

## **Youth Partnership**

Partnership between the European Commission  
and the Council of Europe in the field of youth



## ***2013/14 pilot seminar on youth policy making based on evidence and participatory principles***

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## **Strategies, triangles and coincidences –**

## **Taking European youth policies from concept to practice**

## ***Course Curriculum***

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*Version of May 31, 2013*

## 1) Summary: overview and outline of the seminar on youth policy making

<u>Seminar title:</u>	<b>Strategies, triangles and coincidences: taking European youth policies from concept to practice</b>
<u>Main aim:</u>	The seminar aims to inspire and empower actors in the youth field to bring European youth policies from concept to practice.
<u>Seminar format:</u>	The seminar will consist of two events with 3 working days each, taking the time to bring European youth policies from concept and theory (first seminar, 16–18 December 2013) to practice and reality (time between both seminars) and reflection and critique (second seminar, 23–25 June 2013).
<u>Main target group:</u>	<p>Teams of actors in the youth field in governmental and non-governmental contexts at European, national, regional and/or local level who want to strengthen the implementation of European youth policy.</p> <p>This includes (1) youth activists, youth representatives and youth leaders, (2) youth policy-makers and decision-makers, (3) youth researchers from various disciplines, (4) youth workers and youth trainers who are working in governments or non-governmental organisations, youth groups or youth clubs, research institutes or universities, collectively, individually and/or free-lance.</p>
<u>Pilot target group:</u>	The pilot seminar will seek to bring together up to six country teams and one European team of 3–5 actors, who would like to strengthen the implementation of European youth policy in their context. Teams should always include one governmental and one non-governmental youth sector representative and seek a gender-balanced composition including, for example, national agencies, youth-led organisations, youth activist movements, youth researchers, youth knowledge providers, youth information officers, youth (programme) officers, youth workers, youth trainers and/or youth support structures.
<u>Call for participants:</u>	<p>The following steps will be taken to attract and select participants:</p> <ol style="list-style-type: none"><li>1. An invitation will be issued to all 50 countries signatory to the European Cultural Convention, inviting governments to take the lead in composing country teams.</li><li>2. Additionally, the European Youth Forum will be invited to take the lead on composing a European team.</li><li>3. The stakeholders of the course will compose the course group from among the suggested teams, also taking potential interest from the MENA region into account.</li></ol>

## **2) Context: the rationale behind the initiative to develop this seminar**

The partnership between the European Commission and the Council of Europe in the field of youth, the German National Agency “Jugend für Europa” and the SALTO Training and Cooperation Resource Centre – both of the Youth in Action Programme – have developed and are planning to test and implement a seminar on youth policy making based on evidence and participatory principles.

In view of the renewed 2010-2018 youth strategy of the European Union and the Agenda 2020 youth strategy of the Council of Europe, stakeholders and experts had identified the need to support key actors in the wider Europe with further information and training on youth policy topics.

The target group of such a training course should be actors involved in the implementation of European youth policy at regional, national and European level coming from institutions and administrations as well as organisations and networks.

In order to develop the concept and curriculum of the training course the EU-CoE youth partnership and the SALTO RC T&C as well as Jugend für Europa organised a preparatory meeting in November 2012 with a core number of experts and interested parties from various structures in the youth field. A second meeting in May 2013 discussed key aspects of the curriculum that has been developed and continued with the preparation of the seminar.

Information on the seminar will be sent to all 50 European states signatory to the European Cultural Convention in mid-2013, inviting governments to take the lead in composing country teams and the European Youth Forum to take the lead in composing a European team.

The timing of the pilot seminar on youth policy making is planned as follows:

- Selection of participants: 31 October 2013
- First residential seminar: 16–18 December 2013
- Practice phase between seminars: January–June 2014
- Second residential seminar: 23–25 June 2014
- Evaluation meeting: before the end of 2014.

The seminar will be widely introduced at a range of governmental and non-governmental youth sector meetings throughout 2013.

If you are interested in actively contributing to testing and verifying the seminar curriculum in the 2013/2014 pilot seminar together with the organisers and further key stakeholders, please get in touch with Hanjo Schild ([joachim.schild@partnership-eu.coe.int](mailto:joachim.schild@partnership-eu.coe.int)) or Rita Bergstein ([rita@salto-youth.net](mailto:rita@salto-youth.net)).

*Thank you!*

### **3) Objectives and outcomes: what should the pilot seminar ideally achieve?**

#### Objectives:

The seminar aspires to

- introduce European youth policy frameworks and relate those frameworks to the variety of realities from local and regional to national and European levels
- explore the numerous experiences of actors present at the seminar with youth policy development and youth policy implementation
- analyse youth policy concepts and investigate why concepts are built on specific approaches, such as youth rights, policy aims or policy cycles
- consider socio-political developments that frame youth policy from its development to its implementation, such as changing youth transitions
- examine youth policy strategies, approaches and instruments including relevant aspects of their emergence, formation and development
- interrogate the main principles of youth policy, from evidence-based and participatory to transversal and cross-sectoral narratives
- explore dilemmas inherent in youth policies, such as problem-orientation, intergenerational justice or competing sets of indicators
- facilitate the translation of European youth policy frameworks to manageable strategies for action in the contexts of the actors present
- provide participants with space and support to collaboratively develop action plans for the implementation of such manageable strategies, using relevant current and upcoming generations of programmes and funds including those of the European institutions
- encourage and support participants to realise chosen elements of those action plans during the two residential events framing the seminar
- provide a framework to constructively critique European youth policy frameworks as well as the strategies and action plans developed by participants

#### Outcomes:

At the end of the seminar, participants will

- be familiar with the European youth policy frameworks and their political cornerstones, such as main resolutions and declaration
- be familiar with the stakeholders involved, their roles and their previous and current activities and actions on youth policy
- be familiar with the principles underpinning youth policies in Europe, including evidence-based and participatory approaches
- be familiar with typical instruments and approaches to youth policy across spatial levels and political domains
- be familiar with available resources to support youth policy development and implementation across Europe
- be confident in translating youth policy frameworks to contextualised strategies and realising such strategies through feasible action plans

#### **4) Framework: the four phases of the seminar**

The seminar consists of four phases: (1) a three-day residential kick-off event, (2) a phase allowing participants to test chosen approaches, ideas and/or activities in their context, (3) a three-day residential evaluative event, and (4) a follow-up phase.

##### Phase 1 – Concepts and theory (European, residential)

The first residential event serves as the overall kick-off and thematic introduction for the entire seminar. The steps covered during these three days are:

- Introduction, contextualisation and getting to know each other
- Connecting participants: experiences with youth policy development & implementation
- European frameworks: introducing youth policy frameworks and their political narrative
- Youth policy stakeholders: previous and current activities of main stakeholders
- Youth policy components: strategies, approaches and instruments for youth policy
- Youth policy concepts: logics underpinning youth policy, from rights to cycles
- Youth policy principles: evidence-based, participatory and cross-sectoral policies
- Youth policy instruments: what works and doesn't work across domains and contexts
- Youth policy strategies: contextualised strategies and action plans of participants

##### Phase 2 – practice and reality (local, non-residential)

The practice phase in between the two residential events will allow participants to try and verify chosen elements from the youth policy strategies and actions plans they developed. During this phase, each (country) team of up to four complementary participants, will:

- meet once to check on everyone's progress and discuss the various next steps
- get in touch once with another team to facilitate peer learning and exchange
- share short reports and receive constructive feedback from the training team

##### Phase 3 – Reflection and critique (European, residential)

The second residential event serves as the main point of reflection and critique, combined with an adjustment of strategies and plans. The steps covered during these three days are:

- evaluating and critiquing the tested approaches, ideas and/or activities during phase 2
- exploring dilemmas inherent in youth policies, from local through to European level
- revisiting and revising the previously developed strategies in light of made experiences

##### Phase 4 – Follow-up and (local, non-residential)

The follow-up phase supports participants in their further youth policy engagement through:

- another meeting in their respective teams to facilitate coordinated, collaborative action
- another exchange with another team for peer learning as well as the training team

## 5) Programme flow: the phases and steps at a glance

<b>1: Concepts and theory</b> <b>First residential event</b>	<b>2: Practice and reality</b> <b>Activities, actions, ideas</b>	<b>3: Reflection &amp; critique</b> <b>Second residential event</b>	<b>4: Follow-up</b> <b>Making it real</b>
<i>Day 1</i>	<i>Months 1 &amp; 2</i>	<i>Day 1</i>	<i>Month 1</i>
<p><i>Context &amp; introductions:</i></p> <p>What are the aims of this seminar? Who are the people involved? What are our different expectations? What are our experiences with youth policy?</p>	<p><i>Preparation &amp; planning:</i></p> <p>Finalising preparations for the action or activity, as planned during the first residential event.</p> <p>Feedback from own team and other teams</p>	<p><i>Revisiting phase 2:</i></p> <p>What have we tried, and why? What has worked, and why? What hasn't worked, and why? What are the implications for our approaches to youth policy implementation?</p>	<p><i>Digestion &amp; planning:</i></p> <p>Verifying in own organisations what kind of follow-up work is feasible and who can realise it</p> <p>Feedback from own team and other teams</p>
<i>Day 2</i>	<i>Months 3 &amp; 4</i>	<i>Day 2</i>	<i>Month 2</i>
<p><i>Concepts &amp; theory:</i></p> <p>Which approaches to youth policy exist? What are usual components? What are the main principles? What are the main instruments? And which logics &amp; ideas underpin youth policy?</p>	<p><i>Making youth policy real:</i></p> <p>Implementation of the chosen local youth policy action, idea or activity</p> <p>Feedback and support from own team, other teams and training team</p>	<p><i>Dilemmas &amp; problems:</i></p> <p>Which dilemmas and problems are typical when dealing with youth policy? How can we address them, both conceptually and in practice? What does this mean for our work?</p>	<p><i>Sharing &amp; discussing:</i></p> <p>Discussions of final plans for action once they have been verified in own organisations</p> <p>Feedback and support from own team, other teams and training team</p>
<i>Day 3</i>	<i>Months 5 &amp; 6</i>	<i>Day 3</i>	<i>Month 3</i>
<p><i>From theory to practice:</i></p> <p>How can youth policy function across domains, contexts, levels? What are successful models for strategies, actions and approaches? Which strategies, actions and approaches would we like to try out during the second phase? What kind of support will we need to be successful?</p>	<p><i>Preparing for phase 3:</i></p> <p>Documentation and critical evaluation of the action or activity on youth policy</p> <p>What went well? What went wrong?</p> <p>Feedback from own team, other teams and training team</p>	<p><i>From insight to reality:</i></p> <p>Which consequences should we draw from the lessons learned during the seminar? How can we translate the insights into our daily youth policy work? What kind of support will we need to be successful? How can we improve the quality and impact of youth policy work in Europe?</p>	<p><i>From learning to sharing:</i></p> <p>Developing contributions to share experiences and insights with the sector</p> <p>Articles for, for example, Coyote, the Partnership Series &amp; <a href="http://youthpolicy.org">youthpolicy.org</a></p> <p>Feedback and support from own team, other teams, training team as well as stakeholders</p>

## 6) Programme details: the session outlines

The session outlines are presented chronologically. They cover the first residential three-day course in relative detail, while the planning of the second residential three-day course is less fine-grained to allow the training team to adapt the event to the results of the second phase.

Title of the proposed session	<b>Getting started – main elements of youth policy</b>
Sequence in the training	<i>Seminar 1, Day 1, morning</i>
Duration of the session	3 working hours
Aim and rationale	The session aims to open up the discussion on youth policy and to familiarise participants with each other through working with concrete experiences of participants.
Objectives of the session	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> <li>- animate participants to get in touch with each other</li> <li>- make the relationship between each individual participant and youth policy explicit</li> <li>- share concrete experiences, learn from each other and start reflecting on the meaning of the experiences in a broader youth policy context</li> <li>- exemplify the diversity of youth policy approaches and realities</li> <li>- set the ground for controversial discussions on youth policy</li> </ul>
Session format & methodology	Group discussions in changing constellations, presentations in plenary, individual reflection, open discussions and exchanges on given topics.
Programme of the session	<p>09:00 Welcoming, intro to context, frame, programme, team and venue</p> <p>09:15 Getting in touch with each other: Me and youth policy</p> <ul style="list-style-type: none"> <li>- Why am I here, at the seminar?</li> <li>- What do I bring with me?</li> <li>- What would I like to take back?</li> </ul> <p>Individual reflection on the questions, followed by presentation to group</p> <p>10:00 Getting started:</p> <ul style="list-style-type: none"> <li>- What is my understanding of youth policy?</li> <li>- What experiences do I have with youth policy?</li> <li>- What is my vision regarding youth policy in my environment?</li> </ul> <p>Exchange in small groups on the questions.</p> <p>10:45 Coffee break</p> <p>11:15 Preparation of result presentation, presentation in plenary, summing up and if necessary completion by team.</p> <p>12:30 End of session</p>
Session requirements	Markers, flipchart papers, facilitation cards, name tags

Title of the proposed session	<b>The European vision – European youth policy frameworks</b>
Sequence in the training	<i>Seminar 1, Day 1, afternoon</i>
Duration of the session	3.5 working hours
Aim and rationale	The session aims to introduce European youth policy frameworks and relate those frameworks to the variety of realities from local and regional to national and European levels.
Objectives of the session	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> <li>- introduce European youth policy frameworks: their approach, their history, their key resolutions and declarations</li> <li>- name key youth policy stakeholders and connect them to their role in the European youth policy arena</li> <li>- explore current ways of how European youth policy frameworks are translated into local, regional and national context</li> <li>- initiate creative thinking on alternative approaches of making youth policy happen at local, regional, national and European level</li> </ul>
Session format & methodology	Introductory presentation, visualisation of timelines with discussion, panel debate with questions, rotating tables to introduce five spotlight examples, creative thinking session using adapted bono hat approach
Programme of the session	<p>14:30 A very short overview of European youth policy frameworks</p> <p>14:45 Timeline of the milestones of European youth policy</p> <p>15:00 Intermission: where were participants at the various milestones?</p> <p>15:30 Panel debate with key youth policy stakeholders</p> <ul style="list-style-type: none"> <li>- Partnership, Commission, Council of Europe, Salto, Youth Forum</li> <li>- Guiding question: what are European youth policy frameworks good for?</li> </ul> <p>16:15 Coffee break</p> <p>16:45 Spotlight on examples of using European policy frameworks</p> <ul style="list-style-type: none"> <li>- local level: Ghent</li> <li>- regional level (I): Wales</li> <li>- national level: Germany</li> <li>- regional level (II): Nordic states</li> <li>- European level: Youth NGOs.</li> </ul> <p>18:00 Creative thinking session – trying on different hats</p> <ul style="list-style-type: none"> <li>- What would you do with youth policy if you were ... and had all it takes?</li> <li>- Policymaker: Governor, Parliamentarian, Commissioner, Minister ...</li> <li>- Practitioner: Youth worker, Youth trainer, Teacher, Educator ...</li> <li>- Researcher: Sociologist, Psychologist, Educationalist ...</li> </ul> <p>18:30 Reflection of the day in teams</p> <p>19:00 End of programme</p>
Session requirements	Markers, flipchart papers, facilitation cards, projector, computer, adaptors



Title of the proposed session	<b>Examining youth policy – concepts, principles, strategies and instruments</b>
Sequence in the training	<i>Seminar 1, Day 2, entire day</i>
Duration of the session	6.5 working hours
Aim and rationale	The session aims to examine and interrogate youth policy by critically looking at concepts with their underlying principles, on the one hand, and strategies with their standard instruments.
Objectives of the session	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> <li>- introduce and compare basic concepts informing youth policy, from youth rights to policy cycles</li> <li>- highlight relevant distinctions, discrepancies and deficiencies of the various concepts introduced</li> <li>- question the buzzwords used to describe youth policy, from evidence-based and cross-sectorial to transversal and participatory</li> <li>- examine strategy examples and identify standard instruments for the implementation of youth policy (frameworks)</li> <li>- initiate and facilitate controversial discussions on youth policy</li> </ul>
Session format & methodology	Game-based introductions to concepts and principles, group discussions in various formats, World Café style thematic explorations
Programme of the session	<p>09:00 Which concept is the best for youth policy? A competition of a different kind between rights, needs and cycles</p> <p>10:00 Critiquing youth policy concepts: what is missing? Shortcomings and short sightings of rights, needs and cycles</p> <p>10:45 Coffee break</p> <p>11:15 Sharing and substantiating the critiques, with discussion Guiding question: what would make the various concepts better?</p> <p>12:30 Lunch break</p> <p>14:30 Youth policy group bingo: introducing buzzwords with style</p> <p>15:15 Dissecting the buzz: what do we mean when we use these words? Giving meaning &amp; context to evidence-base, participation and more World Café Discussions: What is it ... and what is it not? What can it do ... and what can it not do? What does it need ... and what does it get?</p> <p>Coffee break included</p> <p>17:15 Examples of youth policy strategies and programmes and their key instruments. Working groups focusing at different spatial levels.</p> <p>18:30 Reflection of the day in teams</p> <p>19:00 End of programme</p>
Session requirements	One seminar room big enough for a world café setup that can host all participants, several breakout rooms, each with markers, flipchart papers and moderation cards in several colours

Title of the proposed session	<b>Youth policy inside out – agendas and realities</b>
Sequence in the training	<i>Seminar 1, Day 3, morning</i>
Duration of the session	3 working hours
Aim and rationale	The session aims to make people aware of their personal (hidden) agenda, the political agendas at various levels and in their context and the actual practical situation in their environment. It links the different levels with each other by reflection and the invitation to visionary thinking.
Objectives of the session	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> <li>- support participants in developing an explicit awareness on their professional and personal relation to and with youth policy</li> <li>- become aware and question personal interests in fostering youth policy development and implementation</li> <li>- relate inner state to external youth policy situation, voice and summarise political and factual state of play in own environment</li> <li>- visualise and work on individuals' visions of youth policy – where do I want my city, region, state to stand in 5/10 years time?</li> </ul>
Session format & methodology	Scala exercise, individual work within small group constellations, small group and complete group discussions and presentations, peer group support, support through youth policy experts.
Programme of the session	<p>09:00 Scala exercise: how do I hold youth policy in myself?</p> <p>09:45 Reflection: why do I want to foster youth policy development and/or</p> <p>09:45 youth policy implementation?</p> <p>10:45 Coffee break</p> <p>11:15 Summary and presentation of state of play of youth policy debates</p> <p>11:15 and practice in the single countries/regions</p> <p>12:30 End of session</p>
Session requirements	Statements for scala exercise, functioning music system, markers, flipchart papers, magazines, crayons

Title of the proposed session	<b>Taking youth policy home – strategies, plans, ideas and support</b>
Sequence in the training	<i>Seminar 1, Day 3, afternoon</i>
Duration of the session	4.5 working hours
Aim and rationale	The session aims to inspire participants to bring youth policy from concept to practice and broaden both their knowledge and their creativity on strategies, instruments, approaches and support structures for the implementation of youth policy.
Objectives of the session	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> <li>- recall and deepen the overview of youth policy instruments developed at the end of the previous day</li> <li>- get an impression of strengths, potentials and weaknesses of different instruments and approaches in diverse contexts</li> <li>- invite participants to play creatively with existing models to find the most suitable approach for their specific context and reality</li> <li>- develop both an atmosphere and a structure that allows participants to use the second phase as a test-bed, failures included</li> <li>- familiarise participants with support and resource structures available at local, regional, national and European level</li> <li>- develop feasible goals to further the youth policy visions that were developed during the morning of the same day</li> <li>- plan concrete actions and activities to test and verify the approach to and vision of youth policy developed throughout the seminar</li> </ul>
Session format & methodology	Presentation with buzz groups, sharing of best practices, discussions and exchanges in groups of various constellations, questionnaires for group consultation processes, planning work in (country) teams
Programme of the session	<p>14:30 Examples of youth policy strategies and programmes and their key instruments - returning to the examples of the previous day. What are limits and potentials, success factors and failure risks?</p> <p>15:30 Resources and support structures – collective brainstorming</p> <p>15:45 Beyond existing resources – which support do we need in addition?</p> <p>16:15 Coffee break</p> <p>16:30 Teams work with a questionnaire to develop goals furthering their vision and to devise action and activity plans for the second phase</p> <p>18:30 Dinner break</p> <p>20:30 Presentations of plans by each of the teams</p> <p>21:30 End of programme</p>
Session requirements	Recap of instruments and approaches, summary of support and resource structures, handouts with guidance and questionnaires for group work, guidelines for team presentations, guidelines for the second phase

Title of the phase	<b>Phase 2 – practice and reality</b>
Sequence in the training	<i>Implementation phase – between first and second residential seminar</i>
Duration of the phase	Approximately 3 months
Aim and rationale	The implementation phase aims to implement the action plan developed during seminar 1 and to strengthen the national group. Overall this phase contributes on a practical level to the development and implementation of youth policy in the countries and helps moving forward towards the envisaged vision.
Objectives of the phase	<p>The objectives of this phase are to:</p> <ul style="list-style-type: none"> <li>- implement some of the ideas for actions and activities that were developed in the first phase of the seminar</li> <li>- illustrate that and explore how small steps can nonetheless be a useful contribution to youth policy implementation</li> <li>- document achievements and insights as much as deviations and obstacles to aid the critique and evaluation in the next phase</li> </ul>
Session format & methodology	The implementation of actions and activities will be framed by one meeting within each (country) team, one exchange with another (country) team for peer feedback and support, and regular contact with the training team.
Session requirements	Clear guidelines and structure, clear support and resource base, clear dates and deadlines = all agreements should be developed and agreed during the first residential phase.

Title of the phase	<b>Phase 3 – Reflection and critique</b>
Sequence in the training	<i>Seminar 2, Days 1–3</i>
Duration of the phase	3 programme days with roughly 20 working hours
Aim and rationale	The second residential event aims to reflect on the experiences gained during the implementation phase and to fill gaps and discuss issues that are relevant to participants' further work on youth policy. It also serves the purpose of reflecting on and contributing to improving this pilot activity on youth policy making in its entirety.
Objectives of the phase	<p>The objectives of the session are to:</p> <ul style="list-style-type: none"> <li>- share activities and actions as they happened, or did not happen, during the implementation phase</li> <li>- reflect on and learn from successes and failures as they happened and were experienced during the implementation phase</li> <li>- address the learning and support needs of participants in their ambition to make their youth policy vision become a reality</li> <li>- empower and encourage participants to keep working on youth policy issues beyond the framework of this pilot activity</li> <li>- evaluate this pilot activity, both generally and with a specific view on its transferability and adaptability</li> </ul>
Session formats & methodologies	to be decided after the first seminar and during the implementation phase in more detail to allow responsiveness as well as specificity and relevance
Programme of the phase	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>- re-connecting</li> <li>- presentation of phase 2 activities and developments</li> <li>- peer-group discussions</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>- explore dilemmas inherent in youth policies, such as problem-orientation, intergenerational justice or competing sets of indicators</li> <li>- probe the resolutions and declarations underpinning the European youth policy frame-works for their advocacy and supportive potential</li> <li>- consider socio-political developments that frame youth policy from its development to its implementation, such as changing youth transition.</li> </ul> <p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>- concrete planning of follow-up in country groups</li> <li>- presentations and peer consultations</li> <li>- individual reflections on learning points and evaluation</li> </ul>