

# 360 DEGREES OF CROSS- SECTORIAL COOPERATION

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# HANDBOOK



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# HANDBOOK



Politikos Tyrimų ir Analizės Institutas | Youth Work Europe | Medvirkningsagentene

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# I. INTRODUCTION



Public policies are successful when the decisions related to rights holders, and various social groups like young people, are made via a democratic process of discussion and the development of common proposals. Moreover, the decisions have to be taken at the level (for example, local, regional, national or international) where they are most efficient. Participation in decision-making and co-creation are the innovative trends in public management, which in the near future should become a daily practice.

Cross-sectorial cooperation is one of the practices that demonstrates how to consult rights holders in the decision-making process. The practices of cross-sectorial cooperation are well defined and developed in the youth policy and youth work fields. Youth policy and youth issues are important for a variety of agencies and public policy fields such as education, social security, labour, health care, and the economy. Therefore, the youth field practices are good examples of how to involve not only public sector but also rights holders (young people) and the business sector.

The European countries are committed to strengthening youth involvement in all areas of public life since they signed the “Revised European Charter on the Participation of Young People in Local and Regional Life”. This commitment not only results in efficient youth policy and cooperation with youth organizations and youth, it is contributing to the sustainable and cohesive development of state and regional policies, and the development of core competencies for effective democracy and civic education. The European practice of Structured Dialogue is one of the best examples at European level showing how cross-sectorial cooperation should be implemented involving various stakeholders.

Cross-sectorial cooperation is one of the most crucial principles of youth policy and youth work implementation, however, actual implementation of this principle is not self-explanatory. So what does **cross-sectorial cooperation mean**: a complimentary cooperation, which includes representatives from different sectors such as government, government institutions (healthcare, education, environment, culture, sports and etc.), public, NGO, business and the media. The cooperation has the following characteristics: (1) activities are coordinated between partners; (2) aims are reached in a more efficient, coherent and systematic way, than one institution would reach; (3) the cooperation is well defined and synergic between sectors or departments.

Youth work, youth information and counselling, and youth research, are areas using

the cross-sectorial cooperation principles aiming to shape the political priorities and context.

**The Cross-sectorial cooperation handbook** is primarily dedicated to representatives of public bodies, institutions, and organisations, who shape and implement public policy aimed at youth, and who aim to improve the conditions for young people. Furthermore, youth representatives and youth workers will also benefit from this guide as it will help plan joint programmes and activities more effectively; understand the reasons why cooperation can be challenging and also find advice on how to overcome these challenges.

This guide will introduce the reader to the theory of cooperation, methods, new structures; it will also propose new forms of interaction and ideas for development of joint activities between institutions and organizations.





# II. THE COOPERATION DILEMMA



When we talk about cross-sectorial cooperation the importance of cooperation can be defined by answering several simple questions: Do rights holder (for example, young people) need the policies addressed at them / or the institutions? Do the institutions / policies need rights holders and their input? Depending on how you answer these questions, you will find reasons why cooperation is needed.

Why do you work with your target groups? In order to benefit them? Or the target group helps to achieve your objectives / requirements? In reality often the second question is the case. Often formal requirements, decoration, a request of superiors, are the main motivators.

The dilemma: Whose interests are more important? Those of the target group or society? Which institutional aims have the priority is constantly challenging various stakeholders who want, and have, to cooperate. There is no consensus on that. Thus it is good when the interests of various parties involved are consistent.

How much do rights holders need the policies addressed at them? It is definitely needed, as public policies create more opportunities for target groups and focus not only on solving some of the issues the rights holders have.

Often public policies tend to focus on problems, it is a distinctive feature that limits the proposals by only focussing on solutions. The principle of positive policy making firstly was started to be used in the the youth policy field. **Positive youth policy focuses on creating new opportunities, searches for new ways to utilize the talents of youth, it allows for getting to know the target group better especially their needs and interests, and not only focus on the challenges they face.** This handbook follows the positive youth policy approach. Therefore, it is important to get more familiar with your target groups, different social groups such as youth, to understand what is important for them before offering them cooperation, or, even worse, creating actions plans which are supposed to affect the daily life.



## II. The Cooperation dilemma





# III. THE THEORETICAL PRINCIPLES OF CROSS-SECTORIAL COOPERATION



# The Theoretical Principles

Cross-sectorial cooperation is often mentioned in the legislation and governmental resolutions in policy areas such as healthcare, family, education and youth policy. Furthermore, the term cross-sectorial cooperation can often be found in the areas under the jurisdiction of the Ministry of Internal Affairs such as state border protection, documents on crime prevention policies, as well as health and social security.

## What is Cross-sectorial cooperation?

While implementing certain public policy e.g. culture or education, it is no longer possible to depend on the traditional framework because decisions taken in other policy areas may include relevant implementation preconditions which would complement initial objectives. This is a core assumption of cross-sectorial cooperation. For example, it is very difficult to identify the differences between the objectives of the cultural and educational sectors. Thus it is very unlikely that one sector would be solely responsible for group gatherings whilst the other handles leisure activities. Hence the question for the reader: **who is responsible for organizing the first day of a school event, the school or the Culture centre?**

Various countries and sectors use rather different terminology: terms such as *cross-ministerial cooperation*, *cross-departmental*, and *cross-institutional cooperation*, are used as synonyms with the term cross-sectorial cooperation. Also, often terms such as *collaboration*, *partnerships*, *cooperation networks*, and *cooperation systems* are used as well. Other synonyms would be *agency cooperation*, *inter-organizational interaction*, *central and local government relations*.

### Workshop advice:

In order to make the terms clearer and to get the attention of the participants, you could initiate a group exercise and ask participants to explain the listed terms in their small groups. Exercise duration from 15 to 20 minutes.

Objective: participants will find the linkage with the topic and will better understand the terminology.

Few possible variations: you can ask them to find the definitions online, and ask them to clarify the core differences of the terms.

After the participants prepare presentations, the workshop leader can elaborate more and clarify the differences.

**Cross-sectorial cooperation** is a coordinating activity of two or more institutions, which are responsible for different areas of public policy, on a specific topic or area (e.g. youth policy) with a common objective. The main characteristic of Cross-sectorial cooperation is that different and independent institutions are coordinating their activities.

The word *cooperation* means working together with other, whilst *communication* is having common affairs. Despite the simple nature of the term, the implementation of it is difficult. Successful implementation of Cross-sectorial cooperation is difficult and the evidence of that is visible in a number of countries as different institutions struggle to create a strong sense of ownership of strategy or process, especially when all institutions want to take the coordinating role and have different working cultures, and have different exposures to competition.

Each institution has its unique features: a specific working culture, vocabulary (terminology), traditions, and typical behaviours of their specialists. Therefore, to some extent, this explains the differences in the employee behaviours from the municipalities, schools and youth centres. If the institutions lack flexibility, or a willingness to understand and adjust, it will be challenging to cooperate with them.

**Cross-sectorial cooperation** - a complimentary cooperation, which includes representatives from different sectors such as government, government institutions (healthcare, education, environment, culture, sports and etc.), public, NGO, business and the media.

One of the implementation principles of youth policy is the participation principle and its claim that youth representatives have to be involved in solving their own problems. Therefore, Cross-sectorial cooperation is impossible without the involvement of representatives of other sectors. Youth workers, and youth organizations, being part of the NGO sector, are a significant part of youth voice and opinion.

## **Why do institutions cooperate?**

It is challenging to meet all the needs and requirements of all individuals and organizations, because of numerous constraints such as time, funding, human resources, and limited state and municipal budgets. Therefore, in order to optimize the use of resources and process management, principles of Cross-sectorial cooperation can be utilized due to their special features.

# The Theoretical Principles

Cross-sectorial cooperation helps a) to see the broader issue area (see “out of the box”); b) to avoid funding duplication; c) to minimize the number of competing or conflicting programmes and activities.

## Reasons for cooperation and partnership

*Common priorities (common policy or ideology):* objective to optimize the use of the budget, the efforts of institutions are merged, alternatives are sought by looking into non-governmental and business sectors. Led by the theoretical assumption that NGOs and the business sector are more cost efficient than public sector and that these sectors can achieve similar results with fewer resources. The joint effort or merge actions of various institutions or sectors indicate the importance of certain public policy areas or the importance of the issue. Led by this principle, civic inclusion and participation in solving current issues is being implemented. Furthermore, with implementation of cooperation, public policies become consistent with the needs of target groups and their interest is being represented.

*Financial reasons:* optimizing the use of financial resources by reducing administrative costs, merging institutions with similar objectives and programmes. Their material and human resources and political connections are better utilized. An example could be initiatives by the municipalities to merge institutions which have similar objectives or engage in similar activities in order to reduce expenses.

*Inevitability:* institutions that operate in similar, or the same areas, sooner or later start cooperating because in the long term they identify their similarities. Both sides notice that they have common objectives and follow similar principles and in this manner the opportunity to cooperate occurs. This situation has to two aspects:

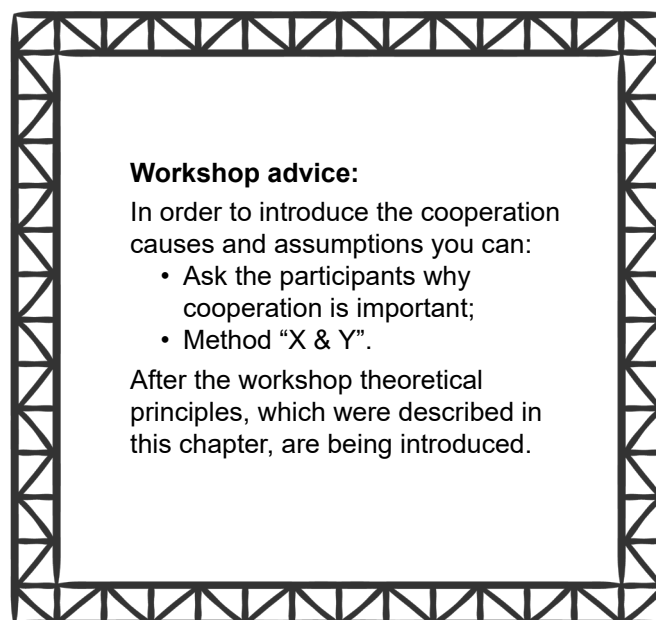
a) *Common issues* - which are tackled by different organizations. The most common example at the local level is protection of children’s rights. In order to tackle the issue in a timely manner forces are often united. For instance, police, educational institutions and institutions focusing on child protection cooperate in order to solve issues such as domestic violence, juvenile delinquency and school absenteeism;

b) *Functional dependency* - when competencies and functions of institutions coincide. In practice certain function duplicate, overlapping in a certain manner.

*Actions of institution have an impact on overall system:* an institution operating in

adjacent areas or sectors can play a key role, which has an effect on the overall operational efficiency of the entire system. Lack of available information can be a significant obstacle in this situation. Thus cooperating with partners, consulting with them and sharing information can address the lack of information issue. For instance, one of the youth policy priorities in some countries is tackling youth unemployment. On a local level this issue is tackled by vocational training institutions, youth information centres (partners of *Eurodesk*), youth centres, schools, territorial job centres and youth job centres. These institutions, at a local level, organize common activities and can utilize the broad information resources of youth employment centres.

*Public awareness about institution and a positive public image* is another important aspect. Institutions cooperate for their own gain. Cooperation could become a public relations (PR) tool. The communication channels of the partners are better used and the information about partners and their activities is obtained. It creates a positive or repairs a damaged image of an institution. Hence several risks are created; in particular that partners might seek cooperation only in order to gain public awareness and their contribution would be minimal. For instance, institutions sign a cooperation agreement, this is being publicly advertised, however, no common activities are implemented.



# The Theoretical Principles

## Forms of Cross-sectorial cooperation

Cross-sectorial cooperation can take various forms a) non-formal, cooperation based on personal relations and b) a contract-based cooperation. The first one (a) occurs when representatives from different institutions or sectors communicate informally: share information, opinions, insights, and together seeks solutions to the issues. The second (b) - formalized cooperation, is based on a formal agreement outlining the common objectives of different organizations and (or) departments. The second method is more efficient in a situation when there is low retention of experts, because the written agreement has outlined the cooperation conditions, objectives, areas of cooperation, communication forms and frequency. The document can also list the responsible people. This form is more effective in states with high bureaucracy levels, especially in statutory organizations such as the police. The most common Cross-sectorial cooperation forms are working groups, commissions, committees, advisory councils, Cross-sectorial groups and foundations.

**Formalized commitments help to bypass the internal barriers of hierarchy, but non-formal cooperation is more dynamic and less constrained by established procedures or restrictions.** Non-formal cooperation requires time to build and maintain relationships with colleagues from other institutions or organizations, yet there is a risk

that sometimes it becomes difficult to distinguish between personal and professional relationships. Therefore, partners can be invited to cooperate when there is a need, and assign them particular roles and responsibilities.

### Questions to the reader:

Which forms are more appealing to you?

What kind of events would be more appealing to the young people? What forms of cooperation are present in your municipality?

## Elements of Cross-sectorial cooperation

The key element of Cross-sectorial cooperation is the added value which is created by inviting other organizations or institution sharing similar interests. During the process of cooperation, effective coordination skills are required in order to coordinate activities of different institutions, organizations and social groups.

When we seek efficiency in using time, or human and financial resources, institutions have to coordinate their activities and plans with each other. In order to ensure effective communication, the managing partner has to designate a coordinator.

Cross-sectorial cooperation is based on commonly defined objectives, which form a systematic, coherent, and effective interaction. **Cooperation is a voluntary action, that is why the main condition for cooperation to happen - is seeking common objectives without competition among the partners.** Due to this reason, the results of Cross-sectorial cooperation are more effective than an independently operating agency, institution or organization.

**Workshop advice:**

Interests in recognition tasks: these methods intend to define the different fields of interest of different institutions, and different topics of interest for these institutions:

- You can discuss this chapter material with the following tasks: „ Who bothers a young person “; „Social Map“.
- The cooperation between institutions can be revealed by conducting orientation competition in the actual institutions or organizations, which provide youth work. You could tweak the task by requiring the participants to ask the employees of the institutions about their cooperation in the youth field.





# The Theoretical Principles

After reviewing the reasons, forms and elements of Cross-sectorial cooperation it became clear that cooperation is necessary. As a matter of fact, in many cases it is inevitable, because interests of institutions and organizations can sometimes match or even oppose each other. Therefore, in order to fully understand the specifics of cooperation, it is important to review the principles of implementation.

## Principles and specifics of Cross-sectorial cooperation

1. *Planning* – representatives of different institutions pursuing a common objective have to create common plans, programmes and measures.
2. *Division of roles and functions* – institutions contribute to Cross-sectorial cooperation within their area of expertise. In order for Cross-sectorial cooperation to be effective it is important that the roles of the institutions' representatives would not be duplicated, and responsibilities should be aligned with the core competences and qualifications.
3. *Systematic approach* – thoroughly analysing cooperation situations, from different perspectives. Looking for mutually acceptable solutions to common problems.
4. *Information* – during the process of sharing relevant information, institutions learn about the work of others and their areas of expertise. This principle addresses one of the biggest obstacles of public policy implementation – lack on information.
5. *Resource optimization* – coordinating activities and setting priorities, mobilization and efficient use of material and human resources.

When institutions cooperate they broaden their scope of activities; in turn, they achieve greater results because they adjust their strategies with those of other institutions, and tend to align more with the sector-wide or even state-wide strategies.

The following measures help to focus on the pursuit of change. The focus is on short-term objectives, activities or individual priorities. These measures assist in securing common actions:

- *Creation of a common vision* – all partners list their priorities, expectations and needs of the partnership. This allows aligning to a common position for partners and seeks common objectives.

- *New communication channels are created and used* – after linking the partners together, effective methods of communication are sought. This often includes use of new technologies. Therefore, it is important to take into account the different cultures of communication between and within the institutions;

- *Agreement to plan and cooperate* – agreeing to seek common objectives, optimizing their competencies, share costs and use of common resources;

- *Risk and result sharing* – institutions are willing to share the risk, yet not always willing to share the final results and recognition.

## Implementation process of Cross-sectorial Cooperation

Cross-sectorial cooperation can be a complicated process. It is affected by internal processes such as organizational culture, and external factors such as Cross-sectorial plans and strategies. In order to better understand the specifics of cooperation it is important to analyse the implementation process of it. The implementation process is displayed in the following chart (Chart 1).

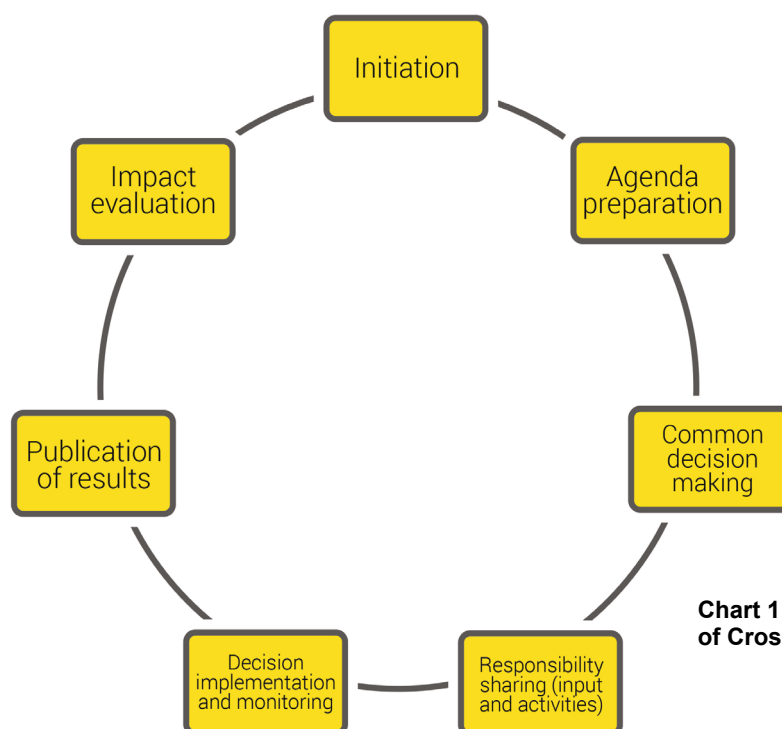


Chart 1 - Implementation process of Cross-sectorial Cooperation

## Chart 1. Implementation process of Cross-sectorial Cooperation

*Initiation* – the different sides understand the need to cooperate. The initiative can emerge from one agency, which later involves other partners. While implementing youth policy, the so-called cooperation appears to be a simple task allocation or implementation of the allocated task/role.

*Agenda preparation* – at this stage it is important to define which organization or person has the power to propose new issues to the agenda. In practice, there are known cases that agenda is prepared by either leading partner or by all parties.

*Joint decision-making* – a prerequisite to agree how the decisions are made: unanimously, based on consensus or by the majority vote. We highly recommend that all parties have equal voting power.

*Responsibility sharing (input and activities)* – Joint decision-making is a difficult task and, as a rule, it comes with a pressure. Hence at this stage, the parties have to share the pressure as well. This helps to identify how much resources each partner can contribute to the reaching common of objectives. It could be the case that some of the partners only sit by the table, but are not willing to take action i.e. tokenism (Hart, 1992).

*Implementation and monitoring* – the coordinating partner, however, could involve all participants and facilitate the process of implementation. Hence, it is important to pre-define if the partners have the right to urge other participants.

*Dissemination of results* – the input of all partners is needed for dissemination of results. Partners have to decide who is responsible for the result dissemination.

*Impact evaluation* – after the work is done, it is highly recommended to allocate some time for impact evaluation. The goal of this phase is to reflect on positive experience, and learn from mistakes encountered in the process. At this phase it is advisable to design alternatives, and identify new and more effective decision making methods.

In the process of Cross-sectorial cooperation, there are two very important aspects - *inputs* and *outputs*. The inputs show how each institution contributes to the project, what resources they allocate. This assessment helps to evaluate how important a

partnership is to a particular organization. On the other hand, the results show the effectiveness and success of cooperation, i.e. if the objectives were achieved, what positive changes were made.

The implementation process of Cross-sectorial cooperation can be characterized by all of the project phases above. Cooperation in specific fields has a definite start and end of the phase. Different agencies can cooperate with each other on a number of issues and to continue cooperate in the long run, yet reviewing and updating the existing agreements. The literature and practise highlights the planning, monitoring, and evaluation phases as extremely important for a successful partnership. Dedicating enough time for these phases results in efficient implementation of projects, saves time, and human and financial resources.

## **Cross-sectorial Cooperation: Challenges**

The common vision, or lack of it, is usually the main challenge for cooperating institutions. Institutions vary in terms of their work focus area, different objectives and goals, and finally envision the end result differently. Yet these aspects may partially overlap. For example, interests of institutions focusing on youth rights and institutions focusing on children rights overlap partly, and that is a matter of definitions. Children fall under the age range from 0 to 18 year, while young people's age range is 13 - 30 years (depending on the country, youth age can be defined differently).

Another possible challenge for Cross-sectorial cooperation is the territory of their activities. When institutions work at the same level (municipal or national) the territory of activities often overlap, however, the priority regions for activities may differ. Thus there is often an issue that the regional partner's involvement in national level policy-making or implementation is only symbolic.

Public sector institutions are usually obliged to cooperate with each other during the process of preparation and implementation of various state planning documents, such as long- and medium-term strategies, and inter-institutional action plans. These joint processes may have hidden agendas as well; the idea is that institutions that cooperate, will get used to cooperation and will coordinate their activities in the future.

# The Theoretical Principles

## Cross-sectorial Cooperation Challenges:

1. Cross-sectorial Cooperation lacks legal regulations;
2. Inability to understand joint objectives and focusing on achievement of personal goals rather than the joint ones;
3. Inability to understand the importance and principles of partnership or cooperation;
4. Preconditions for manipulation remains if cooperation is not formalised;
5. Formal cooperation is not successful if there is no room for creativity and for non-traditional tools to be used;
6. Ignoring the principle of equality among partners;
7. Lack of leading partner or leadership;
8. Different organizational cultures, specific jargon, inappropriate communication channels, action processing speed and role delegation peculiarities;
9. Being close to a political party could also impede cooperation;



### Workshop advice:


If you are preparing for cooperation it is important to make an analysis of the issue that you want to address. Even if you are well prepared, you know your plans are clear, and you have the required data and information, the project might still fail if efforts, actions, and measures were not focused on the main target group. The following workshop can help you to identify who holds decision-making power on certain issues.

During this workshop you can conduct the task “Power Map”. This task will help your participants to identify who can make a decision or has influence on decision-making processes on certain issues.

If your participants enjoyed this task, you can devote more time for the topic interests of the youth.

The issue of decision-making power is particularly relevant in the public sector, it is important to have an understanding of where the power is held and who has the strongest influence. Once the organisation of the institution where the power is held is known, the most efficient way to use that power should be considered.

This publication does not aim to list all possible challenges and ways to overcome them because many things may vary depending on situation, people and other factors. However, we want to encourage reader by saying that...

A stylized illustration of a person's head and shoulders. The head is a large yellow circle. The person is holding a green rectangular sign with both hands. The sign contains text. The person's hair is brown and curly. The background is white with various colorful abstract shapes and lines scattered around the head.

Everything is possible! You do not have to make sacrifices for the young people; that is certainly not what they need. But in order to create new connections, you need to step outside of your comfort zone, or just outside your office doors, and initiate meetings with young people and potential partners, and repeat your offers until they will be heard and addressed by someone.

# The Theoretical Principles

## Specifics of Cross-sectorial Cooperation in youth policy

According to the World Bank's World Development Report (2007), there are three main reasons why it is so difficult to develop successful youth policy. First of all, a **successful implementation of youth policy requires taking action across different public policy areas, to create a joint cross-sectorial strategy that sets clear priorities and measurements.** Nowadays, youth policies are often left alone and are not integrated into the state development strategies. Secondly, **youth policy fails when young people do not have opportunities to express their opinions in the development and implementation of policies that are designed for them.** It is challenging to create a successful youth policy, and there are only a few success stories and examples of good practice from which to learn.

The Council of Europe's Congress approved the European Youth Participation at local and regional level Charter in 2003. The Charter identifies 18 youth policy topics ranging from youth health to education, mobility to housing and employment. Therefore, there is no welfare policy that would be irrelevant for young people. This strengthens the statement that youth policy is horizontal and there is a need for Cross-sectorial cooperation.

Youth policy is receiving more attention due to the ageing population and migration issues. In order to ensure quality youth policy, it is necessary to involve young people and their representatives. The young people's representatives are involved in the process according to legislation.

### **An integrated approach to youth policy**

Many welfare state policy issues seem to belong to different policy areas, but are connected and have a significant influence on each other; therefore relevant policies must be coordinated at cross-institutional level. For example, the quality of education and its availability have a direct impact on young people's awareness of health issues and access to employment after graduation. This example explores / defines the links between education, healthcare, social security and employment policies.

The components of youth policy interlinked within one vertical policy boundaries.

For example, the lifelong learning memorandum includes formal education, non-formal education and vocational training, all of which are relevant to youth policy. A young person who participates in the implementation process of youth policy, youth NGO activities, or volunteering, gains valuable personal, social and professional competencies. It is important to recognize these competencies for further successful participation in the educational system.

There is a need for coordination of different areas of public policies in order to achieve needed goals; one way to do so is to identify youth policy as a separate area of Cross-sectorial policy. This suggests that various policies, government actions, and activities, are coordinated into one clear strategy, such as youth policy. Different ministries or government institutions can take the responsibility for the implementation of the strategy.

## **Adjusting National and Local Youth Policies**

Youth policy is implemented at a local level, where the young people live. The national youth policy gives directions that come from needs that exist at the municipal level. The competences and responsibility of local level institutions are crucial for successful implementation of youth policy. It is important that national level institutions provide local level institutions with tools, measures, assistance and consultation, share best practices, and coordinate their activities while cooperating, yet treat them as equal partners. If national level delegates youth policy to local level as a state function, they have to ensure that regular reporting is done, and ensure additional funding for the implementation of local youth policy.

## **Influence of International laws on national youth policy**

In the EU countries, national youth policy of the EU member state has to be developed and implemented in an open and transparent manner with the participation of young people, youth workers and youth NGOs. Yet, youth policy is within the competence of the EU Member States and is not regulated by the international agreements or the EU. According to European youth policy expert F.Y. Denstad, it is clear that European level recommendations do affect the development of national youth policies.





# IV. THE IMPORTANCE OF YOUNG PEOPLE PARTICIPATION IN THE PROCESS OF CREATING YOUTH POLICY



There are numerous ways to define youth participation. Youth participation can be understood as one of the youth rights, also youth involvement in certain processes can be seen as sort of a partnership between youth and adults because they consult on the objectives, goals, roles, responsibilities, decisions, etc.

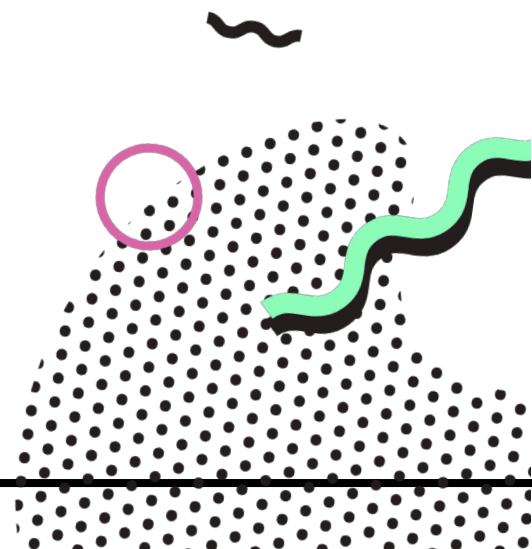
This publication follows a definition provided by the Council of Europe, which states that youth participation is a civic right of the young people to be included in the daily life and decisions which influence their life. The revised European Charter on the Participation of Young People in Local and Regional Life claims - *“participation in the democratic life of any community is more than voting or running for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society”*.<sup>1</sup> Youth participation is often used in the following areas: economic participation, especially related to employment and occupational activities, economic development, the fight against poverty, a stable economic society; regional or youth situation improvement; political participation, related with the executive government, public policy; resource allocation, etc. social participation, including involvement in local community life; raising awareness about local issues; cultural participation, related to the different forms of art expression.

## Why youth participation is important?

One of the most important youth policy objectives is to create favourable conditions for a young person’s personal development and assist them with successful integration into society. So the objective is to develop a young person’s consciousness, active participation, creativity, independence and ability to take responsibility for their actions. Youth participation is a prerequisite condition to reach these objectives. Meanwhile the principles of the autonomy, independence and voluntary participation are understood as freedom of choice.

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<sup>1</sup> The revised European Charter on the Participation of Young People in Local and Regional Life, Congress of Local and Regional Authorities of the Council of Europe, 2003.



# The Importance of Participation

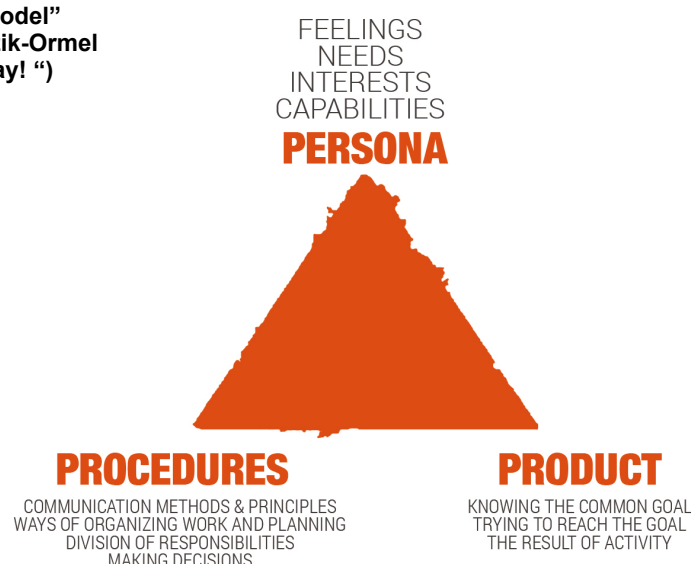
## Youth participation is important because:

- helps institutions to formulate and implement evidence-based policies;
- helps institutions responsible for youth policy to develop skills needed to effectively work with young people;
- to make the decision-making process legitimate young people must be involved;
- target group offers new ideas and ways to solve local and regional issues;
- discover talents and develop potential of young people;
- it helps youth to understand how democracy works and how to participate in democracy;
- has a positive impact on the lives of young people;
- allows society to hear the voice of the youth better;
- encourages young people to develop new skills and gain more confidence;
- creates a space for young people to use their talents and abilities for the benefit of the whole society or organization.

## Motivation to participate:

Management theory claims that personal decisions to participate or motivation emerges once 3 core aspects are ensured. Firstly, personal connection with the activities must be ensured. The person has to feel that they own the idea and understands, that they have a voice in the decision-making process, and that decisions will affect them directly. Secondly, participation should be challenging for the youth person. This activity is new for them and constantly changing, therefore this task requires effort, which fascinates young people. Lastly, that tasks or activities should be within the area of competence of the young person. If the challenge is too large active participation is impossible. Yet when all 3 aspects are met, the person is motivated to participate in the activity and complete the task.

Chart 2 „3 P Model”  
(source: Z. Gozdzik-Ormel  
„Have your say! “)



## Youth participation in decision-making structures

Analysing youth participation in the decision-making process in the context of Cross-sectorial cooperation, it is important to mention youth participation structures such as youth councils at local and national level. Similar structures exist on an international level.

Another form of participation in decision-making is consultation. This form of participation is widely used by EU and member states to better understand youth issues and listen to the youth voice. Existing structures for youth participation in decision-making create opportunities for cooperation. It is important that those structures should actually work and should be youth-friendly.

Cross-sectorial working groups are a broadly-used structure of youth participation in decision-making. Cross-sectorial working groups are created in order to tackle different issues or to share information, and coordinate activities in a specific field. Relevant issues are effectively addressed by this form; it also helps to gain experience in cooperation with other sectors.

Non-formal cooperation is another popular form of youth participation in decision-making. It can be defined as a strong personal connection with representatives of other organizations. In practice, we often see evidence of active cooperation between representatives of NGOs and representatives of public sector. A common reason behind it is interpersonal relationships that were build over time.

Finally, the Revised European Charter on youth participation distinguishes 3 main groups that are essential in order to ensure that youth participation structures are operating efficiently: youth, youth organizations and local governmental structures.

# The Importance of Participation

## Youth

Youth is one of the most important groups of local communities, yet their role and opportunities to impact local affairs is limited. The Charter offers many specific ideas about how to increase the involvement of youth in decision-making processes at local level.

Youth has to be prepared for active participation in structures. It is necessary for young people to develop needed skills and learn how to form and present an opinion. It is important for young people to understand that their voice matters, that other society groups respect it and listen to it and that decisions which have been made matches their expressed views. If youth is not given this possibility, they could find difficulties in the future to participate in structures, and local community life, and would not contribute to improving it.

## Organizations

All organizations, both youth and organizations working with youth, have opportunities to involve youth in activities and decision-making processes. The organizations have to find ways to advocate youth interests, so that the government would take into account the proposals and needs of young people. This is an effective way, especially at municipal level, when government has close communication with citizens.

Organizations also have to apply youth participation principles in their daily activities; in this manner they will become more transparent in cooperation with youth and will be able to take into account their needs and opinions better. Partnership is when roles, tasks and responsibilities are shared among young people and people working with youth. Young people not only criticize and offer their solutions, but also take responsibility and actively participate in implementation.

## Local governmental institutions

Local governmental institutions and municipalities shape local policies. They also manage local resources and seek for ways to improve the quality of life of local communities. That is why they are extremely important in creating conditions for the young people to participate in the decision-making process. Besides, local governments being familiar with local situation, they can support youth participation in various activities through youth-friendly means. Municipalities should be obliged to support youth participation in public governance processes at the local level, but also in social environments such as school, youth centres and organizations. Therefore, local governmental institutions have the power to create youth participation opportunities.

**#EVERYONE\_MATTERS**





# V. IDENTIFYING POTENTIAL PARTNERS FROM INSTITUTIONS, AGENCIES AND ORGANIZATIONS AT LOCAL LEVEL



Often youth and representatives of youth organizations, young people and representatives or specialists from governmental institutions are not aware about each other even though for many years they may operate next to each other, and have regular events which are covered in the media. Yet if these institutions have not met in a common activity or event, or do not hold a common interest, it could be the case they do not know about each other's existence.

In previous chapters we have listed numerous reasons and benefits of cooperation. In this chapter we want to review different organizations and institutions that can cooperate at municipal level. We will briefly describe the main activities of these organizations and how youth and organizations can benefit from cooperating with them, how to utilize each other's resources, infrastructure and identify common interests.

**Higher Education institutions (colleges and universities)** – we will spare your time on the introduction of higher education institutions, which provide specific knowledge and qualification, as their activities are widely known. These institutions have broad infrastructure, which could be used by organizations and agencies. Furthermore, higher education institutions are perfect information partners, because in their venues they have information stands, newsletters, they hold digital conferences, and have alumni clubs.

**Community centre** – usually a building or part of the building, which is adjusted to the needs of the community, for example, has the space for gathering and equipment like an overhead projector. You could use the community centre space for your events, present your activities to the community and invite neighbours for discussions.

**Library** – in recent years the activities of libraries are changing across the world. Libraries started to provide new services such as audio (podcasts), focus more on local publications, provide access to the web, and provide table games. Libraries could be your information partner and could even contribute to organizing events.

**Fire fighters** – they are very eager to cooperate with youth and organizations and do not mind showing up to your events with their special equipment, and participate in sports events. You could invite this institution to your events where they could promote their profession. Moreover, fire fighters could volunteer in the children's day care centres, or youth centres, which often lack male volunteers.



# Identifying Potential Partners

**Youth centres and youth spaces** – these are the spaces where open youth work takes place, and where young people could receive social, pedagogical and psychological assistance. These spaces are usually dedicated for youth aged 13 to 25 (30); however, they are also open to different groups within the community and are a particularly important link between different youth groups. Yet the main focus of these spaces is given to youth with fewer opportunities. The youth workers have a good understanding about the wider context, youth participation, and youth policy. They can consult and assist young people in the implementation of their ideas. In these spaces young people can learn more about participation opportunities or get information about which institution could assist them in solving their issues. Moreover, youth centres manage infrastructure, various tools and means to facilitate youth leisure time activities, and development of their skills. Youth centres often participate in international youth work activities.

**Employment centres and employment specialists** – Job centres assist young people in finding employment, organize workshops for the youth, conduct professional orientation courses, and organize field trips to educational institutions. These institutions are working with NEETS (Not in Education, Employment, or Training). You could benefit from their information channels and venues.

**Youth information centres** – these centres provide relevant information for young people on a range of topics: youth mobility, participation opportunities, housing, money, health, volunteering possibilities, learning, work, leisure, sports, culture, travel, etc. This is the institution to which you could direct young people to seek information relevant to them. These centres have their information sharing channels. You could provide information about your organization and this information will reach the young people. You could invite them to your events or even organize common activities.

**Youth organization** – organizations that unite young people according to their interests and activities. Their specific skills or interests could benefit you during your projects or events. Besides, youth organizations are eager to unite in meaningful activities. They possess human resources and have a lot of ideas, which could be implemented. Youth organizations often cooperate in international projects.

**Military / Youth guard** – this organization can be attractive to youth not only as a potential career option, but also a cooperation partner. Military groups organize educational activities such as camps; and these disciplinary camps are attractive to certain youth groups.

**Culture centres** – these organizations possess not only infrastructure and space, but also have the human resource of numerous specialists. These specialists could conduct art workshops and contribute to project implementation. You could benefit from cooperation with a culture centre especially if you plan and want to implement large-scale events for communities.

**Art / music / sport school / clubs** – these schools have the specific equipment, be it arts, music or sports, and also have the venues where they can conduct their activities. Thus specialists from these schools could contribute in teaching specific skills.

**Police** – this institution is glad to cooperate with youth and is often keen to attend youth events, where police can deliver their presentations about road safety, drug use prevention, and other social issues. They also tend to participate in youth sports events. Furthermore, you can invite police to your events where they can promote their occupation. Besides, police officers could also volunteer in children's day centres. Sometimes the police can help to ensure security during your events.

**Student associations** – your organization can try to learn from these organizations about how to build cooperation with businesses and business people in order to search for financial support. Besides, student organizations are good information partners as they can facilitate your search for volunteers.

**Education centres** – they tend to have conference halls and possess various equipment and tools, and organize training courses. If they organize training courses about youth policy or Cross-sectorial cooperation, they could issue certificates, which usually boosts the motivation of participants taking part in educational events.



# Identifying Potential Partners

**Educational institutions (schools, including vocational schools)** – possess special equipment. Also schools have the relevant infrastructure because numerous young people attend. Besides, the schools have a catering service and you could contract them for your projects in order to seek cheaper meal deals for your participants.

**Children day care centres** – these institutions work with children from families at social risk and provide leisure activities, social services, and catering. These institutions have infrastructure, which could be utilized by institutions during the projects, for example, washing machine, and kitchen equipment to produce food. There are also children that you can involve in your projects or activities.

**Business companies** – these entities could be interested to take part in your events especially if they relate to their professional activities. These institutions constantly search for employees and could offer jobs to members of your organization, or young people, such as leaflet distribution or organizing corporate events. Besides, businesses can support your activities and projects. Yet more often business tends to support events by providing their service or products rather than direct financial support.

**Business incubators and Youth entrepreneurship or innovation programmes** – a business incubator is an institution that helps new and start-up companies to develop by providing services such as management, consultation, training or office space. Youth entrepreneurship programmes work with local businesses and organizations to deliver experiential programmes on the topics of financial literacy, and entrepreneurship, to students and pupils. Cooperation with these organizations can be implemented in the field of youth entrepreneurship and youth initiatives to achieve the realization of business ideas.

**Public Health Agencies** – organize numerous health-related events, especially promoting healthy lifestyle, unites the community, and has the required infrastructure. You could actively cooperate with this institution especially on health-related topics (i.e. sexual health). Also you could consult with them about various health and safety issues (such as hygienic norms, permits and etc.) while organizing camps.



# VI. ADVOCACY, AS A TOOL TO FOSTER CROSS-SECTORIAL COOPERATION



For quality and participative youth policy it is important to ensure that the state's youth policy should represent not only the institutional perspective, but also should fulfil the needs of the young people. This could be pursued by ensuring evidence-based youth policy development, through consultation; taking into account the views of young people, and addressing the issues that concern them. However, it is very important for young people and youth organizations to properly express their views and opinion, as well as their proposals to deal with issues relevant to youth. Therefore, youth interest representation should be important to both young people and governmental institutions, in order to enable young people to act and make their opinion count.

There are numerous definitions of interest, representation and advocacy. But most important is to understand that advocacy is an ongoing, structured, well-planned process that attempts to change public policies in one way or another, seeking a positive change in society. The goal of advocacy is that the interests of one group should be protected and the problem should be solved in the most suitable manner for that group. Youth can represent their interests through youth organizations, councils, multi-stakeholder meetings and... advocacy campaigns.

## How to make a successful advocacy campaign?

To make a campaign effective, it is crucial to plan properly and in detail. Here we present a **10- step plan** that could help to create a clear youth advocacy strategy. It will list the core activities, which need to be accomplished in order to ensure the success of your campaign. In order to understand this plan better, for this analysis we will use a specific example. Assume that a youth organization is seeking to encourage the municipal administration to increase funding for the initiatives of youth organizations in their region (city).

1. Firstly you have to identify the **problem or issue** that the advocacy campaign will be addressing. It is essential to choose the problem which you can clearly address, and have the required knowledge how to tackle, and demonstrate how solving this issue would have an impact. Choose an issue that is the most relevant to you and to which you could allocate sufficient time. Try to analyse the problem and understand it, and make sure that everyone in your work group is on the same page. In our chosen example, the issue is clear - limited financial support for youth organizations. Yet it is still necessary to conduct a situation

analysis of by what means, and by how much, such a youth incentive could receive financial support; and have a clear understanding what kind of financial support youth organizations require. At this stage you should also start building arguments, which would support your request for increased financial support.

2. For your advocacy campaign you should **set short-term and long-term goals** and objectives and make sure they are precise and measurable. If your main objective of the campaign is increased youth organization funding from the municipality, do not limit your objectives, and try to change the rules on financing, networking building and specific performance indicators. Do not forget that financial support is a sensitive question and it could take time before you reach agreement with the municipality. Therefore, we would suggest to set small targets, for example that the municipal financial support should increase by 20 per cent in the first year, 30 per cent in the second. Set objectives which you can measure both quantitatively and qualitatively, otherwise you will not be able to identify your achievements at the end of the campaign.
3. After the first two actions you should identify the **target audience**- specific politicians or institutions with which you need to engage or cooperate in order to reach your objectives. In this case your target audience could be the City Mayor, or Administration Director of the municipality, the municipal council, the youth coordinator, or certain departments within the municipality such as youth, education, finance, etc. You should identify who is the decision maker, who can support your cause or even who would oppose to your cause.
4. Formulate your **key message** and make sure that it can be easily understood by your target audience. Formulate your ideas in such a manner that there would be no questions asked such as why, when and what are your objectives. For example, *in order to attract more young people to the activities of youth organizations, it is necessary to increase financial support provided to youth organizations for the next financial year, because current resources are not sufficient to include all the young people who want to take part in the activities of youth organizations.*
5. Selection of **communication channels** is also important as you have to choose those that can effectively deliver the message to your target audience - politicians and other institutions. There are many options to choose from: publication in regional newspaper or regional news portal, conferences, printed leaflets, posters, meetings, protests, etc. You could also organize a meeting with representatives of the municipality, and the municipality's youth affairs council,

to discuss the current situation. Furthermore, you can utilize local radio stations where you could organize a discussion with the radio host and reveal the current challenges that the young people are facing and also the needs of the youth. Therefore, there are many ways you could disseminate your message, but you should be selective in choosing the means as you need to reach your target audience and the public. Thus be considerate and if the municipal council members are not active users of social media, or they tend not to be exposed to public, try to deliver your message to them with other, less revealing means.

6. Other **potential partners could also provide support** as well as the public groups or NGOs. In trying to secure increased financial support, you could get assistance from other youth organizations or community councils. Besides, your idea could be supported by organizations which focus on parental activities, as essentially your youth organization is doing activities with their youngsters. Also, do not ignore other youth-friendly organizations. Therefore, when you communicate your message through your channels do not forget that your potential partners can improve your position in your municipality. In many cases you should be able to mobilize the society, collect signatures on a petition or on a letter to the municipality.
7. In order to maximize the coverage of the campaign, it is important to keep in mind the **search for funding and other resources**. Financial support is not always a necessity when conducting a campaign, however, if you believe that finances are crucial to make your idea happen, you could search for potential partners within the business sector or within the funds that tend to support NGOs. Often it is the case that organizations are able to run their campaigns without financial resources, but with other types of support/ resources provided by partners from the municipality.
8. (Only) After planning comes **implementation of** an advocacy campaign. Be consistent and patient, the process may take some time, sometimes years. Therefore, it is important to stick to the plan during the process; obviously if there is a need you can amend according to the changing situation. However, you should not abandon well-structured and consistent work when trying to reach your objectives. Yet it could be the case that during implementation of your plan you will find that the funding that you seek is unrealistic. In this case, you should cut the desired size of the budget, but do not abandon the original idea and the work that you have already put into it.

9. Finally, you should **collect information** relevant to your issue or problem throughout the duration of the campaign, especially about the current state of the problem and the forecast. If there is a necessity, you should consider conducting an analysis of the current situation. In trying to realize your objectives, you should know the actual situation and predict the potential result after the implementation of your proposed idea. The representatives of municipalities will definitely question why you need increased financial support, therefore you should prepare and find out information such as where youth organizations tend to spend the funding provided by municipalities, how much do they spend, which activities or organizations lack the most financial support, and also identify what is the actual financing needs of organizations. Try to quantify the benefit, both quantitative and qualitative, that the municipalities would get from increased financing of youth organizations. Besides trying to keep close relations with municipal institutions, inform them about the changes that were made once the funding is increased.
10. Not to forget you should **constantly monitor and evaluate** the process. Even before you begin the advocacy campaign you should decide how will you evaluate and measure the implementation. Pay attention to crucial things such as how your idea will impact the lives of a certain youth segment. What positive impact will be created by your campaign? Is it realistic that your idea can impact or change the established policies (funding, points of view, etc.)? This will allow you to not only avoid your own mistakes, but also see other things that could unintentionally occur.

There is no wrong time to start a campaign, yet you should take the context into account. However, it is useless to expect that you will receive an increase in finance when there are only a few weeks for budget confirmation left. Festive periods, summer holidays, periods before elections or ballots will take place is known for stagnation, hence all these periods could impede the desired pace of implementation of your ideas. Thus, it is advisable to devote some time for campaign implementation, assess the risks, also set your campaign implementation timeline where you can list what to do and when to do it; this should help you visualize and make sure that you will do everything on time without unnecessary rush. It is also important to clearly set responsibilities in a team and to respond effectively if any changes are required in the composition of the team, time plan, a campaign plan and so on. Be flexible, but do not forget your objectives.



# Advocacy as a Tool

When seeking a faster reaction to your campaign you could actually take advantage of the period of elections, especially if it is municipal council or Parliament elections. Even though prior to elections period certain processes may stagnate, as some changes may be expected in institutions, during the time of the ballot you could actually benefit. When political parties are changing they are interested in close cooperation with their voters, therefore during the period prior to elections it is much easier to organize meetings with politicians and share your ideas.

Youth organization could utilize the pre-electoral period in many ways. You could conduct a public campaign analysing political programmes proposed by political parties and evaluate which party addresses the interests of young people the most or you could simply promote your main message and see if there are politicians or parties which would support your idea and you could connect with them. Besides, after the elections you could organize an informal group that would support young people and would include newly-elected Parliamentary or municipal council members.

You could reach a lot by representing your interests. However, this process takes a lot of effort and patience. The simpler, clearer and more structured the campaign plan, the easier it will be for organizations or groups of unorganized youth to achieve their own objectives. Yet there is the possibility that you will face difficulties, especially if your objective is a sensitive topic such as financial support; but it does not mean that when the political power changes it will right away have a positive or negative impact on your idea.

Chart 3 - Strategic communication models

## STRATEGIC COMMUNICATION MODEL

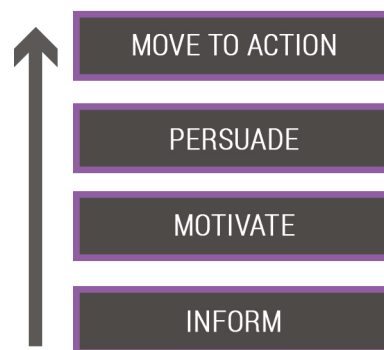


Chart 4 - Steps of advocacy campaign

## STEPS OF ADVOCACY CAMPAIGN

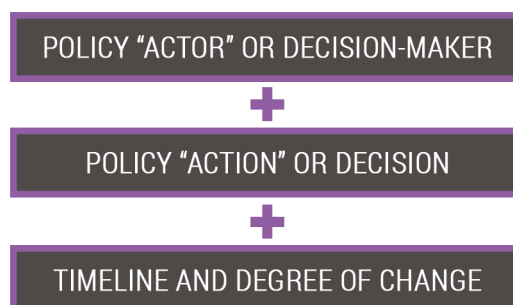
DATA COLLECTION

- Issue
- Goal and Objectives
- Target Audience
- Message Development
- Channel of Communication
- Building support
- Fundraising
- Implementation

MONITORING & EVALUATION

Chart 5 - Elements of an Advocacy

## ELEMENTS OF AN ADVOCACY





# VII. EXAMPLES OF CROSS-SECTORIAL COOPERATION FROM EUROPE



# Examples from Europe



## Cross-sectorial cooperation examples: Flanders (Belgium)

Belgium is one of the oldest members of the EU and has well-established youth policy. The country is a federal state, which has 3 administrative units, characterized by ethnic origin. Each of the 3 administrative units has their own youth policies. Belgium has a common Parliament, but the education, youth, social affairs, and other ministries, are governed separately by the 3 administrative areas. For this example we chose to analyse Flemish youth policy and Cross-sectorial cooperation there.

In order to make youth policy fit to a Cross-sectorial framework, Flemings have established the Ministry of Youth. The Ministry is in charge of youth policy coordination that is based on youth strategy plan preparation and implementation. This plan is implemented by the Ministry of Youth in cooperation with the Flemish government. From 2011 the 3<sup>rd</sup> Youth plan came into power.

Another measure used by the Minister of Youth is an annual report to Parliament, which provides an explanation of youth plan implementation. This gives higher political weight to youth policy. In 2012 a strategic youth policy document “Youth 2020” was prepared and its implementation started. The document outlines all the Belgian youth policy priorities and development directions for the next 8 years.

The Flemish public sector understands Cross-sectorial cooperation as interaction between different ministries dealing with youth issues according to the basis of the youth plan.

This cooperation is especially used in areas where the Ministry acting on its own, is not able to solve a specific issue. The legislation covers different Cross-sectorial cooperation means. This guide provides several examples that could be applied in your country.

Since 1993, the Flanders state enacted legislation which established the principle that municipalities have to create and implement a local youth policy plan. According to this plan the state provides the budget for local youth policy. Since the legislation was enacted it was reviewed and improved several times. Currently the legislation requires that the youth plan should focus on two areas 1) how the Flemish state supports the organizations working with youth; 2) how the cross-sectorial work with organizations is conducted and compliance with other municipal, provincial and national priorities. Thus youth policy funding by the Flemish government depends on this plan.

Besides attention to problems faced by youth, young people are ensured by other means such as JOKER, a compulsory analysis of the impact of the legislation on children and young people. In order to adopt a law affecting children or youth, a mandatory assessment of the impact to these target groups would be conducted. This mechanism has existed for a long time, however only in the last decade it has started addressing youth issues. This gives a good insight into various aspects of public administration from the perspective of young people.

Public policy areas, which are governed by different administrative units of Belgium, are formulated and implemented by separate ministries. Each ministry has a designated youth policy representative or coordinator. The youth policy coordinator has to collect and share information about the work and actions of the ministry related to youth. This person ensures information collection and it also makes it clear which organizations need to be contacted if they have specific youth-related questions. The coordinators from different ministries meet every few weeks and

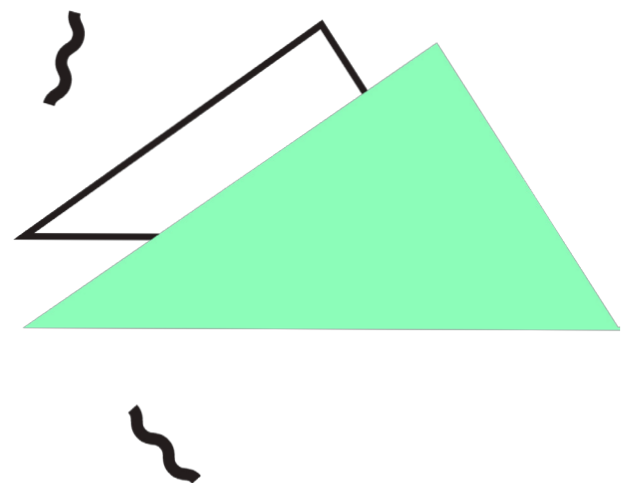
# Examples from Europe

coordinate their actions. These coordinators are mid-level managers. The Ministry of Youth is responsible for the work coordination of these specialists as well as preparation of their meeting agenda.

In order to monitor youth policy, the Flemish use a Youth Policy progress report (JOP). There is a youth research platform, where monitoring is conducted on a regular basis. The platform involves 3 Belgian Universities and 3 research groups which analyse the youth policy from three different perspectives; for example, sociological, criminological and social work. A regular assessment of the young people's situation is conducted. In 2011, a report on the youth situation in Brussels was issued. The report claimed that the youth situation in Brussels differs significantly from the rest of Belgium. There were 3 youth situation analyses conducted; this research is conducted every 5 years. Research reports are publicly available. The periodic monitoring helps to reveal trends and developments and identify changes.

The Flemish youth plan implementation is based on cooperation between 2 or 3 ministries and their set objectives. By 2013 the Flemish had prepared two plans - youth policy and youth work. Their means are efficient, yet the Minister of Youth has no influence on other ministries and cannot enforce them to fulfil the defined obligations.

When the Flemish were preparing a youth policy programme they referred to European youth policy strategic documents and priorities, yet tailored it to the specifics of the local context. The main challenge for the Flemish is to balance the time cycles since the strategic documents at municipal level are prepared for 3 years, while youth documents are for 5 years. Additionally, the EU youth strategy is prepared for a period of 9 years.





## **Cross-sectorial cooperation example: Quality standards (Lithuania, international)**

One of the ways to mainstream youth issues and a youth-friendly approach is to use quality standards. This is based on the assumption that institutions are willing to do (something) good for young people but they may not always know what exactly is needed.

Youth policy covers and overlaps with numerous public policy areas and the term itself is rather vague. So providing a standard, or list of areas and actions related to young people makes the lives of politicians and public servants a little easier. It provides a “menu” of things to be done. On the other hand, it also shows that youth policy is much more than youth centre, playground or culture activities with and for young people. It is also participation in policy-making, transport, the infrastructure available for young people, and the cooperation of various institutions that aim to create better conditions or support for young people. based on our experience, civil servants are used to working with the documents, standards, and annual plans, so they appreciate short and clear documents.

In this publication we would like to share two such standards that have been developed by the Institute for Policy Research and Analysis and their international partners during Erasmus+ programme funded activities.

The first example - **Quality standard of Local Youth Policy** - lists the areas important for young people. Its has been so far translated into Lithuanian, Latvian, Portuguese, Armenian, Georgian, Romanian, Ukrainian, and has been used for advocacy actions and campaigns.

The second example - **Quality standard of cross-sectorial cooperation in the youth field at local level** - is created as a checklist, as a tool to evaluate different aspects of cooperation. We talk a lot in Europe about cross-sectorial cooperation but it is still not clear what it is and how to do it. So this checklist is also educational and raises awareness about different aspects of cooperation.

## Quality Standard\* of local youth policy

This document describes the different requirements for shaping and implementing local youth policy. The indicators below are the road map for quality local youth policy development. The document proposes what needs to be developed and used at local level to improve lives of young people.

### YOUTH POLICY DEVELOPMENT AND IMPLEMENTATION

- ◆ Legal documents, that define youth policy development and implementation at the local level
- ◆ Planning documents on youth issues (strategies, annual plans)
- ◆ Civil servants responsible for the implementation of youth policy are working in municipal authorities and institutions

### YOUTH PARTICIPATION

- ◆ Young people participate in youth organizations
- ◆ Youth takes part in decision making and consultations with local government on issues linked to them
- ◆ International cooperation projects are implemented in the youth field
- ◆ Young people implement their initiatives at local level
- ◆ Youth self-governance structures exist in educational institutions
- ◆ Services and youth work are provided for various youth groups: subcultures, young people experiencing social exclusion and others

### YOUTH INFORMATION

- ◆ Youth information services are provided
- ◆ Young people are aware about activities and opportunities for them
- ◆ Publications for youth exist
- ◆ Young people can share their ideas in local media
- ◆ Positive image of youth and youth policy is fostered in the community

### INNOVATION IN YOUTH POLICY AND YOUTH INITIATIVE IMPLEMENTATION

- ◆ Striving for innovation and change in youth policies field and implementing youth initiatives.
- ◆ Innovative ideas of young people are used in the public, NGO and business sectors
- ◆ Achievements in youth policy implementation are celebrated activities

### YOUTH FRIENDLY APPROACH

- ◆ Creating and promoting youth friendly services
- ◆ Involving young people into urban/rural planning
- ◆ Creating youth friendly infrastructure
- ◆ Using technologies and increasing Internet accessibility
- ◆ Creating spaces for young people to co-work, leisure time

### YOUTH NON-FORMAL EDUCATION, YOUTH TRAINING AND COUNSELLING

- ◆ Municipalities have youth workers and other specialists working directly with youth
- ◆ Quality youth training and counselling is provided
- ◆ Non-formal education is recognized and funded

### YOUTH RESEARCH AND MONITORING

- ◆ Youth researchers are involved in policy making
- ◆ Variety of studies are conducted, they are conducted in a quality way
- ◆ Data on youth is available and up to date
- ◆ Research results and other data are used in policy making

### INTEGRATED YOUTH POLICY AND CROSS-SECTORIAL COOPERATION

- ◆ Youth issues are covered in various policy fields avoiding overlap, programs and tools of other policy domain contribute to solving youth issues
- ◆ Cooperation and exchange of information between various sectors and policy domains is practiced
- ◆ Various level policy programs and tools are not overlapping but compliment each other

### SUPPORT FOR YOUNG PEOPLE

- ◆ Financial and material support
- ◆ Infrastructure
- ◆ Training and consultations opportunities for youth
- ◆ Other types of support



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INSTITUTAS



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# Quality standard of cross-sectorial cooperation in the youth field at local level

## QUALITY STANDART \*

of cross-sectorial cooperation in the youth field at local level

Cooperation of the institutions and people dealing with youth issues at municipal level is as important as sufficient funding for youth services and youth initiatives. The cooperation may ensure more coherent youth policy development, increase the efficiency of the public spending by creating a network for sharing information and resources.

Rate the aspects of cross-sectorial cooperation in your activities:

### PARTNERSHIP BETWEEN LOCAL SELF-GOVERNANCE AND NGO'S

Position and opinion of NGOs is important for municipality while dealing with youth issues. NGOs get support to implement activities and initiatives for youth.

### COOPERATION BASED ON FORMAL CONTRACT

Examples exists were cooperation between different actors (NGOs, municipality, local business, different institutions and other) in the youth field is formalised with contracts, cooperation agreements, intention protocols and other.

### NON-FORMAL COOPERATION

Representatives of different actors have spaces for regular or occasional meetings to discuss youth issues, have non-formal communication channels.

### COOPERATION BASED ON PERSONAL RELATIONS

Specialists know persons in each institution personally, who could be approached for any information and are willing to approach other institutions for information or consultation.

### REASONS FOR COOPERATION ARE

Common policy (ex. culture, education), common territory (ex. territory of municipality), common problems (ex. youth unemployment) and others.

### JOINT PLANING

Institutions devote time to develop joint short term and long term plans in the youth field.

### ROLE DIVISION

Institutions know their functions and competencies and do not tend to take initiative in the fields, which is out of their activity field.

### 

**HOLISTIC APPROACH**  
It's a complex approach used in real problem solving. Specialists from different institution gather to solve problems, assist each other and cooperate in finding a complex solution.

### 

**SHARING INFORMATION**  
While cooperating institutions have opportunity to know better about activities of each other, specific characteristics and other relevant information.

### 

**SHARING HUMAN AND MATERIAL RESOURCES**  
While combining priorities of different institutions, human and material resources are used efficiently.

### 

**COMMON VISION IS CREATED**  
All partners know, agree and aim to achieve the common overall aim.

### 

**EFFICIENT COMMUNICATION**  
New and suitable communication channels are created and used. Partners know specific terminology used by other institutions.

### 

**SHARING RISK, RESULTS AND REWORD**  
Shift from competition to cooperation, from working alone to involvement of other sectors. In oral communication, "I" is changed in to "WE".

### 

**STRATEGIC PLANING**  
Partners shift from services and short term actions toward long term results and policy changes.

### 

**ADD CRITERIA**  
Feel free to add your quality criteria, which is relevant to the non-formal learning activity you will organize.

#### \* The Quality Standard

#### of cross-sectorial cooperation in the youth field

at local level is one of the result of a training course project:

"Improving youth work at local level through cross-sectorial cooperation", implemented by the „Jaunatnes iniciatīvu centrs", contract No. 2015-2-LV02-KA105-000803. The project was funded by the European Union program Erasmus Plus.

The training course brought 32 youth workers, municipality youth affairs coordinators, specialists working with youth in other institutions at municipal level (local level) from 6 countries from 2nd to 9th of October, 2015 to Ķekava, Latvia. Project created space to learn how to develop cross-sectorial cooperation networks and improve efficiency of youth policy implementation at local level.



Erasmus+

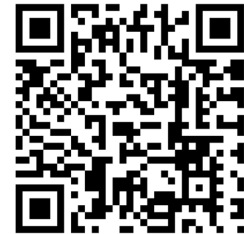


Youth initiative center of Ķekava municipality,  
E-mail: [jic@kekava.lv](mailto:jic@kekava.lv), Web: [jic.kekava.lv](http://jic.kekava.lv)



## **Cross-sectorial cooperation example: A Toolkit on Quality Standards for Youth Policy (European Youth Forum)**

The whole document and assessment tool can be found at <http://www.youthforum.org/publication/a-toolkit-on-quality-standards-for-youth-policy/>



European Youth Forum distinguishes 3 indicators for cross- sectorial cooperation and provides list of criteria for each to be assessed.

### **Indicator #1. There is an effective and coordinated collaboration across sectors, ministries and other relevant entities.**

- There is a structure that provides the possibility for consultations and coordination among different institutions (e.g. governmental advisory boards, coordination mechanisms, inter-ministerial committee etc.)
- There are regular meetings organised between actors from different sectors in order to review policies.
- Institutions involved in youth policy by other than the youth ministry, receive training on youth issues from the government.
- Youth authorities should not respond to only one department/ministry, but should have effective cross-sectorial responsibilities and means.

### **Indicator #2. Youth issues are mainstreamed throughout different relevant policy areas, hence acknowledging that youth issues are horizontal.**

- Public authorities acknowledge that youth policy needs a horizontal approach (e.g mention in the youth strategy).
- Youth issues are being dealt with by different ministries / departments of public institutions.
- There is a person/team in charge of mainstreaming youth issues throughout different sectors (e.g. employment, health, education).

### **Indicator #3. The evaluation of youth policy is used as a mechanism of peer learning for different sectors of the government.**

- There is an evaluation process within the institutions directly involved in youth policy.
- The results are shared between relevant institutions.
- Each sector of government is provided with results of the evaluation of youth policy implementation as a way of strengthening future policies.



### **Cross-sectorial cooperation example: Youth Friendly Municipality Certificate (Slovenia)**

Youth Friendly Municipality Certificate (programme and certificate) – a recognition award presented to self-governing local communities that have been successfully implementing measures under vertical and horizontal priorities of youth policy, namely:

- systematically addressing youth policies
  - youth participation
  - youth organization
  - youth information
  - youth employment
  - youth education
  - housing policy
  - youth mobility
- youth–municipality cooperation



## **PROGRAMME YOUTH-FRIENDLY COMMUNITY - “The system of support, assistance and incentive for the development of local youth policy”**

The basis of the programme: The social situation of young people in Slovenia has deteriorated over the last few years. The unemployment rate among young people has been increasing, frequently there appear unsteady and less quality forms of employment, and consequently, there is a growth in the financial dependence of young people on their parents, the feeling of uncertainty and the time frame in shaping their own families and moving out of their home. Therefore, the young do not become independent for (too) long (a) time, decide later and less often on the formation of their own families and for taking on responsibility in life in general. Factors such as education, work, housing, the young being informed and their participation in various institutions affect the young people aiming at autonomy. Ensuring the youth-friendly environment is a necessary step in improving their position in the society and, consequently, in ensuring sustainable social development. The programme Youth-friendly community was developed by the Institute of Youth Policy and the Youth Council of Ajdovščina (MSA) with a sole purpose to upgrade and to obtain sustainability of the all-Slovenian project of establishment and development of local youth policies. The programme covers more regular annual activities, amongst which the most important are to award the #youthfriendly communities to a certification and to implement the system support for the development of local youth policies in all Slovenian communities.

A. CERTIFYING YOUTH-FRIENDLY COMMUNITIES Youth Council of Ajdovščina developed, and in the first half of 2012, conducted the first certification of local communities in Slovenia, which by being active and by implementation of public policies, are establishing and maintaining a youth-friendly environment where young citizens have the possibility of achieving full autonomy and active participation in all spheres of public life. The certifying of youth-friendly communities includes: — the development and implementation of certifying the local communities in Slovenia, which establish and maintain a youth-friendly environment in which young citizens have the possibility of achieving full autonomy and active participation in all spheres of public life; — establishing systematic guidance, encouragement and evaluation of the development of quality local youth policy in Slovenian municipalities using the long-lasting regime of continued certification of youth-friendly communities; — the facilitation of transition of young people from childhood to adulthood, improving the quality of life in local communities and enabling better involvement of young

people in decision-making processes at local levels. The target groups of the programme are local communities (administrative and political representatives), youth organizations, the young, media and the interested public.

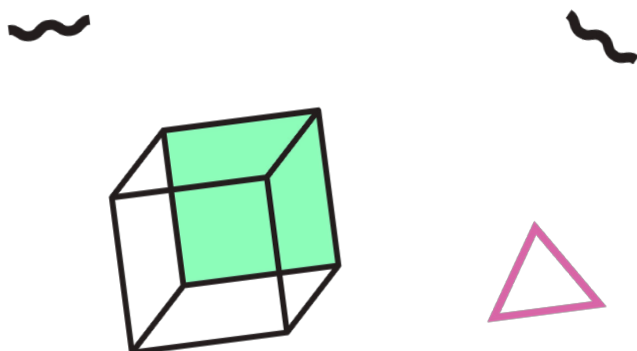
## B. SUPPORTING ACTIVITIES - EDUCATION, INFORMING, CONSULTING, DEVELOPMENT

The programme Youth-friendly community provides ongoing professional support - education, information and counselling aimed at local communities, young people and youth organizations. The programme has in the past few years experienced exceptionally positive reactions among these target groups and has shown a strong potential in strengthening the systematic engaging with youth on a local level. In this particular project, the local communities and the representatives of the national authorities as well as the media have recognized the original and effective dealing with problems youth faces in Slovenia, which have a negative impact on the development of society. This is the first such certification in Europe, which gives the added value to the project and is increasing its visibility.

### **Cross-sectorial cooperation example: E-participation (Slovenia)**

“Our Proposal to the Municipality” Web Portal ([www.predlagam-obcini.si](http://www.predlagam-obcini.si)) – 212 of Slovenian municipalities and towns on one portal.

The My Proposal to the Municipality Portal (*sl. predlagam obcini*) is a tool giving young people the opportunity to be directly involved in the decision-making processes and to participate in the development of their local communities. The portal provides an opportunity for young people to participate in the management of public affairs online. The Municipality gains greater youth participation in the management of public affairs in the domain of the municipality.





## **Cross-sectorial cooperation example: National budget (Norway)**

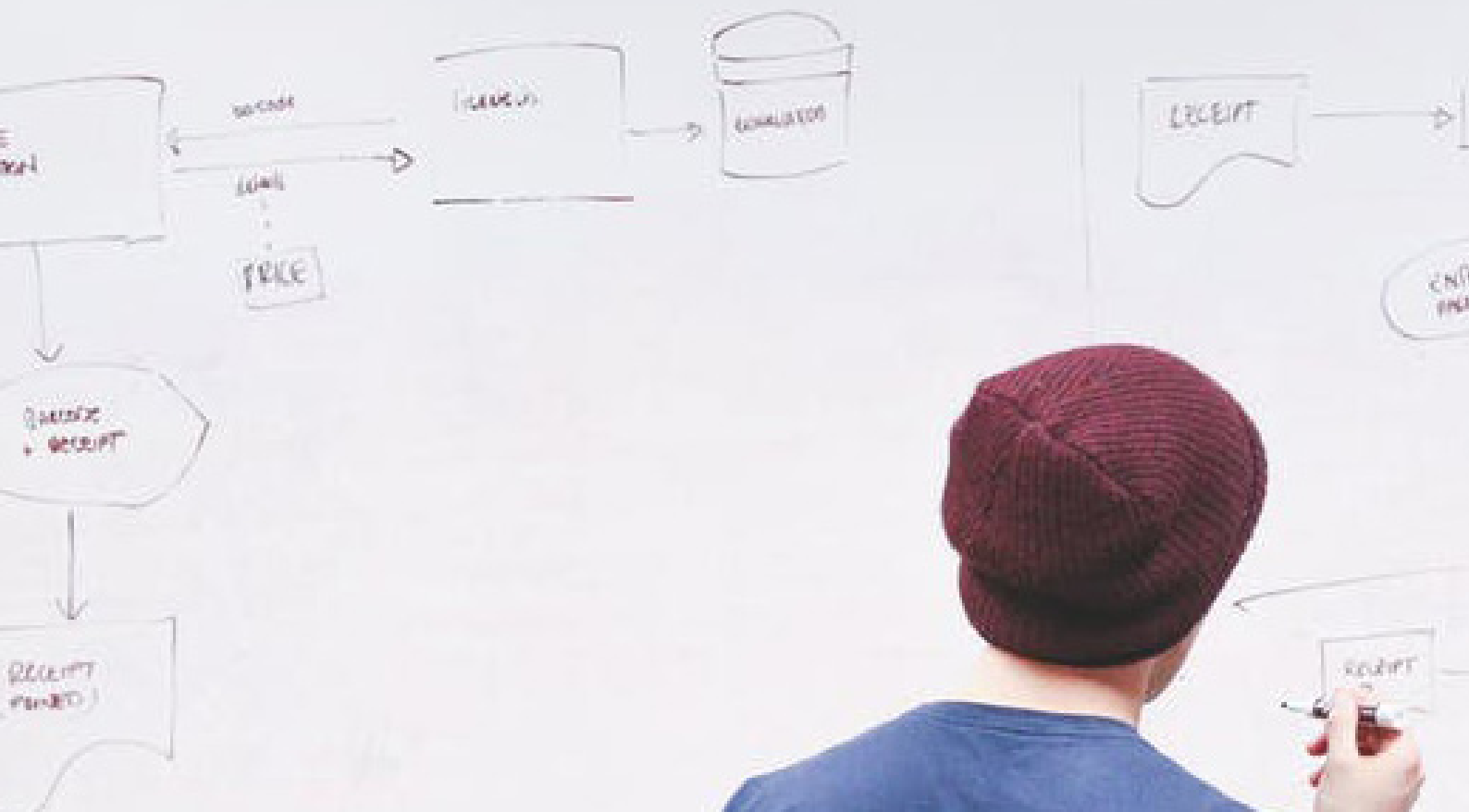
Numerous Cross-sectorial working groups are present in Norway and their work is closely monitored in order to ensure that different ministries would be on the same page and would have a good understanding of the actual youth policy strategy. Otherwise there is a risk that Cross-sectorial cooperation will only focus on narrow issues rather than broad Cross-sectorial cooperation issues.

It is important to have a platform when youth policy is being formed, where government, youth specialists, youth researchers and youth workers could meet. This platform is present in Norway. The youth researchers are willing to facilitate Cross-sectorial cooperation as their work is to delve into the issues and not to limit themselves to the public sector. They also have an alternative to the platform - annual Cross-sectorial conferences on youth policy and youth issues.

An effective example of Cross-sectorial cooperation in youth policy in Norway is the annual publication, which provides information on how much and in which way different ministries invest in youth. The publication also covers cooperation. This publication ensures that state funding is following the required procedures and priorities. Furthermore, the other benefit of this publication is that youth can obtain relevant information about different programmes and financing possibilities that exist in Norway. This process has been applied for the past 16 years and it serves well to keep the youth issues on the ministries' agendas. The publication also reviews the relation between the national and local youth policies. We would suggest that this method could be identified as one of the best means of Cross-sectorial co-operation across Europe.

In 2011 the Prime Minister of Norway proposed a new project. Now in the state budget, on a separate annex, there is government report data that indicates how much the state, in different public management areas (social, youth, education, national defence, and so on), intends to allocate funds for youth and children.

The ministries can contribute to a better understanding of the youth policy situation, planning the means and actions, emphasize tendencies and increasing the political weight of the youth policy issues, by financing youth policy implementation, allocating resources and facilitating information sharing.



# Examples from Europe

SLT are preventative measures against drugs and crime at the local level. SLT ensure that municipal and police resources are well coordinated with each other. The SLT model is delivered by the crime prevention council in order to assist Norwegian municipalities with youth problems and effectively use its capabilities and resources. The SLT model was introduced in the early 1990s by KRÅD (the Crime Prevention Council); it was based on the Danish SSP model. In 1995 the SLT model was scientifically evaluated for the first time and also thoroughly tested across 200 Norwegian municipalities.

The SLT model ensures cooperation between police and local government in an area of drug and crime prevention. SLT mainly focuses on children, youth and their parents or caregivers. The goal of the programme is to provide the required help at the right time to children and youth of the municipality. The SLT is based on a support system that works well between institutions. Numerous private and public institutions contribute to the programme. The model allows the coordination of expertise and resources between the police and the relevant municipal institutions, private sector and NGOs. In order to effectively tackle the problem, one thing is crucial: each group in the partnership must have a common understanding about the problems and potential solutions.

**The institutions meet on a regular basis and share their information, experiences, and best practices and learn about different methods and work cultures. It becomes easier to purposefully and effectively implement prevention. Cooperation helps to identify negative signals and take action at an early stage, thereby avoiding work duplication and overlap of risk.**

One of the STL application examples is SAMBUS (Samarbeid om Barn og Unge i Skedesmo) project - cooperation for the benefit of children and youth in Lillestrom, Skedesmo Municipality. The objective of the project is to ensure that children and youth (up to 18 years old), that require help, would receive it through coordinated, interdisciplinary cooperation. The project worked with crime prevention in the community in order to ensure constructive and effective cooperation between preventative services and municipal institutions.

## **The project covers these sectors:**

Health and social services sector has granted the key role to the Department of Family and Children. Education sector: key role to 20 nurseries, 16 schools and the

Department of Music and Culture. Culture sector: key role to Department of Youth and Leisure.

For more information follow the links: [www.krad.no/slt](http://www.krad.no/slt), [www.skedsmo.kommune.no](http://www.skedsmo.kommune.no)



## **CROSS-SECTORIAL WORKING: A UK EXAMPLE**

Like authentic Participation (see Grace and Grace, 2017), real Cross-Sectorial Working has to be founded in partnership; in an authentic relationship, that is honest, based upon respect, and committed to collaborative achievement. This is not always an easy path, complicated by a range of discrete, but sometimes interlocking, factors: inter-agency rivalries; differing objectives; competition for resources; fear or suspicion; inequalities of power; political access and influence; varied histories; often challenging statuses; and perceived or real aspirations. This list is not exhaustive but rather indicative of the complexity of working with others.

In our complex societies, there are myriad examples of cross-sectorial working at the macro and micro levels, and everywhere else in between. The example offered here is NGO ***Youth Work Europe***.

Aside from operating at a pan-European level, ***Youth Work Europe*** works in local settings in its home city of Birmingham, and surrounding municipalities. ***Youth Work Europe*** is currently working in a partnership involving a University, a charitable trust, and a non-departmental public body as co-funder, to develop and deliver a detached (street-based) youth work project in local neighbourhoods. Led by professionally qualified youth workers, the project works alongside youth work students from the University to develop their practice skills. This cross-sectorial approach means that the youth work students are able to develop essential practice skills; the university is enabled to broaden their impact via informal youth-led community research; and the charity knows that the funding provided is used on real community involvement, with the potential to change people's lives.

All of this work is done in partnership with local young people, 'alongside' them rather than 'on' them. The project is developing an authentic relationship based on dialogue without any ulterior agenda; this is genuine, open youth work, offered without prejudice, through negotiated access to young people's space, and exploring



# Examples from Europe

their place. Concepts of place and space are linked with opportunities for youth voice; for young people to engage with, if they choose, those who make decisions about their lives. The work is not easy and developing trust takes time; not dissimilar to cross-sectorial working.

Whilst the detached/street-based youth work is happening, the youth workers are separately developing contacts with local agencies: the Police service; faith groups; schools and nurseries; local government services such as the library and welfare advisers; local politicians; the park ranger service; local businesses and shopkeepers; senior officers in the local municipality; and other NGOs operating locally. The youth workers are promoting the idea of the need for a Community Conversation – of bringing the various groups together, young and old, professional and volunteer, to share, discuss, and plan, how they want their neighbourhood to grow and develop as a shared space for all. This is a sophisticated piece of youth and community development work that is taking shape; there are no guarantees but the outcomes will be community-owned. In the UK, professional youth and community workers are educated and trained for just such endeavours; with respect for community values, and a humility of purpose, it is intended that boundaries will be eradicated and new forms of cooperative working developed.

All **Youth Work Europe's** projects are informed by three keywords: **Association**, **Conversation**, and **Education (ACE)**.





# VIII. METHODS FOR CROSS-SECTORIAL COOPERATION



## How to choose the best method?

This section provides methods and activities which could be used to analyse the topic of cross-sectorial cooperation. You can learn more about this training methodology application from the Journal T-Kit.6. “Essentials of Training”. The next image suggests what one should focus on when planning activities and choosing the methods.

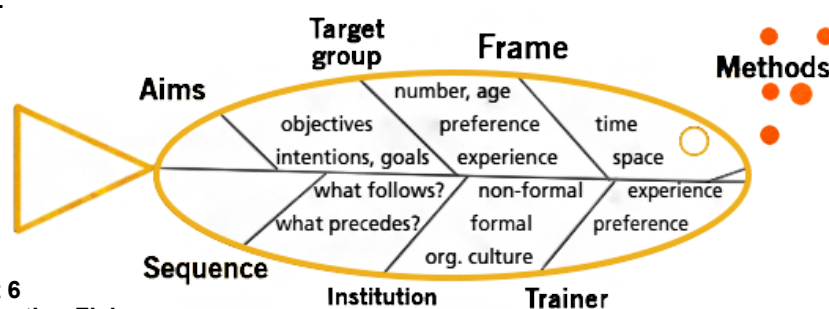


Chart 6  
“Method Application Fish”

If you are planning to conduct long-term training seminars and workshops, the methods introduced in this book will assist, specifically on youth policy and cross-sectorial cooperation topics; however, using the methods will not be enough. Additional methods and further materials are needed on group dynamics, group building, and evaluation.

In order to facilitate your learning, the methods are divided according to the topics: Survey / analysis methods, youth policy, opportunities for youth and youth participation, methods for cooperation skills. The methods presented are complex, take time to read the instructions and prepare for the task, especially taking into account that you will need to adapt them to the needs of your workshop participants and their context. It is essential to devote time for reflection after the tasks are completed by participants. To reflect on the process, learning outcomes and how the learning outcomes could be used in the future.

### Survey / analysis methods

1. Youth photo report
2. Youth policy orienteering competition
3. Youth friendly municipality
4. Portrait of a young person
5. Social Map
6. Vision Sketch

Method	<b>Youth photo report</b>
Objectives	This method is used to introduce young people's opinions or to initiate a discussion on youth-related issues, search for new project ideas, and facilitate young people in identifying community issues.
Group Size	Unlimited
Required Equipment	Digital Camera, projector or any other picture presentation tool
Duration	Half a day, several sessions
Workshop process	<p>Young people often find it difficult to speak out on issues of adult matters, for example, issues concerning town development.</p> <p>This method can help young people to express their views and opinions in an appealing way. For instance, initiate a debate about the problems of the town.</p> <p>Ask the youth to capture the following:</p> <ol style="list-style-type: none"> <li>a) What I like in town (Positive)</li> <li>b) What I dislike/ hate in town (Negative)</li> </ol> <p>After the task is implemented, together analyse the pictures and select the ones that were identified as the most important.</p> <p>Meet with the community representatives and present the pictures to them and discuss.</p> <p>Hang the pictures on two separate walls to represent "a) What I like in town" and "b) What I dislike/ hate in town"</p>
Comments	<p>This method was found when we visited Lanchkhuti town in Georgia, back in 2012, when we consulted local municipalities on the development of youth policies at municipal level.</p> <p>This method can be applied even without the discussion part. Just present youth opinion through photography as it was done in Lanchkhuti town municipality. Where pictures were displayed at the municipal lobby without prior notice. The town's "positive" aspects (a) What I like in town - were displayed on one wall, while the "negative" aspects were displayed on the opposite walls of the lobby. Results were fascinating: the following year the Youth Photo Report method was used again and certain pictures from the "negative" wall were moved to the "positive" wall, because the administration staff of the municipality acknowledged these problems and solved them.</p>
Reflection Questions	<p>What was easier to notice? Positive or negative aspects of town?</p> <p>Did I discover something new about my town/ or the topic of our analysis?</p> <p>What has surprised me during the task?</p> <p>What would I change?</p> <p>In which areas the changes are most important?</p> <p>What is most important thing that requires changes / improves the community as a whole? For different community groups (senior citizens, young families, etc.)?</p>
What's next?	<p>Follow-up activities:</p> <p>Discussion about the problems identified by young people;</p> <p>Planning of activities tackling these problems and offering solutions.</p>

Method	<b>Youth policy orienteering competition</b>
Objectives	To introduce participants to the organization, institutions operating in the municipality working on youth issues and providing services to the youth and youth organizations.
Group Size	5 - 50, potentially could be more. Participants will be divided in groups (4-7 people)
Required Equipment	Map of the town / city, task sheet, pens and markers
Duration	from 2 hours to a half day
Workshop process	<p>Participants are divided into groups (could be teams from the same school, group of friends or randomly selected groups).</p> <p>Groups receive task sheets and maps.</p> <p>Groups have to reach an agreement on when all groups have to come back to the meeting point to reflect on the task.</p> <p>Potential institutions to visit: Public Health Bureau, Education Centre, Vocational Training Centre or Youth Employment Centre (Job Centre), Educational Institutions, Municipal Youth Affairs Coordinators, Youth Centre and others.</p>
Comments	This task could be part of a larger event. In order to successfully use this method, especially with a large number of groups, it is important to give prior notice to institutions so that they would be aware that groups of young people might be visiting them. The task sheets and questions need to be prepared according to the institutions that will be visited by the young people. The questions must cover topics such as activities of the institution, activities related to young people, and the benefits that young people get from the operations of this particular institution.
Reflection Questions	<p>What new things I have discovered in my town?</p> <p>What has surprised me the most during the exercise?</p> <p>What new opportunities did I discover in my town?</p> <p>Which institutions would be the most important for my friends, classmates or parents?</p> <p>How could I help to increase the awareness about the institutions among the members of the community?</p>

Method	<b>Youth friendly municipality</b>
Objectives	Encourage participants (young people together with youth workers and decision-makers) to consider what is the actual meaning of “youth-friendly”, to understand the needs of young people, and to offer different measures which could improve the situation in the municipality.
Group Size	7-30 people
Required Equipment	Table (can use the floor or walls), large sheets of paper, markers (enough for the number of participants), soft background music.
Duration	Half an hour to 1 hour
Workshop process	<p>Participants are presented with the objectives.</p> <p>This task needs all the venue, table, walls and floor, using the flipchart paper sheets on which different activities of the municipality are listed. The objective is to make these municipal activities more “youth friendly”. Depending on the size of the group and the number of questions, participants are given 20-30 minutes to move around the room, develop ideas, and record them on the flipcharts (or post-its and place them on the sheet with a question).</p> <p>Possible municipal activities:</p> <ul style="list-style-type: none"> <li>• public spaces</li> <li>• public transport</li> <li>• development of residential areas</li> <li>• leisure space and opportunities</li> <li>• activities of youth organizations and their place in town</li> <li>• cultural life</li> <li>• health and lifestyle</li> <li>• business / business environment</li> <li>• “urban myths”: what would or could the residents be proud of (history? landscape? industry? snow arena?) etc.</li> </ul>
Comments	<p>The groups is given time to get into the issue, there are several options:</p> <ol style="list-style-type: none"> <li>1. ask participants whether their city / municipality is youth friendly? We propose to use the “mission statements” framework. Once you discuss the issue, you can propose a method.</li> <li>2. give the participants 5-7 minutes to think individually and imagine what their town/ municipality should be like in the next 3 years in order to become more “youth friendly”.</li> </ol>
Reflection Questions	<p>Which ideas have surprised you?</p> <p>Which ideas could be easily realized?</p> <p>Who should initiate the implementation of these ideas?</p>
What's next?	If some of the developed ideas receive further support, we would suggest organizing a planning group meeting. The meeting could significantly improve feasibility of those ideas and of the implementation plan.

Method	<b>Portrait of a young person</b>
Objectives	To analyse and better understand the social group of young people: their concerns, problems, and expectations. To discuss the impact of society on the choices and wishes of young people.
Group Size	8–30 people. Participants work in small groups consisting of 4-6.
Required Equipment	Flipchart paper, coloured paper, scissors, magazines, glue, paper, adhesive tape, and drawing tools.
Duration	45–60 minutes
Workshop process	In small groups, draw a portrait of a young person on the flipchart. On the same sheet, using the collage technique, the groups are asked to display the following: The outside of a young person presents: <ul style="list-style-type: none"> <li>• Appearance?</li> <li>• What s/he wants to possess (what are the core feature of a young person)?</li> <li>• What positive and negative habits the person has?</li> <li>• Behaviour?</li> </ul> The inside of a young person presents: <ul style="list-style-type: none"> <li>• What problems does the young person face?</li> <li>• What does the young person want to reach?</li> <li>• What does a young person care about?</li> </ul> Within their own groups, participants should discuss and evaluate the “inside” and “outside” of a young person. Participants prepare posters and afterwards make presentations to other groups.
Discussion Questions	What did you understand during your group discussion? What is common for young people? How does the contemporary young person differ from the young person of 20 years ago? Why do you think young people have these particular needs and concerns?
Comments	Often using this method, participants portray a young person in a negative manner, seldom in a positive manner. The task of the workshop leader is to question the group’s work and to look at the portraits critically. The objective is to facilitate the participants and help them to identify the impact of the society on a young person’s choices and their daily life as a whole.

Method	<b>Social Map</b>
Objectives	To analyse activities of institutions and organizations in your territory. Identify potential partners for cooperation. To analyse existing problems.
Group Size	8–30 people. Participants work in groups of 4-7 members
Required Equipment	Flipchart paper, pens and markers. In addition, the collage technique can be used. In this case you will also need magazines, scissors and glue.
Duration	30-40 minutes. Implement analysis and prepare the posters. 30 min. presentations and discussions
Workshop process	Participants are given the task to create a social map of a town or municipality. Groups draw a map which displays: <ul style="list-style-type: none"> <li>a) infrastructure devoted to young people (schools, sports fields, parks , etc.);</li> <li>b) organizations and institutions, working with young people, people who initiate gatherings of young people;</li> <li>c) grey areas - areas which are labelled as negative or controversial by the community or the public (lake side, back alleys and etc.).</li> </ul>
Comments	Often participants focus on infrastructure, because it is the easiest to identify in this task. Participants may access the creation of a map and draw attention to two other aspects. Therefore, when participants are conducting the task, we suggest checking their progress, and hinting that they should spend more time on parts b) and c).  If all the participants are from the same community, the task could be divided into aspects and questions.
Reflection Questions	What has surprised you when you analysed your town/ district? What have you discovered? What would you like to change in your community? Have you identified cooperation opportunities? With whom? With which institutions and organizations might you have potential conflicts of interest?
What's next?	Further analysis of the issues, and planning solutions. A Power mapping analysis of who holds the most power and has the ability to influence the current, and future, situations in the municipality.



## **Youth policy, youth opportunities and participation**

1. Who works with youth?
2. Mumbo Jumbo dictionary
3. Participation ladder
4. Principles of Youth Policy Implementation
5. Municipality's simulation
6. Characteristics of cross-sectorial cooperation: Power-brainstorming



Method	<b>Who works with youth?</b>
Objectives	To extend the participants' knowledge about youth policy actors. Introduce participants to different actors working with young people.
Group Size	Unlimited
Required Equipment	Flipchart paper, markers, pens Additional materials to create collage (magazines, scissors and glue).
Duration	30-45 minutes to complete the task and the same time to discuss it
Workshop process	Participants are divided into groups of 3-5 members. Participants draw a young person in the centre of the flipchart sheet. Afterwards, around the drawing, participants list the names of all known actors and organizations, that might work with a young person.
Comments	This task is designed to show that the different organisations and institutions are targeting (working with) the same young people. Often these institutions compete to attract more young people to their activities.
Reflection Questions	Who is working with youth in your community? Which organizations/ institutions are missing in your community? Do these organizations cooperate or compete?
What's next?	Upon completion of this task one can work deeper with the topics of youth policy.

Method	<b>Mumbo Jumbo dictionary</b>
Objectives	To make participants more familiar with the youth policy terminology. To create a common understanding of terminology used by the different organizations/ ministries/ sectors
Group Size	Unlimited
Required Equipment	Flipchart paper, markers
Duration	15–30 minutes
Workshop process	<p>If there are up to 20 participants, the task can be done in a single group, if there are more, the task can be done in groups of 3-5 members.</p> <p>The workshop facilitator asks participants which words they have heard, but do not know the meaning. The facilitator has to prepare a list of jargon prior to the task (e.g. young person, youth policy, cross-sectorial cooperation, youth council)</p> <p>Write down the keywords on the board. The participants are required to explain the meanings of the “magic” words. The facilitator can elaborate on the meaning after the participants explain what they understand.</p> <p>If participants work in groups, each group has to prepare the definition of the term separately and afterwards present them. The facilitator can elaborate on the meaning of the terms.</p>
Reflection Questions	Through doing this task, what have you learned that is new?
What's next?	This method can be used as a warm-up task before other methods.

Method	<b>Participation ladder</b>
Objectives	<p>To introduce participants to the principles of active participation.</p> <p>To give participants the opportunity to analyse everyday situations in which young people are often involved.</p> <p>To introduce participants to different situations and levels of participation</p> <p>To let participants know where they can participate.</p>
Group Size	Unlimited group size, participants work in groups of 4-6 members
Required Equipment	<p>Each group receives a situation print out and writing tools.</p> <p>The host prepares to introduce the Participation Ladder.</p> <p>The task sheets are attached. The Participation process is described in this book</p>
Duration	45 minutes
Workshop process	<p>Groups receive sheets with tasks (the sheets are in mixed order). Then participants have to rank the sheets – from low participation by young people up to high intensity.</p> <p>Once the groups have completed the task, the sheets are placed side by side, in order to better compare the work of different groups and facilitate discussion on situation rankings. Afterwards, participants are presented with the Model of the Participation Ladder.</p> <p>After the presentation, participants are asked to point out their level of involvement within their organization (school project).</p>
Comments	Participants may find it difficult to rank their level of participation, their evaluation tends to be based on the number of young participants or the benefit to the organisation. The host has to devote time for explanation regarding what participation is.
Reflection Questions	<p>What did you understand about young people and participation?</p> <p>On what level would you like to participate yourself?</p>
What's next?	Once this task is completed, you can introduce more complicated theoretical frameworks of youth participation, plan or conduct other practical activities.

# Worksheets for participants



## Dictatorship

A youth worker gathers together a group of young people to participate in a Youth Initiative project on 'art in the community'. The youth worker is keen for the project to be a success as the bought art equipment will be extremely valuable for the community's summer arts activities. The young people are given clear instructions, where to meet, what to do and how to deliver the project as the youth workers are concerned with some health and safety issues.

## Manipulation

A youth worker and young people attend a meeting in a local school with teachers and health workers. The young people have been developing an international exchange project on sexual health awareness. The teachers and health workers lead the discussion and decide it best for the group to work on a poster campaign only and due to the sensitive nature provide some clear and precise guidelines. The young people start working on it straight away.

## Decoration

A group of young people who have participated in an international youth exchange project arrive at a young people's award and celebration event. To promote the benefits of the exchange and youth participation the organisers have arranged for certificates, photographers and the radio to be there. The event will close with live music and DJ's chosen by the workers.

## Tokenism

As part of a youth democracy project a group of young skaters are invited to meet local government officials who wish the young people to be involved in the development of a new skate park. The organisers have already chosen the design and location for the new facility and the young people are asked to choose the colour and name for the park.

# Worksheets for participants



## **Assigned but informed**

A young volleyball team need a new training venue and new members and have applied for a Youth Initiative so the worker and manager have recommended a local schools tournament to be organised by the young players. The worker and club manager have booked a venue, set the date and drafted a letter to the schools. Now they need volunteers to plan and organise the rest of the event. Whilst the event is taking place the worker and manager will observe and identify possible talent and new members, and the young members will promote and gain support for the new training venue.

## **Consulted and informed**

A local municipality establishes through town twinning a youth democracy project that encourages young people to engage in youth parliament activities. The aim is to increase the influence young people have in shaping the local youth and cultural political picture. All the active members are from an 'international youth information and advice centre' and have been asked to complete a questionnaire about the project. The results will be shared and then actions agreed by the young people and adults involved.

## **Adult-initiated, shared decisions with young people**

Members of a local music rehearsal venue have developed a Youth Initiative to organise a Community music event. All young members of the centre have been involved following the initial idea from the older members. The centre has identified the main aims of the event as 'promoting new music and local talent'. The young members are promoting the event within schools and colleges and are responsible for organising the youth bands and the adults are promoting the event in the community and organising the adult bands. It is hoped the event will also promote some kind of unity and understanding between the different generations and music groups involved.

# Worksheets for participants



## **Young person-initiated and directed**

A group of young people involved in a variety of adventure sports have been successful with a transnational youth initiative to develop an international adventure sports newsletter called 'Xtreme'. They have already designed the newsletter and now need some support to identify printing, sponsorship and funding possibilities. Several partners have approached their school teachers who have agreed to offer them help where and when they can and as and when they are needed.

## **Young person-initiated, shared decisions with adults**

A group of young people have established a small group to promote international youth opportunities across the local communities through a transnational youth initiative. The group are all experienced in different aspects of international activities (exchanges, youth initiatives and evs) but to establish the organisation and web-based network in the correct manner they have asked for the assistance of local youth workers and college staff. The group wish to be independent but recognise the support and experience that the adults can offer and initially it is more to meet local legal requirements.

## **Young person-initiated with no adult support**

A group of young people who have previous experience in European projects have now established organisations and a youth democracy project to promote the active participation of other young people in local and international democracy. They have worked together to create a movie that highlights the interests of young people, and the rights and opportunities to promote active citizenship. They hold film events that show their own film, and that of others, that increase and inspire youth action in the community.

Method	<b>Principles of Youth Policy Implementation</b>
Objectives	To encourage participants (young people, youth workers and decision-makers) to remember the principles and contemplate how their activities are based on those principles, and encourage cooperation among actors.
Group Size	Unlimited
Required Equipment	On separate sheets of paper write or print youth policy implementation principles, you can use different coloured paper sheets.
Duration	30 – 45 minutes
Workshop process	<p>Taking into account the size of the event and the participants, and the objects of the workshop, there are several workflow options:</p> <ol style="list-style-type: none"> <li>1. In a group discussion, present each principle and inquire how participants understand the meaning of the principle and how it can be applied and used. At the end of this task develop recommendations, which elements should be focused on or enhanced.</li> <li>2. Divide participants into smaller groups, and give them several principles to analyse in detail (for example, three groups have to analyse three principles). Afterwards, the groups present their findings and all participants together discuss and propose recommendations.</li> <li>3. In small groups, arrange principles according to their importance from the least important to the most important. This ensures an effective debate as the opinions of young people, politicians, teachers, and others, will differ most certainly. However, it will help to understand what is important for which group and lay down the foundations for cooperation.</li> </ol> <p>Youth Policy Implementation Principles:</p> <ol style="list-style-type: none"> <li>1. parity - state and municipal institutions and agencies and youth organizations are represented equally.</li> <li>2. subsidiary - decisions related to youth, must be taken at the level where they are most effective.</li> <li>3. cross-departmental coordination - when state and municipal institutions and agencies deal with youth issues, communicate and cooperate with each other.</li> <li>4. participation - young people and representatives of youth organizations are involved in dealing with youth-related issues.</li> <li>5. information - state and municipal institutions and agencies and youth organizations inform young people about youth-related issues in an effective manner.</li> <li>6. autonomy - young people select the scope of activity and formulate objectives, also actively participate in it and take responsibility for achieving objectives.</li> <li>7. voluntary - young people participate in youth activities of their interest, chosen by themselves without compulsion.</li> <li>8. self-management - young people in their activities determine the means of implementation, format, responsibilities and evaluation.</li> <li>9. communication and cooperation - youth organizations communicate and collaborate with foreign youth organizations, state and municipal institutions and agencies, and other individuals.</li> </ol>





Method	<b>Municipality's simulation</b>
Objectives	<p>To experience cross-sectorial cooperation in practice.</p> <p>To analyse youth policy actors' cooperation opportunities and possible cooperation obstacles.</p> <p>To get acquainted with youth policy actors at municipal level.</p>
Group Size	<p>20–30 persons.</p> <p>Participants work in groups of 4-7 members.</p>
Required Equipment	<p>Printed tasks that are designed for this exercise.</p> <p>4-5 board game units. Writing tools, printers, PCs with internet access.</p>
Duration	<p>Half a day to one day, approximately 6 hours. We recommend you dedicate a day to this workshop.</p>
Workshop process	<p>Participants are split into groups ranging from 4 to 7 members. Each group receives a paper sheet with the task. The Task Leader checks that each group have clearly understood the task. Participants have 90- 120 minutes to complete the task and reach the given objectives.</p>
Comment	<p>Participants are split into groups in a manner where their role in simulation would be as far from the actual role of participants as possible.</p> <p>Participants receive secret roles. Their roles can be given to them in the presence of others or in secret. The Task Leader should observe and note down phrases describing the process and pointing out certain aspects to participants.</p>
Reflection Questions	<p>Participants are split into groups ranging from 4 to 7 members. Each group receives a paper sheet with the task. The Task Leader checks that each group have clearly understood the task. Participants have 90- 120 minutes to complete the task and reach the given objectives.</p>

<p>Required Equipment</p>	<p>How do I feel after the task? / What is your mood after the task? Why?</p> <p>It is important that the participants should express their emotion / mood (depending on group's ability to reflect on the task). Ask for the reasons (which group members made them feel this way). Do not focus on the process and do not allow participants to blame others, because later everything will be revealed. During the break allow participants to share their impressions and feelings. However, ask the participants not to disclose their secret role and not to analyse the process.</p> <p><b>Structural discussion process</b></p> <p>Participants return to the groups in which they were implementing the simulation game. The groups are invited to draw the task process curve from their group's perspective on a sheet of paper. In their groups, they have to conduct breaking point analysis, depict the breaking points, and then present their experience to other groups:</p> <ul style="list-style-type: none"> <li>• What happened during the simulation game? (the process from your group perspective)</li> <li>• Which activities, interventions, participants, actors had impacted the change in their group's process curve?</li> <li>• Was your group scattered or split into several micro groups?</li> <li>• How did the emotions of the group members change during the task?</li> </ul> <p>The group members who had secret roles have to reveal them at the end of the presentation.</p> <p><b>40 minutes for group discussion and drawing the curve on the flipchart sheet.</b> <b>4–5 presentations.</b></p> <p>Duration up to 10 minutes for each presentation including question session and discussion. Allow the group to ask questions, comments and cross-check certain aspects. It is especially important not to allow participants to argue with each other, or start accusing each other.</p> <p><b>Linking simulation with real life</b> <b>Where can you lead participants and what can you ask them:</b></p> <ul style="list-style-type: none"> <li>• Was the youth group passive during the simulation task?</li> <li>• How you define passive youth? (the young people who do not implement activities which adults want them to do)</li> <li>• What was similar in the simulation game and real life? What has repeated?</li> <li>• Certain roles have strong stereotypes, where do they come from? (Participants can empathize too much with the role and become categorical, especially in municipality and working with youth)</li> <li>• Why were all the groups so desperate to reach their objectives?</li> <li>• Did you look for common objectives with other groups?</li> <li>• What did you learn/ understand?</li> </ul>
<p>What's next?</p>	<p>After this task principles of cross-sectorial cooperation can be presented. Discuss how different organizations and institutions can cooperate, discover common interests and identify what could facilitate their cooperation.</p>

# Worksheets for participants



## Group 1. YOUNG PEOPLE

This paper is very important for your task. You are one of five groups participating in this task. The rest of this page describes how you must behave during the task. Read it carefully and try to put yourself into your role.

You are a group of young people living in \_\_\_\_\_ (name of location), studying in a high school and living an ordinary life of a young person. You do not belong to any youth club, nor to youth organizations, because you are not aware about where and how you can participate in youth activities nor whom to join. Perhaps you would be interested in participating in youth activities; however, because you are not aware about participating opportunities, you don't even put an effort into searching for it. Your main hobby, and main spare time activity, is board games. Recently you purchased some new board games and you want to complete them.

You have to learn the rules of the board games and play each of the games at least 3 times.

You should try to support and motivate each other.

Your work space (where your group gathers) - \_\_\_\_\_. Do not be surprised if other groups visit you.

You have to finish the games before \_\_\_\_\_

At \_\_\_\_\_ the group has to come back to the meeting room for reflection.

# Worksheets for participants



## Group 2. YOUNG PEOPLE

This paper is very important for your task. You are one of five groups participating in this task. The rest of this page describes how you must behave during the task. Read it carefully and try to put yourself into your role.

The age range of your group is from 18 to 19. You have just graduated from your high school and in the fall you will start university, however, a whole summer is ahead of you. You are a conscious community member of \_\_\_\_\_ (name of location). You care about the wellbeing of your town as well as existing social issues. **After your last meeting you have decided to help your community to solve a local issue. You have an idea to initiate and implement a local youth project.**

**YOUR TASK:** to identify a local issue in \_\_\_\_\_ (name of location) and initiate a local youth project which aims to solve the issue mentioned before. The youth project has to meet the following criteria:

- Your proposed solution has to be original and innovative;
- All group members must be active and get involved in project activities;
- Your project should have a positive impact on the local community;
- The awareness about your project should be high;
- The final outcome will be presented to our community.

Your working space is \_\_\_\_\_. Do not be surprised if other groups visit you.

You have to finish the task before \_\_\_\_\_

At \_\_\_\_\_ the group has to come back to the meeting room for reflection.

# Worksheets for participants



## Group 3. YOUTH CENTRE

This paper is very important for your task. You are one of five groups participating in this task. The rest of this page describes how you must behave during the task. Read it carefully and try to put yourself into your role.

You are a team of a youth centre, which consists of employees on the payroll and volunteers. Your competence allows your group to support young people in the development and implementation of their ideas. Your weak spot is the integration of young people with fewer opportunities into your activities. Therefore, for this year (today) you have introduced a new priority - integration of at least one non-motivated youth group into **youth centre** activities and help that group to understand their needs as well as assist them in developing an idea of a project.

Your working space is \_\_\_\_\_. Do not be surprised if other groups visit you.

You have to finish the task before \_\_\_\_\_

At \_\_\_\_\_ the group has to come back to the meeting room for reflection.

# Worksheets for participants



## Group 4. MUNICIPALITY

This paper is very important for your task. You are one of five groups participating in this task. The rest of this page describes how you must behave during the task. Read it carefully and try to put yourself into your role.

During elections which took place last week, the council of \_\_\_\_\_ (name of the location) was elected. The council rapidly initiated the creation of a Youth Council (prior to this it did not exist). The municipality has 5 000 Euros budget allocated to youth affairs. It's not a lot, yet better than nothing. Besides that, the municipality has other resources that could be used for youth affairs (equipment, transport, printing). You are willing to help young people, however, the municipal resources can only be used according the regulation of the country and have to comply with the law. Every single Euro spent has to be reported with invoices.

Your task is to establish a system, which would allow young people to use Municipality resources:

☞ Municipality chooses which youth activities to fund based on application from organizations submit. You might need to create application procedure. Before the funds are transferred to the organization's accounts, you are required to sign a contract. Do not forget that youth organizations have to provide invoices for the money they spend.

The opportunity that you create must be visible. At least one informal group / organization must apply for funding of their activities / idea realization. By the end of the year all the money for youth issues have to be spend, otherwise the money will be allocated to other areas, and next year's budget for youth issues will be smaller.

Your working space is \_\_\_\_\_. Do not be surprised if other groups visit you.

You have to finish the games before \_\_\_\_\_

At \_\_\_\_\_ the group has to come back to the meeting room for reflection.

# Worksheets for participants



## Group 5. REGIONAL UNIT OF NATIONAL YOUTH ORGANIZATION

This paper is very important for your task. You are one of five groups participating in this task. The rest of this page describes how you must behave during task. Read it carefully and try to put yourself into your role.

You are ACTIVE YOUTH, a National Youth Organization unit based in \_\_\_\_\_ (name of location). The local community is well aware about your organization due to civic and leisure events you organize. Yet you still did not manage to build a connection with the Municipality.

The National Youth Organization ACTIVE YOUTH has a new strategy and set an objective to contribute to the development of regional youth policy in municipality. You have to achieve it in your Municipality.

A week ago during a training course, you learned about Youth Councils and decided that you need one.

During the task your group has to contribute to the development of \_\_\_\_\_'s (name of location)

Municipality's Youth Policy.

Your working space is \_\_\_\_\_. Do not be surprised if other groups visit you.

You have to finish the games before \_\_\_\_\_

At \_\_\_\_\_ the group has to come back to the meeting room for reflection.



# Worksheets for participants



## Secret Roles

### MUNICIPALITY GROUP

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You are one of the elected representatives of the Municipality. You're a former teacher who after 27 years of service in a school is tired of young people and do not believe that youth can do anything meaningful. You are looking for ways how you could save some funds from the Youth Affairs budget. Afterwards, the saved budget can be used for the renovation of schools.

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: you are an employee of Municipality's administration. Your workload is very heavy and you are constantly searching for who could help you out to cope. A new employee recently joined the Municipality, however, neither his/hers schedule and responsibilities are clear to you. He is the Youth Affairs Coordinator. You try to pass your workload to the Youth Affairs Coordinator.

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: you are a Council Member of the Municipality, you have a strong belief that young people can initiate a positive change. You are interested in young people's opinions and their affairs, you also listen to their issues and try to help them out.

# Worksheets for participants



Hi;) This note means that you have additional role. Everyone is aware about your role. Good luck!

Role: you are the Youth Affairs Coordinator. Your core objective – to ensure that the Municipality's Youth Affair budget should be spent in a proper way and that the Youth Council should operate according to the principles of youth policy.

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: you are an employee of the Municipality's administration – a real bureaucrat. Every single Euro spent has to be backed up by an invoice and transaction receipts. The youth initiatives/ projects receive the funds from the Youth budget only if there is an official project application, it meets all the required criteria, it is approved, and the activity execution contract is signed.

## Secret Roles

### 1 YOUNG PEOPLE (BOARD GAMES)

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You are bored playing the boards games. You want to do something meaningful for yourself and others.

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You adore playing board games. You are completely satisfied with the current situation and do not want any changes.

# Worksheets for participants



## Secret Roles

### ORGANIZATION WORKING WITH YOUTH

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You are a sports coach and you focus on sports competitions and professional sports. Young people have to get involved in serious activities, sports in particular, which would facilitate their spiritual and physical development.

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You are a folk dance teacher. In your opinion folk dances and cherishing traditions are the only way to preserve your country's national identity.

## Secret Roles

### ACTIVE YOUTH, REGIONAL UNIT OF NATIONAL YOUTH ORGANIZATION

Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You are a party animal. Your social life, and the social lives of young people, are very important to you. It is always important to you to have fun and provide possibilities for other young people to have fun too. From time to time you start singing famous POP songs.

## Worksheets for participants



Hi;) This note means that you are selected for a secret role. We kindly ask you not to disclose this information to anyone until the end of the task. Do not forget the activities of your group, however, you should comply with your personal secret role. Good luck!

Role: You are seeking a career in your organization. Task completion is important for you as you believe that you collect political capital, it will help you in the future with your carrier.

Method	<b>Characteristics of cross-sectorial cooperation: Power-brainstorming</b>
Objectives	To encourage creativity and to break the traditional cooperation boundaries of institutions. Also to find different ways to initiate cooperation and its improvement.
Group Size	14-28 people.
Required Equipment	Table, large paper sheets, markers (as many as participants), music.
Duration	90 minutes.
Workshop process	<p>Tables are aligned in a big shape or a line, large paper sheets are placed on the tables. Participants surround the tables and stand at opposite sides of the sheets. Each participant receives a marker. They are given 90 - 120 seconds to think about the questions written in front of them on the big sheets of paper. Loud and intense music is played in the background, this ensures that the participants will not disturb each other. Afterwards, the participants switch. There must be twice as many participants as there are questions.</p> <p><b>Possible questions:</b></p> <ol style="list-style-type: none"> <li>1. In which areas would you like to collaborate with other institutions?</li> <li>2. Which youth-related issue you/ your organization could not solve alone?</li> <li>3. Elections are due next month, and you want to receive more support for youth projects. How do you put pressure on the municipality?</li> <li>4. You collect signatures for a petition on youth involvement in decision-making. Where would you go first?</li> <li>5. You need to meet the City Mayor and discuss certain issues. Where would you search for him/her?</li> <li>6. What are the strengths of your institution? What insights could you share with others?</li> <li>7. You want local media coverage of young people? What would you do?</li> <li>8. You participate in an open Municipal Council meeting. How would you present youth opinions, interests, points of view, and their suggestions, without voicing your comments out loud during the meeting?</li> <li>9. How can you find out young people's views and opinions, needs and suggestions?</li> <li>10. If you want to encourage a Municipal Youth Council to be more active and transparent, what will you do?</li> </ol>
Comment	<p>The brainstorming session can take up to 30 minutes. Afterwards, the group would require some time to get to know the results better, walk around, relax and read of the results. Depending on time, there are two alternatives:</p> <p>a) Participants walk around and read the results. On each of the paper sheets they can mark up to two ideas that they find the most appealing. Afterwards, they come back to the paper where they finished the brainstorming session. They review the results and identify which ideas were the most popular. They prepare to present the 7 most popular ideas to their group. Afterwards, a presentation takes place and each listed question is briefly discussed, and numerous alternatives are revealed.</p> <p>b) Right away start work in pairs. The pairs, without "voting", select the most appealing suggestions.</p>
Reflection Questions	<p>Which ideas have surprised you the most?</p> <p>Which ideas can you realize?</p> <p>Who should take the initiative in order to improve cooperation among institutions?</p>

## Methods of cooperation for skills development

1. Let's evaluate our cooperation
2. How to ruin partnership
3. Statement task: Agree/ disagree
4. Bridge
5. X and Y cooperation task

Method	<b>Let's evaluate our cooperation</b>
Objectives	To discuss activities conducted in cooperation with partners. To identify possible improvements with your partners in the future.
Group Size	Group size is unlimited. The task is conducted in small groups of 3-5 people.
Required Equipment	Paper and pens.
Duration	30–45 minutes
Workshop process	Groups are introduced to 3P model - Product, Process and Person. This is depicted in a triangle. Each angle of a triangle is equally important. Product defines the way people understand the common objective. Did you reach that objective? Process or procedures: how did you reach your set objectives and identify where partners had difficulties? Person defines how each member felt during the common task.  Participants have to conduct an individual evaluation of the 3 perspectives (Product, Process and Persons). Afterwards, in their groups they present their individual evaluations. Then within their group they discuss the differences in the individual evaluation. Finally, the groups are expected to identify the ways of improving group work.
Comments	It is necessary that prior to this task group members should have experience in working together (had a common activity or worked on a project, etc.)
Reflection Questions	After the completion of this task participants are invited to offer reflections in the big group. Participants are sharing their findings from the small groups and making recommendations on how group work could be improved in the future.
What's next?	After this task you can work on new topics and plan future activities.

Method	<b>How to ruin partnership</b>
Objectives	To name aspects which strengthen equal partnership by applying the reverse psychology.
Group Size	Unlimited. Depending on the size of the group and the venue. We suggest groups of 3-5.
Required Equipment	Paper and pens
Duration	30–45 minutes
Workshop process	<p>The groups are asked: How you can ruin a partnership? The group's task is to come up with as many answers as possible within 15 minutes.</p> <p>There are 2 possible variations to conduct this task:</p> <ul style="list-style-type: none"> <li>a) If you have time constraints, groups are not required to present their findings at the end of the task. Instead they move straight to the formulation of recommendations on how to ensure and strengthen equal partnership between different institutions and actors;</li> <li>b) If there is NO time constraint, groups can present their results. However advise them to focus on actions and viewpoints that strengthen partnership.</li> </ul>
Reflection Questions	<p>Can you identify your individual actions and actions of your institutions?</p> <p>How can you strengthen the confidence between partners?</p>

Method	<b>Statement task: Agree/ disagree</b>
Objectives	Find out more about the participants' viewpoints while examining the issues of cooperation.
Group Size	10 or more
Required Equipment	Projector or a board with large sheets of papers. On each of the large paper sheets write down a statement. Markers
Duration	30–45 minutes
Workshop process	<ol style="list-style-type: none"> <li>1. Start with a short introduction on youth participation, the importance of cooperation between the different participants and with the difficulties associated with participation in everyday life.</li> <li>2. Explain that now you will read out loud a sequence of statements, which participants encounter to a larger or lesser extent in their lives.</li> <li>3. Explain that they can take only extreme positions - Agree or Disagree. Ask the participants to stand on either side of the line.</li> <li>4. Read the statements one by one. After each statement give participants some time to decide their position.</li> <li>5. Ask several participants to explain why have they chosen this position and what is their viewpoint on the statement. Explain to participants that during the discussion they can change their position. Keep an eye on the time in order to involve all the participants in the discussion.</li> <li>6. After few minutes read the next statement.</li> <li>7. Once all statements are read, reflect involving all participants.</li> </ol>
Reflection Questions	<p>Ask the participants to answer the following questions:</p> <ul style="list-style-type: none"> <li>• How did you feel during this task?</li> <li>• When was it difficult to choose your position? Why?</li> <li>• What were your arguments?</li> <li>• Can you compare the way people behaved and what they said during this task, with some of their actual activities in real life?</li> <li>• Do you think these statements are verified/ backed up by facts?</li> <li>• Was this task helpful? Why?</li> </ul>
Suggested Statements	<p>Cooperation with other institutions harms your main activities;</p> <p>Lack of knowledge harms cooperation;</p> <p>Local authorities support youth participation only when authorities can politically benefit from it;</p> <p>All young people have the right to participate in decision-making processes;</p> <p>Authorities should be responsible for the participation of youth, providing financial support to active youth they like.</p> <p>The arguments can be chosen according to the objectives and the context.</p>



Method	<b>Bridge</b>
Objectives	Focus on the important features of teamwork. The task focuses on cooperation and partnership. Creation of a common vision and mutual understanding among the partners.
Group Size	15–30 participants.
Required Equipment	From 2 to 3 different rooms, depending on the number of groups (group size can vary from 5-8 people). 2 cardboard sheets, 6 sheets of A4, 1 sheet A3, 1 glue stick, 1 pair of scissors, 1 thread ball, 1 magazine, 2 markers, 1 pencil for each group.
Duration	60 minutes – action. 30 minutes – reflection.
Workshop process	<p>Group is divided into smaller groups. Each group receives materials (all groups receive same materials) and instructions.</p> <p><b>Instructions:</b> Three teams are building a bridge. Each team must build one part of the bridge so that when three parts are combined, the bridge would be suitable for use, i.e. the thread ball must roll across the bridge. The teams can only use the given tools and materials for construction of the bridge.</p> <p><b>Bridge parameters:</b></p> <ul style="list-style-type: none"> <li>• The length of the bridge must be 9 cm, height - not shorter than a bottle;</li> <li>• Bridge should be as creative as possible, be stable and aesthetic;</li> </ul> <p>The bridge can only be built in one of the three venues where groups work.</p> <p><b>Teams can communicate:</b></p> <ol style="list-style-type: none"> <li>1. Send letters - each team is required to send at least 6 letters (workshop leader works as a postal worker, letters can only be posted through them);</li> <li>2. During the meetings - one representative of each team will have the opportunity to meet in the preparatory meeting. The meeting has to take place in the venue where the bridge will be built. The meeting duration - 3 minutes. The participants are not allowed to bring parts of the bridge or a model to the meetings.</li> </ol> <p>There are 50 minutes given for planning and preparation (including preparatory meetings). An additional 5 minutes are given for connecting the three parts of the bridge and finalizing the construction of the bridge.</p>
Comments	If the groups have participants who already have experience of this task, we recommend asking them to take the role of observers, rather than participate in it. They could observe the task and once the task evaluation starts they will be asked what they have seen.
Reflection Questions	How did you feel? How did the group work go? How did the communication and cooperation with partners go? The conclusions, and recommendations for the future.

# Worksheets for participants




Three teams are building a bridge. Each team must build one part of the bridge so that when three parts are combined, the bridge would be suitable for use, i.e. the thread ball must roll across the bridge. The teams can only use the given tools and materials for construction of the bridge.


Bridge parameters:

- The length of the bridge must be 9 cm, height - not shorter than a bottle;
- Bridge should be as creative as possible, be stable and aesthetic;

The bridge can only be built in one of the three venues where groups work.

Teams can communicate:

 Send letters - each team is required to send at least 6 letters (workshop leader works as a postal worker, letters can only be posted through them);

 During the meetings - one representative of each team will have the opportunity to meet in the preparatory meeting. The meeting has to take place in the venue where the bridge will be built. The meeting duration - 3 minutes. The participants are not allowed to bring parts of the bridge or a model to the meetings.

There are 50 minutes given for planning and preparation (including preparatory meetings). An additional 5 minutes are given for connecting the three parts of the bridge and finalizing the construction of the bridge.

Method	<b>X and Y cooperation task</b>
Objectives	To introduce participants to cooperation topic To discuss the importance of agreements.
Group Size	12–30 people.
Required Equipment	Pens, paper, printed stickers and task sheet.
Duration	20–45 minutes.
Workshop process	<ol style="list-style-type: none"> <li>1. The participants are split into 4 groups, Each group has the same number of group members;</li> <li>2. The participants receive instruction sheets. Each group has to read the instructions carefully. The presenter devotes time to thoroughly explain the task;</li> <li>3. Each group has to decide what to choose for each stage - X or Y. The score depends on the choice of each group;</li> <li>4. Groups have to decide what to select X or Y. Complete 2 -3 rounds so that participants have a better grasp of the scoring system. Each group has to count their own points. The workshop host counts scores of each group separately, however, does not reveal them till the end of the task;</li> <li>5. Conduct a 2-minute meeting where one representative of each group should meet with other groups in order to decide cooperation strategy. Representatives return to their groups and relate the decisions that took place in the meetings;</li> <li>6. Additional 2-3 rounds are played;</li> <li>7. Then repeat point 5.</li> </ol> <p><b>Task solution:</b> If all groups write the Y, you can score the most, because only when all groups select Y the total score is greater than 0. The main idea of the task - the groups start to compete with each other in order to get a higher score. The overall benefit of cooperation is often ignored and agreements tend to be broken.</p>
Comment	In order to provoke the participants, the leader can increase the round number after the results of 3 rounds and making public that 4 round is special. The results of the 4th round will be multiplied by 10. If there are participants who have experience of this task before they are asked to become observers.
Reflection Questions	<p>How did you feel after the task?</p> <p>Was it easy to cooperate?</p> <p>Was it easy to reach a common group decision? Reach agreements during meetings?</p> <p>Was it easy to follow agreements?</p> <p>Did you cheat?</p>
What's next?	<p>After this task you can introduce the participants to the theoretical aspects of cross-sectorial cooperation, and identify the main obstacles to effective cooperation.</p> <p>Possibly, discuss the importance of agreements.</p>

# Worksheets for participants



## Rules:

1. Objective: You have to earn as much as possible
2. You are working in 4 groups.
3. The game will last from 8 to 12 rounds.
4. Groups have to make a decision for each round and write it down on a post it. Pass the post it to the trainers.
5. Your choice has to be either X or Y.
6. Each group can win or lose at the end of each round.
7. After each round the results are calculated. The results depend on the choices of all 4 groups as presented in the table below.

### Score table

4 groups decision, possible options	Score table	
	X	Y
4X	-10	
3X+1Y	+10	-30
2X+2Y	+20	-20
1X+3Y	+30	-10
4Y		+10

8. After some of the rounds you receive **additional information**. The additional information doesn't have any impact for the structure of the game, but will have an impact on the score.

Each group has to make note of their score balance after each round (how much you gained or lost). This will help to see the final result at the end of the game.

## Presentation skill development

1. Public Speech
2. Power Map

Method	<b>Public Speech</b>
Objectives	<p>To identify the steps of preparation and presentation plan.</p> <p>To build confidence in the presentation skills.</p> <p>To learn public speaking.</p>
Group Size	6–10 people. Participants work in a group
Required Equipment	Paper sheets and pens.
Duration	120 minutes.
Workshop process	<p>Participants are assigned roles – 1 presenter, 2 observers and 3 representatives of institutions or partners. If there is an excess number of participants, then the number of observers and representatives/partners can be increased.</p> <p>Groups select a topic or an issue on which they will prepare for the debate. Give at least 30 minutes for the presenters to learn about the issue, create a presentation plan and deliver presentation.</p> <p>After the roles are assigned, the preparation for presenting begins. Representatives of institutions or partners come up with questions they will be asking the presenter.</p> <p>Simulation starts after preparation, which can last for 10-30 minutes. Presenter begins to deliver their presentation, and discussion about the idea takes place. Observers cannot take part in the discussion. Reflection starts after discussion.</p>
Comments	<p>Participants should be divided in such a way that when the task is being repeated, each person should have tried all the roles. If there is a time constraint, we would suggest that the presenter's role be assigned to someone who in real life conditions would not present their own ideas to other persons or institutions.</p> <p>Representatives of institutions or partners should not be aware of the presented idea, or at least not be very familiar with it; however, they should be aware to some extent about the context of implementation (eg. if the purpose of the proposed idea is to increase funding from the municipal budget for youth organizations, the representatives of institutions should have some understanding of the principles of municipal activities and opportunities).</p>

<p>Reflection Questions</p>	<p><b>Questions for everyone:</b></p> <ul style="list-style-type: none"> <li>• How do you feel after the task?</li> <li>• Were you well prepared to answer the questions?</li> <li>• What have you learned /understood?</li> </ul> <p><b>Questions for presenter:</b></p> <ul style="list-style-type: none"> <li>• How do you feel after presenting the idea?</li> <li>• What needs to be changed/ improved?</li> <li>• Were you well prepared to answer the questions?</li> </ul> <p><b>Questions for representatives of institutions and partners:</b></p> <ul style="list-style-type: none"> <li>• Was it easy to understand the idea?</li> <li>• Was it easy to come up with questions?</li> <li>• Were you well prepared to answer the questions?</li> </ul> <p><b>Questions for observers:</b></p> <ul style="list-style-type: none"> <li>• Can you reveal several positive aspects about the presenter that you have noticed? What did they do well? Was there a clear logic and structure in their presentation?</li> <li>• How could the presenter improve their presentation?</li> </ul>
<p>What's next?</p>	<p>After this task you can continue to improve the presentation of ideas, review the idea representation plan and adjust it according to the suggestions that have been made.</p>

Method	<b>Power Map</b>
Objectives	Name the groups of interest, organizations, and institutions that can support various interests or oppose them. Enhance the analytical skills of the participants.
Group Size	Several groups of 4–6 people
Required Equipment	Flipchart paper, coloured paper, scissors, magazines, glue, sticky tape and drawing tools
Duration	45–60 minutes.
Workshop process	<p>This method should be the second task used to analyse a specific topic.</p> <p>Groups receive the required materials. Each group should have their own materials, paper sheets and pens, markers.</p> <p>In their groups, participants have to create maps, which would portray various actors, who would support their ideas and help to solve their issue. Also, they have to picture those who could be opposed to their ideas. How these actors are linked together, and which external people and actions might affect the people pictured in the power map, should also be included. Discuss what you could offer to the actors supporting your ideas. Which people take a neutral stance on your issue? What needs to be done in order to appeal to them and to receive their support?</p> <p>On the middle of the Flipchart paper, a symbol is attached, which represents your topic, questions or issue. Around this symbol place all the mentioned actors, their arguments and motives.</p> <p>The activity is completed by highlighting the steps you need to take in order to incorporate people with power, appeal to the neutral audience, and avoid the opposition.</p>
Reflection Questions	<p>Was it easy to analyse power relations?</p> <p>Why did you choose those persons or organizations that will support your objective or help in solving the issue?</p> <p>Who are your potential opponents?</p>
Comments	We recommend using this method after problem analysis. This method is suitable as an intermediate task after the situation analysis, when you need to devote additional time to investigate a topic and gather information which can be used while preparing the action plan or solution plan.



# IX. CONCLUSIONS AND RECOMMEN- DATIONS





# Conclusions and recommendations

Youth policy is, by definition, cross-sectorial (horizontal public policy) and it is a good systemic example of how the cross-sectorial policy should be implemented. Cross-sectorial cooperation, structures of cooperation, and youth policy principles, are legally defined in a majority of countries in Europe, however, it is not always sufficient. Many challenges prevent effective cooperation from emerging.

Cross-sectorial cooperation is effective when different agencies, their experts, and young people and their representatives work together. Agencies often do not realize that cooperation is an effective way of achieving their objectives. Awareness of the wider context is the core competence of the specialist, which helps to create an added value.

Rigid subordination is a common feature of the public sector, it originates from the hierarchical structure and strictly regulated procedures. Meanwhile, the NGOs have a less hierarchical structure and more flexible working methods. Hence these different organizational cultures find it difficult to cooperate. Therefore, the human factor - the willingness to cooperate is especially important to ensure effective cooperation. Other essential requirements for the development of effective cross-sectorial cooperation are the personal and social competencies of individuals involved in cooperation processes, and their understanding of the added value and the broader context that cooperation has to offer.

In order to assess the efficiency of measures, it is important to collect information on how successful the agencies were in implementation of the projects/ ideas devoted to work with youth. This would allow all parties to not only assess what has been done, but it will be a great tool to share experiences and learn about each other. There are effective measurements: for example, an annual report on investment and effort; or an annual youth conference in the Parliament or the municipality.

High turnover of both young people and representatives of institutions is a challenge faced in long-term cooperation. Therefore, it is essential to ensure that the experiences and best practices can be transferred.



## Finally, we want to ask the question: Have you tried using these tools?

- Have you tried to develop common visions, set common aims and created common plans with other organizations and agencies? Did you organize networking events?
- Do you have a publication that contains all the information about the opportunities offered to young people in your municipality or city?
- Do you share best practices with other organizations and agencies?
- Have you participated in events organized by other organizations or agencies?
- Have you signed a co-operation agreement with other organizations or agencies?
- Do you have information-sharing channels that enable you to share and receive important information related to youth, youth organizations and institutions?
- Do you organize events on a regular basis where the actors involved in youth work can share information, experiences and challenges?
- Do you organize and participate in joint educational events on topics such as youth policy and cross-sectorial cooperation together with representatives of organizations or institutions and young people?
- Do you know the locations of the nearest youth information centre, employment centre, open youth centre and other youth friendly spaces?
- Have you ever engaged with people responsible for youth issues or cooperation in the Municipality?
- Have you ever engaged with people responsible for Pupil / Student Self- governance, Youth Workers, Specialists working on Child and Youth Rights, Youth ombudsmen, etc.?



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- Can you name at least 6 youth organizations in your Municipality? What is their field of work?
- Do you know the members of the youth council in your municipality?
- Maybe you can organize a non-formal meeting with people who deal with youth issues in your municipality?
- Would NGO representatives and young people join in a lunch with a politician?
- Do you participate in your town, district, or community meetings?
- Have you worked as a volunteer in a festival, social project or in a public event?
- Does your municipality organize an annual youth policy conference?
- Have you ever organized / participated in a Youth Council meeting?
- Did you organize a presentation of a project before the Municipality's Council meeting?

You can add your proposals....

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# #ParticipationMatters



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