



*Ministry of Civil Affairs*

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Broj: 14-16-3-3-2/22

Datum: 14.02.2022. godine

**JAVNI POZIV ZA DOSTAVLJANJE PONUDE  
ZA NABAVKU USLUGA IZRADA PRVIH PET POGHLAVLJA OPISA OMLADINSKIH  
POLITIKA U BOSNI I HERCEGOVINI**

**CPV: 79131000-1 – Usluge dokumentacije  
(USLUGE IZ ANEKSA II DIO B ZAKONA O JAVNIM NABAVKAMA)**

**1. NAZIV UGOVORNOG ORGANA:**

Ministarstvo civilnih poslova Bosne i Hercegovine

**2. OPIS PREDMETA NABAVKE I TEHNIČKA SPECIFIKACIJA:**

Davalac usluga obavezan je izraditi prvih pet poglavlja opisa omladinskih politika u BiH:

- upravljanje omladinskom politikom;
- dobrovoljne aktivnosti;
- zapošljavanje i poduzetništvo;
- socijalna inkluzija;
- participacija.

Teme koje opis treba obuhvatiti za svako poglavlje mogu se naći na sljedećoj stranici: <https://national-policies.eacea.ec.europa.eu/youthwiki/policy-fields/1-youth-policy-governance>

Pomenuta stranica se također može koristiti kao referenca kako materijal treba biti izrađen koristeći se primjerom drugih država.

Dobavljač usluge treba izraditi Pojmovnik (Glossary) i Kratak sažetak o zemlji (Country Overview) prema „Vodiču za sadržaj“, kao i sekciju sa referencama koja sadrži:

- zakone i važeće strateške dokumente u oblasti omladinske politike u BiH;
- relevantne podatke i statistiku;
- studije, izvještaje i akademske publikacije;
- zvanične web stranice.

Pripremljeni materijal treba biti dostavljen na engleskom i jednom od tri službena jezika u upotrebi u Bosni i Hercegovini. Prilikom izrade sadržaja dobavljač usluge je potrebno da se striktno pridržava sljedećih vodiča koji su prilog ovog javnog poziva:

- vodič za izradu sadržaja za Youth Wiki za nove aplikante u 2021. godini;
- vodič za sadržaj za izradu kratkog sažetka o zemlji uvoda za svako poglavlje;
- vodič za reference;
- vodič za stil.

Rok za izvršenje usluge je 21.03.2022. godine.

Ukupna procijenjena vrijednost javne nabavke (bez uključenog PDV): 15.000,00 KM

**3. PERIOD NA KOJI SE ZAKLJUČUJE UGOVOR:**

Ugovor se zaključuju na period do 21.03.2022. godine.

**4. KRITERIJ ZA IZBOR PONUDE U SKLADU SA ČLANOM 64. ZJN:**

Kriterij za dodjelu ugovora je najniža cijena tehnički prihvatljive ponude.

## 5. USLOVI I ZAHTJEVI KOJE PONUDAČI MORAJU ISPUNITI:

1. U pogledu sposobnosti za obavljanje profesionalne djelatnosti, u skladu sa članom 46. Zakona, ponuđač mora ispunjavati minimalno sljedeće uslove: da je ponuđač registrovan u odgovarajućim profesionalnim ili drugim registrima zemlje u kojoj je registrovan da obavlja profesionalnu djelatnost, koja je u vezi s predmetom nabavke.
  - 1.1 Ponuđač u svrhu dokaza o ispunjavanju uslova iz člana 46. Zakona dužan je uz ponudu dostaviti original ili ovjerene kopije sljedećih dokumenata: **Dokaz o registraciji u odgovarajućim profesionalnim ili drugim registrima zemlje u kojoj je registrovan ili da osigura posebnu izjavu ili potvrdu nadležnog organa kojom se dokazuje njegovo pravo da obavlja profesionalnu djelatnost, koja je u vezi s predmetom nabavke (Rješenje o registraciji iz kojeg se nedvosmisleno može utvrditi da su registrirani za obavljanje predmetnih usluga, ili ekvivalentni dokument).** Ukoliko ponudu dostavlja grupa ponuđača, minimalno jedan član grupe mora biti registrovan za obavljanje djelatnosti koja je predmet nabavke.
2. U pogledu tehničke i profesionalne sposobnosti, u skladu sa članom 48. Zakona, ponuđači moraju ispunjavati minimalno sljedeće uslove:
  - a) da je ponuđač u posljednjih pet godina računajući od dana dostavljanja ponude stekao iskustvo u provedbi najmanje jednog međunarodnog projekta u oblasti mladih u Bosni i Hercegovini u posljednjih pet godina koje su finansirale međunarodne organizacije koje djeluju u Bosni i Hercegovini (Evropska komisija, Vijeće Evrope, agencije UN-a i sl.)
  - b) da je ponuđač bio glavni korisnik (koordinator ili nosilac provedbe) najmanje jednog međunarodnog projekta.
- 2.1 Ponuđač u svrhu dokaza o ispunjavanju uslova iz člana 48. Zakona, odnosno uslova u pogledu tehničke i profesionalne, dužan je uz ponudu dostaviti original ili ovjerene kopije sljedećih dokumenata:
  - a) **najmanje jedan ugovor ili potvrda o uspješnoj realizaciji istog iz koje se može utvrditi da je ponuđač učestvovao u realizaciji međunarodnih projekata u oblasti mladih u Bosni i Hercegovini u posljednjih pet godina koje su finansirale međunarodne organizacije koje djeluju u Bosni i Hercegovini (Evropska komisija, Vijeće Evrope, agencije UN-a i sl.)**
  - b) **uvjerenje, potvrda ili drugi dokument iz kojeg se može utvrditi da je ponuđač bio glavni korisnik (koordinator ili nosilac provedbe) najmanje jednog međunarodnog projekta.**
3. Osim navedenog potrebno je da ponuđači dostave i sljedeću dokumentaciju:
  - 3.1 **ID broj**
  - 3.2 **Aneks 1, popunjen i ovjeren od strane ponuđača**
  - 3.3 **Aneks 2, popunjen i ovjeren od strane ponuđača**

## 6. ZAHTJEVI PO PITANJU JEZIKA

Ponuda, svi dokumenti i pismena prepiska u vezi sa ponudom između ponuđača i ugovornog organa moraju biti napisani na jednom od službenih jezika u Bosni i Hercegovini. U slučaju da su pojedini dijelovi dokumentacije dostavljeni na nekom drugom jeziku, ponuđač obavezno prilaže i prevod ovlaštenog sudskog tumača za jezik sa kojeg je prevod izvršen.

## 7. NAČIN DOSTAVLJANJA PONUDE

Ponude se predaju na Protokol Ministarstva civilnih poslova BiH, Trg BiH broj 3, Sarajevo ili putem pošte, na adresu ugovornog organa, u zatvorenoj kovrti na kojoj, na prednjoj strani kovrte, mora biti naveden sljedeći sadržaj:

MINISTARSTVO CIVILNIH POSLOVA BOSNE I HERCEGOVINE

TRG BiH 3, SARAJEVO

PONUĐA ZA NABAVKU USLUGA IZRADE PRVIH PET POGHLAVLJA OPISA OMLADINSKIH POLITIKA U BOSNI I HERCEGOVINI

BROJ NABAVKE: 14-16-3-3/22

„NE OTVARAJ“

Naziv i adresa ponuđača moraju biti navedeni u gornjem lijevom uglu kovrte

**Ponuda obavezno sadrži uredno popunjene i ovjerene dokumente: Aneks 1 i Aneks 2, kao i dokaze iz tačke 5 ovog poziva.**

## 8. PERIOD VAŽENJA PONUDE

Ponude moraju važiti minimalno 120 dana, računajući od isteka roka za podnošenje ponuda. Ako ponuđač u ponudi ne navede period njenog važenja, smatra se da ponuda važi za period 120 dana.

## 9. KRAJNI ROK ZA DOSTAVU PONUDA

02.03.2022. godine do 10.00 sati

Ponude koje su dostavljene po isteku ovog roka će biti vraćene dobavljaču neotvorene.

## 10. KONTAKT TELEFON I ADRESA ELEKTRONSKE POŠTE

Tel:033/492-604

e-mail: adnan.vukojevic@mcp.gov.ba



### Prilog:

- Aneks 1
- Aneks 2
- Vodič za izradu sadržaja za Youth Wiki za nove aplikante u 2021. godini;
- Vodič za sadržaj za izradu kratkog sažetka o zemlji uvida za svako poglavlje;
- Vodič za reference;
- Vodič za stil.

## **Aneks 1: OBRAZAC ZA DOSTAVU PONUDE**

**Javni poziv za dostavu ponuda za nabavku usluga izrade prvih pet poglavlja opisa omladinskih politika u Bosni i Hercegovini**

|  |  |
|--|--|
| Puni naziv ponuđača  |  |
| Adresa (ulica, broj, poštanski broj, mjesto)                         |  |
| ID broj  |  |
| Šifra djelatnosti koja se odnosi na ovu nabavku                      |  |
| Bankovni podaci (broj računa i naziv banke u kojoj je račun otvoren) |  |
| Ovlašteni predstavnik za potpisivanje Ugovora i njegova funkcija     |  |

|                              |  |
|------------------------------|--|
| Kontakt osoba za ovu nabavku |  |
| Telefon                      |  |
| Faks                         |  |
| e-mail                       |  |

M.P.

\_\_\_\_\_

Potpis ovlaštene osobe

Aneks 2.

OBRAZAC ZA CIJENU PONUDE

Ponudač: \_\_\_\_\_

Broj ponude: \_\_\_\_\_

Ponuda važi do: \_\_\_\_\_

| Opis usluge  | Ukupna cijena bez PDV-a |
|--|-------------------------|
| Usluga izrade prvih pet poglavlja opisa omladinskih politika u Bosni i Hercegovini u skladu sa tehničkom specifikacijom iz javnog poziva |                         |
| Popust %   |                         |
| Ukupna cijena ponude bez PDV-a sa uračunatim popustom  |                         |
| PDV  |                         |
| Ukupna cijena ponude sa PDV-om i uračunatim popustom   |                         |

**NAPOMENA:**

- Mogućnost avansnog plaćanja nije dozvoljena. Sve cijene iskazuju se u KM.
- Za svaku stavku u ponudi mora se navesti cijena, a popust samo ako isti postoji.
- Ukoliko ponudač nije PDV obveznik, ne prikazuje PDV i u obrascu za cijenu ponude na mjestu gdje se upisuje pripadajući iznos PDV-a upisuje 0,00.
- Ugovorni organ ne smije imati nikakve dodatne troškove osim onih koji su navedeni u ovom obrascu.
- U slučaju razlika između jediničnih cijena i ukupnog iznosa, ispravka će se izvršiti u skladu sa jediničnim cijenama. Jedinična cijena stavke se ne smatra računskom greškom, odnosno ne može se ispravljati.

M.P.

\_\_\_\_\_  
Potpis ovlaštene osobe



**YOUTH WIKI**  
**GUIDE TO CONTENT**  
**For newcomer National**  
**Correspondents**  
**2021**

**EACEA A6**  
**October 2021**

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## INTRODUCTION

The purpose of this Guide to Content is to assist National Correspondents (NCs) in identifying the information and drafting the content for the chapters composing the Youth Wiki.

In addition to this Guide, and in order to ensure the quality of the product, NCs are invited to consult the Youth Wiki Referencing Guide (offering guidelines to quote the sources of information that are being used for drafting the Youth Wiki content), the Youth Wiki Style Guide (containing guidelines for writing and editing text for the internet), and the Technical Manual (providing information on technical aspects and the Drupal application).

## General Structure of the Youth Wiki

The content of the Youth Wiki authored by NCs is structured as follows:

- A **first chapter** presenting a general overview of how youth policy is developed in the participating countries and the main institutions that are involved in youth policy governance.
- **9 chapters** corresponding to the priorities identified by the EU Youth Strategy, and consisting of national descriptions of the policies and initiatives undertaken in the participating countries.
- A **Glossary** containing descriptions of the main terms used in the chapters
- A **Reference** chapter listing all referenced texts and documents.

## Sources of Information

The chapters authored by NCs consist of descriptions of top-level national policies and initiatives in the field of youth, based on official information. Three types of sources can be used for gathering information:

- **Official documents:** laws, decrees, directives, regulations, framework guidelines, steering documents and similar public acts detailing the content of top-level policies and strategies in the field of youth. The information provided in the Youth Wiki should mainly derive from official documents emanated by the top-level authority in the youth field, i.e. the authority with responsibility for youth policy in a given country, usually located at national (state) level. Each country might envisage specific types of official documents in accordance with its constitutional structure (centralised or federal), policy-making procedures and the way they apply to youth affairs.

In *decentralised countries* the 'regions' (Communautés, Länder, Comunidades Autónomas, devolved administrations etc.) may share responsibility or they may be exclusively responsible for all or most areas relating to youth policy. In these countries the regional authorities are considered to be the top-level authorities. In Belgium and the United Kingdom, there are separate national correspondents for each top-level authority, placed at regional level. In other federal/decentralised countries (such as Spain, Austria, and Germany) authors should report official information depending on the top level of policy making (federal and/or regional). If there is no information available at the federal/central level, authors should state so. Authors should judge for themselves how detailed the entries for each region should be. They are not expected to describe how each of these sub-national entities (i.e. the Länder in Germany, or the Comunidades Autónomas in Spain) deals with the policy at stake. Rather, if possible, authors should describe any prevailing approach across the sub-national top-level authorities, and offer a



few examples. In case there is no prevailing approach and the situation is extremely variegated, authors simply have to state so

- **Studies/analyses/official evaluations.** Certain sections of the guide to content invite authors to provide information from studies, surveys, analyses or assessments/evaluations conducted directly by public authorities or commissioned to research centres, experts, think-tanks and the like. Studies, research or reports by NGOs that have not been explicitly commissioned by the official authorities should not be taken into account. Academic publications of quality (e.g. articles in peer-reviewed journals or books published by reputable publishing houses) may be used if necessary. The aim of such sections is to illustrate how national policies are inspired, assessed and/or revised through evidence-based means. When referring to such sources of information, NCs should report precise references including the name of their author(s), affiliation to institution(s) (e.g. a research centre, and university...), year of publication, and a web link if available.
- **National data and statistics.** Guides to content for national descriptions very seldom ask for reference to national data and statistics, and NCs are invited to report them only when it is explicitly required. National data and statistics are often collected through country-specific methodologies (regarding the timing of data collection, sampling methods and sizes, definitions of concepts, etc.) whose results can only be comprehended in the national context. They could therefore foster misleading interpretations by readers of the Wiki comparing information from different countries.

In case information on youth policy issues is spread across various institutions (e.g. different departments, Ministries, State agencies...), the role of the authors is to collect information from all potential sources. NCs have the possibility to outsource certain tasks, for example contracting a national expert for collecting information or drafting sections of the Wiki. Yet, NCs remain responsible for checking the accuracy of information received from different parties (i.e. they have the final responsibility for the content of the Youth Wiki).

## General drafting guidelines

The audience targeted by the Youth Wiki (national and European policy makers, researchers and academics, journalists and media) and the fact that its content will be accessible on-line, require authors to follow specific criteria when drafting information. While more detailed guidelines about writing for the web are illustrated in the Youth Wiki Style Guide, this section presents general principles concerning how to structure the content of the various chapters.

- **Compulsory headings and sub-headings.** Organising information according to the same headings and sub-headings facilitates the possibility for readers to scan the content and to compare information across countries. Headings and sub-headings indicated in the guide to content for each chapter are compulsory, i.e. national correspondents should insert them in their national descriptions and structure the content of sections and paragraphs accordingly.

Example:

### **1.1 This is a heading**

The heading introduces a section. It is numbered and the font is in bold black (red in the Guide to Content). Only the first letter of the first word is capitalised. A section is often sub-divided into sub-sections, each introduced by a sub-heading.

**This is a sub-heading**

Sub-headings introduce sub-sections. They are not numbered and the font is bold blue (black in the GtC). Only the first letter of the first word is capitalised. A list of compulsory headings and sub-headings to be applied to each chapter are attached to the guides to content.

Headings and sub-headings are automatically added to each country's pages. No section or sub-sections should be left empty. In case there is no existing information to be reported for a section or sub-section, authors should indicate so.

The way information is structured in the bullet points within sub-sections of the Guide to Content is not compulsory except when explicitly indicated. Authors can decide to present information in a different order, merging some points or separating others, provided that the content requested is uploaded (if existing).

- **Optional sub-sub-headings.** For each section, the guides to content list the pieces of information that should be provided. Depending on the amount of information to be reported, national descriptions might result in long texts which readers could not easily scan through. In such cases, authors are encouraged to sub-divide texts into shorter segments by using sub-sub-headings.

Example:

## 1.6 Cross-sectoral approach with other ministries

### Mechanisms and actors

#### Formalized inter-ministerial working group

*Optional sub-sub-heading*

An inter-ministerial group on the national level started in 2001 with the implementation of the "White Paper" and it still exists, although it has been enlarged. It now works on the new tasks of the "renewed framework". This new "National Working Group" regularly brings together staff members of the Departments for National and International Youth Policy within the Ministry for Youth as well as representatives of the regional Departments for Youth, the Federal Network of Youth Information Centres, the National Youth Council, the Federal Network for Open Youth Work and the National Agency for YOUTH IN ACTION. In specific cases, staff members of other Ministries would be invited to join the discussions.

#### Role of the inter-ministerial group

*Optional sub-sub-heading*

The work done by the National Working Group is the formulation and discussion of proposals and implementation measures in its subject areas. Depending on the topics, experts from other ministries or other institutions are invited to participate.

- **References.** Clear and complete references to the source(s) of the information reported should be systematically included. References should accompany the text describing related information, and not replace it (i.e., it is not sufficient to insert a reference and/or link to a document without explaining its content; the link to the reference document should be included within the description). The guide to content indicates for each chapter when references to studies/analysis/official evaluations or national data should be included. For detailed guidelines on referencing, authors should consult the Reference Guide.
- **Overlaps between chapters/sections and use of cross-references.** Information provided in one or more chapters (or in different parts of the same chapter) can sometimes overlap. To avoid repetitions, facilitate navigation, and increase completeness of information, cross-references should be used to guide the reader towards related pieces of information.

Overlaps can particularly appear between chapter 1, presenting general information on youth policy, and thematic chapters, presenting more detailed information on the specific policy fields. In such cases, authors should consider the general information already provided in chapter 1, and report in thematic chapters only what specifically applying to the policy topic concerned. Cross-references with relevant sections of chapter 1 should be inserted in order to avoid repetitions. Authors are encouraged to use hyperlinks for cross-referencing.

- **Length of entry.** There is no pre-determined word limit for the entries in the Youth Wiki. Authors and editors decide what the appropriate length is, provided the guidelines indicated in the Youth Wiki Style Guide and the main insights of the Writing for the Web training are respected. Therefore, entries should be long enough to present all the necessary information, but authors are invited to avoid lengthy and complex sentences, repetition and excessive details.
- **Translation of country-specific terms.** Terms that are specific to a country should be provided in English, accompanied by the original country's language.

Example:

"An example of a volunteering project whereby young people help elderly people can be found in Portugal, where the young run errands for and keep company to elderly people in the framework of the project "Errands and Company" ("Recados e Companhia").

- **Years and relevant time interval for information.** Years should always be made explicit. Readers should be able at all times to identify the precise year(s) a policy, initiative, official document, revision etc. were introduced. Expressions like "last year", "three years ago", "next year" should not be used.  
Regarding details on specific legislation/programmes/actions, authors should first and foremost report on what is currently in force. If there have been recent revisions, authors should confine information to the post-2000 years (i.e. revisions that took place before 2000 should not be reported).  
The Youth Wiki concentrates primarily on existing legislation/programmes/actions and not on their historical roots or development. When asked, providing the historical context serves the purpose of explaining current policies, so it should be brief and to the point. Details should be included only if they are important for understanding the current situation.
- **Updating.** Updating of the chapters' content is foreseen once a year, but authors are free and encouraged to update information more regularly, especially in case of substantial reforms.  
If a particular strategy/programme expires, the content can be deleted or a particular paragraph can be rewritten in the past tense. It is also important to regularly update the 'reform' sections and move the established policies in the relevant sections or delete information about the debates that faded away.
- **Non-public actors.** Services, programmes or initiatives offered or organised by non-public actors (e.g. NGOs, private associations, confessional institutions...) should be reported in the Youth Wiki, insofar as such services, programmes or initiatives comply with the following criteria:
  - They are funded at least for 50% from public sources;
  - They are "large scale", i.e. implemented on a wide spectrum in the country.These criteria have been identified by analysing the methodology applied for similar cases by the Eurydice Network, and by the UNESCO-OECD-Eurostat (UOE) joint data collection on education.

Example:

An awareness-raising campaign organised by an NGO on a nation-wide scale, and financed for 70% by public sources constitutes a piece of information to be described in the Wiki.

- **EU funded projects.** Projects and initiatives funded (partly or entirely) through EU funds can be reported in the Youth Wiki as long as their design, objectives, coordination and implementation lies at the national level. In other words, "top-down" initiatives conceived and designed by EU institutions (e.g. the European Youth Week, the EU Structured Dialogue) should not be reported. On the contrary, a national project designed and coordinated by national top-level authorities, funded through EU funding programmes, can be described.
- **Budgets.** In some sections the Guide to Content ask for information on budgets allocated to some programmes or initiatives. Ideally, both absolute numbers and percentages (to contextualise the absolute values) should be indicated. In practice, either or both can be very difficult to know, also due to the fact that sometimes no single budget line exist, making it very complex if not impossible to establish the overall size of the financing. Therefore, whenever possible, the available figures (absolute and/or percentages) should be provided; when these are not available, authors should explain what prevents the identification of a budget (e.g. various different sources of funding exist; no consolidate budget has been calculated; no public data are available, etc...).

## Definitions

- **Top-level authority:** the highest level of authority with responsibility for youth policy in a given country, usually located at national (state) level. However, for Belgium, Germany, Spain and the United Kingdom, the Communautés, Länder, Comunidades Autónomas and devolved administrations respectively are responsible for all or most areas relating to youth. Therefore, these administrations are considered as the top level authority for the areas where they hold the responsibility, while for the ones for which they share the responsibility with the national (state) level, both are considered to be top level authorities
- **Policy:** refers to a definite course of action adopted by a national/regional government in an effort to promote a particular practice suitable to achieving the desired results.
- **Project:** a piece of planned work, often designed and realised collaboratively, that is finished over a period of time and intended to achieve a particular purpose (e.g. the Youth Wiki project). Projects' scale as well as the extent of collaboration can vary widely.
- **Programme:** a set of related projects with a particular long-term aim (e.g. the EU Erasmus+ Programme, of which the Youth Wiki is one among many other projects).
- **Initiative:** a one-shot, circumscribed activity, outside of the organization's day-to-day operational projects, that is designed to help achieve its targeted performance (e.g. a press conference organised to launch the Youth Wiki when it is made public).
- **Strategy:** an overarching public document, an action plan, or a set of official documents integrating the major directions to be followed in the organisation of policy making at national level.
- **Formal learning:** learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education.
- **Non-formal learning:** learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships).
- **Informal learning:** learning resulting from daily activities related to work, family or leisure and not organised or structured in terms of objectives, time or learning support. It may be unintentional from the learner's perspective. Examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, such as project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home

## CHAPTER 1: YOUTH POLICY GOVERNANCE

*In the context of the renewed framework for European cooperation in the youth field<sup>1</sup>, EU Member States and the other participating countries have committed to promote a cross-sectoral approach to youth policy making and mainstreaming a youth perspective in other related policy fields. They have also recognised the value of bilateral and multilateral cooperation in the field of youth policy, and agreed to support knowledge building and evidence-based youth policy. The framework for European cooperation in the youth field also invites countries to encourage and support the involvement and participation of young people and youth organisations in policy making, implementation and follow-up.*

**In providing information to the various sections and sub-sections of the chapter, authors are invited to:**

- explicitly state the cases where no information is available. No section or sub-section should be left empty.
- provide full references to relevant official documents for all information reported in each section and sub-section, in accordance with the guidelines offered in the Introduction to the Guide to Content and the Referencing Guide.

### 1.1 Target population of youth policy

This section should state which age group is defined as 'youth' at top-level, according to key official documents on youth policy. The focus should be on the eight action areas that are reported in the Youth Wiki. Authors should indicate:

- if official documents clearly define the lower and higher age limits of the young population they target, or whether the youth age remains unspecified;
- if and which sub-group(s) within the main youth age group are established in relation to specific policy measures;
- whether different official documents define 'youth' differently. If this is the case, the authors should state so and make the necessary distinction every time it is relevant to report it. However, authors should indicate what is the most commonly adopted age range addressed in youth laws and actions.

### 1.2 National youth law

*Definition: a **Youth Law** is a comprehensive and binding official document addressing the needs and/or rights of young people and regulating how youth issues are addressed*

This section is subdivided into three major parts devoted to: (i) the existence of a national youth law; (ii) its scope; and (iii) revisions or updates that have taken place.

#### **Existence of a national youth law**

Authors should begin by stating if there is a national Youth Law (see the general definition above). If applicable, they should indicate:

- the type of official document/rule in the national system (e.g. law, regulation, directive, guideline, parliament's bill, government's decree etc....);

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<sup>1</sup> Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018), OJ C 311, 19.12.2009

- the time of introduction and time frame (e.g. the specific period of time it covers);
- references to the official document (full title in the original language and in English);
- Web-link if the official document is available online.

If there is no national Youth Law, authors should state so.

If a Youth Law is being discussed or is in the course of adoption, this should be mentioned briefly here, and cross-referenced to a more detailed description in section 1.9 on current debates and reforms.

### Scope and contents

Authors should outline the main content of the national Youth Law, if applicable. This section should briefly describe the content of the rule (law) and not simply provide a hyperlink to it. This should include:

- A brief summary of the main elements of the Youth Law;
- Rights and obligations of young people;
- Key policy domains relevant for the youth field identified by the Youth Law;
- Any specific target groups within the youth population identified by the Youth Law, with particular reference to young people with fewer opportunities.
- Whether young people and their representatives have been consulted by the responsible public authorities in designing the national Youth Law, and whether consultations with young people concerning its implementation and revisions happen systematically or on ad hoc occasions.

### Revisions/updates

If the Youth Law has undergone major revisions/updates (provided they took place after 2000), authors should provide information by:

- indicating the time the updates were introduced;
- summarising the major changes in its content: which elements were eliminated, which were introduced or modified. This section should not be a technical account of the type: 'Article X replaced with Article Y', but a narrative description of how the Youth Law transformed over time: what new issues/ concerns/priorities were introduced, what was emphasized/ left out/ modified etc.;

If the Youth Law did not undergo revisions/ updates, authors should state so. Authors are advised to distinguish between past revisions and new, forthcoming reforms. Whilst this section should reflect exclusively past processes, the current debates and processes likely to result in future law revisions/ updates are to be presented under section 1.9 of this guide.

## 1.3 National youth strategy

*Definition: a **Youth Strategy** is an overarching, strategic public document, or an action plan, integrating the major directions to be followed in the policy making on youth at national level*

This section is subdivided into four major parts devoted to (i) the existence of a national youth strategy; (ii) its scope and content; (iii) the authority responsible for its implementation and monitoring; (iv) any revisions/updates that have taken place.

### **Existence of a national youth strategy**

Authors should begin by stating if there is a national Youth Strategy (see the general definition above). If applicable, they should indicate:

- The type of official document/rule in the national system (e.g. parliament's bill, government plan, decree, framework law...);
- The time of introduction and timeframe (e.g. the specific period of time it covers);
- References to the official document (full title in the original language and in English);
- Web-link if the official document is available online

If there is no national Youth Strategy, authors should state so.

If a Youth Strategy is being discussed or is in the course of adoption, this should be mentioned briefly here, and cross-referenced to a more detailed description in section 1.9 on on-going debates and reforms.

If there is currently no national youth strategy, but there was one until a few years ago, NCs should report on the last strategy, provided that it ended recently (i.e. 2013 or later).

### **Scope and contents**

Authors should outline the main contents of the national Youth Strategy (if applicable). This section should include:

- a brief summary of the main elements of the Youth Strategy;
- key political objectives in the youth field set by the Strategy;
- specific target groups within the youth population identified by the Youth Strategy, with particular reference to young people with fewer opportunities.
- Whether young people and their representatives have been consulted by the responsible public authorities in designing the national Youth Strategy, and whether consultations with young people concerning its implementation and revisions happen systematically or on ad hoc occasions

If a country has a national youth strategy that goes beyond the EU youth strategy, in the sense of including additional areas, then authors should elaborate. Nevertheless, the emphasis should be on the eight areas of action indicated in the EU youth strategy.

### **Responsible authority for the implementation of the youth strategy**

If a Youth Strategy exists, authors should indicate:

- the top-level authority (e.g. a Ministry, a national Youth Agency, the government as a whole, etc.) responsible for the implementation, coordination and monitoring of the national Youth Strategy. If the implementation of Youth Strategy is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. effectiveness of its implementation and coordination, any monitoring process in place, any shared responsibility, etc.).
- the role of the ministry primarily responsible for youth in regard to the national youth strategy.
- whether any evidence-based monitoring/assessment/evaluation of the implementation of the national Youth Strategy has been conducted and, if applicable, its main results.
- whether the national Youth Strategy is integrated in the overall national development policy or it is rather isolated<sup>2</sup>.

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<sup>2</sup> See Denstad, F. (2009) Youth policy manual - How to develop a national youth strategy. CoE Publishing: Strasbourg.



## Revisions/updates

If the Youth Strategy has undergone major revisions/ updates (provided they took place after 2000), authors should provide information by:

- indicating the time the updates were introduced;
- summarizing the major changes in its content: which elements were eliminated, which were introduced or modified. This section should not be a technical account of the type: 'Article X replaced with Article Y', but a narrative description of how the Youth Strategy transformed over time: what new issues/ concerns/priorities were introduced, what was emphasized/ left out/ modified etc.

If the current strategy was preceded by other strategies (between 2000 and the current date), authors should explain the main differences in focus between the past and present strategies.

If the national Youth Strategy did not undergo revisions/ updates, authors should state so.

Authors are advised to distinguish between past revisions and new, forthcoming reforms. Whilst this section should reflect exclusively past processes, the on-going debates and processes likely to result in future law revisions/ updates are to be presented under section 1.9 of this topic.

## 1.4 Youth policy decision-making

This section describes the way youth policy is developed in the national system. It is subdivided into four major parts: (i) the institutional structure of decision-making and its contributing actors; (ii) the main themes covered by youth policy; (iii) the role of the National Agency for Youth (if applicable); and (iv) whether and how youth policy is monitored and evaluated.

### Structure of decision-making

Authors should describe the formal structure of decision-making in regard to youth policy. The section should illustrate the formal institutional processes and actors involved by discussing:

- the level at which youth policy-making takes place (central government, de-centralised authorities, regions, etc.). If levels differ according to specific policy domains, authors should provide information. In decentralized systems, authors should describe the main responsibilities that lie at central level and the domains on which regional authorities are autonomous (e.g. youth work, youth welfare issues etc.).
- the top-level authority responsible for youth policy. Authors should indicate the main actor responsible for policy-making in the youth field, and describe its role. Information should be provided about where this main responsible authority is placed within the government/executive structure (e.g. a Ministry, a department within a Ministry, a general secretariat attached to the prime minister's office, etc.).
- other institutional actors formally involved in youth policy making (e.g. ministries, parliament, advisory bodies, other public authorities etc.) and their statutory roles.

### Main themes

Authors should describe the main policy themes addressed by national youth policy, keeping into consideration the policy areas indicated by the EU Youth Strategy<sup>3</sup>. In particular, they are asked to indicate the priorities identified, and any country-specific policy issues.

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<sup>3</sup> The EU Youth Strategy proposes initiatives in eight areas: (a) Education & training; (b) Employment & entrepreneurship; (c) Health & well-being; (d) Participation; (e) Voluntary activities; (f) Social inclusion; (g) Youth & the world; (h) Creativity & culture.

In deciding upon the level of detail, authors should consider that more specific information is included in the other Youth Wiki chapters. Cross-references with sections or sub-sections of other chapters should be inserted through internal hyperlinks to avoid repetitions. Authors should describe:

- what informs the choice of themes.
- Authors should provide a brief outline of the way the main policy themes covered by youth policy are identified at top-level. In providing their input, they need to consider any preparatory work carried out by the government in order to gain adequate understanding of the actual needs of young people and the best ways to meet them (e.g. collection of relevant research, commissioning of research in cases where the existing material is insufficient<sup>4</sup> etc.).
- specific target groups.
- Authors should indicate if the main policy themes covered by the national youth policy address specific target groups within the youth population. Authors should describe which are the needs identified for the target group(s) and the general approach to addressing their needs (e.g. concrete objectives, measures, responsible bodies, timeframe and budget).

### **The national agency for youth**

*Definition: the **National Agency for Youth** is a government agency established to address youth issues, design and manage youth related programmes and initiatives, support both individuals and entities in availing themselves of funding opportunities, as well as produce and disseminate information on youth policies and opportunities.*

Authors should indicate:

- if a National Agency for Youth exists and if so, the year of its establishment;
- the role and responsibilities of the National Agency (if applicable).
- Authors should indicate the administrative position of the National Agency for Youth in relation to the top-level authority (ministry, department or office) that is primarily responsible for youth and/or youth programming (e.g. subordinated, independent body etc.).
- Authors need to indicate if lines of accountability are established, how they work, and if institutional processes to monitor the capacity of the National Agency for Youth to exert its roles exist.
- the Agency's budget (if applicable). Authors should indicate whether there have been significant changes in the budget allocated. Variations in the budget should be expressed in percentage compared with the previous fiscal year and not in the actual amount. Authors need to specify if the responsibilities of the National Agency for Youth remained the same, or they changed, as well. Authors may present more specific elements of context that need to be known in order to have an adequate understanding of the budgetary changes.

### **Policy monitoring and evaluation**

Authors should present general information on whether and how the main policy measures and programmes in the field of youth are evaluated, by briefly describing:

- the mechanisms in place to monitor the effects of policy measures and programmes against the intended objectives (e.g. expert evaluations, commissioned research providing empirical evidence, consultation of young people targeted by policies and programmes...);
- the periodicity of monitoring and policy evaluation (e.g. ad hoc evaluations, systematic process at regular interval, evaluations during and/or after implementation...);
- the type of outcomes of evaluations (e.g. policy and programmes revision, budget and funding restructuring).

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<sup>4</sup> Denstad, F. (2009) Youth policy manual - How to develop a national youth strategy. CoE Publishing: Strasbourg.

In case practices of policy monitoring and evaluation differ across the different policy fields, authors should briefly describe each mechanism separately.

## 1.5 Cross-sectoral approach with other ministries

*Definition: **cross-sectoral approach** to youth policy-making consists of horizontal, inter-ministerial or interdepartmental collaboration across various policy-making fields, aiming at maximizing the potential of youth policy.<sup>5</sup> It involves cooperation within the same authority (e.g. between different departments within the same ministry) or between different authorities situated at the same level (e.g. equivalent or comparable departments of the ministry of youth, the ministry of education and the ministry of employment etc.).*

This section describes the main mechanisms for ensuring a cross-sectoral approach to youth policy at top-level, and the main actors involved. It is important to distinguish horizontal inter-departmental cooperation from vertical cooperation (e.g. between ministries and NGOs or universities). This section focuses only on horizontal, that is, cross-sectoral cooperation.

The input should be focused on the procedures for ensuring cross-sectoral cooperation and their overall functionality. Examples of cooperation may be included only if very relevant for explaining the cooperation mechanisms, procedures, protocols of circulating information etc.

### Mechanisms and actors

Authors should describe the mechanisms of cooperation across different government's actors and policy areas related to youth policy, by describing:

- whether and how youth policy is developed and implemented according to a cross-sectoral approach;
- if applicable, the relationships and distribution of responsibilities between departments, ministries or agencies in regard to youth policy making. Authors should indicate if there is any formalized inter-ministerial working group (or an inter-ministerial committee/ group on youth affairs/ thematic working groups etc.) with the role of coordinating the development of the national youth strategy and of ensuring a cross-sectoral approach to youth policy;
- whether there is any explicit legal framework or specific political commitment underpinning cross-sectoral practices in youth policy making, or if they happen in an informal and ad hoc way.

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<sup>5</sup> In providing their input, authors may find helpful a recent classification of the meanings of cross-sectoral policy-making (Nico, 2014):

- *Youth policy as a transversal topic*: an ambitious goal, implying that the central ministry/ department/ office primarily responsible for youth policy has a 'supervisory' role over youth-related issues from the policies in other sectors;
- *Youth policy as an integrated topic* which implies mutual and regular consultations with other sectors, to avoid overlapping or disconnected goals. It involves a similar commitment from other sectors, as well;
- *Youth policy based on bilateral collaboration* with relevant sectors for specific issues. It involves fragmented processes of cooperation in which the information, competences, objectives and results are a shared product;
- *Youth policy based on coordination*: the central authority on youth is willing to scale up the collaboration at multilateral level and thus, to involve many other sectors, on different issues, for 'leading the way of youth policy';
- *Youth policy based on cross-cutting issues*: This approach is grounded in the idea that each cross-cutting issue could demand a different approach and strategy (co-ordination, bilateral collaboration etc). Thus, depending on the issue, the government may engage in different, less standardized approaches with other sectors (cf. Nico, M. (2014) *Life is cross-sectoral. Why shouldn't youth policy be? Overview of existing information on cross-sectoral youth policy in Europe*. Partnership between the European Commission and the Council of Europe in the field of youth: Strasbourg).

## 1.6 Evidence-based youth policy

**Definition:** *evidence-based youth policy* is public policy informed by the outcomes of rigorous research in the youth field, through institutionalised and regular cooperation between the ministry (or other governmental authority) responsible for youth and the youth research community

This section provides an overview of how youth policy is informed by research on youth issues. It is subdivided in four major parts: (i) political commitment to evidence-based youth policy; (ii) the institutionalised processes involved; (iii) available national statistics and national youth reports; (iv) budgetary allocations for research explicitly supporting youth policy making.

### Political commitment to evidence-based youth policy

Authors should indicate if an explicit commitment on the part of the top-level authorities exists to support youth policies with knowledge and evidence from research on youth. If so, they should:

- briefly describe how research informs national youth policy;
- indicate, if available, the definition/meaning of 'evidence-based youth policy' in the official document(s) referred to. Authors should take into consideration that – although essentially different – terms such as 'evidence-based youth policy', 'evidence-supported youth policy', 'research-informed youth policy', 'knowledge-based youth policies' etc. are often used interchangeably.

### Cooperation between policy-making and research

Authors should specify if the top-level authority responsible for youth policy maintains an institutionalized and regular cooperation with providers of research on youth. Alternatively, authors should state if there are no institutionalised mechanisms of cooperation, or the cooperation is irregular.

- Institutionalized mechanisms and actors  
If applicable, authors should indicate which are the institutionalised mechanisms of cooperation with the research community (e.g. a Youth Research Centre, a Youth Institute funded by the State, state-funded documentation centres on Youth, a directory of national youth researchers, advisory bodies etc.). They should briefly explain how these mechanisms of cooperation work: the roles of their members, the existence of a protocol of cooperation and the regular/ irregular character of cooperation (how active such networks are).
- Informal/ ad-hoc cooperation  
When cooperation with the scientific community is irregular (*ad-hoc*), authors need to indicate the occasions that fostered cooperation and what cooperation consisted of (e.g. consultative meetings, provision of research briefs, conferences etc.).
- Policy themes informed by research  
Authors should provide a brief overview of the key policy themes for which the top-level authority on youth explicitly required/ commissioned scientific research (both quantitative and qualitative studies). References to official documents, announcements, calls should be provided.
- Emerging issues  
Authors should indicate if, in the current year of reporting, the top-level authority on youth took note of any emerging issues<sup>6</sup> that have been presented in research and which call for future policy action. References should be provided.
- Evidence-based evaluation of youth policies

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<sup>6</sup> The 'emerging issues' may be new social problems, emerging/ invisible disadvantaged groups, as well as novel approaches for addressing longstanding issues.

Authors should indicate if there are any evidence-based evaluations<sup>7</sup> of youth policies. In providing their input, they should provide references (e.g. studies, evaluations, reports, analyses that have been produced).

### **National statistics and available data sources**

Authors should report on the type of statistical data on youth gathered at national level and describe how data are made available to policy makers, stakeholders and the general public. National data and statistics can be gathered at national level or, in case of federal systems, at regional level.

NCs are not expected to conduct their own research. If no data exist on a given topic, it should be clearly mentioned.

In providing their input, authors should focus only on data collected at the level where youth policy is designed (top-level) (European and international providers such as Eurostat should not be considered). Authors should report on:

- the existence of national youth statistics  
Authors should illustrate which statistics on youth are collected at national level, how often and by which body. Authors should briefly mention the key areas that are subject of data collection (e.g. education, health, housing, employment, civic participation, political participation etc.). References and links to the websites of data provided should be added.
- specific youth indicators  
Authors should indicate if, besides data collected for the general population, any specific indicator has been established precisely for the youth population (e.g. young people not in employment, education or training (NEETs)).
- national youth report  
Authors should indicate if there are regular youth reports<sup>8</sup> at national level. If applicable, they should provide information on their frequency and references to the documents (inclusive of websites if they are available online).
- other data and analysis.  
Authors should mention if any other sources of data and analysis on the situation of young people at national level are produced at the explicit request of the top-level authority (e.g. Yearbook of youth monitoring; longitudinal research on a statistically representative sample of young people; national/ large scale survey; state-commissioned qualitative research). Studies, research or reports by NGOs (e.g. Amnesty International etc.) that have not been explicitly commissioned by the official authorities should not be taken into account.

### **Budgetary allocations supporting research in the youth field**

Authors should indicate:

- whether the government has a line of funding for research on youth explicitly supporting evidence-based youth policy making. If applicable, authors should comment on the support provided and the expected outcomes. If policy relevant youth research is subject to funding only under the more general 'social sciences' category, authors should state so.
- whether the government has a specific line of funding or is allocating funds for the evidence-based evaluation of its activities and policies. This refers to government-funded evaluations of its youth-related programs and of policy outcomes. The project evaluations carried out by grant recipients and which are part of their reporting obligations, are not included.

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<sup>7</sup> Authors should refer to rigorous, transparent, up to-date evaluations that were carried out through systematic reviews, randomized controlled trials or cohort studies.

<sup>8</sup> In this context, a youth report refers to an official document, issued/commissioned by a country's top-level authority on youth, in order to gain an understanding of the situation of the youth population in the country.

## 1.7 Funding youth policy

This section provides an overview of the main ways youth policy is funded at national level. It is subdivided into four major parts: (i) main funding mechanisms; (ii) main funding lines; (iii) trends; (iv) use of EU funds for youth-policy.

Each country may have different and complex funding arrangements for the implementation of youth policy. Authors should outline the more general approach to youth policy funding. Overall, the presentation need not include reference to concrete budgetary allocations, but remain focused on the administrative issues.

### How youth policy is funded

Authors should indicate if there is a specific budget for youth policy, at the top-level of policy-making in the youth field. Alternatively, they should indicate if the costs for youth policy initiatives are funded *ad hoc* from other budgets (e.g. social affairs, education, sport...). In this latter case, authors should describe how and by whom the funding process is coordinated.

- If a specific budget allocated to youth policies exists, authors should indicate:
  - the budget for the current year of reporting
  - the budget for the previous year
  - If variations have occurred, authors should briefly indicate which general policies/initiatives/activities have seen increases and which have experienced cuts.

### What is funded

Regardless of the existence of a specific youth budget, authors should illustrate the policy priorities receiving funds.

### Financial accountability

Authors should indicate formal regulations governing the financial accountability of recipients of public funding (e.g. youth organizations, youth work providers, NGOs...). Information should cover:

- the external body or bodies to which recipients of public funding are accountable for their use of public funds;
- the general procedures used by these bodies in the supervision of budgetary and financial management. (e.g. public or private auditing, the use of annual reports (with or without a compulsory format or indicators), other evaluation procedures...);
- any links between external evaluation of programmes and policies and accountability of recipients of public funds (e.g. whether the results of audit or other accountability mechanisms are part of policy/programme evaluations).

### Use of EU funds

Authors should address the following aspects:

- EU funds that have been used for youth policy at top-level (e.g. ESF, Development and Cohesion Fund);
- Main policy initiatives/ activities/programmes funded;
- Available data on the amount of funding earmarked for youth from the EU funds;
- Existing evaluations of the youth-related initiatives/activities/programmes receiving EU funds. If applicable, authors should briefly explain the main evaluation findings and provide references.
- Trends in the amount or in the type of activities supported through EU funds.

## 1.8 Cross-border cooperation in the youth field

This section provides a general overview of a country's participation in international fora on issues that apply to youth. It is subdivided into two major parts: (i) cooperation with European countries; (ii) international cooperation beyond the EU and bilateral projects with third countries.

### Cooperation with European countries

Authors should briefly report about the activities of policy-coordination in the youth field with other EU and EU-candidate countries. These could be, for instance, multilateral peer-learning activities, policy conferences, youth policy networks, etc. The main policy areas of coordination need to be indicated.

EU programmes such as the Lifelong learning, Youth in Action and Erasmus+ are not included.

### International cooperation

Authors should provide succinct information on activities of policy coordination with third countries and/or other international organisations (e.g. UN, Council of Europe, OECD...). This may include bilateral agreements, exchanges, policy actions based on some common objectives etc. The main policy areas of coordination need to be indicated.

EU programmes such as the Lifelong learning, Youth in Action and Erasmus+ programmes are not included.

## 1.9 Current debates and reforms

This section should provide brief information on forthcoming policy developments (new policies being discussed or reforms of existing ones being proposed) and on debates on issues relevant to the topic of the chapter which might have an impact on the future development of national policies.

### Forthcoming policy developments

If applicable, authors are invited to report concise information on forthcoming top-level policies, programmes, projects and initiatives, or revisions to existing ones, currently being discussed (e.g. recently-initiated legislative procedures, policy proposals, legislation pending approval) by addressing:

- the main contents (e.g. main objectives and targets; in case of reforms, the rationale for revising existing measures)
- the expected timeframe if available (e.g. when the new policy/programme/project/initiative is expected to be adopted or implemented).

### Ongoing debates

If applicable, authors will succinctly provide information on ongoing debates taking place in the public and/or political sphere on issues of relevance for the topic of the chapter (e.g. crucial parliamentary debates; widespread discussions on the media; public consultations among the public and stakeholders), by addressing:

- The main topics debated (e.g. main positions, emerging issues)
- The main actors involved (e.g. institutional actors; main stakeholders; media outlets; political parties...)

## CHAPTER 2: VOLUNTARY ACTIVITIES

*One of the general objectives of the EU Youth Strategy is to support and better recognise young people's voluntary activities for their value as an important form of non-formal learning. The Strategy states that obstacles to voluntary activities should be removed and the cross-border mobility of young people promoted.*

*In order to achieve these aims, EU Member States and the other participating countries have agreed – in the EU Strategy and in subsequent Council Resolutions – to implement policy measures promoting the recognition of skills acquired through voluntary activities, assuring the protection of young volunteers and the quality in voluntary activities, and raising awareness about the value of voluntary activities.*

**In providing information to the various sections and sub-sections of the chapter, authors are invited to:**

- consider the general information already provided in chapter 1 on Youth Policy Governance, and, in case of overlap, report here only what specifically applying to the policy topic of the current chapter. Cross-references with relevant sections of chapter 1 should be inserted in order to avoid repetitions.
- explicitly state the cases where no information is available. No section or sub-section should be left empty.
- provide full references to relevant official documents for all information reported in each section and sub-section, in accordance with the guidelines offered in the Introduction to the Guide to Content and the Referencing Guide.

### 2.1 General context

This section should provide the context of youth volunteering in the reporting country. Authors should offer a brief description of the general principles and traditions of volunteering – and specifically, volunteering by young people – in their country, by discussing (i) its historical and cultural development and (ii) concepts useful to understand the country's context.

#### Historical developments

Authors should provide a very brief overview of how the principles underpinning the national approach to youth volunteering have developed over time. Its purpose is to provide basic background information for the understanding of the situation of volunteering at present. The input may refer to social, cultural, historical, political, and religious circumstances that are fundamental for understanding the current context (e.g. diffusion of charity work linked to religious institutions, political traditions giving the State a formal role in organised volunteering, the relation with civic rights and duties, the gradual shift from military service to civic service, etc.).

#### Main concepts

Authors may illustrate any concept (e.g. a national definition of volunteering, distinction between formal, 'recognized' and informal volunteering, difference from other types of similar activities such as internships, community service, etc.) related to the way youth volunteering is conceived and structured in the country that captures distinctive understandings and aspects and facilitate the comprehension to an external reader.

If no definition of volunteering exists, authors should state so. Authors should not feel constrained by the absence of an agreed definition at European level. It is inevitable that there may be differences between national and European approaches on this topic. If NCs feel that there are tensions between definitions, they can explicitly mention them.



## 2.2 Administration and governance of youth volunteering

This section addresses the way the system of youth volunteering is organised in a country by tackling (i) its structure of governance and the main actors involved, and (ii) cross-sectoral cooperation.

### Governance

Authors should provide information on the main governance approach to youth volunteering by describing the main actors and how responsibilities are distributed. Content and structure (i.e. two distinct paragraphs) as indicated in the following bullet points are *compulsory*:

- the main actors involved in policy-making, including the main governmental authority responsible for youth volunteering and its role (e.g. Ministry; a Department within a Ministry; a National Agency; etc.), the main public actors involved (e.g. agencies, other ministries etc.), and the main non-public actors taking part in the development of policies in the field of youth volunteering (e.g. social partners such as trade unions and employers' associations, representatives of the teaching and training professions, representatives of young people, etc.) and their roles
- the general distribution of responsibilities between top-level and regional/local authorities

### Cross-sectoral cooperation

Authors should provide information about existing mechanisms of cross-sectoral cooperation between Ministries, Departments, Agencies involved in defining policies and measures on youth volunteering

## 2.3 National strategy on youth volunteering

*Definition: a 'strategy on youth volunteering' is an overarching public document, an action plan, or a set of official documents integrating the major directions to be followed in the organisation of and policy making on youth volunteering at national level.*

This section is subdivided into four major parts devoted to (i) the existence of a national strategy for youth volunteering; (ii) its scope and content; (iii) the authority responsible for its implementation and monitoring; (iv) any revisions/updates that have taken place.

### Existence of a national strategy

Authors should begin by stating if there is a national Strategy on Youth Volunteering (see the general definition above). If applicable, they should indicate:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law...);
- The time of introduction and timeframe (e.g. the specific period of time it covers);
- References to the official document (full title in the original language and in English);
- Web-link if the official document is available online

If there is no national Strategy on Youth Volunteering, authors should state so.

If a Strategy on Youth Volunteering is being discussed or is in the course of adoption, this should be mentioned briefly here, and cross-referenced to a more detailed description in section 2.9 on current debates and reforms.

### Scope and contents

If applicable, authors should outline the main contents of the national Strategy on Youth Volunteering. This section should include:

- A brief summary of the main elements of the Strategy on Youth Volunteering;

- Key political objectives in the field of youth volunteering set by the Strategy.
- In particular, authors shall indicate whether the Strategy contains objectives and measures relevant to "inclusive volunteering"<sup>9</sup>.
- Specific target groups within the youth population identified by the Strategy on Youth Volunteering, whose participation in voluntary activities shall be fostered.

### Responsible authority

If applicable, authors should indicate:

- the top-level government authority (e.g. a Ministry, a national Youth Agency, the government as a whole, etc.) responsible for the implementation, coordination and monitoring of the national Strategy on Youth Volunteering. If the implementation of Strategy on Youth Volunteering is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. effectiveness of its implementation and coordination, any monitoring process in place, any shared responsibility, etc.).
- whether any evidence-based monitoring/assessment/evaluation of the implementation of the national Strategy on Youth Volunteering has been conducted and, if applicable, its main results.
- whether the national Strategy on Youth Volunteering is integrated in the overall national development policy or it is rather isolated<sup>10</sup>.

### Revisions/updates

If the strategy has undergone major revisions/updates (provided they took place after 2000), authors should provide information by:

- indicating the time the updates were introduced;
- summarising the major changes in its content: which elements were eliminated, which were introduced or modified. This section should not be a technical account of the type: 'Article X replaced with Article Y', but a narrative description of how the strategy transformed over time: what new issues/ concerns/priorities were introduced, what was emphasized/ left out/ modified etc.;

If the current strategy was preceded by other strategies (between 2000 and the current date), authors should explain the main differences in focus between the past and present strategies.

If the strategy did not undergo revisions/updates, authors should state so. Authors are advised to distinguish between past revisions and new, forthcoming reforms. Whilst this section should reflect exclusively past processes, the on-going debates and processes likely to result in future revisions/updates are to be presented under section 2.9 of this chapter.

## 2.4 Youth volunteering at national level

*Definition: a **National Programme for Youth Volunteering** is a general, nation-wide programme, organised, monitored and funded by the State.*

This section concerns young people's participation in voluntary activities that take place within the reporting country. It is divided into five main parts: (i) the existence of a National Programme for Youth Volunteering; (ii) its funding (iii) general characteristics of young volunteers; (iv) available support to young volunteers; (v) mechanisms of quality assurance.

<sup>9</sup> Inclusive volunteering refers to volunteering opportunities that are accessible to people regardless of age, social background, economic status, religion, ability or gender. Inclusive volunteering entails volunteering organisations to adopt an inclusive practice by engaging vulnerable people and in so doing it makes it possible for people with barriers to achieve their goals through volunteering.

<sup>10</sup> See Denstad, F. (2009) Youth policy manual - How to develop a national youth strategy. CoE Publishing: Strasbourg.

### **National programme for youth volunteering**

Authors should indicate whether such National Programme exists, and, if applicable, provide the following information:

- the name of the National Programme (in the country's language and its English translation), the time of its introduction and time frame (e.g. the specific period of time it covers);
- references to the relevant official document (full title in the original language and in English), and Web-link if the official document is available online;
- the responsible top-level authority for the implementation and coordination of the National Programme;
- other actors involved and their role;
- main fields of activity of the National Programme (e.g. type of projects);
- the extent of youth participation in the National Programme, according to official statistics, if available. Authors should also indicate if the reporting country has established any targets for the level of youth participation in volunteering and if it collects information and data on national organisations participating in the programme. If no reliable/ updated data on youth participation in the National Youth Volunteering Programme exists, authors should state so.

### **Funding**

If applicable, authors should describe how the national programme for youth volunteering is funded, by providing information on:

- whether there is a specific budget allocated at the level at which the national programme is administered (national, regional...). If this is not the case, authors should explain how the national programme is funded;
- the amount of funding dedicated to the national programme in the current year of reporting and in the previous one. If variations have occurred, authors should specify which activities have seen increases and which have experienced cuts, and describe the main reasons;
- whether and how EU funds (e.g. ESF, Development and Cohesion Fund) are used to finance the national programme, and the amount of funding earmarked.

### **Characteristics of youth volunteering**

Authors should describe the main characteristics of young people participating in national volunteering, irrespective of the context where it takes place (within as well as outside an existing National programme). Information should be provided about:

- whether there are official statistics on the level of participation of young people in volunteering;
- the level and trends of participation;
- whether and how information on youth participation in volunteering reflects the objectives for specific target groups' participation as set in legislation, if any (see section 2.4 above).
- the main fields where activities take place (e.g. social projects, environmental protection, education, intergenerational solidarity, etc...).

### **Support to young volunteers**

Authors should indicate whether top-level policy measures to support young volunteers are established in the reporting country, to mitigate the indirect expenses participants might incur in (e.g. transportation, material, meals, etc...) and so to reduce barriers to participation. Information should be provided about:

- the types of support made available (e.g. reimbursement of incurred expenses, direct financial support, meal vouchers, etc...);
- the social security provisions to which young volunteers are entitled (e.g. health and accident insurance, eligibility for unemployment insurance, etc...).

### **Quality assurance**

Authors should describe any existing system of quality assurance of the programmes and schemes of youth volunteering in the country (applying to the National Programme for Youth Volunteering, if it exists, and to other youth volunteering schemes). If no such system exists, authors should explicitly say so. Information should cover:

- the main mechanisms in place to monitor and ensure the quality of youth volunteering programmes, projects and schemes (e.g. participants' satisfaction enquiries, systematic evaluations, monitoring of the numbers of young people participating, the existence of a national registry of organizations offering volunteering opportunities to young people ...);
- the main criteria/indicators/standards used to assess the quality of programmes and schemes of youth volunteering (e.g. transparency and reliability of the arrangements offered to young volunteers, type of activities undertaken, inclusiveness of projects and activities to all young people and in particular to target groups...);
- the main outcomes of quality assurance mechanisms (e.g. whether organisations offering volunteering opportunities receive feedback and recommendations, whether public funding can be withheld if programmes and schemes do not meet the established quality criteria...).

### **Target groups**

Authors should indicate whether policies/programmes/projects/initiatives in the field of youth volunteering at national level identify specific target groups within the youth population (e.g. young people in transition between education and employment, young unemployed, young adults without formal qualifications...) whose participation in voluntary activities is sought.

If applicable, authors are invited to offer a brief description of the measures set in place by the relevant policies/programmes/projects/initiatives, and provide references to official documents.

## **2.5 Cross-border mobility programmes**

This section refers to programmes available to young people who wish to participate in volunteering in a foreign country. It is divided into three main parts: (i) participation in EU programmes (e.g. the European Voluntary Service (EVS), the EU Aid Volunteers programme); (ii) other cross-border programmes; (iii) legal framework applying to young volunteers participating in the programmes.

### **EU programmes**

Authors should describe:

- in which EU volunteering programmes the country participates;
- whether and how the reporting country monitors youth participation in these EU programmes (e.g. number of incoming participants and their countries of origin, number of outgoing participants and their main destinations, main trends in participation, etc...);
- whether and how information on youth participation in the EU programmes reflects the objectives for specific target groups' participation as set in legislation, if any (see section 2.4 above);
- The main top-level authority/agency in charge of organising and monitoring the EU programmes at national level.

References to official documents or studies should be provided.

### **Other programmes**

Authors should refer exclusively to programmes that are funded (at least for 50%) by the state and implemented on a large scale<sup>11</sup>, and provide information on:

- the existence of bilateral or multilateral programmes for youth cross-border volunteering in which the reporting country participates;
- the countries involved;
- whether and how the reporting country monitors youth participation in these programmes (e.g. number of incoming participants and their countries of origin, number of outgoing participants and their main destinations, main trends in participation, etc...);
- whether and how information on youth participation in such cross-border mobility programmes reflects the objectives for specific target groups' participation as set in legislation, if any (see section 2.4 above);
- the existence of a Quality Assurance system, its functioning and main outcomes.

### **Legal framework applying to foreign volunteers**

Authors should describe the legal framework existing in the country which applies to young volunteers coming from abroad, participating in the cross-border programmes indicated above. Information should cover:

- Visas or other documents needed from young volunteers to enter and live in the country (if any);
- Residency permits or similar documents necessary for foreign young volunteers' stay in the country.

## **2.6 Raising awareness about youth volunteering opportunities**

This section provides information on how the government of the reporting country raises awareness about existing opportunities for volunteering (both national and cross-border ones) among young people. It is structured in two main parts: (i) information providers; (ii) key initiatives.

### **Information providers**

Authors should describe the type and roles of the main information providers, by indicating:

- the top-level public authorities and bodies responsible for disseminating information on volunteering opportunities for young people;
- whether a specific contact point exists which young people can access to receive information, and if it is accessible online (e.g. a dedicated website);
- if there are State-funded national and regional volunteer centres or agencies that support networks of volunteering organizations, assist with young volunteers' placement and promote volunteering opportunities.

### **Key initiatives**

Authors should describe the main top-level initiatives taken in the reporting country to disseminate information on volunteering among young people, by indicating:

- Their type (e.g. public campaigns, awareness raising actions, media initiatives...), timeframe, main objectives, and main outcomes;
- Any specific target group in the youth population that was addressed and the main reasons for it.

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<sup>11</sup> Please see the guidelines for reporting on services, programmes or initiatives offered or organised by non-public actors described in the General Introduction, p.6.

## 2.7 Skills recognition

This section describes how the skills young people acquire through participating in voluntary activities are formally recognised in the reporting country<sup>12</sup>. It is composed of two main parts: (i) policy framework; (ii) existing arrangements.

### Policy framework

Authors should indicate the key top-level policy(ies) allowing for the transferability and recognition of skills and competences acquired through volunteering. They should provide information on:

- the type of official document(s) in the national system (e.g. parliament's bill, government's decree, framework law...) establishing criteria and mechanisms for skills recognition; their time of introduction and time frame (e.g. the specific period of time it covers); references to the official document(s) (full title in the original language and in English);
- the top-level responsible authority for validation and recognition of skills.

### Existing arrangements

Authors should describe the arrangements and mechanisms for skills recognition by providing information on:

- the types of recognition available, i.e. whether young people having participated in voluntary activities can
  - (a) validate the knowledge, skills and competences acquired
  - (b) on the basis of that recognition, obtain a partial or full qualification within the system of formal education (e.g. credits towards the attainment of a diploma);
- the concrete mechanisms and tools available to young people (e.g. portfolios, record books, Competence Folders, etc...). Ultimately, authors are welcome to refer to their countries'/regions' efforts in relation to Youthpass and Europass initiatives.
- whether and how national validation arrangements make use of European credit systems applicable to formal education and training, such as the European Credit Transfer and accumulation System (ECTS) and the European Credit system for Vocational Education and Training (ECVET) (e.g. the possibility for young participants in voluntary activities to obtain ECTS or ECVET credits).
- the existence of QA mechanisms to monitor the functioning of the system of skills recognition.
- References to relevant official documents should be provided.

## 2.8 Current debates and reforms

This section should provide brief information on forthcoming policy developments (new policies being discussed or reforms of existing ones being proposed) and on debates on issues relevant to the topic of the chapter which might have an impact on the future development of national policies.

### Forthcoming policy developments

If applicable, authors are invited to report concise information on forthcoming top-level policies, programmes, projects and initiatives, or revisions to existing ones, currently being discussed (e.g. recently-initiated legislative procedures, policy proposals, legislation pending approval) by addressing:

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<sup>12</sup> Authors might find it useful to consider the following four stages in the process of validation: (OJ C 398/1. 22.12.2012):

- *identification* of an individual's learning outcomes acquired through non-formal and informal learning;
- *documentation* of an individual's learning outcomes acquired through non-formal and informal learning;
- *assessment* of an individual's learning outcomes acquired through non-formal and informal learning;
- *certification* of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate.

- the main contents (e.g. main objectives and targets; in case of reforms, the rationale for revising existing measures)
- the expected timeframe if available (e.g. when the new policy/programme/project/initiative is expected to be adopted or implemented).

### **Ongoing debates**

If applicable, authors will succinctly provide information on ongoing debates taking place in the public and/or political sphere on issues of relevance for the topic of the chapter (e.g. crucial parliamentary debates; widespread discussions on the media; public consultations among the public and stakeholders), by addressing:

- The main topics debated (e.g. main positions, emerging issues)
- The main actors involved (e.g. institutional actors; main stakeholders; media outlets; political parties...).

## GLOSSARY

A glossary is an alphabetical list of terms accompanied by the relevant definitions.

In order to support Youth Wiki's users in comprehending at best the information reported in national descriptions, a glossary page is established for each country.

Authors should develop and regularly update their country's glossary, by listing all terms used in national descriptions that require a definition or explanation to be clearly understandable to non-native and non-specialist users.

Links to glossary terms should be inserted throughout the chapters. If a definition of a term in the glossary contains one or more terms that also need to be defined, such terms should be linked to the relevant entries in the glossary with an anchor (i.e. link within the same web page).

E.g.:

**Carta Doutoral:** legal document certifying the [Doutor](#) degree, which is issued jointly with the emission of the diploma supplement. It must be required by the former student.

**Doutor:** academic title granted to those that have been well succeeded on a [Doutoramento](#) (3rd Cycle) program.

**Doutoramento:** process leading to a [Doutor](#) degree, through a program taken in a university or university institute, which includes the development of an original thesis and its successful publicly defense before a jury, and possibly enrolment in curricular units aimed at training and research.





# **YOUTH WIKI**

## **GUIDE TO CONTENT**

### **Country Overview and Chapters**

### **Introductions**

**EACEA A6**  
**April 2017**

## COUNTRY OVERVIEW

The Country Overview is intended to offer users a glance of the main characteristics of the country. It should set the background for and provide a taste of the information contained in the various chapters. A Country Overview is composed of two main parts: an infographic displaying information on the major demographic characteristics of the youth population, and brief information on an important of youth policy.

**In case text has been previously drafted in the Overview page, authors are kindly requested to cut it and move it to relevant chapters of the Youth Wiki.**

### Young people in [*country*]

This section of the Overview will be developed by **EACEA A6**. It will display data extracted from the Eurostat online database<sup>1</sup> for a few main indicators on the youth population of each country. To visualise these data, an infographic will be inserted in the Country Overview' web page of each country, illustrating:

- Ratio of young people in the total population on 1 January by age groups 15-29, 15-19, 20-24, 25-29

Eurostat data code: [yth\_demo\_020]

Example: Belgium 18,1% (15-29), 5,6% (15-19), 6,2% (20-24), 6,4% (25-29)

- Ratio of men and women in the youth population on 1 January by sex for the age group 15-29  
To be computed on the basis of data from Eurostat dataset: [yth\_demo\_010]

Example: Belgium 51% (males), 49% (females)

- Absolute number of young people on 1 January for the age group 15-29

Eurostat data code: [yth\_demo\_010]

Example: Belgium 2.030.386

- Young immigrants from non-EU countries, age group 15-29

Eurostat data code: [yth\_demo\_070]

Example: Belgium 16,6%

Data will be updated each year by A7 when new releases are available on the Eurostat database (approximately in March).

### Youth policy in [*country*]

This section is to be filled by **National Correspondents**. Authors should briefly describe one general aspect of youth policy in the country that they consider essential to introduce a reader to the following chapters. It can be information on, for instance:

- the level of policy-making for youth policy (e.g. youth policy is under the responsibility of regional or local authorities, therefore there is seldom coordination at national level)
- the status of youth policy in the general policy-making structure (e.g. youth policy has been identified as a unique policy field only recently, while earlier was scattered through other policy domains such as education or social affairs)

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<sup>1</sup> Eurostat online database, section on Youth: <http://ec.europa.eu/eurostat/web/youth/data/database>

- the political relevance currently attached to youth policy (e.g. youth policy has been included in the three main priorities for the activity of the government in the next 5 years....)
- any other aspect deemed relevant

It is possible that the information reported overlaps with what is described in one or more chapters (e.g. in sections on Administration and Governance). As the issues reported in this Overview should only serve as brief introduction to further information contained in the chapters, such overlaps do not pose a problem. Cross-references should be used to invite readers to find more detailed or complementary information in the relevant chapters/sections.

## **CHAPTERS INTRODUCTIONS**

Chapter Introductions display general information on a country's approach to the chapter's theme. This information should facilitate a reader's general understanding of how the country addresses the policy topic at stake – illustrated in detail in the chapter's sections – and foster interest in knowing more about the country's policies and initiatives.

In Chapter Introductions, National Correspondents should provide two short paragraphs, covering the following points:

1. a special feature of the way the policy topic is dealt with in the country (e.g. initiatives to foster young people's cultural participation are streamlined across all youth policy fields, therefore the chapter illustrates the relevant parts of strategies and policy documents pertaining to various policy topics such as education and social inclusion)
2. highlights from or main messages of the chapter, pinpointing the really important policy aspects (e.g. over the last year, policies and services for the social inclusion of young people have been reinforced, especially in relation to young migrants and refugees living in or transiting the country).

Chapters Introductions should reference the section(s) of the chapter where relevant information is discussed.

# **Youth Wiki Referencing Guide**

**July 2016**

## 1. Why it is important to use references

References are a very important part of the Youth Wiki.

- References allow the reader to follow them up for more information;
- They show the credibility of the provided information;
- They show respect to the organisations and people who collected the information or conducted the research;
- By including references we avoid plagiarism, i.e. passing off someone else's work as our own.

## 2. What to reference

It is important to always quote the sources of information that are being used for drafting the Youth Wiki. Sources of information may be:

1. Legal and other official policy documents (laws, decrees, directives, regulations, framework guidelines, steering documents and similar central public acts detailing the content of national policies and strategies in the field of youth)
2. National data and statistics
3. Studies, reports and academic publications
4. Official websites

Authors can find more about the sources of information in the Guide to Content (pp.3-4).

For each country, there will be one Youth Wiki chapter titled 'References' where authors can list all the sources of information that they have used for drafting their chapters.

## 3. References in the main text

### 3.1. Online sources (available freely on the internet)

References are fully cited only in the References chapter. In the main text, when the source is available online, authors should use **external hyperlinks** <sup>(1)</sup>. These hyperlinks may link to an external source the title of the referred document, the name of an organisation, the name of a project, the author of a report and so on. Taking reader-friendliness into account, authors should find the most appropriate place in the text for the hyperlink. On how to insert hyperlinks in the Youth Wiki, you can consult the section on "Inserting links" (par. 1 – External link) of the Technical Manual.

For example, if you want to write something like: "According to the Youth Law, only persons between 16 and 26 qualify as young people", then you can hyperlink the word "Youth Law" with the appropriate online document or source.

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(<sup>1</sup>) An internal hyperlink connects one element of the Youth-Wiki with another. An external hyperlink connects one element of the Youth Wiki with the World Wide Web (i.e. internet).

If a document (organisation name etc.) is cited multiple times **in the same section**, it is enough to **hyperlink it only the first time** the source is mentioned.

When the name of a document (e.g. law, decree, report etc.) or organisation is mentioned in the text, please always provide the **English translation**. If you think it is useful to the reader, then the name in the original language can follow afterwards in brackets.

### 3.2. Offline sources (not available freely on the internet)

- 1) If the source is an official legal or policy document and is available only in an **offline electronic format** (e.g. pdf), the file can be **uploaded** to the Youth Wiki and a link to it will be inserted in the main text. Please refer to the section on "Inserting media files (images and docs)" of the Technical Manual on how to upload a file to the Youth Wiki.
- 2) If the source is a book or a journal article, which are not available or freely accessible online, or if it is an official policy document, which does not exist in an electronic format, then authors should place the **name of the author and the year of the publication in brackets** after the source is mentioned (preferably at the end of the sentence).

For example, if the above mentioned Youth Law is available neither online nor in an electronic format, then you should quote it like this: "According to the Youth Law, only persons between 16 and 26 qualify as young people (Country's Legislative Authority, 2016)".

## 4. The References chapter

### 4.1. Main organisation

The References chapter lists all sources used in the Youth Wiki. It is divided into four parts: 1) Legislation and official policy documents, 2) Data and statistics, 3) Studies, reports and academic publications, and 4) Official websites.

In this chapter, authors should list **all the sources** used in all chapters of the Youth Wiki, according to the four categories.

Reference entries should be listed in **alphabetical order** within each part.

In case of online sources, reference entries should contain a **hyperlink**, leading the reader to the external website where the referenced document can be found. The hyperlink's displayed text may be the title of the document (or, in case of legal documents with longer titles, the number of the legal act). Please do not copy the URL link as such in the reference list.

For example:

Correct: [Education, Audiovisual and Culture Executive Agency \(EACEA\)](#)

Incorrect: [http://eacea.ec.europa.eu/index\\_en.php](http://eacea.ec.europa.eu/index_en.php)

It is very important that the hyperlink is working. Next to the external hyperlink you should provide in brackets the **date the hyperlink was last accessed**.

For publications and websites that are available both in the original language and in English, it is sufficient to provide the reference entry (and the relevant hyperlink) only in English. For publications

that are not available in English, always provide the **English translation** first followed by the name/title in the original language (hyperlinking the title in the original language).

## 4.2. Structure of reference entries

We recommend using the Harvard referencing system. A detailed Harvard system referencing guide can be found here: <http://libweb.anglia.ac.uk/referencing/harvard.htm>. The instructions and examples below are not exhaustive, but they provide the main directions to follow.

### General pattern

| Author,  | Year of publication. | <i>Title.</i> | Place of publication: Publisher | (Date of last access). |
|--|----------------------|---------------|---------------------------------|------------------------|
| Example:<br>Kotecha, M., Morrell, G. and Lee, L., 2012. <a href="#">Engaging adults in youth volunteering</a> . Research Report DFE-RR189. London: Department of Education (last accessed 23/06/2016). |                      |               |                                 |                        |

### Publications that are not in English

| Name of organisation in English (Name of organisation in the original language),  | Year of publication. | English translation of title ( <i>Original title</i> ). | Place of publication and publisher in English | (Date of last access). |
|---|----------------------|---|---|------------------------|
| Example:<br>Polish Central Statistical Office (Główny Urząd Statystyczny), 2008. Education in the school year 2007/2008 ( <a href="#">Oświata i wychowanie w roku szkolnym 2007/08</a> ). Warsaw: Polish Central Statistical Office (last accessed 23/06/2016). |                      |   |   |                        |

### Legal and other official policy documents

| Name of the organisation/authority issuing the legal document in English (name in the original language),  | Year and reference number. | English translation of title ( <i>Original title</i> ) | (Date of last access). |
|--|----------------------------|--|------------------------|
| Example:<br>Swedish Parliament (Sveriges Riksdag), <a href="#">Proposition 2013/14:191</a> . Focus on young people – a policy for good living conditions, power and influence ( <i>Med fokus på unga – en politik för goda levnadsvillkor, makt och inflytande</i> ) (last accessed 23/06/2016). |                            |  |                        |

## National data and statistics

### 1) Data on a website

| Name of the organisation publishing the data in English (name in the original language),  | Identifiers of the indicator (name in English, name in original language and, if available, code), | Reference period, | (Date of last access). |
|---|--|-------------------|------------------------|
| <p>Example:</p> <p>Hungarian Central Statistical Office, <a href="#">2.1.6. Number of employed persons by age-group and sex</a>, 2014 (last accessed 25/01/2016).</p> |  |                   |                        |

### 2) Data in a report

| Name of the organisation publishing the data in English (name in the original language),   | Year of publ. | Identifiers of the indicator, reference period. | In: details of the publication (title, place of publication, publisher – see above), page number. | (Date of last access). |
|--|---------------|---|---|------------------------|
| <p>Example (1):</p> <p>Statistics Netherlands, 2014. Young people under 25 arrested by the police, 2013. In: <a href="#">Annual Report 2014 Youth Monitor – Summary</a>. The Hague: Statistics Netherlands, p.6. (last accessed 23/06/2016).</p> <p>Example (2):</p> <p>Statistics Austria (Statistik Austria), 2016. Public and private schools 1923/24-2014/15 (Öffentliche und private Schulen 1923/24 -2014/15). In: <i>Education in numbers (Bildung in Zahlen)</i>. Vienna: Statistik Austria, p. 29 (last accessed 29/06/2016).</p> |               |   |   |                        |

## Chapter in a book

| Author,  | Year of publication. | Title of the chapter followed by In: Editor(s) first name initial(s) last name ed. or eds. <i>Title of edited volume.</i> | Place of publication: Publisher, pp. page range. | (Date of last access). |
|--|----------------------|---|--|------------------------|
| <p>Example:</p> <p>Hunter, F., 2015. <a href="#">Internationalisation as a Lever for Change: the Case of Italy</a>. In: A. Curaj et al. eds. <i>The European Higher Education Area: Between Critical Reflections and Future Policies</i>. Heidelberg: Springer (last accessed 23/06/2016).</p> |                      |   |  |                        |



## Journal article

| Author,   | Year of publication. | Title of the article, | <i>Full title of Journal</i> , Volume number (Issue number), page number(s) of the article in the journal. | (Date of last access). |
|---|----------------------|-----------------------|--|------------------------|
| <p>Example:</p> <p>Goddard-Spear, M., 1989. Differences between the written work of boys and girls. <i>British Educational Research Journal</i>, 15(3), pp. 271-277.</p> <p><b>NOTE:</b> This article is not accessible online, so no external link can be provided. Such articles/books need to be referenced with an (author, date) system in the text (see above).</p> |                      |                       |  |                        |

## Official websites

### 1) Website of an organisation

| Name of the organisation in English (Name of the organisation in the original language)   | (Date of last access). |
|---|------------------------|
| <p>Example:</p> <p>Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (<a href="#">Bundesministerium für Familie, Senioren, Frauen und Jugend</a>) (last accessed 23/06/2016).</p> |                        |

### 2) Website of a project/programme etc.

| Name in English (name in the original language),  | Type (e.g. project, information campaign etc.), | Year of validity | (Date of last access). |
|---|---|------------------|------------------------|
| <p>Example:</p> <p>"Volunteering for all" (<a href="#">Dobrovolnictvo pre všetkých</a>), information campaign, 2014 (last accessed 23/06/2016).</p> |   |                  |                        |

# **Youth Wiki Style Guide**

**"Writing for the Web"**

**July 2016**



## INTRODUCTION

This Style Guide intends to support authors of the national descriptions for the Youth Wiki in drafting its content. As this content is accessed and read online, specific rules apply to how it shall be drafted, structured, and edited.

### General approach to writing for the web

#### Scanning and readability

Visitors to websites are often impatient and rarely read the content word-by-word. In fact, they *scan* a page to identify items of interest (e.g. information helping them with specific tasks), and then they read only those. It is therefore essential that the content of the Youth Wiki is *scannable*, i.e. structured in a way that facilitates skimming through, and *readable*, i.e. written in a style and with a vocabulary that facilitate comprehension.

#### Main principles for online writing

Applying some basic principles for online writing will ensure YouthWiki's national descriptions are scannable and readable. These principles are designed to help users find what they need quickly and absorb it effortlessly:

- **Setting the right tone:** the tone used should inspire trustworthiness about the reliability of the content. It should be official, formal and consistent, as well as accessible also to non-experts.
- **Clarity:** sentences should be simple. One sentence should convey one idea/concept. Language must be plain and accessible to non-experts.
- **Front-loading:** most important information should be presented first. The initial sentences/paragraphs of pages should offer what users are searching for.
- **Concision:** single words should be used instead of wordy phrases. Shorter direct words should replace longer, more indirect words. Words that are not necessary should be cut.

#### Target users and their needs

Identifying the expectations and needs of Youth Wiki's users is crucial to correctly apply the main principles of online-writing, and thus make its content scannable and readable.

| <b>USERS</b>                           | <b>EXPECTATIONS</b><br><i>(what they expect to find)</i>                       | <b>NEEDS</b><br><i>(why they need it)</i>  |
|--|--|--|
| <b>Policy makers at European level</b> | Detailed information on national youth policies in the participating countries | to understand the general progress in youth policy in Europe                                     |
| <b>Policy makers at national level</b> | Detailed information on theirs and other countries' policies on youth          | to learn what other countries do; exchange practices; inform further policies in their countries |
| <b>Researchers and academics</b>       | Detailed information on national youth policies in the participating countries | to analyse and draw comparisons among countries  |
| <b>Journalists, media outlets</b>      | Accessible information on national youth policies                              | to collect and disseminate information   |

The following sections illustrate in detail how national descriptions in the Youth Wiki should be drafted and structured in order to ensure its scannability and readability.

## Text Layout

### The "inverted pyramid"

The traditional structure "introduction-body-conclusions" typical of print texts should be replaced by the opposite one. Most important or most recent information should be placed first; least important or older information afterwards.

### Simple vocabulary

Vocabulary should be kept simple. The following methods should be applied:

- avoiding buzzwords and jargon
- avoiding metaphors especially clichéd ones (e.g. drive, deliver, going forward, ring-fencing)
- using words that are easy to understand
- using one word instead of a wordy phrase
- using plain instead of complex words (e.g. "to buy" instead of "to purchase"; "to start" instead of "to commence"; "about" instead of "approximately").

### Headings, sub-headings and sub-sub-headings

The Guide to Content for the Youth Wiki's chapters indicates the compulsory *headings and sub-headings* to be used. The purpose is to help authors arrange information into the same structure, thus allowing readers to scan the content and compare across countries

Heading 2 (the main title) is created by A7 and you will already find these titles on your pages. You may go further and use Heading types 3 and 4.

Authors are encouraged to introduce optional *sub-sub-headings* for sub-dividing long texts into shorter segments. Sub-sub-headings should be:

- left-aligned
- not underlined (to avoid being confused with web links)
- used after every one to three paragraphs (as a rule of thumb)

### Paragraphs

Short paragraphs make texts more readable. While drafting national descriptions, authors should:

- aim for a maximum of 2-3 sentences or 50-60 words per paragraph
- use one-sentence paragraphs if the idea only needs to be stated, and not developed
- vary paragraph lengths to avoid monotony

### Sentences

Short and simple sentences are important to facilitate the reading of online texts. Sentences should:

- be short (in general, contain a maximum of 25 words)
- be of various length to give life and rhythm to the text
- follow a simple structure
- convey just one idea or concept each
- use active, not passive tense (e.g. "The Council adopted the regulation", not "the regulation was adopted by the Council")
- contain verbs rather than weak noun-based constructions (e.g. "This department collects accounts" is better than "The function of this department is the collection of accounts".)

### Bullets and numbered lists

Subdividing a long paragraph into separate points is useful to break down a big chunk of text and make it easier to read through. When using bullets or numbered lists, authors should consider:

- chronological listing information (from most recent to oldest or from most to least important)

- one bullet point/number should correspond to one idea (whole paragraphs shall not be bulleted; in that case, subheadings should be used instead)
- lists with more than nine items should be split into two or more separate lists, if possible
- numbered lists are to be used when explaining steps in a process; otherwise bullet points should be used

## Fonts

For paragraph text you should apply the style "normal", predefined on the style drop down menu of the text editor. The choice of fonts helps direct readers' eyes toward the flow of text. It also affects the tone, and style of the writing. While the type of font available in the Youth Wiki's editor is given, authors can choose to vary the look of the font by using bold, italics, underlining and capitalisation. A few criteria shall be kept in mind:

- Bold can be used for emphasis but only sparingly. Bold can be useful to stress important facts and figures. A maximum of one or two words per paragraph should be bold
- Italics are hard to read on screens. Therefore, they shall be used only for journal titles, book titles and newspapers
- Underlining should be used with caution as it can be confused with hyperlinks
- Capitalisation shall be used for the initial letters of proper names. Text in all capitals shall be avoided as it is harder to read on screen

## Hyperlinks

A hyperlink is a word or phrase in online content that, when clicked, takes the user to another web page (on the same website or another) with related content. Hyperlinks are useful to organize content so that a website is easy to navigate.

- Hyperlinks are both internal links (cross-references to articles on the Youth Wiki) and external links
- Hyperlinks must be embedded in a word or short expression (e.g. "The [Youth Law](#) includes a section on social inclusion")
- '*Click here*' or '*next*' must not be used to host hyperlinks. The link text should be self-explanatory so users are clear where the link will take them.
- "Deep links", i.e. links straight to the resource should be favoured where possible
- All hyperlinks must be checked once a year.

## Images

Images are useful to break the monotony of long texts, facilitate the comprehension of users and channel their attention to facts and figures. However, such images should be used with caution to avoid overloading pages and making national descriptions visually incoherent.

- The images added to Youth Wiki's pages are those conveying statistical or quantitative information (charts, graphs, tables, pie-charts...)
- Such images should always accompany, not replace text
- The source of data illustrated must always be indicated

## Writing to be found: Search engine optimisation (SEO)

SEO is the process of maximizing the number of visitors to a website by ensuring that the site appears high on the list of results returned by a search engine. This is achieved by editing the content of a website in a way that meets the queries of users when they input keywords in a search engine.

In order to increase the visibility of the Youth Wiki on the web and make it easily reachable by users who do not yet know it, authors of its pages are encouraged to follow several guidelines.

### **(Key-)words in texts**

When users conduct a search on the web, they type keywords on search engines that relate to the type of information they are looking for. In order for the Youth Wiki website to appear amongst the first results of the web search, it is necessary that its pages contain (some of) the keywords typed by users (e.g. "youth policy", "youth law Austria", "volunteering program UK"...).

In the texts, authors should use words that are likely to be typed in by users, by:

- Paying attention to the main types of users the Youth Wiki targets, the type of information they most likely need, and the wording they most likely use
- Using tools such as Google Autosuggest and Google Keyword Planner to see what search terms users type into Google

### **High quality web-friendly content**

Unique, reliable and frequently updated content increases the visibility of pages on search engines. For this reason, authors shall:

- strive to keep the content of their pages tightly on-topic and centred on the subject matter of the desired keyword phrases
- link Youth Wiki's pages to external websites (where relevant). Increasing the "connectedness" of the Youth Wiki to other sites enhances its visibility on search engines
- provide high-quality content so that users find the Youth Wiki is a trusted resource and will therefore link to it

## Quality assurance (ex-ante)

While EACEA A7 will conduct periodic quality assurance evaluations after the national descriptions are uploaded by national correspondents (ex-post), authors are encouraged to assess their texts against the above layout guidelines before publishing them.

### **Final checks before uploading**

Once a page is drafted, authors are invited to check some elements of layout before the content is finalised and released on the Youth Wiki platform:

- scanning and readability: asking someone else to have a quick read through to check if the content is easily scanned through and comprehended
- all hyperlinks (both internal and external ones) must be double-checked to make sure they take users to the right pages
- glitches from copy-pasting must be checked.

## Style and General Editing Rules

### Numbers and dates

- Percentages. Preferably use the symbol (15%). If using words, write ‘per cent’ (two words, no point). Make the distinction between ‘%’ and ‘percentage point(s)’.  
In statistics each decimal place, even if zero, adds to accuracy: 3.5% is not the same as 3.50% or 3½ %. The fraction is more approximate.
- Decades. The 1990s (never use ‘the nineties’, etc.).
- Dates. Dates in the text should always be given in their full form (6 June 1992).
- Time spans. Use a closed-up hyphen (-) for year ranges (1939-1945, 1990-2001, 2010-2012). For one academic, financial, marketing year, a slash (/) is used (1991/1992).
- Punctuation in figures. According to the English system, a point is used to separate whole numbers from decimals (not a comma). A space is used to indicate thousands in whole numbers (not a comma). Decimals are grouped in a single block (152 231.324567).

### Abbreviations, contractions, symbols and acronyms

In order to clarify abbreviations and acronyms, their full meaning should be spelled out at the first mention with the abbreviation/acronym in parentheses.

*Example:* the Centre for Research on Education and Lifelong Learning (CRELL) was established in 2005.

As a general principle, acronyms do not have a full point between the capitals.

Where an acronym, contraction or abbreviation, including names of programmes, of six letters or more can be pronounced, it is printed in upper and lower case (e.g. Unesco, Cedefop).

An acronym, contraction or abbreviation, including names of programmes, of up to five letters is printed in capitals (e.g. CRELL). Acronyms of names that are usually used in the plural should be written as they are spoken (e.g. OCTs, SMEs, not OCT, SME, etc. unless used as an adjective).

### Abbreviating 'billion', 'million' and 'trillion'

‘Billion’ is used to designate a thousand million (and not a million million) and ‘trillion’ a million million. Note that the words ‘million’, ‘billion’ and ‘trillion’ can be combined with figures (e.g. 3 000 million).

Preferably, do not use abbreviations like ‘mio’, ‘bio’, ‘k’, ‘mill’. The letters ‘m’ and ‘bn’ can be used for sums of money to avoid frequent repetitions of million, billion; this applies particularly in tables where space is limited. The abbreviation is preceded by a hard space (e.g. €230 000 m, \$370 000 bn, £490 bn).

### Latin abbreviations and phrases

Latin should be used sparingly as even the common phrases are often misused or misunderstood.

Write all Latin abbreviations in roman (e.g. et al.; et seq.; ibid.; i.e.; NB; op. cit.).

Latin words should usually be printed in italic (e.g. *ex ante*), but certain common Latin phrases take roman (e.g. ad hoc, ad infinitum, inter alia, per capita, pro forma, status quo). When in doubt, you can refer to the *New Oxford dictionary for writers and editors* for italic or roman style.

### Quotations

A quotation can be:

- a quoted passages from other works;
- words and thoughts of third parties reported in the text.



### Quotation marks

Use single quotation marks ('---') for quotations. Double quotation marks ("---") are used for quotations within quotations.

Punctuation must be placed according to the sense; if it belongs to the quotation, it is included inside the quotation marks, otherwise it is not.

*Example:* The American government favours 'a two-way street in arms procurement'.

However, if the quotation itself contains a concluding mark, no full stop is required after the quotation mark.

*Example:* Walther Rathenau once said: 'We stand or fall on our economic performance.'

Generally, use quotation marks as sparingly as possible. Some languages make frequent use of quotation marks for nouns in apposition (often programme or committee names etc.), as in *le Conseil «Agriculture»* or *Komitee „Menschliche Faktoren“*. It is usually preferable to omit the quotation marks and reverse the order (e.g. the Agriculture Council, the Human Factors Committee, etc).