APY
Armenian Progressive Youth

HANDBOOK
OF YOUTH PARTICIPATION
AND YOUTH INCLUSION IN THE
EASTERN PARTNERSHIP COUNTRIES

**EVERYONE
MATTERS**

Handbook of Youth Participation and Youth Inclusion in the Eastern Partnership Countries

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"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has."

● **Margaret Mead**

Introduction

This handbook has been created in frames of the 2-year project "Everyone Matters! Development of Inclusive and Participatory Youth Work Practices in the Eastern Partnership countries".

After two years and seven successful activities, it has been necessary to show everyone the outcomes and benefits of the project for the participants and for the civil societies around the Eastern Partnership states. This handbook includes a comprehensive assessment of the situation of youth work in Eastern Partnership countries with a focus on marginalized youth, specifically in rural and deprived urban areas of the region. It includes methods, resources, information and ABC of participation and inclusion in order to support youth workers in their daily work.

The Handbook also collects and capitalizes the experiences and testimonies of project participant organisations and participating youth workers. It includes the working methodologies, new tools and recommendations that were developed during the project "Everyone Matters! Development of Inclusive and Participatory Youth Work Practices in Eastern Partnership countries".

We have created this handbook in order to inform and provide insight on issues and approaches in relation to youth participation and youth inclusion in Eastern Partnership countries. We also wanted to create a methodological source and guidelines for incorporation of inclusive, needs-based and participatory approaches into the activities for the community development. We hope that this handbook will serve as a recourse for youth trainers and youth workers as well as authorities working with marginalized youth. We have tried to highlight the importance of inclusion and youth participation for the development of rural communities in the Eastern Partnership countries. We want to challenge readers in their assumptions and inspire action.

All of these has been done with one aim: to contribute to policy by stimulating discussion and recommendations in order to promote youth participation and inclusion in the Eastern Partnership countries.

This publication has been mainly created for youth work practitioners and other professionals with responsibility for young people's non-formal learning. We also encourage youth workers, educators, policy influencers, decision-makers, researchers, youth and community workers to read, to get inspired and to act!

Chapter 1: Everyone Matters

○ From idea to project

"Everyone Matters! Development of Inclusive and Participatory Youth Work Practices in the Eastern Partnership countries" has been a two-year project implemented from 2017 to 2019 with the support of the Erasmus+ programme of the European Union.

The project has been coordinated by the Armenian Progressive Youth NGO (Armenia) in partnership with the following organizations:

- CDC - Creative Development Center (Georgia)
- Fundația pentru Dezvoltare / Foundation for Advancement (Moldova)
- Інститут Суспільних Ініціатив / Society Initiatives Institute (Ukraine)
- TeachSurfing (Germany)
- AEGEE / European Students' Forum (Belgium)
- Föreningen Framtidståget (Sweden)

This project has been developed after several meetings and discussions between the partner organisations during different common projects under Erasmus+ program as well as meetings during the Eastern Partnership Youth Conference and other several events. This discussion led the partners to other several online meetings where the final idea and the project concept were developed.

Young people all over the Eastern Partnership countries as well as the European Union face scarcity of equal opportunities of engagement, dropping out of many forms of participation and activism, including participation at local, national or international levels, academic programs and education, mobility projects, youth exchanges, seminars, volunteering programs under Erasmus+ program and other forms of youth activism.

Particularly in Armenia, Georgia, Moldova and Ukraine youth is often unable to join decision-making processes on youth issues at a local level. There are no efficient youth consultative bodies or youth councils in the municipalities and no proper procedures and culture to approach youth when youth issues

are being dealt with. This is also coupled with limited access to information and not sufficient language skills.

This project aimed to empower youth organisations, youth workers, trainers and educators to develop inclusion and diversity orientation in their work with rural and underprivileged young people and build their competence in addressing the needs of marginalized youth.

The project had 6 main objectives:

1. To develop youth work support systems and tools that will help youth organisations to incorporate inclusion and diversity orientation into their working environment, thus, making their work with marginalized youth and young people from rural and deprived urban areas more successful and inclusive;

2. To promote participation and inclusion of marginalized youth and disadvantaged young people in the European programs in the fields of Education, Training and Youth;

3. To develop a handbook that will introduce key theoretical aspects, the glossary of inclusion and participation as well as the practical tools, methods and instruments that can help organisations and individuals involved in youth work who seek to work with marginalized youth in their communities;

4. To develop training and educational activities and tools on inclusion and participation trying them out during the activities of the project;

5. To build mutually beneficial relationships and links with already existing groups of young people, youth initiatives, youth organisations, youth workers and projects;

6. To design and implement Civil Society Fellowships and provide the Fellows and the hosting communities with an opportunity of knowledge and culture exchange.

In order to address those 6 objectives, the partners have designed 7 different activities in different locations:

ACTIVITY 1
Preparatory Meeting of the Consortium Partners (Ukraine)

The project has kicked off with a preparatory meeting in Ukraine with the representative coordinators per each organisation involved in the Consortium (see the details in the chapter "Consortium"). The Preparatory Meeting in Ukraine has been organised in order to plan all stages of the project and agree on the specific division of responsibilities between the partners. At the same time during the 2-day meeting the participants have developed a timeline of the project activities and have included the specific needs of the participating countries and participants from rural areas into the local training curriculum.

Objectives of the Activity:
- To plan all the main stages of Capacity Building Project and agree on the specific and final division of the responsibilities between partners;
- To develop a timeline of the projects activities and make sure that the needs of the participating promoters, youth workers and other relevant stakeholders are reflected in the entire project;
- To set up the main mid-term and final evaluation methods as well as develop the quality monitoring plan.

ACTIVITY 2
Training Course on Diversity and Inclusion for Youth Workers (Armenia)

After the successful implementation of the Activity 1 in Ukraine, 35 youth workers, youth trainers, educators and facilitators from the member organisations of the Consortium tried to find new ways to incorporate inclusion and diversity-awareness in their work, making sure it exists both in the trainings, projects and initiatives of their respective organisations.

The project had clearly identified concrete learning outcomes:

-Self-reflection: participants were encouraged to reflect on these questions: What are my concepts and beliefs about diversity? How do I act when I want to get what I want and I face a barrier? How do I act in conflicts and what are my habitual ways to try to resolve them? Does it work? If not, what new approaches can I try?

-Refraining from Stigmatization: Participants developed an understanding that the role of the youth worker and trainer is not self-realization but working for youth. In this role, they learnt not to force the group to share their opinion unless it helped the group reach their goal. They learnt to be careful not to jeopardize their high values and basic principles that they established intheir work, such as: non-discrimination, transparency, and participation.

-Refraining from Making Assumptions: Participants learnt to refrain from assumptions such as, for example, talking with disabled participants by using a "mild" voice, giving them privileges where there is no need to, referring to a Muslim woman wearing a veil as being repressed or passive, seeing an atheist as having no moral standards or referring to a person who did not grow up in a family with two parents as having unhappy childhood.

-Strengthening the perspectives of minorities: Participants learnt to encourage marginalized participants for their opinions, encouraging them and making voices of minorities heard. Introducing a way of making decisions other than public speech – such as anonymous voting cards, sticker dots. Taking the role of the implicit speaker for the quiet ones working out a compromising decision. Describing the process without using names and judgmental language.

-Using precise language: Each language has its own rules and every country has a certain way of dealing with gender-neutral and diversity-oriented words. Participants increased the use of gender-neutral or diversity-oriented language.

Preparation of Participants:
1. Participants have been asked by trainers to make a research about youth participation, inclusion and diversity issues in their home countries. On the other hand, they were instructed to find some good practices and experiences in order to share with other participants during the training.
2. Participants have been requested by the trainers to prepare short presentation about the organisation they come from and the activities they implement in the field of youth participation, diversity, anti-discrimination and inclusion. This has been an important part of the preparation as one of the aims of the entire project was to improve connections between organisations.

Objectives of the Activity:

- To empower 35 youth workers, trainers and educators to develop diversity orientation in their work with young people and build their competence in diversity management;
- To prepare youth workers to work with marginalized youth in their communities;
- To support youth workers in incorporation of diversity into their working environment, thus, making their work more successful and inclusive;
- To introduce key theoretical aspects, a glossary as well as practical tools, methods and instruments to the youth workers who seek to work with marginalized youth in their communities;
- To develop training and educational activities and tools on inclusion and diversity trying them out in the group of participants in order to use the tools back home.

ACTIVITY 3
Capacity Building Workshop on Rural Youth Empowerment (Armenia)

For the Activity 3, 35 coordinators, trainers, facilitators, educators, youth workers and youth leaders involved in the Consortium have undergone a Workshop on how to effectively work with marginalized young people based in rural communities and deprived urban areas of Armenia, Georgia, Moldova and Ukraine.

Objectives of the Activity:

- To conduct a seminar on Rural Youth Empowerment, youth participation, employability, mobility opportunities, civic engagement, non-formal education and soft skills;
- To empower youth workers, coordinators and educators to improve their work in rural and deprived urban areas in Armenia, Georgia, Moldova and Ukraine through series of workshops and awareness raising activities;
- To encourage participants to become more self-confident, active in

the community and more aware of the EU programs in the fields of education and training that can be used in their work;

- To learn how to outreach and engage young people based in rural and deprived urban areas into the programs and projects of the EU.

ACTIVITY 4
Conference on Youth Inclusion and Youth Participation in EaP (Georgia)

During phase 4, 50 participants have attended a 3 day multi-stakeholder cross-sectoral conference in Georgia. Among the participants, there were:

- Representatives of Youth and Education Ministries from the Eastern Partnership region;
- Representatives of youth NGOs in the Eastern Partnership (Armenia, Georgia, Moldova, Ukraine) and the EU (Germany, Belgium and Sweden);
- Coordinators from each organisation involved in the Consortium;
- Young people from rural and deprived urban communities.

Participants were selected based on an open call. This conference intended to provide a platform for local and international stakeholders, professionals, youth workers and young people to share and discuss the issues of youth participation and youth inclusion.

During the conference, the participants had a chance to take part in the following sessions and activities:

- Panel Discussion on State of youth participation and youth inclusion in the Eastern Partnership & the EU countries;
- Panel Discussion on Best practices of Mainstreaming Youth Inclusion and Youth Participation in the EaP and the EU countries;
- Working Group on Challenges of Youth Participation and Youth Inclusion in the EaP and the EU countries;
- Working Group on Opportunities of Youth Participation and Youth Inclusion in the EaP and the EU countries;
- Working Group on Recommendations on promoting Youth Participation and Youth Inclusion in the EaP countries and the EU;

- Field Trips.

Objectives of the Activity:
- To create a space of exchange and dialogue on Youth Inclusion and participation of marginalized youth between different stakeholders, such as authorities at local and national levels, youth policy responsibles, policy makers, experts, NGO representatives, young people and youth workers;
- To compare the existing situations of Youth participation in the EU and the Eastern Partnership countries, share research from different national contexts and offer a comparative perspective;
- To showcase best practices, support structures that develop methods and strategies that specifically encourage participation of marginalized and vulnerable youth;
- To develop recommendations on Youth Inclusion and Youth Participation addressing local and national authorities responsible for youth, national governments and the EU.

ACTIVITY 5
Development of a handbook on Youth Inclusion and Youth Participation in the EaP

This Handbook on Youth Inclusion and Youth Participation in the Eastern Partnership countries is the main intellectual output of the project. The Handbook capitalizes the experiences the promoter organisations have collected during the project and testimonies of the involved stakeholders. It also includes the working methodologies, new tools and recommendations that were developed during the Training Course, the Seminar and the conference. The handbook includes a comprehensive assessment of the situation of youth work in rural and deprived urban areas based on the research.

Youth workers, youth trainers, young professionals in non-formal education and youth field are directly targeted by the Handbook as they will be consumers of the Handbook, multiplying the project results by using the methods and content of the Handbook. It will offer a new perspective over the old-fashioned methods of delivering non-formal education activities.

Objectives of the Activity:

- To create a methodological source and guidelines for incorporation of inclusive, needs-based and participatory approaches into the activities for the community development;
- To prepare and consult the handbook through the presentation of the primary content of the handbook to relevant stakeholders, testing and collecting feedback;
- To publish a recourse that will serve youth trainers and youth workers as well as authorities working with marginalized youth and rural youth;
- To target youth policy stakeholders and provide concrete recommendations of youth policy development connected to the inclusion and participation of marginalized youth and to highlight the importance of inclusion and youth participation for the development of rural communities.

ACTIVITY 6
Civil Society Fellowships (Germany, Belgium and Sweden)

During the 6th phase of the project, 16 young people from Armenia, Georgia, Moldova and Ukraine had a chance to spend a 1-week Fellowship in one of the organisations based in Germany, Belgium or Sweden. The matching process has been properly organised by the members of the Consortium in order to make sure the Fellowship fits the expectations and needs of the Fellows. Each Fellow has been engaged in the daily operations of the organisations and has supported them in their work. As a result of each Fellowship, the Fellow has been asked to compile a report.

The Fellowship has been conducted based on the Methodology that is suggested by the German partner of the Consortium. The method is called "Teach-Surfing" which means the Fellow spends the week not only in the organisation but also in one of marginalized or disadvantaged communities (e.g. a foster care center, an orphanage, a rural school, etc.) teaching one or another skill that they possess. This can be any soft skill that is needed in the host community.

- 4 young leaders from Armenia and 2 young leaders from Ukraine have spent one week working with the German partner TeachSurfing.
- 2 young leaders from Ukraine and 4 young leaders from Georgia spent one week with AEGEE-Europe based in Belgium.

- 4 young leaders from Moldova have done a one-week Fellowship in Föreningen Framtidståget based in Sweden.

ACTIVITY 7
Evaluation Meeting (Moldova)

The evaluation meeting of the "Everyone Matters!" took place in Chisinau, Moldova with 14 participants from the 7-member organisations of the Consortium. During a four-day event, the participating organisations focused on the following activities:

- Presentation of the results of the "Everyone Matters" project;
- Evaluation of the Training Course, Capacity Building Workshops in Armenia & Civil Society Fellowships;
- Evaluation of the Conference on Youth Inclusion and Youth Participation in the Eastern Partnership region;
- Working on Conference Recommendations Document;
- Brainstorming, Development and Presentation of the Possible Follow up projects;
- Evaluation of Communication between partners and the Overall project Impact on organisations & Local Communities.

○ The consortium

The promoter organisations have decided to develop the project based on several studies, observations, experiences and existing needs in the communities where the organisations are based. Promoters involved in the Consortium have been working together for several years and have identified low level of participation of marginalized youth and young people based in rural or deprived urban areas as one of the main challenges in the field of youth. That was the main motivation behind the proposed multi-stage project that was tackling the issues of youth inclusion, participation of marginalized youth and young people based in rural and deprived urban areas in the Eastern Partnership Countries. The project intended to address those challenges through a 2-year project that was designed capitalizing the experiences as well as previous successful projects and best practices of 7 organisations from the Eastern Partnership (Armenia, Georgia, Moldova and Ukraine) and the European Union (Germany, Belgium and Sweden) countries.

The Consortium members truly believe that development and prosperity of any society depends on the involvement and participation of individuals, especially young people. Thus, every individual should have the same rights, opportunities and spaces to get involved and to be heard. This should be in line with equality of chances for involvement. However, everywhere in the Eastern Partnership countries and the EU Members States we face scarcity of these conditions. While in most of the EU Members States there are strategies and tools of engaging marginalized young people and young people based outside of the main administrative areas, the Eastern Partnership countries still face a lack of appropriate policies, strategies and infrastructure. Specifically, in Armenia, Georgia, Moldova and Ukraine there is a lack of youth participation structures mostly in rural and deprived urban areas and bridging those needs with the existing practices and tools in the EU was effective.

These particular challenges were selected to be addressed by the Consortium taking into account several years of their cooperation and the needs assessment. Those needs have been also reflected in several important documents that were developed with a contribution of members of the Consortium. These issues were raised and reflected in the Recommendation Paper developed during the Eastern Partnership Youth Conference in Bratislava as well as

debates during the General Assembly of the Eastern Partnership Civil Society Forum in Brussels.

The Consortium supports the findings of the Evaluation of the previous Eastern Partnership Youth Window, which clearly states that the Window failed to address the needs of rural and disadvantaged youth in the Eastern Partnership countries. Thus, better educated, more privileged young people from higher social backgrounds, and from predominantly major urban areas benefited from all the opportunities that have been created.

Additionally, Consortium partners are concerned that there are almost no studies or researches on participation of marginalized youth and youth in rural or deprived urban areas in the Eastern Partnership countries. According to one of the very few studies on youth participation conducted in the Eastern Partnership countries back in 2012, "the big part of the youth in the Eastern Partnership countries are living in rural areas where public transportation network is ill-developed. As a result youth living in remote areas cannot reach and take part in existing opportunities". With an economic crisis and dramatic developments in the Eastern Partnership countries, the picture got a lot worse. There is almost no provision or information on youth work in the rural areas. The youth leisure time activity as well as non-formal education and sports activity provisions have drastically dropped. Due to increasing poverty, regional conflicts and wide spread corruption, the national authorities responsible for youth have failed to use or improve the existing infrastructure and, most importantly, to fill it with need based and contemporary youth work methodologies.

Based on the achieved outcomes of our previous common projects and experiences in the home countries, we believe that marginalized, disadvantaged young people from rural and deprived urban areas should be reached through tools, methods and strategies that are tailored to local needs and conducted in local languages. Those were intended to be basically developed as a result of the entire project. In order to fill this gap of participation, the proposed project aimed to empower youth organisations in Armenia, Georgia, Moldova and Ukraine to become more active and engaged both on the grass-root level as well as in the international programs in addressing the challenges of marginalized youth. Through cooperation and exchange of best practices between the Eastern Partnership and EU based organisations, the members of the Consortium wanted to promote exchange of best practices and transfer of the existing

tools.

The members of the Consortium were eager to implement the project successfully and direct contacts and strong relations between the partners have surely contributed to its success.

Selected partners are experienced in the field of education and youth. They have implemented several local and international projects and most importantly, were motivated to realize this project, as the idea of the long-term project comes from their needs and corresponds to their competences and expertise. The organisations have already cooperated for many times in previous years and established successful partnership, thus, they have brought their innovation as well as complementary skills, expertise and competence into different activities within the project.

APY - Armenian Progressive Youth NGO (Armenia)

Armenian Progressive Youth NGO has been working with young people since 2007. It was founded by a group of young people and later grew into a large organisation which counts hundreds of local and international volunteers, members and followers, thousands of direct and indirect beneficiaries from Armenia and Europe. Their mission is to promote active citizenship and active participation of young people in civic life, to increase the activism of young people and contribute to the development of civil society in Armenia. The organisation believes in bringing positive changes into Armenia through the active engagement of young people. The organisation strives to bring Armenia closer to Europe and the European programs in the fields of Education and Youth closer to the young people in Armenia.

APY has implemented around 100 local, national and transnational projects. The main experience of the organisation lies within the areas of education for active citizenship, active participation and civic education. APY is championing especially for the inclusion of NEET and rural young people. The organisation

pursues several goals which are also strongly connected to the areas covered by the project. Organisation aims at:

- fostering active citizenship and youth participation by improving understanding of democratic values and principles;
- building capacities of youth and providing personal and professional growth through non-formal education and volunteering programs;
- stimulating accessibility of young people to non-formal education opportunities and enhancing transparency in youth work;
- strengthening educational and intercultural exchange between youth of Armenia and the EU.

At the heart of their efforts is boosting the potential of young people, empowering, engaging and inspiring them to succeed as citizens, entrepreneurs and change-makers. APY does it through building capacities of young people, helping to acquire knowledge and skills and providing mobility opportunities.

APY was mainly responsible to steer the general flow of the project, supporting its implementation, keeping the members of the Consortium updated and submitting mid-term and final reports. Additionally, APY was responsible for dissemination of the project results, for the impact measurement and communicating the main outcomes of the project to the local communities. Finally, APY worked to ensure the follow up of the project through designing tailor made activities for young people in rural and deprived urban areas based on the findings of the project as well as on the developed tools, working methods and the Handbook.

CDC - Creative Development Center (Georgia)

Creative Development Center has been established in February 2014, as a continuation of the work of initiative group that has implemented a number of

projects in Georgia and in the region of South Caucasus since 2009. Organisation has developed 4 main working directions which are:

- Supporting youth initiatives;
- Non-Formal education;
- Peace building and conflict management;
- Social ART in education and civic activism.

Staff of CDC has an experience in working with conflict affected people and youth from rural areas using innovative methods, such as Social ART, simulation games, Forum Theatre. They also actively use mentoring to support young people and students facing challenges of entering the labor market. Their staff represents a group of young people, who assembles different experiences in training and non-formal education. They mainly focus on trainings, which provide young people, as well as multipliers with knowledge on project management, startup management and conflict management. Their board is completed by experienced managers and trainers, who are engaged in youth work since 2008.

CFC staff and trainers have gone through number of qualification programs such as for instance:

- Council of Europe Youth Peace Ambassadors program (CDC is part of the network);
- Theodor Heuss Kolleg (Germany) mentor and Trainer preparation programs;
- Council of Europe Youth Information management program.

Creative Development Centre has an expertise in using innovative methods and ideas in education by changing standardized vision of education, still existing in post-soviet societies and by replacing it with the concept of participatory education. Part of CDC is the "Training House", which offers different types of training ensuring that diverse education is a right of each person.

For 2 years they have been part as well as initiators of different projects, implemented at local as well at regional and European levels. They have targeted more than 30 countries, and over 600 direct beneficiaries with their projects and programs and have developed partnerships with different organisations from the region of Caucasus, as well as Europe and Middle East.

Fundatia pentru Dezvoltare / Foundation for Advancement (Moldova)

Foundation for Advancement of Moldova (FAM) is a non-governmental, non-political, non-profit organisation, registered by the Ministry of Justice in 2005. Foundation for Advancement's activity is focused on promoting quality education by developing effective models of management in education with an emphasis on social dialogue and support for programs of non - formal education and lifelong learning for children, youth and adults. FAM has its expertise in promotion and improvement of quality education, both formal and non-formal and better youth services in the Republic of Moldova. In relation to the project, the organisation focuses on improving access to better educational services and developing non-formal educational programs for youth.

Foundation for Advancement of Moldova develops its activities in accordance with the following priority directions:

- Priority direction A: Promote effective education management models within educational institutions;
- Priority direction B: Capacity building for the Foundation's Advocacy actions in the field of education and youth;
- Priority direction C: Development of non-formal education programs and training for children, youth and adults.

Under the proposed priority directions, FAM develops projects focused on improving the management in educational institutions through training for managers and Administration Councils; projects focused on empowering communities to apply and use social accountability tools:

- public hearings, community cards, independent budget analyses – in the educational sector;
- projects focused on non-formal education programs for youth on different topics (soft skills camps, socioeconomic ability, participation models, multipliers and y-peer education for active citizenship);
- project supporting access to advanced technologies in education areas, with focus on use of ICT tools and STEAM approach;

- initiatives focused on the development of partnerships with local education and youth institutions and external partners;
- joint project and initiatives with relevant NGOs and stakeholders on developing lobby and advocacy activities to advocate for youth rights and participation.

Foundation for Advancement was responsible for the development of the activities and the training curriculum. It has also contributed to the content design of the Handbook. It has accurately and in output-oriented manner implemented all project activities that are relevant and under the project action plan for Moldova while trying to ensure high visibility of the project.

Інститут Суспільних Ініціатив / Society Initiatives Institute (Ukraine)

Society Initiatives Institute (Ukraine) promotes comprehensive development of citizens of Ukraine by organising and participating in the social, cultural and educational events as well as by developing and implementing projects aimed to work with the youth from rural areas and tries to fill the tremendous gap in their access to information. It is non-governmental, non-political, non-profit organisation created in 2013 by a group of enthusiasts as a long-term project which aims at the development of civil society. For this purpose, the organisation implements projects in the fields of youth empowerment, community development and human rights. The organisation is focused on supporting youth in seeking, finding, realizing and creating possibilities and opportunities for themselves and others. The organisation implements both long-term and short-term projects and events which aim to empower young people, to develop their skills, attitudes and competencies in order for them to create more successes in life.

They have implemented several successful projects which are relevant to the topic of youth participation and inclusion:

- The School of Changes - social project implemented at local schools based on non-formal education methods which aim to develop leadership, active citizenship mindset as well as improve soft skills among young people;
- Active Citizens - series of training for local communities to build their sense of initiative, cultural awareness, and project management skills;
- International Model UN, School Model of UN, Model NATO - educational simulation games, during which youth from all parts of Ukraine have the opportunity to learn about problems in different regions of the world, possible solutions, and enhance their leadership, communication and negotiation skills;
- Inclusive friendly - a project that aimed to build an inclusive environment where all people, regardless of their characteristics, have equal rights and opportunities.

One of the priorities of SII's work is to encourage the development of youth participation movement and to make society more inclusive, based on the connection between generations, social groups, and other stakeholders. And they are a part of the consortium for the reasons of making stronger cooperation with the organisations which have the same motives in the fields of youth participation and inclusion. They wanted to build a system of support and shared experience, that will help more successfully implement inclusion and diversity into the environments, that mainly concern marginalized youth and young people from rural and deprived urban areas.

The team considers that this project has had its impact on the following directions of their work:

- Ability for youth to make free choice without feeling limited to participate in society and take responsibility for their own and global developing process.
- Involving youth in the decision-making process at local, national or international levels.
- Developing youth policy document at national and regional levels.
- Availability for youth from rural areas to participate in such kind of

projects that can stimulate and motivate them.
- Absence of balance of youth NGOs and huge quantitative difference in cities and rural areas (in urban areas - critically small amounts in contrast to cities).
- A large number of youngsters become marginalized due to long chain of the reasons that include lack of support, opportunity, proper priorities at the governmental level, etc.
- Inclusion and adoption of all students (students with disabilities, mental problems, marginalized) in the educational process by the educational institutions.

TeachSurfing (Germany)

TeachSurfing has an experience in cross-sectoral cooperation as it connects free volunteer knowledge to schools, universities and non-profit organisations in Germany, Armenia and around 40 other countries. TeachSurfing is interested in promoting youth participation and inclusion through empowering and enabling them to share their knowledge. It has developed an online platform to facilitate this process.

Founded in 2015, TeachSurfing is social enterprise with a mission to enable volunteer speakers (TeachSurfers) to offer free workshops for non-profit organisations and educational institutions worldwide.

Travelers, refugees, and locals who would like to share their knowledge voluntarily are called TeachSurfers. They indicate their skills over the platform. Schools, universities, youth clubs as well as non-profit organisations working with refugees, migrants, and marginalized youth are called TeachSurfing Hosts. They indicate their learning needs. Both sides can find and contact each other, organise knowledge-sharing workshops. After a successful workshop they can report their success stories over the platform (www.teachsurfing.org).

TeachSurfing currently has over 2850 users and 245 host organisations from 151 countries. TeachSurfing mission is to introduce and promote TeachSurfer as a new role in the non-formal education & civil-society systems. The organisation activities involve:

- Connecting TeachSurfers to Host organisations with learning needs (teachsurfing.org).
- Providing training and personal coaching in the area of knowledge-transfer, workshop development, presentation.
- Creating, promoting and scaling knowledge-sharing events in different formats.

Additionally, to the online platform, TeachSurfing developed regional projects to support TeachSurfers and TeachSurfing Hosts directly in the preparation and execution of knowledge-sharing workshops. In Armenia, TeachSurfing team supported 28 travellers to prepare and offer workshops on languages, culture, career development and art for over 600 students of 15-20 years old in schools all over Armenia (armenia.teachsurfing.org).

Up to date TeachSurfing team supported 50 refugees to prepare and share their knowledge with locals in the areas of culture, language, and art with over 360 locals in Berlin. Moreover, the team supported 11 locals to share their knowledge with refugees on topics such as career development, culture, IT, business, and soft skills (germany.teachsurfing.org).

Based on their experience they developed a model "Teach-Surfing Wave" which was used in Capacity Building project and was the main model of the Civil Society Fellowships. In order to support implementation of Fellowships the Teach-Surfing Wave Model consists of 5 process steps. They started by inviting schools and NGOs in each country with learning needs (such as languages, intercultural understanding, career development and social skills) to register at Teach-Surfing online platform as Hosts and indicate their learning needs. Then, selected Fellows with matching expertise are invited to register on the platform. Once a matching Fellow is found, they support them in preparing their workshops based on their teaching materials. These teaching materials are available for the Fellows. Additionally they contribute to the entire Capacity Building project with their experience in developing informal educational programs.

AEGEE / European Students' Forum

AEGEE Europe (Belgium) is one of Europe's biggest interdisciplinary student organisations, striving for a democratic, diverse and borderless Europe. It has extensive experience in Advocacy and Policy, gathering the opinions of European students and representing them to stakeholders through campaigns, lobby actions, conferences and membership in bigger advocacy platforms. As a non-governmental, politically independent, and non-profit organisation AEGEE is open to students and young people from all faculties and disciplines. Founded in 1985 in Paris, today AEGEE has grown to a Network of 13 000 AEGEEans, present in 161 cities in 40 countries all over Europe. On the topic of youth participation AEGEE holds several long-lasting projects, such as Europe on Track, Y Vote and AEGEE Election Observation. Europe on Track is one of the flagship projects of AEGEE and aims at gathering the opinion of young people around Europe on important social issues, this year the topic was precisely "youth participation". In Y Vote, among several other initiatives, several conventions are organised around Europe on topics of relevance for the EU-Youth Strategy, their main outcome being recommendations for EU decision makers on the matter. AEGEE Election Observation, as its name indicates, organises youth-led election observation missions in countries in the EU and beyond.

On social inclusion AEGEE has also undertaken several projects, such as the ongoing GENDERS or SMASH, or also DIVE, which has just finished. While the former one is a KA2 from Erasmus+ aiming at making youth organisations more gender-friendly (through for instance guidelines on the matter), SMASH is a workplan from the European Youth Foundation aiming at creating a sustainable system to prevent and tackle the problem of sexual harassment in (youth) organisations. Finally, DIVE was another KA2 that aimed at making volunteering more accessible and attractive for a diverse group of young people, by sharing good practices among youth organisations. AEGEE decided to join the consortium due to our targets and opinions towards

youth-led dialogues and the empowerment of students and young people in Europe to take an active role in society. Moreover, they strive for an inclusive society that respects different opinions and forms of life. They think that such an initiative, including people from very diverse societies with various backgrounds, is helping to create a ground for a fruitful dialogue.

Besides that, according to the AEGEE team, it is very important to work on the topic together in an alliance with other organisations, to reach out to different groups, exchange experiences and knowledge, make young people interact and experience the term intercultural exchange first hand and learn how to more efficiently take part in sustaining or improving a functioning society.

For them, the project is essential due to the activation of participants who took part in the project from their side. They managed to become active contributors within their environment (especially in the EaP) and broaden their knowledge and skills on how to do it.

AEGEE as an organisation took many benefits from inclusive approaches within the projects, new contacts to work with on youth participation in the EaP and to raise their voice even more.

AEGEE is sure, that the visit of the fellows from Georgia in Brussels helped them to experience a new field of interest they might work on in the future. Due to their position in Brussels, they are very keen to provide a place for other youth activists to get to know the often so-called centre of Europe and its institutions and takeaways. Moreover, AEGEE appreciates the project part related to marginalized groups and trainings in Yerevan. Many of the participants stressed the experience they made during the World Cafe, an activity where you get to know different personalities with different experiences and perspectives towards life and their environment. It was fruitful and is definitely a method they intend to use again.

Föreningen Framtidståget (Sweden)

Föreningen Framtidståget (Sweden) deals mainly with professional cog-

nitive treatment work, providing psychological help to people with social problems, marginalized youth, victims of violence and refugees. They organise local and international social integration projects targeting marginalized and underprivileged youth.

Translating from Swedish, Framtidståget means the Train of Future. It is a non-profit, non-governmental organisation, aiming to give people a second or even a third chance. Their philosophy is accepting all people without conditions and prejudgments about their socio-economic, ethnic, cultural and religious background, as well as emphasizing the idea of democratic, tolerant and integrated society.

Having in mind this philosophy, they have 2 branches of activities: the professional one and the humanitarian ideal one. They deal with professional cognitive treatment work, providing psychological help to people with social problems – alcohol and drug addiction, violence in family, discrimination in society etc. In the framework of ideal, non-profit work they organise various social, humanitarian, integration projects, as well as provide lectures about democratic principles, recommendations on how to start own organisation or association. Youth is their main target group.

In their professional branch their work as therapists encountering youngsters and their families in their everyday life, helping them to develop, to make the relationship in the family better and to adapt to the society around - this work includes youth treatment, family treatment, placements in foster houses, alcohol and drug treatment and social work.

In their humanitarian work they organise various leisure activities for their clients and members. Framtidståget has always helped young people with their self-establishment and has always contributed to the social integration of vulnerable social groups. They have organised many local and international youth and integration projects, e.g. those within Youth in Action and Erasmus+ programme.

After years of working with kids with fewer opportunities, Föreningen Framtidståget developed many skills and techniques which it transfered to the Eastern Partnership countries involved in this Capacity Building project. One of those practices and tools is the concept of contact person. Thanks to a close cooperation with social services in Sweden, they know that the contact persons are very much demanded in social work, but the offered education in this

direction almost does not exist. That is why they have created their own course for contact persons, led by their experienced lectors. Some of their trainers were involved in the Training Course in Armenia. They have contributed to similar training already in Belarus and in Morocco, and their organisation is eager to expand this concept in more countries of the Eastern Partnership region.

○ People of "Everyone Matters"

The most valuable part of the project is the people. People of "Everyone Matters" have united their expertise, their knowledge and skills, their networks and their communities to bring change. Each of these people has joined the project to make a difference, to contribute to a better, more inclusive and participatory society for themselves and for others.

Some of them have important stories to tell, worth listening to and learning from.

Kristina Cernei
Fundatia Pentru Dezvoltare, Moldova

"Everyone Matters is a project that stirred my world and has had its impact ever since. The project was initially thought of as an opportunity, for us teachers to find ways of integrating students in volunteering and participation in projects focused on inclusion and diversity. Nowadays, the youth from the Republic of Moldova are more and more concerned about the ways their individuality is treated by the system. They want to make a change, and they make it by participating in a variety of projects and NGOs, that promote awareness of inclusion and diversity. The foundation from the Republic of Moldova, Fundația Pentru Dezvoltare, is mainly focused on creating favorable learning environments for students, but it is an organisation that promotes values which make people more aware of social inclusion.

The fact that the Republic of Moldova is so focused on making the youth an active layer of the society, makes us realize the impact of the European Union politics of creating opportunities for everyone to be successful and acknowledge the importance of diversity.

The experience that we got from the project has had a great impact on me as a teacher and as a person. Firstly, the organisers, the Armenian Progressive Youth NGO, have chosen amazing experts who made our experience unforgettable. The workshops were organised in a very interactive way, the participants who were selected, made the experience memorable. We had the chance to feel what it means when one does not matter, and we learnt new ways of teaching others to be more open. We had the experience of interacting with diverse cultures, which has ennsured an enriching learning environment.

Once I was back to working with youth, I have implemented a lot of the skills and knowledge that I had acquired during the project. I try every single day to make my students aware of the world's diversity. We need that particularly because the Republic of Moldova is a mono-ethnic and mono-cultural country with the common system of beliefs and values. The stereotypical and stigmatized thinking can change once the youth embrace the sense of diversity and inclusion.

The more I work, the more I realize the impact of youth on our future and the more activities I plan with the teens in my community in order to make a change. Students are encouraged to be volunteers in various organisations and work with people of different religions, beliefs and opportunities. Students are also taking part in projects focused on the ideas of diversity and inclusion. By actively participating, students can become more and more motivated to make changes.

In my opinion, "Everyone Matters!" organised by APY is one of such events that changes lives, changes cultures and makes the necessary impact on those who reach out for acceptance and awareness."

Vasyl Chornopyskyi
NGO "The Institute of non-formal education"
Ukraine, Ivano-Frankivsk region

"The development of a society begins with the acquisition of new experiences, competencies and contacts by its members. "Everyone Matters!" was an opportunity to improve our own skills and to share them with our organisations and the people who surround us. Although there has been a lot of work done with youth in our region, it is insufficient to shape a healthy civil society, political culture and quality education. For greater engagement, it is critical to change the value-based approaches to the participation in country-building. This is possible through the usage of new, progressive methods of working with young people, by providing them with travel and learning opportunities and by creating more and better online platforms and offline hubs with a constructive context.

The sustainability and the ability to change are two important benefits that we can take from the EU countries. They have an ability to improve all the policies and practices without losing the benefits and the gains of the old systems. It is important to understand that while the EU countries are already updating their systems, we are only building it. And while the EU countries are more open to new approaches and experiments, the EaP countries are more conservative, which hinders the implementation of any new ideas. I think that experiments, even unsuccessful ones, are better than their absence. For example, after an unsuccessful experiment, we have lessons learnt and we know what we should avoid. But in case the attempt turns out successful, it is, undoubtedly, a big step ahead. During "Everyone Matters!" I have found a clearer understanding of what inclusion is and how to involve young people in the process of civil society development in the country. The great diversity of representatives from different countries has provided an opportunity to have a more objective assessment, analysis, reflections and comparisons of the status quo. Participation in this project has become another impetus for action.

Now our NGO "The Institute of non-formal education" is already implementing projects on youth participation and we have new ideas, which we plan to carry out locally and internationally."

Jose Carlos Mayorga
Guatemala, living in Berlin since 2010

"I am 39 years old and I have a degree in Business Administration. In my country of origin, I was leading an organisation of local development, working with poor indigenous communities to avoid poverty through the implementation of small projects in the field of local development and microfinance from 2004 to 2009.

In 2010, my family and I decided to move to Germany and since then I have been working and volunteering for different organisations, most of them migrant organisations. At the moment, I work part-time for a Roma and Sinti Youth organisation and work as a consultant in the fields of project management and social entrepreneurship with artists, artisans and activists. I also volunteer for a project with refugees in Berlin where together with government and non-governmental organisations we try to support their integration process through a volunteer program.

I initially wanted to participate in the project "Everyone Matters" because I wanted to learn new methods to empower marginalized youth, how to conduct seminars to encourage participants to become more self-confident and generally to get more information and achieve more knowledge to improve my local work here in Berlin. I was very happy and honored to have had the opportunity to go to Yerevan to share my experience in the field of social entrepreneurship in the project, but also with the beautiful people from "Centro Hispano", a cultural and educational NGO in Yerevan.

I think the state of the youth participation here in Berlin is much better than in Guatemala, but there is still a lot of work to do, for example: be more included in the political work, especially on topics of their own interest like education and work. Back in Guatemala it would be my dream to help to create spaces of

inclusion for youth participants in the politics, education, etc.

For me, the biggest added value of the project was the opportunity to meet people from the EaP where I had never been before and learn about their work and experiences with marginalized youth in their countries. It was a very unique and important experience for my personal and professional life in a beautiful and comfortable way of sharing. At this moment, I am together with other artists and activists in the process of founding the organisation "ARTivist e.V." which is an NGO that pursues to support young artists, activists and anyone else with or without a migration background to help their creative ideas or projects to come true. I am always very happy to share my experiences and interested to learn more about the topics of migration, bicultural relationships, identity and discrimination.

Thanks again to everyone involved for the great opportunity to be part of EVERYONE MATTERS! especially to APY and TeachSurfing."

Timon Mario Aydin Turban
AEGEE-Europe, Germany

"I participated in the project since I wanted to contribute when it comes to promoting a multicultural lifestyle and minority groups. I was involved in the last part of the project where we spoke about the assessment and the evaluation of the project. We have certain aspects of minority involvement in Germany I am familiar with, but also in Georgia or Armenia many things in this direction happen.

I would say in Germany quite a lot towards Youth participation and inclusion has been done. I was working for IjAB - the International Federation of Youth Service in Germany - and we had several projects which were financed by the Federal Republic of Germany with the purpose of bringing the voice of the youth to decision makers and to include minorities. Moreover, Sorbic and Danish are recognized as official languages in Germany which is for me one of the factors for a healthy inclusion of ethnic minorities. I would like to do even more in this direction and start to teach these local languages and cultures in school

in the respective regions of the country.

In my opinion, the most important thing is the respect towards other religions such as Muslims in Armenia or Georgia and the promotion of different ethnic groups. Armenia can do much more about its rich culture of Assyrians and Syrians coming there and in Georgia Turks and Sinti/Roma. In this context the EaP countries can learn more from countries like Germany or the Netherlands.

For me the most added value was the education of young people in the context of minorities, also as ambassadors and multipliers. For instance, in the training in Armenia we had two participants from our project (AEGEE Eastern Partnership Project) who were able to give their workshops to other people in other projects as well. I personally only provided the space to do so.

I would love to come up with a follow-up project of the Everyone Matters edition. If someone is interested to work on it I would love to help."

○ Outcomes & Benefits

After the 2-year project and seven activities, the 4 partners from the Eastern Partnership Countries (Armenia, Georgia, Moldova and Ukraine) will undertake a series of follow-up activities. These activities, on the one hand, will be nurtured from the experience of those 7 activities and from the expertise of these organisations. On the other hand, they intend to extend the results of the project and provide maximum outreach for the organisations, that would take the torch and continue their missions locally.

The four follow up activities are the following:

Activity 1
Work with rural youth at the local level in Armenia, Georgia, Moldova and Ukraine

The partners will launch local activities with the young people based in rural communities of Armenia, Georgia, Moldova and Ukraine. The work will include meetings with at least 10 stakeholders who already work in the communities, 5 workshops in 5 different communities that will gather 25 young people each involving neighbouring villages and deprived urban areas, 5 meetings with youth workers and youth leaders in rural communities that will gather 10 peo-

ple each. Through the trainings with youth we will raise their awareness on youth participation, mobility opportunities, civic engagement and non-formal education and most importantly build their capacity in using this knowledge. Program and curriculum for each country will be tailor-made according to the needs of particular groups. Each workshop and training meeting will last from 2 to 3 days and will be very intensive. The meetings will be conducted in national languages.

Activity 2
Evaluation and testing of the Handbook in the Eastern Partnership Countries

The evaluation of this handbook will be done through the presentation of the primary content of the handbook to relevant stakeholders, testing and collecting feedback from them. The handbook will be presented to the wider public at several large-scale youth events.

Activity 3
Mainstreaming of the project findings and Advocacy

The National level duty holders will be further engaged in the consultations and will receive concrete recommendations of youth policy development connected to the inclusion and participation of youth from rural areas and the importance of inclusion and participation for the development of rural communities. The state authorities will be encouraged to put specific efforts in regional and rural youth policy development and implementation. The partners will envisage meetings at the state organisations, institutions and bodies responsible for youth and education in Armenia, Moldova, Georgia and Ukraine as well as at the EU Institutions and Council of Europe.

Activity 4
Further dissemination and exploitation of project results

Further dissemination and exploitation of project results will happen after the project is over and will be constantly carried out. The dissemination of the results will be designed for young people aged from 18 to 30. The main and biggest target group for the dissemination and publicity can be considered youth from high schools, colleges, universities, volunteer centres, youth-led

organisations and associations.

Briefly, as a result of this project:

- New youth workers have been trained who will help the partner organisations to empower youth and youth organisations in all the participating countries.
- A lot of marginalized youth has got support, opportunity to go out of the shell and fulfill their needs addressing development and activation in the civil society sector.
- The participants have developed and expanded their competencies in the area of youth work, youth inclusion and non-formal education.
- Follow-up activities have been designed in order to keep the active work and collaboration in the field of youth work.
- Close partnerships have been established between organisations in the fields of Education, Training and Youth.

○ **Gallery**

Chapter 2: Youth Participation & Youth Inclusion

○ What do Participation & Inclusion mean?

The issue of youth inclusion and participation has always been at the very core of any European policy and reform. Young people have been a stimulus for the ongoing political processes in Europe creating the necessary foundation for the formation of self-regulated and self-governed civil society. However, the process of this establishment has not been an easy one: before residing to the current harbour of wide youth inclusion and active participation, the road has not been short and easy. Many challenges have been overcome and issues of paramount importance have been resolved on the way. Here is a short overview of the path Europe and the European institutions have surmounted during the last 3 decades.

European Youth Policy is a mixture of approaches and regulations of two core European institutions, particularly the Council of Europe (CoE) and the EU. Next to their own principles developed for youth inclusion and participation within their member countries, both these institutions ensure many global provisions and policy elements for Europe in general.

Already in 1972, CoE was the first institution to develop a tradition of stipulating core provisions of youth movements in Europe laying grounds for the European Youth Foundation (EYF) and establishment of the European Youth Centre Strasbourg. The latter specifies all rights and regulations ensuring the active youth participation in political and civil processes, collaboration within various NGOs and youth movements, co-management in the horizontal and vertical decision-making processes, within different youth organizations and between the latter and state institutions, respectively. Being established in the 1970s, at that time the main stress of the EYF was put on providing financial and educational support to the European youth activities. However, based on the demand of the political and institutional changes, many new amendments and reforms have been initiated. Thus, already in 2008, a new "2020 Agenda" was specified, prioritizing a) human rights and democracy, b) living together in diverse societies and c) social inclusion of young people (Glossary on Youth:

European Youth Policy, 2019).

Currently, as it is mentioned in the EYF, the latter is an instrument to:

- provide an **inclusion of youth** in the decision-making processes on the top level,
- ensure a **constant support to European non-governmental youth organizations** and build bridges for efficient networks,
- **promote core European values,** such peace, understanding and respect.

Having a budget of 3.7 million Euros accumulated by the annual mandatory contributions of each member state, the official statistics show, that since 1972, more than 300 000 young people aged between 15-30 have benefited from the projects and activities sponsored and initiated by the EYF.

As for the EU, officially the youth policy was for the first time outlined in 2001 in the White Paper on Youth in the framework of the Open Method of Coordination (OMC), having its main priorities the participation, information exchange, voluntary services among young people and greater understanding of youth. In this sense, the most revolutionary step was the establishment of the European Youth Pact, which was mostly aimed at alleviating the process of searching for a job for the youth and create equal opportunities for all young people cutting the rising unemployment and laying bridges between the employees and employers. The establishment of the Pact was a direct response of the EU institutions to the increasing unemployment issue in Europe and a desire to prevent future disorder in the labour market. Hereafter, the Pact is constructed around the following three main pillars, declaring the youth policy as a horizontal issue:

- employment, integration and social advancement;
- education, training and mobility;
- reconciliation of working life and family life (Glossary on Youth: European Youth Policy, 2019).

An updated framework was launched in 2009, as the EU Strategy for Youth: Investing and Empowering. The latter was mostly aimed at providing the scope for the youth policy until 2018 and creating new horizons for youth to realize themselves in the following eights fields, which are also in the scope of the

OMC:

- education and training
- employment and entrepreneurship
- health and wellbeing
- participation
- voluntary activities
- social inclusion
- creativity and culture
- youth and world

But the times have not always been perfect. In Spring 2019, at its 70th anniversary, the Council of Europe's then Secretary-General and former Prime Minister of Norway Thorbjørn Jagland proposed that the Council of Europe's youth sector should be dismantled due to budgetary restrictions. He proposed to entirely replace it by a voluntary partial agreement between the Member States by 2021. This proposition has caused quite a stir in the civil society sector, mainly because the decision-makers wanted to sacrifice the youth sector in their shocking contingency plan. Two options of budget cuts were discussed: one intends cuts by 39.1% and the other one by 48.3% from the youth sector's operational budget, which currently amounts to approximately 6 million Euro annually. What is going to happen, it still unknown. The decision has been made, that over the coming months a study would be undertaken, and a more detailed proposal would be presented that would allow this en-larged partial agreement to be in operation by 2021. There is no need to say, that this decision risks to weaken the whole youth infrastructure that has been built during the last 5 decades.

Going back to the title of this chapter, let's clarify what social inclusion and participation mean. As it may be observed, the notion of "social inclusion" and "participation" has always been at the very core of any European policy from the very beginning of developing. Hence, both the CoE and the EU provide a clear definition for this notion stating that "*Inclusion is a term used widely in social and educational policy making to express the idea that all people living in a given society should have access and participation rights on equal terms. This means on the one hand that institutions, structures and measures should be positively designed to accommodate diversity of circumstances, identities*

and ways of life. On the other hand, it means that opportunities and resources should be distributed to minimise disadvantage and marginalisation" (Glossary on Youth: European Youth Policy, 2019). As for "participation", the latter is also comprehensively defined in the glossary: Thus, *"The term participation means that someone can be part, has or gives a part of something. Thus, participation in social life implies that someone can use existing opportunities and has access to existing offers including information, education, labour market and social rights. In political terms participation means that someone can make his/ her voice heard and can get involved in existing decision-making processes. Therefore, participation means the active involvement in shaping the diverse environments one lives in and according to the needs and interests"* (Glossary on Youth: European Youth Policy, 2019).

The Glossary on Youth developed by the European Union and the Council of Europe also states that youth participation can be identified by two main dimensions:

- *"Direct participation where political decisions are influenced directly and structural links to political decision-making processes are enabled.*
- *Indirect forms of participation reach out to citizens and encourage them to support certain issues and positions, also enabling discussions, opinion-building as well as campaigning".*

Recently, with the penetration of internet into all sectors of human life, a new term, "E-participation" entered the circulation stressing the importance of social media, information and communication technologies in the establishment and building of civil society. As the official definition of the concept argues, "It may concern administration, service delivery, decision making or policy making. e-Participation refers to "all ICT-supported democratic processes except e-voting" (Glossary on Youth: European Youth Policy, 2019). Traditionally, when speaking about participation, most of its forms were referred to face-to face communication, until the moment, when technologies permeate among all the layers of social interactions. Nowadays, it is very hard to imagine any social or political process without wide intervention and participation of media, lobbying organisations and NGOs. This, on the one hand, ensures transparen-

cy of governments and their operations, as civil society acquires all the toolkits to mobilise support and engage all the layers of the civil society in the ongoing processes (Bessant, 2003). On the other hand, it increases the responsibility and accountability of authorities for their decisions and actions. Social media is a strong weapon towards any arbitrariness of the political elites on the hand of the civil society to raise awareness on various issues, lobby and advocate their rights on the top layers of the political pyramid.

With its multi-pillar conception, the concept of "youth participation" encompasses three main cornerstones creating a full mosaic of civil society. Here they are:

- **Empowerment:** this pillar ensures the mobilisation of young people as one of the main actors reacting to the decision-making process of political elites. This accelerates the establishment of self-regulated civil society and reinforces the role of youth movements in it.
- **Purposeful engagement:** After the clarification of the role's youth movements are taking on, the formation of the framework of the relevant issue requiring youth participation and influence.
- **Inclusiveness:** This term is quite wide, both in terms of ensuring the equal participation of all layers of the society to the decision-making processes and creating all the necessary basis for the latter.

Despite the wide use of the term and its comprehensive definition, there are many arguments criticizing this notion. For instance, Farthing (2012) classifies 3 main directions of critique: radical, conservative and secular. Radicals, for instance, consider youth participation as a rival to the ruling authorities and thus, consider that as "bad thing". Conservatives state that "the valorisation of young people's knowledge and input is at best naive, and at worst damaging" and instead of government, considers youth participation as a rejection of adult professionalism and knowledge in favour of youth (Farthing, 2012, p. 79). As for secular critiques, they see youth participation as another direction of Protestant ecclesiastical law in practice.

Next to the critical theory on youth participation, the author builds 4 columns of the typologies justifying this notion. They are:

- Rights-based, highlighting the importance of children's rights and citizenship rationale;
- Empowerment, emphasizing on democratic decision-making processes;
- Efficiency, targeting the improvement of decision-making cycle and creation proper foundation for youth;
- Developmental, marking the enhancement of self-esteem for all the cells of the civil society.

Hence, all the above mentioned are just a short overview of the "youth participation and inclusion" concepts. We deal with quite comprehensive and essential notions serving as a building block in the European value pyramid. The all-round and exhaustive understanding of these terms is highly significant in order to have a complete picture of the last political, social and economic movements and processes going all around Europe and engaging youth in all its stages. After 50 years of action, Youth participation and inclusion remain a major increasing challenge "considering the gap between youth and the institutions" (Commission of the European Communities, 2009: p8).

○ European case study on participation & inclusion

The Eurobarometer 455 "European Youth" survey published in January 2018 gives insights on the state of youth participation and inclusion in the EU countries:

- More than half of Europe's young people (53%) are involved in organised activities, with participation in a sports club (29%), a youth or leisure-time club (20%), or a cultural organisation (15%) being the most common.
- In March 2018, 3.5 million young people (aged 15 – 24) were unemployed in the EU.
- Most young people (64%) say they have voted in at least one political election over the last three years: local level (44%), national level (43%), regional level (31%).

- 31% of young people say they have been involved in organised voluntary activities in the last twelve months.

The 2010 - 2018 EU Youth Strategy proposed initiatives in eight areas, including social inclusion and participation. Based on the challenges and key indicators of the Youth Sector, in November 2018 the Council of the European Union has adopted the EU Youth Strategy for 2019-2027. The new strategy focuses on three core areas of action expressed in three words:

- Engage - aiming towards a meaningful civic, economic, social, cultural and political participation of young people.
- Connect - fostering different forms of mobility. Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union.
- Empower - encouraging young people to take charge of their own lives.

Based on the three core areas, the Strategy Identifies 11 European Youth Goals for the period 2019 - 2027. The following goals, representing the views of young people from all over Europe, are the outcome of the Structured Dialogue with Youth process 2017-18. These goals are:

1. Connecting EU with Youth
2. Equality of All Genders
3. Inclusive Societies
4. Information & Constructive Dialogue
5. Mental Health & Wellbeing
6. Moving Rural Youth Forward
7. Quality Employment for All
8. Quality Learning
9. Space and Participation for All
10. Sustainable Green Europe
11. Youth Organisations & European Programmes

As we can see, the 3rd and 9th points of the Youth Goals concern Youth Inclusion and Participation respectively.

According to the Resolution on the European Union Youth Strategy 2019-

2027 (Brussels, 15 November 2018), *"one third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfilment of the rights of all young people in Europe, including the most marginalised and excluded".* The resolutions put a goal to enable and ensure the inclusion of all young people in society.

As the Resolution on the European Union Youth Strategy 2019-2027 (Brussels, 15 November 2018) states, *"Young people are underrepresented in decision-making processes which affect them although their engagement is crucial to democracy. They need access to physical spaces in their communities to support their personal, cultural and political development".* The resolution aims at strengthening young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

Moreover, the communication from the "Engaging, Connecting and Empowering young people: a new EU Youth Strategy" (Brussels, 22.5.2018) says that in the coming years, the strategy strives to:

- Enable young people to be architects of their own lives, build their resilience and equip them with life skills to cope in a changing world;
- **Encourage young people to become active citizens, agents of solidarity and positive change for communities across Europe, inspired by EU values and a European identity;**
- **Help prevent youth social exclusion;**
- Improve the impact of policy decisions on young people through dialogue and addressing their needs across sectors.

Another European body, the Council of Europe also does not bypass youth participation and inclusion in its youth policymaking. Youth sector strategy 2030 has 3 missions, which are:

- Broadening youth participation in decision-making at all levels;
- Strengthening young people's access to rights;
- Deepening youth knowledge.

Hence, we can conclude that Participation and inclusion have always been one of the priorities of the Youth Policies designed and implemented across Europe.

This map developed by Youth Metre shows the Youth Development Index (YDI) in all the European countries. The index considers different factors, such as Demographic indicators, education and training, health and wellbeing, employment, but most importantly it also reflects the state of youth participation and youth inclusion. The current index shows that even in Europe, where there is more coherence between different state policies and strategies, the youth development index is still extremely region-oriented and differs from one country to another. Hence, the approaches to the youth participation and inclusion are also adapted to specific country needs and situation.
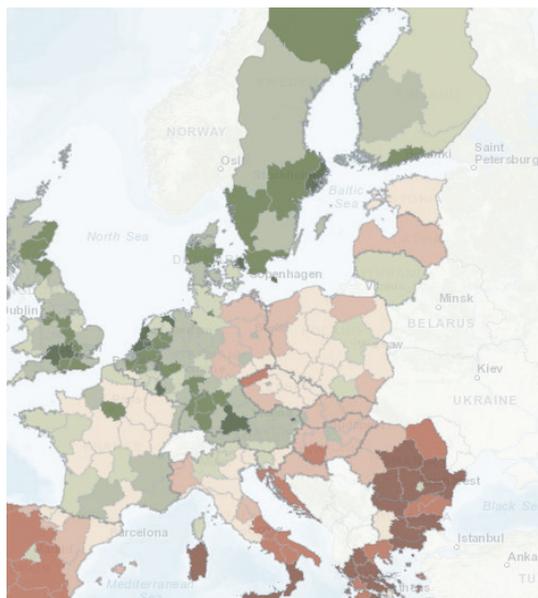
In a book "What Works in Youth Participation: Case Studies from Around the World" (International Youth Foundation, edited by Silvia Golombek, Ph.D., there is a chapter called "An Adult's Dilemma on Youth Participation" by Oliver Tayo. In the Chapter, Oliver compares Youth Participation with a game in the Philippines called sating pusa (a person who tags along). *"I remember my older siblings letting me and other younger kids join their game as sating pusa. This means that we were allowed to play with them, but we could not be the "it" because we were too young and therefore at a disadvantage to play such a primary role in the game. Being a sating pusa is like being a player and yet not really being part of the game".*

That's what youth participation and active citizenship are about - letting young people be a part of the big game.

According to the research "Youth political participation in the EU: evidence from a cross-national analysis" (based on the Eurobarometer 375, 2013 results), which represents a sample of 11,213 young respondents from 28 different European countries, age of democracy has a crucial impact on young people's engagement in politics". The figure below shows the average levels of political engagement in formal participation and organisational membership. *"We can observe that in countries that are advanced democracies, participation in formal politics is higher, with the exception of the U.K. and Italy. Of course, there are exceptions, such as Latvia and Slovenia, which both have relatively higher political engagement in comparison to other newly democratised countries".*

European countries extensively deploy non-formal learning for the development of conventional and non-conventional youth participation forms. The capacity building and empowerment is done in three main dimensions:

- Empowering Young People through meetings with decision makers;
- Empowering Young through mobility and other initiatives;
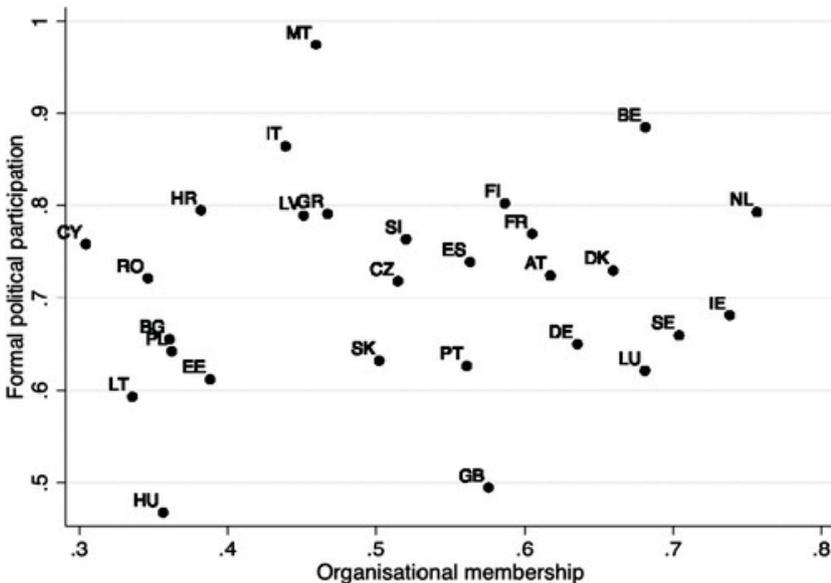
- Training and networking of Youth workers to support youth empowerment.

Youth inclusion also has completely different patterns in the EU countries. For example, the Eurostat data provides insight into the state of youth social inclusion from different perspectives:

- **Living with parents**

In 2017, the share of young people (aged 16-29 years) living with their parents was 68.2 % in the EU-28: for young men the share was 73.3 % while for young women it was 62.9 %.

- **Young people at risk of poverty or social exclusion**

In 2017, the at-risk-of-poverty or social exclusion rate for young people aged 16-29 years was 27.7 % in the EU-28, corresponding to about 21.8 million young people.

- **At-risk-of-poverty rate of young people**

The share of young people (aged 16-29 years) at risk of poverty in the EU was 2.9 percentage points higher in 2017 than in 2007, up from 18.3 % in the EU-27 to 21.2 % in the EU-28.

- **Severe material deprivation**

In 2017, the severe material deprivation rate for young people (aged 16-29) in the EU was lower than it had been in 2007 (see Figure 6). From 2007 to 2009 the rate for the EU-27 followed a downward path from 10.6 % to 9.6 %.

- **Living in households with very low work intensity**

Low work intensity is defined as households where the members of working age worked on average less than 20 % of their total potential during the 12 months preceding the survey).

In 2017, 7.6 million people aged 16-29 years in the EU-28 lived in households with very low work intensity, equivalent to 10.0 % of the population of this age group.

And if we try to look at the individual country indicators, we may notice the existence of huge country gaps.

The EU collaborates with the Council of Europe and the OECD in order to establish successful youth participation and inclusion initiatives.

The EU-OECD Youth inclusion project has been implemented between 2014 and 2017 and involved 9 emerging economies: Cambodia, Côte d'Ivoire, El

Salvador, Jordan, Malawi, Moldova, Peru, Togo and Vietnam. For three years, the project has analysed youth policies in those countries and has offered a multi sectoral approach in order to better address young peoples' needs and to provide a platform for them to actively involved in national decision-making processes.

The EU-OECD Youth Inclusion project has identified 4 main areas that greatly affect the well-being of young people. These areas are:

- **Employment**

The project considers that decent employment opportunities and perspectives are one of the key factors leading to strong-rooted youth inclusion. Unfortunately, in many countries all over the world youth are more likely to be unemployed or have employment that does not provide career advancement opportunities nor social protection. Many types of discrimination, as well as the constraints of the transition from university to job market have a major impact in this situation.

- **Education**

Although there are major improvements in access to primary education, post-primary education and school-job transition remain major issues for young people. Young people lack skills that are necessary for their career developments.

- **Health**

In the context, where young people have a lack of financial means, lack of access to health information and services, early pregnancy, HIV, malnutrition, tobacco use, alcohol abuse, violence and road traffic injuries, which are all preventable causes, result in 2.6 million young people aged 10 to 24 die each year according to the WHO. Countries need to include healthy life practices and risk prevention programs into their health infrastructures.

- **Civic Participation**

Governments should fairly evaluate young people's capacity to fully participate in all democratic processes. That acknowledgement is crucial for any country. Young people's political marginalization, lack of awareness and participation weaken the civil society and Government's accountability. In fact, it may result in young people not simply being excluded from all the socio-political processes, but also becoming angry and frustrated under the heavy pressure of poverty and unemployment.

After having prepared the report per the participating country, OECD has designed 5 Guidance notes. Each of these guidance notes have key takeaways and policy recommendations. We would look at Guidance notes number 4 and 5, which cover youth civic participation and national youth policies respectively.

Guidance note 4 offers making civic participation more inclusive, as not every young person can have the privilege to be active in many developing countries. Freedom of expression remains a major issue. That is why alternative forms of civic participation (i.e. student movements) have a vital role in supporting social transitions and changed. It was also concluded that Social networks support positive transitions and function as personal safety nets.

The policy recommendations for developing civic participation are proposed in four primary directions:

Civic education
- Integrate human rights education and civic activities into primary and secondary school.
- Develop youth-friendly information and materials and use multiple forms of communication to reach the widest possible audience.
- Provide training about youth engagement.
- Organise campaigns using social media to raise awareness about how youth can become well-informed and engaged citizens.

Civic and political engagement
- Facilitate the combination of extracurricular activities and school as well as volunteerism (i.e. offer incentives, encourage volunteering).
- Enable premises free of charge for recreational activities and for youth organisations to meet (i.e. building youth centres or providing space in municipal facilities).
- Provide moral and financial support to youth for the implementation of community development projects through the establishment of dedicated structures.
- Organise youth forums and ensure respect for freedom of speech so that youth can voice their opinions without fear of retribution (gather large amount of young people and work on solution-oriented approaches to common problems).

- Establish Surveys for consultation.
- Develop strategies that encourage young people to run for electoral office (i.e. lowering the age requirement, youth quotas).
- Foster representation of young lawmakers in parliaments.

Social capital

- Implement mentoring programmes.
- Make young people aware of the existence of associations in their communities and the importance of getting involved.
- Strengthen transparency in public life to improve the perception of young people about public institutions and politicians.
- Improve government's communication and engagement with young people (i.e. having accessible information on the media platforms that young people use most frequently, deploy new media).
- Establish official and institutionalised consultations with youth to strengthen the relationship with governments (i.e. establishment of youth advisory councils and parliaments).

Crime and violence

- Reform the juvenile justice system to facilitate the reintegration of young people in conflict with the law.
- Implement comprehensive safe community-based programmes.
- Establish juvenile justice services that support active citizenship among the youth population.
- Create second chance opportunities (provide hard-to-reach youth with opportunities to develop skills, broaden their social networks, and experience a greater sense of safety and belonging).

The Guidance note 5 talks about delivering results on youth priorities though the adoption and implementation of youth policies. Two in three countries globally have adopted a National Youth Policy or Strategy. However, National youth policies often are developed independently and are not included in national development plans. As a result, the projects and action plans backed-up by those strategies remain under-funded and lacking coordination on the national level. In other words, youth policies usually simply remain on the paper and

there is not enough evidence to assess their effectiveness.

As policy recommendations, EU and OECD propose to:
- Adopt a national youth policy;
- Engage in a multi-sectoral youth policy dialogue;
- Introduce youth specific performance indicators to monitor youth programmes;
- Conduct impact evaluations of youth programmes (including evaluation of their cost-effectiveness);
- Include youth as main actors in youth program;
- Account for youth differences and commonalities (Youth is a heterogeneous group and the programs need to be adapted to specific social groups' needs);
- Build capacity of youth workers on youth-sensitive approaches (Setting and collecting data to evaluate key indicators of youth well-being).

Although these policy recommendations and guidance notes have been done for different developing countries all around the world in all continents, they are easily applicable to the Eastern Partnership region.

○ The overview of the EaP countries

• Armenia

The European Knowledge Centre for Youth Policy (EKCYP) Information Template on Social Inclusion of Young People in Armenia, published in 2014, identifies the groups of young people that are at the risk of social exclusion and evaluates the measures and policies taken on the national level in order to ensure proper social inclusion of young people.

The template suggests that there are two main factors that have a huge impact of the inclusion of the young people:
- The impossibility or existing obstacles of being included in the labour market

The template suggests that the RA law on "Employment of the population

and social protection in case of unemployment" provides additional social protection warranties to all the groups, who have job placement difficulties or who don't have equal opportunities to compete in the job market. These groups include the disabled, the refugees, individuals registered in the office of drug-addicted persons who are in remission, victims of trafficking, children who reached the labour age and are/were left without parental care and several other groups.

Among the roughly 186,000 Armenians with disabilities, the unemployment rate is 92 percent, compared to 18 percent among the general population. The unemployment among people with disabilities is a disastrous problem among all age groups, youth included. After the Velvet Revolution, which took place in May 2018 in Armenia, the new and young government made a political statement appointing two Ministers, who had disabilities.

Zaruhi Batoyan, is an Armenian political figure, journalist and disability rights activist. First, she has been the Deputy Minister, and then the Minister of Labour and Social Affairs during Pashinyan's governance.

Currently she is the only woman in the Armenian Government. Although she is 40 and she is not officially representing the young generation, her example has been a great example for a lot of women and for people with disabilities. In an interview given to Regional Post Magazine, Minister Batoyan has said, *"The physical disability can stop a person if there are many external obstacles because the only thing that limits us is the environment, and in the opposite, the same environment can encourage our self-expression, help us find ourselves to have a contribution to this or that field. I'm lucky as I have a very supportive family and, also, all the spheres that I've entered created favorable conditions for my advancement".*

- The impossibility or existing obstacles of being included in educational programs

The template suggests, that according to the "Household's integrated living conditions survey" carried out by the National Statistical Service of RA, in 2012 only 0.78% of young people (aged between 16 and 30) didn't receive a secondary education. Social protection (including labour & financial and healthcare) and health cover are provided for young people living in poverty.

The authorized state body which was aimed to develop and implement state

youth policy in Armenia is the Ministry of Sport and Youth Affairs of the Republic of Armenia. After the Velvet Revolution, due to the changes in the Government Structure, the Ministry of Sport and Youth affairs joined the Ministry of Education, Science and Culture and the world "Youth" has been removed from the name of the Ministry.

The State Youth Policy concept has been created in 1998. The concept suggests that the target of the state youth policy are citizens of the Republic of Armenia aged from 16 to 30 years.

The latest Youth Policy provided is the State Youth Policy Strategy of the Republic of Armenia for 2013-2017.

Armenia's State Youth Policy Strategy suggests providing support to young people in four dimensions of participation:

- economic participation (work and entrepreneurship);
- political participation (decision-making and the assignment of authority);
- social participation (involvement in public and community life);
- cultural participation (self-realisation and creative self-expression).

The new strategy on the youth state policy for the years 2018-2022 has been postponed pending a review of the current needs and situation of young people. Armenia does not have a National Youth Law and having it in the near future is not on the agenda.

• Azerbaijan

As the Country Sheet on Youth Policy for Azerbaijan (2010) suggests, 31% of the total Azerbaijani population are young people. According to 2017 data, out of almost 10 million population, 14.84% are in the age range of 15-24 years.

The Ministry of Youth and Sports of the Republic of Azerbaijan is the state body responsible for the implementation of Youth Policies and Strategies. The National Assembly of Youth Organizations of the Republic of Azerbaijan (NAY-ORA) is an umbrella NGO uniting more than 110 NGOs working in the Youth sector.

Azerbaijan has already adopted Youth Development Strategy (2015-25) and of the State programme "Azerbaijan Youth in 2017-21". The objectives of the Strategy and of the State program are the promotion of the active participation of young people and the development of their innovative potential.

- ## • Belarus

The State Programme on Education and Youth Policy for 2016-20 is a guiding document for youth policy implementation in Belarus. The objectives in the youth field are to foster young people's active citizenship and participation in civic life and to enhance their feelings of patriotism, improve a positive attitude towards traditional family values and responsible parenthood, improve healthy lifestyle behaviour among young people, prevent negative phenomena in the field of youth, promote youth employment and entrepreneurship and to facilitate effective access for young people to the labour market, encourage youth involvement in extracurricular activities including volunteering and student work team movement, support socially significant initiatives of young people, pupils, students, and self-governance bodies, support children's and youth public associations' activities.

- ## • Georgia

The Georgian National Youth Strategy document was developed in 2015 by the Ministry of Sports and Youth Affairs of Georgia with the joint efforts of the state agencies, the youth, the civil society, the private sector and international and local organizations. The stakeholders of the document are people of 14-29 years of age.

The Georgian National Youth Strategy covers 4 strategic directions:
- Participation
- Education, Employment and mobility
- Health and Special Support
- Protection

The Participation priority focuses on raising awareness about civil rights and responsibilities among youth, promotion non-formal education in youth work, enhancing relevant skills and opportunities that will enable young people to participation in the decision making process, as well as supporting youth initiatives and empowering the culture of youth work.

The Education initiative focuses on creating relevant conditions for education for all the young people, increasing efforts to improve the social and economic living conditions of young people residing in the regions, mountainous areas and in the areas adjacent to the occupation lines to avoid marginalization and exclusion.

The Health initiative priority focuses (amongst other initiatives) on young people's mental health, as well as on the improvement of the accessibility to medical services.

Finally, the Special Support and Protection priority especially focuses on promoting the culture of non-violence and safety, on providing special protection and supporting young victims of violence, inhuman and derogatory treatment, dignity defamation.

• Moldova

Moldova has a youth law, a youth policy, a youth strategy and an action plan. Moldovan National Youth Development Strategy 2020 and the Action Plan were adopted in 2014. They set a clear vision for their inclusion and empowerment. The new Ministry of Education, Culture and Research (MoECR) is in charge of the implementation and evaluation of national youth policies.

According to the "Youth well-being policy review of Moldova"[1] done in the frames of the EU-OECD Youth Inclusion project:

- one in three young Moldovans faces difficulties in multiple dimensions of well-being, in particular in employment, civic participation and, to a lesser degree, health.
- Despite the positive trends in educational attainment, education quality remains a challenge: almost a third of students do not have the basic skills to enter the labour force.
- Most employed youth are paid below the average (86.3%) or are in informal employment (30.7%).
- Only 18.1% are involved in volunteering activities and hardly 25% express their interest in politics. In 2014, only 37.1% of youth voted in the parliamentary elections.
- Moldovan youth face important gender disparities in health.

• Ukraine

Ukraine has a national youth policy, a youth development law (1993) and a Youth Policy Strategy (2013). People aged between 14 and 35 are considered as youth according to the Ukrainian legislation, which is not the case for other countries.

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1. https://www.oecd.org/dev/inclusivesocietiesanddevelopment/moldova-youth.htm

○ The online survey: the key conclusions & remarks

Introduction

In order to have the latest impression about youth participation and inclusion in the Eastern Partnership states, we have decided to conduct a small online survey. With the survey we have tried to evaluate how people in six-member countries perceive participation and inclusion, whether they think it has improved in their countries who they think is responsible for the situation.

This information would be a useful and complementary component to all the data and research presented in this Handbook. The survey was run online between September and October via Google Forms and was open to respondents from the Eastern Partnership Countries. The survey was conducted in English.

Methodology

The satisfaction surveys were carried out online Google Forms using the social media platforms and emailing. The survey includes different types of questions:

- Open-ended questions
- Closed-ended questions
- Rating questions
- Multiple choice questions
- Demographic questions

Demographics

The participant survey was launched on the 1st of October 2019. Since the survey's launch, we received a total of 40 responses (as of 15th of November 2019), with 40 of those being complete responses that we have used for this analysis and reporting. The ages of respondents ranged from 16 to above 45. Respondents came from 6 countries (from all the Eastern Partnership region). In terms of geography, some countries were over-represented, such as Ar-

menia (38% of responses) and Ukraine (24% of responses). Some countries were underrepresented because of the lack of communication.

50 % of the respondents are in 16-24 age range, 45% are between 25-45 age range. The remaining 4 % of respondents are above 45. 76% of the respondents are involved in NGOs / youth movement / CSOs. Among the respondents, we have students (34%), employed people (40%), people engaged in non-paid activities (18%) and unemployed people (8%).

Your Country
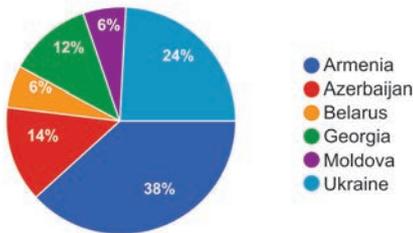
Findings

The objective of this short survey was to understand how people from different EaP countries perceive youth participation and youth inclusion. The secondary objective was to evaluate, whether they consider that the state of the youth participation and inclusion has developed during the last decade (which also equals to the existence of the EaP block). It was also necessary to understand who people blame for failures.

Although the answers to the following questions may not always be correct in terms of academic definition, but it is certainly not the objective of this survey. We want to understand how people perceive two important words - participation and inclusion - considering the constant wrong connotation and distortion of the concepts.

To the open question **"What does youth inclusion mean to you?"** we have received a set of completely different answers including:

- The most important thing in modern societies, an essential part of democracy;

- (Equal) representation of the social structure in the governmental and non-governmental organizations at the local/country/international level;
- Ability of the youth to make influence in their societies, to implicate in social, cultural and other kinds of activities;
- Participation in decision making, have a right of work and speech and be heard and considered by decision-makers;
- Forming well-being not just in words, but in actions;
- Empowering young people to play a bigger role in society;
- LGBTQ+;
- Inclusion of young people with disabilities into society;
- Diversity and Equal rights for everyone who wants to be involved in society;
- A way to learn more from peers, get the informal education and share your thoughts to find like-minded people;
- Assisting youth in discussing and helping them address real world problems;
- Better future;
- Creating better specialists for the community;
- Future, strength, power;
- Preparing young people for building their future by themselves;
- Give opportunities for youth to be heard and give free space to implement their ideas without prejudice and fake obstacles;
- It's the way to learn more from peers, get the informal education and share your thoughts to find like-minded people;
- Investing in young people for inclusive and sustainable development, as well as for youth well-being (employment, education, health, and civic participation).

Out of 50 respondents, only 10% think that they are living in an inclusive society. 40% of the respondents mostly agree to that. Almost half the people don't consider their societies inclusive.

Do you think that the society you live in is inclusive?
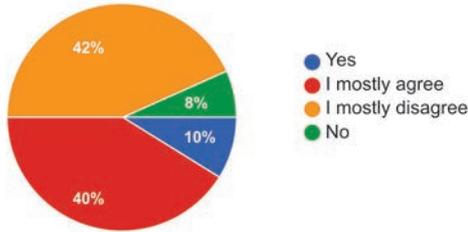
56% percent of the people think that The Governments, social culture and people themselves are responsible for the lack of inclusion. 6% of the respondents think that no one bears any responsibility for that.

Who, do you think, is responsible for that?
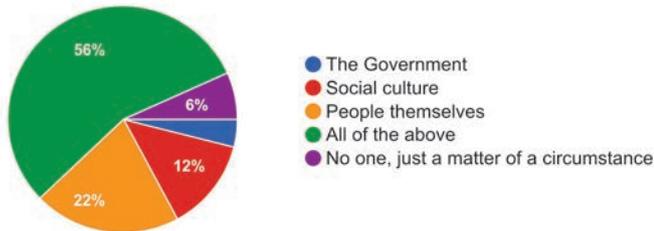
42% of the respondents think that the state of youth inclusion has improved during the last decade and 44% mostly agree to that. Only 6% of the respondents think that there were no improvements at all.

To the open question **"What does youth participation mean to you?"** we have received a set of completely different answers including:

- Being an active citizen of your country and act as well on an international level;
- Active participation of the youth in social life by implementing personal knowledge and experience;
- Being heard;
- Involvement and partnership with the government, business, etc;

Do you think that the state of youth inclusion in your country has improved during the last decade?
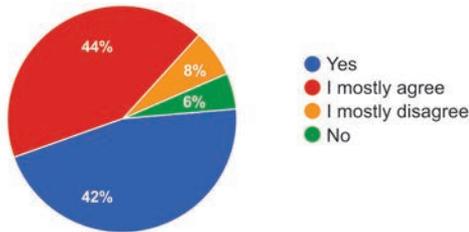
- Youth must be represented everywhere;
- Inclusion;
- A better future for everyone, making society a better place;
- Not being indifferent citizens;
- More opportunities for young people to realize themselves;
- Being able to communicate with the state representatives through official and nonofficial ways;
- Chances to take part in the meetings, where decisions are made, as well as chances to influence the decision making in general;
- Participation of young people in discussing community agenda issues and planning community development;
- Freedom and being able to take part in developing skills;
- Being socially and politically aware, and having the tools to express this awareness and stand up for one's interests;
- Youth being part of the vital societal processes, etc.

To the question "Which kind of youth participation can you name?", the most popular answer was volunteering, youth work and activism. The extensive number of people think that the involvement in NGOs is a form of participation. A considerable amount of people named event organization, protesting, creating petitions, writing appeals and letters to governmental institutions, flash mobs as forms of youth participation. Surprisingly, voting, being a member of student councils and youth parliaments are the least popular options.

Do you think that the society you live in enables young people to participate in political, economic and other important processes?
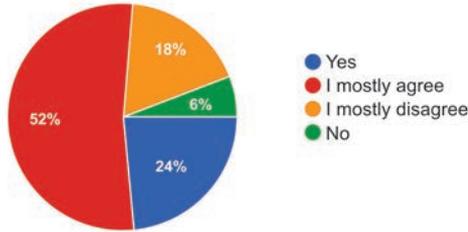
24% of the respondents think that their societies enable young people to participate in various political, economic and social processes and 52% mostly agree to that.

Have you (or your close family and friends) ever faced on obstacle to participate actively in society?
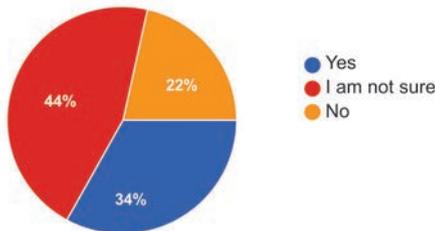
Do you think that young people's voice in your country counts?
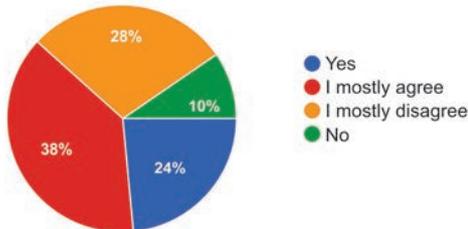
Out of 50 respondents, only 24% think that young people's voice counts in their countries and 38% mostly agree to that. Around 40% of the respondents consider that young people's voice is not well considered.

Do you think that the state of youth participation in your country has improved during the last decade?

- Yes — 44%
- I mostly agree — 46%
- I mostly disagree
- No — 6%
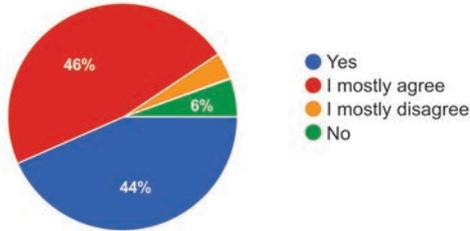
34% of the respondents say that they have faced an obstacle during their participation. Only 22% of the people have not faced any obstacles while actively participating in their societies.

44% of the respondents think that the state of youth participation has improved during the last decade and 46% mostly agree to that. Only 6% of the respondents think that there were no improvements at all.

Conclusion

After the detailed examination of all the responses, we can draw several important conclusions:

- Very often people don't clearly distinguish the differences of youth participation and youth inclusion, by considering both as an opportunity to make their voices heard and have their voices count in decision making.
- For some people, youth inclusion refers to only of specific social group (i.e. people with disabilities and LGBTI people).
- People don't consider voting and youth political bodies (councils are parliaments) important anymore. Instead, they prioritize youth work, activism, campaigns and volunteering.

- People consider that the reason for the lack of inclusion and participation is not one. The problem is multi-dimensional, and both people and governments are responsible for the failure.
- There is a strong opinion that the state of youth participation and inclusion have been improved during the last decade.
- According to the responses, the state of youth participation is significantly better than the state of youth inclusion.

It is necessary to underline, that the survey does not accurately represent the societies' opinions on youth participation and inclusion. It only gives us some clues about what is happening in the EaP countries from the insider perspective.

○ Points of improvement & axes of focus

All the Eastern Partnership countries have different approaches to youth development. While some of the countries have up to date youth strategies, policies and laws, the others have difficulties to keep up with the renewals of the youth policies. On the other hand, all the members countries have different level of youth development funding, which greatly depends on whether the Governments have in their portfolio the Ministries of Youth.

COUNTRY	% of MPs under age 30
UKRAINE	4.99
MOLDOVA	3
ARMENIA	1.90
GEORGIA	0.67
AZERBAIJAN	0
BELARUS	0

On of the primary reasons of this lack of communication and exchange is the absence of the young decision-makers in the executive or legislative branches. "Youth participation in national parliaments: 2018" report shows the percentage of the parliamentarians below the age of 30 in the national parliaments in 150 countries. The results of the Eastern Partnership countries are not optimistic:

The lack of trust towards Governmental institutions results in lack of voter turnout, lack of youth political participation, which in their turn, results in less-in-

clusive state policies or even in an absence of any youth policy or strategy.

For all the Eastern Partnership countries, it is essential to:

- Strengthen the institutional framework and governance of youth policies. The Governments need to acknowledge the importance of the Youth Sector and the importance of Young People's involvement in socio-political and economic decision-making.
- A lot of Eastern Partnership countries face a problem of inclusion, which is in a worse state than youth participation. Youth inclusion problems mainly relate to employment and education. In many sectors, young people face a huge gender gap.
- Young People are not interested in formal ways of youth participation anymore. Hence, the Governments need to pay more attention to non-formal education, the restore of trust and credibility to revitalize the interest of young people.

◦ Resistance to inclusion in the EaP: discrimination, marginalization, homophobia and inequality

The youth inclusion gaps in the Eastern Partnership countries are covering a broad spectrum of dimensions, from gender rights to the rights of people with disabilities. But there is one specific group of young people, that is being extremely marginalized in all the EaP countries. The extreme levels of discrimination and homophobia, that can be tracked in all 6 countries find its sources in religion, culture and even Soviet censorship. But the most important indicator is that before the Governments, society itself, is more resistant to this social group. Any kind of effort to bring more equality for all the people representing the LGBTI community meets a huge backlash from the people's side and the Governments eventually give in. The taboos are so persistent, that even the most beloved politicians can become an object of hatred in a second for "creating an opportunity for the LGBTI propaganda".

ILGA-Europe – the European Region of the International Lesbian, Gay, Bisexual, Trans and Intersex Association rates 49 European countries based on all the criteria in six categories (equality, family issues and hate speech,

1 Malta		90.35%
2 Belgium		73.08%
3 Luxembourg		70.40%
4 Finland		69.27%
5 Denmark		67.86%
6 Norway		67.62%
7 Portugal		66.35%
8 France		62.78%
9 United Kingdom		61.78%
10 Sweden		61.70%
11 Spain		59.98%
12 Netherlands		49.88%
13 Austria		49.14%
14 Greece		49.05%
15 Germany		48.13%
16 Croatia		46.93%
17 Ireland		46.77%
18 Iceland		46.53%
19 Hungary		41.27%
20 Slovenia		40.37%
21 Estonia		37.68%
22 Montenegro		36.48%
23 Bosnia & Herzegovina		36.05%
24 Albania		31.39%
25 Georgia		30.26%
26 Slovakia		29.69%
27 Switzerland		29.35%
28 Kosovo*		28.23%
29 Andorra		27.92%
30 Serbia		27.58%
31 Czech Republic		26.15%
32 Lithuania		23.35%
33 Cyprus		22.68%
34 North Macedonia		22.31%
35 Italy		21.53%
36 Ukraine		21.52%
37 Romania		21.32%
38 Bulgaria		19.74%
39 Poland		17.76%
40 Latvia		17.48%
41 Moldova		14.44%
42 Liechtenstein		14.07%
43 Belarus		13.43%
44 San Marino		13.19%
45 Monaco		11.29%
46 Russia		10.20%
47 Armenia		6.49%
48 Turkey		5.16%
49 Azerbaijan		3.33%

0%   20%   40%   60%   80%   100%

legal gender recognition, freedom of expression, asylum rights). The ranking is based on how the laws and policies of each country impact on the lives of LGBTI people. The visual on the right shows one part of the complete ranking, where all the EaP countries are concentrated.

As seen on the graph, Georgia is the most-advanced EaP country in the ranking, taking the 25th spot. Ukraine is the follower by taking the 36th spot. The other 4 countries are in the end of the ranking and Azerbaijan is considered as the worst country for an LGBTI community.

In order to understand more specifically the situation in those six countries, we must look at 2019 ILGA Europe's Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans, and Intersex People in EaP countries covering the period of January to December 2018.

Here are the key takings from this report about each EaP country.

Armenia

- Armenian MPs are demonstrating extensive bias-motivated hate speech.
- The police are cooperative, but as said unofficially, when the whole country is against the community and they cannot guarantee 100% protection.
- Armenia signed the Istanbul Convention on preventing and combating violence against women and domestic violence but cannot ratify it because of the misrepresentation of the Convention as tool to give LGBTI people more "freedom".
- Several LGBTI-phobic attacks were registered during the year.
- Two cases of legal gender recognition were registered although they don't ensure this in the future due to the lack of legislative measures.

Azerbaijan

- Most of the political elite are openly homophobic.
- Raids, violence and hate crimes are still prevailing, reaching to a level where a 21-year-old Elmaddin Aliyev set his father on fire after hearing rumours that he was gay.
- LGBTI activists and independent journalists encounter danger as freedom of expression stays extremely restraint.

Belarus

- The country is not very welcoming to asylum seekers from the LGBTI community.
- Not only the reporting of crimes and violence against LGBTI people stays low, but also very often the source of the homophobic and the transphobic behaviour are the police officers.
- The freedom of the assembly is limited as the two planned queer cultural festivals were cancelled and eventually, they took place in secret location.
- LGBT venues are being raided by the police.
- Any kind of expression or support to LGBTI community is punished either by arrests or by fines. Belarus is not afraid to make bold political statements against "the imposed LGBT agendas".

Georgia

- There is still no code of conduct in place sanctioning hate speech by MPs, the LGBT activists are being called out publicly.
- There were 20 anti-LGBT hate crimes registered in a year, mostly against gay men and trans women.
- In 2018, NGO Women's Initiatives Supporting Group (WISG) reported that 16.4% of LGBT respondents have experienced discrimination in education, mostly by classmates. The Government does not cooperate with the NGOs and activists to carry on studies.
- There are many cases of discrimination in employment for being from the community or for being friends with one of its members. Human rights defenders are constantly under fire.
- The new amendment of the Georgian Constitution still limits marriage to a union between a man and a woman.
- The health sector does not properly address the physical and mental health of the LGBTI community. Those people are usually deprived of the social security and protection too.

Moldova

- There are limitations in access to goods and services because of the sexual orientation or belonging to a certain group.

- The Socialist Party (PSDM) continuously promoted hate speech against LGBT people.
- A candidate for the Chisinau mayorship, said that once elected, he will ban the annual Pride march. President of the Republic of Moldova, Igor Dodon (PSDM) said the march is a provocation for violence and it should be prevented by all means, because it destroys Moldova's traditional values.
- For the first time, the Human Rights Action Plan for 2018-2022, includes non-discrimination on sexual orientation or gender identity grounds and specific measures to achieve the goals.
- The 17th LGBTI Moldova Pride Festival took place under the guard of police escorts despite the attacks by Orthodox Christian protesters.

Ukraine
- The campaign against the "homosexual propaganda" to "protect the traditional family" continued to gather electronic signatures posted on the websites of the President, government, parliament, and local authorities.
- Ukrainian parliament adopted the law "On the legal status of missing persons", which prohibits discrimination and recognises same-sex partners.
- There is a high level of aggression expressed by right-wing nationalist groups who consistently try to disrupt the LGBT events and marches.
- The Ministry of Health expressed willingness to approve the new trans healthcare protocol, but the initiative still stays on the paper.

Although there are incremental improvements in EaP policies to prevent discrimination and marginalization and to promote inclusion, the political and public resistance and denial are still prevailing.

In October 2019, an Azerbaijani website Meydan TV reported that a graffiti piece depicting a trans woman, that had been painted as part of an art festival in Baku, was removed days after it was decried as unwanted. The graffiti was painted by a Swedish artist Karolina Falkolt a wall of an abandoned factory in Baku. The main reason for the removal is considered the number of complaints from the residents in the area around the factory.

In September 2018, conservative supporters from dozens of countries gathered in Chisinau for the annual World Congress of Families. This congress was clearly anti-gay celebrating the "natural family."

In April 2019, a transgender human rights activist and the president of the Right Side NGO Lilit Martirosyan was asked to leave Armenia's parliament, after giving a 3-minute speech. During her speech, she has stated that her NGO has identified at least 283 crimes against transgender people in Armenia and she has called for protection for transgender people in the country. After her speech, she has continuously received death threats.

Armenian society reacted very negatively to the decision to provide Government 20 million AMD funding for shooting a documentary about a retired Armenian transgender weightlifter Meline (Mel) Daluzyan. Mel had denounced from his Armenian citizenship and was granted asylum by the Netherlands. People were demanding the resignation of the Minister of Education, Science, Culture and Sports Arayik Harutyunyan, ignoring all the merits and medals of the former athlete. The prime minister Nikol Pashinyan was obliged to announce that the government is funding only the part of the film which refers to Daluzyan's championship.

In November 2019, several hundred far-right activists clashed with police Tbilisi, Georgia while trying to block the premiere of a critically acclaimed Swedish-Georgian gay-themed film which premiered amid a heavy police presence. The film is Sweden's submission to the Oscars and tells a love story about two male dancers in Georgia's national ballet ensemble. The protesters burned the rainbow flag and the Orthodox priest recited a prayer. Some tried to force their way into the cinema but were held back by riot police that cordoned off the premises.

LGBTI prides and marches all over EaP countries are continuously disrupted by Nationalistic groups and right-wing extremists. The dates and the locations are constantly being changed in Ukraine, Belarus and Tbilisi.

The authors of the 2016 paper "Under the rainbow flags: LGBTI rights in the South Caucasus" write that " there is still a certain level of taboo in discussing the LGBTI topic...LGBTI people leave the provinces, where they are easy targets for persecution, and move to the cities as the most acceptable environment for LGBTI life". The paper also states that after analysing the dynamics of this discussion in all South Caucasian countries, it can be concluded that

"In Armenia and Georgia, the waves of homophobia are related to pro-Russian versus pro-Western sentiments. In Azerbaijan, the LGBTI issue is mostly framed by the traditionalist-conservative perceptions on family values also incentivized by Russia in contrast to an anti-discrimination vector influenced by the West. … In all three countries, religious leaders to some degree are leading the homophobic movements and anti-LGBTI actions". The paper also states that "Aggression and criminal activity against LGBTI are widespread in all the countries of the South Caucasus with only one difference: there are no reported cases of hate homicides in Armenia".

Younger adults widely reject homosexuality, but less so than older adults

% who say homosexuality should not be accepted by society

	Total	Ages 18-34	Ages +35	Diff.
Greece	44%	24%	51%	-27
Lithuania	69	56	74	-18
Estonia	62	50	67	-17
Belarus	84	75	87	-12
Romania	85	76	88	-12
Serbia	75	66	78	-12
Bosnia	82	76	84	-8
Latvia	70	64	72	-8
Czech Rep.	22	17	24	-7
Moldova	92	88	93	-5
Bulgaria	61	54	63	-9
Croatia	48	43	50	-7
Hungary	54	49	56	-7
Poland	47	42	49	-7
Russia	86	84	88	-4
Georgia	93	91	94	-3
Ukraine	86	84	87	-3
Armenia	97	98	97	+1

Note: Statistically significant differences are highlighted in **bold**.
Source: Survey conducted June 2015-July 2016 in 18 countries.
See Methodology for details.
"Religious Belief and National Belonging in Central and Eastern Europe"

According to Pew Research Center survey (the results below) conducted between June 2015 - July 2016 in 18 countries. The survey shows that the Eastern Partnership countries have an extremely high percentage of denial. The surprising indicator is that young people and adults have almost equal rates of rejection. The survey was not conducted in Azerbaijan, but from the five member countries, Armenia and Georgia have the worst results.

Another indicator of the lack of inclusion are the Eastern Partnership Index charts. They demonstrate the progress made by the six EaP countries towards good governance, including the observance and protection of democracy and human rights. The index has two main categories:

- Approximation captures the extent to which EaP countries have implemented key EU norms and international standards.
- Linkage encompasses the international linkages between business, civil society, citizens and governments in EaP countries and EU countries.
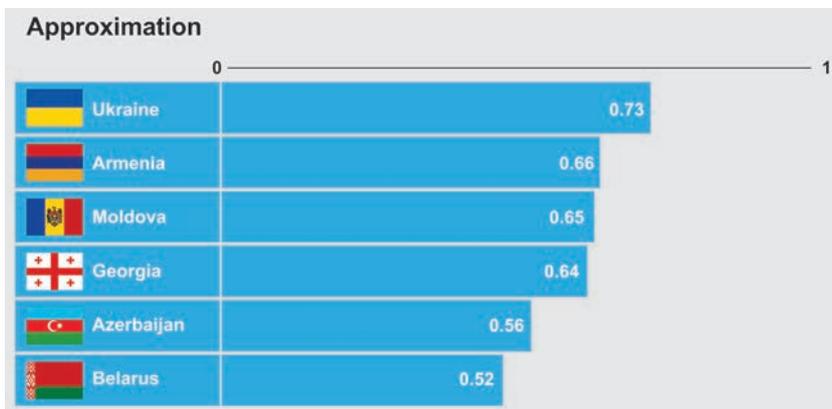
The Index also shows the individual country progress for each category and subcategory.

Statistics may be more or less optimistic. The core problem is that even if human rights, anti-discrimination and punishment of homophobia are ensured on the legislative level in the EaP countries, both the Governments and the societies fail to address the violence, the hate speech, the discrimination towards the LGBTI Community, which leads to the lack (more precisely, to the absence) of inclusion. The violence expressed towards this community is not

Equal Opportunities et Non-Discrimination

	0		1
Ukraine			0.75
Moldova			0.68
Georgia			0.64
Armenia		0.48	
Azerbaijan		0.44	
Belarus	0.25		

Freedom of Speech and Assembly

	0		1
Ukraine			0.83
Georgia			0.73
Moldova			0.72
Armenia		0.47	
Belarus	0.1		
Azerbaijan	0		
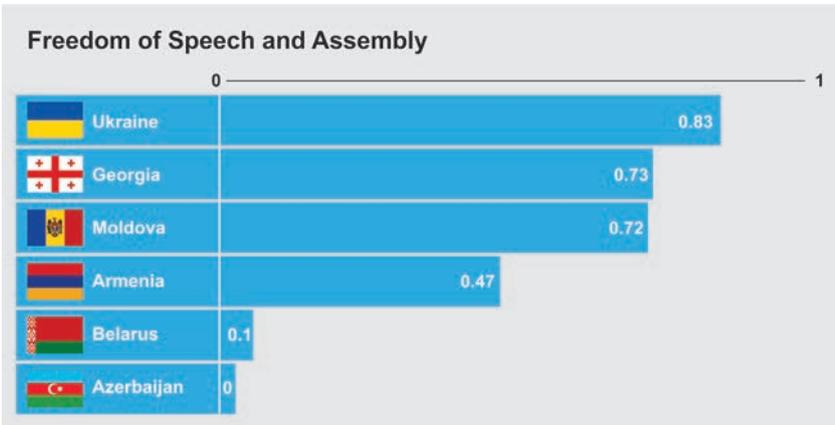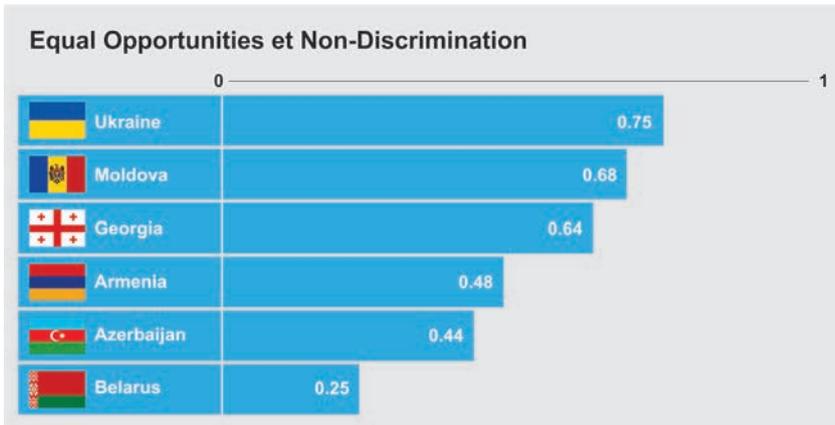
simply physical, but also psychological. The lack of inclusion creates a reality, where those people simply cannot work to gain for living, they cannot join the army, they cannot participate in social life, which makes the isolation and exclusion more disastrous. The alternatives to violence and killings are few and those include living a double life, committing a suicide or fleeing the country - leaving everyone and everything behind.

The root cause of the problem comes from the perception that the LGBTI rights and movements are exclusively European and if a nation wants to come closer to Europe, to be economically and culturally integrated, they must let that phenomenon penetrate in their culture, considering it as a price to pay for visa-free regimes and more funding opportunities from the European Institutions. Which is why a lot of representatives of the Soviet or early-independence generations are still very hostile towards Europe and European

values. Denis Krivosheev, the Deputy Director for Europe and Central Asia at Amnesty International says that *"The idea, promoted by Russia, that LGBTI rights are "western values' that somehow constitute a threat to national security is entrenching elsewhere…LGBTI activists not only bear the social stigma of being marginalized and ostracized by society, but they are also treated as second-class rights defenders within their human rights communities".*

One thing is right: Europe does care about LGTBI community and their rights a lot, not because they are specifically European, but because LGBTI rights are also Human Rights. And no one can deny that Human Rights are the cornerstone of the whole European civilization. After all, all the EaP countries (except for Belarus) are the members of the Council of Europe. Being a member of the CoE requires a lot of commitment to democracy and human rights. But more importantly, it means that they have signed the European Convention of Human Rights, in which Article 14 suggests Prohibition of discrimination on many grounds, including sex and gender.

○ Closing the gap: vision and trends

Youth sector is constantly developing, which means that the set of tools and instruments necessary for the implementation of successful youth strategies and policies need to be constantly updated. Old methods of youth participation and recruitment in the youth wings of the political parties are not working anymore. Digitalization, social media and technological advancements are completely reshaping the culture of youth governance and participation. But, as shown in previous chapters, this does not mean that the youth nowadays are less interested in participation and decision-making. This simply means that the ways of doing it have changed.

This chapter will observe the most important trends in the field of youth work and participation. These trends have already been partially considered in a lot of European countries and are well integrated into their Youth Policies and Strategies. If the Eastern Partnership countries want to succeed in their Youth Policy making, if they want to close the gap and make their societies more inclusive and participatory, they absolutely have to take into account several important factors and trends.

- The political elite must be younger

The Eastern Partnership countries have undergone enormous political changes during the last decade. The most interesting change, that is common to some of the member countries, is that the political elites are getting younger. For certain member countries, the era of 70-80 years old Presidents and Prime Ministers in the past.

In April 2019, Ukraine has elected its youngest President ever a 41-year old comedian and an actor Volodymyr Zelensky. The average age of the cabinet of Ministers (12 men and 6 women) was around 40.

Similarly, after the 2018 Velvet Revolution in Armenia, a 44-year old former opposition-leader Nikol Pashniyan became the New Prime Minister. His choices of Ministers have been quite controversial because of many reasons, but the age was one of the principal ones. In Pashinyan administration, 28-year-old Mkhitar Hayrapetyan, without any evident connections to the Armenian Diaspora became the Diaspora Minister and the youngest cabinet member. The 29-year-old Deputy Prime Minister Tigran Avinyan and 32-year-old Minister for Territorial Administration and Development Suren Papikyan were one of the youngest representatives of the Government. The First Deputy Prime Minister Ararat Mirzoyan and Minister of Science and Education Arayik Harutyunyan are both 39. Young people and mid-career professionals became extensively involved in political life and local governance, both officially and non-officially.

Georgia's former Prime Minister Mamuka Bakhtadze was 36 years old when he took the office in 2018. Another former Prime Minister, Irakli Garibashvili, took office at the age of 31. The current Prime Minister of Georgia, Giorgi Gakharia is 44 years old. Georgia has always been one of the pioneers of young Governments in the Eastern Partnership countries.

Undoubtedly, the new young Governments and political leadership in the Eastern Partnership countries have not always been warmly welcomed. Some people consider the younger Governments represent greater challenges, because experience undeniably, comes with an age. But instead of trying to focus on the negative, we still have to admit that having younger and more enthusiastic political elite gives youth more opportunities for self-expression and participation, both politically and socially.

Younger Governments also shape a new culture of communication with

the public. Let's take the example of the Armenian post-revolutionary Government, where the Ministers and the PM are very active on Social Media. Livestreams and evening-chats have become a common phenomenon, and a way of demonstrating accountability and transparency.

- New forms of youth participation

During the recent years, it has become obvious that both on the European and National levels, young people are less interested in classical politics (if we may call it this way). Low voter turnout, political party membership decline, lack of interest in politics and trust in different political institutions create a quite negative scenario. But the so called "paradox of youth participation" sheds light on this tendency by showing that alongside with the decrease of the formal forms of participation, the non-formal or unconventional forms of participation have been increasing. The processes that are outside of the frames of the electoral process or formal political institutions, such as protests and demonstrations, petitions and online activism have become a better alternative for young people to make their voices heard.

In the book "New and innovative forms of youth participation in decision-making processes", the authors Anne Crowley & Dan Moxon write that *"There is no major disenchantment with politics on the part of young people, only a clear and growing disenchantment with politicians and political elites. Research evidence indicates that young people are far from apathetic, but they are participating more in non-conventional ways"*.

The authors also argue that the negative narrative of the state of youth participation exists simply because the notion of participation is over-simplified and focuses too much on conventional means. These unconventional means are more enhanced by new technologies. In the same book, Anne Crowley & Dan Moxon also talk about "European spring" of youth civic and political engagement, that encompasses cases of large-scale youth mobilisations in a very short time, facilitated by mobile phones and social media. The recent demonstrations in Georgia (after Russian lawmaker Sergei Gavrilov's address in the Georgian parliament) and Armenia (during the Velvet Revolution) have mainly succeeded due to the existence of social media.

The information technologies have created new ways and methods of self-ex-

pression and they are providing huge accessibility to all the social groups to make their voices heard and share their experiences. As highlighted by Willems (2012), some authors see the extensive digitalization as a distinct feature of the new forms of youth participation.

Anne Crowley & Dan Moxon's book also discusses the IJAB's (International Youth Service of the Federal Republic of Germany) guidelines or standards on e-participation (2014), which aim to ensure its effective implementation. "They emphasise the importance of linking any proposed online activity structurally to a public decision-making process *"that is defined prior to the actual participation process"* and is transparent in terms of the degree of young people's participation, that is whether the decision-making is planned to be consultative, collaborative or young people-led".

It is also discussed that the IJAB guidelines differentiate two different dimensions of e-participation:

- direct, or transitive e-participation online whereby political decisions are influenced directly and structural links to political decision-making processes are enabled;
- indirect, or intransitive forms of e-participation which reaches out to Internet users and encourages them to support certain issues and positions and thus contribute to the development of political opinion.

The e-participation is already a part of our reality and policymakers have to embrace it instead of trying to oppose.

For further research, "Study on the impact of the Internet and Social Media on Youth participation and Youth work" (Annex 2: Case studies) offers various initiatives implemented by the European Countries in order to promote and develop youth participation. Without trying to talk about all the cases separately, it is interesting to look at the implications for policymakers that each of these projects offers.

- The myth of considering youth as one homogenous group

It is quite common that the failures of the youth policymaking come from one single myth - that youth is a homogeneous group of people. The most difficult challenge of the youth policy making is the understanding, that young people,

likewise adults, differ with their age, race, religion, abilities, sexual orientation and other identifying characteristics. And depending on the existence of one of more special characteristics, young people can have a completely different levels of access to information and opportunities, and consequently different challenges of inclusion. Very often, the memberships to different institutions and representation in politics is highly correlated with the level of education. Young people who face different and often more difficult obstacles because of their background have fewer opportunities to participate in decision-making, because initially their access to information, education and job market has been restraint. And here even the non-official or alternative forms of partici-pation cannot save the situation, because people from disadvantaged back-grounds may not have access to those forms of participation as a result of the lack of resources. For example, the e-participation may be difficult to exercise for young people with learning or cognitive disabilities.

Thankfully, Europe embraces diversity and acknowledges that in order to successfully implement an effective youth strategy, it is necessary to stop per-ceiving them as a completely identical group of people, but a group of different individuals who fight for a common cause.

Going back to the initial idea of closing the gap, what, eventually, can we recommend?

The book that we have previously discussed called "What Works in Youth Participation: Case Studies from Around the World" offers a set of enabling factors, that in addition to our above-mentioned trends, can contribute to the development of youth participation:

- A shift in adults' thinking about youth: adults should stop thinking that youth is the lazy, unorganized group of people who doesn't have the capacity and the expertise to influence socio-political processes. The current reality shows that youth is not only able to hold adults accountable, but also initiates serious changes in different parts of the world.
- Commitment and support from adults and also from peers: this commitment and support is necessary not only financially, but also morally. Young people need to feel that their voices are being heard. That is why the intergenerational exchange can be good

- A change in young people's attitudes towards adults: young people also need to do their step towards the collaboration.
- A recognition that leadership and participation are not a factor of age : respecting people for their competencies, experience and skills should preside over stereotypes regarding the age.
- A deliberate choice to take risks - challenge established systems: without risks changes are not possible. It is important to encourage young people to take risks and demand changes.
- A dramatic change in how media portray youth: media should stop making them victims or criminals. Young people in a lot of Eastern partnership countries are a community of talented and responsible people, who all want to make changes in their countries.
- The emergence of structures and institutions for youth participation: Youth-centres, think thanks, CSOs, NGOs and other important stakeholders of the youth participation play a key role.
- The need for evaluation strategies: organizing activities and reporting them is simply not enough. Very often we are not well aware of what is really happening in our societies. That is why evaluations and research have to be done in different fields of youth work and participation in order to understand the most urgent needs and priorities.
- Funding: money allocation and funding are exceptionally important in the development of more youth and diversity-friendly societies. Governments all around the world should try to increase their contributions to the youth sector.

Chapter 3: The future of Youth Participation & Inclusion

○ Recommendations & Action Policy

Help young people. Help small guys. Because small guys will be big. Young people will have the seeds you bury in their minds, and when they grow up, they will change the world.

Jack Ma

Over the course of the last two chapters, we have been able to have some insight on the state of youth participation and inclusion in the Eastern Partnership countries and in the European Union. The problems are numerous and unfortunately, blaming the Governments for all the mistakes will be the easy answer. The above-mentioned cases and stories demonstrate that very often, even if the Governments are willing to bring change, the resistance and the discontent of public forces them to backpedal.

This chapter intends to give some recommendations to the youth organizations, NGOs, CSOs and Government officials on how we can improve the state of youth participation and inclusion in the Eastern Partnership countries. Before discussing these recommendations, we have to keep in our minds that the responsibility doesn't fall on individual bodies or organisation. Making young people and their needs important requires joint efforts and collaboration between private and public sector, between formal and non-formal education institutions.

- Make youth participation a priority in the political agenda

Making youth participation and inclusion a priority in the Eastern Partnership countries seems to be a big challenge. While some Governments increase

the funding and provide more freedoms and opportunities for young people, the others have regress. Young people are usually very underestimated, their potential is misused. In order to make youth participation a priority, Governments, in collaboration with the Non-governmental sector, have to undertake institutional changes and reforms. These reforms need to take into account all the potential factors, that might positively or negatively influence the developments of youth participation. For example, lowering the eligibility age for certain positions, forcing youth quotas in decision-making bodies, having more youth-friendly approaches and updated recruitment strategies will surely shake up the system and add some fresh blood. Moreover, youth quotas must refer not only to young people as a whole, but also different subgroups, such as women, young people with disabilities etc.

In order to revitalize the traditional forms of youth participation, structural and foundational changes need to be done in political parties' ideologies, electoral campaigns. In order to avoid the stigma and stereotypes about young people, political parties need to ensure the involvement of young people in local governance. Thus, young people will obtain necessary skills and competencies, which will help them combat the widely-spread stereotype of being unexperienced.

Youth organizations, on the other hand, can be helpful by trying to uncover and map all the youth-related solutions and initiatives proposed by different political parties. On the other hand, Governments and Parliaments should adopt strategies, which will raise awareness about the importance of youth participation in political and in local governance. Such strategies can be the empowerment of young MPs, the mentorship provided by their older counterparts and awareness-raising campaigns.

- Strengthen the institutional framework and governance of youth policies

Some of the EaP countries suffer to provide timely update of their national youth policies and strategies. The absence of a common governmental framework, the absence of the political agenda takes the opportunity to have comprehensive and holistic strategies. As a result, all the youth initiatives implemented may have incremental positive outcomes in different sectors, but

overall, they are not changing the bigger image. First of all, the Governments and the Youth organizations need to demand timely update and adoption of national youth strategies and policies. Secondly, the problems in young peoples' inclusion and participation are multi-dimensional and require cross-sector collaboration. Hence, all the ministries should have a mandated responsible for youth policies who will work with their colleagues from different ministries on a common framework and objectives.

Governments must also take steps to give a certain status to youth workers, considering them as educators. Youth workers' efforts need to go hand in hand with civil servants: they have to be well trained and informed in order to efficiently include and integrate young peoples' needs in their work.

The governments of the EaP countries have to ensure that local and regional youth council can exist independently, can actively participate in local and national governance and decision-making processes.

- Embrace the new forms of youth participation

As our research has demonstrated, there is a growing level of evidence showing that young people are turning away from the conventional or traditional forms of participation. But this does not mean that their interest has lowered. Technological changes made young people to turn to alternative, more innovative forms of participation. This means, that instead of imposing youth participation methods and complaining that they are not effective, the EaP Governments and non-governmental youth stakeholders need to investigate and to identify how young people prefer to participate.

The youth organizations and Governments need to promote new and different forms of youth participation. This can be done through trainings, seminars, e-learning or by peer-to-peer cross fertilization. The innovate approaches in policymaking will enable young people to demonstrate more active participation. The education about various forms of participation has to start from an early age. Youth organizations can work collaboratively on a curriculum which can be integrated in school programs.

- Creating a solid legislative base to foster youth participation and inclusions

The Governments and youth organizations need to work together to identify a full list of laws and constitutional points, that protect young people from discrimination and marginalization. By doing so, both parties will be able to identify all the legislative gaps, work on new laws or on improving the existing ones. The new draft laws have to enhance the control mechanisms and prevent discrimination cases and practices. The ratification of international conventions is another important step, which will strengthen the legislative support of young people. Furthemore, the EaP countries have to ensure the adoption of youth law and all youth-related legislation only by taking into account all the suggestions and recommendations given by young people.

- Empowering young people through non-formal education

Youth organisations and the EaP countries have to support young people's participation in local and international projects, networking events as they provide necessary skills, knowledge and references for the further capacity building. The involvement of marginalized and discriminated young people in those projects is of a critical importance. The establishment of Youth Centres will enable young people to have a space for discussion and collaboration. The Government also has to support and empower young people engaged in volunteering activities in youth organizations.

- Research: impact and need assessment

Youth policies and strategies have to be based on young peoples' need assessment and their impact has to be evaluated on a constant basis. The impact assessment mechanism will give us a full image about how youth policies are affecting different parts of young peoples' lives. The qualitative and quantitative data will become an instrument in the policymakers' hands. This assessment mechanisms can be implemented both by youth organisations and the Government.

- Provide space for young people and youth organisations to take political action without negative consequences

There are three types of spaces that can be used for this occasion:
- open air – festivals, concerts, graffiti;
- indoor – seminars, trainings, workshops;
- online – campaigns, blogs and petitions.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decisiom-making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts & proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will inplement wtat you decide.

Source: developed from the Foundations of Public Participation, International Association for Public Participation Australasia.

The chart below represents The International Association for Public Participation (IAP2) public participation spectrum, which can be applied also to young people. This is a widely used model that provides a framework of community engagement in decision-making processes. This spectrum shows how the Governments need to commit to public during different phases of decision-making in order to provide transparent and accountable governance.

In case this spectrum is maintained on different levels of decision-making, young people will have more layers of participation and more opportunities to make that participation inclusive.

For more information about different useful recommendations you can consult the "Empowerment of young people for political participation in the democratic life in Europe" Implementation Toolbox (July 2014-December 2015), which offers a variety of methods and approaches which can help develop youth participation and inclusion.

○ Outreach of Marginalized Youth in the Eastern Partnership countries: Tips and Tricks

"By forcing people to hide, intolerance creates its own cynical logic: when a large portion of a group goes unrecognized, it only makes marginalizing the whole easier. Visibility, on the other hand, creates acceptance."

— Christian Rudder, "Dataclysm: Who We Are"

In the light of above-mentioned developments and tendencies in the Eastern Partnership countries, it is important to talk about the outreach of Marginalized Youth. To understand what are the main tips and tricks necessary of an efficient outreach, we will have to look at its notion first. Wikipedia gives quite comprehensive explanation of the word "outreach". "Outreach is an activity of providing services to any populations who might not otherwise have access to those services. A key component of outreach is that the groups providing it are not stationary, but mobile; in other words they are meeting those in need of outreach services at the locations where those in need are. In addition to delivering services, outreach has an educational role, raising the awareness of existing services. It includes identification of underserved population and referral to services".

From this definition we can draw a couple of characteristics of the outreach

work:

- Taking the initiative: the institutions and organizations willing to carry out an outreach work have to express their initiative and willingness by approaching those underserved communities.
- Identification of the people who need outreach: before approaching them, those communities have to be clearly identified and their needs have to be assessed and evaluated.
- Raising awareness: education and capacity building are very important components of the outreach work.

In other words, outreach is important particularly in the cases when the official and governmental channels fail to provide the equal level of support and service for different social groups[2]. That is why quite often outreach activities are initiated and carried out by the non-governmental organizations and youth work initiatives.

In his 1996 book about the "Outreach Work with Drug Users: Principles and Practice"[3] the author named three different models of outreach work:

- domiciliary (undertaken at individual homes);
- detached (undertaken in public environments and targeting individuals);
- peripatetic (undertaken at public or private environments and targeting organizations rather than individuals).

In the book "Maximising the Role of Outreach in Client Engagement"[4], the authors talk about another form of outreach that they call the "satellite type". In this case, the services are provided at a dedicated site.

In order to undertake successful outreach activities, youth organizations have to identify who are the possible marginalized target groups in their communities. Some possible options are presented below:

. . . .

2. Kate Hardy; Sarah Kingston; Teela Sanders (16 December 2010). New Sociologies of Sex Work. Ashgate Publishing, Ltd. p. 77.
3.Tim Rhodes (1996). Outreach Work with Drug Users: Principles and Practice. Council of Europe. pp. 25–26.
4. Dewson S, Davis S, Casebourne J. Research Report DWPRR 326, Department for Work and Pensions, 2006.

- Young people weakened or severed family and social ties.
- Young people who have been abandoned by their families.
- Young people who have gone through physical and psychological abuse in their families or adopting families.
- Young people who don't have homes and become beggars, young people who are obliged to become sex workers to survive.
- Young people who are stigmatized by the society because of their ethnic, national, religious background, their status as migrants, refugees.
- Young people who are discriminated, traumatized and repressed because of their sexual orientations.
- Young people who have damaged self-esteem, mental health problems and who suffer from social neglect and isolation.
- Young people in extreme poverty, who are often exploited in their workplaces, because of the lack of choice and lack of other job opportunities.
- Young people who become drug-users to overcome various physical and mental difficulties.
- Young people who are vulnerable to STI/HIV infection, pregnancy, hepatitis.

This list can be further extended, but it is certainly difficult to include all the marginalized groups in one list. These groups are different depending on the country, their social standards, cultural and religious specificities etc.

The publication "Outreach work with young people, young drug users and young people at risk: emphasis on secondary prevention"[5] discusses different levels of the outreach activities towards marginalized young people based on the model taken from preventive psychiatry (Caplan 1964). According to this model, the outreach activities are represented in a form of an axis that is divided in three main areas:

Primary preventive work: this group unites all the initiatives that are directed

• • • • • • • • • • • •
5. The publication "Outreach work with young people, young drug users and young people at risk: emphasis on secondary prevention" by Njål Petter Svensson, Sheena Horner-Knight, Tommy Husebye, Sabine Muerwald, Jürgen Schaffranek, Pompidou Group, Stasbourg, 2003

at the society as a whole. In other words, the primary preventive work refers to activities aimed at preventing problems before they become problems. Such examples can be information campaigns that are very general. Although it is very effective to solve issues before they become problems, the primary preventive work is not always effective because of its large target audience.

- Secondary preventive work: this group unites all the initiatives which are directed at the problems that are about to occur. The secondary preventive work has an objective to prevent the existing problems from developing further. The target audience of this level are not only people who are at risk of marginalization, but also young people who are not yet strained with problems.
- Tertiary preventive work: the last level of the outreach work aims to take countermeasures to mitigate and eliminate the existing problems.

The work on all of these three levels requires a certain set of methods and skills that might contribute to the effective implementation of outreach activities. Such necessary skills can be the ability to establish contact and mutually-trustful relationship with the potentially marginalized groups, constant surveillance and planning of the initiatives, ability to work with gangs and different subcultures, crisis management, techniques of negotiation, conversation, persuasion and motivation.

Unfortunately, soft skills are not enough for the successful implementation of outreach activities for socially marginalized young people. There are a lot of problems, that need to be considered in the planning and implementation processes.

First of all, very often people who are engaged in the outreach activities may not have a complete understanding of the real needs of young people. Before planning any activity or program, it is essential to conduct need assessment and involve marginalized young people in the process in order to have a realistic overview of the situation.

Secondly, it is very difficult to secure funding for the youth outreach projects, especially if they are long-term. In order to capitalize resources and funding, it is recommended to be open to collaboration and to work closely with other organizations and initiatives. Moreover, getting the community support might

be extremely helpful. The world of the marginalized young people can be quite dangerous and unwelcoming. If the community is not welcoming or under-standing towards marginalized young people, they might fall deeper into the world of abuse and violence.

Thirdly, the organizers of the youth outreach projects have to be very careful in the choice of the volunteers and the staff. People involved in these projects have to be aware that they will be dealing very often with physically or emotion-ally damaged people. Hence, an extraordinary amount of patience, empathy and sensitivity is needed for the effective communication and collaboration with the target groups.

Like any other project, youth outreach initiatives need proper monitoring and evaluation. The organizers need to define a set of KPIs or objectives, which will be constantly evaluated and tracked in order to assure the efficiency of the projects.

Last but not the least, we have to acknowledge that individual outreach proj-ects might not be as efficient as we would like them to be because of the larger socio-political context. If the equal opportunities of healthcare, education, em-ployment and self-expression are not ensured on the legislative level, small outreach projects' impact may be visible but very slow.

There are several tools, which might be useful for the establishment of suc-cessful marginalized youth outreach activities:

- Outreach programs in their communities: for example, providing medical care and education to women who are forcefully involved in sex work;
- Telephone hotlines: for example, a telephone hotline for the LGBTI people who are being physically or emotionally abused and who need help;
- Shelters and transition homes: for example, a shelter for extremely poor young people who need some time and help to get a job and become independent again;
- Counselling, awareness-rising activities: for example, training young people on their civic rights;
- Non-formal education activities, development initiatives: for example, an evening school for low-skilled young people;
- Healthcare and health education services: for example free clinics

for the young people who don't have access to medical institutions for various reasons

Of course, it will be wonderful to involve people or the members of the marginalized communities, who have a certain level of trust, credibility and authority.

Besides identifying one more model of outreach work, Dewson and al (2006) (mentioned previously) talk about several tools of outreach activities:

- Leaflets;
- Newsletters;
- Social Advertising;
- Displays, billboards, posters;
- Events.

Canada has established the concept of the Youth Outreach Worker (YOW), who act as mentors, support young people in the marginalized communities and advocate for the improvement of access to different services for marginalized young people[6]. YOWs are part-time, or volunteer workers who work based on the needs of non- profit organizations that offer youth development programs.

To conclude, here are several important factors that the civil society organisations and youth workers need to take into account while initiating or planning youth outreach activities:

- It is always easier to prevent problem, than solve them, but being to generic in outreach activities may cause a lack of efficiency and reduce the impact.
- It is important to wisely choose the people and the organisations who will work on the outreach activities: a certain set of soft skills are necessary for deep implication in those activities.
- The tools and methods used in youth outreach activities are numerous, but youth workers need to wisely choose considering socio-political context of the country, the openness of the community and the need assessment of the marginalized target groups;

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6. Youth Outreach Work: Using Solidarity to Empower Marginalized Youth by Warren Clarke, A Thesis presented to The University of Guelph, April 2015

- In order to ensure the longevity of the outreach projects, it is recommended to collaborate with other organizations or individuals. The involvement of other parties may provide a capitalization of resources and funds.

○ Toolbox & Activities for Participation and Inclusion

There are numerous activities and instruments, that youth organisations can use in order to have more youth-friendly, inclusive and diverse projects that ensure active youth participation.

We will discuss some of these instruments, which can be easily integrated to any type of organisational activities.

Hart's Ladder

Hart's ladder was developed in 1992 by sociologist Roger Hart in a book for UNICEF called "Children's Participation: The Theory And Practice Of Involving Young Citizens In Community Development and Environmental Care". The model initially identified eight levels of children's participation in projects. The model has been used for the Young People's Participation assessment. Hart's Ladder provides an easy way to evaluate the quality of youth participation in any project. This model also helps to identify the practices which don't promote youth participation so that the organizations can get rid of them.

The Degrees of Participation identified by Hart are the followings:

8) Young people-initiated, shared decisions with adults. This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults. This rung of the ladder can be embodied by youth/adult partnerships.

7) Young people-initiated and directed. This step is when young people ini-

tiate and direct a project or program. Adults are involved only in a supportive role. This level of the ladder can be embodied by youth-led activism.

6) Adult-initiated, shared decisions with young people. Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. This rung of the ladder can be embodied by participatory action research.

5) Consulted and informed. Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This rung of the ladder can be embodied by youth advisory councils.

4) Assigned and informed. This is where young people are assigned a specific role and informed about how and why they are being involved. This rung of the ladder can be embodied by community youth boards.

3) Tokenism. When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. This level of the ladder reflects adultism.

Roger Hart's Ladder of Young People's Participation

Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized *

Rung 2: Young people are decoration *

Rung 1: Young people are manipulated *

Note: Hart explains that the last three rungs are non-participation

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship.
Florence: UNICEF Innocenti Research Centre.

2) Decoration. Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder reflects adultism.

1) Manipulation. Happens where adults use young people to support causes and pretend that the causes are inspired by young people. This level of the ladder reflects adultism.

After looking at all the degrees of participation, we have to identify which of the 8 levels is the most relevant and successful. The answer to this question highly depends on the needs of the organization. For certain organizational structures, it is beneficial that young people and adults share the role in the decision-making process. Other organizations may prefer having young people take decisions without the influence of adults (but not without their consideration).

Shier's Pathway

Shier's Pathways to Participation model is useful in assessing organisational readiness and commitment to youth participation beyond individual projects.

The model offers 5 levels of youth participation that you can see above. But at different levels of participation, individuals and organizations demonstrate various degrees of commitment to the whole process of youth empowerment. Each level in the model has three stages: openings, opportunities and obligations. At each level, at a certain point, a worker expresses willingness to operate by making a statement of intent or a personal commitment. But this does not assure the availability of the opportunity itself. During the second stage, the need for resources, skills, knowledge are met and the organisation is capable to operate in practice. During the obligation stage, the policy of the organisation or the setting that staff should operate is fixed and confirmed. During this stage, a certain level of work which empowers young people's participation becomes a built-in to the system of the organization. The organizations can easily determine their current position by answering to the questions provided for each stage of each level. After the identification of the current position, the organisations can work on the improvements or organizational model changes in order to have more participative approach. It is also important to acknowledge
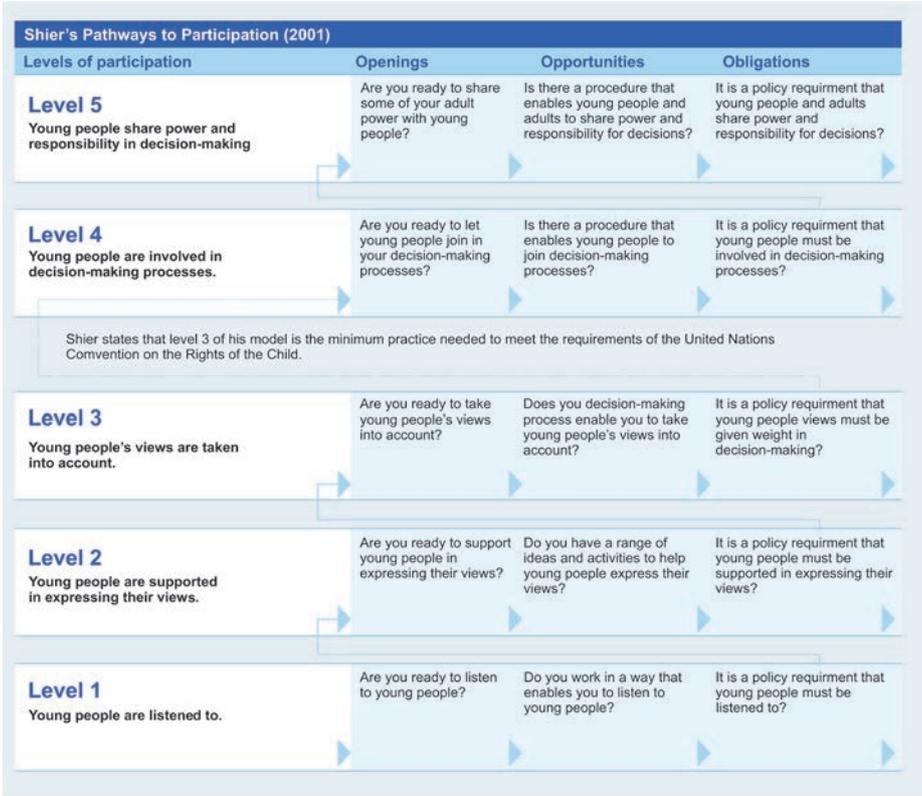
that many organizations may actually float between different levels and stages and each of their projects or aspects of work may have a different positioning.

Shier's model is a very useful tool for youth organisation, which helps to determine the internal problematics and easily find a pathway to resolve them.

You can learn more about Shier's Pathway and Hart's Ladder in the 2001 publication "Pathways to Participation: Openings, Opportunities and Obligations: A New Model for Enhancing Children's Participation in Decision-making, in line with Article 12.1 of the United Nations Convention on the Rights of the Child"[7].

Another publication, "Plus up your projects! Train your team on inclusion

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7. "Pathways to Participation: Openings, Opportunities and Obligations: A New Model for En-hancing Children's Participation in Decision-making, in line with Article 12.1 of the United Nations Convention on the Rights of the Child", Harry Shier, 2001 John Wiley & Sons, Ltd, pp. 107-117

& diversity"[8] offers different kinds of activities, which will boost inclusion and diversity in international and national projects. Some of the best activities are represented below.

Inclusion / Exclusion Game

Aims: to reflect about how and when we include or exclude people
Number of participants: more than 10 participants
Length: 10-20 minutes
Materials needed: dots stickers in different colours
Description: All the participants have to close their eyes and sit in a circle. The facilitator walks around and put three/four different types of colored dots stickers on participant's foreheads. The participants don't know what they have on their foreheads and as they open their eyes, they are asked to find the group they think they belong to without talking. One participant doesn't have a dot on his/her forehead.

From Disability to Ability

Aims: to learn about different types of disability and how to transform them into abilities and to reflect on the importance of the role of personal assistant.
Number of participants: any
Length: 30 minutes
Materials needed: none
Description: Participants are divided into two smaller groups:
- One with disabilities (people being either blind, unable to talk, etc.)
- Another one with "assistants"
Each "disabled" person has a personal assistant to help them have break-fast. Each of the assistants had a role to play (e.g. to be the busy assistant, the overcaring one, etc). Participants then exchange about their experiences and feelings and for whom it is difficult.

. . . .
8.. "Plus up your projects! Train your team on inclusion & diversity", Grenzenlos, Alliance of EVS Organisations, Erasmus+, p. 16-28

<u>Collage</u>

Aims: to reflect about the topic and create a debate

Number of participants: any, if the group is not so big they can work on pairs or in the plenary

Length: 40/50 minutes depending on the group size

Materials needed: newspapers, magazines, scissors, pencils, markers, flip-chart papers

Description: The group is divided into 6 small groups and every group takes the task to think about social inclusion projects for different target groups during 20 minutes and make a collage including the following points:

• Whom (whom to work with)

• Environment (what is an environment of this target group)

• Needs (what does target group needs)

Afterwards the groups made the presentations. The group had following topics:

• Young people with fewer opportunities (social and economical).

• Families.

• People with mental disabilities.

• Disabled and able-body people (joint activities)

The main questions of the discussion during the presentation:

• Where to find a target group,

• How to be in touch with young people with fewer opportunities if we have long-term project with them.

• The level of support for disabled people during joint activities.

<u>What group do I belong to</u>

Aims: to reflect about exclusion and inclusion in terms of groups

Number of participants: 5-7 people

Length: 20 minutes

Materials needed: pens, flipcharts, and flipchart markers

Description: You divide the big group in smaller groups. Every person in each group has to write down three everyday categories / groups they belong to and discuss about it. If they exclude or include people from their chosen groups or

if they were include or exclude from any group for any reason.

For example, if a person chose a group "English language", they include people who speak English and exclude people who do not speak English. Another example would be "being employed", and a member of the group would exclude people who has no job.

Stereotypes

Aims: to reflect about the feelings while judging people or while being judged

Number of participants: any

Length: 30 minutes depending on the group size

Materials needed: papers and markers

Description: You divide participants in smaller groups by countries and every group write their country name in a paper. We put all the papers around the room and every participant in the group has to write a stereotype about the countries. After all of them wrote something, each country-group take its paper and read the stereotypes written by the other participants.

After reading, we ask them some questions:

• How do you feel after reading the stereotypes about your country?

• Are stereotypes a good description of every person?

• Are they a real description?

• Could people not feel comfortable when they are described through stereotypes?

Short story

Aims: to reflect about the way we see "reality"

Number of participants: any

Length: 20/30 minutes

Materials needed: a short story prepared by the facilitator

Description: In the plenary, everybody closes their eyes. A story is told by the facilitator of the activity and the participants have to follow the story in their minds.

Story: "Imagine: you are going for a walk in the park. At the gate, the park guard nods at you when you walk by. You enter the park and hear the birds singing. On the grass a group of children are playing, their parents watching

over them. A bit further, on a bench, a young couple is kissing. On the other side of the park you see an ice-cream van and you order a cone...”

While reading, everyone creates images of the different people in each head. At the end of the story, the facilitator asks the participants what they saw and asks them some questions:
  • How many of these people were black or white?
  • How many of you imagined that the kissing couple was homosexual?
  • How many people in the story had a disability?
  • Why do you think you imagined it so?

City Rally

Aims: Way of putting part of the theory (talking about disabilities) into praxis in order to provide the participants another perspective for a further and more diverse learning process. To make participants put themselves in the "shoes" of a wheel-chair user and make them feel how ordinary life for them is.

Number of participants: Any – 4 groups, 7-8 participants

Length: app. 3-4 hours (whole morning/afternoon)

Materials needed: wheelchairs and papers with the tasks to be done

Description: The participants have to complete some tasks given by the facilitators while some of them are using wheelchairs in the city. Before the start of City rally, facilitators explained them how to work with wheelchairs and participants had possibility to try it in the hostel. Every group had its own leader. In every group there were 1-2 wheelchairs and participants were kindly asked to use them. They could switch in the group during City rally. Groups were asked to use a public transport as much as possible; they received tickets for public transport. Every group receives a set of tasks that they have to do. At the end of the day, the participants gather around and discuss the challenges and obstacles that they have encountered during the day.

"Toolbox of non-formal learning activities for citizenship education and youth participation"[9] offers a couple of activities aimed at promoting youth participation and inclusion.

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9. "Toolbox of non-formal learning activities for citizenship education and youth participation" created by participants of Training course "Youth Citizenship Activators" - Topola, Serbia - 24 November - 3 December 2016

Gender equality

Developed by: Ana Carmo, Portugal / Raluca-Mihaela Costea, Romania / Klim Popov, Romania / Uğur Ateşli, Turkey

This activity aims at raising awareness about gender equality issues.

Themes/Issues addressed	- Stereotypes - Gender equality
Target group:	This activity can be adapted to any group age.
Group size:	- No more than 30 - The group should have the same number of female and male participants
Aims and Objectives:	- Raise awareness about human abilities and capabilities - Deconstruct gender stereotypes - Raise awareness about gender equality
Learning outcomes:	- Improve their abilities and capabilities - Understand their prejudices - Raise awareness - Change and deconstruct stereotypes
Time:	10 min to list stereotypes 5 min to create the chart 5 min to rate 5 min to share 10 min to discuss
Instructions:	1. The audience will be divided into women and men 2. Women will list 5 stereotypes of men and men will list 5 stereotypes of women 3. These stereotypes will be written all together on the board to create a Chart 4. Each participant will copy the chart of stereotypes and rate each one for men and women from 1 to 5 (1 is the least skillful and 5 is the most skillful) 5. Each participant will share their rate for each stereotype

	6. Collectively, the points will be added
	7. In the end, will open the results to debate
Debriefing and evaluation:	- What defines the difference between genders?
	- Do certain abilities and capabilities only belong to a certain gender?
	- Ask participants their own experience on qualities with the biggest difference in scores
	- Do women and men have different abilities and capabilities?
Space requirements and training materials:	- Conference room and chairs for every participant
	- Paper and pen for every participant
	- Board and pen
Tips for facilitators:	Trainers should have opposite gender.
	The audience should have the same number of opposite genders

Where am I from?

Developed by: Dimitrios Skafidas, Greece / Najada Serdani, Italy / Greta Iljazi, Albania

It is an activity based on alternative ways communication which gives the possibility to the participants to use their body language in order to describe something.

And finally, two interesting activities fostering inclusion and diversity from the "Toolbox of non-formal learning activities for inclusion of minority youth"[10] .

Themes/Issues addressed	- Intercultural Communication
	- Stereotypes
Target group:	Young People aged 18+
Group size:	24
Aims and Objectives:	- We want to make people to understand that they are not so different from each other.
	- We want to build bonds between young people

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10. "Toolbox of non-formal learning activities for inclusion of minority youth" created during Training course "European Minority Youth Inclusion", Mitrovica, Kosovo, 01-09/02/2016

	- How to teach the other to recognize the others without using stereotypes.
Learning outcomes:	- Break the stereotypes -Teamwork - Make the participants that there are minor differences between nations - Improvement of body-language/ Speaking without using words
Time:	5 minutes energizer 15 minutes game Activity 10 minutes feedback
Instructions:	1. In the energizer everyone will receive a piece of toilet paper. 2. There will be written one out of the four words that we want them to describe to themselves in one word. Those words are: Fear, Feelings, Love and Missing. 3. Afterwards the participants will join a game in which they have to describe the nationality of the specific item that it is written in the paper in front of them without saying a single world. 4. It will continuous by giving them the chance to explain the reasons that they used the specific body language to express themselves.

What is a minority?

Developed by: Zuzana Kciuk, Poland; Andrea Di Tommaso, Italy; Stefan Vukojević, Serbia; Miloš Aleksić, Bosnia and Herzegovina

Target group:	Young people, youth workers, minority groups
Group size:	20 – 30 participants
Time:	45 minutes
Overview of the activity:	Creating a common understanding about the term minority through personal and group reflection.
Aims and Objectives:	• to understand what is the concept of minority • to create a common group definition of the term minority • to brainstorm, discuss and understand the characteristics that define people as minorities

Materials and space needed:	
	-space and chairs for sitting

How do you feel?

Developed by: Sara Cadoni, Italy; Stefan Kalaba, Serbia; Tomka Petričević, Bosnia and Herzegovina

Themes:	• First impression about someone • Prejudice and stereotypes • Discrimination and inclusion
Target group:	Participants in projects, over 18 years old from different countries.
Group size:	30 people
Time:	60 minutes
Overview of the activity:	Energizer: to find out more interesting things about each other The main activity: We will put the labels on foreheads, and we should guess who we are and how we felt in the specific role which was given to us. After that there is a group discussion.
Aims and Objectives:	• to step into somebody's else shoes • to be more open-minded • to respect those who are different from you and not discriminate • to foster honesty
Materials and space needed:	• Working room without chairs, later with chairs in evaluation part • Flipchart, papers, tape, markers, toilet paper, camera
Step-by-step instructions:	**Energizer:** Participants should stand in circle while toilet paper is given to one person. Every person will take how many pieces of paper they want, 1 or 10 depends on them. When everyone has pieces of toilet paper, every participant should cut one piece saying one interesting thing about himself/herself (for example: I have a snake as a pet or I have a big scar which I've got during rafting etc.) This activity will take about 10 to 15 minutes.
	Main activity: Facilitator will have prepared closed 30 labels in a box that each have written category on it (ex. priest, gay, homophobic, Blondie, millionaire, HIV positive, refugee, ex prisoner, prostitute, doctor, police officer, black musician, etc.) Each person will pick one label without opening it. Person next to you will stick on your forehead the label you have in your hands without you knowing who you are.

Conclusion

In the three chapters of this Handbook, we have talked about two important notions of youth policymaking – youth participation and youth inclusion. Why nowadays is it so important to talk about participative and inclusive societies? Well, first of all because the world changes and young people are the pioneers of that change. Every day young people in different parts of the world mobilize, protest and demand changes for the sake of their present and their future. Hence, the Governments, state institutions, as well as youth organizations have a very important mission to accomplish. This mission consists of creating favourable conditions for the young people's expression and self-realization, without judgement and by respecting the diverse backgrounds of this community.

Young people protest, because their voices have been ignored for a very long time and now, they want to make them themselves heard.

In the chapter one, we have looked at the 2-year project called "Everyone Matters", which has been implemented by a Consortium of Youth Organisations from different the Eastern Partnership and the EU countries. The chapter presented different personal success stories, as well as talked about the methodology of constructing such kind of long-term and big projects. Any other organisations, who plan to organize long-term initiatives with different partners from all over Europe can read the chapter and draw inspiration and ideas.

The second chapter talked about the European youth policies, initiatives and projects implemented during the last decades. The second chapter also discussed the state of the youth participation and youth inclusion in all the Eastern Partnership countries by giving a brief overview of their state youth policies and strategies. The small online survey presented in the Chapter 2 helped us to drive interesting conclusions and identify key hypothesis about youth participation and youth inclusion in the EaP states. The Chapter 2 also presented the most recent cases of discrimination, xenophobia and marginalization in the Eastern Partnership countries. The Chapter was concluded by several guidelines concerning the future tendencies of youth participation and inclusion, as well as the ways which can help us close the existing gap.

Finally, the Chapter 3 intended to provide recommendations for the youth organisations, Government and State institutions working with young people at

local and national levels. The Chapter 3 has also briefly discussed what are the marginalized youth outreach activities and what are the requirements for the effective implementation of outreach initiatives. Finally, the Chapter 3 intended to give its readers a couple of tools and instruments, which will enable youth organizations to adopt more youth-friendly and inclusive approaches in their activities.

Youth sector is constantly developing, and the tools and instruments that have been effective for the previous generations cannot have any impact today. Hence, youth organizations have to be constantly informed about the changing needs of young people. Moreover, they have to be ready to cooperate and initiate dialogue with adults, who are in charge of Governmental infrastructures, funds and the decision-making processes.

The "adults", on the other hand, must change their conventional approaches, open themselves to more innovative and modern ways of participation. "Adults" have to trust young people, listen to them and shape youth policies solely based on young people's needs and not on state priorities.

The objective of this handbook is not to find solutions to the existing problems. Instead, it aims to provide useful references and points of discussion and debates, which can lead to further capacity building activities followed by the organization of long-term and impactful projects.

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Glossary

This Glossary has been created based on the definitions of the Council of Europe and the European Union. For more detailed descriptions, please, consult the Glossary on youth.

Action plan: The action plan is a way to make sure that an organisation's/institution's/group's vision is made concrete. The action plan also describes the path that the group and the organisation will be following in order to reach the planned strategy and to reach the objectives. The action plan should include the actions that are to be taken, the person responsible for every action, clear deadlines for completing the specified actions, the resources that are to be used for the actions as well as the communication tools required for the coordination.

Activism: Activism refers to taking action to impact social change. In terms of actions involved, it may include causes related to changes in the social, political, economic or environmental sectors. The process of change might be either conducted by an individual having the capacity to mobilize masses or collectively. When it comes to the forms of activism, it might vary from action undertaking civil disobedience, protests, occupations, campaigning, boycotts and demonstrations to more conventional forms such as lobby processes, writing letters, internet activism, petitions, and attending meetings of public bodies.

Citizenship: (Active citizenship): (Active) citizenship stands for an active participation of citizens in the economic, social, cultural and political fields of life. In the youth field much emphasis is on learning the necessary competences through voluntary activities. The aim is not only to improve the knowledge, but also motivation, skills and practical experience to be an active citizen.

Civil Society: Civil society refers to the arena of unforced collective action which centres on shared interests, purposes and values. In principle, its institutional forms are distinct from those of the state, family and market. Often civil society is understood as a "third sector", while the state is "the second sector" and business "the first sector". In practice, the boundaries between state, civil

society, family and market are often complex, blurred and negotiated. This makes the exact definition of civil society difficult. Civil society actors include non-governmental organisations, citizen advocacy organisations, professional associations, faith-based organisations, and trade unions, which give voice to various sectors of society and enrich public participation in democracies. Sometimes less organised actions and activities like movements, community groups, protests and demonstrations may be seen as civil society actors. Civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power.

Disability: Disability is the consequence of impairment and might be physical, mental, sensory, developmental, and cognitive. It might also be a combination of these forms of impairment, affecting the functional performance and activity by the individual. The presence of disability (either from birth or occurring later on in one's development stages) might lead to the reduced participation of the individuals the social, cultural or economic life.

Discrimination: Discrimination means treating a person or particular group of people differently. This includes treatment of an individual or group in a way that is worse than the way people are usually treated, based on their actual or perceived membership of a certain group or social category. Discrimination may take place on various grounds: age, disability, employment, language, nationality, racial or ethnic, regional or religious background, sex, gender, and gender-identity, sexual orientation. Reverse or positive discrimination is the policy of favouring members of a disadvantaged group. Examples of positive discrimination include quotas and giving certain groups preference in (job) selection processes.

Diversity: In general, the term "diversity" is simply another way of denoting "multiple difference" or "variety" . However, it has come to acquire a socio-political connotation that specifies positive acceptance of heterogeneity, and in particular, of cultural heterogeneity. Most commonly, diversity implicates that such differences are to be accepted and respected equally, since no culture is intrinsically superior or inferior to another.

Empowerment: Empowerment is helping people to help themselves. This concept is used in many contexts: management ("the process of sharing information, training and allowing employees to manage their jobs in order to obtain optimum results"), community development ("action-oriented management training aimed at community members and their leaders, poverty reduction, gender strategy, facilitation, income generation, capacity development, community participation, social animation") and mobilisation ("leading people to learn to lead themselves").

Equality: Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognises that historically, certain groups of people with particular characteristics (e.g. race, disability, sex and sexuality), have experienced discrimination.

Gay: This term primarily refers to homosexuality and same sex preferences. Gay is a term that is used to describe a man who has an emotional and/or sexual orientation towards men. Some women also define themselves as gay rather than lesbian; it is a generic term for lesbian and gay sexuality.

Gender: Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women. It is often confused with the term "sex" ; however this term refers to the biological and physiological characteristics that define men and women, not to social constructions of roles for men and women. In other words, whilst "male" and "female" are sex categories, "masculine" and "feminine" are gender categories. These rigid gender expectations are increasingly contested with gender understood as being on a spectrum.

Gender Based Violence: Gender Based Violence (GBV) is violence that is directed against a person on the basis of his or her gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity.

Gender equality: Gender equality refers to the ideal situation when women and men enjoy the same rights and opportunities across all sectors of society (political participation and representation, participation in the economic life, equal participation in the decision making processes, etc).

Gender Identity: The term "gender identity", distinct from the term "sexual orientation" refers to a person's innate, deeply felt psychological identification as a man, woman or some other gender, which may or may not correspond to the sex assigned to them at birth (e.g., the sex listed on their birth certificate).

Homophobia: Homophobia is a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It can be expressed as antipathy, contempt, prejudice, aversion, or hatred, may be based on irrational fear, and is sometimes related to religious beliefs.

Homosexual: "Homosexual" is a term that is used to describe a person who has a sexual orientation towards people of their own sex. The term was coined by the Hungarian doctor Karoly Maria Benkert in 1869 and introduced into English by sexologist Havelock Ellis in the 1890s.

Hate Speech: Hate speech has no particular definition in international human rights. Only the Council of Europe's Committee of Ministers Recommendation 97(20) on "hate speech" provides a definition condemning all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Inclusion: Inclusion is a term used widely in social and educational policy making to express the idea that all people living in a given society should have access and participation rights on equal terms.

Integration: In everyday use, the term frequently connotes the social integration of foreigners, migrants, minorities or of persons living with disabilities

on equal terms with the mainstream or majority.

LGBTQI: LGBTQI is a common abbreviation for Lesbian, Gay, Bi-Sexual, Transgender, Queer and Intersex people.

Marginalisation: The process whereby people or groups of people are pushed to the margins of a given society due to poverty, disability, lack of education, also by racism or discrimination due to origin, ethnicity, religion, sexual orientation, etc.

Minorities: A minority group is defined on the basis of being different from a majority group. This may include minorities based on ascribed statuses such as race, ethnicity, gender, sexual orientation, and disability. It may also include groups with deeply held shared identities and practices, including religious or linguistic groups.

Non-Formal Education: Non-Formal education is any educational action that takes place outside of the formal education system. Non-formal education is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment.

Participation: The term participation means that someone can be part, has or gives a part of something. Thus, participation in social life implies that someone can use existing opportunities and has access to existing offers including information, education, labour market and social rights. In political terms participation means that someone can make his/her voice heard and can get involved in existing decision-making processes.

Queer: This is an umbrella term sometimes used by Lesbian, Gay, Bi-sexual, Transgender, Queer and Intersex (LGBTQI) people to refer to the entire LGBT community. It is also an alternative label used by people who do not wish to identify with labels and categories such as lesbian, gay, bisexual, etc.; or who do not feel that they fit within societal norms.

Social Obstacles: An obstacle in general is a situation that causes an obstruction or an impediment. In the European youth field, social obstacles refer to circumstances which impede or prevent access to certain services (e.g. education system, non-formal learning, labour market). These factors may include low social capital, immigrant background and other similar circumstances.

Social Participation: Social Participation refers to the involvement in life situations offering interaction between an individual and the physical, social, and attitudinal environments. Social participation involves forming and maintaining social relationships in families and other social networks. Engagement in activities in youth work help young people to expand their social networks with people not involved in their families or school environment and thus is part of social participation.

Stereotype: Stereotypes are generalisations about a group of people whereby we attribute a defined set of characteristics to this group. These classifications can be positive or negative, such as when various nationalities are stereotyped as friendly or unfriendly

Transgender: This is an umbrella term used to include transsexual people, transvestites and cross-dressers, as in "the transgender community".
Vulnerable Young People: In their attempt to support all young people across Europe, the European institutions have used different terms to address the most disadvantaged young people. This includes "young people with less opportunities", and "vulnerable young people".

Youth Participation: 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 to contribute to building a better society".

Youth Policy: The purpose of youth policy is to create conditions for learning, opportunity and experience, which ensure and enable young people to develop the knowledge, skills and competences. This is in order to allow young people to be actors of democracy; integrate into society; and enable them to

play an active role in both civil society and the labour market. The key measures of youth policies are to promote citizenship learning and the integrated policy approach.

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