

The European Knowledge Centre for Youth Policy

Key priorities for youth policies answers on
Participation



Partnership between the European Commission and the Council of Europe in the field of youth policy, youth research and youth work.

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ICELAND, 2006

1 Structures of participation at the local, regional or national level

1.1 Youth parliaments

1.1.1 Local youth parliaments

SAMFES National Youth Parliament is held once a year by SAMFES, The National Youth Club Organization of Iceland. Contact person is the managing director of the organization, Hafsteinn Snæland, tel. +(354)-897-5254, email samfes@samfes.is, www.samfes.is. The main role is: to set a platform for young people in Iceland, aged 13-18, to gather for a discussion on young people's issues and other issues important to young people to make the voices and opinions of young people heard by addressing the parliaments' conclusions and demands to appropriate authorities.

1.1.2 Regional youth parliaments

N.A.

1.1.3 National youth parliament

N.A.

1.2 Youth councils

1.2.1 Local youth councils

All the major municipalities elect youth councils. www.samband.is

1.2.2 Regional youth councils

N.A.

1.2.3 National youth councils

N.A.

1.3 Others structures of participation

www.youth.is

2 Percentage of young people who are members of

2.1 Percentage of young people in global population n(100%) who are members



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of a political party

5 %

2.1.1 Percentage of young people in global population who are members of a political party (by age groups)

13-15	16-18	19-21	22-24	25-27	28-30
N.I. %	N.I. %	N.I. %	N.I. %	N.I. %	N.I. %

2.1.2 Percentage of young people in global population who are members of a political party (by gender)

female	male
N.I. %	N.I. %

2.1.3 Percentage of young people who are members of a political party in global population by rural-urban

rural	urban
N.A. %	N.A. %

2.2 Percentage of young people who are members of a trade union from the ages of 13 and 30 in global population

N.I. %

2.2.1 Percentage of young people who are members of a trade union in global population by age groups

13-15	16-18	19-21	22-24	25-27	28-30
N.I. %	N.I. %	N.I. %	N.I. %	N.I. %	N.I. %

2.2.2 Percentage of young people in global population who are members of a trade union (by gender)

female	male
N.I. %	N.I. %

2.2.3 Percentage of young people who are members of a trade union in global population by rural-urban.

rural	urban
N.I. %	N.I. %

2.3 Percentage of young people who are members of a youth organisation from the ages of 13 and 30 in global population

N.I. %

2.3.1 Percentage of young people who are members of a youth organisation in global population by age group

13-15	16-18	19-21	22-24	25-27	28-30
N.I. %	N.I. %	N.I. %	N.I. %	N.I. %	N.I. %

2.3.2 Percentage of young people who are members of a youth organisation in global population by gender

female	male
N.I. %	N.I. %

2.3.3 Percentage of young people who are members of a youth organisation in global population (by rural-urban)

rural	urban
N.I. %	N.I. %

2.3.4 What type of youth organisations are people involved in

N.I.

3 Existing actions/support, of national or regional scope, to promote the participation of young people in local life and follow-up mechanisms

Description of existing national policies related to pupil/student participation according to Legislation year 1995 on compulsory schooling / Article 2: The role of compulsory school is to prepare pupils, in co-operation with the home, for life and work in a democratic society which is continuously developing. School practice and methods shall thus be characterised by tolerance, Christian ethics and democratic co-operation. The school shall encourage broad-mindedness in its pupils and increase their understanding of people's circumstances and living environment, of Icelandic society, its history and unique characteristics and of the responsibilities of the individual

towards society. Compulsory schools shall make an effort to carry out their activities to correspond as fully as possible with the nature and needs of their pupils and encourage the overall development, well-being and education of each individual. Compulsory schools shall provide their pupils with opportunities to acquire knowledge and skills and to adopt working practices which will encourage them to strive steadily to learn and develop their potential. The school is thus to lay the foundation for independent thinking on the part of pupils and train their ability to co-operate with others.

3.1 Legal actions to support the structures for participation of young people in local life

According to the National Curriculum Guidelines from 1999, the pupils' scheduled school time, at the conclusion of ten years of compulsory education is divided among the various subjects where the subject Life skills is approx. 2%. But schools are recommended to intergrate the subject as much as possible with other subjects such as Social and religious studies, Home economics, Icelandic among other.

3.2 Financial actions to support the various structures for youth political and NGO participation

N.I.

3.3 Other initiatives planned in the short term

N.I.

4 Do some of the existing or planned actions aim at certain specific groups of young people?

yes no

If yes, what groups?

N.A.

5 The vote

5.1 Obligatory?

yes no

5.2 Age of the right to vote

From 18 years old

5.3 The right to vote

Every Icelandic Citizen, 18 years of age with a permanent residence in Iceland.



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5.4 Age of eligibility to be a candidate

From 18 years old

5.5 Eligibility to be a candidate

Every Icelandic Citizen, 18 years of age with a permanent residence in Iceland. Candidates may not have a criminal record.

6 The elections

6.1 Number of young people voting between the ages of 18 (or the age of the right to vote) and 30

N.I. *persons*

6.2 Number of young people between the ages of 18 (or the age of the right to vote) and 30 registered on the lists of voters

N.I. *persons*

6.3 Indicators of participation related to European polls

6.3.1 In European elections, the percentage of young voters in relation to the number of young people in age to vote who are registered from the ages of 13 to 30.

N.A. %

6.3.2 In European elections, the percentage of young voters in relation to the number of young people in age to vote registered, by age groups

18-21	22-25	26-30
N.A. %	N.A. %	N.A. %

6.3.3 In European elections, the percentage of young voters in relation to the number of young people in age to vote registered, by gender

female	male
N.A. %	N.A. %

6.3.4 In European elections, the percentage of young voters in relation to the number of young people in age to vote registered, by rural-urban

rural	urban
N.A. %	N.A. %

6.3.5 In European elections, the percentage of young people's participation in relation to the total population to vote

N.A. %

6.4 National indicators of participation in the polls

6.4.1 National elections, percentage of young voters in relation to the number of young people in age to vote registered

N.A. %

6.4.2 National elections, percentage of young voters in relation to the number of young people in age to vote registered, by age groups

18-21	22-25	26-30
N.I. %	N.I. %	N.I. %

6.4.3 National elections, percentage of young voters in relation to the number of young people in age to vote registered, by gender

female	male
N.I. %	N.I. %

6.4.4 National elections, percentage of young voters in relation to the number of young people in age to vote registered, by rural-urban

rural	urban
N.I. %	N.I. %

6.4.5 National elections, young people as a percentage of participation in the total population to vote

N.I. %

6.5 Regional and local indicators of participation in the polls

6.5.1 Regional and local elections, percentage of young voters in relation to

the number of young people in age to vote registered

N.I. %

6.5.2 Regional and local elections, percentage of young voters in relation to the number of young people in age to vote registered, by age groups

18-21	22-25	26-30
N.I. %	N.I. %	N.I. %

6.5.3 Regional and local elections, percentage of young voters in relation to the number of young people in age to vote registered, by gender

female	male
N.I. %	N.I. %

6.5.4 Regional and local elections, percentage of young voters in relation to the number of young people in age to vote registered, by rural-urban

rural	urban
N.I. %	N.I. %

6.5.5 In regional and local elections the percentage of young people participation in relation to the total population to vote

N.I. %

6.6 Number of young people (under the age of 30) who are member of the national parliament.

20 *persons*

6.6.1 Number of young people elected (under the age of 30) at the national level, by gender

female	male
14 <i>persons</i>	6 <i>persons</i>

6.7 Enter the number of young people (under the age of 30) who are member of regional parliaments or are hold the position of a regional minister.

N.I. *persons*

6.7.1 Number of young people elected (under the age of 30) at the regional, level by gender

female	male
N.I. <i>persons</i>	N.I. <i>persons</i>

6.8 Number of young people elected (under the age of 30) at the local level N.I. *persons*

6.8.1 Number of young people elected (under the age of 30) at the local level, by gender

female	male
N.I. <i>persons</i>	N.I. <i>persons</i>

7 Existing actions/support, of national or regional scope, to promote the participation in the system of representative democracy and follow-up mechanisms

No answers available

8 Do some of the existing or planned actions aim at specific groups of young people?

yes no

Specific target groups of young people aimed at by existing or planned actions

N.I.

9 Learning to participate

9.1 Existing actions within the systems of formal education aiming at developing and deepening learning to participate

In addition to the legislation enacted in 1995 on the role of compulsory schooling: The National Curriculum Guideline of 1999 adds to the curriculum "Life skills" that teaches the general skills and encourages participation in the modern world. "Life skills" is currently approximately 2% of the compulsory education. Legislation and policy in all four levels of School comes under the Ministry of Education.

9.1.1 Mechanisms of participation at school



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The "Life skills" program

9.1.2 Learning of citizenship

The "Life skills" program implemented in the compulsory school levels can be maintained to be the foundation in teaching and working with democratic values and citizenship in the Icelandic school system.

9.1.3 Other actions within the systems of formal education aiming at developing and deepening learning to participate

N.I.

9.2 Fields of actions and/or support # (national or regional scope, outside the formal education context) which aim at promoting learning to participate amongst young people

N.A.

9.2.1 Nature of this support

N.I.

9.2.2 Concerned sector of activities: company, associations and NGOs, training bodies, municipalities, medias

N.I.

9.2.3 Among these actions (question 9.2.1 and 9.2.2), actions that have been undertaken this year

N.A.

9.2.4 Other initiatives planned in the short term

N.I.

9.3 Are there specific target groups of young people aimed at by existing or planned actions?

yes no

The specific target groups

N.A.



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