



Ministry of Civil Affairs

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

Datum: 27.09.2022. godine

**JAVNI POZIV ZA DOSTAVLJANJE PONUDE
ZA NABAVKU USLUGA IZRADE POGLAVLJA 6-10
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 poglavlja 6-10 opisa omladinskih politika u BiH:

- obrazovanje i osposobljavanje;
- Zdravlje i blagostanje;
- kreativnost i kultura;
- mladi i svijet;
- omladinski rad.

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.

Ponudač je dužan 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 kratak pregled o zemlji i uvode u poglavlja;
- vodič za sadržaj;
- vodič za reference;
- vodič za stil.

Rok za izvršenje usluge je 30 dana računajući od dana potpisivanja ugovora.

Ukupna procijenjena vrijednost javne nabavke (bez uključenog PDV): 20.512,82 KM

3. PERIOD NA KOJI SE ZAKLJUČUJE UGOVOR:

Ugovor se zaključuju na period od 30 dana.

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, ponudač mora ispunjavati minimalno sljedeće uslove: da je ponudač 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 Ponudač 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 ponudač u posljednjih pet godina računajući od dana dostavljanja ponude stekao iskustvo u provedbi najmanje jednog međunarodnog projekta koji je posvećen temi relevantnoj za poboljšanje uvjeta života mladih u Bosni i Hercegovini;
 - b) da je ponudač bio glavni korisnik (koordinator ili nosilac provedbe) najmanje jednog međunarodnog projekta koji je financiran od strane javnih institucija najmanje jedne države članice EU.
- 2.1 Ponudač 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 ponudač učestvovao u realizaciji međunarodnih projekata u oblasti mladih u Bosni i Hercegovini u posljednjih pet godina koje je financirano iz neke države članice EU;
 - b) uvjerenje, potvrda ili drugi dokument iz kojeg se može utvrditi da je ponudač bio glavni korisnik (koordinator ili nosilac provedbe) najmanje jednog projekta financiranog iz javnih institucija najmanje jedne države iz EU.

NAPOMENA: Ponudač može da dostavi jedan dokument kojim dokazuje ispunjavanje svih uslova iz tačke 2.1. ako postoji takav dokument.

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 IZRADA POGHLAVLJA 6-10 OPISA OMLADINSKIH POLITIKA U BOSNI I HERCEGOVINI

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

„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. KRAJNJI ROK ZA DOSTAVU PONUDA

19.10.2022. 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 kratak pregled o zemlji i uvode u poglavlja;
- Vodič za sadržaj;
- Vodič za reference;
- Vodič za stil.

Aneks 1: OBRAZAC ZA DOSTAVU PONUDE

**Javni poziv za dostavu ponuda za nabavku usluga izrade
poglavlja 6-10 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 (registrovana djelatnost)	
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 poglavlja 6-10 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 field¹, 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....);

¹ 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 isolated².

² 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 Strategy³. In particular, they are asked to indicate the priorities identified, and any country-specific policy issues.

³ 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 insufficient⁴ 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).

⁴ 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.⁵ 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.

⁵ 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 issues⁶ that have been presented in research and which call for future policy action. References should be provided.
- Evidence-based evaluation of youth policies

⁶ 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 evaluations⁷ 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 reports⁸ 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.

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

⁸ 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"⁹.
- 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 isolated¹⁰.

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.

⁹ 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.

¹⁰ 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 scale¹¹, 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.

¹¹ 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 country¹². 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:

¹² 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 database¹ 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)

¹ 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 GUIDE TO CONTENT 2019

**EACEA A7
April 2019**

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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.
- **8 chapters** corresponding to the 8 fields of action¹ identified by the 'Renewed framework for European cooperation in the youth field for the period 2010-2018' (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.

General policies applying to the entire population irrespective of age, and therefore also to young people, should be described:

- only as background information, in case youth-specific policies exist (which should then be described in detail)
- in detail, in case there are no youth-specific policies.

This revised guideline should be implemented by all NCs (i.e. not on a voluntary basis) to avoid inconsistencies in the scope of national descriptions.

¹ Education and training, Employment and entrepreneurship, Health and well-being, Participation, Voluntary activities, Social inclusion, Youth and the world, Creativity and culture.

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 field², 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...);

² 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 isolated³.

³ 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 Strategy⁴. In particular, they are asked to indicate the priorities identified, and any country-specific policy issues.

⁴ 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 insufficient⁵ 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).

⁵ 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.⁶ 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.

⁶ 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 issues⁷ that have been presented in research and which call for future policy action. References should be provided.
- Evidence-based evaluation of youth policies

⁷ 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 evaluations⁸ 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 reports⁹ 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.

⁸ Authors should refer to rigorous, transparent, up to-date evaluations that were carried out through systematic reviews, randomized controlled trials or cohort studies.

⁹ 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"¹⁰.
- 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 isolated¹¹.

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.

¹⁰ 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.

¹¹ 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 scale¹², 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.

¹² 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 country¹³. 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:

¹³ 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...).

CHAPTER 3: EMPLOYMENT & ENTREPRENEURSHIP

The general objective of the EU Youth Strategy is to "Support young people's integration into the labour market, either as employees or as entrepreneurs, facilitate the transition from education and training, or from unemployment or inactivity, to the labour market, and improve opportunities to reconcile working life with family life".¹⁴

In order to achieve these aims, EU Member States have agreed – in the EU Strategy and in subsequent Council Resolutions – to implement policy measures addressing several ways to support young people's integration in the labour market. These agreed measures are reflected in the sections composing each country's national description.

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.

3.1 General context

This section provides, in a very concise way, the context of youth employment and entrepreneurship in the reporting country. Authors should offer a brief description of (i) the general situation of the labour market in their country, and (ii) concepts useful to understand the country's context and approach.

Labour market situation in the country

Authors should provide concise information on the main characteristics of the country's labour market in general (e.g. role traditionally played by State institutions in regulating it, main trends over recent years, effects of the recent economic crisis, main obstacles in accessing it) and of youth employment in particular (e.g. main recent trends, major challenges).

If there are regular national surveys on young people's participation in the labour market, these and their main results should be mentioned here. International survey results can be mentioned also if they show a trend that is particularly striking and relevant for the reporting country

Main concepts

Authors may illustrate any concept related to employment and entrepreneurship or to the labour market in general that captures distinctive understandings and aspects of the situation in the country and facilitate the comprehension of its main features to an external reader.

¹⁴ 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, p.1-11

3.2 Administration and governance

This section maps the way policy making in the field of youth employment and entrepreneurship takes place in the 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 employment and entrepreneurship 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 employment and entrepreneurship 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 employment and entrepreneurship (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 employment and entrepreneurship.

3.3 Skills forecasting

Definition: Skills forecasting involves estimating the expected future number of jobs available in an economy [in the medium or long term] and their particular skill or qualification requirements. Skills needs forecasts are complemented by forecasts of the number of people (supply) with particular skills. The comparison of demand and supply can indicate potential imbalances or skill mismatches in future labour markets (Cedefop 2012, pp.11.12)¹⁵

This section describes how suitable skills for the labour market are identified and how education authorities have established mechanisms to make use of the information gained from labour market forecasts. It is composed of two main parts: (i) forecasting systems, and (ii) skills development.

Forecasting system(s)

Authors should describe the existing top-level schemes and mechanisms by which responsible authorities identify future demands in the labour market and the relevant skills they require. Authors should indicate:

- the type of schemes and mechanisms in place (e.g. organisation and functioning; periodicity; main outputs such as reports and recommendations; dissemination of outcomes...);
- the top-level authority coordinating the system(s) of labour market and skills forecasting and, if applicable, how cross-sectoral cooperation with other public authorities and social partners (e.g. employers' associations, trade unions, trade organisations...) takes place.

¹⁵ Most typically, skills supply and demand are forecasted in order to help different labour market actors – employees, employers, students and parents, social partners, policy makers – to take informed decisions and appropriate action concerning the labour market. Labour market forecasting is usually conducted by occupation and qualification levels (Cedefop, 2012).

Skills development

Authors should illustrate whether and how the indications from forecasting systems are used systematically to support the acquisition of relevant skills by young people. Information should cover:

- formal education institutions, general, higher and vocational (e.g. link with definition of curricula; offer of second chance and adult education; quality assurance procedures; mechanisms to determine the number of publicly funded study places...);
- non-formal and informal learning (e.g. projects and initiatives targeting non-formal education providers...);
- initiatives of awareness raising organised by top-level public authorities to disseminate information on the main skills needed to prospective students (information campaigns, informative public events, dedicated publications...).

3.4 Career guidance and counselling

This section describes top-level policies and measures providing guidance on career development and on job search to young people. Information should focus on guidance and counselling either directly offered or financed and monitored by the public sector. It is composed of three main parts: (i) career guidance and counselling services, (ii) funding of these services, and (iii) monitoring and quality assurance.

Career guidance and counselling services

Authors should describe whether and how public service(s) of career guidance are organised in the country, with particular reference to:

- the existence of guidance and counselling service provided/financed by the public sector and the responsible authority at central level (e.g. Ministry);
- the link with the national Youth Guarantee scheme (e.g. whether guidance services are independent of the Youth Guarantee's scheme, whether they have been reinforced or reformed in application of the scheme, whether the main contents of career guidance have been revised because of the implementation of the Youth Guarantee...);
- main providers and partnerships. Authors should specify whether public career guidance and counselling services targeting young people take place within formal education institutions (schools, higher education institutions, adult and second-chance education establishments), non-formal and informal learning providers (e.g. youth work), employment services, and/or other organisations. Existing partnerships between different providers (e.g. coordination between schools and employment services, joint projects and programmes between different providers...) should be illustrated;
- main users of the services. In relation to the type of providers described above, authors should indicate whether career guidance and counselling services are made available mainly to students in schools, higher education students, participants in non-formal education, young job seekers etc...;
- specific target groups. Authors should describe whether specific groups in the youth population are targeted by career and job search guidance (e.g. young people not in employment, education or training (NEETs); low skilled youth; young long-term unemployed...).

Funding

Authors should describe how providers of career guidance and counselling as described above receive public funding, by providing information on:

- the main channels of public funding at central level (e.g. which Ministries contribute to funding, whether specific funding programmes exist...);

- if available, the amount of funding in a country's budget (in real numbers and/or as a percentage of the overall budget).

Quality assurance

Authors should describe any existing system of quality assurance of the services of career guidance and counselling in the country. 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 services (e.g. customers' satisfaction enquiries, evaluation of the career outputs of users of the services, monitoring of the numbers of users reached...);
- the main criteria/indicators/standards used to assess the quality of services (e.g. scope of outreach of guidance services, content and type of guidance and counselling offered, accessibility of services...);
- the main outcomes of quality assurance mechanisms (e.g. whether career guidance providers receive feedback and recommendations, whether public funding can be withheld if services do not meet the established quality criteria...).

3.5 Traineeships and apprenticeships

*Definitions. **Traineeship:** a limited period of work practice, whether paid or not, which includes learning and training components, undertaken in order to gain practical and professional experience with a view to improving employability and facilitating transition to regular employment¹⁶.*

***Apprenticeship:** a systematic, long-term training, alternating periods at the workplace and in an educational institution or training centre.¹⁷*

This section describes top-level policies and measures regulating the offer of and participation in traineeships and apprenticeships. It is composed of five sections covering: (i) the official guidelines, (ii) measures promoting young people's participation, (iii) available mechanisms of recognition of learning outcomes, (iv) funding, and (v) quality assurance.

Official guidelines on traineeships and apprenticeships

Authors should provide a general description of the main top-level official guidelines concerning traineeships and apprenticeships. Information should cover (whenever applicable):

- the existence of a regulatory framework whereby the responsibilities of each party involved (providers and participants) are clearly formulated and enforceable (e.g. the transparency of the working conditions and job description in traineeships' and apprenticeships' notices, the obligation to have a written agreement/contract, the remuneration of trainees/apprentices...)
- the social security coverage applying to participants to traineeships and apprenticeships (e.g. sickness insurance, social contribution, possible tax regime applying to remunerated traineeships and apprenticeships...);
- whether traineeships and apprenticeships are a requirement in education programmes;
- guidelines on cooperation among social partners in the design, implementation and governance of traineeships and apprenticeships (e.g. agreements with professional and sectoral organisations, education and training providers, youth and student organisations...);
- specific target groups whose participation in traineeships and apprenticeships is sought (e.g. young long-term unemployed, NEETs...);
- the link with the national Youth Guarantee scheme (e.g. whether traineeships' and apprenticeships' guidelines have been introduced for the first time through the implementation

¹⁶ Council recommendation on a Quality Framework for Traineeships, 10 March 2014

¹⁷ Cedefop, 2008. Terminology of European education and training policy. A selection of 100 key terms. Luxembourg: Office for Official Publications of the European Communities.

of the Youth Guarantee's scheme, whether they have been reinforced or reformed in application of the scheme, whether measures have been taken to increase the availability of traineeships and apprenticeships due to the implementation of the Youth Guarantee...);

Promoting traineeships and apprenticeships

Authors should indicate whether and how young people's participation in traineeships and apprenticeships is promoted by briefly describing top-level policy measures or initiatives:

- facilitating the participation of young people, either in general or from identified target groups (e.g. preparatory training and guidance, occasions of contact and exchange with traineeships' and apprenticeships' providers, administrative, legal and financial support);
- supporting and encouraging providers of traineeships and apprenticeships (e.g. formal education institutions, prospective employers, companies and enterprises, professional associations...) to offer training opportunities;
- raising awareness about traineeships and apprenticeships (e.g. public campaigns, information centres, dedicated websites...).

Recognition of learning outcomes

Authors should describe how the skills young people acquire through participating in traineeships and apprenticeships are formally recognised in the reporting country¹⁸. Information should cover:

- the types of recognition available, i.e. whether young people having participated in traineeships and apprenticeships 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...);
- 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 traineeships and apprenticeships to obtain ECTS or ECVET credits).

Funding

Authors should describe whether and how public funding is available to support traineeships and apprenticeships schemes by indicating:

- any mechanisms of co-funding between providers and top-level public authorities (e.g. public contribution to participants' remuneration and social contributions, tax allowances granted to providers...);
- the source of public funding at top-level and use of EU funding such as through the European Social Fund;
- if available, the general amount of funding (in real numbers and/or as a percentage of the overall budget).

¹⁸ Authors might find it useful to consider the following four stages in the process of validation (Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, OJ C 398/1. 22.12.2012):

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

Quality assurance

Authors should describe any existing system of quality assurance applied to schemes of traineeships and apprenticeships in the country.¹⁹ 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 traineeships and apprenticeships (e.g. trainees' and apprentices' satisfaction enquiries, systematic evaluation of traineeships and apprenticeships offered within formal education programmes, monitoring of the numbers of participants...);
- the main criteria/indicators/standards used to assess the quality of traineeships and apprenticeships (e.g. clarity and reliability of the traineeship/apprenticeship's contracts, content of the training offered, evaluation of the learning and training outcomes, level of remuneration...);
- the main outcomes of quality assurance mechanisms (e.g. whether traineeships and apprenticeships providers receive feedback and recommendations, whether public funding can be withheld if services do not meet the established quality criteria...).

3.6 Integration of young people in the labour market

This section describes top-level policy measures and initiatives established in the country to foster the employment of young people. While other policies related to increasing the employability of young job seekers (such as developing relevant skills and competences, receiving guidance and counselling, obtaining training and work-related experience...) are dealt with in previous sections, the current one particularly focuses on actions directly aimed at supporting the access and retention of young people in the labour market.

The section addresses (i) top-level measures promoting youth employment, (ii) top-level measures enhancing flexibility and security in the labour market, (iii) top-level measures promoting a good work-life balance, (iv) public funding, and (v) quality assurance of established policies and schemes.

Youth employment measures

Authors should briefly describe the main policy measures (both short-term and structural) implemented at top-level to foster the access of young job-seekers to employment. Authors should report about:

- direct job-creation schemes (e.g. temporary work in the public sector or in non-profit organisations, or in partnership with private employers, supported by the State);
- wage and recruitment subsidies aiming at fostering youth employment in the private sector (e.g. targeted reductions in employers' social security contributions for young recruits, reimbursement of training expenditures, incentives for transforming temporary contracts into permanent ones...);
- any other top-level measure established to further youth insertion and retention in the labour market;
- specific target groups identified within the youth population (e.g. long-term unemployed, low-skilled job seekers, NEETs...);
- large-scale outreach strategies to disseminate information about job opportunities and employment support services (e.g. youth employment focal points; dedicated offices or agencies; awareness raising initiatives...);
- the link with the national Youth Guarantee scheme (e.g. whether measures were established and/or reformed once the Youth Guarantee national scheme was implemented; how existing measures have been streamlined and/or reinforced in the context of the implementation of the Youth Guarantee...).

¹⁹ In application of [Council Recommendation](#) of 10 March 2014 on a Quality Framework for Traineeships, OJ C 88, 27.3.2014, p. 1–4

Flexicurity measures focusing on young people

*Definition: **Flexicurity** is a comprehensive approach to labour market policy, which combines sufficient flexibility in contractual arrangements – to allow firms and employees to cope with change – with the provision of security for workers to stay in their jobs or be able to find a new one quickly, with the assurance of an adequate income in between jobs.²⁰*

Authors should describe whether top-level policies and/or measures exist to enhance flexibility and security in the labour market, so to boost youth employment and allow young people to combine employment with further education, training, voluntary activities and private life. Information should cover:

- flexible employment schemes for young people (e.g. “first-job” contracts for young employees; working arrangements with flexible organisation of working time; temporary contracts...);
- effective security provisions for young employees and young job-seekers (e.g. tailored support for young workers between jobs; investments in internal – i.e. within the same region or the same employment sector – mobility and redeployment; job oriented re-training opportunities...).

Reconciliation of private and working life for young people

Authors should report whether top-level policies and/or measures exist to help young people reconcile their private and working lives. Information should cover top-level measures and initiatives:

- supporting the balance between work and family responsibilities (e.g. flexibility in working time arrangements, possibility to telework...);
- removing practical barriers to access to employment and promoting gender equality in the labour market (e.g. initiatives to support young women's entrance and retention in the labour market).

Funding of schemes/initiatives

Authors should describe how the policies, schemes and initiatives on youth employment described above are funded, by providing information on:

- the source of funding at top level (e.g. whether there is a specific and consolidated budget destined to support youth employment measures; whether various budget lines exist to finance different schemes; which top-level authorities administer the budget(s)...);
- mechanisms of co-funding between State institutions and social partners (e.g. partnerships with employers' organisations, agreements with trade unions);
- if available, the amount of funding (in real numbers and/or as a percentage of the overall budget) for the current year. If significant variations have occurred in the recent years, authors should briefly mention which schemes/initiatives/activities have been modified;
- whether and how EU funds (e.g. ESF, Development and Cohesion Fund) are used, and the amount of funding earmarked.

Quality assurance

Authors should describe any existing system of monitoring and quality assurance of the youth employment measures and schemes implemented in the country. If no such system exists, authors should explicitly say so. Information should illustrate:

- the main mechanisms in place to monitor and ensure the quality of employment schemes and projects (e.g. statistics on participation in schemes; systematic collection of participants' feedback...);
- the main criteria/indicators/standards used to assess the quality of employment schemes and projects (e.g. number of young job seekers participating; number of new employment positions

²⁰ [European Commission, 2007. Flexicurity — a crucial element in modernising the EU's labour market. European Commission Communication, COM\(2007\) 359 final](#)

- created for young people; level of participation of specific target groups among young people; duration of periods of job search; levels of professional re-deployment and internal mobility...);
- the main outcomes of quality assurance mechanisms (e.g. whether employment schemes and projects are restructured on the basis of quality recommendations, whether public funding can be withheld if schemes do not meet the established quality criteria...).

3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities

This section illustrates top-level policy measures supporting young people in working, training or initiating their own business abroad. It covers (i) the type of programmes and opportunities available, and (ii) the legal framework applying to participants in cross-border mobility.

Programmes and schemes for cross-border mobility

Authors should describe the main top-level programmes/schemes, either directly arranged or funded by public authorities, through which young people can work, train and gain entrepreneurial experience abroad (intended as specific knowledge and skills aimed at business creation). Programmes and schemes can include bilateral agreements with other countries, EU-wide setups, and/or extra-EU arrangements. Information should cover:

- a very concise description of the main programmes and schemes (e.g. opportunities to conduct a traineeship or an apprenticeship in a foreign country; schemes for finding employment abroad, such as those linked to the [Your First EURES Job](#); projects and networks supporting young people in starting their own professional activity or business in a foreign country such as the [EU Erasmus Programme for Young Entrepreneurs](#));
- the type of support and guidance made available by public authorities at top level to young people engaging in professional and vocational cross-border mobility (e.g. information services, preparatory/ pre-departure trainings, databases of opportunities abroad...);
- the public funding made available at top level to support above-mentioned opportunities (main sources and, if applicable, level of funding).

Legal framework

Authors should briefly describe top-level policy measures setting a clear legal framework applying to incoming and outgoing young workers, trainees/apprentices and young professionals/entrepreneurs. If no legal framework exists for cross-border mobility of young workers, trainees/apprentices and professionals/entrepreneurs, authors should state so.

Information can cover aspects such as:

- the regime of social security (e.g. sickness and unemployment insurance, transferability of pension rights...);
- the rights and obligations concerning the entry and stay of young foreigners (both EU nationals and non-EU citizens) (e.g. specific work permits and work-visa requirements, work-related residence, specific type of employment contracts);
- any specific taxation arrangement applying to young people from another EU country coming to work in the reference country, and/or to young people from the reference country going abroad.

3.8 Development of entrepreneurship competence

Definition: *Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities. It is a foundation for more specific skills and knowledge needed by those establishing or contributing to a social or commercial activity. This should include awareness of ethical values and promote good governance.*²¹

The entrepreneurship competence includes therefore transversal skills and attitudes as well as more specialised knowledge and business skills. The 'sense of initiative and entrepreneurship'²² is one of the key competences in the European Framework on Key Competences; entrepreneurial skills are highlighted in the recent Rethinking Education Communication²³ and in the Entrepreneurship 2020 Action Plan²⁴.

This section concerns top level policy measures in the reporting country to develop and foster young people's knowledge, attitudes, and skills toward entrepreneurship. It is divided into four main parts: (i) policy framework; (ii) formal learning; (iii) non-formal and informal learning; (iv) educators' support.

Policy framework

Authors should describe the legal framework existing at top level in the reporting country, which applies to entrepreneurship competence and its development. Information should cover the following aspects:

- the existence of a specific national strategy for the development of entrepreneurship competence and of an entrepreneurial mind-set among young people;
- its implementation process
- the framework of reference used for entrepreneurship competence;
- the target groups.

Formal learning

In providing information for this section, authors are encouraged to use and make reference to the Eurydice Entrepreneurship Education report published in February 2016²⁵. They are also advised to get in touch with the respective Eurydice National Units who provided the information for the report.

Authors should report information on top-level policy measures and initiatives addressing:

- the incorporation of the entrepreneurship competence into curricula across upper-secondary education, vocational education and training, higher and adult education for young people;
- the efforts made to ensure practical experience according to the Entrepreneurship Action plan;

²¹ Key competence 7 "Sense of initiative and entrepreneurship". The *Key Competences for Lifelong Learning – A European Framework on key competence*, an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006/L394.

(http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf)

²² The role of entrepreneurship as an instrument to improve employability levels is also emphasized in the Annual Growth Survey 2013. http://ec.europa.eu/europe2020/pdf/ags2013_en.pdf

²³ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1389776578033&uri=CELEX:52012DC0669>

²⁴ <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0795&from=EN>

²⁵ European Commission/EACEA/Eurydice, 2016. Entrepreneurship Education at School in Europe.

Eurydice Report. Luxembourg: Publications Office of the European Union. <https://publications.europa.eu/en/publication-detail/-/publication/74a7d356-dc53-11e5-8fea-01aa75ed71a1/language-en> (last accessed 18/01/2018)

- the initiatives to define and assess learning outcomes which are statements of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of knowledge, skills and attitudes;
- the partnerships established to ensure relevant entrepreneurship education (e.g. business forum, sector skills alliance, NGOs, youth work, youth organisations)

Non-formal and informal learning

Authors should describe top-level policy measures and/or large-scale public initiatives:

- to encourage young people to develop entrepreneurial skills and attitudes through youth work and volunteering;
- regulating the recognition and validation of entrepreneurial learning in non-formal and informal learning environments (e.g., in accordance with the proposed European Commission recommendation²⁶);
- setting up specific tools (e.g., learning kit, self-assessment, portfolio for entrepreneurial competence including the EU Youthpass).

Educators support in entrepreneurship education

Authors should inform on existing top-level policies and public initiatives providing support to the work of educators and youth workers in the field of entrepreneurship. Information can cover:

- development of specific teaching materials;
- access to continuous training;
- certification in entrepreneurship teaching or training;
- specific websites and guidelines;
- the development of networks for teaching Entrepreneurship;
- the target practitioners (e.g., teachers, trainers, non-formal education providers, Youth workers).

3.9 Start-up funding for young entrepreneurs

This section describes top-level policy measures and initiatives developed in the country in order to create a favourable environment for business creation, including social enterprises more particularly for start-up launched by young people as young entrepreneurs. If no specific policy measure and/or initiative exist, authors should state so.

This section is composed of two main parts: (i) access to information; (ii) access to capital.

Access to information

Authors should describe any top-level policy measure implemented to ensure that young people know about the following aspects:

- funding opportunities to create a start-up;
- programmes and service providers devoted to the funding of start-up;
- specific professional guidance (e.g., tailor-made business training, mentoring, etc.)

Access to capital

Authors should describe any top-level policy measure to facilitate affordable funding for young entrepreneurs, who engage in a start-up creation. Information should cover the following dimensions:

- access to grant financing, such as grant based schemes for young entrepreneurs specific for start-up creation;
- access to debt financing, such as specific loan schemes for start-up creation (e.g. "zero interest" loan, micro-loans, etc.);
- access to EU funding programmes (e.g., European Progress Microfinance Facility).

²⁶ Council recommendation of 20 December 2012 on the validation of non-formal and informal learning, 2012/C 398/01

3.10 Promotion of entrepreneurship culture

This section illustrates top-level policy measures and initiatives, in addition to entrepreneurial education (section 3.8), to promote an entrepreneurship culture. It covers (i) the special events organised, (ii) the existing networks and partnerships.

Special events and activities

Authors should describe any public measure or initiative organised at top level by public funds. Information could cover the following aspects:

- youth business fairs
- public relations campaigns for introducing entrepreneurship to young people
- initiatives to promote youth entrepreneurship in the field of social entrepreneurship.

Networks and partnerships

Authors should describe any public measure or initiative organised at top level by public funds, specifically targeting young people. Information should cover the following aspects:

- the existence of networks and structures at regional and national levels involved in promoting entrepreneurship culture;
- the initiatives to support partnerships for youth entrepreneurship bringing together representatives of the public, private, NGOs;
- the initiatives to support specific activities from partners such as national youth organisations and employers.

3.11 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 4: SOCIAL INCLUSION

The EU Strategy 2010-2018 sets as main objectives to develop more opportunities for young people in education and in the labour market and to encourage their active participation in society. To this end, EU Member States have agreed to adopt policy measures and implement specific initiatives in different areas, one of which is social inclusion.²⁷ These measures are reflected in the sections composing each country's national description. In addition the EU Work Plan for Youth 2016-2018²⁸ reflects the priorities agreed in the joint EU Youth report 2015 such as the EU's work to promote social inclusion of all young people with regard to the European values.

In this chapter, the term "social inclusion"²⁹ refers to a process that ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have a greater participation in decision making which affects their lives and access to their fundamental rights. In that sense, social inclusion is a multidimensional concept combining various factors such as income and living standards, the need for educational and decent work opportunities, effective social protection systems, housing, access to good-quality health and other services as well as active citizenship.

In providing information to the various sections and sub-sections of this 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.

4.1 General context

This section provides the context of social inclusion of young people in the reporting country. Authors should offer a brief description of (i) the main challenges to social inclusion in their country, and (ii) any specific definition(s) and concepts useful to understand the country's context and approach.

Main challenges to social inclusion

Authors should provide concise information on the main challenges to social inclusion of young people in their country (e.g. rising number of homeless young people, monetary and non-monetary barriers to participation in labour market, education segregation of minority groups, capacity and economic constraints of youth-led groups, responding to migration).

If there are regular national surveys on young people's social inclusion, these and their main results should be mentioned here. International survey results can be mentioned also if they show a trend that is particularly striking and relevant for the reporting country.

²⁷ Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council, of 20 May 2014 on the overview of the structured dialogue process including social inclusion of young people (Official Journal C 183, 14.6.2014, pp. 1-4).

²⁸ <http://data.consilium.europa.eu/doc/document/ST-13631-2015-INIT/en/pdf>

²⁹ European Parliament resolution of 9 October 2008 on promoting social inclusion and combating poverty, including child poverty, in the EU (2008/2034(INI)).

Joint Report by the Commission and the Council on social inclusion as adopted by the Council (EPSCO) on 4 March 2004.

Main concepts

Authors may illustrate any concept (e.g. a national definition of inclusion) related to social inclusion in general, and the inclusion of young people in particular, that captures distinctive understandings and aspects and facilitate the comprehension to an external reader.

4.2 Administration and governance

This section maps the way policy making in the field of social inclusion of young people takes place in the country, by tackling (i) its main 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 social inclusion 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*:

- main actors involved in policy-making, including the main governmental authority responsible for youth social inclusion 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 social inclusion (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
- 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 social inclusion.

4.3 Strategy for the social inclusion of young people

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

Existence of a national strategy on social inclusion

*Definition: a **strategy** 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 policy making at national level.*

Authors should begin by stating if there is a national strategy on the social inclusion of young people. 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 a strategy on social inclusion 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 4.8 on current debates and reforms.

Scope and contents

If applicable, authors should outline the main contents of the national strategy on the social inclusion of young people. This section should include:

- a brief summary of the main elements of the strategy;
- key political objectives in the field of social inclusion set by the strategy.
- specific target groups within the youth population identified by the strategy, in particular the following groups at-risk of social exclusion: young people neither in employment nor in education or training (NEETs), young people with migrant or ethnic minority background including newly arrived young refugees, young people at risk of marginalisation of violent radicalisation, homeless youth, young families, in accordance with the EU Work Plan for Youth.

Responsible authority

Authors should indicate:

- the top-level authority (e.g. a Ministry, a national Youth Agency, an office for Social Inclusion, the government as a whole, etc.) responsible for the implementation, coordination and monitoring of the national strategy on the social inclusion of young people. If the implementation of strategy is not under the direct responsibility of a specific authority, authors shall comment on the implications (e.g. effectiveness of its implementation and coordination, any monitoring process in place, any shared responsibility, etc.).
- whether the national strategy on the social inclusion of young people is integrated in any other national strategy fighting exclusion (e.g. National Anti-Poverty Strategy). If so, please indicate which.
- whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results.

Revisions/updates

If the strategy on the social inclusion of young people 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 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 current 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 4.8 of this topic.

4.4 Inclusive programmes for young people

This section concerns more particularly inclusive programmes that have been designed and implemented at top level for vulnerable young people in the reporting country, as instruments addressing different sorts of vulnerability and reducing marginalisation.

This section comprises three main parts: (i) the existence of social inclusion programmes for vulnerable young people, (ii) their funding, and (iii) mechanisms of quality assurance (QA).

Programmes for vulnerable young people³⁰

Authors should indicate whether such top-level programmes exist, and, if applicable, provide the following information:

- the name of the programme (in the country's language and its English translation), and 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);
- the responsible authority for the implementation and coordination of these programmes;
- other actors involved and their role;
- main fields of activity of these programmes (e.g. type of projects);
- characteristics of the specific target groups;
- level and trends of participation in these programmes according to official statistics.
- Authors should also indicate if the reporting country has established any targets for the level of participation in these programmes and if it collects information and data on national organisations involved in the programme. If no reliable/updated data on youth participation in these programmes exists, authors should state so.

Funding

Authors should describe how the inclusive programmes described above (if any) are funded, by providing information on:

- whether there is a specific budget allocated at top level. If this is not the case, authors should explain how the social inclusion programmes are funded;
- the amount of funding dedicated to the inclusive programme in the current year 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;
- if the programmes are in line with prioritised goals in any other national strategy fighting social exclusion (e.g. an Anti-poverty Strategy) that mobilise resources to address serious social deficits and to reduce consistent poverty for young people.
- whether and how EU funds (e.g., European Social Fund, European initiatives and programmes) are used to finance the inclusive programmes for vulnerable young people, and the amount of funding earmarked.

Quality assurance

Authors should describe any existing system of quality assurance for evaluating the inclusive programmes in the reporting country. 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 the programmes implemented (e.g. satisfaction enquiries, evaluation of the activities achieved by the beneficiaries, monitoring of the numbers of beneficiaries reached...);
- the main criteria/indicators/standards used to assess the quality of these programmes (e.g. accessibility of activities, impact of the activities, ...);
- the main outcomes of quality assurance process. Authors should indicate any reports, analyses, long-term evaluations with full reference.

³⁰ Vulnerable young people: groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, disabled people, the homeless, those struggling with substance abuse, all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment. Reference: Social protection and Social inclusion Glossary. DG Employment, Social Affairs and Inclusion http://ec.europa.eu/employment_social/spsi/vulnerable_groups_en.htm

4.5 Initiatives promoting social inclusion and raising awareness

This section describes how top-level authorities responsible for youth social inclusion in the reporting country promote social inclusion, and the European values of tolerance, freedom and non-discrimination, in accordance with the EU Work Plan and the Paris declaration³¹. It is divided into three main parts: (i) intercultural awareness, (ii) young people's rights, (iii) other key initiatives to prevent violent extremism.

Intercultural awareness

Authors should describe the main top-level initiatives taken in the reporting country to develop intercultural awareness and promote intercultural dialogue to facilitate understanding, acceptance and tolerance of other cultures.

Information should cover the following aspects by indicating:

- their type (e.g. Youth campaigns on Diversity; programme on intercultural dialogue; video resources designed for educators, counsellors, cultural animators), time frame, core aims and main outcomes;
- the main target groups addressed.

Young people's rights

Authors should describe the main top-level initiatives taken in the reporting country by indicating:

- their type (e.g. Youth campaigns on Human Rights, Young people's forum, Young People's Framework Partnership, Online portals providing young people with information about their rights and obligations), time frame, core aims and main outcomes;
- the main target groups addressed.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

Authors should describe any other initiative taken in the reporting country by indicating:

- their type (e.g. educational and awareness campaigns, action plan, establishment of counselling centre specialised on questions related to violent extremism), time frame, core aims and main outcomes;
- the main target groups addressed.

4.6 Access to quality services

This section reports on whether top-level policy measures exist to ensure access to quality services affecting the social inclusion of young people. Four types of services should be covered in this section: (i) housing, (ii) social services, (iii) health care, and (iv) financial services. The last sub-section (v) addresses quality assurance.

Housing

Authors should provide information on top-level policy measures designed for supporting housing opportunities for young people. Information can cover:

- access to housing (e.g. eligibility, availability);
- specific housing directed at young people at risk of social exclusion (e.g. Foyers, protected housing);
- programmes for more affordable housing;
- the specific target groups and the main reasons for it.

³¹ Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Informal meeting of European Union Education ministers, Paris, Tuesday 17 March 2015. http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf

Social services

Authors should provide information on top-level policy measures providing social services for young people. Information can cover:

- the access to social services (e.g. guidance, social support for low literacy, support to address discrimination, financial assistance for rent payment, for electricity costs, ..);
- the existence of specific integrated social services designed to address multiple underlying issues of young people at risk of social exclusion simultaneously;
- the specific target groups;
- the support to social services providers to contribute to social innovation developed for and with vulnerable young people.

Health care

Authors should provide information on top-level policy measures establishing health care services and facilities for young people. Information can cover:

- health care services specifically designed for young people (e.g. support for low health literacy, support to address mobile health care, 24-hour walk-in centre, counselling services, psychological services);
- the main target groups;
- the professional development for health care mediators (e.g. continuous training opportunities, peer learning activities..);
- the support for development of a national health mediators network.

Financial services

Authors should provide information on top-level policy measures regarding financial services accessible to young people. Information can cover:

- access to allowances and credit for vulnerable young people;
- measures against their financial exclusion;
- the target groups addressed.

Quality assurance

Authors should describe any existing system of quality assurance of these inclusive services in the reporting country. 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 services (e.g. satisfaction enquiries, evaluation of the effects of these services, monitoring of the numbers of vulnerable people reached...);
- the main criteria/indicators/standards used to assess the quality of these services (e.g. scope of outreach, accessibility of services, number of beneficiaries for each target group...);
- the main outcomes of quality assurance mechanisms (e.g. whether public funding can be withheld if services do not meet the established quality criteria...).

4.7 Youth work programmes fostering social inclusion

This section concerns applications of youth work as a driver of social inclusion, defined as actions directed towards young people at risk of marginalisation or social exclusion. These activities should in particular help them to identify, understand and remove barriers to their participation and their belonging in society. Youth workers might be professionals or volunteers, civil servants or work for NGOs.

Authors are invited to provide here only information specific to youth work initiatives and programmes addressing social exclusion. General aspects of on youth work (i.e. the legal framework regulating it, the main providers, characteristics of youth workers...) are to be described in chapter 10.

Policy/legal framework

Authors should describe the legal framework at top level applying to youth work with a view to fostering social inclusion. Information should cover the following aspects:

- the existence of a top level policy framework (e.g. policy objectives, policy measures, time frame...) designed for youth work to foster social inclusion
- if applicable, a brief description of its implementation modalities (e.g. responsible actors, elaboration and dissemination of guidelines...)

Move content to:
- 10.1 (Main concepts),
- 10.2 (Administration and governance)
- or 10.3 (Policy framework)

Authors should report information on existing programmes specifically targeting social inclusion organised and/or funded by top-level public authorities, if any. Information should address:

- main youth work programmes delivered towards vulnerable young people to foster their social inclusion (e.g., youth work programmes fighting discrimination, enhancing life skills, supporting active citizenship, outreach and street work youth work programmes).
- the specific target groups addressed (e.g. NEETs, young people with a migrant or ethnic minority background including newly arrived refugees, young people at risk of marginalisation or violent radicalisation, homeless youth, young families, and others)
- the public funding allocated to these programmes, if available

Youth work providers in the field of social inclusion for young people

Authors should distinguish in their description the following aspects and only report on the main Youth work providers funded by the country's top-level public authorities.

- the main Youth work providers (e.g., Youth organisations, NGOs etc.) involved in social inclusion of young people
- their main ways of conducting, managing and evaluating Youth work related to social inclusion.
- the allocated public funding to build capacities of Youth work providers towards social inclusion

Move content to 10.3 (Support to youth work)

Training and support for youth workers engaged in social inclusion programmes

Authors should inform on training and support made available by top-level authorities to youth workers active in social inclusion programmes along the following dimensions:

- the possibilities offered to youth workers to validate and to develop professional qualifications at universities, higher education institutions and training institutions;
- the existence of a national Youth-work foundation, Institute of Youth work funded by the country's public authorities;
- their contribution to professional development of youth workers related to social inclusion issues.

Move content to 10.5 (Youth workers)

Financial support

Besides the main programmes organised and/or funded by top-level authorities described above, authors should indicate whether additional public funding to youth work for social inclusion is available by providing information on the following aspects:

- amount of financial support devoted to youth-work with focus on social inclusion
- the main sources of funding (e.g., public-private, EU Structural and Investments Funds, etc.).
- the type of activities supported (e.g., quality development, organisation of special events, support for network, for guidance tools, pilot projects, research, etc.).

Move content to 10.3 (Funding)

Quality assurance

Authors should describe any existing system of quality assurance of the main inclusive Youth work programmes in the reporting country. 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 the implementation of these programmes (e.g. territorial coordination, operational improvements, use of guidelines...);
- the existence of a national registry of youth work providers involved in the field of social inclusion for young people, and if applicable, the frequency of its update;
- the main criteria/indicators/standards used to evaluate the quality of the specific Youth work activities achieved (e.g. short- and medium-term outcomes, young people's feedback on their access to and activities in youth centres...).
- the main outcomes of quality assurance mechanisms (e.g. whether public funding can be withheld if services do not meet the established quality criteria...).

Move content to 10.4 (Quality frameworks and quality assurance)

4.8 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:

- 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 5: PARTICIPATION

The objective of the EU Youth Strategy is to "Ensure full participation of youth in society, by increasing youth participation in the civic life of local communities and in representative democracy, by supporting youth organisations as well as various forms of 'learning to participate', by encouraging participation of non-organised young people and by providing quality information services"³². In addition, one of the priorities of the EU Work Plan for Youth for 2016-2018 is the "stronger participation of all young people in democratic and civil life in Europe"³³.

On this basis, the term "participation" in this chapter refers to the concept of participation broadly defined. Besides the political participation of young people in the formal structures of representative democracy (i.e. as a voter and/or as a candidate for public office), the term also refers to civic engagement and participation in society in general.

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.

5.1 General context

This section provides the context of youth participation in the reporting country. Authors should provide (i) main concepts useful to understand the country's context, and (ii) a brief description of the country's main institutions of representative democracy.

Main concepts

Authors may illustrate any concept related to youth participation that captures distinctive understandings and aspects and facilitate the comprehension to an external reader.

Institutions of representative democracy

This sub-section provides a brief overview on the main institutions of representative democracy in the reporting country, in order to provide the reader with the necessary context for understanding youth participation. Authors should only report concisely:

- The country's constitutional structure (e.g. if it is a centralised or a federal system; if it is a presidential democracy, a parliamentary democracy, constitutional monarchy etc.).
- Its main representative institutions at the national/federal (e.g. parliament, parliamentary assembly, house of representatives), regional (e.g. regional assembly) and local level (e.g. mayoral office, municipal council, local council etc.).

³² European Commission, 2009. *Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - An EU Strategy for Youth: Investing and Empowering - A renewed open method of coordination to address youth challenges and opportunities* {SEC(2009) 545} {SEC(2009) 546} {SEC(2009) 548}. COM/2009/0200 final.

³³ Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on a European Union Work Plan for Youth for 2016-2018, OJ C 417/1, 15.12.2015. See also Council Resolution on encouraging political participation of young people in democratic life in Europe, OJ C 417, 15.12.2015.

- The main legal principles concerning elections, such as whether voting is compulsory and how the vote is cast (by ballot, by post, by proxy etc.). Please do not mention the voting age limit here, but in section 5.2 instead (see below).

5.2 Youth participation in representative democracy

This section presents the institutional and legal framework related to the rights and duties of young people as far as participation in the country's formal structures of representative democracy is concerned. The section consists of two sub-sections with the following content: (i) the formal rights and obligations of young people as voters and, (ii) the formal rights and (if applicable) obligations of young people as political representatives.

Young people as voters

The present sub-section explores one of the fundamental democratic instruments at the disposal of young people for influencing the society they live in: voting. Author should provide information on:

- The voting age limit for voting in the elections of the country's representative democracy institutions at all levels, including for the European Parliament elections. If there are formal instruments of direct democracy (i.e. referenda), please provide the age limit for being eligible to vote.
- If there are imminent plans to lower the voting age limit, or if the age limit has been lowered recently (i.e. after 2000) please elaborate here. If there are no imminent plans, but there is currently a debate about the possibility of lowering the voting age limit, please do not elaborate here, but under section 5.10 instead.
- Any special provisions for young people in the electoral law and/or rules. Authors should also indicate if there is any legislation aiming at facilitating specific groups of young people (e.g. young offenders or those completing their national military/social service) to exercise their voting rights.
- The turnout of young people in the latest national/federal, regional, local and European Parliament elections and compare it to the overall population turnout. If applicable, authors may also report on the youth turnout in the latest top-level referendum, provided this took place in 2010 or later. Please note that all figures should be aggregate level figures and expressed in percentages. This means that in the case of regional or local elections, we are interested in the overall national turnout, not the turnout in each region or locality. If elections are held in separate times for regions/municipalities, and no such aggregation is possible, then please state so and do not include any regional or local turnout information.

Young people as political representatives

Authors should report on any existing top-level legislation dealing with:

- Young people as members of political parties, including any top-level legislation on party youth wings where available.
- Young people as candidates in federal/national, regional, local and European elections for securing a position in a representative assembly or in an elected public office position (e.g. mayor, head of regional government, head of state). In providing such information, authors should cover: the age limit for standing as a candidate, any quota of seats reserved for young people, existing provisions aiming at facilitating young people standing as political candidates.
- Young people as elected representatives (i.e. elected in a representative assembly). Information should cover: the average age of the members of the representative assembly in the current term, the proportion of young people in the representative assembly in the current term, any functions within the representative assembly reserved for young people.

5.3 Youth representation bodies

Countries or regions may feature representation bodies that are composed solely or predominantly of young people and are put in place to promote the interests of young people. Such representative assemblies, councils or unions may or may not be part of the country's constitutional order, and they may serve various functions, such as the representation, the consultation or the education of young people. Consequently, decisions taken in them may or may not have legal implications.

This section focuses on government policies, guidelines and rules that establish, regulate and support youth representation bodies. It provides a detailed overview of the structure, function and role of such youth representation assemblies, councils or unions.

Authors should only report on youth representation bodies that are officially linked to, are under the auspices of, or are funded (at least 50%) by the country's public authorities.

Youth parliament

If there is a youth parliament, authors should provide the following information:

- Structure
Information should cover: the legal framework establishing the youth parliament; the level at which the youth parliament is established (federal/national/regional/local); whether it is part of the country's constitutional structure (i.e. if it is one of the country's fundamental institutions mentioned in the constitution); and if it is independent or if it is overseen or supervised by another public body.
- Composition
Information should cover: the number of youth parliament members; the age range of its members; the members selection method (by election, nomination etc.) and process (how exactly are members selected); the duration of the parliamentary term; the frequency of the parliament's meetings (e.g. regular, irregular, rare etc.); and any public measures or guidelines facilitating greater inclusiveness and diversity (e.g. outreach strategies to involve young people at risk of social exclusion).
- Role and responsibilities
Information should cover: the objectives of the youth parliament (e.g. representation of young people, communication outreach on youth issues, liaising with institutions and other actors, education and training, awareness raising etc.); the main domains of its activity (e.g. youth-specific topics, general political themes, environment etc.); and the parliament's role in policy-making (e.g. whether the youth parliament can propose a policy document, if it is has to be consulted by policy-makers, or if its decisions are binding on policy-makers).
- Funding
Information should cover: whether the youth parliament receives public funding; and whether the youth parliament is financially accountable and to whom.

Youth councils and/or youth advisory boards

Please indicate if there are youth councils (and/or other youth advisory boards) in your country. Please provide the following information for each, but only if it derives from top-level sources. If there is variation at the lower levels (i.e. if the structure, composition, role and funding of the youth councils/boards differs from one region/locality to another), authors should state so, but they need not provide more information.

- Structure
Information should cover: the top-level legal framework establishing youth councils/advisory boards; the level at which youth councils/boards are established (federal/national/regional/local); whether they are part of the country's constitutional structure (i.e. if they are part of the country's fundamental institutions mentioned in the constitution); and if they are independent or are overseen or supervised by another public body.

- Composition
Information should cover: the number of youth council/board members; the age range of members; the members selection method (by election, nomination etc.) and process (how exactly are members selected); the duration of the mandate; the frequency of the council/board meetings (e.g. regular, irregular, rare etc.); and any public measures or guidelines facilitating greater inclusiveness and diversity (e.g. outreach strategies to involve young people at risk of social exclusion).
- Role and responsibilities
Information should cover: the objectives of youth councils/boards (e.g. representation of young people, communication outreach on youth issues, liaising with institutions and other actors, education and training, awareness raising etc.); the main domains of their activity (e.g. youth-specific topics, general political themes, environment etc.); and councils'/boards' role in policy-making (e.g. whether they can propose a policy document, if they have to be consulted by policy-makers, or if their decisions are binding on policy-makers).
- Funding
Information should cover: whether youth councils/boards receive public funding; and whether youth councils/boards are financially accountable and to whom.

Higher education student union(s)

Please indicate if there is a body representing the interests of tertiary education students in your country. If there is a network of inter-linked student representation bodies (e.g. from local to the national/federal level), please describe the network structure.

For the top-level student representation body, please provide the following information:

- Structure
Information should cover: the legal framework establishing the student union; if it is independent or if it is overseen or supervised by another public body; and the main organs running the student union at the top-level (e.g. president, executive committee etc.).
- Composition
Information should cover: the number of the student union members at the top level; the size of the main organs of the student union; the selection method and process of the members of the main organs of the student union; the duration of the union's mandate; the frequency of the meetings of the union's main organs (e.g. regular, irregular, rare etc.); and any public measures or guidelines facilitating greater inclusiveness and diversity (e.g. outreach strategies to involve young people at risk of social exclusion).
- Role and responsibilities
Information should cover: the objectives of the student union (e.g. representation of students, communication outreach on student issues, liaising with institutions and other actors, awareness raising etc.); the main domains of its activity (e.g. youth-specific topics, general political themes, education etc.); and the student union's role in policy-making (e.g. whether the union can propose a policy document, if the union has to be consulted by policy-makers, or if its decisions are binding on policy-makers).
- Funding
Information should cover: whether the student union receives public funding; and whether the student union is financially accountable and to whom.

School student union(s)

Please indicate if there is a body representing the interests of secondary school students in your country. If there is a network of inter-linked school student representation bodies (e.g. from local to the national/federal level), please describe the network structure.

For the top-level school student representation body, please provide the following information:

- Structure
Information should cover: the legal framework establishing the school student union; if it is independent or if it is overseen or supervised by another public body; and the main organs running the school student union at the top-level (e.g. president, executive committee etc.).
- Composition
Information should cover: the number of the school student union members at the top level; the size of the main organs of the school student union (in terms of number of participants); the selection method and process of the members of the main organs of the school student union; the duration of the union's mandate; the frequency of the meetings of the union's main organs (e.g. regular, irregular, rare etc.); and any public measures or guidelines facilitating greater inclusiveness and diversity (e.g. outreach strategies to involve young people at risk of social exclusion).
- Role and responsibilities
Information should cover: the objectives of the school student union (e.g. representation of school students, communication outreach on relevant issues, liaising with institutions and other actors, awareness raising etc.); the main domains of its activity (e.g. youth-specific topics, general political themes, education etc.); and the school student union's role in policy-making (e.g. whether the union can propose a policy document, if the union has to be consulted by policy-makers, or if its decisions are binding on policy-makers).
- Funding
Information should cover: whether the school student union receives public funding; and whether the student union is financially accountable and to whom.

Other bodies

Are there other bodies in your country that are important forums or assemblies of youth representation? If yes, please list them below and provide the following information for each. Please confine yourselves to top-level bodies, unless certain lower level youth representation bodies are particularly important or prominent in your country.

- top-level legal framework for establishment
- roles and responsibilities
- powers, impact and output
- overseeing body (if any)
- budget and funding source
- size (in terms of number of participants)
- membership selection criteria
- age range of young people participating
- initiatives to increase the diversity of participating young people / measures for inclusivity

5.4 Young people's participation in policy-making

The present section records if, how and to what effect young people participate in the country's policy-making process. In particular, the section should provide information on the various mechanisms that link young people with the public authorities and consequently with public policy-making.

Please note that the focus is on youth participation in policy-making across policy areas. This means that authors should describe participatory mechanisms related to policy-making in general, and not necessarily only regarding issues directly concerning young people.

If particular mechanisms of participation exist for specific policy fields (e.g. a particular system of young people's consultation on youth employment programmes, or on reform of the voting system...) authors should specify it and describe such mechanisms.

Please also note that this section does not include the mechanisms of consultation forming part of the EU Youth Strategy (e.g. the Structured Dialogue on Youth).

Definition: *Participation in policy-making* refers to the involvement of young people or youth associations in the policy-making process at all levels. It may be formal or informal, optional or obligatory, consultative or legally binding. In addition, the degree of institutionalisation may vary from loosely structured consultation forums to fully-fledged permanent institutions.

The section contains information along the following structure: (i) formal mechanisms of consultation; (ii) main actors; (iii) information on the extent of youth participation in the consultation process; (iv) main outcomes of consultation processes; and (v) large-scale initiatives for dialogue or debate between public institutions and young people.

Formal mechanisms of consultation

Authors should describe how top-level authorities involve young people in the formulation of policies and in assessing the effectiveness of policy implementation. Authors should address the following items:

- The existence of legal provisions or policy guidelines on youth consultation. Please indicate if these legal provisions or guidelines refer to consultation mechanisms across all policy areas, or if they are applicable only to some policy areas or aspects (e.g. only to policies directly influencing the situation of young people).
- Levels of consultation: please indicate at which levels (e.g. national, regional, local etc.) young people are officially consulted by public authorities in the formulation of policies, both in the youth field and in general. If top-level authorities provide guidelines to other levels of government or other public decision-making bodies on consulting young people, please mention such guidelines here.
- Consultation method: please describe the main methods for consulting young people (e.g. meetings, online consultations, youth parliaments, etc.). If consultation takes place through the representative bodies described in section 5.3, then provide references to the relevant sections without repeating the details here.
- Regularity of consultations: please describe if consultations take place following a regular schedule, or only on a case-by-case basis.

Actors

Authors should provide information on the different types of actors involved in the mechanisms of consultation, as well as on the actual levels of youth participation, by discussing:

Youth actors: Authors should provide information on the main youth actors (e.g. youth representatives, organisations, students associations, youth parliaments and councils, etc.) involved in the consultation processes. If actors come from the representative bodies described in section 5.3, then provide references to the relevant sections without repeating the details here.

Specific target groups: Authors should indicate whether top-level authorities took any proactive measures in order to encourage the participation of specific target groups, in particular young people with fewer opportunities or young people with a migrant background. If public measures have the aim of increasing the diversity of participants, authors should state so.

Public authorities: Authors should indicate the key public authorities represented in youth consultation processes.

Additional stakeholders: Authors should indicate any additional stakeholders involved in consultation processes (e.g. institutional actors, schools, non-governmental organizations, development agencies, representatives of the private sector, etc.).

Information on the extent of youth participation

Authors should describe whether public authorities collect data on young people's participation in the consultation processes (e.g. number of participants). As such, authors should describe the existing procedures, but do not have to provide statistics on the actual level of participation. Potential examples of good practice in involving specific target groups (e.g. young people with a migrant background or young people with fewer opportunities) should be highlighted.

Outcomes

Authors shall briefly report on the outcomes of youth consultation processes by describing:

- Main outcomes: Information should be provided on the type of input usually requested from young people when consulted (e.g. assessment of policy effectiveness, definition of goals and objectives, etc.) and if and how their opinions are integrated into policy-making;
- Public availability of outcomes: Authors should indicate if the authorities make it public (or not) whether and how they integrated young people's input into policy-making. If such decision are not public, authors are asked to indicate if the authorities responsible for the consultation(s) provide feedback to the participants.

Large-scale initiatives for dialogue or debate between public institutions and young people

This section should provide information on top-level or large-scale initiatives that exist for young people for participating in dialogues or debates with public authorities responsible for policy-making (outside formal mechanisms of consultation or consultation through youth representative bodies). Debates organised with hard-to-reach youth or in specific settings (e.g. in schools) should be specifically mentioned, if applicable.

5.5 National strategy to increase youth participation

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

Existence of a national strategy to increase young people's political and civil society participation

*Definition: a **strategy** 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 policy making at national level.*

Authors should begin by stating if there is a national strategy on youth participation (see the definition above). If applicable, authors should indicate:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law, etc.);
- 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 a strategy on youth participation 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 5.10 on current debates and reforms.

Scope and contents

Authors should outline the main contents of the national strategy on youth participation (if applicable). This section should include:

- The level of participation (national/regional/local) the strategy aims to address;
- A brief summary of the main elements of the strategy;
- Key objectives set by the strategy;
- Specific target groups within the youth population identified by the strategy, whose participation should be particularly fostered (e.g. young people with a migrant background).

Responsible authority for the implementation of the strategy

Authors should indicate:

- The 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 strategy. If the implementation of the strategy is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. any monitoring process in place, any shared responsibility, etc.).
- Whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results.

If specific mechanisms for monitoring and evaluating a strategy on youth participation exist, authors are invited to describe them in chapter 1, section 1.4

Revisions/updates

If the strategy has undergone major revisions/updates since its introduction (but only if the strategy was introduced in 2000 or later), 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 past and present strategies.

If the strategy did not undergo revisions/updates since its first introduction, 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 5.10.

5.6 Supporting youth organisations

*Definition: **youth organisations** are non-governmental, non-profit, mostly voluntary bodies engaging young people. They may be linked to a local community, with the aim of improving the social well-being and quality of life of individuals, neighbourhoods and society.*

This section concerns governmental policies supporting youth organisations. Youth organisations that were described in section 5.3 are not dealt with here.

The section is subdivided into three major parts: (i) the legal/policy framework for the functioning and development of youth organisations; (ii) the form and level of public financial support they receive; and (iii) initiatives aiming to increase the diversity of participants within such youth organisations.

Legal/policy framework for the functioning and development of youth organisations

Authors should describe the legal or policy framework for the functioning and development of youth organisations in the reporting country. Information should cover:

- whether a top-level policy framework for youth organisations exists; and
- what its main principles and goals are.

Public financial support

In this section, authors should provide details on public funding schemes (e.g. programmes, frameworks etc.) through which youth organisations receive financial support. Please indicate:

- the source of such public financial support (e.g. funding earmarked within a particular national programme, grant programmes for youth organisations, support coming from European funds, etc.);
- the type of activities supported by the aforementioned public funding schemes, with special attention to the establishment of youth facilities (where young people can meet and get involved in projects).

Initiatives to increase the diversity of participants

In case there are specific national or large-scale initiatives aiming to increase the diversity of young people participating in youth organisations, authors should describe them here. Examples may include initiatives targeting the participation of groups of young people particularly underrepresented in such organisations.

5.7 “Learning to participate” through formal, non-formal and informal learning

In providing information and updating this section, authors are encouraged to consult the latest Eurydice Report *Citizenship Education at School in Europe – 2017*³⁴ as well as the one on *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education*³⁵.

This section deals with the development of social and civic competences of young people through formal, non-formal and informal learning.

*Definition: “**Social competence** refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. **Civic competence**, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation”³⁶.*

³⁴ EACEA/Eurydice, 2017. [Citizenship education at school in Europe](#). Luxembourg: Publications Office of the European Union..

³⁵ European Commission/EACEA/Eurydice, 2016. *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education: Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015*. Luxembourg: Publications Office of the European Union.

³⁶ Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

The section is divided into five main parts: (i) policy framework; (ii) formal learning; (iii) non-formal and informal learning; (iv) quality assurance; and (v) educators' support.

Policy framework

This section describes the policy framework existing in the reporting country, which applies to social and civic competences and their development. Information should cover:

- whether a specific national strategy exists and how it is implemented;
- what framework of reference for social and civic competences is used; and
- what target groups are defined, if any (e.g. young people with a migrant background).

Formal learning

In this section, authors should indicate whether the social and civic competences are incorporated in curricula for general and vocational education at upper secondary level. Authors should reflect on:

- whether citizenship education is a separate subject, or it is integrated into other subjects such as social sciences, history or world orientation, or it is integrated into most or all areas of learning (following a cross-curricular approach);
- if citizenship education is a separate subject, the recommended taught time, if available (e.g. in terms of hours per week);
- main learning objectives (e.g. developing certain type(s) of knowledge, thinking, skills, values, attitudes and behaviours).

Non-formal and informal learning

This section provides information on how non-formal and informal learning opportunities contribute to the development of young people's social and civic competences and the related policy and support measures. In this context, authors should describe regulations, guidelines and top-level policy programmes/initiatives along the lines described below. The bullet points serve as orientation points to describe relevant policy measures, and as such, there could be overlaps among them. Please structure this section as it fits your context the best.

- Participative structures within formal education settings (e.g. pupils' participation in school councils)
In this context, please describe:
 - top-level policy regulations or guidelines requiring or encouraging pupils'/students' participation in decision-making in their educational institution;
 - top-level or large-scale programmes aimed at training school staff and pupils to enhance their skills to participate in decision-making structures.
- Measures to encourage student participation in the local community and wider society
In this context, please describe:
 - provisions forming part of national curricula or education regulations/guidelines encouraging or obliging pupils at upper secondary level to take part in activities serving the (local) community outside school;
 - recent national or large-scale policy initiatives and programmes giving pupils/students the opportunity to participate in citizenship-related activities/projects outside school.
- Partnerships between formal education providers, youth organisations and youth work providers
In this context, please describe:
 - The policy/legal framework for partnerships between formal education providers, youth organisations and youth work providers: is the formation of such partnerships a goal in particular policy programmes? Are there specific policy initiatives aiming to encourage the formation of such partnerships?

- Financial support: are there public funds available to support the formation of such partnerships? If yes, please describe the financial support framework and the source.
- Supporting non-formal learning initiatives focusing on social and civic competences
In this context, please describe:
 - national/top-level programmes establishing, encouraging or supporting education projects related to the promotion of civic and social competences;
 - specific target groups whose participation in civic education projects is especially encouraged (e.g. young people with a migrant background);
 - sources of public funding available for the development of such projects/youth work initiatives.

Quality assurance/quality guidelines for non-formal learning

Authors should describe any existing system of quality assurance of non-formal learning activities/projects. 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 activities/projects (e.g. learners' satisfaction enquiries, monitoring of the numbers of users reached, etc.);
- the main criteria/indicators/standards used to assess the quality of activities/projects (e.g. content and accessibility of services, diversity of participants, etc.);
- the main outcomes of quality assurance mechanisms (e.g. whether non-formal learning providers receive feedback and recommendations, whether public funding can be withheld if activities/projects do not meet the established quality criteria, etc.).

Educators' support

Authors should provide information on the possibilities offered to teachers, trainers, non-formal education workers and youth workers for continuous training and certification related to the development of social and civic competences. In this context, authors are invited to mention:

- specific websites, guidelines, handbooks and other pedagogical material and tools supporting educators;
- networks or events organised to support citizenship education and the development of social and civic competences.

5.8 Raising political awareness among young people

This section concerns policy initiatives, counselling and information campaigns related to raising the political awareness of young people, including the provision of information about democratic rights and democratic values. The section consists of four sub-headings on (i) information providers / counselling structures; (ii) youth-targeted information campaigns about democratic rights and democratic values; (iii) promoting the intercultural dialogue among young people; and (iv) promoting transparent and youth-tailored public communication.

Information providers / counselling structures

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

- the public authorities and bodies responsible for disseminating information about democratic rights and democratic values 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);
- whether a top-level framework exists for youth information and counselling structures, including their recognition. If these youth information and counselling centres receive public financial support, please include the information here.

Youth-targeted information campaigns about democratic rights and democratic values

In this sub-section, authors should provide information on major, large-scale, youth-targeted information campaigns about democratic rights and/or democratic values. Please mention specifically outreach programmes targeting first time voters. The section can also include youth-targeted awareness-raising campaigns/actions on European values. In this context, please describe:

- Type of initiative/action (e.g. public campaigns, awareness raising actions, media initiatives...), timeframe, main objectives, and main outcomes;
- specific target groups addressed within the youth population (e.g. young people with a migrant background).

Promoting the intercultural dialogue among young people

In this sub-section, authors should describe initiatives and projects promoting the intercultural dialogue of young people from different cultural backgrounds. In this context, please describe the key initiatives and projects as follows:

- Type of initiative/project (e.g. public campaigns, awareness raising actions, media initiatives...), its timeframe, main objectives, and main outcomes;
- Specific target groups addressed within the youth population (e.g. young people with a migrant background).

Promoting transparent and youth-tailored public communication

This section provides information on policy frameworks and guidelines that public institutions or actors should/could follow in order to enhance the transparency of their policies and decision-making procedures and the appropriateness of their communication style. In this context, authors may refer to:

- policy frameworks or guidelines on transparent public communication targeting young people;
- national or large-scale programmes or initiatives on providing training for policy-makers at various levels on suitable and youth-tailored communication. If applicable, please describe the source of the initiative and/or the training provider; the objectives of the training and the target audience (e.g. local policy-makers, members of parliament, etc.).

5.9 e-participation

This section provides information on measures aiming to broaden youth participation through the use of information and communication technologies (email, internet) and/or social media (Facebook, twitter, etc.).

Authors should describe existing legal frameworks and key policy programmes, projects or initiatives enabling or encouraging young people to participate in political processes electronically. Such processes may serve different objectives (e.g. allowing young people to influence policy-making, stimulating public debate, education, raising awareness etc.), follow different communication paths (one-to-one, one-to-many, many-to-many, interactive or not), and may use different tools (email, social media, online applications, etc.) and different hardware (personal computers, laptops, tablets, smartphones, etc.).

Specifically, authors should provide information on legal frameworks, programmes, projects or initiatives aiming to promote young people's e-participation in any of its forms (e.g. e-voting, e-consultation, e-representatives, online petitions, etc.), providing the following details:

- Type of measure, its timeframe, main objectives, and main outcomes;
- ICT tools used (internet, apps etc.);

- Specific target groups addressed within the youth population (e.g. young people with a migrant background);
- National data or studies treating the relationship between e-participation and youth political engagement (if available).

If such measures have the explicit aim of increasing the diversity of young people participating, authors should state so and describe the ways in which such goals are to be reached.

If online consultations are part of the formal consultation processes between young people and public authorities, and as such were already mentioned in section 5.3, please provide the references to relevant sections here without repeating the details.

5.10 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 6: EDUCATION AND TRAINING

The EU Youth Strategy aims at granting equal access for young people to high quality education and training at all levels and at supporting opportunities for lifelong learning. To achieve these goals Member States have agreed (in the Council Resolution of 2009 on the EU Youth Strategy and in following Council resolutions and conclusions) to put in place measures for promoting and recognising non-formal learning for young people, and establishing better links between formal education and non-formal learning, also with a view to support young people's transition to the labour market. Commitments have been made to reduce early leaving from education and training, encourage cross-border learning mobility, and foster media literacy, innovation and creativity.³⁷ These agreed measures are reflected in the sections composing each country's national description.

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 applies specifically 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.
- Report information only on education and training measures targeting the youth age group, as officially identified in each country (e.g. upper-secondary education, tertiary education, adult education). Information on the systems and measures of education and training pertaining to younger age groups (e.g. early childhood education and care, primary and lower-secondary levels...) should not be presented.
- Information for several topics covered by the Education and Training chapter is already available on the Eurydice website³⁸ or in Eurydice reports. This mainly applies to information about the levels of upper-secondary and tertiary education. In order to limit duplication of information, authors will find specific guidelines in some sections, inviting them to keep information to the essential and make use of external links to direct users towards Eurydice web pages and/or reports.

6.1 General context

This section provides the context of education and training in the reporting country. Authors should provide brief information on (i) main trends in young people's participation in education and training, (ii) the organisation of the education and training system in what concerns the youth age group, and (iii) concepts useful to understand the country's context.

Main trends in young people's participation in education and training

Authors should briefly describe any recent general trend that has been documented (for example through surveys and studies) for the topics covered in the chapter such as early school leaving, students' mobility, validation of skills, the contribution of education and training to the social inclusion of young people (e.g. a significant increase in the share of students and learners studying abroad, a considerable variation in the number of young people participating in non-formal learning...). If there

³⁷ Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018), OJ C 311/1, 19.12.2009. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32009G1219%2801%29> (last accessed 3/10/2016)

³⁸ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page

are regular national surveys on young people's participation in education and training, these and their main results should be mentioned here. International survey results can be mentioned also if they show a trend that is particularly striking and relevant for the reporting country.

Likewise, authors should mention in brief any challenge to young people's participation in education and training (e.g. particularly high percentage of school dropouts, any specific sub-group in the young population experiencing particular challenges in accessing education) supported by evidence (e.g. surveys).

Organisation of the education and training system

Authors should indicate at what age compulsory formal education ends. They should also offer a very brief overview of the main organisation of formal education for the youth age group (ISCED levels, organisation of general and VET, adult education). To limit the duplication of information, reference to what is reported in the Eurydice website (section 2.3) can be made, also through external links to its pages.

Main concepts

Authors may illustrate any concept (e.g. an official definition of early leaving from education and training, whether and how non-formal education is defined in the country, a specific denotation of "special need education"...) related to education and training that captures distinctive understandings and aspects of the situation in the country and facilitate the comprehension of its main features to an external reader.

6.2 Administration and governance

This section maps the way policy making in the field of education and training targeting the youth age group takes place in the country, by tackling (i) its main structure of governance, (ii) the mechanisms of cross-sectoral cooperation.

Governance

Authors should provide information on the main governance approach to education and training for young people 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*:

- main actors involved in policy-making, including the main governmental authority responsible for education and training 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 education and training for young people (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
- general distribution of responsibilities between top-level and regional/local authorities.

As some parts of information might overlap with the national descriptions contained in the Eurydice website (under section 2.6) authors are invited to indicate here the most important aspects and to make reference to Eurydice through external web links.

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 education and training for young people.

6.3 Preventing early leaving from education and training (ELET)

In providing information for this section, authors are encouraged to consult the country sheets contained in the 2014 Eurydice report "Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures"³⁹. Authors may wish to get in touch with the respective Eurydice National Units who have collected information on national policies on ELET.

*Definition: at EU level, **early leavers** from education and training are defined as 18-24 year-olds with only lower secondary education or less who are no longer in education or training.⁴⁰*

This section presents the main top-level policies, programmes, projects and initiatives for tackling young people's early leaving from education and training. Since preventive measures can be in place as early as in primary and lower-secondary education, authors are invited to only mention if that is the case in their country, without describing them but rather making reference to the Eurydice report on ELET.

Information covers (i) national strategies for reducing ELET; (ii) top-level policies in the realm of formal education; (iii) whether and how ELET is addressed through non-formal and informal learning and quality youth work⁴¹; and (iv) the existence of cross-sector coordination and monitoring of ELET interventions.

National strategy

*Definition: a **strategy** 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 policy making at national level.*

Authors should indicate whether there is a national strategy and/or action plan for tackling ELET. If such official documents exist, authors should briefly describe their content indicating:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law, etc.). The date of introduction and timeframe (e.g. the specific period of time it covers);
- A very brief summary of its scope and contents (key objectives identified, main measures set, and any specific target group in the youth population). Information should be very concise to avoid duplication with the existing descriptions in the 2014 Eurydice report and focus on measures and reforms introduced after 2014. References and external links to the Eurydice report should be included to direct readers in need of more detailed information.
- The 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 strategy. If the implementation of the strategy is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. how implementation is ensured; shared responsibilities...);
- Whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results;
- Any major revisions/updates the strategy or action plan has gone through since its introduction.

³⁹ European Commission/EACEA/Eurydice/Cedefop, 2014. Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures. Eurydice and Cedefop Report. Luxembourg: Publications Office of the European Union. http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/175en.pdf (last accessed 3/10/2016)

⁴⁰ This EU-level definition is coined by Eurostat:

http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:Early_school_leaver (last accessed 3/10/2016)

⁴¹ European Commission, 2015. Quality Youth Work A common framework for the further development of youth work. Luxembourg: Publications Office of the European Union. http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf (last accessed 8/12/2016)

If a strategy on addressing ELET 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 6.10 on current debates and reforms.

Formal education: main policy measures on ELET

Authors should briefly describe the main policies, programmes, projects and initiatives implemented at top-level for preventing early school leaving, supporting young people to stay in school, and offering opportunities to early leavers for re-entering education.

Descriptions should be very concise, in order to limit the duplication of information illustrated in depth in the Eurydice report of 2014 which authors might find useful to consult. Particular attention should be given to policies and reforms introduced after 2014 and therefore not included in the Eurydice report. References and external links to the latter should be included to direct readers in need of more detailed information.

Information should cover:

- general formal education (e.g. early warning systems and individual support to students at risk of ELET; extra-curricular activities supporting students' retention; second chance education...)
- vocational education and training (VET) (e.g. training of teachers and in-company trainers to deal with early leaving from VET programmes; apprentice coaching, mentoring and case management; reengagement programmes making use of VET pedagogies...)
- Specific target groups identified in the youth population

Addressing ELET through non-formal and informal learning and quality youth work

Authors should report information about any policy, programme, project and initiative – either directly organised or funded – by top level authorities aiming at preventing and reducing ELET through non-formal and informal learning, and youth work. Information should cover:

- A short description of the policy/programme/project/initiative, its objectives and outcomes (e.g. official guidelines for educators and professional youth workers to deal with young people at risk of ELET; public programmes promoting out-of-school educational opportunities to reinforce students' motivation and engagement; specific training provided or funded by top-level public authorities to youth workers...) and references to the relevant official document(s)
- Specific target groups within the youth population addressed by the policy/programme/project/initiative (if applicable)
- Source of public funding (e.g. the public authority funding the measure)

Cross-sector coordination and monitoring of ELET interventions

Authors should report on whether and how top-level authorities encourage and support (e.g. by legal requirements, non-binding framework guidelines, programme and project funding) coordinated actions amongst the public and non-public actors who play a significant role in preventing ELET and compensating for its consequences.

Descriptions should be very concise, in order to limit the duplication of information illustrated in depth in the Eurydice report of 2014 which authors might find useful to consult. Particular attention should be given to measures and reforms introduced after 2014 and therefore not included in the Eurydice report. References and external links to the latter should be included to direct readers in need of more detailed information.

Information should cover:

- The existence and brief description of policies/programmes/projects/initiatives supporting multi-agency partnerships between the main categories of professionals working to address early leaving at school and community level (e.g. school heads and teachers, education and

career counsellors/advisers, social and youth workers, speech and language specialists, psychologists, employment offices and employers' associations, social services)

- Whether official monitoring and evaluations are undertaken to assess the effectiveness of the measures implemented and the level of cooperation between stakeholders
- Link with the implementation of the national Youth Guarantee scheme insofar as it requires a continued education offer to be made to young people under the age of 25 within a period of four months of becoming unemployed or leaving formal education

6.4 Validation of non-formal and informal learning

Definition: validation of learning outcomes is the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

This section describes the systems through which young people can have the knowledge, skills and competences acquired through non-formal and informal learning validated, and obtain a qualification on the basis of those learning experiences.

Validation of learning outcomes in formal education is not covered in this section, to avoid duplication with the information reported in the national descriptions on the Eurydice website (chapter 6). References and external links to the latter should be included to direct readers in need of information about validation in formal education.

The section includes (i) the main arrangements for validation, (ii) the existence of guidance services, and (iii) systems of quality assurance for existing validation arrangements.

Arrangements for the validation of non-formal and informal learning

Authors should describe the main procedures through which competences acquired in non-formal and informal learning settings can be validated. Authors should also describe whether and how such competences can be translated into formal credits leading to qualifications.

Authors are invited to take into consideration the national descriptions contained in the Eurydice website (under section 8 on Adult Learning), and the information presented in the 2015 Bologna Process Implementation Report (section 4.3.2)⁴² and to make reference to these sources through external web links.

Authors are also advised to avoid repetition of information provided in other chapters (in particular section 2.8 on validation of skills acquired through participating in voluntary activities, and section 3.5 on recognition of learning outcomes of traineeships and apprenticeships), and to make use of cross-references with relevant sections and sub-sections of those chapters to limit duplication.

Information should cover:

- procedures for the validation of skills and competences gained through non-formal and informal learning (e.g. portfolios, record books, competence folders, etc...)
- procedures for obtaining formal education qualifications on the basis of skills and competences gained through non-formal and informal learning (e.g. credits towards the attainment of a diploma; types of assessment available)

⁴² European Commission/EACEA/Eurydice, 2015. The European Higher Education Area in 2015: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union

- any policy/programme/project/initiative (e.g. training modules, guidelines, tools...) for the development of the professional competences of staff involved in the validation process across all relevant sectors
- Target group(s) within the youth population (e.g. NEETs, young adults without formal qualifications, young long term unemployed...) for which the validation of competences acquired through non-formal and informal learning is specifically supported, and a brief description of specific policies/programmes/projects/initiatives dedicated to the target groups (if any)

Information and guidance

Authors should briefly describe whether and how top-level authorities raise awareness about the opportunities for validating competences acquired through non-formal and informal learning, by mentioning:

- Outlets and services (directly organised and/or funded by public authorities) for disseminating information and offering guidance on validation of non-formal and informal learning (e.g. guidance on the documentation of learned competences; certified competences matching requirements for further education or occupation; timelines for validation...)
- Large-scale initiatives (directly organised and/or funded by public authorities) for promoting the value of non-formal and informal learning and informing about validation of their outcomes (e.g. awareness-raising campaigns, publications, public events...).

Quality assurance

Authors should describe any existing system of quality assurance of the arrangements for the validation of non-formal and informal competences in the country. 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 validation procedures (e.g. candidates' and assessors' feedback; compatibility between certified competences and formal qualifications; regular evaluation of institutions and programmes administering validation processes...);
- the main criteria/indicators/standards used to assess the quality of the mechanisms (e.g. reliability of the validation methodology; clarity in the benchmarks of content and level of learning; appropriateness of the qualifications and skills of assessors, counsellors and other actors involved in the validation procedures...)
- the main outcomes of quality assurance mechanisms (e.g. whether institutions and programmes administering validation processes receive feedback and recommendations, whether public funding can be withheld if services do not meet the established quality criteria; whether qualification systems are revised on the basis of evaluations...).

6.5 Cross-border learning mobility

In providing information for this section, authors are encouraged to consult the Mobility Scoreboard platform containing indicators on both higher education and initial vocational education and training⁴³. More detailed information on higher education is published in the 2016 Eurydice background report⁴⁴; and on IVET on the dedicated website of Cedefop⁴⁵.

⁴³ Mobility Scoreboard platform for both higher education and initial vocational education and training: <https://eacea.ec.europa.eu/national-policies/en/mobility-scoreboard> (last accessed 15/12/2016).

⁴⁴ European Commission/EACEA/Eurydice, 2016. Mobility Scoreboard: Higher education background report. Eurydice Report. Luxembourg: Publications Office of the European Union

This section is dedicated to the top-level policies, programmes, projects and initiatives supporting the possibility for young people to study abroad, in both formal and non-formal settings. Four main topics are covered: (i) the general policy framework on cross-border mobility in the country; (ii) the main programmes in formal education; (iii) any policy measures or initiatives by top-level public authorities to support cross-border learning mobility in the context of non-formal learning and youth work; (iv) the mechanisms for quality assurance.

Policy framework

Authors should give a very concise overview of the main provisions and guiding principles concerning cross-border learning mobility, by briefly describing the main contents of relevant official documents in relation to the topics covered by the EU Mobility Scoreboard (e.g. a law specifically setting principles or benchmarks for transnational learning mobility; framework guidelines for education institutions; an action plan to promote learners' mobility to other countries...).

Authors should offer a very brief description of existing policies to avoid duplication of information with the reporting exercise under the EU Mobility Scoreboard. References to the related external sources of information (Mobility Scoreboard platform, Eurydice report and Cedefop website) should be included to direct readers in need of more detailed information.

Main cross-border mobility programmes for students in formal education

If national cross-border mobility programme(s) (regulated and/or funded by top-level public authorities) exist, authors should briefly describe them by addressing:

- Description of main aspects: educational context (e.g. general education, VET, tertiary), main purpose (e.g. general studies, language learning, professional training...), type of mobility (e.g. only for outgoing learners or for incoming ones too; exchange with foreign education authorities and institutions...), average duration (e.g. academic semesters; annual programmes; multi-annual frameworks leading to joint qualifications...). The EU programme Erasmus+ should be included.
- Funding and material support to participants: whether public budget is earmarked to support the programme(s), the amount of public funding (if available), and a brief mention of the support received by young people participating (e.g. financial allocations, housing, catering, transport...).

Promoting mobility in the context of non-formal learning, and of youth work

This sub-section seeks to collect any action – either directly organised or funded – by top level authorities in support to cross-border mobility of young learners engaged in non-formal education and youth work. Although measures and initiatives might be sporadic and of limited dissemination, it is important to capture information on existing practices to promote learners mobility outside of formal education. Authors should briefly provide:

- A short description of any policy/programme/project/initiative, its objectives and outcomes (e.g. official guidelines applying to institutions organising learning activities abroad; public programmes promoting participation of young people in learning opportunities abroad; quality standards set by top-level authorities to be respected by mobility projects in non-formal learning...)
- Indication of any public funding destined to the aforementioned measure/programmes/initiatives

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Mobility_Scoreboard:_Higher_Education_Background_Report (last accessed 8/12/2016)

⁴⁵ Cedefop platform for IVET indicators: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/mobility-scoreboard/> (last accessed 3/10/2016)

Quality assurance

Authors should describe any existing system of quality assurance for evaluating cross-border mobility programmes in the reporting country. 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 the programmes implemented (e.g. participants' feedback; regular evaluation of institutions involved in programmes...);
- the main criteria/indicators/standards used to assess the quality of programmes, in the framework of the European Quality Charter for Mobility⁴⁶ (e.g. existence of a learning plan; availability of mentoring to participants during their stay; assistance regarding recognition and certification of learning outcomes...);
- the main outcomes of quality assurance process (whether institutions administering programmes receive feedback and recommendations; whether public funding can be withheld if programmes do not meet the established quality criteria...).

6.6 Social inclusion through education and training

This section addresses top-level policies, programmes, projects and initiatives reinforcing the role of education and training in reducing social exclusion and encouraging the development of inclusive values, skills, competences, and attitudes amongst young people.

Information relates to (i) support measures in education, and (ii) measures fostering social cohesion and equal opportunities.

Educational support

In drafting this sub-section, authors are advised to consult the information already available in the national descriptions on the Eurydice website (chapter 12). NCs may wish to get in touch with the respective Eurydice National Units who collect and update relevant information.

Authors can also find useful to consult the website of the European Agency for Special Needs and Social Inclusion.⁴⁷

Authors should concisely report on the major policies, programmes, projects and initiatives dedicated to removing obstacles to the participation of young people in education and training. It includes both special need education and other measures compensating for young people's difficulties in accessing and participating in education and training. Information should cover:

- The target groups identified in official documents (e.g. learners with a migrant background, learners affected by physical or cognitive disabilities, learners belonging to minorities or disadvantages communities, NEETs...)
- Policies in the context of formal education (e.g. curricula differentiation; specific pedagogical methodologies; support teachers in classrooms, separate provisions...). **Authors are advised to keep the descriptions very brief and limited to the most general aspects, to avoid extensive duplication with the information already available on the Eurydice website. Reference to relevant Eurydice descriptions should be inserted through external web links.**
- Programmes/projects/initiatives – either directly organised or funded by public authorities – helping young people overcome obstacles to their participation in non-formal and informal

⁴⁶ European Quality Charter for Mobility: Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11085> (last accessed 3/10/2016)

⁴⁷ <https://www.european-agency.org/>

learning and youth work (e.g. dedicated learning materials; subsidies for acquiring technological equipment facilitating access to learning to young people with special needs; training of teaching professionals, educators and youth workers...)

- Public funding devoted to the measures of educational support described.

Social cohesion and equal opportunities

In drafting this sub-section, authors are advised to consult the information available in the Eurydice report on Citizenship Education published in 2017⁴⁸ (particularly chapter 1 on "Curriculum organisation and content").

Authors should concisely report on the major policies, programmes, projects and initiatives enhancing social cohesion and equal opportunities through education by, for example, supporting gender equality⁴⁹, fighting discrimination, and facilitating mutual understanding across different groups in society.

Authors are advised to avoid repetition of information provided in the chapter on Social Inclusion, and to make use of cross-references with relevant sections and sub-sections of that chapter to limit duplication.

Information should cover:

- Policies in formal education (e.g. relevant subjects in school curricula; teachers training; anti-bullying programmes in schools...). Authors are advised to keep the descriptions very brief and limited to the most general aspects, to avoid extensive duplication with the information already available in the Eurydice report on Citizenship Education of 2017. Reference to this source should be inserted through external web links to direct readers in need of more detailed information.
- Programmes/projects/initiatives – either directly organised or funded by public authorities – in the context of non-formal and informal learning, and youth work, (e.g. learners support and guidance; guidelines for inclusive and multi-cultural learning environments; training opportunities for teaching professionals, educators and youth workers...)
- Main lines of public funding devoted to measures, initiatives and/or projects dedicated to cohesive and inclusive education activities.

6.7 Skills for innovation

*Definition: capacity for **innovation** is essential for anticipating and adapting to the changing needs of professional and social life, and can be fostered by the development of soft transversal skills such as learning to learn, curiosity, intuition, critical and lateral thinking, problem solving, experimentation, hypothetical reasoning, and risk-taking⁵⁰.*

⁴⁸ European Commission/EACEA/Eurydice, 2017. [Citizenship education at school in Europe](#). Eurydice Report. Luxembourg: Publications Office of the European Union.

⁴⁹ Although its information dates from 2010, authors can also find useful to consult the Eurydice report on *Gender Differences in Educational Outcomes* to gain insight on the topic (see: EACEA/Eurydice, 2010. [Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe](#). Luxembourg: Publications Office of the European Union).

⁵⁰ Council conclusions of 11 May 2012 on fostering the creative and innovative potential of young people (2012/C 169/01) <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52012XG0615%2801%29> (last accessed 3/10/2016)
European Commission, 2012. Expert Group Report "Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability" http://ec.europa.eu/youth/news/2014/documents/report-creative-potential_en.pdf (last accessed 3/10/2016)

This section deals with how top-level authorities support young people in developing skills relevant to innovation in (i) formal education and (ii) in the context of non-formal and informal learning and youth work.

Authors are advised to avoid repetition of information provided in sections 3.8 of the chapter on Employment and Entrepreneurship (on Development of Entrepreneurship Competences) and 8.5 of the chapter on Creativity and Culture (on Developing creative and cultural competences), and to make use of cross-references to limit duplication.

Innovation in formal education

Authors should indicate whether and how skills conducive to the capacity for innovation are fostered in general and vocational education at upper secondary level. In particular, authors should indicate:

- Whether and how innovation skills are included in the curriculum or steering documents (e.g. part of the curriculum or not, mandatory vs. optional, separate subject or part of another subject);
- The main topics addressed linked to innovation (e.g. creation, development and application of new knowledge and ideas...)
- Whether and what pedagogical tools and support are provided to teachers (e.g. specific training programmes enabling learner-centred approaches and innovative learning environments; open education resources and web tools...)

Fostering innovation through non-formal and informal learning and youth work

Authors should report information about any policy, programme, project and initiative – either directly organised or funded – by top level authorities fostering the capacity for innovation of young people, through non-formal and informal learning, and youth work. Information should cover:

- A short description of the policy/programme/project/initiative, its objectives and outcomes (e.g. national contests and awards for young innovators; professional development trainings for educators and youth workers; partnerships between schools, prospective employers, researchers and civil society to introduce young people to new ideas and knowledge...);
- Main lines of public funding devoted to measures, initiatives and/or projects dedicated to fostering creativity and innovation of young people

6.8 Media literacy and safe use of new media

*Definition: **Media literacy** is the "the ability to access media and to understand, critically evaluate, create and communicate media content"⁵¹.*

This section addresses policies, programmes, projects and initiatives aiming at developing young people's media literacy and digital competences. It also covers safe use of new technologies and social media⁵² and prevention of addiction to information and communication technologies⁵³.

Information is organised into three sub-sections: (i) the existence of national strategies; (ii) media literacy and safe use of new media through formal education; (iii) promoting media literacy and online safety through non-formal and informal learning, and (iv) raising awareness on the risks posed by ICTs.

⁵¹ Council conclusions of 27 November 2009 on media literacy in the digital environment. Available at: http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/111504.pdf (last accessed 15/07/2016).

⁵² Council conclusions of 30 May 2016 on developing media literacy and critical thinking through education and training. Available at: <http://data.consilium.europa.eu/doc/document/ST-9641-2016-INIT/en/pdf> (last accessed 15/07/2016). Council conclusions of 26 November 2012 on the European strategy for a Better Internet for Children, OJ C 393/11, 19.12.2012. Council conclusions of 27 November 2009 on media literacy in the digital environment. Available at: http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/111504.pdf (last accessed 15/07/2016).

⁵³ Council Resolution on the health and wellbeing of young people, OJ C 319/1, 13.12.2008.

National strategy

This sub-section should describe national strategies or action plans addressing media literacy and the safe use of new media.

If such official documents exist, authors should briefly describe their content indicating:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law, etc.); The time of introduction and timeframe (e.g. the specific period of time it covers);
- A brief summary of its scope and contents (key objectives identified, main measures set, and any specific target group in the youth population) bearing in mind that information on media literacy and online safety through formal education should be reported in the next sub-section.
- The 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 strategy or action plan. If the implementation is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. any monitoring process in place, any shared responsibility, etc.);
- Whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy or action plan has been conducted and, if applicable, its main results;
- Any major revisions/updates the strategy or action plan has gone through since its introduction.

If a strategy addressing media literacy and the safe use of new media 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 6.10 on current debates and reforms.

Media literacy and online safety through formal education

Authors should indicate whether and how media literacy and online safety education are addressed in general and vocational education at upper secondary level. In particular, authors should indicate:

- Whether and how media literacy and online safety education are included in the curriculum or steering documents (e.g. part of the curriculum or not, mandatory vs. optional, separate subject or part of another subject);
- The main topics addressed linked to media and digital literacy, with special attention to education on online safety and the dangers of addiction;
- Whether and what pedagogical tools and support are provided to teachers, including specific training programmes, web tools, etc.

Promoting media literacy and online safety through non-formal and informal learning



Please check whether any part of your content under this sub-section should be moved to 10.4 ("Smart YW": YW in the digital world) with particular reference to "training of youth workers" (see below)

Authors should report information about any policy, programme, project and initiative – either directly organised or funded – by top level authorities aiming at enhancing young people's media literacy and awareness about online safety issues in the context of non-formal and informal learning. In this context, authors should provide:

- A short description of the policy/programme/project/initiative, its objectives and outcomes (e.g. learners support and guidance; guidelines on media safety to be applied to non-formal learning environments; specific websites and handbooks; training for teaching professionals...)

In particular, authors should indicate whether specific training for youth workers and youth leaders is available (e.g. specific websites, guidelines, handbooks and other pedagogical material and tools supporting non-formal educators and youth workers)

**Move content to
10.4 ("Smart YW": YW in the digital world)**

- Main lines of public funding devoted to programmes, projects, and initiatives addressing media literacy and online safety in non-formal learning

Raising awareness about the risks posed by new media

Definitions: **Grooming** "refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, in preparation for sexual activity with the child or exploitation"⁵⁴.

Cyber-bullying is "an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself"⁵⁵.

Authors should indicate whether and how top-level authorities raise awareness about the risks posed by new media, by briefly describing:

- Information providers / counselling structures: outlets and services (directly organised and/or funded by public authorities) for disseminating information about risks posed by new media and offering guidance to young people in need of support (e.g. a dedicated website; specific contact point(s) which young people can refer to; a network of counsellors...)
- Awareness raising initiatives: large-scale, youth-targeted initiatives (directly organised and/or funded by public authorities) for raising awareness on the risks posed by new media (e.g. public campaigns, awareness raising actions, media initiatives...)

6.9 Awareness-raising about non-formal and informal learning

i Please check whether any part of your content under this sub-section relating to youth work should be moved to **10.7 Raising awareness about youth work**

This section aims at offering a concise overview of what top-level authorities do to promote the value of non-formal and informal learning. It addresses (i) the existence of specific information providers available to young people, and (ii) any public initiative organised to disseminate information and increase awareness on available opportunities.

Information providers / counselling structures

Authors should indicate the major sources of information and guidance (either directly organised or funded by public top-level authorities) available to young people to learn about non-formal and informal learning, by briefly describing:

⁵⁴ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a European strategy for a Better Internet for Children, COM(2012) 196 final, 2.5.2012, p.9.

⁵⁵ See: <http://www.bullyingandcyber.net/en/definitions/> (last accessed 15/07/2016).

- Outlets and services responsible for disseminating information amongst young people (e.g. specific contact point(s), dedicated website(s) and online database(s), a network of local offices...)

Awareness raising initiatives

Authors should report about top-level authorities' efforts in raising awareness among the public (e.g. learners, their families, teachers, trainers, youth workers and employers...) about the value of non-formal and informal learning. Information should cover:

- A brief description of the main initiatives and their objective (e.g. national or large-scale campaigns, events and conferences, publications...)
- Any specific target groups identified (e.g. employers and entrepreneurs, education institutions, sub-groups in the youth population...)

6.10 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 7: HEALTH AND WELL-BEING

The main aim of the Council Resolution under this field of action is to support the health and well-being of young people, "with a focus on the promotion of mental and sexual health, sport, physical activity and healthy life styles, as well as the prevention and treatment of injury, eating disorders, addictions and substance abuse"⁵⁶. The Resolution also underlines that "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity in activities"⁵⁷.

For this reason, this chapter also refers to the health and well-being of young people as a combination of physical, mental, emotional and social factors influencing young people's lives. This takes account of the fact that the difficult transition towards adulthood can have serious consequences on young people's health and well-being⁵⁸.

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.

7.1 General context

This section provides the context of youth health and well-being in the reporting country. Authors should provide brief information on (i) recent trends in the health conditions of young people, and (ii) the main concepts useful to understand the country's context.

Main trends in the health conditions of young people

If evidence points towards changes since the early 2000s in the health conditions (physical, emotional, mental and social well-being, including substance abuse and physical activity) of young people in the reporting country, authors should briefly outline the main trends. If there are regular national surveys assessing the state of health of young people, these and their main results should be mentioned here. International survey results can be mentioned also if they show a trend that is particularly striking and relevant for the reporting country.

Similarly, if a health issue is particularly relevant for the reporting country (e.g. high suicide rates among young people compared to other European countries), authors should briefly describe it.

Main concepts

Authors may illustrate any concept (e.g. "health" or "well-being") related to health and well-being that capture distinctive understandings and aspects of the situation in the country and facilitate the comprehension of its main features to an external reader.

⁵⁶ Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018), OJ C 311/1, 19.12.2009.

⁵⁷ Ibid.

⁵⁸ See also Council Resolution on the health and well-being of young people, OJ C 319/1, 13.12.2008.

7.2 Administration and governance

This section maps the way policy making in the field of youth health and well-being takes place in the country, by tackling (i) its main structure of governance, (ii) the mechanisms of cross-sectoral cooperation.

Governance

Authors should provide information on the main governance approach to youth health and well-being, 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*:

- main actors involved in policy-making, including the main governmental authority responsible for youth health and well-being 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 their role, and the main non-public actors taking part in the development of youth health and well-being policies (e.g. social partners such as trade unions and employers' associations, representatives of the health sector, representatives of young people, etc.) and their roles;
- 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 health and well-being.

7.3 Sport, youth fitness and physical activity

This section presents the main top-level strategies and policy measures promoting the role of sport for young people as well as encouraging youth fitness and physical activity. More precisely, this section describes: (i) national strategies promoting sport, youth fitness and physical activity; (ii) top-level policies, programmes, projects and initiatives encouraging young people to engage in physical activity; (iii) the inclusion of physical education in formal education; and (iv) top-level policy measures supporting the formation of partnerships between schools, youth workers, health professionals and sporting organisations.

National strategy(ies)

*Definition: a **strategy** 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 policy making at national level.*

This sub-section describes national strategies (strategic documents including action plans) promoting the role of sport, youth fitness and physical activity.

If such official documents exist, authors should briefly describe their content indicating:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law, etc.);
- The time of introduction and timeframe (e.g. the specific period of time it covers);
- A brief summary of the main elements;
- Key objectives set by the strategy or action plan, and if applicable, their connection to the EU Physical Activity Guidelines⁵⁹;

⁵⁹ EU Physical Activity Guidelines. Recommended Policy Actions in Support of Health-Enhancing Physical Activity. Available at: http://ec.europa.eu/sport/library/policy_documents/eu-physical-activity-guidelines-2008_en.pdf (last accessed 14/07/2016).

- Specific target groups within the youth population identified by the strategy or action plan (e.g. young women);
- The 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 strategy. If the implementation of the strategy is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. any monitoring process in place, any shared responsibility, etc.);
- Whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results;
- Any major revisions/updates the strategy or action plan has gone through since its introduction.

If there is no national strategy, authors should state so.

If a strategy promoting the role of sport, youth fitness and physical activity 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 7.8 on current debates and reforms.

Promoting and supporting sport and physical activity among young people

This sub-section should list available top-level policies, programmes, projects or initiatives promoting and supporting sport and physical activity among young people. Authors should particularly pay attention to programmes/projects/initiatives promoting:

- youth fitness and physical activity;
- the role of sport as an activity supporting teamwork, intercultural learning, fair play and responsibility;
- equal access to sport and physical activity for everyone; and
- grassroots sport activities.

When describing the relevant policies/programmes/projects/initiatives, authors should indicate the following details:

- Type of measure, its timeframe, main objectives, and main outcomes;
- If applicable, its connection to the EU Physical Activity Guidelines⁶⁰;
- Specific target groups addressed within the youth population (e.g. young women);
- Sources of public funding available;
- Mechanisms for monitoring and evaluation.

Physical education in schools

In this sub-section, authors should indicate whether and how physical education and sport are incorporated in curricula and the time spent in schools for general and vocational education at upper secondary level. If top-level recommendations exist regarding tertiary education, authors should include their description as well. In particular, authors should reflect on:

- Status of physical education activities in the curriculum or steering documents (mandatory vs. optional);
- The recommended taught time and its recent trends (in case there have been changes relatively recently). Authors may wish to express the recommended minimum compulsory taught time in weekly teaching hours, and as a proportion of the total taught time;
- Pedagogical tools and support provided to teachers responsible for physical education, including specific training programmes, web tools, etc.

⁶⁰ Ibid.

- Top-level guidelines, recommendations or large-scale initiatives on the inclusion of physical activities outside the curriculum but within the school day (e.g. in school breaks);
- Top-level guidelines, recommendations or large-scale initiatives on extracurricular sports activities in schools.

Collaboration and partnerships

This sub-section shows if and how top-level authorities support collaboration and the formation of partnerships between schools, youth workers, health professionals and sport organisations in order to promote youth fitness and physical activity among young people.

In this context, authors should describe:

- The policy/legal framework for partnerships between formal education providers, youth workers, health professionals and sporting organisations: is the formation of such partnerships a goal in particular policy programmes? Are there specific policy initiatives aiming to encourage the formation of such partnerships?
- Financial support: are there public funds available to support collaboration and the formation of such partnerships? If yes, authors should describe the financial support framework and the source.

7.4 Healthy lifestyles and healthy nutrition

Policy measures listed under this heading focus on promoting healthy lifestyles, healthy eating and nutrition, sexual health, as well as fighting risky behaviour (e.g. preventing drug addiction or other substance abuse). More precisely, this section describes: (i) national strategies promoting youth health (including sexual health), healthy lifestyles and healthy nutrition; (ii) top-level programmes, projects and initiatives in these policy areas; (iii) the inclusion of health and sexual education in formal education; (iv) health and sexual education through non-formal and informal learning, especially through peer-to-peer education; and (v) raising awareness on healthy lifestyles and factors affecting the health and well-being of young people.

National strategy(ies)

This sub-section describes national strategies (strategic documents including action plans) promoting healthy lifestyles, healthy eating and nutrition, sexual health, as well as fighting risky behaviour.

If such official documents exist, authors should briefly describe their content indicating:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law, etc.);
- The time of introduction and timeframe (e.g. the specific period of time it covers);
- A brief summary of the main elements;
- Key objectives set by the strategy or action plan;
- Specific target groups within the youth population identified by the strategy or action plan (e.g. young women);
- The 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 strategy. If the implementation of the strategy is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. any monitoring process in place, any shared responsibility, etc.);
- Whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results;
- Any major revisions/updates the strategy or action plan has gone through since its introduction.

If there is no national strategy, authors should state so.

If a strategy promoting youth health, healthy lifestyles or nutrition 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 7.8 on current debates and reforms.

Encouraging healthy lifestyles and healthy nutrition for young people

This sub-section should list available top-level policies, programmes, projects or initiatives encouraging healthy lifestyles and healthy nutrition for young people. Among other issues, authors should particularly pay attention to programmes/projects/initiatives:

- promoting youth health, including sexual health;
- promoting healthy lifestyles;
- promoting healthy eating and nutrition; and
- preventing risky behaviour and substance (e.g. drug, tobacco, alcohol) abuse.

When describing the relevant policies/programmes/projects/initiatives, authors should indicate the following details:

- Type of measure, its timeframe, main objectives, and main outcomes;
- Specific target groups addressed within the youth population;
- Sources of public funding available;
- Mechanisms for monitoring and evaluation.

Policy measures reported here should include wider actions than just providing information on healthy lifestyles (e.g. distribution of fruits in schools). Policies/programmes/projects/initiatives focusing solely on counselling and information campaigns should not be reported here, but under the sub-heading "Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people".

Health education and healthy lifestyles education in schools

In this sub-section, authors should indicate whether and how topics linked to health education are incorporated in formal education in general and vocational education at upper secondary level. In particular, authors should provide information on:

- Health education:

The term "health education" is used here in a broad term, referring to health education as part of specific subject, but also as a selection of topics that are included in formal education in a cross-curricular manner.

- Status of health education in the curriculum or steering documents (e.g. part of the curriculum or not, mandatory vs. optional, separate subject, part of another subject or a separate cross- or extra-curricular theme);
- Main topics addressed through health education, either as a separate subject or as a cross-curricular topic (e.g. education on healthy eating and nutrition, preventing risky behaviour and substance (e.g. drug, tobacco, alcohol) abuse, etc.);
- Pedagogical tools and support provided to teachers responsible for health education, including specific training programmes, web tools, etc.

- Sex education and personal relationships education:

Sex education and personal relationships education usually include biological as well as emotional aspects of sexuality such as knowledge of sexual health and responsible sexual behaviour, awareness of different sexual orientations, the processes of human reproduction,

- Status of sex education and personal relationships education in the curriculum or steering documents (e.g. part of the curriculum or not, mandatory vs. optional, separate subject or part of another subject);
- Main topics addressed through sex education and personal relationships education (e.g. biological and emotional aspects of sexuality, responsible sexual behaviour, etc.);
- Pedagogical tools and support provided to teachers responsible for sex education and personal relationships education, including specific training programmes, web tools, etc.

Peer-to-peer education approaches

This sub-section concentrates on peer-to-peer educational approaches aiming to enhance young people's knowledge and understanding of factors related to their health and well-being. In this context, authors should describe top-level guidelines, programmes, projects or initiatives facilitating or relying on peer-to-peer education as a form of non-formal or informal learning.

When describing the relevant policies/guidelines/programmes/projects/initiatives, authors should indicate the following details:

- Type of measure, its timeframe, main objectives, and main outcomes;
- Specific target groups addressed within the youth population;
- Sources of public funding available (e.g. supporting youth organisations developing peer-to-peer approaches);
- Mechanisms for monitoring and evaluation.

Collaboration and partnerships

This sub-section shows if and how top-level authorities support collaboration and the formation of partnerships between schools, youth workers and health professionals promoting youth health.

In this context, authors should describe:

- The policy/legal framework for partnerships between formal education providers, youth workers and health professionals: is the formation of such partnerships a goal in particular policy programmes? Are there specific policy initiatives aiming to encourage the formation of such partnerships?
- Financial support: are there public funds available to support collaboration and the formation of such partnerships? If yes, please describe the framework for and the source of such financial support (e.g. whether funds are distributed through a specific programme or other public funding scheme).

Partnerships described in section 7.3 should not be mentioned here again. Under this point, please only describe partnerships that are not related to sport and physical activities, but to other aspects of youth health.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

This sub-section concerns policy measures, counselling and information campaigns related to raising awareness on healthy lifestyles and factors affecting the health and well-being of young people. Authors are asked to provide the following information:

⁶¹ EACEA/Eurydice, 2010. *Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe*. Luxembourg: Publications Office of the European Union, p. 59.

- Information providers / counselling structures: Authors should describe the type and roles of the main information providers, by indicating:
 - the public authorities and bodies responsible for disseminating information about youth health and related areas;
 - 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);
 - whether a top-level framework exists for youth information and counselling structures, including their recognition. If these youth information and counselling centres receive public financial support, please include the information here.

- Youth-targeted information campaigns: authors should provide information on major, large-scale, youth-targeted information campaigns on healthy lifestyles and factors affecting the health and well-being of young people. In this context, please describe:
 - Type of initiative/action (e.g. public campaigns, awareness raising actions, media initiatives...), timeframe, main objectives, and main outcomes;
 - Specific target groups addressed within the youth population.

This section covers counselling as well as information campaigns in the strict sense. Wider policy measures involving actions other than just providing information (e.g. distribution of fruits in schools) should be reported under the sub-heading "Encouraging healthy lifestyles and healthy nutrition for young people". In case of overlaps, the appropriate cross-references should be provided.

7.5 Mental health

This section is devoted to top-level strategies and other policy measures addressing the mental health of young people, including suicide prevention measures. It contains information on: (i) national strategies aiming to improve the mental health of young people; and (ii) top-level programmes, projects and initiatives addressing mental health issues.

National strategy(ies)

This sub-section describes national strategies (strategic documents including action plans) addressing the mental health of young people, including suicide prevention.

If such official documents exist, authors should briefly describe their content indicating:

- The type of official document in the national system (e.g. parliament's bill, government's decree, framework law, etc.);
- The time of introduction and timeframe (e.g. the specific period of time it covers);
- A brief summary of the main elements;
- Key objectives set by the strategy or action plan;
- Specific target groups within the youth population identified by the strategy or action plan;
- The 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 strategy. If the implementation of the strategy is not under the direct responsibility of a specific authority, authors should comment on the implications (e.g. any monitoring process in place, any shared responsibility, etc.);
- Whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results;
- Any major revisions/updates the strategy or action plan has gone through since its introduction.

If there is no national strategy, authors should state so.

If a strategy addressing young people's mental health and well-being 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 7.8 on current debates and reforms.

Improving the mental health of young people

This sub-section should list available top-level policies, programmes, projects or initiatives addressing the mental health of young people. Among other issues, authors should particularly pay attention to policies/programmes/projects/initiatives on suicide prevention.

When describing the relevant policies/programmes/projects/initiatives, authors should indicate the following details:

- Type of measure, its timeframe, main objectives, and main outcomes;
- Specific target groups addressed within the youth population;
- Sources of public funding available;
- Mechanisms for monitoring and evaluation.

7.6 Mechanisms of early detection and signposting of young people facing health risks

This section describes existing mechanisms of early detection and intervention, and signposting of young people facing health risks (e.g. substance abuse, emotional and mental suffering, etc.). In this context, authors are asked to present top-level legal and/or policy frameworks setting up such mechanisms through designated health services, or through mobilising, guiding or training the relevant stakeholders at local level. The section is subdivided into five sub-headings, under which authors are asked to describe: (i) the top-level policy framework; (ii) the local stakeholders the framework aims to mobilise and guidance provided to them; (iii) the groups of young people explicitly targeted, if any; (iv) public funding devoted to reach the objectives; and (v) processes of monitoring and evaluation.

Policy framework

Please describe the top-level policy or legal framework establishing early detection mechanisms or guiding the signposting of young people at risk. Guidance frameworks and information campaigns targeting stakeholders working with young people can also be described here.

When providing information on the relevant policies/programmes/projects/initiatives, authors should indicate the type of measure, the responsible authority, its year of adoption and timeframe as well as its main objectives.

If this policy or guidance framework is related to youth-specific health services described in section 4.6 of the Guide, please provide the relevant reference without repeating the same information.

If no such top-level framework exists, but nevertheless early detection mechanisms are widespread at local level, authors should state so and if possible, provide some examples.

Stakeholders

Please provide details on how responsibilities for signposting young people at risk are assigned at local level by the policy framework described above. In doing so, please provide the description of main stakeholders designated and mobilised at local level (e.g. school teachers and personnel, social workers, youth workers, doctors and health practitioners, etc.) in early detection mechanisms and their role.

Guidance to stakeholders

Please describe how guidance is provided by public authorities to sensibilise the above mentioned stakeholders and raise their awareness about health risks faced by young people (e.g. substance abuse) and symptoms of emotional and mental suffering:

- specific websites, guidelines, handbooks and other material and tools supporting local stakeholders;
- training youth workers, NGOs and other stakeholders regarding prevention and the health and well-being of young people (basic counselling, early intervention, signposting to other services, etc.);
- awareness-raising campaigns or events organised specifically for them.

Target groups

Please describe the specific target groups within the youth population identified by the policy framework as being particularly at risk.

Funding

Please provide details on the financial support devoted to reach the objectives set out by the policy framework (e.g. support provided to local administrations, supporting youth-specific health services, etc.). Please indicate:

- the source of such public financial support;
- the type of activities supported.

7.7 Making health facilities more youth friendly

Please describe any top-level policies, programmes, projects or initiatives aiming to make health facilities more youth friendly.

When describing the relevant policy/programmes/projects/initiatives, authors should indicate the following details:

- Type of measure, its timeframe, main objectives, and main outcomes;
- Specific target groups addressed within the youth population;
- Sources of public funding available;
- Mechanisms for monitoring and evaluation.

7.8 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:

- 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 8: CREATIVITY AND CULTURE

The EU Youth Strategy 2010-2018 aims at supporting young people's creativity and capacity for innovation through better quality access to and participation in culture and cultural expressions. This is intended to promote personal development, learning capabilities, intercultural skills, and the development of new and flexible skills for future job opportunities. To achieve these goals, Member States have agreed (in the Council Resolution of 2009 on the EU Youth Strategy and in following Council resolutions and conclusions) to put in place measures widening access to culture and creative tools, particularly those involving new technologies, making new technologies readily available, promoting partnerships between culture and creative sectors and youth organisations and youth workers, and promoting young people's knowledge about culture and cultural heritage in the EU. These agreed measures are reflected in the sections composing each country's national description.

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.

8.1 General context

This section provides the context for understanding policies and initiatives in the field of creativity and culture for young people in the reporting country. Authors should provide brief information on (i) main trends in young people's participation in cultural activities and in the development of their creativity, and (ii) any concept useful to understand the country's context.

Main trends in young people's creativity and cultural participation

Authors should describe any recent general trend that has been documented (for example through surveys and studies) regarding the participation of young people in creative and cultural experiences (e.g. a significant increase in the share of young people attending to cultural events...). If there are regular national surveys on young people's creativity and cultural participation, these and their main results should be mentioned here. International survey results can be mentioned also if they show a trend that is particularly striking and relevant for the reporting country.

Likewise, authors should mention in brief any challenge to young people's participation in cultural experiences (e.g. monetary and non-monetary barriers to participation, lack of commitment or interest) supported by evidence (e.g. surveys).

Main concepts

Authors may illustrate any concept (e.g. if and how "access to culture" is conceptualised in national legislation, whether a specific understanding of "cultural heritage" exists in official documents...) related to creativity and culture that capture distinctive understandings and aspects of the situation in the country and facilitate the comprehension of its main features to an external reader.

8.2 Administration and governance

This section maps the way policy making in the field of creativity and culture targeting the youth age group takes place in the country, by tackling (i) its main structure of governance, (ii) the mechanisms of cross-sectoral cooperation.

Governance

Authors should provide information on the main governance approach to creativity and culture for young people, 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*:

- main actors involved in policy-making, including the main governmental authority responsible for creativity and culture 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 creativity and culture for young people (e.g. social partners such as trade unions and employers' associations, representatives of the cultural professions, representatives of young people, etc.) and their roles;
- 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 creativity and culture for young people.

8.3 National strategy on creativity and culture for young people

*Definition: a **strategy** 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 policy making at national level.*

This section is subdivided into four major parts devoted to (i) the existence of a national strategy, (ii) its scope and content, (iii) the authority responsible for its implementation and monitoring, and (iv) main revisions/updates.

Existence of a national strategy

Authors should state whether there is a national strategy on creativity and culture for young people. 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, authors should state so.

If a strategy to promote creativity and culture 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 8.10 on current debates and reforms.

If the national strategy on creativity and culture is integrated in a broader strategic document (e.g. in the field of education and training) authors should use cross-references to limit the amount of duplication.

Scope and contents

If applicable, authors should outline the main contents of the national strategy specified above. This section should include:

- a brief summary of the main elements of the strategy;
- its key political objectives;
- the specific target groups within the youth population identified, if any.

Responsible authority for the implementation of the strategy

Authors should indicate:

- the 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 strategy on creativity and culture for young people. If the implementation is not under the direct responsibility of a specific authority, authors will specify whether there is any cross-sectoral cooperation for implementation, monitoring, evaluation or funding;
- whether any evidence-based monitoring/assessment/evaluation of the implementation of the strategy has been conducted and, if applicable, its main results.

Revisions/updates

If the strategy has undergone major revisions/updates since 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.

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 since its first introduction, 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 8.10.

8.4 Promoting culture and cultural participation

This section deals with how top-level authorities facilitate young people's access to cultural environments, and foster their participation in cultural events and experiences. It covers (i) reducing obstacles encountered by young people in getting involved in cultural activities, (ii) disseminating information on cultural opportunities, and (iii) promoting knowledge of cultural heritage amongst young people.

Reducing obstacles to young people's access to culture

Authors should report on policies, programmes projects and initiatives – either directly organised or funded by top level authorities – facilitating young people's access to cultural environments by removing linguistic, financial, time and geographical constraints. Information should cover:

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. framework guidelines for cultural institutions to foster access among young people; funding programmes to make entrance fees to cultural outlets more affordable to young people; partnerships with local institutions to enhance the cultural offer to young people living in remote areas...)
- Main lines of public funding devoted to such policies, programmes and initiatives (if available)

Disseminating information on cultural opportunities

Authors should report on policies, programmes projects and initiatives – either directly organised or funded by top level authorities – informing young people about opportunities to access cultural environments. Information should cover:

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. dedicated web portal(s) informing young people about cultural opportunities; publicly (co-)funded networks of national and/or local cultural associations reaching out to young publics; programmes with schools...)
- Main lines of public funding devoted to such policies, programmes and initiatives (if available)

Knowledge of cultural heritage amongst young people

Authors should briefly describe policies, programmes projects and initiatives – either directly organised or funded by top level authorities – to support young people's discovery and appreciation of the cultural and artistic heritage of European countries. Information should cover:

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. public (co-)funding of organisations that promote awareness of a country's cultural heritage amongst young people; youth-targeted publications on cultural traditions; programmes with schools for raising awareness of European and/or national artistic legacy...)
- Main lines of public funding devoted to such policies, programmes and initiatives (if available)

8.5 Developing cultural and creative competences

*Definition: **cultural and creative competences** encompass an ability to acquire, use and make changes in culture. They include the key competence of cultural awareness and expression, which entails creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts. Creative competences also include intercultural competences.⁶²*

This section illustrates how the development of young people's talents and creative skills is supported in a country. It covers (i) the role of formal education, non-formal and informal learning and youth work, (ii) the opportunities offered to teachers, trainers, educators and youth workers to develop their professional competences, and (iii) actions to facilitate young people's access to creative tools.

Acquiring cultural and creative competences through education and training

Authors should briefly describe top-level policies, programmes, projects or initiatives supporting quality education and capacity-building for young people in the field of culture and creativity.

Authors are advised to avoid repetition of information provided in section 6.8 of the chapter on Education and Training, and to make use of cross-references to limit duplication.

Information should address:

- Formal education (e.g. inclusion of cultural and creative competences in curricula; separate subject or part of another subject; main topics addressed...).
- Non-formal learning and youth work (e.g. funding for learning programmes targeting creativity; grants awarded to institutions/associations stimulating young people's cultural and creative skills; specific guidelines for the recognition of cultural and creative competences acquired through non-formal and informal learning...)

Specialised training for professionals in the education, culture and youth fields

⁶² Council conclusions on cultural and creative competences and their role in building intellectual capital of Europe. 3128th EDUCATION, YOUTH, CULTURE and SPORT Council meeting Brussels, 28 and 29 November 2011

Authors should indicate if specialised training (directly organised or funded by top-level authorities) for fostering the acquisition of cultural and creative skills amongst young people (e.g. providing creative teaching methodologies; learning to apply artistic skills to pedagogy; enhancing proficiency of new technologies and media applied to cultural expression...) is available to relevant professionals, such as:

- Teachers in formal education
- Educators and youth workers
- Professionals in the cultural sector (e.g. artists, managers of cultural institutions, curators...)

Providing quality access to creative environments

Authors should mention and concisely describe any policy, programme, project or initiative conducted by top-level authorities for widening the access of young people to creative environments (the physical, social, and cultural environment where people feel comfortable in expressing their ideas and have at their disposal the means to develop them into creative activities). Information should cover:

- A brief description of the policy/programme/initiative their objectives and outcomes, and target groups (e.g. public grants for funding young people's projects in the arts; festivals showcasing the work of young talents; large-scale initiatives bringing together young people and professionals from the cultural and artistic sectors...)
- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

8.6 Developing entrepreneurial skills through culture

*Definition: **sense of initiative and entrepreneurship** refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.⁶³*

This section addresses the efforts made by top-level authorities to boost young people's entrepreneurial skills through participating in cultural activities, as well as to support young entrepreneurs in the creative and cultural sectors.

Authors are advised to avoid repetition of information provided in sections 3.8, 3.9 and 3.10 of the chapter on Employment and Entrepreneurship, and to make use of cross-references to limit duplication.

Developing entrepreneurial skills through cultural activities

Authors should describe any policies, programmes projects and initiatives (either directly organised or funded by public authorities) supporting the development of entrepreneurial skills by participating in cultural and creative opportunities. Information should cover:

- formal education (e.g. subjects in the curricula of upper-secondary education and extra-curricular programmes; study courses in public higher education institutions on cultural entrepreneurship...)
- non-formal, informal learning and youth work (e.g. funding of cultural projects stimulating entrepreneurial skills in young participants)

Support young entrepreneurs in the cultural and creative sectors

Authors should describe any policies, programmes projects and initiatives (either directly organised or funded by public authorities) specifically supporting the creation and maintenance of young businesses in the cultural field, if any. Information should cover:

- A brief description of the policy/programme/initiative their objectives and outcomes, and target groups (e.g. financing schemes for young creative professionals establishing their start-ups;

⁶³ Key competence 7 "Sense of initiative and entrepreneurship". The *Key Competences for Lifelong Learning – A European Framework on key competence*, an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006/L394. (http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf)

large-scale events bringing young prospective entrepreneurs together with representatives of the cultural and creative industries, specific professional guidance...)

- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

8.7 Fostering the creative use of new technologies

This section illustrates top-level policies, programmes, projects and initiatives fostering the access to and use of new technologies (such as digital technologies, new media and communication instruments) in the context of culture and creativity.

This section is divided into two main parts (i) the creative use of new technologies and (ii) the access to culture through the use of new technologies.

Authors are advised to limit possible duplication of information related to media literacy and ICT with section 6.8 of chapter 6 on Education and Training, and to make use of cross-references to limit duplication.

New technologies in support of creativity and innovation

Authors should mention and concisely describe any policy, programme, initiative for making new technologies readily available to empower young people's creativity and capacity for innovation. Information should cover:

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. a national scheme investing resources for providing schools and universities with fast internet access open to all students; publicly funded programme offering training to young people on new media and their application to creative professions...);
- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

Facilitating access to culture through new technologies

Authors should mention and concisely describe any policy, programme, project or initiative aiming at attracting young people's interest in culture, the arts and science through the use of new technologies. Information should cover:

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. user-friendly applications providing access to online repositories of cultural heritages; digital libraries...)
- Main lines of public funding devoted to such policies, programmes and initiatives (if available)

8.8 Synergies and partnerships

This section is devoted to describing how top-level authorities strive to coordinate their actions in the field of creativity and culture and in the other policy fields connected to youth, in order to develop a coherent approach to facilitating young people's participation in cultural activities⁶⁴. The section also deals with the efforts done to encourage the collaboration of various cultural sectors to foster young people's involvement. Information is organised into (i) synergies between public policies and programmes, and (ii) partnerships between culture and creative sectors.

Synergies between public policies and programmes

Authors should describe whether and how long-term synergies between policies and programmes in the fields of culture, education, health, social inclusion, media, employment and youth have been established with the view to promoting young people's creativity and capacity for innovation. Information should cover:

⁶⁴ Council conclusions on access of young people to culture (18 and 19 November 2010).

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. the ministries of Education and of Culture formulating a common programme to support cultural education and training; a programme of apprenticeships in professions of the cultural and art sector linking cultural access and development of talents; guidelines for training in intercultural skills for youth workers, with a view to strengthen social cohesion...);
- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

Partnerships between the culture and creative sectors, youth organisations and youth workers

Authors should indicate and concisely describe whether and how partnerships between stakeholders of the cultural sector (professionals, entrepreneurs, cultural institutions, associations...) and youth organisations and youth workers are fostered by national authorities. Information should include:

- a brief description of the policies/programmes/initiatives, their objectives and outcomes, and target groups (e.g. dialogue platforms with stakeholders from different cultural sectors; working groups representing the relevant parties ...);
- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

8.9 Enhancing social inclusion through culture

This section describes top-level policies, programmes, projects and initiatives (directly organised or funded by public authorities) promoting the social inclusion of young people through their cultural engagement.⁶⁵ Authors should report information about: (i) fostering equality amongst young people, and (ii) reducing discriminations and poverty through cultural activities.

Authors are advised to avoid repetition of information provided in chapter 4 on Social Inclusion, and to make use of cross-references to limit duplication.

Fostering equality and young people involvement through cultural activities

Authors should offer a brief description of cultural policies, programmes, projects and initiatives that contribute to building skills and self-confidence, enhancing self-esteem and identity and promoting social integration, by addressing:

- A brief description of the policy/programme/initiative their objectives and outcomes, and target groups (e.g. projects that give access to people suffering from disabilities to cultural services and activities, plans for urban and regional development integrating cultural spaces dedicated to young people, funding of projects offering young artists co-working spaces, ...);
- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

Combating discrimination and poverty through cultural activities

Authors should briefly describe any cultural policies, programmes, projects and initiatives that contribute to preventing and reducing poverty and overcoming cultural diversity and discrimination amongst young people, by mentioning:

- A brief description of the policy/programme/initiative their objectives and outcomes, and target groups (e.g. funding initiatives that celebrate the cultural diversity and improve understanding and tolerance amongst different cultures; programmes supporting participation in community based cultural activities ...);
- Main lines of public funding devoted to such policies, programmes and initiatives (if available).

⁶⁵ Council conclusions on access of young people to culture (18 and 19 November 2010); Council Conclusions on the role of the youth sector in an integrated and cross-sectoral approach to preventing and combating violent radicalisation of young people (30 May 2016).

8.10 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 9: YOUTH AND THE WORLD

The Council Resolution on a renewed framework for European cooperation in the youth field foresees young people's contribution to global processes of policy-making, implementation and follow-up being important.⁶⁶ Therefore, this chapter aims to provide the reader with information on young people's participation in all stages of policy-making related to global issues, and on youth cooperation at global level. By definition, the chapter's emphasis is on issue areas that affect or concern people throughout the world, such as climate change, green production and consumption, human rights, international development and the UN Millennium Development Goals.⁶⁷

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.

9.1 General context

This section provides the context of youth cooperation and participation in policy-making, implementation or follow-up at the global level. It is meant to help the reader understand the key concepts used and to help him/her appreciate how important global topics are for the youth of the respective country.

Main concepts

Authors may illustrate any concept related to youth participation in, and contribution to, policy-making and youth cooperation at global level, or green volunteering/production/consumption that capture distinctive understandings and aspects of the situation in the country (e.g. an official definition of what counts as a global issue, or what is green volunteering, production or consumption).

Youth interest in global issues

Authors should briefly describe any recent general trends that have been documented (for example, through surveys or studies) and mention any challenges related to young people's interest or participation in global issues, such as the ones below:

- Sustainable development
- Human rights
- UN Millennium Development Goals (see footnote no. 2).
- Green patterns of consumption and production (e.g. recycling, energy conservation, hybrid vehicles etc.)
- Entrepreneurship, employment, education or volunteering opportunities with regions outside Europe: these topics were all addressed in the context of cross-border mobility in Chapter 3 on Employment and Entrepreneurship, Chapter 6 on Education and Training and Chapter 2 on Volunteering, respectively. Therefore, please provide only a few sentences summary here, with adding the appropriate internal links directing the reader towards the more detailed

⁶⁶ See Council Resolution of 27 November 2009 on a Renewed Framework for European Cooperation in the Youth Field (2010-2018) OJ 2009/C 311/01, 19.12.2009.

⁶⁷ More on the UN Millennium Development Goals can be found here: <http://www.un.org/millenniumgoals/bkgd.shtml>

descriptions. In addition, authors could also report the key findings of studies (if available) dealing with young people's cooperation with regions outside Europe.

If there are regular national surveys on young people's participation in education and training, these and their main results should be mentioned here. International survey results can be mentioned also if they show a trend that is particularly striking and relevant for the reporting country.

9.2 Administration and governance

This section maps the way policy-making in the field of youth's contribution to global processes of policy-making, implementation and follow-up, including youth cooperation at the global level, takes place in the country, by tackling (i) its main structure of governance, (ii) the mechanisms of cross-sectoral cooperation.

Governance

Authors should provide information on the main governance approach to youth's contribution to global processes of policy-making, implementation and follow-up, including youth cooperation at the global level, 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*:

- main actors involved in policy-making, including the main governmental authority responsible 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.); the main non-public actors taking part in the development of policies, programmes or actions and their roles.
- 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 regarding youth's contribution to global processes of policy-making, implementation and follow-up, including youth cooperation at the global level.

9.3 Exchanges between young people and policy-makers on global issues

This section aims to provide information on the formal and informal opportunities given to young people to exchange views on global issues with national and international policy-makers. Such exchanges can be formal or informal, systematic or ad hoc. That means they may range from the written consultation with young people through institutional channels, to less formal settings, such as young people participating in international conferences, meetings, platforms (virtual or real) or even attending ad hoc welcoming receptions hosted by policy-makers.

Exchanges of views may include consultation processes on specific actions proposed by authorities, but they may be discussions organised for the benefit of the participants without being linked to particular policy proposals.

The section is divided in two subsections: (i) the domestic level refers to exchange opportunities provided by the national (or regional) authorities to address global issues with policy-makers at home; (ii) the international level refers to opportunities provided by the national (or regional) authorities to exchange views on global issues with policy-makers abroad.

Authors should avoid repeating information that may have already been mentioned in Chapter 5 on Participation. Please note that the current section differs from Section 5.4 in two respects. First, it

focuses on exchanges of views (which is a concept broader than consultation), and second, on global issues. If there is any unavoidable overlap between the current section and entries in Chapter 5, please use internal links for cross referencing.

Global issues exchanges with policy-makers at the domestic level

In this sub-section authors should elaborate on the top-level policies, programmes, projects or initiatives that allow young people to exchange views at home with regional, national or international policy-makers (i.e. policy-makers of other countries or of international organisations) on global issues, such as those mentioned in Section 9.1.

Please provide the following information:

- Framework of view exchanges: formal or informal, regular or irregular, compulsory or optional.
- Structure and means: how and where does the exchange of views take place, which actors are involved.
- Outcome: nature of the outcome (policy document, action etc.) and if it is binding or not.
- Other (ad hoc) opportunities for exchange of views with policy-makers: brief description (framework, structure, outcome etc.) of the more important ad hoc initiatives that took place after 2010.

Global issues exchanges with policy-makers at the international level

In this sub-section authors should elaborate on top-level policies, programmes, projects or initiatives that allow young people to exchange views abroad with policy-makers of other countries or of international organisations on global issues, such as those mentioned in Section 9.1.

Please provide the following information:

- Framework of view exchanges: formal or informal, regular or irregular, compulsory or optional.
- Structure and means: how and where does the exchange of views take place, which actors are involved.
- Outcome: nature of the outcome (policy document, action etc.) and if it is binding or not.
- Other (ad hoc) opportunities for exchange of views with policy-makers: brief description (framework, structure, outcome etc.) of the more important ad hoc initiatives that took place after 2010.

9.4 Raising awareness about global issues

The goal of this section is to inform the reader about any permanent measures or temporary initiatives that help promoting young people's knowing and understanding of global issues, such as those mentioned in Section 9.1. Topics like climate change or human rights are covered not only in information campaigns, but are often taught also in schools or in non-formal/informal learning settings. Therefore, the current section is divided in two sub-sections.

Formal, non-formal and informal learning

Authors should indicate if and how global issues are promoted among young people in terms of formal, informal and non-formal learning settings.

*Definitions: **Formal learning** takes place in an organised and structured environment specifically dedicated to learning. It typically leads to the award of a qualification, usually in the form of a certificate or a diploma.⁶⁸*

⁶⁸ Council recommendation of 20 December 2012 on the validation of non-formal and informal learning, 2012/C 398/01.

Non-formal learning 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).⁶⁹

Informal learning results from daily activities related to work, family or leisure, and is 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 through volunteering, cultural activities, sports, youth work and through activities at home.⁷⁰

In the context of formal learning only upper-secondary level education should be covered. Please provide the following information:

- List of the global issues that are covered in secondary level schools;
- Indicate if global issues are treated as a separate subject, or if they are integrated into other subjects such as social sciences, history or world orientation, or if they are integrated into most or all areas of learning (following a cross-curricular approach);
- If global issues are dealt with as a separate subject, indicate the recommended taught time, if available (e.g. in terms of hours per week), and outline the main learning objectives (e.g. developing certain type(s) of knowledge, thinking, skills, values, attitudes and behaviours).

In the context of non-formal learning, please describe:

- any national/top-level programmes establishing, encouraging or supporting education projects related to the promotion of knowledge or understanding of global issues among young people;
- specific target groups whose participation in such projects is especially encouraged;
- sources of public funding available for the development of such projects.
- any quality assurance mechanisms for such projects, including the assessment criteria and possible outcomes (e.g. whether non-formal learning providers receive feedback, whether public funding can be withheld).

Educators' support

Authors should provide information on the possibilities offered to teachers, trainers, non-formal education workers and youth workers for continuous training and certification related to the promotion of global issues among young people. In this context, authors are invited to mention:

- specific websites, guidelines, handbooks and other pedagogical material and tools supporting educators;
- networks or events organised to support the promotion of global issues among young people.

In the context of informal learning, please provide a brief description of the main programmes or actions that aim to help young people to learn about global issues 'by doing'. The following information should be included:

- Name of main organisation in charge
- Objectives and timeframe of the programme or action
- Target groups
- Main actions and main outcomes
- Funding and funding source

⁶⁹ Ibid.

⁷⁰ Ibid.

Youth-targeted information campaigns on global issues

In this sub-section authors are asked to outline all the major information campaigns with the goal of promoting the knowledge and understanding of global issues among young people directly conducted or funded by top-level authorities since 2010.

Information providers

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

- the public authorities and bodies responsible for disseminating information on global issues among 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);

Key initiatives

Authors shall describe the main initiatives taken in the reporting country to disseminate information on global issues (especially topics such as fundamental/human rights, sustainable development, climate change, green production/consumption/volunteering) among young people, by indicating:

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

9.5 Green volunteering, production and consumption

This section refers to the main top-level policies, programmes, projects or initiatives that foster young people's participation in environmentally or nature friendly initiatives. Such initiatives should relate to 'green volunteering' schemes, or to 'green production and consumption' schemes.

Green volunteering

*Definition: **Green volunteering** refers to all voluntary activities that aim to protect, restore or improve the natural environment, including any wildlife in habiting it. The range of green volunteering activities is very broad. It covers environmental monitoring, re-vegetation, restoration and wildlife protection and other related activities. For example, volunteering schemes dealing with re-forestation, removing rubbish from natural beauty areas count as green volunteering.*

Authors should provide a brief description of the main top-level programmes or actions that aim to help young people to engage in green volunteering activities. The following information should be included:

- Name of public organisation promoting green volunteering
- Objectives and timeframe of the programme or action
- Target groups
- Main actions and main outcomes
- Funding and funding source

Authors should avoid repeating information that may have already been mentioned in Chapter 2 on Volunteering. Please note that the current sub-section refers exclusively to green volunteering and not to volunteering in general. If there is any unavoidable overlap between the current section and entries in Chapter 2, please use internal links for cross referencing.

Green production and consumption

Definition: Green production and consumption refers to environmentally friendly production and consumption patterns or activities. For example, engaging in recycling, energy conservation, the production or purchasing of hybrid vehicles, and using environmentally friendly (public or private) transportation count as green production or consumption.

Green production and consumption are very broad areas. Authors should confine themselves to the more prominent top-level programmes or important actions that target explicitly young people. Such programmes or actions should aim in helping young people orientate themselves toward green consumption or production patterns. The following information should be included:

- Name of public organisation promoting green production/consumption among young people
- Objectives and timeframe of the programme or action
- Target groups
- Main actions and main outcomes
- Funding and funding source

9.6 Intercontinental youth work and development cooperation

Section 9.6 covers cooperation in two different yet related fields. The first sub-section deals with the main top-level policies, programmes, projects or initiatives promoting cooperation, including exchanges, between individuals or organisations that are active in youth work in more than one continent. The second sub-section deals with the main top-level policies, programmes, projects or initiatives that encourage young people to participate in development cooperation activities in their own country or abroad.

Intercontinental youth work cooperation

Authors should avoid repeating information that may have already been mentioned in Chapter 4 on Social Inclusion. If there is any unavoidable overlap between the current section and entries in Chapter 4, please use internal links for cross referencing.

Authors should provide a brief description of the main programmes or actions that aim to promote cooperation and exchanges between organisations, between individuals and organisations or between individuals active in youth work in more than one continent. The following information should be included:

- Name of public organisation promoting intercontinental youth work cooperation
- Objectives and timeframe of the programme or action
- Target groups
- Main actions and main outcomes
- Funding and funding source

Development cooperation activities

Authors should provide a brief description of the main programmes or actions that aim to promote development cooperation activities among young people. Such cooperation can take place either in one's country of residence or abroad.

The following information should be included:

- Name of public organisation promoting development cooperation among young people
- Objectives and timeframe of the programme or action
- Target groups
- Main actions and main outcomes

- Funding and funding source

9.7 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 10: YOUTH WORK

One of the general objectives of the EU Youth Strategy 2019-2027 is to support youth work as a catalyst for the empowerment of young people. Youth work is recognised as a powerful means for equipping youth with key personal, professional and entrepreneurial competences and skills, and as a bridge into education, training or work, thus preventing exclusion.

In order to achieve these aims, EU Member States and the other countries participating in Erasmus+ have agreed – in the EU Strategy and in relevant Council Resolutions – to support the development of youth work, including policy development, the establishment of legal frameworks and sufficient allocation of resources. They have also committed to invest in the innovation and quality of youth work, support the profession of youth worker, and enhance the instruments for recognition of the competences and skills acquired through youth work.

While there is no globally agreed definition of youth work, the following understanding is proposed by the expert group on Youth Work Quality Systems in the EU Member States in its 2015 report ⁽⁷¹⁾, identifying the common characteristics of youth work across European countries:

Definition: youth work "is understood as actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning".

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 applies to the policy topic of the current chapter. Cross-references with relevant sections of chapter 1 should be inserted in order to avoid repetitions.
- consider that this chapter poses the risk of duplication with sections and sub-sections of other chapters. The guidelines below pinpoint the parts of other chapters most likely to contain similar information. Cross-references should be used to limit repetitions. The guide to content for sections 4.7 (Social Inclusion), 6.8 and 6.9 (Education and Training) have been revised to avoid redundancy.
- 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.

10.1 General context

This section provides the context of youth work in the reporting country. Authors should offer a brief description of the general principles and traditions of youth work in their country, by discussing (i) its historical and cultural development and (ii) the national definition or understanding of youth work.

Historical developments

Authors should provide a very brief overview of how youth work has developed over time in the country. The objective is to provide basic background information for understanding the situation of

⁽⁷¹⁾ European Commission, 2015. *Quality Youth Work. A common framework for the further development of youth work*. Report from the Expert Group on Youth Work Quality Systems in the EU Member States, p.12. Available at: http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf

youth work at present. The input may refer to social, cultural, historical, and political circumstances that are fundamental for understanding youth work today (e.g. initial diffusion by religious institutions as social work towards young people; secular tradition of civil society associations to support young men and young women with fewer opportunities; shift from State services towards self-organised social work for youth in need; etc.).

National definition or understanding of Youth Work

If applicable, authors should indicate the definition of youth work – or its common understanding – as found in the country's official documents. Authors should illustrate how youth work is conceived in the country in order to facilitate the comprehension for an external reader.

If no definition or common understanding of youth work exists at national level, authors should state so.

10.2 Administration and governance of youth work

This section describes the main features of countries' administrative and governing approach to youth work by covering (i) its governance and the main actors involved, and (ii) cross-sectoral cooperation.

Governance

Authors should provide information about the governance approach to youth work by describing the main actors involved and how responsibilities are distributed. The content and structure of this section (i.e. two distinct paragraphs) as indicated in the following bullet points are compulsory:

- main actors involved in policy-making on youth work, including the main governmental authority responsible and its role (e.g. a 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 work (e.g. representatives of professionals in the field of youth work, youth work providers, non-profit organisations, representatives of young people, etc.) and their roles
- general distribution of responsibilities between top-level and regional/local authorities.

Cross-sectoral cooperation

Since youth work is related to several youth policy fields (education, social inclusion, volunteering...) authors should provide information on whether and how cross-sectoral cooperation between the main public actors (ministries, departments, agencies) is ensured.

10.3 Support to youth work

This section deals with how top-level institutions support youth work. Youth work is often conducted by non-governmental providers (e.g. organisations, associations, providers of non-formal learning). Therefore the role of the State is mainly to (i) set up a legal and regulatory framework recognising and facilitating their activities, (ii) allocate resources to contribute to their projects and (iii) enhance their cooperation with public services.

Policy/legal framework

Authors should describe the main top-level policies and regulations on youth work. If a specific strategy on youth work exists, authors should indicate it and offer a brief description. The illustration of policies, regulations or strategies should include (whenever applicable):

- main objectives and principles (e.g. aims of youth work; overarching concepts pertaining to how youth work is understood at national level)
- domains to which youth work pertains (e.g. non-formal learning, social inclusion)
- general types of activities that are considered as youth work in the country's regulations (e.g. educational activities, recreational activities; volunteering activities...)
- main categories of youth work providers identified by official documents (e.g. youth organisations, youth clubs)
- groups in the youth population identified as primary targets of youth work (e.g. young people with fewer opportunities, young migrants and refugees, young people at risk of exclusion).

Funding

Authors should describe how public funding is made available to support youth work. Similar information might be provided under section 5.6 ('Supporting youth organisations'). If so, authors are invited to report here only what applies specifically to youth work, and to introduce cross-references to section 5.6 to reduce repetitions. Information should cover:

- the main sources of public funding (e.g. ministries' budget; grant programmes) and, if available, the amount of funding earmarked
- whether youth work providers have to satisfy certain conditions and requirements to benefit from public funding, and if so, which ones
- if the funding framework identifies the type of activities and/or specific target groups to be supported
- whether and how EU funds are used.

Cooperation

Authors should provide information on whether and how national authorities have established or promoted frameworks of cooperation between all youth work stakeholders, namely:

- civil society organisations active in the field of youth work (e.g. youth organisations, NGOs, confessional organisations)
- public services dedicated to young people (e.g. schools, health and prevention services, social services, employment agencies)
- youth workers and practitioners in the youth field (e.g. educators, volunteers, youth leaders)
- researchers and experts in the field of youth work (e.g. academic institutions, pools of experts, research centres).
- private organisations and social enterprises (e.g. businesses employing young people with a social purpose, micro-credit providers, environmentally sustainable companies)

10.4 Quality and innovation in youth work

*Definition: **quality youth work** is "a commitment to continually ensuring and enhancing optimum youth work provision and practice for young people. It's about youth organisations, youth services and youth workers working with relevant stakeholders to plan and deliver activities and programmes that are relevant and responsive to young people's interests, needs and experiences, and which are evidence-informed and outcomes-focused. The result of quality youth work should be that young people derive maximum benefit from their participation in youth work" ⁽⁷²⁾*

⁽⁷²⁾ Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people OJ C 168, 14.6.2013
[Available at: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:168:0005:0009:EN:PDF>]

This section highlights the measures established by national authorities to oversee and enhance the quality of youth work in the country, also by encouraging innovation in its practices. Information should address (i) the existence of quality standards and systems of quality assurance, (ii) research and collection of evidence on youth work, (iii) the participation of young people in designing youth work strategies or initiatives to respond to their needs, and (iv) the adaptation of youth work to the digital society.

Quality assurance

Authors should describe any existing system of quality assurance applying to youth work in the reporting country. If no such system exists, authors should explicitly say so. Information should cover:

- the main criteria/indicators/standards used to assess the quality of youth work projects/programmes (e.g. competences of youth workers; inclusiveness of youth work projects; expected outreach of youth work projects; pre-defined learning objectives for participants);
- the main mechanisms in place to evaluate the quality of youth work projects/programmes (e.g. participants' feedback; regular evaluation of youth work providers organising the projects/programmes; quantitative measurement of participation in projects/programmes);
- the main outcomes of quality assurance processes: whether youth work providers receive feedback and recommendations; whether public funding can be withheld if projects/programmes do not meet the established quality criteria.

Research and evidence supporting Youth Work

Authors should report on whether national authorities support better knowledge and understanding of youth work to ensure that it is relevant and responsive to the needs of young people. Information should address:

- main examples of research either directly conducted or funded by national authorities (e.g. collection and dissemination of best practices; seminars/conferences organised to discuss youth work outcomes; research projects in cooperation with academic institutions)
- existence of a specific top-level budget or funds for supporting research on youth work
- whether and how youth work policies and regulations have been evaluated on the basis of evidence from research.

Participative youth work

Youth work initiatives should be developed with the involvement of young people and their representatives (such as youth leaders, youth organisations and youth representative bodies) in order to effectively respond to young people's needs and encourage them to play an active role in society. In this sub-section, authors should describe how national authorities foster the participation of young people in the design of youth work programmes and initiatives.

Similar information on the participation of young people *in general policy making* might be provided in section 5.4. Here authors are invited to describe any form of consultation *specific to youth work* policies. In case no difference exists, authors are invited to introduce cross-references to section 5.4 to reduce repetitions. Information should cover:

- whether top-level youth work policies and regulations have been developed with the consultation and contribution of young people (e.g. through youth councils, youth advisory bodies, youth parliaments)
- whether top-level youth work policies and regulations require or invite organisations to involve young people in the design, implementation and evaluation of their youth work projects.

"Smart" youth work: youth work in the digital world

Definition: *digital youth work* means "proactively using or addressing digital media and technology in youth work. Digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as well as in online environments — or in a mixture of these two. Digital media and technology can be a tool, an activity or content in youth work." (73)

Authors should describe top-level policies and measures enabling and fostering the application of digital technologies to youth work such as using social media for reaching out to young people, providing online youth counselling, supporting young people's digital literacy, and enabling youth participation in youth work with digital tools.

To avoid duplication, revised guidelines have been inserted in the guide to content for section 6.8 ('Media literacy and safe use of new media'), advising authors to move selected information to this sub-section.

Information should cover:

- trainings – either directly organised or funded by public authorities – to equip both youth workers and young people with digital and media literacy skills to be used in youth work projects (e.g. assessing the relevance and reliability of digital content; protecting content, personal data and privacy in digital environments; online safety)
- top-level initiatives and measures to make digital infrastructure available to youth work projects and programmes (e.g. funding digitalisation of youth work projects, making software and hardware available to youth work providers).
- top-level initiatives aiming at facilitating cooperation and partnerships between youth work providers and actors in the fields of education, innovation, research and development, and business, in order to support the transmission of digital practices and technology to youth work.

10.5 Youth workers

Definition: *youth workers* "are people working in direct contact with young people, carrying out activities designed for supporting their personal and social development through non-formal and informal learning. Youth workers, in turn, might be professionals or volunteers and be civil servants or work for NGOs." (74)

This section is devoted to illustrating the profile and role of youth workers in the different countries, as recognised and shaped by national policies. It conveys information about (i) whether and how the

(73) European Commission, Directorate-General for Education, Youth, Sport and Culture, 2018. *Developing digital youth work. Policy recommendations, training needs and good practice examples*. Expert group set up under the European Union Work Plan for Youth for 2016-2018. Available at: <https://publications.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1/language-en/format-PDF/source-73184293>

(74) European Commission, 2015. *Quality Youth Work. A common framework for the further development of youth work*. Report from the Expert Group on Youth Work Quality Systems in the EU Member States, p.12. Available at: http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf

status of youth worker is regulated, (ii) the educational opportunities and trainings available to youth workers, and (iii) the possibilities for youth workers to take advantage of mobility opportunities.

Status in national legislation

Authors should describe top-level policies, measures or guidelines regulating the status of youth workers in the country, if applicable. Information should cover:

- whether the status of youth worker applies to any person active in organising and delivering youth work projects and initiatives (thus including volunteers) or only to professionals (e.g. paid youth workers in youth organisations, professional educators, social workers in youth services)
- whether specific standards and criteria for youth workers – be they volunteers or professionals – are set (e.g. health and safety requirements for working with youth; minimum qualifications; demonstration of specific pedagogical, educational, relational competences; compliance with specific codes of ethics).

Education, training and skills recognition

Authors should indicate the educational opportunities available to become a youth worker as well as to enrich youth workers' competences during their careers, according to top-level policies and guidelines. Information should be collected about:

- paths in initial education (e.g. specific diplomas, university degrees, masters) leading to a qualification as youth worker
- training for continuous professional development, either directly organised or funded by public authorities, available to youth workers – volunteers and/or professionals – to reinforce and expand their competences (e.g. training for strengthening intercultural skills, for addressing specific youth health issues, on anti-discrimination and human rights)
- any procedure for the validation of skills and competences gained by youth workers through non-formal and informal learning.

Mobility of youth workers

Authors should report about existing national policies/programmes/initiatives offering the possibility for youth workers to take part in exchange opportunities, cooperation and networking at local, regional, national and international level. Information should refer exclusively to programmes that are funded (at least for 50 %) by the top-level, implemented on a large scale. It should cover:

- the type of activities undertaken by youth workers (e.g. participation in seminars, training courses, job shadowing),
- the geographical scope of the programmes/projects/initiatives (local, regional, national or international),
- the main objectives (e.g. professional development, capacity building of youth workers' organisations, innovation in youth work's methods)

10.6 Recognition and validation of skills acquired through youth work

This section focuses on how the skills young people acquire through participating in youth work are formally recognised and/or validated in the reporting country. It addresses (i) the existing arrangements in place for the recognition and validation of skills, and (ii) the recognition of specific skills related to participation in youth work.

Since general information on skills recognition is described in chapter 6, section 6.4, authors should report here only recognition arrangements specific to participation in youth work. If the same

framework applying to non-formal and informal learning also applies to youth work, authors should explicitly say so, not repeating the same content here, and introduce a cross-reference to section 6.4.

Existing arrangements

Authors should illustrate the possibilities available to young people participating in youth work activities to obtain:

- recognition of the skills and competences acquired (e.g. self-assessment tools, documents released by youth work organisers)
- validation of those skills and competences (e.g. through portfolios, certificates, competence folders)
- accreditation towards a qualification (full or partial) within the system of formal education (e.g. credits towards the attainment of a diploma).

Skills

Authors should indicate if top-level national policies and/or recognition mechanisms identify specific skills and competences (e.g. social skills, life skills, communication skills...) that can be acquired through youth work. If so, authors should supply a brief description of them.

10.7 Raising awareness about youth work

This section aims at offering a concise overview of what top-level authorities do to promote the value of youth work and the opportunities for participation. It covers (i) the existence of specific information providers in the field of youth work, and (ii) any public initiative organised to disseminate information and increase awareness of existing opportunities.

To avoid duplication, revised guidelines have been inserted in the guide to content for section 6.9 ('Awareness-raising about non-formal and informal learning'), advising authors to move selected information to this sub-section.

Information providers

Authors should report on the main sources of information (either directly provided or funded by public top-level authorities) available to young people to know about youth work and opportunities for engagement, by indicating:

- outlets and services responsible for disseminating information about youth work (e.g. dedicated websites, network of local offices).

Key initiatives

Authors should report about top-level authorities' initiatives to raise public awareness amongst, for example, young people, their families, youth workers and employers, about the value of youth work. Information should cover:

- a brief description of the main initiatives and their objective (e.g. national or large-scale campaigns, events and conferences, publications, social media applications and digital tools)
- any specific target groups identified (e.g. education institutions, sub-groups in the youth population, social services).

10.8 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:

- 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 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** ⁽¹⁾. 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.

(1) 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

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: Kotecha, M., Morrell, G. and Lee, L., 2012. Engaging adults in youth volunteering . 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: Polish Central Statistical Office (Główny Urząd Statystyczny), 2008. Education in the school year 2007/2008 (Oświata i wychowanie w roku szkolnym 2007/08). 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: Swedish Parliament (Sveriges Riksdag), Proposition 2013/14:191 . 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, 2.1.6. Number of employed persons by age-group and sex, 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: Annual Report 2014 Youth Monitor – Summary. 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. Internationalisation as a Lever for Change: the Case of Italy. 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>NOTE: 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 (Bundesministerium für Familie, Senioren, Frauen und Jugend) (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" (Dobrovolnictvo pre všetkých), 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.

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