

# POLICY PAPER

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## YOUTH WORK SEAL: TAKING THE YOUTH WORK TO THE NEXT LEVEL!

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# YOUTH WORK SEAL: TAKING THE YOUTH WORK TO THE NEXT LEVEL!

## RECOMMENDATIONS

**YOUTH WORK SEAL: Taking youth work to the next level!**

It is an European youth project, KAI54-YOU - Youth participation activities, based on the on the relationship between active participation and youth work. In particular, the project focuses on the sharing and use of best practices in youth work recognition. The project involves 5 youth organization from *Malta, Portugal, Serbia, Lithuania and Hungary*, plus an international network from *Italy* as an applicant.

The project focuses on two very important axes: the concept of active participation and the recognition of youth work. While it is true that much progress has been made and good practices are present at the European level; there are many goals to be achieved. The project is based on some priorities listed on the new EU STRATEGY 2019-2027 and it is connected with the priority of implementation of a YOUTH WORK AGENDA to increase recognition of non-formal learning.

Aim of the project is to support the recognition of youth work and its quality development as a fundamental part of youth policies at the local level, supporting its European dimension at the local level.

RESULTS OF THE  
VIRTUAL AND FACE-  
TO-FACE  
PARTICIPATION  
PROCESS

# **INTRODUCTION**

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## AIM AND OBJECTIVES

The aim of the project is to support the **recognition of youth work** and its quality development as a fundamental part of youth policies at the local level, supporting its European dimension at the local level.

The specific objectives of the project are different. Firstly, to contribute to enhancing the **European dimensions of youth work** at the local level. Then, to work to improve the **quality of non-formal education** and informal learning. Moreover, to develop strategies to support Youth Work with the involvement of different actors such as youth, policy makers, stakeholders. Finally, to create a **final paper** inspired by "The European Charter on Local Youth Work" that can in some way **influence youth policy making** for the recognition of youth work, represented here by this paper.

## PARTICIPANT PROFILES

The project equally involves **youth and decision makers** and engages them in processes of youth dialogue and participation. The project also involves youth workers and experts familiar with the field of non-formal education.

## PROJECT RESULTS

The project results from the process of participation online, through the specific platform, and in-person through specific activities organized by the partners in each country. As the main outcomes of the project there are: a **POLICY PAPER** containing proposals and recommendations addressed to policy makers. A **FINAL VIDEO** with a set of interviews with policy makers, youth workers and stakeholders.

The most important outcome is the online platform **youthworkseal.youthdialogue.eu**, an online tool to facilitate the interaction and the dialogue with policy makers and young people.

## PROJECT ACTIVITIES

LA set of international, local, and online activities are planned to achieve project goals and network common needs and ideas.

### Local activities:

Creation of local working groups and local actions to get in contact with the topic.

Educational activities such as seminars, roundtables, sport events, media campaigns, infodays, workshops, and in general all the activities that can stimulate the participation.

Final event (one per country) for the presentation of the results.

### Online activities:

An innovative platform that will collect tools and results of the project.

Online pools and surveys.

### International activities:

An opening Kickoff Meeting in *Malta*.

An international meeting in *Italy*, to share contents, ideas and methodologies with young people and policy makers.

A final meeting, in *Bruxelles* for the evaluation of the project and the presentation of the results to the policy makers.

## PARTNER OF THE PROJECT

The partnership consists of six youth associations representing six European countries: TDM 2000 INTERNATIONAL, *Italy*; MARIJAMPOLES JAUNIMO KLUBAS "DIMERA", *Lithuania*; IUVENTA NEVLADINA ORGANIZACIJA UDRUZENJE, *Serbia*; CXJV CONEXÃO JOVEM ASSOCIAÇÃO, *Portugal*; EURÓPA IFJÚSÁGA EGYESÜLET, *Hungary*; TERRA DI MEZZO (TDM) 2000 MALTA, *Malta*.

## THE CONTEXT

The project is carried out as part of the activities to promote youth participation, specifically **Action 154 of the Erasmus Plus mobility program**, which involves the implementation of interventions to support dialogue between young people and policy makers.

**Youth Participation Activities**, aimed at young people between the ages of 13 and 30, are non-formal learning activities focused on the *active participation of young people*, strengthening their *personal, social, citizenship and digital skills* in order to have active European citizens. They also involve policy makers and stakeholders in processes of participation, sharing and dialogue between parties.

The action, in fact, supports the use of alternative, innovative, smart and digital forms of youth participation; it also supports the active participation of young people in democratic life in Europe contributes to the **EU Dialogue with Youth**, enabling the concrete realization of **dialogues and discussions between young people and policy makers**: by defining positions, **proposals and recommendations**, young people can make their voices heard, particularly on the design and implementation of youth policies in Europe.

A variety of activities such as **workshops, debates, role-plays, simulations, use of digital tools, awareness-raising campaigns, exercises, meetings and other forms of online or offline interaction between young people and policymakers, consultations, information events, etc.**, can be carried out through these projects. Projects may or may not include a mobility element and/or events that involve the physical presence of participants at a specific location.

Youth Participation Activities provide an opportunity to test ideas at the local level and are a valuable tool for following up on previous initiatives and further developing successfully implemented ideas.

## EU DIALOGUE

The **EU Youth Dialogue** is a mechanism for dialogue between young people and policymakers within the framework of the *EU Youth Strategy*. It is a way to ensure that the views, perspectives, and needs of young people and their representative organizations are taken into account **in the development of EU youth policies**.

The EU Dialogue with Youth, also, to the implementation of the EU Youth Strategy 2019-2027 whose main aspects refer to the following three elements: *“mobilize, connect, empower”*; encourages collaboration among EU countries on all aspects affecting young people.

The dialogue with young people equally involves **policy makers and young people**, including those with fewer opportunities and those who are not currently participating and active. In each member state, the process is organized by national working groups charged with conducting consultations and activities in their country with young people, youth organizations, and policymakers. The main actors in this process are the **trio presidency of the Council of the EU**, which leads its implementation, in close cooperation with the **European Commission and national agencies**, as well as the **European Youth Forum** and other **representatives of youth civil society** in a coordination group. The EU's dialogue with young people lasts for **18 months**.

Through Youth Participation Activities it is possible to organize initiatives to support the dialogue and initiate consultations and proceedings between the actors involved.

## THE POLICY PAPER

This policy paper is the result of the **consultation process** undertaken at the local level by the partners involved in the project in the following countries: *Italy, Malta, Portugal, Serbia, Lithuania and Hungary*. The results in it also refer to **online surveys** administered through the project's platform [youthworkseal.youthdialogue.eu](http://youthworkseal.youthdialogue.eu) whose purpose is to **support youth participation through digital tools and encourage new forms of dialogue with policymakers**.

The results of the consultation activities were elaborated at the international midterm activity where the involved youth workers, policy makers and youth present summarized the main findings resulting in this document.

To facilitate understanding of the document, it is good to keep in mind that it contains four proposals addressed to policy makers written in the form of recommendations. The recommendations address four different issues and are an expression of the needs most felt or considered worthy of attention by young people.

**The purpose of this policy paper is to contribute to the youth policy debate through the sharing of proposals and guidelines.** Highlighted at this stage is the importance of youth work in the process of inclusion, participation and support of young people, especially those with fewer opportunities.

The policy paper is thus a tool within everyone's reach, which can be read and shared, administered or used by other youth workers as a starting point for educational activities.

## MOST IMPORTANT TOPICS

The **consultation process** launched both locally and through the project platform lasted nine months. During these months, the associations involved in the project organized **activities** such as seminars, courses, round tables, and debates with policy makers **aimed at encouraging youth participation** and, in particular, **involving young people** in activities to share interests, ideas, and proposals.

There were many issues addressed, from improving education in school systems to strengthening infrastructure; a strongly discussed issue was the creation of pathways to support young people with fewer opportunities through the involvement of youth workers and professional figures from the third sector as early as middle school.

There were also opportunities for discussion and debate on the importance of sport both as a tool for social inclusion and as a means of encouraging individual and collective youth participation.

Thus, the consultation process revealed important results directly related to the needs of young people. However, the four issues most strongly felt by young people refer to the following topics:

**CLIMATE CHANGE  
EDUCATION AND SKILLS  
GENDER EQUALITY  
CULTURAL DIVERSITY AND  
YOUTH PARTICIPATION**

# **RECOMMENDATIONS**

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**YOUTH WORK SEAL:  
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## TITLE

STOP CLIMATE CHANGE!

## TOPIC

Green deal, climate change, sustainability

## INTRODUCTION TO THE TOPIC

The expression climate change refers to long-term changes in temperatures and weather patterns. These changes can occur naturally, such as through variations in the solar cycle. However, since the 19th century, human activities have been the main cause behind climate change, which can be traced mainly to the burning of fossil fuels such as coal, oil, and gas.

Climate change is something that is happening today, and it affects us all. The problem is much more serious than we might think: greenhouse gas concentrations are estimated to be at their highest levels in two million years.

Although the data are not encouraging, every citizen can make a difference and help contain the problem. Every individual action has an ecological footprint-that is, an impact on the environment-this means that our daily choices can actually contribute to change. In addition to directing policy actions, individual citizens can contribute to the fight against climate change by adopting more sustainable daily habits.

## CONTEXT ANALYSIS

According to the Global Climate report 2022, prepared by the World Meteorological Organization, the concentration of greenhouse gases in the atmosphere has reached record levels in recent years: carbon dioxide has increased by nearly 150 percent over pre-industrial levels, methane by 262 percent and nitrous oxide by 123 percent over pre-industrial levels. According to data released by the European Union, the period 2011-2020 was the warmest decade on record, with a global average temperature of 1.1°C above pre-industrial levels in 2019.

At the end of 2023, in Dubai, the World Summit on Climate Change takes stock of the implementation of the commitments made in Paris in 2015: although progress has been made, it has not been enough to avert the danger of further temperature rise; it is estimated that within six years it will be more than 1.5°C.

The problem remains, and scientists warn people: if warming exceeds 2°C, the world would face catastrophic changes, including life-threatening extremes of heat, worsening storms and wildfires, crop failures, accelerated sea-level rise, and existential threats to some coastal communities and small island nations.

## THE CLIMATE CHANGE IN NUMBERS

The Intergovernmental Panel on Climate Change reported that from 1880 to 2012, the average global temperature increased by about 0.85 degrees Celsius. To give you an idea, for every degree increase, the wheat crop drops by about 5 percent. Between 1981 and 2000, because of the warmer climate, production of corn, wheat and other major crops declined significantly globally by 40 million tons per year. The oceans warmed, snow and ice decreased, and sea levels rose. From 1901 to 2010, the global average sea level rose by 19 cm as the oceans expanded due to global warming and ice melting. Arctic ice extent has retreated every decade since 1979, with a reduction of 1.07 million square kilometers of ice every decade. One scenario presents itself for all to see: given current concentrations and continued greenhouse gas emissions, it is very likely that, by the end of this century, the global temperature increase will exceed the values of the period from 1850 to 1990 by 1.5 °C. The oceans will warm and ice will continue to melt. Average sea level rise is also expected to reach 24-30 cm by 2065. It should also be kept in mind that many aspects of climate change may persist for many centuries to come, even if CO<sub>2</sub> emissions are eliminated. \*

\*[Source: Intergovernmental Panel on Climate Change]



## SOLUTION AND PROPOSALS

Through this recommendation, we propose a set of guidelines and behaviors aimed at reducing individual and collective impact on the environment:

### PROMOTE LOCAL & SEASONAL

Emphasize the environmental and health benefits of locally sourced, seasonal products (reduce CO2 emissions, supporting local farms, fresher quality).

Environmental wins:

- Reduce CO2 emissions: Studies show buying local cuts food miles by 74%, slashing greenhouse gas emissions by up to 1,500 kg per person annually
- Reduce food waste: Locally grown food often bypasses lengthy storage and transportation, minimizing food waste that burdens landfills and emits methane.

Ready to join the movement?

- Connect directly with farmers and discover the season's best offerings.
- Embrace the seasonal gifts of nature and explore new recipes with local ingredients.

### OPTIMIZE DISTRIBUTION:

Our current distribution systems often leave a hefty environmental footprint. But optimizing them holds immense potential for positive change. Consider these impactful steps:

Streamline the Journey:

- Direct sourcing: Bypass unnecessary middlemen, reducing transportation emissions and fuel consumption.
- Multimodal transport: Combine modes like rail and sea where efficient, reducing emissions per km by up to 70% compared to road freight.
- Optimize routes and consolidation: Utilize data analytics to plan efficient delivery routes and consolidate shipments, minimizing distance traveled and fuel used.

### MINIMIZING FOOD WASTE:

- Improve temperature control: Utilize efficient refrigeration and insulated packaging to prevent spoilage during transport and storage.
- Demand forecasting and planning: Accurately predict demand to optimize production and avoid surplus that leads to waste.
- Food donation and upcycling: Donate surplus food to charities or transform it into new products to prevent it from ending up in landfills.

## CONCLUSION

This recommendation aims to propose guidelines and behaviors to help reduce individual impact through the adoption of sustainable lifestyle and behaviors. Individual actions, in the long run, benefit the entire community and collectively contribute to the goals of sustainability and respect for the environment. We understand that without the commitment of each of us, there will be no real change. Every citizen can do his or her part, now it's your turn!



## TITLE

BUILDING BRIDGES: BETWEEN EDUCATION AND PRACTICE

## TOPIC

Education, skills, learning

## INTRODUCTION TO THE TOPIC

Education and skills development are vital for personal and societal progress. However, traditional educational approaches often lack practical exposure, leaving students uncertain about their future career paths. To address this, governments can enhance practical education initiatives, enabling students to explore diverse professions and gain real-world skills.

## CONTEXT ANALYSIS

Many students struggle to make informed career choices due to limited exposure to practical experiences in traditional educational settings. This gap between education and real-world application hinders their ability to develop essential skills and pursue meaningful career paths.

## SOLUTION AND PROPOSALS

The proposals being made through this recommendation can be divided into three key points, which refer to as many topics.

Work-Based Learning Programs: Introduce work-based learning programs in schools where students can intern or apprentice in various industries. These programs provide hands-on experience, allowing students to explore different professions, develop practical skills, and make informed career decisions.

Career Counseling and Mentorship: Implement comprehensive career counseling and mentorship programs to guide students in identifying their interests, strengths, and career goals. Mentors from diverse professional backgrounds can provide valuable insights and guidance, helping students navigate their career pathways.

Industry Partnerships: Forge partnerships with local businesses, industries, and vocational training institutions to create opportunities for students to engage in practical learning experiences. Collaborative projects, internships, and apprenticeships offer students exposure to real-world challenges and foster skills development.

## CONCLUSION

Enhancing practical education initiatives is essential for equipping students with the skills, knowledge, and confidence to succeed in a rapidly evolving world. By providing opportunities for hands-on learning, career exploration, and skills development, governments can empower students to make informed career choices and thrive in their chosen fields. Investing in practical education not only prepares students for the workforce but also fosters a culture of lifelong learning and innovation, driving socio-economic progress and prosperity.



## TITLE

OPEN DOORS: EDUCATION FOR ALL

## TOPIC

Education, skills, learning

## INTRODUCTION TO THE TOPIC

Education and skills are intertwined, enhancing personal and societal development. Schools provide foundational knowledge and essential skills like communication and problem-solving. Lifelong learning supplements this, enabling adaptation to a changing world. Skills, both technical and soft, complement education, aiding career and relationship navigation. Improved digital infrastructure and subsidized internet access can bridge educational disparities, ensuring access to online resources for underserved communities. This synergy between education and skills equips individuals for life's challenges and opportunities.

## CONTEXT ANALYSIS

Disparities in access to quality education persist, particularly affecting marginalized communities. UNESCO reports that approximately 258 million children and youth worldwide do not attend school, exacerbating inequality and hindering socio-economic development. Despite efforts to promote digital literacy and technology integration in education, disparities in access to technology and internet connectivity persist among students and schools, exacerbating educational inequalities. Governments must take proactive measures to address these disparities by implementing initiatives aimed at providing universal access to technology and internet connectivity. This could involve creating subsidized or low-cost internet access programs, investing in digital infrastructure in underserved areas, and partnering with private sector entities to distribute technology devices to students in need. By ensuring equitable access to technology resources, governments can empower marginalized communities with the tools they need to access educational opportunities and participate fully in the digital age, thereby fostering greater inclusivity and socio-economic progress. Improving access to digital infrastructure and internet connectivity in underserved communities is imperative to facilitate online learning and bridge the digital divide. Many marginalized communities lack reliable access to the internet, hindering their ability to participate in online education and access valuable resources. To address this issue, governments should implement subsidized or low-cost internet access programs tailored to the needs of underserved populations.

## SOLUTION AND PROPOSALS

The proposals being made through this recommendation can be divided into two different key points, which refer to as many topics.

Expansion of digital infrastructure: Improve programs to give funds to create opportunities for investment in broadband networks and Wi-Fi hotspots, in rural and urban underserved areas. This infrastructure development would lay the groundwork for reliable internet access, enabling residents to connect to online educational platforms, research resources, and communication tools.

Partnerships between governments and telecommunications companies: create a protocol that offers subsidized internet packages specifically designed for low-income individuals and families. By reducing the financial barrier to internet access, these programs ensure that cost does not limit access to educational opportunities. This approach aligns with the principles of digital inclusion, ensuring that all members of society have the means to participate in the digital economy and access essential services.



## CONCLUSION

The integration of education and skills is fundamental for personal and societal development, yet global disparities in access to quality education persist. The introduction of online learning has the potential to bridge these gaps, but the digital divide remains a significant barrier, particularly for marginalized communities. To address this issue, there is a need for comprehensive solutions that go beyond educational institutions.

By implementing these measures, governments can contribute to creating a more equitable educational landscape, empowering individuals across diverse communities to acquire the knowledge and skills necessary for a successful and fulfilling life in the digital age



## TITLE

ADVANCING GENDER EQUALITY IN THE EU

## TOPIC

Gender equality

## INTRODUCTION TO THE TOPIC

Gender Equality is not only a fundamental human right, but also a crucial element of global development, with economic and technological progress, as well as political and social change included. Actually, equal work value was one of the crucial principles presented in the Treaty of Rome in 1957, a foundational act of European Community. European Institute of Gender Equality defines Gender Equality as “Equal rights, responsibilities and opportunities of women and men and girls and boys”. Unfortunately, currently we still can observe gender-based double-standards and unequal opportunities.

## CONTEXT ANALYSIS

Gender equality is a fundamental principle of the European Union, yet disparities persist across various domains, highlighting the need of policy action. Despite some progress, traditional gender stereotypes are still present in Europe, influencing career choices and opportunities. According to Eurostat data, women are underrepresented in STEM fields, constituting only 14% of ICT professionals. In the EU, women earn on average 14.1% less than men per hour, according to Eurostat data from 2021; gender pay gap varies across member states, but according to Eurostat, in 2021 average gender pay gap in the EU came to 12,7 %. Women are underrepresented in leadership and decision-making roles. The European Institute for Gender Equality (EIGE) indicates that women hold only 33% of managerial positions in the EU. In political institutions, situation is very similar. In the European Parliament, for example, women represent 39.5% of MEPs, reflecting a gender gap in political representation.

## SOLUTION AND PROPOSALS

As European youth grows more culturally diverse, the need to understand and solve related problems of inclusion will grow ever more pressing. This set of recommendations mentioned before, crucial areas of improvement for gender equality should be equal work conditions, more female representation in political institutions, as well as more support for women in STEM.

The developed proposals go as follows:

### COMBATING INEQUALITIES AT WORK:

Though some policies for closing the pay gap have already been implemented, the problem of inequality at work still exists in many dimensions and needs more action. Ideas to be implemented could be:

- Detecting unconscious bias: providing employers and employees with trainings, that would help them realize they own biases, as well as create more inclusive and equitable working spaces
- Establishing adjustable work arrangements: Providing parental leave policies that are welcoming and supportive of individuals of all genders, along with flexible work arrangements that cater to the varied needs and obligations of employees
- Improving the implementation of regulations concerning the rights and responsibilities regarding equal pay for men and women

### SUPPORTING WOMEN IN STEM:

- Implementing programs to introduce girls to STEM subjects at an early age, highlighting female role models and showcasing diverse career opportunities
- Establishing scholarships specifically for women pursuing STEM-related education.



## SOLUTION AND PROPOSALS

### PARTICIPATION OF WOMEN IN POLITICS

- Implementing gender quotas or targets for political parties, which can help to ensure a more balanced representation of women in decision-making positions
- Providing training and mentorship programs specifically tailored for women interested in politics, that can help build up their confidence to pursue careers in politics
- Creating support networks and platforms for women to connect, share experiences, and collaborate, so they can empower each other and set a good example

## CONCLUSION

It is important to underline that gender equality does not mean making all genders identical in every aspect, but instead to provide them with even opportunities and rights, that will not depend on whether a person was born male or female. Examples provided above are supposed to show possibilities that could guarantee equity in different areas and a more sustainable society.



## TITLE

INTERCULTURAL TETRIS

## TOPIC

Cultural diversity, inclusion, youth work

## INTRODUCTION TO THE TOPIC

Cultural diversity is an essential component of inclusion, which is itself a cornerstone of youth work. Being by nature inclusive, youth work should seek to engage cultural diversity as a means of involving young people of all backgrounds. The specific aim we seek is the overcoming of cultural barriers by building bridges between all the cultures with respect and communication.

## CONTEXT ANALYSIS

Increasingly, 21st century Europe is multicultural, multiethnic and multireligious. Young people from diverse cultural backgrounds will play an important role in shaping the future of Europe through youth work and active participation. The Council of Europe considers discrimination to be a violation of human rights. In line with the Council of Europe, the European Youth Foundation (EYF) regards inclusion as an essential quality of effective youth projects. Intersectionality, an approach which recognises the multidimensionality and complex composition of identities, is championed by the EYF as a means of confronting the issues of inclusion and cultural diversity in youth work. In other words, complex problems require holistic solutions.

## SOLUTION AND PROPOSALS

- Intercultural talks are a way to encourage the promotion of cultural diversity. Based on dialogue and communication they can ensure a constant collaboration between nationalities. They can help developing a more inclusive environment to progressively reach the idea of a full global society. Intercultural talks are essential in the initiatives that platforms such as the European Youth Portal provide (for example the European Solidarity Corps, Erasmus+ programmes etc.) and they lead to the understanding of different values, beliefs and communication styles. In a study published by the Harvard Business Review, it was found that organisations that fostered an understanding of cultural differences and encouraged cross-cultural collaboration had a 45% increase in innovation, compared to organisations that did not prioritise diversity and inclusion. Learning about different cultural backgrounds can have a strong impact on inclusion.
- During activities, allow for cultural self-identification. This prevents participants from feeling forced to place themselves in overly simplistic categories based on societal norms or stereotypes.
- Young people from disadvantaged backgrounds are more likely to encounter a language barrier when taking part in a youth project not conducted in their native language. In order to include these youngsters, translation services or informal interpretation should be available in an effort to encourage cultural diversity.
- Where possible, dialogue and active listening among participants should be encouraged. These allow people to not only be heard and understood by others, but also to foster empathy and understanding towards others from diverse cultural backgrounds.
- When students participate with people from varied cultures, it provides them with more confidence in dealing with activities outside of their comfort zones. It can build strength of character, pride, and self-confidence.

## CONCLUSION

Based on these findings and proposed solutions, it is clear that fostering cultural diversity in youth work is a highly complex issue which requires multifaceted and sensitive solutions. As European youth grows more culturally diverse, the need to understand and solve related problems of inclusion will grow ever more pressing. This set of recommendations should be taken as a proposal of a guideline for the reaching of perfect inclusion.

## **CONCLUSION**

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**YOUTH WORK SEAL:  
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## CONCLUSION

*YOUTH WORK SEAL: Taking youth work to the next level!* is a long-term project aimed at fostering individual youth participation but, more importantly, highlighting the importance of youth work in the development and accompaniment of young people throughout their lives. Through its activities, the project was designed to provide opportunities for discussion, dialogue and participation through the involvement of experts, youth workers and policy makers. All activities were structured with the aim of encouraging individual participation through the promotion of European youth dialogue.

In a context of apathy and low youth engagement, youth work and with it youth associations are valuable resources for what they do every day. In the context of this project they played a key role as their experiences were shared and discussed for the benefit of the youth involved in the project who found in the associations a tool to participate and make their voices heard.

The support of youth workers and the youth associations they represent is crucial when it comes to the implementation of youth policies and, especially, to influence policy makers, as they are the real connoisseurs of young people's needs.

The recommendations contained in this document were written by project participants and are the result of a cycle of individual and collective engagement carried out both locally and through digital tools that are now more appropriate and close to the needs of young people.

The recommendations, addressed to policy makers (local, regional, national and European) summarize the consultation process initiated by all partners and deepened during international activities. They represent the tool through which young people have the opportunity to express themselves, participate and make their voices heard through direct and concrete proposals. These proposals, addressed to policy makers, can help influence the creation of youth policies and/or tools to support young people.

The issues addressed refer to current and sensitive topics that affect the lives of not only young people but also adults. The hope is that this policy paper will cross the boundaries of the project and become in effect an informational tool from which policy makers, youth workers and experts can draw inspiration.



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The project focuses on two very important axes: the concept of active participation and the recognition of youth work. While it is true that much progress has been made and good practices are present at the European level; there are many goals to be achieved. The project is based on some priorities listed on the new EU STRATEGY 2019-2027 and it is connected with the priority of implementation of a YOUTH WORK AGENDA to increase recognition of non-formal learning.

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With contributions from:

*MARIJAMPOLES JAUNIMO KLUBAS "DIMERA",*  
[www.dmr.lt](http://www.dmr.lt)

*IUVENTA NEVLADINA ORGANIZACIJA*  
*UDRUZENJE,*  
<https://ngoiuventa.org/>

*CXJV CONEXÃO JOVEM ASSOCIAÇÃO,*  
<https://conexaojovem.pt>

*EURÓPA IFJÚSÁGA EGYESÜLET,*  
<https://www.facebook.com/europaiifjusaga>

*TERRA DI MEZZO (TDM) 2000 MALTA,*  
<https://tdm2000malta.org/>

youthworkseal.project@gmail.com  
<https://youthworkseal.youthdialogue.eu/>

