

EMPOWERMENT OF YOUNG PEOPLE FOR POLITICAL PARTICIPATION IN THE DEMOCRATIC LIFE IN EUROPE



4th cycle of the Structured Dialogue in the Youth field
July 2014-December 2015

PREFACE



After the EU Youth Conferences in Rome in October 2014 and in Riga in March 2015, the EU Youth Conference in Luxembourg issued a set of 15 final recommendations on “Empowerment of young people for political participation in the democratic life in Europe” in the context of the 18-months cycle of the IV cycle of the EU Structured Dialogue in the field of Youth. The Implementation Toolbox on “Empowerment of young people for political participation in the democratic life in Europe” is a complementary outcome document that endeavours to give concrete answers and guidelines for the implementation of the 15 recommendations adopted at the EU Youth Conference in Luxembourg which took place from the 21st to the 24th of September 2015.

The implementation toolbox gives the opportunity to go beyond general policy development and to reveal concrete implementation potentials of the policy recommendations, to deal with their operational levels, to go a step further and to look concretely into the practical aspects of implementation: what should exactly be addressed in the field to make these policy recommendations become real? Policymaking is not only about decision-making but also about thinking how to change realities on the ground. The IV cycle of Structured Dialogue has been governed by the Trio Presidencies of the EU Council of Ministers from Italy, Latvia and Luxembourg who joined their efforts with the European Commission, National Youth Councils of the Trio countries and the European Youth Forum to lead an 18-months consultation process with young people all over Europe.

Due to the high expectations on the new architecture of Structured Dialogue, it has been a great challenge for the Trio Presidencies to define new procedures for consultation and new formats for the EU conferences.

The simplified consultation scheme of the three successive phases of six months that resulted from this collaboration was highly approved by all the stakeholders as it provided more time for young people to deal with the topic of the consultation at national level and a better political follow-up of the outcomes by the respective Trio Presidencies within the EU Council of Ministers. The final recommendations on “Empowerment of young people for political participation in the democratic life in Europe” were considered by the EU Council of Ministers on Youth during the High level Policy debate in May 2015 and represent a valuable basis for the elaboration of the EU Council resolution on “Encouraging political participation of young people in democratic life in Europe” adopted at the EU Council of Youth Ministers on Youth on the 23rd of November 2015 under the Luxembourg Presidency. I would like to express my deep gratitude to the Italian and the Latvian Presidencies with whom we embraced this common challenge and wish a successful implementation of the V cycle to the next Trio Presidencies.

A handwritten signature in black ink, appearing to read 'C. Meisch', written over a horizontal line.

*Claude Meisch
Minister of Education, Children and Youth
Luxembourg Presidency of the EU Council of Ministers*

INTRODUCTION

The Structured Dialogue is an instrument for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field, involving young people in the development of EU policies. The outcomes of the fourth 18-month work cycle on the overall thematic priority “Empowerment of young people for political participation in democratic life in Europe” are based on the results achieved by regular consultations of young people and youth organisations at all levels in EU countries, as well as by the dialogue between youth representatives and policy makers during the Italian, Latvian and Luxembourg Presidencies at the EU Youth Conferences in Rome in October 2014, Riga in March 2015 and Luxembourg in September 2015. In the framework of the EU Youth Conference in Luxembourg, youth representatives, together with representatives from member states have gathered to adopt the Final Joint Recommendations on youth empowerment for political participation. The implementation toolbox, presented in this

document, was developed in the intention of providing member states and national working groups with innovative implementation tools and practical examples of actions to put these very concrete political recommendations into practice. All the tools and guidelines presented in this document were developed in the 8 thematic workshops at the EU Youth Conference in Luxembourg. The Toolbox not only reflects advices which can be used in implementation but also collects many different ideas, working methods, guidelines and solutions for different kind of ways to involve young people in political decision making through active participation and by this to fulfill the Final Joint Recommendations in reality. The ideas, guidelines and tools presented in this document have been developed and endorsed by the participants of the EU Youth Conference in Luxembourg which was organized by the Luxembourg Presidency in collaboration with the European Commission, the European Youth Forum and the Luxembourg National Youth Council CGJL. The different chapters correspond to the 8 reports of the workshops of the conference, written by the 8 rapporteurs attending the workshops of the conference. This document intends to present the results of the conference. However, the content does neither consequently nor necessarily reflect the opinions and views of the organisers.

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Create a culture of participation at school

Recommendation 1

Member States should introduce and support a framework in educational institutions, such as student councils and other student initiatives that enable and ensure the engagement of students to be one of the decision-makers in educational institutions.

A

CREATING A LEGAL FRAMEWORK FOR STUDENT COUNCILS

To ensure the sustainability of student participation, it is necessary to establish a legal framework for the establishment of student councils. It is important that these are legally regulated so that students have a forum through which they can express their opinion.

The legislator should include the following aspects within this framework;

- The student councils should be independent. This means that students lead the council and the decision-making process is autonomous.
- Student councils have to emerge from a democratic process to ensure legitimacy. The student council should represent all students. Alternative methods such as quotas can be used to ensure this.
- Students are represented through a school council, which includes different actors, all of whom have equal powers of decision-making. Allocating at least half of the seats on the council to students will ensure adequate student representation.
- In order to be able to act independently, educational institutions should provide the resources for student councils and other student initiatives.

Student councils at regional and national level should be recognized as valid representatives of students within Member States.

B TRAINING TEACHERS AND SCHOOL ADMINISTRATORS IN STUDENT PARTICIPATION

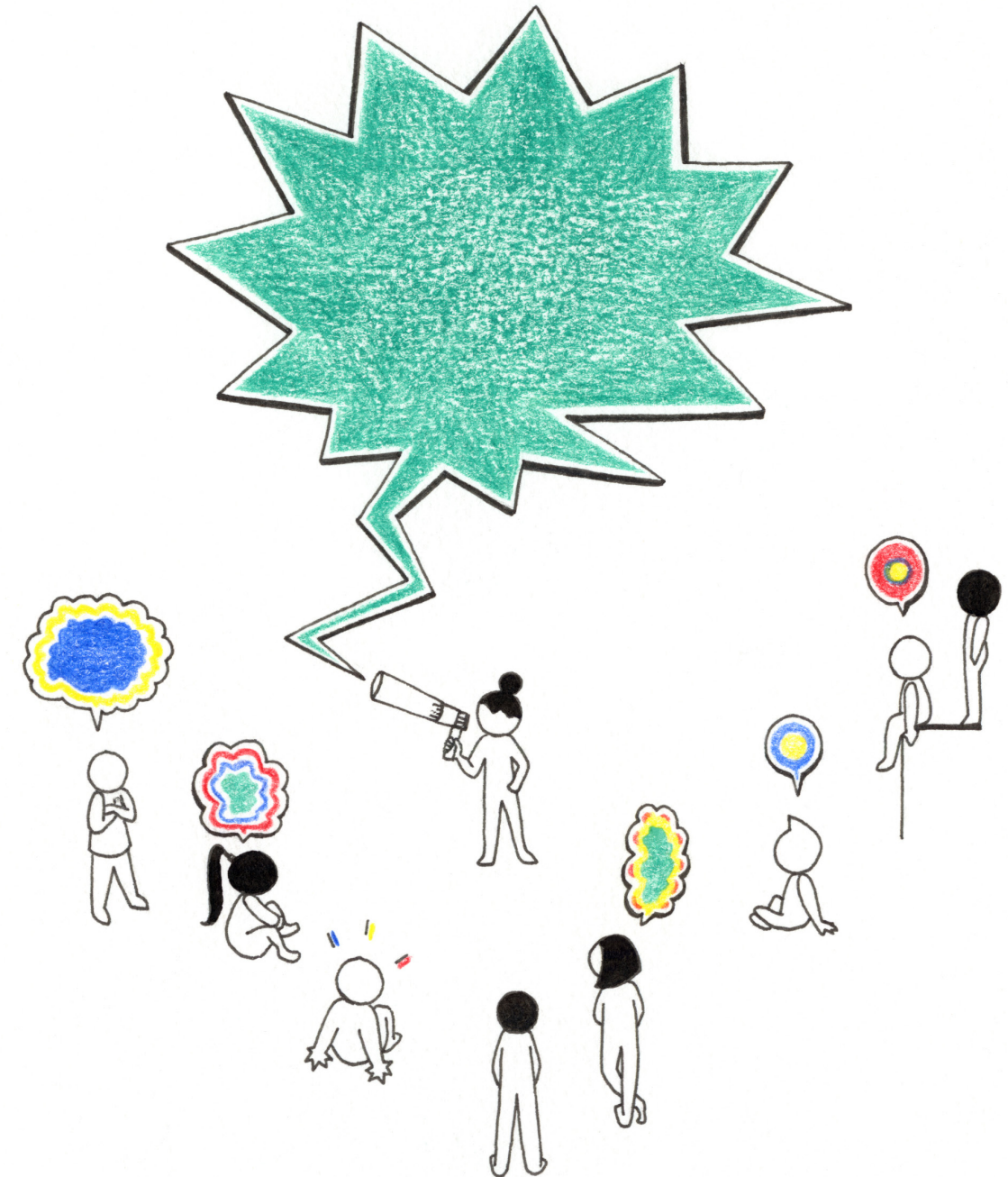
To make sure the student councils are completely integrated into the school community, it is important to train teachers and headmasters in understanding the role of student participation and its value. In this way teachers can also ensure the existence of student bodies (e.g. student councils or other student initiatives) and support their decision-making power. Training of teachers and heads of educational institutions can be done in cooperation with NGOs and youth workers. These training sessions should lead to a multiplier effect reaching as many teachers as possible through peer training. Training of school democracy for teachers can also be helpful in the teaching of citizenship education. As a follow up to the training sessions, teachers are encouraged to use the skills obtained in projects promoting democratic values.

C CREATING A GUIDELINE FOR STUDENTS AND OTHER PARTICIPANTS IN STUDENT COUNCILS

Apart from the legal framework, it is of high importance to students to have the necessary information about their rights and options to participate in democratic organs. This should take place in the classroom at school, with the cooperation of NGOs and youth workers. Schools should also promote and encourage student initiatives and student councils.

A guideline containing tools for students and student councils should be set up, in which the rights and the options for students and student initiatives, as well as information on improving the student council's ability to function, should be included. Furthermore, this guideline should incorporate best practices of student training.

I Create a culture of participation at school



Recommendation 2

Educational institutions should recognize different forms of civic engagement such as volunteering, in order to stimulate a culture of participation at school.

A RAISING AWARENESS IN SCHOOL COMMUNITIES ON THE IMPORTANCE OF CIVIC ENGAGEMENT

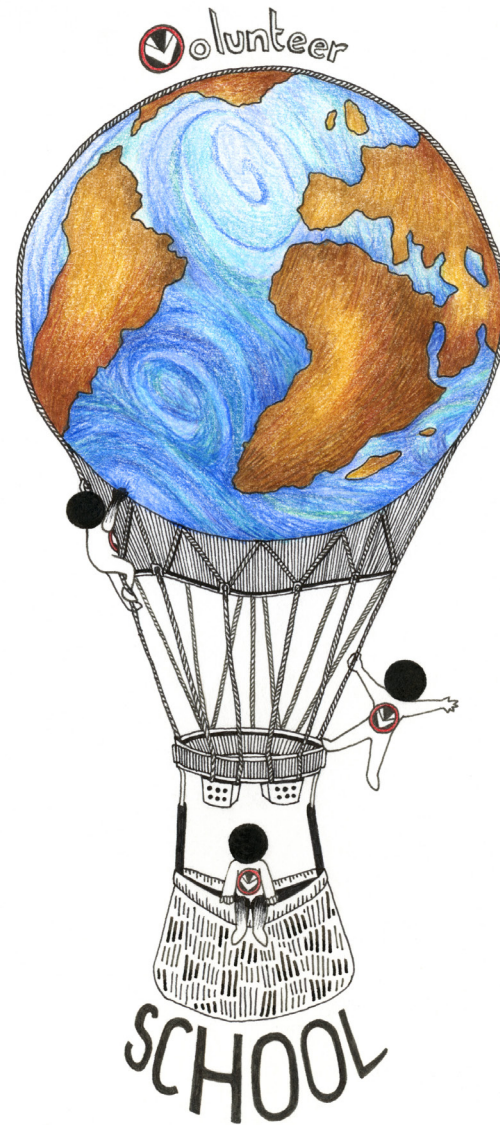
In order to increase the awareness and the benefits of civic engagement, different actors should work together. Not only school administrators, teachers and students, but also regional authorities, ministries, NGOs and volunteer centres, should create and organise campaigns, information sessions, promotional material, expert consulting, training events and other activities on the importance of volunteering. Youngsters are aware of the challenges of these actions, such as different forms of civic engagements, which are not easily compatible with the school system; but they still believe that the dissemination of information on civic engagement is paramount. In order to put all of this into practice, there should be an exchange of best practice in this area. Furthermore, schools should have the possibility to include civic engagement in the curriculum. At the start of the school year, students should be given information about the possibility of volunteering. More funding should also be made available to support these campaigns. The Erasmus+ programme is possibly a source of funding.

B COOPERATION BETWEEN SCHOOLS AND ACTORS IN THE COMMUNITY

There should be more cooperation between schools, NGOs and other relevant actors in order to promote volunteering within the community, particularly in schools. NGOs should be responsible for providing information about their work to school officials, who then evaluate whether their activities are appropriate. These actors should establish volunteer programmes for schools (requiring their own input) and create a database of available voluntary programmes. This database would then help students and teachers, who are researching civic engagements, to find them easily. To ensure the proper functioning of this cooperation, shadowing should also be provided. This can only be implemented if quality voluntary programmes already exist and if voluntary management training is made available to NGOs and to schools. In order for this to function, stakeholders should also exchange best practices. This cooperation between schools and NGOs and other community stakeholders will also help to build a positive image of schools in public opinion. Funding should also be in place to ensure this collaboration. Examples of good practice could be to create volunteer clubs within schools or to involve volunteers at special events in the schools themselves, etc.

C APPLY ECTS FOR THE PARTICIPATION IN CIVIC ENGAGEMENT PROGRAMMES

ECTS should be granted for participation in civic engagement programmes, which is why more inter-university cooperation should be organised to pass on good practice. More cooperation between universities and community organisations should also be implemented and a credit system for the recognition of skills acquired through volunteering should be introduced. The actors of this implementation are the higher education institutions, organisations of civic engagement and the Ministry of Education. To achieve this aim, actors should request available funding and use existing expertise in order to comply with EU legislation. Rigid structures and procedures are challenges that make it very difficult for universities to apply for this type of funding. The actors could learn from many European universities that have developed systems which recognize learning outside of the formal educational setting. The University of Rijeka in Croatia is an example of good practice on implementing civic engagement programmes.



Recommendation 3

Member States should further develop or include citizenship education in the curricula at all levels of formal education, bringing a local, national, European and global perspective. Formal education providers must include non-formal learning methodologies to encourage critical thinking and enable young people from all backgrounds to develop attitudes and values to participate actively in society. CULT committee is invited to advance the citizenship education discussion in the European Parliament.

A DEVELOPMENT OF A COMMON GUIDELINE FOR CITIZENSHIP EDUCATION IN EUROPE

The curriculum of the primary and secondary schools should be adapted in accordance with the definition of citizenship education of the European Commission, the Council of Europe and the European Youth Forum, in order to bring a local, national, European and global dimension to the classroom. A solid base of citizenship education should be established in primary and secondary schools which can be built upon later in life. Learning outcomes should also be defined. An interdisciplinary approach should be considered when revising the curriculum to make for the inclusion of citizenship education. The curriculum should be reviewed regularly in order to keep it up to date. The ministries responsible for education, the educational institutes, experts and teachers should collaborate and work together on revising the curriculum based on the above-mentioned principles.

B TRAINING TEACHERS TO TEACH CITIZENSHIP EDUCATION

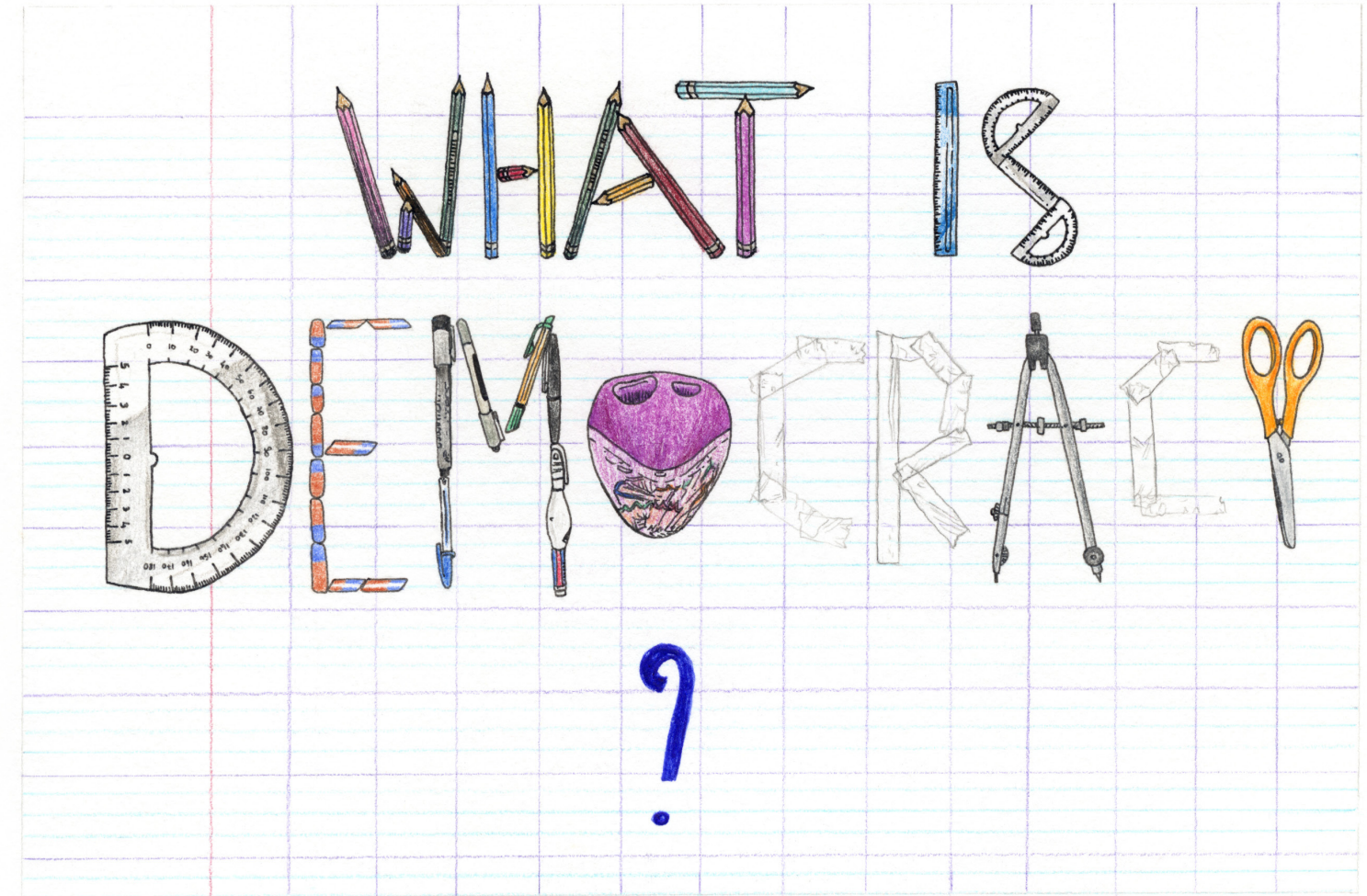
In order to have competent teachers on citizenship education, both new and current teachers should be trained to consider the local, national, European and global dimension. They should also learn about non-formal teaching methods. Cooperation with NGOs and other experts should be established to create an interdisciplinary approach. Since active citizenship is a life-long learning process, teachers should be trained in order to be able to spread the culture of democracy, participation and European/global citizenship in an interdisciplinary manner. To achieve this aim, they should gain knowledge on the content of the common European standards of citizenship education, as well as the skills and attitudes connected with the democratic process. Therefore, the ministries responsible for education and the educational institutions for teachers should ensure that this is included as part of the official teacher training programme. Schools should organise training sessions on citizenship education for currently practising teachers, with the aid of NGOs and other experts.

C METHODOLOGIES FOR TRANSFER-RING CITIZENSHIP EDUCATION

There are already plenty of existing NFE methods that could be valuable for citizenship education. However, teachers are not always aware of the methods and tools available. Therefore, it would be useful to launch an online database (by the ministries responsible for education) bringing together existing tools and methods. This database should be used and updated by NGOs, experts and teachers. Furthermore, formal learning methods should be adapted to the newly revised curriculum by the experts, students and the ministries responsible for education.

D MONITORING AND ASSESSING CITIZENSHIP EDUCATION

A feedback mechanism should be put in place in order to ensure the quality of citizenship education. Regular feedback should be collected on the content of the curriculum to keep it up to date. Besides, in order to ensure the neutrality of teachers, a feedback mechanism should be established with the students union. Students, teachers, parents and students' unions all play an important role in the process of feedback and monitoring.





Involving young people in political decision-making

Recommendation 4

In order to further involve young people in democratic life, Member States and local authorities are invited to implement pilot programmes starting at local level, where voting age is lowered to 16, accompanied by the adequate preparation, including quality civic education.

Lowering the voting age to 16 offers the potential of making the political process more inclusive, creating inter-generational dialogue, making young people feel responsible, better representing their interests and providing ground for more extensive political education. Youth organisations will become more active and influential. They will gain more recognition whilst also building a bridge between young citizens and policy-makers. The latter will benefit from an increased spectrum of voters, a change in their political jargon and more consideration of youth interests.

A

SHARE INFORMATION AND BEST PRACTICES

Learning from neighbouring countries could be a first step to improving the current situation and avoiding past mistakes. In order to facilitate a cross-sectoral and cross-border European exchange, a group of experts, comprising representatives from ministries, legal bodies and youth NGOs, youth workers, teachers and researchers, shall gather and set a framework that can be adapted to all EU Member States- not only concerning the voting age, but also citizenship education. In this process and the following stages, voting shall be considered as a right more than an obligation. In an effort to create an inclusive process, there should be an online platform that allows all external actors such as NGOs, education providers and private individuals to feed into the process, have access to collected resources and also to monitor progress. Thus, the online character will increase accessibility and transparency of the procedure.

B EMPOWER YOUNG PEOPLE THROUGH CITIZENSHIP EDUCATION

Empowering young people through citizenship education in schools and non-formal education is crucial to encourage effective political participation. Studies in several countries have shown that a large majority of students do not feel ready and prepared to vote at age 16. This is why citizenship education is a crucial element in giving confidence to young people and thus encouraging youth political participation. However, it needs to be clearly defined what is meant by 'civic education'. In order to succeed, the method of teaching needs to be adapted. This requires teachers to be specially trained and also to include citizenship education from an early age in the curriculum. This means that not only the curriculum (including basic knowledge of political institutions), but also the teaching methodology have to be adapted. Non-formal education tools used in formal settings could, for instance, render classes on citizenship more inspiring and engaging. Partnerships with non-formal education providers could be one option to change the way of educating young students.

C SET UP INFORMATION CAMPAIGNS

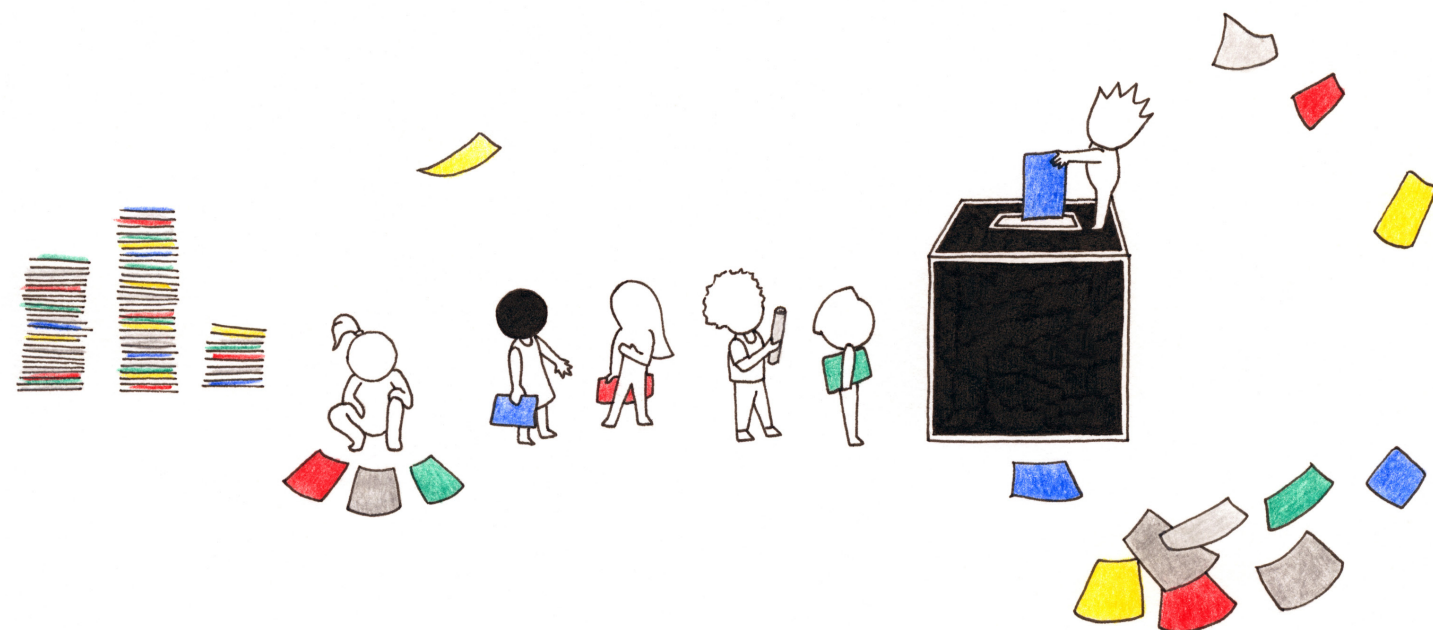
A wide-reaching information campaign aimed at raising awareness about the right to vote at 16, as well as providing information about its benefits, should not only reach young people aged 16-18 but also young adults. By using youth-friendly arguments and identifying adequate communication channels, these information campaigns should encourage young people to vote and connect them to the election process, which lies at the heart of a representative democratic system. The objective is to make young people interested, responsible, prepared and aware of policy issues and of their rights. Independent agencies, civil society and youth organisations should be the driving force and governments should be involved in, but not manage the campaign. Furthermore, strong cooperation between different media is needed in order to reach a larger target audience. The challenge consists in reaching citizens of all social and cultural backgrounds on the one hand and ensuring continuous participation on the other. Another potential difficulty is determining and predicting when sufficient public awareness has been raised and a young person has gained enough knowledge to make autonomous and reflected choices.

D TEST AND IMPLEMENT PILOT PROJECTS

It is recommended:

- To start on the local level to generate concrete results. The key reference policy document, the Revised European Charter on the Participation of Young People in Local and Regional Life, should provide a starting point.
- To implement a pilot project in two phases. Firstly, voting simulations and shadow elections could be a tool to overcome fears and resistance on both sides, this way mobilizing young voters, whilst giving more confidence to politicians. These exercises do not only allow young people to express their opinion, but also let politicians see how the youth would vote, without affecting the actual election results. Pilot projects provide young people with essential knowledge about the election process, which can be used when taking part in real elections for the first time. There is also an opportunity to go further and lower the passive voting right for young people, i.e. not only the right to vote but also to stand as a candidate. In a second phase, the project

should be implemented and confer upon 16 and 17-years-olds the right to vote. In some European states, voting is compulsory but voting at this age should be a right and not an obligation. Nevertheless, there remain some challenges. First, a representative number of voters aged between 16-18 need to register in order to send a strong signal and to be able to convey their message. There is also a legal challenge given that a) national law needs to be adapted in a system where a person is considered to be an adult at the age of 18 and b) the law needs to be specified in countries where voting is compulsory. Young people should not be under the same obligation as adults and should not face punishment if they do not participate in elections. More research is necessary to determine whether optional voting for young people (aged 16/17) is legally feasible in this case.



Recommendation 5

By implementing transparent, sustainable and collaborative structures and by providing financial support, authorities at the local, regional and national levels should ensure full participation of youth NGOs in decision-making processes of the policies that affect young people.

Young people would be better represented. More empowerment would give greater weight to their interests and they would also obtain a better understanding of the complexity of the policy-making process. Youth organisations would be more involved and have greater responsibility. Policy-makers would on the one hand need to devote more time to discussing youth issues, thereby becoming more open and transparent and on the other hand would also benefit from fresh new input.

A PROVIDE MULTI-DIMENSIONAL SUPPORT FOR YOUTH EMPOWERMENT

Multi-dimensional support is necessary to ensure a) constructive and effective participation, as well as cooperation with youth, government and other actors, b) democratic and well-organised youth organisations, c) financial assistance to carry out projects and d) transmission of information necessary to make informed decisions. On a financial level, there are several possibilities. Existing financial instruments such as Erasmus+ Key Action 3 could be strengthened as support from relevant levels of government and national grants may not be sufficient to guarantee effective involvement of youth NGOs. At the same time, a document or platform pooling resources for grants of various natures, setting out the necessary requirements, would significantly facilitate the grant application process. At this point, it is important to say that more generous grants offered to youth organisations would allow anyone, regardless of socio-economic background, to participate; some concrete examples would be the reimbursement of travel costs that young people face when meeting policy-makers. The legislative framework also needs to be adapted in order to secure funding on a constant basis. This provides the right conditions to plan in the middle-, as well as the long-term. It prevents a situation where youth organisations need to juggle their budget depending on which party is in

B ENSURE CROSS-LEVEL, CROSS-SECTORIAL AND INCLUSIVE YOUTH PARTICIPATION

power. At an organisational level, skill acquisition in the form of workshops and seminars provide crucial information for the youth organisations to develop further. They could, for example, offer concrete guidelines on how to establish a youth organisation or on how to organise workshops that deliver significant results. A third level concerns access to information that youth organisations need in order to make informed decisions and effective contributions. One way to spread and give access to relevant information would be a single contact point at the national, even European level, in order to pool information and allow youth organisations to use their resources efficiently. All in all, these measures will make the work and engagement of youth organisations more effective and more efficient, whilst granting them more visibility. However, there is a first challenge in terms of financial resources: an analysis and potential re-shuffling of priorities are necessary to create new funding opportunities that empower youth organisations. In a context of scarce resources, this also requires convincing policy-makers of the added value of such funding, which could be a highly demanding exercise considering the numerous demands for funding that the European Union is facing.

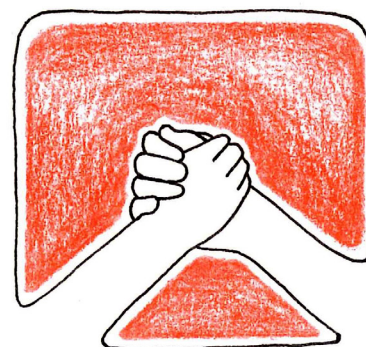
In order to become an important stakeholder in political decision-making processes, young people need to be included on a multi-level and cross-sectoral basis (sectors of particular interest for youth are education, housing, health and youth policies) in order to include the different and often diverse interests of young people. Inclusion means going beyond consultation and giving co-decision making power to policy design, implementation and evaluation phases. Youth actors involved in the policy-making process do not necessarily need to be representatives of National Youth Councils; they can differ according to topic and arena. Thus, it should be considered which youth organisation is most competent and most appropriate to involve, depending on the issue at stake. School student unions and even the Scouts could for instance, be involved at a local level in non-formal education. The challenge consists in making relevant NGOs visible and the downside of this principle is that most organisations already face a big workload and may not have the time to assume further responsibilities.

C CREATE SUSTAINABLE STRUCTURES

Young people are underrepresented in policy-making and political decisions due to the lack of effective structures. These are necessary to involve young people of different backgrounds on a structural rather than sporadic basis; they will grant the political process more democratic legitimacy, acknowledge the importance of youth NGOs and create a more transparent government, as well as a more engaged community. Youth participation is cross-sectoral and as a result, cross-sectoral political dialogue will be more effective in responding to specific needs. Participation of youth NGOs can take various forms: one option would be to create youth councils on a local basis at a regional level, another would be to establish a cross-sectoral committee, council or forum, where representatives of competent ministries meet on a regular basis to discuss with youth NGOs the policies affecting young people. Further, youth NGOs could become involved in consultative committees that set the youth agenda. A formalized framework certainly strengthens the

dialogue between the parties and should be implemented on multiple levels; from local, regional to national and potentially European structures, by for example, further developing structured dialogue platforms. The same structures shall be inclusive in its essence from the beginning to the end, i.e. from time that the agenda is set, to policy implementation and evaluation. The regulation by law of these dialogue structures may be necessary in order to guarantee the consistency of these meetings and the inclusiveness of youth from different backgrounds. A single contact point in the European Commission seems a crucial tool to the understanding of youth issues, policies and of stakeholders. However, there seems to be a persistent lack of interest, not only on the side of policy-makers, but also on the side of youth NGOs. Therefore, it might be difficult to create sustainable participation and cooperation. In order to create a solid dialogue platform, it is then of utmost importance to highlight the benefits of better cooperation.

YOUNG AS TOP POLICY-MAKERS



Enhancing policy-makers' engagement and commitment with young people

Recommendation 6

European Commission and Member States should put in place a framework to enhance policy-makers' commitment to shared decision-making with young people, by providing policy-makers with all the necessary tools in developing, implementing and evaluating policies.

A QUOTAS

In order to promote young people's participation and visibility during the political decision-making process on all levels, the introduction of quotas or benchmarks of the number of young people in political assemblies should be set. It is understood that a system of quotas should:

1. Represent the proportion of young people in the country, considering the established age group within the country and within the European Union.
2. Make political parties and traditional forms of political participation more attractive to young people.

B ENHANCING POLITICIAN'S COMMITMENT TO YOUTH PARTICIPATION

By fostering the joint assessment of local/regional/national youth policies by decision-makers and young people, we can enhance the commitment of politicians to youth participation. This approach can be proposed by youth organisations (after elections) or in the frame of a youth 'check' programme. There are many methods, which can be used to enhance cooperation between both parties.

For instance:

1. Defining and formalizing partnerships for youth policy assessments.
2. Defining the areas related to youth policies.
3. Defining together the criteria of a good youth policy and developing an assessment tool.
4. Finding recommendations for better youth policies in the future.

This kind of action will have to be supported by appropriate training, to help both partners embrace the concept of working together on youth policies. The authorities and youth organisations, which aim to develop joint assessment programmes for youth policies, should be clear from the start about their cooperation. This will avoid any change in commitment depending on the outcome of the evaluations.

C JOINT TRAINING PROGRAMMES

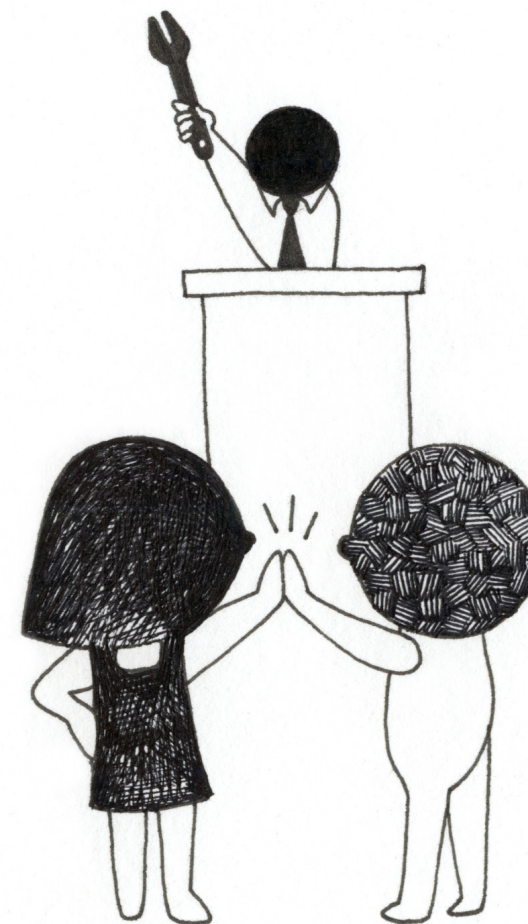
Organised joint training programmes, simulations and activities on a national and local level with participation of decision makers, civil servants, experts and young representatives may be used to establish a common understanding of youth policy, participation and shared decision-making. It will lead to improved trust between all stakeholders. The approach can also support setting up a more youth-friendly political environment to ensure better cooperation. The training programme could also be used to raise awareness of existing tools, methods, practices, and legal instruments (such as the Revised Charter of the CoE on Youth Participation). Existing programmes such as the Erasmus +, can also support such actions.

D RESEARCH

It is often said that young people are neither interested in politics, nor in political participation. At present, information on young people's political participation in Europe has been gathered by different researchers, portals and databases. The European Commission should gather together all existing research papers and the latest data (e.g. the EC's 2013 "Young People's Participation in Democratic Life") into a simple and integrated entry point, ideally both as a publication and as an online portal. The content should not only include statistical data and best practices, but also successful case studies of young people's political participation. The information should be accessible in all official European languages. The final product should be delivered to policy-makers and would enable them to have a global view of the needs, passions, expectations and experiences of young Europeans. This knowledge would make policy-makers more informed and thus more efficient in assessing the impact that youth policies have on the lives of young people.

E STRUCTURED DIALOGUE

Structured dialogue must be used as a tool by policy-makers in order to foster exchanges between the parties at a national, regional and local level. A greater level of trust between policy-makers and young people will be assured if policy-makers have the opportunity to explain their agenda and policies to young people. By creating a guide which outlines the principles, the initiation, implementation and evaluation method of structured dialogue, the policy-makers will have the necessary tools to be able to picture the reality of the issues affecting today's youth and realize that many young people can act as valid partners for policy-making decisions. Also, by creating a quality label for policy-makers, which lays down the principles of structured dialogue (outlined in the guide), the policy-makers can promote their active role in cooperation with young people and increase their own visibility. A further step may also be taken, by creating a database of good practice, where real life examples show policy-makers engaging effectively with young people.



Recommendation 7

Policy-makers, at all levels, should continuously perform an open and inclusive political culture of communication using multiple youth targeted methods in order to ensure transparency and accountability of the policy-makers.

A PERIODIC REPORTS

The creation of periodic reports (annually, bi-annually) primarily addresses elected policy-makers at local, national and European level. The policy-makers can use the report as a communication tool to display their level of performance and engagement with young people. In order for these reports to be revised, certain indicators will have to be set, preferably by the creation of a working group within the European Commission, involving both officials and youth representatives. It would also be advantageous to involve Member States and local institutions in a pilot study to determine the usefulness of such reports. To implement the continuous evaluation of the reports at each political level, an external organisation could elaborate the reports with the support of officials (local, state, European) and youth representatives. Current examples and good practices include a similar "tracking system" at European level, which is called "vote-watch".

B ADVISORY BOARDS

Establishment of an advisory board for the youth ministry (with responsibility for youth affairs and their impact on young people) would include different actors from the youth field e.g. youth organisations, policy-makers and youth researchers. The advisory board's purpose is to ensure that well-prepared and sustainable decisions are made during the development of youth policies. The ministry should invite the participants to determine the agenda together. Every topic discussed should receive feedback from the different parties concerned, including the youth ministry, youth organisations and schools.

C REGULAR AND INFORMAL TALKS

Policy makers on all levels should create regular and informal talks with the local youth in a way that young people get to know the officials in a youth-friendly environment. The purpose of these informal meetings is

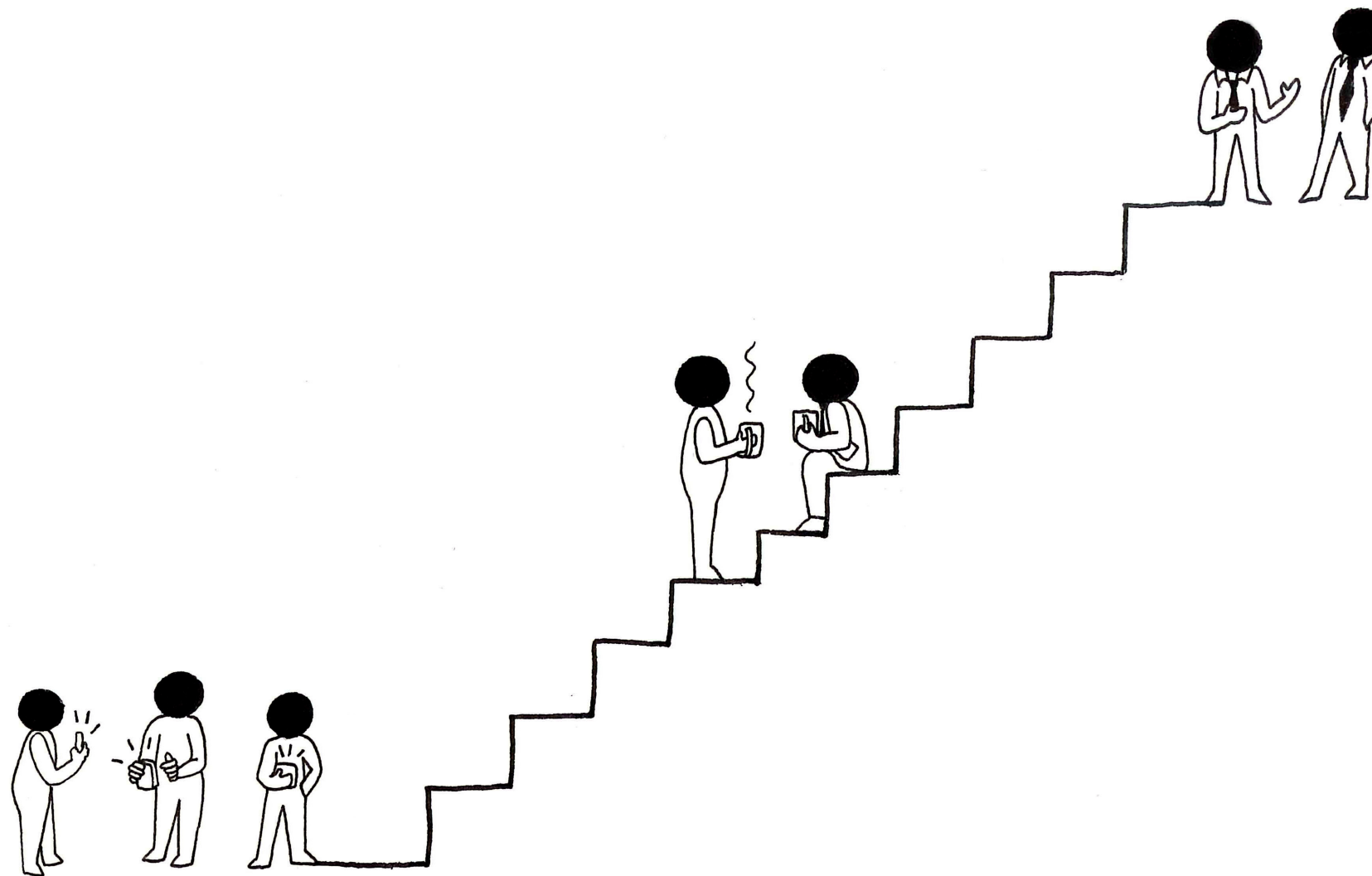
- a) to allow young people to engage in discussions with the policy makers.
- b) to motivate young people to participate in elections.
- c) to broaden the policy-makers' knowledge of the youth field and to increase their own popularity among the younger population.
- d) to empower young people and make their voice be heard.

Young people locally should choose the topics so that they are comfortable and feel at ease.

The talks should be promoted by youth organisations and there should be a common goal to reach organised youth groups as well as other young people. The policy-makers and young people should work together to find a structure t

D YOUTH FRIENDLY COMMUNICATION METHODS

In order to build bridges and to improve the synergetic relationship between policy-makers and young people, youth representatives are advised to help the policy-makers select the most appropriate methods to communicate their policies and intentions to young people. Together with the advisors, the policy-makers should set an agenda of events such as debates, meetings and workshops and consistently ensure the use of youth-friendly, non-legal language, which translates into simple terminology. By creating a checklist for the policy-makers (developed by youth representatives), we can ensure the preparedness and collaboration for communication with young people. For this tool to work, it is suggested that "youth-friendly politician" pins are to be given to those policy-makers who cooperate most with young people, so that they set a good example and stand out amongst other policy-makers. The challenge with this tool is the uncertainty of the youth-friendly language having a great impact on the young people and also that the implementation of this tool may differ between national and local levels. Good practices of this tool have been shown in youth summer camps in France, where youth volunteers organise the interactions between children and policy-makers. The Convention on Children's Rights, for instance, was translated into simpler language and therefore came over in a manner that was better understood by everyone.





Strengthening the role of youth work for the political empowerment of all young people

Recommendation 8

Youth work and its crucial role in fostering political participation, which is based on the values of diversity, human rights, democracy, and critical thinking, should be strengthened. Therefore the European Commission and Member States should provide the youth sector with the necessary resources such as operational and project funding - with the necessary support structures such as legislative framework, networks and training - and with formal, social and political recognition of youth work and non-formal learning.

A MAPPING AND ESTABLISHING YOUTH WORK

Firstly, terminology surrounding youth work needs to be defined, so as to ensure a common language and common recognition of the different skills, competencies and experiences developed and offered through youth work. The outcomes of the EU Youth Work convention should be finalized and promoted as a defined set of terminology at EU level for a pan-EU understanding between Member States. Terms should be adjusted at national level where necessary, to ensure national relevance. Research to determine whether this is necessary, would be undertaken by a cross-sectoral working group at the national level. A cross-departmental strategy would need to be created at the EU level to achieve this. A working group would be created, comprising (but not limited to) ministries, INGOs, and other experts.

B

YOUTH CLUBS AND ORGANISATIONS
FOR DEMOCRATIC AND INCLUSIVE
PARTICIPATION
(LABEL AND NETWORK)

A label and network would be created for youth organisations, as a type of quality indicator, to recognize those that were reaching a high standard in promoting democratic awareness and achieving a good level of political participation amongst its young members. To achieve this label, a defined minimum number of staff and young people would commit to devote themselves to human rights and the furthering of democratic standards. A working group comprising youth workers, INGOs, the YFJ (European Youth Forum) and the Council of Europe would formulate standards and provide advice on implementation.

C

BETTER RECOGNITION OF YOUTH
WORK AS A PROFESSION

Recognition of and respect for youth work, as a profession, needs to be cultivated. A system of measurement and certification of standards needs to be developed that will be recognized at a European level. Establishing youth work's position as a field of research and study at universities is likely to be key. This needs to be sensitive to the risks of making it inaccessible to all but a very young, academic elite; Previous experience in youth work should count for credits or for entry to the programme.

D

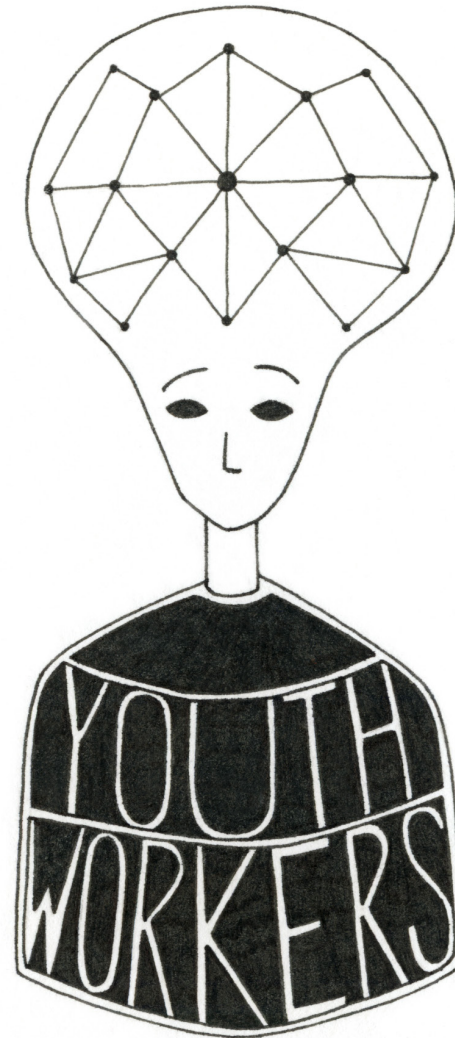
FORMAL RECOGNITION OF SKILLS
GAINED BY NON-FORMAL
EDUCATION AND YOUTH WORK

The Youthpass should be expanded by the EC beyond Erasmus+ and promoted in other sectors. This should allow NGOs to issue them and allow for the recognition of skills gained through experience, not just training. Universal systems for certifying competences should be supported, such as the Competence Passport. Competences should be named professionally and levels ranked, such as with the European Qualification Framework. Extra ECTS points should be made available through volunteering and non-formal education. At the national and local level, educational diplomas should include and certify volunteering and youth work.

E

BUILDING SUSTAINABLE AND
STRUCTURED FUNDING

A dedicated budget line should be developed at European Level with a designated application system, to be made available at national level, legally enshrined as specifically for youth work aiming to improve youth political participation. Criteria should enable broad access for different organisations at all levels. A dedicated EU-level youth body should administer this.



Recommendation 9

European institutions and Member States are encouraged to establish cross-sectional initiatives and long-term partnerships at all levels with youth workers and Non-governmental organisations, in order to transfer knowledge and develop political participation competences of all young people.

A MAPPING AND MATCHMAKING

Cross-sectoral partnerships should be supported and encouraged. A database should be set up, following national research and consultation with agents in the youth sector. The database should be made available at EU level after a request has been issued to national youth councils and the YFJ (European Youth Forum) to contribute to it.

The EC should engage actively to create new partnerships by putting out public calls specifically in the field of youth political participation. The database administrators should also take an active role in pairing up entries from the database to satisfy these calls.

B REGULAR MEETINGS FOR THE COMMUNICATION OF NEEDS AND KNOWLEDGE

A framework should be created for regular meetings between representatives of young people, youth workers, NGOs concerned with young people's political participation and national governments, in order to exchange knowledge on implementation of youth policies and to communicate needs from the ground up. Existing structures such as National Working Groups could be utilized for this purpose.

Member States should be encouraged to involve EESC (European Economic Social Committee) representatives.

C STRENGTHENING THE RELATIONSHIP BETWEEN THE YOUTH SECTOR AND FORMAL EDUCATION SYSTEMS

EU and national educational policies should be updated to include an awareness of potential synergies between the non-formal youth work sector and the formal education system. Voluntary agreements should be cultivated between schools and political youth organisations, so that the latter have access to the school environment.

A common strategy should be developed for cultivating engagement in political participation and in nurturing the competencies required by young people to participate fully. Collaboration should be encouraged nationally between teachers and youth workers in order to develop educational tools together for use in both settings.

D AWARENESS-RAISING ACTIVITIES AND CAMPAIGNS

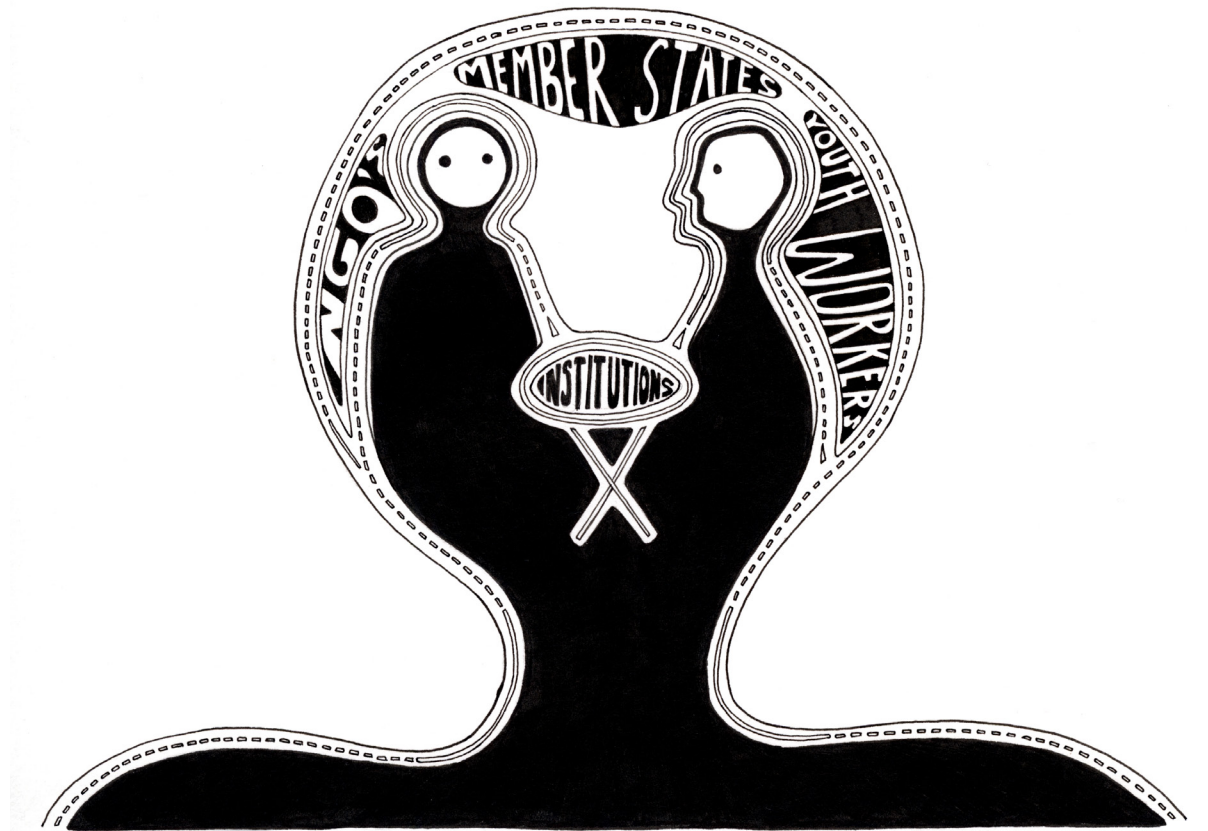
An EU-wide campaign comprising different activities designed to promote young people's political participation should be established. This should be specifically focused on young people themselves across Europe and could include an EU-wide day for young people's political participation.

A system of European awards should be set up to recognize and therefore give incentive for collaboration between organisations in the field of political participation.

E INCENTIVES FOR THE PRIVATE SECTOR TO COLLABORATE WITH YOUTH ORGANISATIONS

It must be recognized that private companies (including universities and think tanks) have an explicitly intellectual output. They are therefore relevant to political participation.

An EU-wide programme should be introduced encouraging Member States to devise what they deem to be the most appropriate means of encouraging these intellectually fruitful private organisations to collaborate with youth organisations for mutual benefit; to promote the attractiveness of political engagement to young people on the one side and to introduce the corporate community to youth organisations on the other. Member States could decide their own method of doing this; inviting business to round tables, participatory groups or possibly offering tax incentives.





Developing youth friendly tools for political participation

Recommendation 10

Private and public organisations should involve young people from all backgrounds and identities in the development, implementation and monitoring of online tools for youth political participation. To ensure recognition of young people's participation and sustain their involvement in political processes, online tools should be combined with offline methods and have a follow-up phase in which decision-makers explain how young people's contributions were taken into account.

A CONCEPTUALISATION OF AN ONLINE TOOL BY YOUNG PEOPLE

To enable the conceptualisation of an online tool by young people, offline meetings with groups from different backgrounds and identities should be organised, where the objectives and needs of the provider would be explained. Those meetings should explore needs, ideas and limits with the groups, to enable interaction with the e-developers and the development of a common idea for the tool. Once the design has been agreed, the tool would be created and then feedback from the groups would be integrated. The groups involved in the development of the tool should be visible to promote ownership and to motivate political participation.

B CONSTANT FEEDBACK

All users of the online tool should be able to leave feedback. Every 6 months, a follow-up on the feedback should be carried out, so that people who commented on the tool receive a message and see how the tool has been revised. Feedback should be made visible for the purpose of transparency and discussion with the use of a moderator.

C CONTACT PERSONS

There should be online and offline contact persons (perhaps young people themselves) to enable everyone to use the tool, notably young people with functional diversity or those with fewer opportunities.

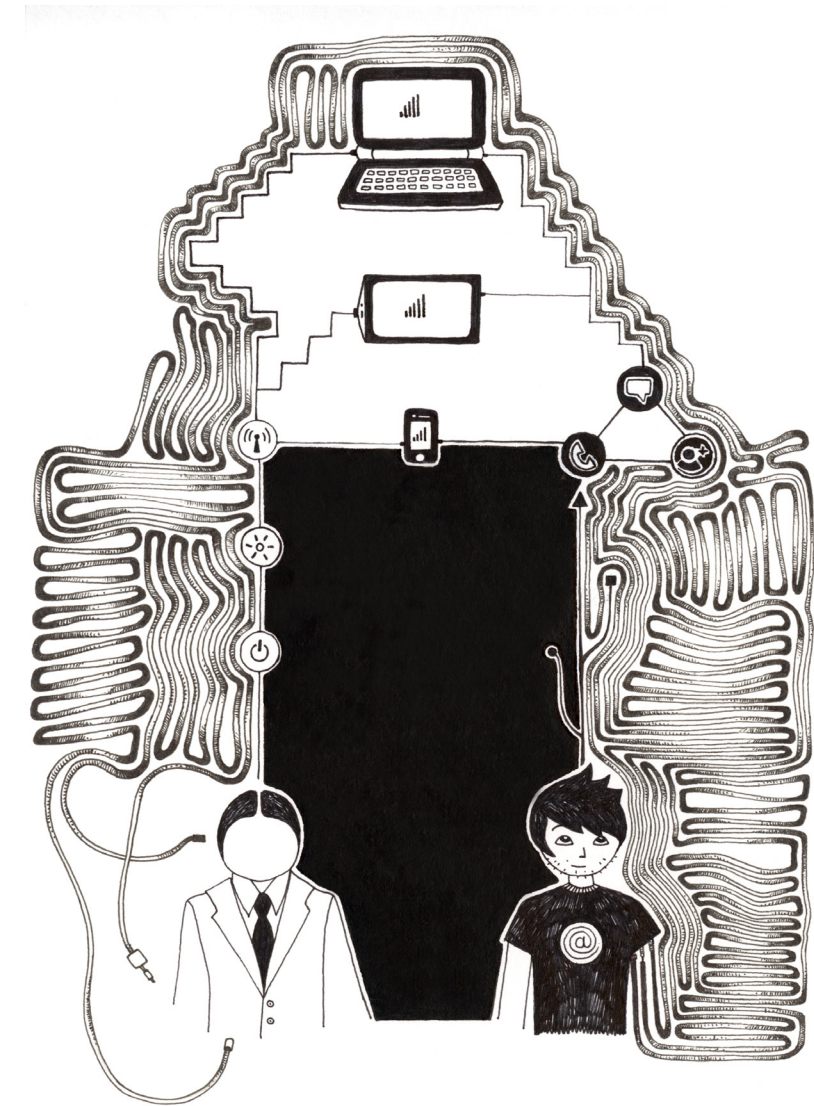
An example of good practice, Youth-Check, can be found in Austria, where each proposed piece of new legislation has to be reviewed by young people, to ascertain its effect on the young generation.

D INCENTIVES TO INVOLVE YOUNG PEOPLE

In order to involve more young people in political processes, the importance of youth participation should be clearly determined and policy-makers should be lobbied to support this objective. Qualitative criteria for objectives relating to youth participation should be included in legal texts providing for subsidies. The impact of decisions made by participating young people on projects and the quality of these projects should be evaluated.

E GUIDE TO ONLINE TOOLS FOR POLICY MAKERS

A guide to online tools should include mapping and benchmarking information and should enable policy-makers to improve their understanding of these tools. This guide should also encourage policy-makers to determine their objectives in relation to these tools. Such online tools should then be integrated into every step of the political decision-making process to enhance democratic participation



Recommendation 11

To ensure access of young people to information and opportunities to experience tools for political participation, Member States should ensure that trainings on the existence and the use of such tools are provided to teachers and other people working with young people.

A BETTER ACCESS TO DIGITAL TECHNOLOGIES

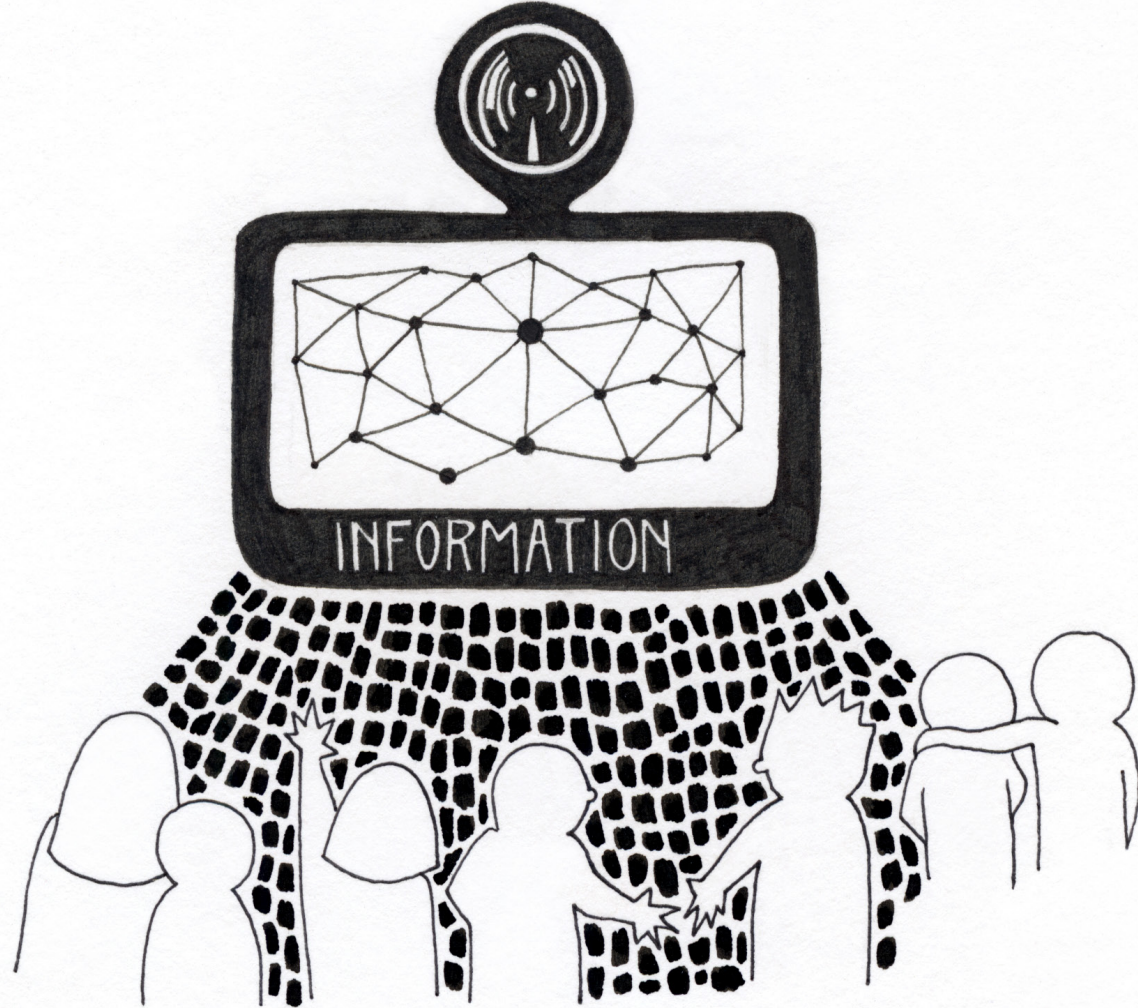
To ensure better access for youth to digital technologies, local governments and the private sector should cooperate to equip more public places and classrooms with free Wi-Fi, public computers and the latest technology. Good practices already exist in Estonia where the “Tiger Jump” project brought computers into classrooms; in Bulgaria where many public places provide free Wi-Fi; in Portugal where coding schools teach web technologies; and in Poland, with the “Go Pro” project, where a mobile pool of trainers go to libraries to repair computers, give advice, help people to use the equipment, etc.

B CONTINUOUS TRAINING IN ONLINE TOOLS FOR PROFESSIONALS

Continuous training should be provided for education professionals, including teachers, to regularly teach the new functions of online tools. A basic course for older teachers, as well as regular and compulsory updates for the whole teaching profession, should also be proposed. These courses should be combined with an online platform on how to use a participation tool for people working with youth and also with offline training programmes.

C TEACH ONLINE TOOLS IN PROFESSIONAL EDUCATION

National and local governments, education ministries, universities and tool designers should collaborate to include more online tools in the professional education of teachers and youth workers. In order for those online tools to be integrated afterwards, professionals should be encouraged to use them in their own study process and should be provided with computer courses, as well as a basic knowledge on how to use online tools in youth work. The challenges of such a measure are the lack of money, the mindset of universities and teachers and the potential inexpediency of the tools. Good practices can be found in Estonia, where a curriculum for educational technologies and a baseline of digital technology for graduates already exist.



Developing local and
direct democracy

Recommendation 12

Member States, local and regional authorities shall all promote the establishment and the strengthening of democratic local and regional youth councils or other equivalent youth platforms that should be open, inclusive and sustainable, in order to enable and support young people from all backgrounds and identities to participate and to be involved in decision-making processes in accordance with the Revised European Charter on the Participation of Young People in Local and Regional Life (Congress of Local & Regional Authorities, Council of Europe).

A

ENSURE INVOLVEMENT OF LOCAL AND REGIONAL YOUTH COUNCILS IN DECISION-MAKING

It is important to create and disseminate guidelines for local and regional authorities on how and why to involve Youth Councils in decision-making based on the Revised Charter on Youth Participation and other relevant national documents. This action guarantees better communication and allows solutions to be found together. It is also important to promote existing tools on how to involve Youth Councils (e.g. “coffee morning with a politician”, Structured Dialogue, Council on Youth Affairs). Another idea is to organise joint training schemes for representatives of local and regional authorities and Youth Councils on policy and advocacy, in order to improve governance and set the framework for concrete collaborative actions.

B

ENSURE INCLUSIVE YOUTH PARTICIPATION IN YOUTH COUNCILS AND PLATFORMS AT LOCAL AND REGIONAL LEVEL

A set of minimum standards should be formulated for the establishment and the functioning of Youth Councils and youth platforms at local level and how they should meet principles, such as democratic participation, transparency, openness, welcoming, sustainability, diversity and accessibility. It is important to maintain a constant dialogue between local and regional authorities, youth organisations and non-organised young people by using simulation methods, information and communication campaigns, online tools and training programmes while creating and promoting a culture of democratic participation through formal education and informal learning.

C

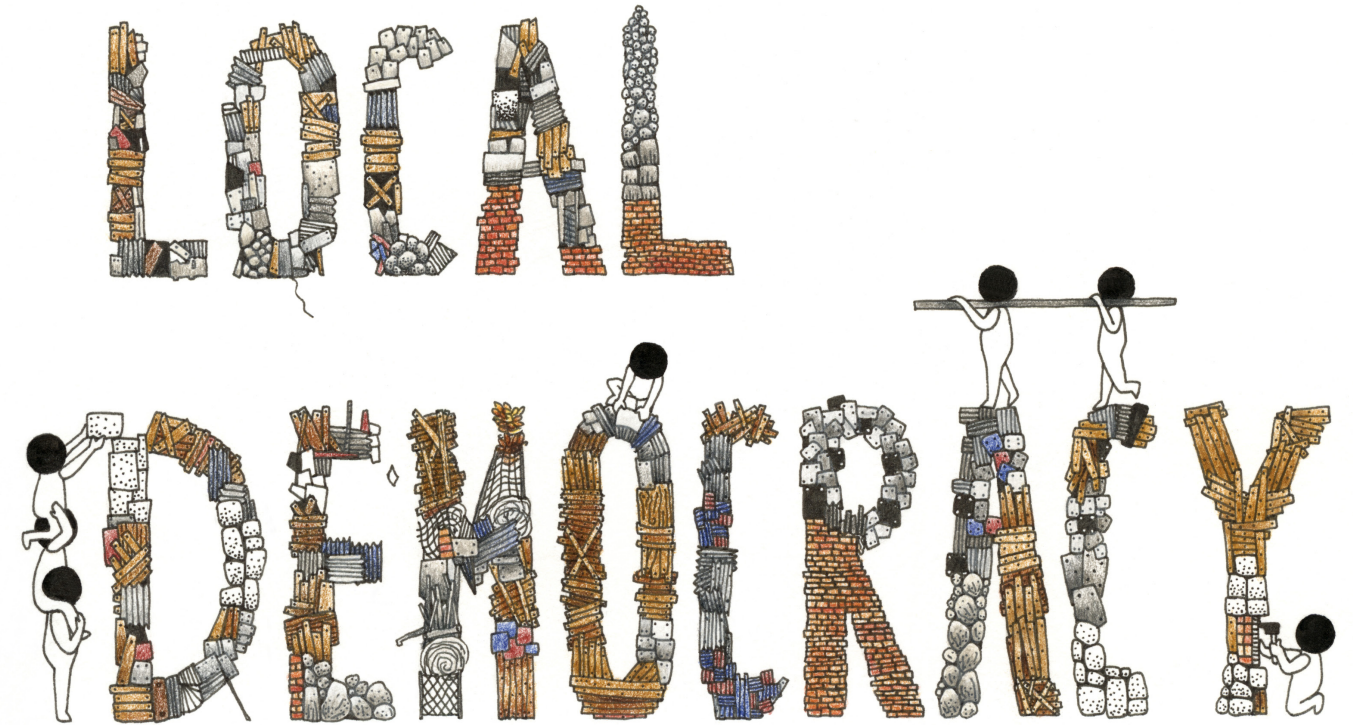
ENSURE AUTONOMY OF LOCAL AND REGIONAL YOUTH COUNCILS

It is necessary to establish a network of Youth Councils or youth platforms in order to build capacities, share ideas and good practice and to provide support for local and regional Youth Councils. These national networks should serve as checks and balances against the risk of policy use to its own end and breaches of autonomy by city councils or other public authorities. Furthermore, national legal framework should be developed to ensure the establishment and strengthening of local and regional Youth Councils with consultative and participatory status on all youth related issues. In addition, local and regional authorities must provide motivated explanations in response to the Youth Councils’ recommendations.

D ENSURE PROPER RESOURCES FOR LOCAL AND REGIONAL YOUTH COUNCILS

Local and regional authorities should provide human resources, including managers and public servants, in order to support and assist the functioning of the local and regional Youth Council. Regular exchanges between Youth Council, local and regional authorities will facilitate knowledge and the passing on of experiences.

Financial resources should be provided to the local Youth Councils through public funds. This entails a core budget for basic functioning, such as for local facilities. Furthermore, the European Union and the regional authorities should provide start-up funds for local Youth Councils.





Promoting political participation through alternative forms (e.g. arts, sports)

Recommendation 13

Member States and youth organisations should recognize and make better use of alternative forms* of young people's political participation aiming to enrich the debate and decision-making processes.

** all political participation forms that take place outside of the institutionalised system*

A SETTING UP AN OPEN SCHOOL TO GIVE YOUNG PEOPLE SPACE AND THE OPPORTUNITY TO DISCUSS LOCAL PROBLEMS IN ORDER TO INFLUENCE POLICY AT THE LOCAL LEVEL

There is a lack of space in formal education whereby there is not enough time to cover everything. The objective is to reach out to youth so that they address social problems, become more politically active and come together to discuss and learn from each other in a non-hierarchical space that is constantly changing (a mobile vehicle).

People who no longer attend school, who have dropped out and youths from various social backgrounds, reach out and meet others whom they otherwise would not; they present their talents and skills in a different way, address local problems and come up with ideas of their own.

Projects and ideas are politically oriented; current issues are discussed in order to try to influence policy-making. A suggestion box is available for people to give feedback and express what they would like to learn or to teach.

Actors are Member States and youth organisations or NGOs. Volunteers run the forum and experts are invited to speak on a given topic.

Advertisement and distribution is done via social media to attract young people's attention, to spread the ideas put in the suggestion box, to distribute the results and to encourage informal discussions.

Challenges are funding; sustainability of participation, as the project is always carried out in a different space; visibility of results; successful distribution; the implementation in every Member State.

B PROMOTING ALTERNATIVE FORMS OF POLITICAL PARTICIPATION WITH BUSSES OPERATING IN YOUNG PEOPLE'S TERRITORIAL AREAS AND AT TIMES WHICH ARE APPROPRIATE TO THEM

In order to reach out to youth, detached and outreach work should be introduced based on the provision of youth work. National youth agencies or governmental institutions provide this service in close collaboration with NGOs. This cross-sectoral approach will enhance political participation with all stakeholders. The aim is to reach out to young people in informal settings (streets, parks, cafés...), as young people feel safer in their own environment and will therefore engage better if they don't feel pressurized. It is explained to them how to get involved in alternative forms of political participation. Special training is provided for youth workers with support from professionals from other sectors. The youth minister officially invites other ministers to support this measure and policy-makers, coordinators, ministerial service staff, youth NGOs, etc. are consulted. Challenges are gaining access to young people's territorial area; raising the acceptability of youth work in these areas; building mutual trust and respect.

C A NON-VIOLENT OPEN SPACE FOR YOUNG PEOPLE AND YOUTH ORGANISATIONS TO TAKE POLITICAL ACTION WITHOUT NEGATIVE CONSEQUENCES

Young people need space to gather as an active part of community without having to follow strict regulations; a non-violent place for youth organisations, NGOs and non-organised, non-formal groups to freely express themselves, be able to act, react and influence or make changes without negative consequences. There are three spaces provided; open air, indoor and online. Each activity carried out has a political topic and is divided into one of these spaces: Open air for graffiti, concerts, festivals; Indoor for debates, meetings and workshops; Online for petitions, campaigns, blogging. Actors are local and national authorities, the private sector, schools universities and NGOs. Governments provide the public space to secure the area and allow groups to use it, either short- or long-term. Challenges are legal issues such as ownership rights of the space, authorities unwilling to invest and a lack of active political involvement on behalf of groups.

D MAPPING OF ALTERNATIVE WAYS OF RUNNING YOUTH ORGANISATIONS AND POLITICAL MOVEMENTS WITH THE AIM OF CREATING A BEST-PRACTICE GUIDE TO THE RECOGNITION OF NEW WAYS OF BEING POLITICALLY ACTIVE

There are many forms of managing a youth organisation (political movement) but there is still no solid research on pan-European practices. This should be one of the first steps in developing alternative forms of political participation. The suggestion is to map the different management mechanisms that political organisations adopt at local, regional and national levels and to create a best-practice guide, explaining how measures can be taken to best achieve this goal. The aim is to acknowledge new forms of organisations, recognize new ways of being politically active, achieve a process of discussion regarding existing laws and also explain how to gain access to funding and to other support structures. This guide can be created in top-to-bottom and bottom-up processes; a nation-wide survey or research is carried out and national youth councils or youth ministries are consulted as to the best approach. Target groups are political, civic or youth movements and youth organisations and the actors are national youth councils and youth ministries or departments, with the support of youth research institutes providing methodologies, frameworks, etc. Challenges are the fear of mainstreaming; the sample size of the survey; the need for an integrated process right from the beginning; and resources (financial, human...).

E IN COLLABORATION WITH EUROPEAN INSTITUTIONS AND YOUTH NGOs, CREATING A GUIDE TO PROVIDE IDEAS IN ORDER TO UNDERSTAND ALTERNATIVE FORMS OF POLITICAL PARTICIPATION

The purpose of this guide is to raise awareness and knowledge about political participation. The guide provides training on guidelines and ideas about alternative forms of participation. The actors involved are the European Commission, the European Youth Forum and national delegations. Research must be carried out to develop this guide. Experts, NGOs and Member States are all called upon for consultation. The process: the main idea is at European Union level, the development is at Member State level and the implementation is at regional or local level. Challenges are the distribution of the guide, making it user-friendly and creating a social structure where civil society is always invited to take part in the decision-making process.



Increasing synergies and
cooperation between
different actors

Recommendation 14

The EU institutions and Member States should initiate and improve existing cross-sectorial policy cooperation and communication, affecting youth at all levels and enable sustainable collaboration between all relevant stakeholders, while especially involving young people.

A YOUTH POLICY CORRESPONDENT FOR STAKEHOLDERS

It could be interesting to appoint a correspondent (Youth Policy official) for stakeholders at EU, national and local level, for all government policies directly affecting young people. This correspondent collects and distributes all the relevant information. The development of the so called "Youth Correspondent", a youth policy official, should be advocated and promoted by youth representatives and by all of the different actors implied in working with young people. Among the correspondent's tasks, the most important will consist of gathering information relative to youth and providing a broader image of the wishes of young people to policy-makers. Based upon the idea that one should emphasize the areas where young people are directly affected, the Youth correspondents will be responsible for raising and maintaining the awareness of policy-makers regarding the interests, needs and situation of young people. Another important mission of the Youth correspondent lies in gathering information about initiatives and draft legislation, which have the potential of affecting young people's lives in diverse areas e.g. the economy, the environment, in foreign affairs etc.

B CROSS-SECTORIAL CONSULTATIONS

It's important to create cross-sectorial consultations with relevant stakeholders on carrying out policies directly affecting young people and to consider using the existing Structured Dialogue forum for this purpose.

It is essential to involve young people and their representatives in these consultations. Besides young people and other relevant stakeholders, youth policy-makers also play an important role. They are most sensitive to differing opinions and can streamline the voice of youngsters and their representatives. The aim of the cross-sectorial approach lies in the fact that youth policy should be integrated at all levels (local, national and European), influencing many different policy areas.

In the ideal case, the use of current tools should be preferred, in order to take advantage of existing expertise, networks and channels. Meetings and consultations should take place within the framework of the Structured Dialogue, whereas the main focus should be in the networking and exchanges between the relevant stakeholders. Building completely new platforms and structures would be less recommendable.

Key steps will be to include different views and expertise, advocating cross-sectorial cooperation as well as the allocation of the necessary long-term funding.

The main objective lies in a cross-sectorial policy cooperation and communication, which should foster coherence in policies affecting young people.



Recommendation 15

We call on the European Commission to set the ground for a progressive implementation of a youth impact assessment of all EU policies, involving young people and other relevant stakeholders, to ensure the sustainability and effectiveness of policies affecting young people's lives, thus increasing the attractiveness of political participation for young people.

A DG (Directorate-General) COORDINATION UNIT

This recommendation aims directly at the European level in order to create a unit in charge of coordinating the different DG's within the European Commission. The newly instituted unit should consist of EU civil servants. This unit would not only coordinate the activities in the field of youth of the different DG's of the EC, but also be in charge of the dissemination of the on-going processes, including results.

In order to construct this unit within the EC, the different European actors, the member states and also the INGYO's (International Non-Governmental Youth Organisations) will have to be made aware of its necessity. By advocating and promoting this idea actively, they will enable the implementation of the youth impact assessment mechanism.

B IMPACT ASSESSMENT

The development of an impact assessment mechanism is recommended to be able to assess the impact on youth in all policy areas. In this case, the member states are the competent actors for youth policy, hence they are invited to facilitate the establishment of such an instrument. By measuring this impact using predefined indicators, one should also be able to assess the true youth perspective in order to refine certain policies. Such a mechanism could be used to bring the policies to young people, so that they themselves are able to assess them.

In order to produce representative and reliable results, this impact assessment mechanism will use a set of indicators, gathering information in the context of qualitative and quantitative data. In the ideal case this should not just lead to a simple statistical data collection and analysis, but should furthermore be part of a whole cycle allowing an ex-ante and ex-post evaluation. In order to implement this measure and to reach the target audience, corresponding and adapted instruments should be used, i.e. online tools to communicate through social media and use of the internet in general.

The communication of the results and findings generated by this assessment mechanism must be considered as a crucial step in order to inform all relevant stakeholders including the general public, to create awareness and to advocate the main recommendations emanating from this evaluative instrument.

When it comes to the challenges related to this mechanism, the tool could be a barrier to new proposals, as it could be perceived as a complex large-scale assessment tool. One has to bear in mind not to create a tool, which might even stifle the implementation of new measures and ideas.

C EXTENDED CONSULTATIONS

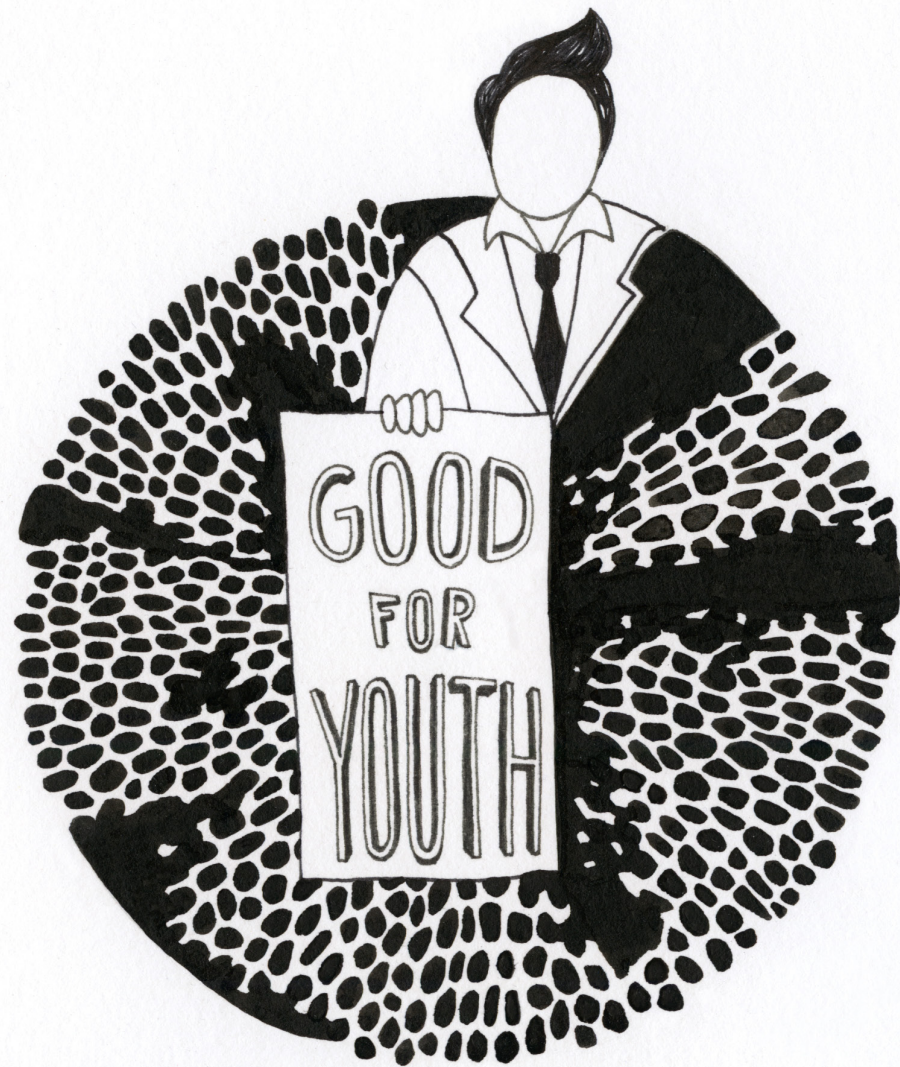
The main objective of this tool consists of the involvement of young people; therefore more consultations should be initiated with young people, focussing on the impact of all policies that could potentially affect them. All relevant actors (youth networks and organisations etc.) should partake in consultations from the outset. This includes players who are reaching out mainly to non-organised youths and those covering other (non-formal) areas. This goal can best be attained, by putting a variety of online tools in place. This enables the information to reach the general public and makes it available to the relevant stakeholders. Therefore, these campaigns communicate on both wide-ranging and different levels simultaneously.

By extending the Structured Dialogue to all areas and sectors of policy simultaneously, young people can be empowered by being seen and heard by politicians (policy-makers). By doing so, the youth can advocate its needs and recommendations and have a direct impact on the legislative process. Young people, being highly visible as potential stakeholders, will provide an incentive for politicians to shape their policies according to the youth's needs and demands.

D INTER-INSTITUTIONAL AGREEMENT

The impact assessment process should be included in an Inter-Institutional agreement between the European Commission, the European Parliament and the Council. On the one hand this would enable each player to monitor the other(s) to ensure compliance with agreements and other measures. On the other hand, a campaign to promote a positive attitude amongst these actors is necessary in order to motivate them to support the agreement in the long-term.

In addition to the inter-institutional agreement, a clear communication strategy between the implied actors and the general public has to be installed. This reduces the complexity of the process and contributes to keeping young people involved in decision-making.



Implementation Toolbox

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LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

GRAND DUCHY OF
Presidency of
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