

Report of the Working Group 1

December 11, 2006

“Youth Participation in political governance, information and democratic citizenship - from a NGO perspective”

1. How can youth participation in the political decision-making process be assured?

- Lowering age requirements for voting and for being elected (vote at 16 for the local and regional, vote at 18 for the national level).
- Fight for co-management in everything related to youth and at every political level.
- Engage young people more in civil life, provide more basic education and training for young people, foster their interest in voting.

2. What specific tools can be used to guarantee sustainable youth participation in the political decision-making process?

- More surveys about: needs of young people, about the way they obtain information about political participation, and on how to motivate them to be more active and voice themselves politically.
- Youth related marketing strategies to bring the information to the young people.
- Formal ways of participation and informal approaches to participation, i.e. parliament on the streets.
- More concrete legislation supporting young people (supporting their participation, their activities).
- Youth assemblies as a tool supporting young people (administration council), quota setting for youth participants.

3. How can a fair participation in this process be ensured?

- To ensure equal participation: apply other means of communication if someone cannot participate in person or because of safety issues etc., broad consulting, NGO's as observers, overseeing safety and security, i. e. freedom of assembly (human rights).
- Governments have responsibility concerning basic fundamentals for effective participation.

Report of the Working Group 2

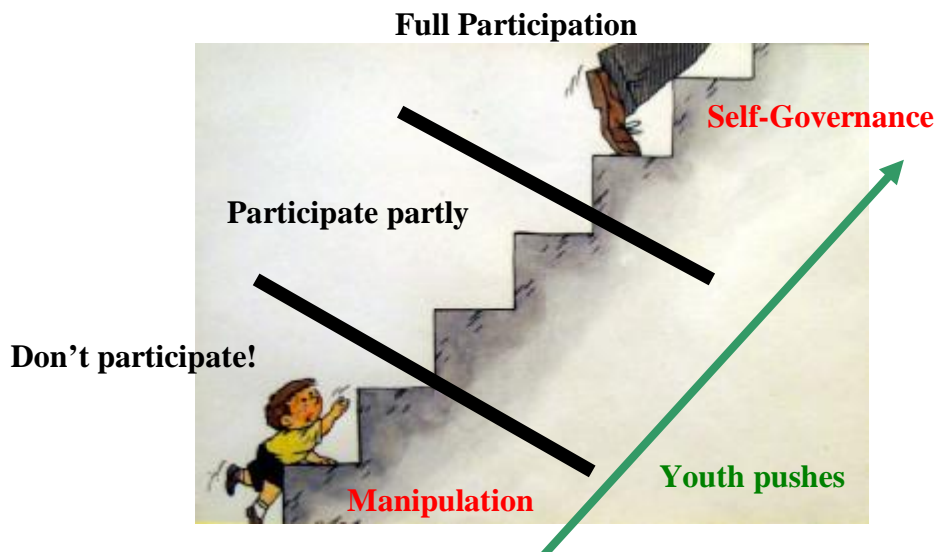
December 11, 2006

“Youth Participation in political governance, information and democratic citizenship - from an IGO perspective”

1. How can youth participation in the political decision-making process be assured?

Youth participation in the political decision-making process can be assured by arguments within all peer groups (like politicians, decision-makers, community representatives, NGO's, IGO's, children) involved, with a special focus on willingness/commitment and honesty/trust from both sides with keeping in mind the responsibility they bear.

The stairs of participation:



2. What specific tools can be used to guarantee sustainable youth participation in the political decision-making process?

To guarantee sustainable youth participation in the political decision-making process, it is of utmost importance to agree on the fact, that active changes are needed, for example by strengthening awareness, whether through implementing specific laws and/or by implementing any other structures that make young people feel they are listened to so their suggestions is given a floor.

3. How can a fair participation in this process be ensured?

A fair participation in this process can be assured only, if they would be a genuine definition of the word "fair". Anyway this goal can be achieved by example by setting up a code of conduct, which regulate the distribution of finance/money/funds and (political) power, as well as the implementation of an equal footing, transparency and rules how to handle the responsibility to ensure youth participation from mainly local up to an international level.

Report of the Working Group 3

December 12, 2006

“Youth Participation, Education, Culture and Democratic Citizenship”

4. How can youth formal/non-formal education be structured/organized in a way that motivates young people to democratic citizenship?

- Include a variety of educational or vocational training so students have a choice in their career path
- Offer more freedom of choice in studies (to be able to change the course of direction, i.e. from business to science)
- Implement incentives for motivation to be involved and take interest in matters that pertain to themselves and society
- Non-formal education needs:
 - Financial support
 - Appreciation from the society
 - Certification and recognition of youth NGO's in the education of young people as a part of the life-long learning process
- Offer trainings for youth workers and teachers. Consequently more training resources have to be established.

5. How can a link between formal and non-formal education be strengthened in order to improve youth participation?

- Create space in formal education for informal processes (such as sharing, caring, pro-social skills)
- Allowing peer to peer education to educate on topics that matter to them (drug use, sexual activity, eating disorders, etc.)
- Identify and re-integrate youth who are displaying problems that increase risk of dropping out and formulating a plan of action
- Earlier start of the non-formal education process (to start with the age of 5 and/or after the kindergarten)
- Share experiences between teachers and youth representatives (training). It needs a horizontal and vertical network within all actors involved.

Report of the Working Group 4

December 12, 2006

“Youth Participation, Health, Social Cohesion and Democratic Citizenship”

The link between health and education system

- International recognition of diplomas and certificates (EU, Bologna Process)
- Curricula for medical studies
- Standardization in order to prevent discrimination
- The education system needs to be flexible in order to cope with new and changing problems in health and social fields.

Health and information

- Does everybody get access to sufficient information to take care of his/her health situation?
- Are the health programmes known and accessible (especially health insurance organization)?

The link between health and social policy concerning youth

- Medical treatment and social support need to be provided together (i.e. HIV/AIDS, drugs, early pregnancies) à if this is not the case stigmatization and isolation because of health/social situation can occur.

HIV/AIDS in special

- There are many initiatives, but are they well spread and do they reach out to the less privileged (developed vs. „developing“ countries)?
- There is much effort, but sometimes the knowledge obtained and multiplied is not sufficient due to lack of experienced partners (facilitate and foster cooperation)

Food and health

- Access to food and choice of food
- Genetically modified organisms as an issue (EU restrictions and standards)
- Research and information about GMO´s

Report of the Working Group 5

December 13, 2006

“Youth Participation, Employment, Poverty-Alleviation and Democratic Citizenship”

1. How can active participation of young people be implemented in employment policy forming processes?

a) top down approach:

- consultation of youth for every policy change and consultation of youth throughout policy shaping processes,
- someone responsible for youth affairs in every ministry (cross-sectoral approach),
- get young people elected, so that they have the mandate to push youth interests from the top,
- foster specific groups composed by young people within institutions and organisations (e.g. world bank, unions) to change institutions from within and lobby for interests of youth,
- implement recommendations on youth participation made by UN and ILO.

b) bottom up approach:

- raise awareness about possible methods of youth participation and rights of participation,
- use of media, demonstrations, naming & shaming to promote youth participation and needs of youth concerning employment policies,
- use youth parliaments and councils.

à what are possible cooperations and synergies of both approaches:

In general: working together with institutions is very important (they have resources etc.), but: young people should not only be recipients but partners.

Good practice examples:

- network of YEN and YES
- recognition of Youth Organisations/Youth Councils as Social Partners

2. To which needs of young people do employment policies have to respond to?

Basic principles concerning the needs of young people are:

- § power (self-worth and the worth to others)
- § freedom
- § fun (interests and social activities)
- § survival
- § love – friendship/romance

Those lead to: Rights for everyone, the Recognition of skills, active Dialogue and Participation, Evaluation and monitoring Efforts, Sustainability/Development, Social Benefits, Empowerment and the Organization of Labour Unions.

The Relations between Employers and Youth concerning the demands and expectations on youth employment policies are outlined by the following needs and concepts:

- § on the job trainings (need of as well as its provision)
- § understanding each others expectations
- § referrals
- § the development of skills

The relations between Policy and Youth concerning the demands and expectations on youth employment policies are outlined by the following needs and concepts:

- § training
- § security
- § education
- § being sensitive to youth rights
- § lobbying
- § participation

The relations between Employers and Policy concerning the demands and expectations on youth employment policies are outlined by the following needs and concepts:

- § mobility
- § flexibility
- § recognition of good practices



Report of the Working Group 6

December 13, 2006

“Youth Participation, Voluntary Service and Democratic Citizenship”

1. a. How can young people get more attracted to voluntary work?

Types of voluntary work:

- for yourself, personal development
- for the society – helping others

Young people are getting attracted with the following methods:

- mass media (“celebrities”)
- peer to peer, face to face, mentor
- promoting skills and knowledge à a help for young people
- non-financial benefits like rewards

The conditions to attract young people are:

- general information and promotion, need of public relations – campaign – events
- highlight the benefits
- recognition in the educational system
- no exclusion
- work for the society
- realise ideals à communicate and live their ideal
- provide the necessary material and financial support to set up voluntary projects

1. b. Should there be an obligation to do a voluntary service after graduating from school?

It should be not an obligation, because of the following reasons:

- Exploring social reality but convince and not force young people to do so
- Should come from heart not from the financial benefits
- No ‘legal’ obligation but the society has to develop a ‘moral’ obligation through family, media

2. Is voluntary work a win-win situation for all actors involved? Who are those? Who does profit most?

It can be a win-win situation if it is organized in an adequate way:

- It depends on the expectation from both sides therefore a good preparation, a concept, certain guidance, flexibility towards the volunteer is needed
- The volunteer and the target group are effected most by the potential benefits, but all stakeholders should be considered
- Money should not be a problem, it can’t be a win-win situation if you are loosing money

The actors who are involved are:

Volunteers, NGO’s, targeted groups/members, society, victims à those helped!, the culture à environment, employers, schools/universities, government, sponsors

Everyone benefits: the volunteer profits on a very personal level, also the beneficiaries helped are profiting. In the end it is a very personal thing who profited most, probably society is profiting most of volunteers.