have the right to take part in collective decision making through the right to vote. The age at which young people receive the right to vote and to be elected varies in different political contexts, but in most countries they gain the right to vote at the age of 18. In some federal states (*Bundesländer*) in Germany and Austria, young people can participate in national elections at the age of 16 and in Slovenia young people at the age of 16 who work can participate in general elections. In contrast, in Jordan, Morocco and Tunisia young people receive the right to vote at the age of 20 and in Lebanon at 21.[2]

In many cases, before they are eligible to vote, young people are not represented at the level of official decision-making institutions and executing policies and they do not have any formal power to put pressure on politicians with regard to their needs and interests. In some cases, young people develop new ways of participation in political life through various structures such as youth councils or youth parliaments. Laws also define when young people have the right to make their own decisions about their personal situation: where to live, who to marry, where to go to school[3] or what job to do. The formulation and implementation of these laws is also affected very much by tradition, political culture and social pressure. These also differ widely due to various factors such as cultures, countries, communities and families.

A common idea that could be important within youth work is that being young is a critical stage in life. "It is a time when many behaviours that influence well-being in adult life are initiated or firmly set in place. Young people have to find their ways

outside of the parents' sphere; they are confronted with questions of identity, of relationship, of sexuality and of professional orientation, to mention just a few aspects."[4]

"Children are the future" and "the future belongs to young people" and therefore "give youth a voice" are common phrases in politics and youth work when adults want to encourage the public to view investments in young people as investments in tomorrow, when the young will take over responsibility for the economy, politics and society. But these statements are still in line with the traditional perspective, which assumes that youth is only a period of transition or development to adulthood, ignoring the fact that young people are already here. Although these statements are true, they are incomplete and hence create misperceptions of youth, such as equating young people with social problems; treating them as having no basic wants; and equating the youth movement and youth organisations with some kind of charitable or welfare organisations whose concern is to organise activities and services.[5]

An alternative perception of youth is that young people are active players in society: they are not only the future, but also the present; they have an identity of their own, with its own values, needs, wants, contributions and ideas. Youth participation therefore does not only mean that young people learn participation to master it for the future, but that they are really taking part in contemporary decision-making processes in order to enrich them with their particular viewpoints. Youth participation further aims to serve development of a democratic society and gives young people the chance to understand and practise active citizenship.

➜ 4.2.2 Factors affecting Euro-Mediterranean youth participation

The modern world is highly complex. This means that decision-making processes have become more complex too, giving young people more free space but, at the same time, less security with regard to what and how to decide. This can, on the one hand, encourage young people to become involved in participation processes, as there are lots of things to decide upon, choices to make and problems to deal with. On the other hand, political and social structures, reasons and consequences are harder to understand, which can discourage young people from participating. Below is an attempt to outline some of these factors, although it is neither exhaustive nor exclusive.

Demography

This is the quantitative importance of young people in Euro-Mediterranean societies. The population of Europe is, in general, in decline. This means that young people form a smaller part of the society, with more responsibility on their shoulders, while the number of older people is increasing. The population of Mediterranean countries is growing, and young people form an important part of society in numbers, even if proportionally slowly declining. Table 4.1 shows future expectations.

Table 4.1: Younger and older age groups (as percentages of population) and fertility rates (average children per woman)

Year	2000	2020	2000	2020	2000-2005
Group	aged 15-24	aged 15-24	aged ≥ 60	aged ≥ 60	fertility rate[6]
Europe[7]	13.9	10.5	20.3	25.9	1.40
Northern Africa[8]	21.2	17.2	6.5	9.3	3.18
Western Asia[9]	19.5	17.7	6.6	8.6	3.36

United Nations Population Division. World Population Prospects: The 2004 Revision Population Database.[10]

For Europe this means that relevant policies should be drawn up for an ageing society, which implies "reforms addressing the fiscal, financial and labour market implications of ageing, as well as the implications for pensions, social benefits and systems of health and long-term care".[11] However, such reforms also create challenges such as the need to balance policies against public expenditure, which may negatively affect the future of young people on issues such as education and employment.

In the Mediterranean countries[12] on the other hand, young people constitute the largest age group in the population. This importance in numbers stands in contrast to their opportunities for political participation and in influence on society. In addition to economic reasons, some others could be mentioned, such as cultural and social obstacles, values and norms relating to the participation of young people and a lack of political commitment and resources from the governments.[13]

Youth in the context of globalisation

Young people face the fact that worldwide cultural and economic developments now influence local life: for example, the spread of information and communication technologies such as the Internet, mobile phones and networks; the increasing mobility of people and commodities; the expansion of financial activities and, in contrast, the increased disparities in the world.[14] Young people accept and integrate these tendencies into their everyday lives.

At the same time, they realise the negative effects of globalisation, such as new injustices created by new technologies and the lack of opportunities for mobility for some sectors of young members of society. A sceptical view of globalisation could sometimes serve as a common motivation for young people from different areas to act together for fair and sustainable development and thus to jointly participate in politics and society against injustices that are common to them. Global information technology could also serve as a tool for international co-operation to the extent that it enables young people to communicate with fellow young people in other countries, to be exposed to different cultures and to access a variety of information.

Media and information

Visual and printed media such as newspapers, journals, movies, the Internet and television reach a large number of people worldwide and their content strongly influences the images that young people have of each other. There is a lot of information and fiction brought from European to Mediterranean countries, and little (even then it is very one-sided) information and fiction brought from Mediterranean to European countries.

Perceptions are often shaped and reshaped by accepting, filtering and rarely questioning these images and input. The images formed by the media and by public opinion often mutually present 'the East' and 'the West' as different and incompatible with each other in cultural terms and, to a certain extent, as the enemy. This is clearly visible in youth exchanges, where young people have to deal with mutual prejudices and stereotypes as well as with their selective ways of perception, which are influenced by patterns of presentation in the media.

Education and unemployment

Youth make up 25% of the global working-age population but account for 43.7% of the unemployed.[15] Moreover, global youth unemployment continues to rise as the International Labour Organization (ILO) indicated: from 11.7% in 1993 to 14.4% (88 million) in 2003.[16] The pressure for professional qualifications and competition is

steadily increasing, while at the same time, for young people, there are fewer jobs and diminished prospects for a future life on a stable economic basis.

Inequalities in educational opportunities continue to exist and they vary extensively from country to country, as do the patterns of association between such opportunities and individual labour-market outcomes.[17] In the absence of sustainable opportunities in the labour market, many young people have to accept precarious working conditions with no or very poor prospects for the future.[18] This and other factors prevent many young people from gaining the autonomy needed in growing up, and make them "dependent on their parents or on social welfare for a long time".[19]

Unemployment affects more than twice as many young people as other age groups; it is a challenge to European and Mediterranean countries alike. "In Turkey, youth unemployment is about 30%, the same as in Spain. More than 40% of young Portuguese make a living from unstable, temporary jobs. This is, in fact, the western version of the informal sector, which often employs half of the active young people. Social exclusion is massive among young Algerians, but also among French youth. All the states are faced with the same problems of social integration."[20]

Individualisation

One of the most important dimensions of being young is the development of identity. The idea of a stable identity is challenged by the image of a lifelong process of self-positioning in society. There are growing open spaces to fill with regard to the concept of one's own life. Young people often feel unsafe and uncertain about their future, in education and in the world of employment in particular.[21] This is a major challenge for participatory youth work.

Euro-Mediterranean youth work exists in a context in which all the direct and indirect factors of youth participation are concretely experienced. This means working with young people from very different personal, economic, social, political and cultural backgrounds, who are at the same time very interconnected by geographical proximity and historical memories, and the interdependence these cause. People in European and Mediterranean countries are all influenced by the factors discussed above, but they experience different effects.

4.3 Democracy and active citizenship

➔ 4.3.1 Democracy

Literally, democracy is "the rule of the people" from the Greek *demos*, 'people', and *kratos*, 'rule'.[22] From ancient Greek city-states to the present-day globalised world, the meaning of democracy as a form of government (and even governance) has changed, taking different forms such as representative democracy, direct democracy, participatory democracy, liberal democracy, social democracy and deliberative democracy. Thus, understanding democracy in the modern world, together with its links to the concept of 'citizenship' and making use of them in the practice of youth work, is challenging but equally important.

There are two fundamental principles in the idea and moral justification of democracy.[23] The principle of 'individual autonomy' means that no-one should be subject to rules that have been imposed by others, and the principle of 'equality' means that everyone should have the same opportunity to influence the decisions that affect people in society. Although democratic systems differ in form to a great extent, what makes them democratic is the adherence to those ideals.

In terms of its implementation, 'democracy' has three basic contemporary usages:[24]

(1) a form of government in which the right to make political decisions is exercised directly by the whole body of citizens, acting under procedures of majority rule, usually known as direct democracy;

(2) a form of government in which the citizens exercise the same right not in person but through representatives chosen by and responsible to them, known as representative democracy; and

(3) a form of government, usually a representative democracy, in which the powers of the majority are exercised within a framework of constitutional restraints designed to guarantee all citizens the enjoyment of certain individual or collective rights, such as freedom of speech and religion, known as liberal, or constitutional, democracy.

The Council of Europe's approach broadens the classical definition of democracy and makes an essential link between democracy and participation: "Democracy is a form of living together in a community. Within a democracy it is very important to be able to choose between different solutions when issues or problems arise and to be able to have the freedom to do so."[25] Such an approach questions the limited role attributed to the citizens as voters in the traditional understanding of democracy and emphasises the ideas of participation and participatory democracy. As Wenzel argues, there cannot be a universal norm in a democracy, because it is always unfinished and open to improvements, and democracy is based on the permanent attempt to hear and see the other's voice, needs and values and to integrate them into the system.[26]

Democracy is not only the character of a political system, but it can also be considered a way of behaviour, opinion building and decision making in daily life (family, school, university, neighbourhood, youth centres), hence a way of living together. From a youth work perspective, the challenge for democracy can be considered to be organising decisions and actions in a way that offers a maximum of participation for all young people and that takes into account and responds as much as possible to their different needs and values. This implies that the process of opinion building and decision making is important too, not just the result.

Because democracy may not guarantee participation *per se*, development of a civil society and youth organisations in it can play an active role as a complementary measure to ensure such participation. Youth participation is thus an element, an indicator and a starting point of the democratic progress of a society in general, as democracy demands that all of those who are affected by a decision can take part in the decision-making process.

> **Q: What do you need to create and register a youth organisation in your country?**

Euro-Mediterranean youth projects should provide opportunities to critically reflect about the pluralistic concepts and practices of democracy as a way to encourage the participation of young people.

➔ 4.3.2 Citizens and citizenship

Democracy as a form of living together in a community and a way of opinion building and decision making in daily life requires citizens who actively take part in the life of their community. In this definition, citizenship cannot be reduced to a legal or

political concept: it should encompass everyday life. On the one hand, citizenship implies that all citizens, women and men alike, should have full enjoyment of rights acquired through democratic processes and feel that they are protected by democratic society. On the other hand, everyone needs to get involved in matters that concern life in society and to act throughout their lives as active and responsible citizens, respectful of the rights of others.

Although citizenship is normally thought of in relation to the nation state, it needs to be seen in a broader view. A citizen can be understood as "a person co-existing in a society"[27] at different levels, such as the local, regional, international and global levels. As a result, citizenship, in addition to the act of voting, must include "the range of actions exercised by an individual that impact on the life of the community ... and as such requires a public space within which individuals can act together".[28] Active participation of citizens aims to improve not just the knowledge, but also the motivation, skills and practical experience needed to be an active citizen.[29]

It is also important to acknowledge that, in many European and Mediterranean societies, a great number of people are excluded from civil rights or cannot receive the full benefits of citizenship, and social and economic inequalities lead to an unequal distribution of resources and access to rights. For example, minorities may often have formal citizenship of the country in which they live, but may still be prevented from full participation in that society. Or some people such as immigrant workers, refugees or temporary residents can reside in a country but be unable to apply for formal citizenship.[30] One challenge for active citizenship thus is not only to participate in society but also the ability to call into question the established order of values, rules and functioning of systems.[31]

➜ 4.3.3 Education for or through democratic citizenship

The Council of Europe defines education for democratic citizenship as "all practices and activities designed to help young people and adults participate actively in democratic life, by accepting and exercising their rights and responsibilities in society. … The aim of education for democratic citizenship is to strengthen democratic societies by fostering and perpetuating a vibrant democratic culture. It seeks to install a sense of belonging, a commitment to democratic society, and an awareness of shared fundamental values in order to build a free, tolerant and just society at national and European levels."[32]

This definition focuses on the rights and responsibilities in society and on shared values. From a different perspective, the Instituto das Comunidades Educativas breaks with the logic of "education for citizenship" and suggests the concept of "education through citizenship" –which means that citizenship cannot be taught; it can only be learned in a collective process. From this perspective, participation in different projects and in community life at different levels is the best way of education for or through democratic citizenship.

Education for democratic citizenship, therefore, comprises jointly considering the concept of democracy, learning how to analyse people's needs and values, and acting according to democratic principles on a day-by-day basis and in the political sphere.

> **Q: How does your youth work practice contribute to the purposes of education through citizenship?**

4.4 What is youth participation?

➜ 4.4.1 Nature of youth participation

Often, participation in democratic life is reduced to voting or standing for elections. However, the revised European Charter on the Participation of Young People in Local and Regional Life proposes a broader understanding: "Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society".[33]

This definition encompasses two ways of participating: engagement in the decision-making process in a system of representative institutions at local, national and international level; and engagement in actions and activities in civil society, like cultural or social action or activities in the field of non-formal education and information. Similarly one can talk about 'modern' or 'established and current' forms of participation (representative participation and direct participation with all their current variants, such as NGO-based structures, co-management, youth parliaments, school councils, youth hearings or demonstrations) and about 'post-modern' or 'emergent and future forms' of participation, like the various types of expressive, emotional, aesthetic, cultural and digital participation.[34]

In all types of participation, the overall aim is to make a change and to influence society. In this sense, youth participation cannot be considered as a single project or event, but as an approach and attitude in daily life that enables young people to express their opinions, to become involved, to be part of the decision-making process at different levels and to create a dynamic and participatory civil society.

In a UNICEF working paper on the participation rights of adolescents,[35] the nature of and rationale for youth participation is summarised as follows:

- Participation is a human right.[36]

- Participation is critical for self-development, for developing skills, competences, aspirations, self-confidence and valuable resources.

- Participation increases the effectiveness and sustainability of projects and processes.

- Young people can make a valuable contribution to society as they can access people and places and produce ideas that adults cannot. They are a potential for innovation and thus part of the solution, not, as they are often viewed, only part of the problem.

- Participation fosters learning, builds life skills and enables self-protection.

- Youth participation is an essential part of democracy, as excluding young people from decision making would exclude a large part of the population.

- Young people's participation contributes to civil society by building a sense of belonging, solidarity, justice and responsibility, caring for people in need, and sensitivity towards people who are different.

The definition of participation should be linked to the society where it occurs; changes in the forms of participation should reflect changes in society.[37] In the Euro-Mediterranean youth work context, there are differences in the forms of participation from one country to another. How far do different societies allow their citizens to influence the public decision-making process, apart from through elections? Do young people really have the right, the means, the space and the support for their activities and civil engagement? Are relevant actors (such as politicians and the media) ready to take into account the ideas of young people? Are they accustomed to doing so? Are they ready to offer opportunities for active youth participation? Are they aware of existing obstacles and specific needs related to youth participation?

> **Q: What are the figures/trends about levels and forms of youth participation in your country?**

The participants of a training course[38] came up with the following definitions of youth participation:

Participation is…

… co-operation between people for a common aim (Egypt)

… becoming active and having an effect (Italy)

… having an impact on society (Germany)

… an attitude put into practice in daily life (Spain)

… serving the society where there are lacks and needs (Lebanon)

Successful participation is…

… based on mutual respect, communication, empathy, the exchange of ideas, clear roles and awareness of one's own competences (Egypt)

… a dialogue between people and institutions in a society (Italy)

… when the process has a continuity (Germany)

… reaching realistic goals and receiving feedback on them, which leads to personal satisfaction (Spain)

… possible where there is no political interference (Lebanon)

➜ 4.4.2 International resolutions and conventions on youth participation

Since the 1980s, there have been several conventions, recommendations and programmes about children's and youth participation at the international and regional level, which show that governments, international organisations and non-governmental organisations have a growing concern about youth participation. The formulations and interpretations of participation differ and develop over time and from one institutional structure to another.

Table 4.2: Resolutions and agreements about youth participation

Organisation	Year	Contents
United Nations (UN)	1989	The United Nations Convention on the Rights of the Child, Article 12: "All children have the right to express their views and to have them taken into account in all matters that affect them". Articles 13, 14 and 15 establish children's rights to access to information, to freedom of belief and to freedom of association. This is the most widely ratified agreement, by nearly all states except the USA and Somalia.
UN Conference on Environment and Development	1992	The Agenda 21 Declaration (Rio Declaration) demands that "youth … participate actively in all relevant levels of decision-making processes …. In addition to their intellectual contribution and their ability to mobilise support, they bring unique perspectives that need to be taken into account." The Agenda calls upon governments to establish procedures for consultation and possible participation of young people in decision-making processes at local, regional and national and international levels.
Euro-Mediterranean Partnership	1995	The Barcelona Declaration stresses the essential nature of education and training of young people; recognises the essential contribution that civil society can make to the Partnership and the importance of encouraging contacts and exchanges between young people.
Council of Europe	1996-1997	Recommendations 1286 and R(97)3 establish the status of young people as individuals with particular rights and recommend the active participation of young people in decision making within family and in society.
European Union (EU)	1998	Resolution of the Council of the EU recognises youth participation as an essential challenge in forming society in Europe; states that young people should be given wider opportunities for participation; invites youth associations, youth organisations and young people themselves to suggest participation projects; and calls on the commission to make youth needs and interests a cross-section task for all decisions.
EU	2001	The White Paper of the European Union on Youth, which was developed together in collaboration with young people at local, regional, national and European level,[39] presents participation as one of the priorities for youth politics in the EU.
League of Arab States	2003	Arab Action Plan on Childhood (Ten-Year Plan) aims to: (Part 3, Article 11) make use of rights of participation and expression of opinions, such as children's parliaments; (Part 3, Article 12) expand participation in various educational and media-orientated activities; (Part 3, Article 13) enable young people to exercise the right of expression within the family, in cultural or media institutions, in judicial and administrative contexts and with official authorities.
EU	2003-2004	The EU YOUTH programme supports local networks of youth participation projects and international networks of local youth participation projects.
EU	2006	The new EU YOUTH in Action programme makes youth participation a major criterion by which a project may be judged worthy of support.

Organisation	Year	Contents
Council of Europe	2003	The Congress of Local and Regional Authorities of the Council of Europe's Revised Charter on the Participation of Young People in Local and Regional Life states that "Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society".
African Union	2006	The Pan-African Youth Charter (Article 14) states: "every young person shall have the right to participate in all spheres of society". Steps to promote active youth participation in society are recommended, such as a quota system for young people in parliament and other decision-making processes, provision of access to information and education, and training for young people to learn their rights and responsibilities.
Council of Europe	2008	Recommendation, resolution and report of the Congress of Local and Regional Authorities of the Council of Europe on Integration and Participation of Young People at Local and Regional Level states that "the active participation of young people in the political and social life of a region and municipality is a fundamental factor in the overall development of democratic institutions and constitutes an essential contribution to social cohesion." To maximise the potential for youth commitment and participation, "local and regional authorities have a major role to play in developing networks and partnerships between youth organisations, NGOs and local government."

→ 4.4.3 Pre-conditions for youth participation

When talking about obstacles to youth participation, many similarities can be observed in the Mediterranean and European countries, even if sometimes at different levels of intensity, and efforts to solve them result in diverse opportunities for participation.

Democracy, human rights and the rule of law

The main pre-conditions for active participation and democratic citizenship are the presence of a democratic system, respect for fundamental human rights, notably freedom of expression and association, and the rule of law. The Euro-Mediterranean Partnership, through the Barcelona Declaration, states that "all partners have declared their joint commitment to political reform, good governance and human rights", recognising "civil society as a key actor for the promotion of democracy and development".[40]

Such a statement is not easy to put into operation since there are different perceptions and practices in European and Mediterranean countries. In Europe, for example, concern is regularly expressed about limitations to civil rights in preventing terrorism; the discrimination against members of different minorities remains an equally alarming reality. In the Mediterranean region, strong concerns are regularly voiced about restrictions to freedom of expression, assembly and association, which are all key factors in participation.[41]

Education, information, health and basic resources for living

Without adequate education and access to information there is little chance of young people participating in a political and social system. While school attendance is standard practice in most countries, a significant percentage of children and young people, especially girls, still do not go to school or leave after only two or three years. There are several reasons for this, such as getting married, helping their parents to cultivate the land or seeking employment in the city. However, even when access to school education is guaranteed and compulsory, school systems are by nature rather inflexible and can rarely adapt to the needs of individuals. Moreover, while it is generally considered that a good school education is a guarantee of a good job, in an increasing number of countries, young people with excellent qualifications and degrees find their access to the job market blocked by the lack of opportunities.[39]

Poverty and bad health conditions prevent young people from dedicating their time to activities for active participation, as they need to struggle for the resources that support their existence. In Europe, higher economic development levels often mask the reality for many young people living in poverty and increasingly subject to precarious living conditions that affect their access to housing, employment and health care. In Mediterranean countries, increased rates of poverty, lack of medical care and rises in the rate of illiteracy,[43] experienced to different degrees in different countries, present a major obstacle to social integration and active participation.[44]

Peace

War and major internal or external conflicts can make it difficult for the necessary attention to be paid to the needs of young people, and resources are allocated to policies other than those related to young people. Moreover, the involvement of young people in conflicts also prevents efficient youth participation. Peace in this sense is not only a necessary condition for youth participation but can also be a means to enable young people to be involved in participatory activities in a constructive manner.[45]

An effective youth policy

One tool for the enhancement of youth participation is the existence and functioning of a youth policy, which can be thought as a "legal and constitutional instrument of promoting full and effective participation and empowerment of youth in the life of society now and in the future".[46]

➜ 4.4.4 Challenges to youth participation

Social exclusion and inequalities of opportunities

High (youth) unemployment rates, inequality of opportunities in education and training, social exclusion from quality services (housing, health, culture and justice), discrimination, poverty and risk of marginalisation are still relevant in European and Mediterranean societies,[47] and they are often aggravated in the case of young migrant, refugees or young people associated with ethnic or social minorities. Support is especially needed

for disadvantaged young people and those with fewer opportunities in order to ensure their active participation in economic, social and political life.

> **Q: What can we do to create an environment that is favourable to encouraging underprivileged young people to actively participate?**

Need for gender mainstreaming

Looking at the ratio of young men to young women, it is possible to argue that young women are widely under-represented, especially in the fields of political participation and decision making. In some European and Mediterranean countries high illiteracy rates,[48] poverty and traditional gender roles are obstacles that prevent women from participating actively in public life.

Lack of interest in political participation

Young people in European and Mediterranean countries are generally not tired of, uninterested in or apathetic about politics; rather, they feel that politics is tired of, uninterested in and apathetic about them. The problem is that daily life seems to be very far from national politics and it is hard to understand how their involvement can influence it. Issues such as environmental degradation, economic crises, traffic problems and city planning affect young people as much as adults. It is therefore an important task of youth work but also governmental structures to create opportunities for participation and to support young people in developing towards active participation.

Information

The media and providers of information do not necessarily provide the public with unbiased and objective information. It is very important to develop high quality, unbiased information that is accessible to all young people by using adequate information channels (the Internet, video, cinema, etc.), by visiting youth places (schools, youth centres, etc.) and by involving young people themselves in the dissemination of information and advice. On the other hand, young people should be well equipped to filter and question the information they receive from various sources, and to develop their own approaches in participatory activities.

Recognition of all forms of youth participation

Traditional methods of participation such as political parties, unions or confessional groups are often not attractive to young people because of their processes and structures. Also, traditional youth associations are in decline in Europe and have not really had a strong tradition in Mediterranean countries.[49] In Mediterranean societies, active youth groups that have enough resources for mobilisation are often linked to political parties or governmental affiliations and thus do not represent young people in their political and social diversity.[50] In addition, traditional youth councils, youth associations and youth organisations in both European and Mediterranean countries have several limitations: they do not necessarily represent a socially balanced cross-section of young people; members often use their activities in an organisation as a step in their career planning; and the people who represent young people in those organisations are not necessarily young themselves.

Some examples of participatory models

Servicestelle Jugendbeteiligung (Youth participation resource centre)[51] in Germany

The philosophy of their work is "from young people for young people". The level of young people's self-responsibility in this organisation and the scale and intensity of their activities are both very high. They form a big network among engaged young people in the whole country, offering support, information and training for any form of youth participation.

The Canaan Young Parliament in Gaza[52]

This was established in 1998 with the aim of developing the capacities of children and young people (aged 9 to 15) to play an active role in their own development and their community. Each year, 100 children and young people from 20 community organisations are given training, mentorship and support to develop their own activities to address issues affecting their lives. Moreover, the Friends of Canaan's Parliament Committee was set up in 2000 to involve parliament alumni (aged 15 to 18) in mentoring and supporting their younger counterparts in the parliament.

The participation workshops of the Development for People and Nature Association in Lebanon

Young people are taught in a series of workshops by scientists and by politicians about the political and electoral system, to encourage them not only to vote but also to become candidates for political functions. Participants also discuss problems of youth participation in Lebanon and exchange their personal experiences. A particular aspect of the workshops is that they take place in all five regions of Lebanon and that people from all political wings participate in them.

→ 4.4.5 Co-operation between different education sectors

Successful youth participation needs a holistic approach across different areas of learning, including the home, friends, school, youth associations and youth clubs.[53]

Non-formal and formal education

Co-operation and dialogue between youth workers and school teachers can help increase social integration and active citizenship across economic and ethnic differences.[54] This kind of co-operation depends not only on the school system and the political situation in a given social context but also on the will of the teachers, school directors and actors in youth work.

Non-formal and informal education

As well as the mass media, families and friends have great influence in developing the active engagement of young people. In Euro-Mediterranean youth work, experience shows that community-orientated approaches that include neighbours and families are more prevalent in Mediterranean countries as part of usual cultural practices and political realities.

Non-formal education and volunteers

Voluntary service – the direct contribution of a young person to a community and/or place – is an important field of informal learning for democratic citizenship. Voluntary work enables young people to participate at different levels of society, notably at local level, and stimulates interest in civic engagement. International voluntary service goes

one step further, engaging the volunteer in a cultural and political setting different from their own; the result is a two-way exchange between the volunteer and the hosting community.

Roles for adults[55]

Youth participation in different sectors of education requires young people and adults to learn new ways of working together. Such efforts are collaborative, interdisciplinary and not overly professionalised. Adults may need to develop or build their skills to serve effectively as mentors for young people. It is clear that working together for empowering young people through participation is mutually beneficial for everybody involved in such efforts.

Roles for adults in youth participation may include:

- caring: being available and showing genuine concern for young people;
- flexibility: being willing to listen and adapt;
- support: working with young people, rather than doing things for or to young people;
- commitment: valuing the rights of young people to have a voice in decisions affecting their lives, and creating opportunities for meaningful involvement;
- respect: demonstrating acceptance of young people's contributions, values and opinions.

Q: Can these roles be found in your organisation or youth projects? What other roles do adults have?

Participation may be quite uncomfortable for adults working with and for young people. They have to give power to the young and thus must become aware of and confront themselves with their own power and their desire to keep it. This is also the case in international youth work. The relationship between participants and facilitators should be that between subjects who are all involved in learning and experimenting, thus avoiding the subject–object relation prevalent in most projects.[56]
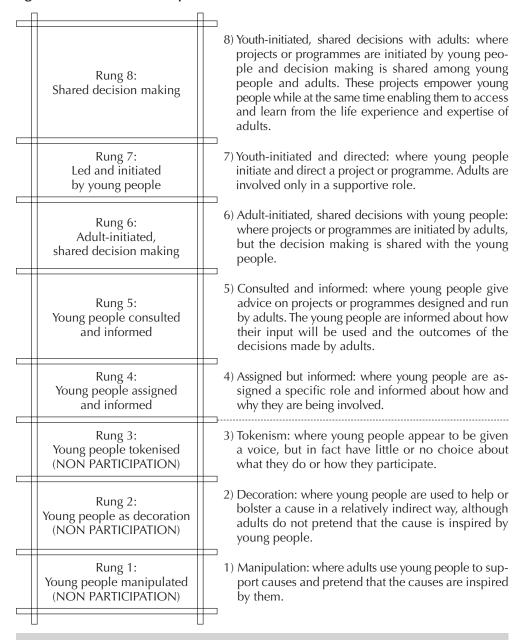
Ögren, who analysed pilot projects of youth participation in schools and urban development in Sweden,[57] found that the adults who were involved in the project were not willing to give away power to the children because they felt powerless themselves, in a kind of sandwich situation where they came under pressure from above and from below. This example shows clearly that the learning process must include the capacities of the multipliers who are working with the young people.[58]

➜ 4.4.6 'Playing' participation

Participation is a term that has become very much used and abused in youth work, as participatory activities have become fashionable in projects, in the view of politicians as well as of donors. Participation or pseudo-participation can be abused, by using it to legitimise individual decisions taken by politicians, to legitimise a whole political system that people are tired of, to bring back young people's interest in politics or to pacify young people who are perceived as a danger. Often young people are required to play politics, but not to make politics. This can be very counterproductive, because it can provoke them into turning their backs on politics and active citizenship.

The Ladder of Participation[59] is a model developed by Roger Hart for thinking about youth participation. The model can help youth workers to analyse participation in their youth projects. Which level of participation seems to be useful and possible with a certain group in a specific situation? In the model, the bottom three rungs describe youth involvement that is not true participation, while the top five rungs describe true participation, where there is no hierarchy between the rungs (4-8), but it always depends on the situation.

Figure 4.2: The Ladder of Participation

Rung 8: Shared decision making	8) Youth-initiated, shared decisions with adults: where projects or programmes are initiated by young people and decision making is shared among young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults.
Rung 7: Led and initiated by young people	7) Youth-initiated and directed: where young people initiate and direct a project or programme. Adults are involved only in a supportive role.
Rung 6: Adult-initiated, shared decision making	6) Adult-initiated, shared decisions with young people: where projects or programmes are initiated by adults, but the decision making is shared with the young people.
Rung 5: Young people consulted and informed	5) Consulted and informed: where young people give advice on projects or programmes designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.
Rung 4: Young people assigned and informed	4) Assigned but informed: where young people are assigned a specific role and informed about how and why they are being involved.
Rung 3: Young people tokenised (NON PARTICIPATION)	3) Tokenism: where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
Rung 2: Young people as decoration (NON PARTICIPATION)	2) Decoration: where young people are used to help or bolster a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.
Rung 1: Young people manipulated (NON PARTICIPATION)	1) Manipulation: where adults use young people to support causes and pretend that the causes are inspired by them.

Q: At which level of the ladder are young people usually involved in your projects?

➜ **Real participation projects:**

- encourage young people to represent young people's interests;
- reach as many young people as possible, not only organised young people;
- are rooted in the particular interests of the young people;
- take gender awareness into account, including the specific interests or needs of girls (young women) and boys (young men);
- can be concerned with the local situation as a first step, and the national and international political levels as subsequent steps;
- fight against the exclusion of any group of young people;
- promote a dialogue with the responsible people on any topic that concerns the situation of young people;
- are really able to influence policies;
- are transparent concerning the real possibilities and limits of participation;
- are publicly visible;
- offer possibilities for immediate results and thus promote the engagement of those who want to be involved for a short and specific issue;
- have continuous structures which promote institutionalisation, follow-up activities and experienced participants;
- use youth-orientated methods of work and communication and must not simply copy styles and methods used in adults' political processes;
- have, in order to be sustainable, a stable environment with steady logistical, financial and advisory support;
- allow young people to make mistakes.

4.5 How to promote democratic citizenship through Euro-Mediterranean youth activities

Although democratic citizenship can be promoted through local, regional and national levels of youth activities, international youth activities can also provide a space for mutual learning and promote long-term youth participation and democratic citizenship. They are, on the one hand, a opportunity to reflect about oneself on matters of identity and self-positioning in society and, on the other hand, a chance to learn from each other about different ways of expressing oneself, of dealing with problems and of participating in social, cultural and political life at local, national or international levels. To make this possible, it is essential to use a methodology that encourages youth participation before, during and after the activity.

The rest of this chapter aims to give some practical advice on different ways of promoting democratic/active citizenship in youth activities in Euro-Mediterranean youth work. The approach below is based on methodological guidelines that promote dialogue, openness, sensitivity for other cultures and respect. However, emphasis is also placed on the specific political, social and cultural aspects of the Euro-Mediterranean region that might be of importance in practice.

Q: How do you involve and support young people who are not used to participating actively in youth projects?

Competences

We might utilise a model that classifies the core competences associated with democratic citizenship into three broad categories, but which also takes into account the effective competences and those connected with the choice of values:

a. cognitive competences, such as competences of a legal and political nature, knowledge of the present world, competences of a procedural nature, knowledge of the principles and values of human rights and democratic citizenship;

b. ethical competences and value choices: reflection on different values that imply, for example, recognition and respect of oneself and others, positive acceptance of differences and diversity, and recognition of one's own limits;

c. capacities for action, sometimes known as social competences: the capacity to live with others, to co-operate, to construct and implement joint projects, to take on responsibilities, the capacity to resolve conflicts in accordance with the principles of democratic law, the capacity to take part in public debate.

Corresponding to these three categories of competences, it is possible to promote democratic citizenship in international youth activities in three different ways:

a. The subjects related to participation and democratic citizenship can be addressed in projects, training events, seminars or conferences and thus offer opportunities to learn about different social, cultural and political backgrounds and contexts, different legal and political structures and possibilities of participation. Developing cognitive competences in this field also means learning to compare and analyse different kinds of information and different concepts of participation and democracy in order to be able to learn from each other.

b. Concerning personal ethical and value choices, international youth activities offer a special opportunity to experience solidarity and tolerance, to widen one's own horizons and to become more open-minded, through a methodological approach that facilitates intercultural learning and is centred on democratic and participatory principles.

c. Concerning capacities for action and social competences, it is very important to offer training in practical skills and know-how for youth participation.

→ 4.5.1 A participatory and democratic approach for international youth activities and projects

The combination of youth participation and democratic citizenship represents a special challenge in creating a group dynamic where everybody finds their place and is able to learn and contribute as much as possible to the joint activity. This implies working on a methodological approach that comprises all the principles theoretically discussed in this chapter.

Participation in all steps

For youth participation, it is important that projects and activities are developed for, with and by young people. For international youth projects this might be particularly challenging because of the physical and sometimes cultural distance between participants from different countries. Youth workers have a role to play here, notably by bridging communication between all the partners and youth groups involved, by

stimulating preparation of young people and by smoothing the barriers to open participation created by distance and communication problems. Some creativity is required to overcome this challenge and to give the young people as much ownership as possible of the project's purpose and process.

Different starting points – different levels of participation

The aim always needs to be that the young participants identify with the activity, they are very well informed about it and its organisational aspects, and they decide on their own or together with a youth worker about everything concerning this project.

Transparency on the possibilities and limits of participation

It is important to ensure transparency concerning the roles, responsibilities and tasks of the team in charge of the activity and the participating group. The participants need to know about the possibilities but also the limits of participation.

The role of the trainer/facilitator

The attitude of the trainer/facilitator is an important factor influencing the participation dynamics of the group. If democratic citizenship is to be internalised, some basic participatory and democratic values and attitudes should be maintained.

Some tips for trainers/facilitators

- Respect all the participants as human beings with equal rights.
- Show real interest in their ideas, opinions, needs and wishes.
- Be aware of your power as a trainer and try to give away your own power as much as possible.
- Try to make contact with participants during informal moments of the course, being a member of the group.
- Be open to learn both from the other trainers and from the participants.

Different concepts of learning and teaching

Participation does not refer just to participants in youth activity but also to the (international) team in charge of developing and managing the activity. In an international team different concepts of authority and leadership come together, and it is the task of the team to find a way to deal with these differences and, at the same time, to create a cohesive whole.

Brainstorming

A trainer asked the group about topics they would like to discuss in small groups (brainstorming). The idea was to give time for a discussion on questions that had arisen during the seminar. Some participants started directly to make suggestions because they were used to giving their opinions in a seminar; but some others did not say anything. Remembering discussions in the international team about learning/teaching methods in different countries, the trainer then put a big piece of paper on the ground in the middle of the circle and asked the participants to write down their ideas. Immediately those participants who had been silent stood up and started to write.

Some basic methods and guidelines will help to ensure opportunities to participate and democratic standards in youth exchanges.

- Collection and discussion of expectations: at the beginning of an international project, when the group meets for the first time, a discussion of the expectations of all the participants and how they might work together to develop the programme helps the group to position themselves and to identify with the project.

- Collective elaboration of rules: the process of working out the rules for living together can help people to understand each other in an international youth activity. In Euro-Mediterranean youth activities, talking about topics such as punctuality, alcohol or respect can help to create an atmosphere of trust and common engagement.

- Discussing the programme: if it is not possible to develop the programme with the participants before the activity, it is still possible to plan it rather openly and give them a chance to have a say.

- Ongoing evaluation: this enables the trainers/facilitators to get an idea of how the group feels and at which stage in the process they are, so that the programme can be modified according to the feedback, needs, interests and requests of the group.

Conflict transformation as an important element of democracy learning

Conflict and diversity of points of view are inherent to participation. It is very important not to hide or cover up conflicts, but to try to perceive them as a chance for development. They can be used to provide a space to get to know different points of view, different needs, wishes and fears, and to look for creative solutions. Cultural differences can lead to conflicts and to a disintegration into subgroups in an international youth activity if there is no space to exchange ideas and perceptions about different habits and needs resulting from different cultural backgrounds. However, it is also important not to explain every kind of behaviour through a person's cultural background, since cultures are very complex and cultural differences also exist between people from the same country!

When communicating about conflicts it is very important to be sensitive to different ways of communication, like direct and indirect ways of communication. Some people are used to talking about problems, to naming them directly and to criticising others openly. In other countries and social contexts this would be perceived as offensive and should be avoided. Dealing with these different ways of communication is one of the main challenges in Euro-Mediterranean youth work, especially when dealing with conflicts.

Personal space

On a training course, the trainers noticed that some participants found it very hard not having any private space or any chance to be alone for a moment, while most other participants did not have a problem with this at all. This eventually led to self-isolation of those participants. In this situation, the trainers decided to talk with the whole group about different needs for individual space and to take them into account in organising the rest of the course. Everything went much better afterwards!

Language barriers

Linguistic competences may define the level of participation in international youth activities. Translation is one way of overcoming the negative effects of language barriers, but there are also other methods, such as games of linguistic animation and non-verbal communication methods. It is important to develop with the group effective ways of communicating, other than purely linguistic ones.

> **Q: Do language barriers hinder the participation of less-advantaged young people in your international youth activities?**

Participation and democratic citizenship in the long term

The real challenge in Euro-Mediterranean youth work is to ensure that participants use their experiences, knowledge and contacts after these activities, to develop local, regional, national and international youth projects and youth work practices and to engage in the local community. Some of the methods could include sharing the results and talking about the experiences in school/university, in associations, with family and friends; writing a press release or articles for local/regional/national/international publications; or maintaining contact with local authorities responsible for youth policy and informing them about the results of the activity.

Notes

1. Audigier, F. (2000) *Basic Concepts and Core Competencies for Education for Democratic Citizenship*, Council of Europe, Council for Cultural Co-operation, Education for Democratic Citizenship project, DGIV/EDU/CIT (2000), p. 23.

2. KRÄTZÄ, Wahlrecht – Wahlalter International, available at http://de.kraetzae.de/wahlrecht/international/ (accessed on 3 November 2007). The figures are from *The World Factbook* 2003 and *Fischer Weltamanach* (October 2003 and 2004).

3. The duration of compulsory basic education varies among the Euro-Mediterranean countries, ranging from the minimum of between the ages of 6 and 12 in Lebanon and Syria and the maximum of between the ages of 6 and 18 in Belgium and Germany (UNESCO: Education for All Global Monitoring Report 2006, Paris 2005).

4. McCreary Centre Society. Available at: www.mcs.bc.ca/ya_base.htm (accessed on 3 November 2007).

5. Saifuddin, A., "Voices of youth on national youth policy", available at www.icnyp.net.

6. Fertility rate refers to average number of children per woman according to the Population Division of the United Nations Secretariat.

7. Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden and the United Kingdom.

8. Algeria, Egypt, Morocco and Tunisia.

9. Cyprus, Israel, Jordan, Lebanon, Occupied Palestinian Territories, Syria and Turkey.

10. Available at www.esa.un.org/unpp/p2kodata.asp.

11. See www.oecd.org/ageing.

12. The Mediterranean countries referred to in this text are the Mediterranean Partner Countries of the Barcelona process.

13. Analytical report, Regional seminar on national youth policies for the Middle East and northern Africa region, organised by UNESCO Regional Bureau for Arab States, with the technical and financial co-operation of UNICEF, Save the Children Sweden and The International Council on National Youth Policy, December 2004.

14. Globalisation and sustainable development, Resolution 1318 (2003), Parliamentary Assembly of the Council of Europe.

15. The United Nations *World youth report 2007: young people's transition to adulthood: progress and challenges*, The Department of Economic and Social Affairs.

16. International Labour Organization (2004), Global employment trends for youth, International Labour Organization, Geneva.

17. European Commission (2001) *Study on the state of young people and national youth policy in Europe*. Final Report, IARD.

18. The United Nations, *World youth report 2005: young people today and in 2015*, The Department of Economic and Social Affairs.

19. European Commission, *Freeze-frame on Europe's youth ... for a new impetus: the main results of the Eurobarometer 2001 survey on youth*, European Commission, Directorate-General for Education and Culture.

20. Sami Nair (2002) "Introduction", in *Avoir 20 ans dans 20 ans en Méditerranée*, INJEP, French National Institute for Youth and Community Education. UDIP 03/2002.

21. Targeted Meeting 2, Budapest, Hungary, 22-26 October 2004: expert input by Dr Anthony Azzopardi on the situation of young people in the Euro-Mediterranean Region.

22. "Democracy", in *COMPASS: a manual on human rights education with young people*, Council of Europe Publications, 2002, pp. 326-330.

23. Ibid.

24. "Democracy", *Encyclopædia Britannica* from Encyclopædia Britannica Premium Service. www.britannica.com/eb/article?tocId=9029895 (accessed 10 May 2006).

25. *Education for Democratic Citizenship (EDC) Glossary*, Council of Europe, available at www.coe.int/t/dg4/education/edc/What_is_EDC/GlossaryKeyTerms_en.asp#P184_6273.

26. Wenzel, Florian M. (2004) "Wovon reden wir eigentlich? Von der notwendigen Auseinandersetzung über Begrifflichkeiten der politischen Bildung" at www.politische-bildung-schwaben.net/content/view/105/42/.

27. *Education for Democratic Citizenship (EDC) Glossary*, Council of Europe.

28. Ibid.

29. Siurala, L. (2005) *A European Framework for Youth Policy, Directorate of Youth and Sports*, Council of Europe Publishing, p. 45.

30. "Citizenship", in *COMPASS: a manual on human rights education with young people*, Council of Europe Publications, 2002, pp. 322-325.

31. Manuela Coreira and Rui D'Espiney, unpublished paper of the ICE (Instituto das Comunidades Educativas).

32. Council of Europe – 2005 European Year of Citizenship through Education. See www.coe.int/T/E/Cultural_ Co-operation/education/E.D.C/default.asp

33. Appendix to Recommendation 128 (21 May 2003).

34. Siurala, L. (2000) "Changing forms of participation", Round Table: New Forms of Youth Participation, *Youth Policy Papers*, Biel (Switzerland), 4-6 May 2000. Available at www.coe.int/T/E/Cultural_Co-operation/Youth/Changing_ Form_Participation.doc.

35. UNICEF (2001) The participation rights of adolescents: a strategic approach. United Nations Children's Fund. New York August 2001 (Working paper series). This paper defines "adolescents" as young people aged between 10 and 19; different terms such as "youth" and "young people" are also used to refer to people in this age range.

36. See Universal Declaration of Human Rights, especially articles 21 and 27, UN General Assembly resolution 217 A (III) of 10 December 1948.

37. Ibid.

38. This training course was one in the series on youth participation. It was entitled "With each other – from each other – for each other", and was held in Berlin on 9-18 April 2004. The participants came from Germany, Spain, Italy, Egypt and Lebanon.

39. Although the way that young people were included in the process was very much criticised, the white paper was the first document at European level that formally gave this opportunity for youth participation and thus initiated much reflection on ways of helping young people to participate in political processes.

40. Huber, B. (2004) "Governance, civil society and security in the Euro-Mediterranean Partnership: lessons for a more effective partnership", EuroMeSCoPaper No. 39, available at www.euromesco.net/media/euromescopaper39.pdf.

41. During the Arab civil society meeting in Amman on 9-10 May 1999, legal experts and activists declared that associations can only play their important role concerning the enhancement of democracy and the strengthening of civil society through respect for the Principle of Freedom of Association.

42. "National Youth Policies", a working document from the point of view of 'non-formal education' youth organisations, produced by the Chief Executive Officers of World Alliance of Young Men's Christian Associations, World Young Women's Christian Association, World Organization of the Scout Movement, World Association of Girl Guides & Girl Scouts, International Federation of Red Cross & Red Crescent Societies, The International Award Association, as a complement to "The education of young people: a statement at the dawn of the 21st century".

43. Azzopardi (2004) states that for young people between the ages of 15 and 24, the average illiteracy rate in Europe is 0.2%, while that in the Mediterranean is 25%.

44. Arab civil society meeting in Amman on 9-10 May 1999.

45. See Chapter 9 "Peace and conflict" in this T-Kit.

46. Saifuddin, A. (2001). For a more detailed account of the concept of 'youth policy', see Chapter 1 "Political and Institutional Context of Euro-Mediterranean Youth Work" in this T-Kit.

47. See www.youth-partnership.net/youth-partnership/ekcyp/BGKNGE/Social_inclusion.

48. According to the Arab Human Development Report 2002, despite the considerable strides made by Arab countries in the field of education, illiteracy rates remain extremely high for men (31%) but much higher for women (58%). In 1999 illiteracy rates in Morocco were 38.9% for men and 64.9% for women, and in Egypt 33.9% for men and 57.2% for women. Hoda Elsadda (2004) *Women in the Arab world: reading against the grain of culturalism*, IPG 4/2004.

49. European Commission (2001) *Study on the state of young people and national youth policy in Europe*, Executive Summary, IARD, Milano.

50. Arab NGO Network for Development at www.annd.org/Youth%20In%20Arab%20World/Youth.asp.

51. See www.jugendbeteiligung.info/sjb/68527.html.

52. See www.canaan.org.ps.

53. Research seminar on Political Youth Participation, European Youth Centre, Strasbourg. November 2003: "What about youth political participation? Research into policy on practice" by Bryony Hoskins, in *Coyote*, Issue 9, August 2004.

54. Ibid.

55. This section is drawn from McCreary Centre Society, "Roles of non-youth", www.mcs.bc.ca/ya_role.htm.

56. Winkelmann, A. (2004) *Internationale Jugendarbeit im Kontext von Globalisierung, Migration und Modernisierung: auf dem Weg zu einer theoretischen Fundierung*. Oldenburg: Joseph Schmitt Preis [for Carl-von-Ossietzky Universität] Available at www.joseph-schmitt-preis.de/005_Arbeiten.htm.

57. *Kinder und Jugendliche bestimmen mit, Praxishandbuch für Kommunalpolitiker, Kinder- und Jugendeinrichtungen und Schulen in Brandenburg*, Ministerium für Bildung, Jugend und Sport Brandenburg, FIPP e.V. Berlin (Hrsg.), Brandenburg 1998.

58. This is also one aspect of the common objectives for participation by and information for young people in the Council Resolution of 25 November 2003.

59. Hart, R. (1997) *Children's participation: the theory and practice of involving young citizens in community development and environmental care*. Earthscan, London and UNICEF, New York. This model has been based on S. Arnstein's "ladder of citizen's participation", published as "A ladder of citizen's participation", *Journal of the American Institute of Planners*, Vol. 35, No. 4, July 1969, pp. 216-24.