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terms in youth policy  
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**Publisher:** Croatian Youth Network

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**Design and print:** ACT Printlab, Čakovec

**ISBN:** 978-953-7805-08-1

Zagreb, April 2011

This publication is a part of the “Youth Policy Backpack” project which was supported by the European Commission in the framework of the Europe for Citizens programme. Opinions stated in this publication are authors’ opinions and do not necessarily represent opinions of the European Union.



Publishing of this publication was made possible by the financial support provided by the National Foundation for Civil Society Development in accordance with Contract number 421-04/10-RS-JED-MED/05. Opinions stated in this publication are authors’ opinions and do not necessarily represent opinions of the National Foundation for Civil Society Development.



## Active citizenship

stands for 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

refers to the arena of unforced collective action around shared interests, purposes and values. Its institutional forms are different 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: Is

the integrity of civil society threatened by public or business subsidies to non-governmental organisations? Are all organisations ‘qualified’ as civil society organisations: What is the status of skinheads, neo-nazis, extremist political organisations etc? Should there be a commitment to values like pluralist democracy, human rights and rule of law to be qualified as a civil society organisation? Civil society actors include non-governmental organisations, citizen advocacy organizations, professional associations, faith-based organisations, and trade unions. Sometimes less organised actions and activities like movements, community groups, protests and demonstrations may be seen as civil society actors.

## Co-management

refers to a model of youth participation practised in the Council of Europe youth sector, as well as in some European countries at different levels (locally and nationally). The main characteristic of co-management is that representatives of governments and young people decide together on the priorities, budget,

implementation of the work priorities and on the allocation of the resources of the youth activities of the youth sector.

## European citizenship

refers to a comprehensive concept and practice of citizenship, with many cultural, social, political and economic dimensions. In a nutshell, European citizenship can be considered as:

- a notion based on shared values (human rights, democracy and the rule of law);
- disassociated from belonging to a particular territory;
- a complementary rather than an exclusive identity;
- an active role of citizens in their different communities across social, cultural, economic and political domains;
- a locally rooted practice and collective work in progress.

## Empowerment

is helping people to help themselves. A concept 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”), mobilisation (“Leading people to learn to lead themselves”) virtual advocacy (education for internet-based advocacy) as well as helping women, sick people, minorities, youth... to better manage their life.

## Formal learning

is purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching/training and learning, which is staffed by learning facilitators

who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners (defined by age, level and specialism). Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognised by certificates or diplomas. Much formal learning provision is compulsory (school education).

## 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 designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation. In the sphere of youth work and non-formal education, inclusion is considered as an all-embracing strategy

and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered.

## Informal learning

is non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes.

## National agencies

are structures established by the national authorities in each Youth in Action programme country in order to assist the European Commission with management and to assume responsibility for implementation of most of the Youth in Action programme.

## National youth council

is an umbrella organization for youth NGOs and sometimes also other actors in youth work. National youth council functions primarily as a service organization to its members, but is also a lobby and advocacy body. A similar role in international level is played by European Youth Forum, where national youth councils play a strong role.

## Non-formal learning

is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom struc-

tured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

## Non-formal youth initiative

can be initiated by two or more young persons who share a common goal to effect social change in a particular area through action, but it is not a legal entity.

## Open method of coordination

In many policy areas, EU Member States set their own national policies rather than having an EU-wide policy laid down in law. The Open method of coordination (OMC) provides a framework for co-operation between the Member

States, whose national policies can thus be directed towards certain common objectives. Under this method, the Member States are evaluated by one another, with the European Commission's role limited to coordination and surveillance. In the youth field, the OMC is used to establish common objectives for the 4 priorities of the White Paper on Youth: "participation", "information", "voluntary activities" and "a greater understanding and knowledge of youth". The European Commission coordinates and monitors the implementation of the objectives in the Member States through the method. Consulting young people is part of the process.

## Participation

Participation is not an aim in itself, but an approach to becoming active citizen. Participation is a means for taking an active role both in personal and community development. Participation brings power based on the possibility of exerting influence on the social and economic aspects of life in the broad community.

## (Public) advocacy

is a social process which aims at social change. It is usually initiated by a small group of individuals who share a common concern over a particular problem and are ready to dedicate their time, expertise and resources in order to reach the desired change. It consists of a number of activities which are undertaken with the goal of changing policies, practices and attitudes. The desired changes can target legislation, institutional strategies or social groups and individuals.

## Pupils' council

is a democratic structure elected by school students which has consultative role towards educational institutions.



## Structured dialogue

brings together institutional decision-makers, young people and their organisations, and experts in the youth field in order to jointly reflect on the priorities, implementation and follow-up of European cooperation in the youth field. It is a structured process of consultations with young people which aims at finding out the needs of young people and bring recommendations for improvement of the position of youth in particular areas of life. On the European level, it brings together the European Commission, Member States, national youth councils and the European Youth Forum. On the national level, a national working group (which consists of youth representatives and representatives of government institutions and experts) carries out consultations with young people. The content of national consultations feeds into the European level. One structured dialogue cycle lasts for 18 months and focuses on one broad topic. The topic of the last cycle (chaired by Spain-Belgium-Hungary EU Presidency Trio) was youth employment.

## Volunteering

means investing voluntarily one's own personal time, efforts, knowledge and skills in performing activities and services for the benefit of other people or for the common good. It is characterised by the following aspects: open to all, unpaid, undertaken of own free will, educational (non-formal learning aspect), added social value.

## Youth advisory council

is a consultative youth body of local and regional authorities. It is founded with the aim of including young people in public life. Candidates are proposed by youth associations and other forms of youth organising. Youth advisory council discusses and gives opinions to local and regional authorities youth-related issues. It can also be involved in creating and monitoring of local and regional youth strategies.

## Young people

are persons 13 – 30 years old (for the purposes of European youth policies this age is used both by the European Commission and Council of Europe).

## Young people with fewer opportunities

are young people from a less-privileged cultural, geographical or socio-economic background, or with disabilities.

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## Youth in Action

is the programme the European Union has set up for young people in the period 2007 – 2013. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. Its general objectives are the following:

- Promote young people's active citizenship in general and their European citizenship in particular;
- Develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union;
- Foster mutual understanding between young people in different countries;

- Contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;
- Promote European cooperation in the youth field.

It offers co-funding opportunities for projects initiated by young people, youth organisations and other actors in the youth field.

through their participation and engagement – to the community in general. Organisational forms range from independent legal entities – including associations, foundations, congregations and unions – to organisations that are part of larger structures, such as youth strands of political parties or sections of broader non-governmental organisations dedicated to youth. They can be local, national and international.

## Youth organisations

are generally understood to be youth-led, non-profit, voluntary, and participatory non-governmental associations. Typically, youth organisations focus on promoting and assuring young people's democratic and social rights, encouraging their social and political participation in community life at all levels, and offering opportunities for personal and social development through leisure activities, voluntary engagement and non-formal and informal learning. Youth organisations make significant contributions to young people's quality of life, to their knowledge and competence acquisition and –

## Youth parliaments

are meetings of young people taking on the roles of Members of Parliament. Such model parliaments are usually organised with the political ambition to increase young people's political participation and the educational ambition to raise awareness and increase understanding of political processes. Furthermore, the role of youth parliaments is often described as encouragement of independent thinking and stimulation of socio-political initiative.

## Youth policy

is a set of principles, values, attitudes, goals and actions which aim at improving the quality of life of young people. Youth policy may be implemented by governments and public institutions, but it is carried out in cooperation with youth organizations, civil society, experts, media and the community as a whole.

## Youth trainers

are people who train others to work with young people, using non-formal methods, focusing on personal and social development and with an emphasis on fostering intercultural competence. as education, employment, assistance and guidance, housing, mobility, criminal justice and health, as well as the more traditional areas of participation, youth politics, cultural activities, scouting, leisure and sports. Youth

work often seeks to reach out to particular groups of young people such as disadvantaged youth in socially deprived neighbourhoods, or immigrant youth including refugees and asylum seekers.

## Youth work

is a summary expression for activities with and for young people of a social, cultural, educational or political nature. Increasingly, youth work activities also include sports and services for young people. Youth work belongs to the domain of 'out-of-school' education, most commonly referred to as either non-formal or informal learning. The general aims of youth work are the integration and inclusion of young people in society. It may also aim towards the personal and social emancipation of young people from dependency and exploitation. Youth Work belongs both to the social welfare and to the educational systems. In some countries it is regulated by law and administered by state civil servants, in

particular at local level. While it is recognised, promoted and financed by public authorities in many European countries, it has only a marginal status in others where it remains of an entirely voluntary nature. It includes work on aspects such as education, employment, assistance and guidance, housing, mobility, criminal justice and health, as well as the more traditional areas of participation, youth politics, cultural activities, scouting, leisure and sports. Youth work often seeks to reach out to particular groups of young people such as disadvantaged youth in socially deprived neighbourhoods, or immigrant youth including refugees and asylum seekers. Youth work may at times be organised around a particular religious tradition.

## Notes:



[www.mss.si](http://www.mss.si)

mreža  
mladih  
hrvatske  
croatian  
youth  
network



[www.mmh.hr](http://www.mmh.hr)



**Međunarodna godina mladih  
2010/2011.**

ISBN: 978-953-7805-08-1