Wikiprogress Online Consultation on Youth Well-being

Summary Report
WikiProgress Online Consultation on Youth Well-being


This report outlines the purpose, the consultation process and key findings for the Online Consultation on Youth Well-being, which ran for 7 weeks from 30 March to 15 May 2015. Over 500 comments were contributed for the consultation from more than 100 participants.

Quick summary

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<td>• No consensus was reached on a definition of “Youth”</td>
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<td>o Age bands are appealing, but can risk too much simplification</td>
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<td>o Valuing talent and interest, not just academic success, ensures happiness</td>
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<th>Improving the process for effective youth policy</th>
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when making significant social and economic decisions that affect their future

- The OECD could develop a policy portal to help youth better access services and policy designers better develop youth-focused services.

### Selected quotes

“*In a way our discussion could be more oriented on similarities than differences to define a common ground.*”
Gauthier Hellowco 24 April 2015

“There should be a metric that says ‘Our GDP is relatively small, but nevertheless the well-being of our youth is a high priority for the country’. Modest as our means may be, we have a healthier approach to our youth that many other richer countries.”
Bill Gillies 6 April 2015

“...If our schools reserved more time to civic education, teaching the concept of happiness, education for well-being, and social commitment, etc. we could raise more citizens…”
Blissam Chgoura 6 May 2015

“Mental health must not be a luxury of the West!”
Mrcl Stefanik 13 April 2015

“...youth is dreaming big, and is driven to big countries where ‘everything is happening.’”
Marielle Khayat 7 April 2015

“How can we reinvent a new social contract between the younger and the older generations?”
Andrea Weber 26 April 2015

“I believe that somewhat counterintuitively, the only way that the youth employment situation can be improved is if we focus on social welfare for the old.”
G Noh 29 April 2015

“Assembi is a text-centered medium, which makes sense as a lowest common denominator for participation, but as "language" (broadly defined) changes and evolves, how can we get youth participation through other forms of language, like emoji, images, animated GIFs, etc. We see this kind of hybrid text/visual language emerging across the internet, and is there a way to allow/empower young people to “speak” this language as a way of sparking social engagement?”
Lee-Sean Huang 10 May

“I was indeed surprised to see that many of my friends did not dare to participate in the debate because they felt they lack minimal knowledge about what youth well-being actually encompasses.”
Andrea Weber 8 May

“There are probably great possibilities for Data analysis on youth well-being, especially since the new generation was "born connected", and therefore generating a lot of digital traces.”
Natacha Dufour 4 May 2015
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Purpose of consultation and outline of report

The purpose of this consultation was to ask a diverse global audience how to improve well-being outcomes for young people. Specifically:

- How should we measure and define youth well-being?
- What works for improving young people’s well-being?
- How can we improve the process for effective youth policy?
- Case studies and best practice.

This online consultation was experimental, which is important to keep in mind when reading or using the findings from this report.

It is the first time WikiProgress has hosted such a widespread online consultation, although a two-week “discussion” with the same theme was hosted in December 2014. The topic was chosen partly due to the interest generated by this earlier discussion. While the topic fits with the OECD’s emerging interest in youth-wellbeing, there was no specific strategic or policy direction for this particular consultation.

While the findings presented in this report are interesting, they are NOT reliably representative of a definable group of people.

This report sets out how the consultation worked: the partners, the participants and the trial use of “Assemb” as an online consultation platform. The findings from the consultation are then outlined, drawing as much as possible on quoted comments from the participants themselves. The report ends with a brief conclusion highlighting the key themes. A large appendix is attached to the report with references to the research, ideas and initiatives identified by participants in the consultation.

Consultation partners

WikiProgress, an independent, open-source website hosted by the OECD, conducted the consultation in collaboration with the EC-funded project Catalyst. The consultation itself was run using the Assemb software developed by Bluenove.¹

The following partners with an interest in youth well-being were invited to support and promote the consultation:

- **IYFNet – The International Youth Foundation**
  The International Youth Foundation (IYF) prepares young people to be healthy, productive, and engaged citizens. They believe that educated, employed, and engaged young people possess the power to solve the world’s toughest problems. IYF mobilises a global community of businesses, governments, and civil society organizations — each

¹ To find out more about these projects, visit: WikiProgress [www.wikiprogress.org](http://www.wikiprogress.org)
committed to developing the power and promise of young people.  
http://www.iyfnet.org/

- **HBSC – Health Behaviour in School-Aged Children**  
The HBSC research network is an international alliance of researchers that collaborate on the cross-national survey of school students: Health Behaviour in School-aged Children (HBSC). The HBSC collects data every four years on 11-, 13- and 15-year-old boys' and girls' health and well-being, social environments and health behaviours. These years mark a period of increased autonomy that can influence how their health and health-related behaviours develop.  
http://www.hbsc.org/

- **Restless Development**  
The mission of Restless Development is to place young people at the forefront of change and development, by envisioning young people taking a leadership role in addressing the most urgent issues facing their countries and the world. They have three goals: civic participation, sexual health, livelihoods. As an organisation they are led by young people and young professionals, from the boardroom right through to the field.  
http://restlessdevelopment.org/

- **YouthPolicy.org**  
YouthPolicy.org is building a global evidence-base for youth policy, published by Youth Policy Press. They support the development, review, renewal or revision of national and regional youth policies, strategies and programmes; conduct independent evaluations and audits of youth policies, strategies and programmes; advise organisations, governments and/or agencies on youth, youth policy, youth research and youth work issues; and develop, prepare, run, support and/or evaluate training activities on youth policy.  
http://www.youthpolicy.org/

- **IFRC – International Red Cross and Red Crescent Societies**  
The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest humanitarian network that reaches 150 million people in 189 National Societies through the work of over 17 million volunteers. They act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. They do so without discrimination as to nationality, race, religious beliefs, class or political opinions.  
http://www.ifrc.org/en/

- **EPA – European Parents’ Association**  
EPA gathers the parents associations in Europe which together represent more than 150 million parents. EPA works in partnership both to represent and give to parents a powerful voice in the development of education policies and decisions at European level. In the field of education, EPA aims to promote the active participation of parents and the recognition of their central place as the primary responsible of the education of their children.  
http://euparents.eu/

- **UNDP – UN Development Programme**  
UNDP works in more than 170 countries and territories, helping to achieve the eradication of poverty, and the reduction of inequalities and exclusion. They help countries to develop policies, leadership skills, partnering abilities, institutional capabilities and build resilience in order to sustain development results. World leaders have pledged to achieve the Millennium Development Goals, including the overarching
goal of cutting poverty in half by 2015.
http://www.undp.org/

- **YFJ – European Youth Forum**
The European Youth Forum (YFJ) is the platform of youth organisations in Europe. Representing 99 youth organisations, both National Youth Councils and International Non-Governmental Youth Organisations, they believe youth organisations are the tool through which we empower, encourage, involve, represent, reach out and support young people. The Youth Forum works to empower young people to participate actively in society to improve their own lives by representing and advocating their needs and interest and those of their organisations.
http://www.youthforum.org/

- **Active - Sobriety, Friendship and Peace**
Active - Sobriety, Friendship and Peace is a European youth umbrella organization gathering 31 organization from 24 different European countries to promote and practice a lifestyle free from alcohol and other drugs. The main activities of Active represent non-formal education methods such as trainings, intercultural learning and social activities on topics relevant for young people, such as democracy, human rights, social inclusion, youth advocacy and social proactiveness and participation.
http://www.activeeurope.org/

- **The Commonwealth**
The Commonwealth is a voluntary association of 53 independent and equal sovereign states. It is home to 2.2 billion citizens, of which over 60% are under the age of 30. The Commonwealth Secretariat provides guidance on policy making, technical assistance and advisory services to Commonwealth member countries. Their work promotes democracy, rule of law, human rights, good governance and social and economic development. They are a voice for small states and a champion for youth empowerment.
http://thecommonwealth.org/

**Findings**

This section presents the key findings from the consultation, structured as much as possible around the original questions.

**How should we measure and define youth well-being?**

**Definition of “Youth”**

Coming up with a suitable definition of “youth” captured contributors’ attention for the first couple of weeks of the debate.

There was general agreement that it is important to capture the transitional period from dependence to independence – financially, emotionally, and cognitively. But it was pointed out that this can be at odds with the varying and arguably inconsistent ages at which legal responsibilities and rights come into effect—both within and across cultures and countries. The idea that a definition of Youth could adequately capture these differences was questioned as well as whether one is even necessary.
“I think what really distinguishes youth and adult is the dependence of the individual. An adult typically is someone who is economically independent from their parents or guardians and a child/teen/youth is someone who is dependent.”
Patrick Han 6 April 2015

“Once our brain stops growing that is what we have defined as the end of youth, and the beginning of adulthood.” Alexandra Edwards 7 April 2015

“Perhaps what is most interesting is that in almost all cases, young people are subject to responsibilities (e.g. being considered criminally responsible) before they are considered old enough to be awarded rights (e.g. voting, right to candidacy).”
John Muir 8 April 2015

“That transitional period of time when one starts to become self-aware. Age does not define the barriers of youth.” Ryan Wolter 29 April 2015

“I think there is a difference between the “biological” definition of youth related to brain development and the "social" or "anthropological" definition that takes into consideration the period of time before adulthood. In Morocco for example, it is very common to be considered as an adult for the society at a very young age. Marriage, children and financial independence play a role in this early transition.”
Btissam Chgoura 13 May 2015

There was a fair amount of discussion over using age bands to define “Youth”. A number of contributors argued that 10-24 is not ideal because it simply is not possible to compare the needs of a 10 year old with those, say, of a 24 year old.

“It’s relative from some cultures to others. In Occident mostly 18 year olds means something for both parents and young people. However, in Africa, this stage corresponds on getting married, where starts the freedom from parental control.”
White Bridge 9 April 2015

“People are living longer and the youth phase is being extended…we must consider that for the African Youth Charter, youth can be between 15-35. If we are considering a longer age group we are not excluding the ‘new’ young people from any study.”
Sara Paralta 2 April 2015

“…it’s extremely hard to create legislation for every different age group. First off, how do we even choose these age groups? Some children are dramatically more mature than others even in the same age. Second, with the inefficiency of organizations, these new definitions will be debated on for years. Then they have to create new legislation to replace the old. It's a process that takes too much time.”
RP3328 3 April 2015

Ensuring policies target fundamental needs was considered important and may be compromised by a tightly-defined definition. However, what those fundamental needs of young people are or should be was not drawn out in this consultation.

“Everyone has their own set of personal needs. I agree that to compare a 25 year old to a 10 year is absolutely not intelligent. But one has to think that is it even reasonable to compare two people of the same age?” Robert Meyer 3 April 2015
“I would argue that fixed age definitions of youth (rather than those based on
development) become especially problematic when they are linked to the provision or
withdrawal of services rather than the needs of an individual.”
John Muir 8 April 2015

Measurement domains

Contributors considered that youth-focused measurement domains should capture
creating a family, wealth, financial responsibility, social connections, physical and mental
health:

“Maybe it could be added family (creating a new family), wealth, or youth responsibility
(towards society and environment) to better define youth wellbeing.”
Sara Paralta 2 April 2015

“Maybe one aspect of a well-being index should include the aspect of helping youth build
a credit rating.” Hugo Steben 15 April 2015

“…connection and social bonds could be an indicator of the Well Being Index.”
Anthony Le Bleis 24 April 2015

“How easy is it for someone young to meet other people? How lasting are his/her
friendship in average? Do cities offer safe places where young people can mingle and
meet? How big is the average friend group? I think it would be important to add those
questions to a youth well-being index.” Marie Josselin 23 April 2015

“Young people’s well-being can be measured through physical health, mental health,
interest in their surroundings, schools, and communities, excellence in academics and
athletics, and happiness.” Lynnette Jiang 3 May 2015

Well-being should not be confused with success:

“Youth well-being should not be confused with definition of success for each individual.
For example, in China, people put academic excellence in front of everything else,
ignoring physical health/strength and character development. No one would doubt the
well-being of a kid who does well academically, which is a mindset that needs to be
changed.” Andrea Weber 29 April 2015

A range of altruistic activities could be considered:

“Altruistic activities such as sustainability, social innovation, intergenerational initiatives,
etc. could be part of the definition of Well Being.” Frank Escoubes 3 April 2015

Geographic differences

The merits of focusing on geographical differences in youth wellbeing strategies was
discussed at some length in this consultation. The consensus, however, seemed to be
that there are important, underlying commonalities in youth wellbeing that needed to be
worked on first.

“The geographic area is a very important factor that must be taken in consideration
because each place has its own profile and needs a specific youth well-being strategy
which will be suitable only for it without being a way of the overall strategy for the world / the region / the country.” Dr Huda Alkitkat 3 April 2015

“...individual legislation must be crafted for each region for each separate issue.”
RP3328 6 April 2015

“...all "youth" have the same necessities. Depending on the area those necessities may vary slightly but overall the fundamentals are the same.”
Alina O’Brien 6 April 2015

“I agree that every geographic area is different and so there are different steps to take to better the youth. However, there are very general steps to take such as ensuring the youth has a home to sleep in, getting an education, proper health care and people (parents, guardians etc) to support them. Then we can move to how to get these steps in place for each type of geographic area.” Sydney Williams 6 April 2015

“...there are big variations in what can be identified as youth well-being in different countries. Just a simple example: in West sports and various physical activities are very important (of course the degree vary by country) whereas in most Asian countries sport occupies secondary or even third place in what youth enjoy.... in Europe and Asia youth attach high importance to IT, travelling, having friends abroad.”
Irena Korgun 13 April 2015

“...at a certain point geography does make a difference but at a base level youth well-being is ubiquitous.”
Elizabeth James 28 April 2015

“...these strategies will all have certain end goals in common, which, if achieved, will improve youth wellness regardless of geographic area-- keeping youth in school, providing youth opportunities to engage in their community life, etc.”
G Noh 29 April 2015

Definition of “Well-being”

There was an extended conversation between some participants on the wider definition of “Well-being”. Do we maybe need a dual definition of wellbeing (present and future), or can we simply recognise that wellbeing is a dynamic state?

“Wellbeing is a dynamic state that is enhanced when people can fulfil their personal and social goals.” Irina Korgun 20 April 2015

“Should we have a dual definition of Well Being? One that would incorporate:
1) sine qua non conditions for Well Being "here and now"
2) key factors for Well Being tomorrow.”
Frank Escoubes 20 April 2015

“I am not sure that we can actually define the key factors for ‘well being tomorrow’ because youth of tomorrow will find their happiness in something that we do not yet know today. May be it is more crucial that the policies for youth well-being keep up with changing aspirations of the youth and answer youth needs today and tomorrow.”
Irina Korgun 20 April 2015

Could well-being possibly even become an enforceable, fundamental right?
“...‘Fundamental Rights to Well Being’ that are permanent and universal, and ‘contextual rights to Well Being’ that are not only culturally determined but also potentially evolving over time.” Frank Escoubes 24 April 2015

“The definition of well-being we are gradually building up in the context of this debate goes beyond the strict definition given by the Universal Declaration of Human Rights (food, clothing, housing, etc.). We are pushing it a bit higher by considering additional drivers such as mobility, mental health, social bonds, etc. It would be great to design a sort of hierarchy of needs (Maslow type). Maslow used the terms "physiological", "safety", "belongingness" and "love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through. I wonder whether it would make sense to build something similar for the description of youth well being.” Andrea Weber 27 April 2015

“I think that OECD has all the capabilities to push for higher level of ambition in the discussion on well-being in general and youth well-being in particular. Because OECD member countries has achieved a remarkable progress in such aspects as mobility, mental health, social bonds, etc., they can combine efforts to re-define well-being.” Irena Korgun 28 April 2015

“I cannot see how happiness can be a right (too many things can impact it), but having access to situations that allow you to strive for it could be. In a way, challenges are essential to well-being! Are appropriate challenges a right? Certainly something we should strive to make available.” Marc Antoine-Parent 27 April 2015

Global context

When measuring or discussing youth wellbeing, some contributors questioned how we capture the wider global context of economic and environmental disparity.

“For the first time, parents in many countries are looking at their offspring growing up in a society that is less well off than the one they grew up in. I'm not quite sure how to factor this into the conversation, but I do think it warrants being kept in mind.” Bill Gillies 14 April 2015

“With an ever increasing level of public debt (2000 billion euros in France), every baby is born with a financial handicap: 30700€ in France, 24800€ in Germany... May youth well-being be detached from the level of financial burden public systems impose on younger generations?... How do we account for such a factor in explaining drivers of youth well-being?” Andrea Webber 26 April 2015

The overarching capacity of individual countries to create well-being should be acknowledged. If wellbeing is about more than earning money, how do we convince youth?

“When trying to assess what is the well-being of youth in a given country, I think one has to factor in the capacity of that country to create well-being. There should be a metric that says 'Our GDP is relatively small, but nevertheless the well-being of our youth is a high priority for the country'. Modest as our means may be, we have a healthier approach to our youth that many other richer countries.” Bill Gillies 6 April 2015

“GDP and ‘richer’ countries still attract the youth (the older bracket) for a different kind of well-being.” Marrielle Khayat 7 April 2015
“…relative indicators show only a degree by which the country government is concerned about its young people. In many cases, it is absolute spending per one young person that matters.” Irena Korgun 23 April 2015

**What works for improving young people's well-being?**

**Role of parents and guardians**

The importance of being surrounded by people who love, support and guide young people was raised repeatedly in the consultation.

“I think that having a support system of some kind is very important, whether it be their parents, family or friends etc, I believe the youth need guidance at all times. Someone to look up to, someone to talk to, someone to be inspired by.”

Sydney Williams 6 April 2015

“So far, some cognitive and developmental psychology studies have isolated the basic needs of young people toward their parents / guardians. It is: connection, mutuality, reciprocity, flow, and autonomy.” Alexisbluenove 9 April 2015

“Unfortunately, there are so many children, all over the world, who come from households where they receive little to no support from parents or guardians. How do we expect these children to succeed, and compete with children who are given support? How do we help them?”

Dorie Magowan 29 April 2015

“The role of parents is paramount in a youth's well-being.” Ryan Wolter 29 April 2015

The negative impact of parental coercion in education was a particularly strong theme.

“In Asia, typically countries like China and Japan, facts that are most important for ensuring that young people have happy lives generally decided by the children's guardian. That is probably one of the biggest problem concerning with happiness and satisfaction of adolescences in South Korea. …South Korea has the sixth highest suicide rate which ridiculous. Why is it? Kids in South Korea go under huge amounts of stress due to extremely competitive games in academics field, thus guardians of these children push there to go under extreme stress and comical study hours in order to help their children achieve "their dreams". …I believe it is better for parent to recognize what their children wants to pursue and are talented in, then parent to support their child and guide them towards success.”

Patrick Han 3 April 2015

“Young people will be healthier if there is less pressure to be the best from their ambitious parents.” Jonathan Otto-Bernstein 6 April 2015

A few ethical and philosophical considerations were raised in response:

“But if culture or economy are the drivers of parents behavior, then who can stop them? Should we? How to judge what is right or wrong for someone else's children? Is it safe enough to always assume that parents are doing the best they can, having their children's best interests and future at heart? Or should children be protected from "excessive parenting" as it might threaten their well-being? If so, how? How to establish standards for morals and ethics across all cultures for this?”

Delphine Hervot 20 April 2015
“I wonder if part of the problem is that we feel we have to go somewhere in life and so are constantly looking to improve and we pass this on to our children/youth creating a false belief that we are not already amazing.”
Lucy Dahill 30 April 2015

**Personality and identity**

Individual personality, motivation and identity are factors that affect youth wellbeing, but are not well recognised or properly understood by youth, parents and schools.

“While education is very important, many people do not understand that to be successful you have to be self-driven.” Jonathan Otto-Bernstein 6 April 2015

“At least for me, it is this independence that pressures me to be better in pursuing my interest. My parents, who are living thousands of miles away, gave me full responsibility of my life. My academics, sports, and clubs are all chosen by because I’m interested in them. And I think youth needs a place where he or she can be independent and pursue his or her interest.” JHan 29 April 2015

“The drive to succeed should come from within—regardless of the support of the parents.” ML 29 April 2015

“I agree that students should be independent and that their motivation should ultimately come from inside, but I think that in the beginning of their high school careers that they still need to be nudged in the right direction with a little less independence. I think this because some people have great inner motivation and have no trouble getting stuff done. However, other people can’t get as much done due to different genes, how they were raised, or previous educational/life experiences.”
Pheobe 29 April 2015

“I think that one key driver of youth well-being in education (and nearly everywhere else) is acknowledging the fact that people (and young people too...) are driven and motivated by different sources. I am not talking about the “everyone is a unique snowflake” line but more about the different personality possibilities.

…One key is to give young people some tools to truly learn about who they are and what truly motivates them.”

…Someone with a “competitor” personality? He will be highly motivated with challenges, difficulties, problems to solve etc. And competition of course... But a more “participative” personality will probably be less at ease with competition and will prefer collaboration environments with little groups of people…” Alexisbluenove 9 April 2015

“Personality not only influences what motivates us (our drivers) but also influences our learning patterns. We would definitely benefit from understanding such patterns at an early stage in order to adapt better/faster.” Delphine Hervot 14 April 2015

“Surely, before taking the first step on any journey, you have to work out what you have got to work with. WWW.InaSense.co.uk is empowering people to this end with Mining Me and My Identity Audit.” David Renner 6 May 2015

**Mental health**
A number of participants raised the impact of mental health for youth well-being, in particular the pressures of, as well as the inter-relationships between family finances, technology, social media, alcohol and drugs.

“…a key area to focus on when it comes to the well-being of young people is access to quality mental health services.” Gregg Kelly 7 April 2015

“Facing increasing amount of information that an average person of 15-24 has to digest on the daily basis, youth should develop some sustainable psychological mechanisms that will keep them healthy and allow to lead a normal social life.” Irena Korgun 12 April 2015

“…the alcohol industry is being irresponsible in its dealing with youth”
Lucy Dahill 30 April 2015

“The young people I see just want the alcohol to make life better or make themselves better than the reality they live.” Lucy Dahill 30 April 2015

“But internationally, comparing alcohol and drug use between countries won’t tell anything about youth well-being, simply because the cultural origin of it is too prevalent.”
Natasha Dufour 4 May 2015

Policies to improve mental health and access to mental health services should not only apply in the west. One contributor provided a poignant case-study of the impact on Youth of living in zones of violence and unrest.

“Mental health must not be a luxury of the West!” Mrcl Stefanik 13 April 2015

“Approach issue of mental health seriously since it can be one of the biggest future problems capable of influencing health levels of societies on the whole.”
Irina Korgun 7 May 2015

Furthermore, maybe we need to look more closely at our education system as a cause of mental health issues, for example the impact of different grading scales. This point was also implicit in the comments on parenting pressure discussed above: how much of this pressure is simply a normal response to systemic failures in our wider education and economic system?

“Essentially, if you are given 2 tests that are impossible to solve in a row, and then one additional test, most students are incapable of solving this last test, although a very easy one. As if their brain was saying “don’t even try”. They have internalized their inability. This self-fulfilling prophecy is what governs the French grading system. In US pedagogy, you go from one success to the other, gradually building your self-confidence. In the French system (and arguably in many other highly competitive ones), you go from one trap to the next. And you gradually build a mental jail. In such a system, it becomes very difficult to know if a bad grade is due to lack of work or dedication, or simply due to ‘learned helplessness’ (‘impuissance apprise”).

Andrea Weber 11 May

Education

A few contributors highlighted the importance of engaging in education and activities that make you happy and refocusing achievement around individual interests rather than
academic or financial success – encouraging vocational rather than financial attitudes to learning and work.

“We all learn better when we feel connected to what we are learning.”
Marc Antoine-Parent 15 April 2015

There was a lot of discussion on the need for new “soft-skills” with the changing nature of work. Ironically, participants suggested that the absence of these soft-skills might in fact be due the very thing they need to develop the skills for: the modern internet-based economy.

“…recent college grads are lacking the communicative and interpersonal skills today’s employers are looking for…” Henry DeCamp 29 April 2015

“Developing new soft skills has become a requirement to “fit” in today’s world…. Interdisciplinarity, the capacity to learn throughout your life (and radically change your skillsets every 10 year or so), developing a design mindset (developing a deep understanding of the people that matter most to the problem at stake), empathy, multilingualism, cultural adaptation, emotional intelligence, social skills, digital literacy, etc” Frank Escoubes 18 April 2015

“To thrive in a rapidly evolving, technology-mediated world,” the [World Economic Forum’s report, “New Vision For Education—Unlocking The Potential of Technology”] begins, “students must not only possess strong skills in areas such as language arts, mathematics and science, but they must also be adept at skills such as critical thinking, problem-solving, persistence, collaboration and curiosity.”
Lara Henneman 7 April 2015

Health, water-use and financial education were all raised specifically as impacting on youth well-being but traditionally receiving little attention in school.

“Health education is the most important issue for youth health. Therefore support on secondary school health education by policy from decision-makers is crucial segment for its improvement.” Javkhaa Gereltuya 18 April 2015

“Mongolian youth do not have enough information about health.” Uchral 4 May 2015

“When focusing on health education for children and adolescents we need to leverage the use of digital tools like smartphones and tablets.” Lismi Khallan 7 May 2015

“…solutions should start with the kids teaching the more about water in a very simple yet effective ways…” Kamar Khazal 7 May 2015

“It’s all well and good to have excellent education and a stellar home life but if youth don’t know how to build up a credit score, they cannot become fully independent. Society relies on parents for this but what if that isn't enough? It isn’t something youth should have to figure out on their own necessarily.” Hugo Steben 15 April 2015

A range of new learning styles and techniques were raised, including: student-led, project-based, peer-to-peer learning, hackschooling and gamification. The new “born-to-code” school launched by Xavier Niel in France was also mentioned.

“The Gross Enrolment Ratio of higher education in India has doubled from 10% to 20.4% since 2010. Most of these entries (appx. 70% as per my sample study) are first
generation learners. The learning habits and style of these learners are very different from second and third generation learners.” Dr Prabhat Pankaj 30 March 2015

“Gamification is a solid driver for children development and has spectacular positive effects on people. Don’t you think it would be useful to consider it also as a driving process to improve youth daily life and well-being?” Gauthier Helloco 24 April 2015

“…sometimes letting the students choose what they study isn’t in their best interest. Every school should have at least some set of required courses, giving the students a wide range of topics that could interest them. Narrowing down to a single field of study is what college and university is for.” Will von Weiss 29 April 2015

“Most education systems do not pay enough attention to collective learning and group work, focusing on individual performance. Altruism and empathy develop with all opportunities to work or study together.” Frank Escubes 3 April 2015

“What if we hacked school to make it more flexible? Teaching kids how to innovate rather than follow the rules?” Laura Gillies 23 April 2015

“The new school launched by Xavier Niel in France (http://www.42.fr/) is a perfect example of a new definition of education for youth: it is a new type of information-technology school (“born to code”) with a unique pedagogical approach and accessibility to all, completely free of charge, with no formal degree required.” Andrea Weber 7 May 2015

Towards the end of the consultation there was some discussion of the transmission of knowledge from retired professionals, and opportunities for mentoring and reverse-mentoring.

“More support to Senior associations should be given in order to make professional experience of retired volunteer professionals available to orientate young people in their career choice” René Aga 11 May 2015

“We could even envisage a civic service for retired volunteers aimed at mentoring and coaching younger people, exactly as civic service exists for social needs in the community.” Andrea Weber 12 May 2015

“I know some companies that have set up “reverse mentoring” programs, where older members of management are teamed with young employees to help the older folks better understand the many ways in which young people see the world differently.” Bill Gillies 13 May 2015

**Employment**

Employment was another strong theme in this consultation. According to contributors, employment and revenue security are consistently identified by Youth themselves as key to their wellbeing, particularly in OECD countries.

“Having revenue [in a] safe and regular way builds a confidence” White Bridge 9 April 2015
“…employment create the contravention in societies, so many families girls boys and elders are being irritated by their act, the first and priority problem is Unemployment”
Arif Hussain 7 May 2015

Contributors suggested that there needs to be more acknowledgement that there are not enough jobs and jobs are less secure.

“One young adult out of 4 is unemployed. This is more than twice the average national unemployment rate. And when they have a job, young adults tend to be offered temporary or interim contracts.” Andrea Weber 26 April 2015

“I would also say that it is not the real employment but rather prospective, future employment has an impact.” Irene Korgun 17 April 2015

“A growing number of jobs are precarious, and the person employed has little reason to be confident of a healthy and meaningful job for the long term. We need to measure the unhealthy stress this places on today’s youth”
Bill Gilles 30 April 2015

One participant alluded to the finding of a previous online discussion hosted by the Council of Europe on the problem of youth unemployment:

“Youth unemployment is here to stay, at least as long as WE are young. The real question is how we thrive in a post-job economy.”
Alberto 6 May 2015

There were a number of contributions that raised implicit questions around the responsibilities of “rich” countries in respect of youth migrating from the regions or developing countries.

“youth is dreaming big, and is driven to big countries where ‘everything is happening’”
Marielle Khayat 7 April 2015

“Young people are more inclined to change the countryside for cities in the hope of finding employment, be it due to the lack of it in rural areas, the lower quality or limited diversity of professions. Thus a question that comes to mind: could youth policies and spatial policies team up for the good of both? What is the potential of mainstreaming youth into spatial policies? Could a special focus on rural youth improve the situation of young people and decrease spatial disparities?”
Ian Brand-Weiner 7 April 2015

Furthermore, what responsibilities do governments and societies have to Youth beyond the workplace / private sector?

“…young people feels better once he sees that his contribution for improving the society is taken with consideration and respect by the other people.”
White Bridge 9 April 2015

“What if one’s talents are not valued, in dollar terms, by the society? Does one have a right to pursue one’s talents? How do we as a society decide what jobs are promoted and protected and which should be allowed to disappear?”
M O’Donnell 29 April 2015
“A lot of studies in Psychology have shown that your well-being at work is strongly correlated with the fact that your job fits with your interests and personal values. A job consistent with your interests and values, increases your intrinsic motivation which is probably a major driver of your well-being because you reach a feeling of ‘personal accomplishment’: your job makes sense to you, you know why you do it and what it is useful for …” Antoine C 24 April 2015

Intergenerational considerations also need to be taken into account.

“The inter-generational dimension of youth unemployment is rarely recognised when it comes to the research we have conducted in developing the IFRC Framework for facilitating access of young people to employment related life skills. In this aspect, it boils down to the willingness of the older generations to “share” their “wealth of opportunities” with younger.” Mrcl Stefanik 27 April 2015

“People are living longer, and want to work longer, taking up resources and keeping jobs that young people are desperately in need of, particularly because what with the growing cost of putting kids through college, etc., it is often difficult for people to prepare for retirement in a timely manner. I believe that somewhat counterintuitively, the only way that the youth employment situation can be improved is if we focus on social welfare for the old.” G Noh 29 April 2015

Timing, specifically the gap between school and finding a job, was identified as an opportunity for young people to take stock and reflect on what they really want to do. Contributors highlighted the need for more employment programmes like Young Professionals and apprenticeship systems like in Germany. Maybe we even need to think outside the square when thinking about Entrepreneurship:

“…engaging in economic life should go beyond simply encouraging entrepreneurship in the classic sense. There is the typical entrepreneurship as practiced in Silicon Valley. Start a company, work like mad to grow it, then have an IPO and cash in. We should think of bakers, farmers and those who run co-operatives as also being entrepreneurs.” Deanna Beach 14 May 2015

How can we improve the process for effective youth policy?

Schooling

Contributors suggested a range of ideas for improving youth participation in policy including teaching civic engagement in schools; learning from the French model of social engagement whereby schools create spaces for students to express themselves; and encouraging youth to build a team spirit – working together and not so much in competition.

“School are indeed an ideal place to teach young people participation and endow them with tools for their future. But in some non-OECD countries enrolment or attendance rates are low, thus limiting participation and the teaching of it to schools, would exclude the marginalised youth even further. Special efforts are needed to contact hard to reach young people. This could be done by having peer-to-peer education and communicators going to markets, health centers, places of work etc.” Ian Brand-Weiner 22 April 2015
“...If our schools reserved more time to civic education, teaching the concept of happiness, education for well-being, and social commitment, etc. we could raise more citizens...” Btissam Chgoura 6 May 2015

Social media

The role and potential of social media to engage with and enable participation by youths in policy was a key theme of this consultation.

“...Obama's use of new media (YouTube, twitter, bottom up sources of information) are largely responsible for disseminating his message to young people. What if platforms like twitter or Facebook or YouTube were used to harness the opinions of young people and were used to create a dialogue?” Laura Gillies 21 April 2015

“...social media became a very important tool for engaging young Koreans in 2007 elections.” Irene Korgun 22 April 2015

“I think that social media are a new way of expression for the youth. Trust issues against the "system" and anonymity made them a great tool for both expression (active participation) and awareness (passive participation).” Btissam Ghigoura 24 April 2014

“The same [Obama election] initiative was developed in Val d'Oise department in France between schools. When a certain amount of students of the same area "like" the same charity Facebook page, the NGO organises an event in one of the schools. It can be a great way to appeal youth on internet but get their implication in real life.” Eric Viron 5 May 2015

The specific way social media is used is important.

“I think the format/medium matters a lot too. Assembl is a text-centered medium, which makes sense as a lowest common denominator for participation, but as "language" (broadly defined) changes and evolves, how can we get youth participation through other forms of language, like emoji, images, animated GIFs, etc. We see this kind of hybrid text/visual language emerging across the internet, and is there a way to allow/empower young people to "speak" this language as a way of sparking social engagement?” Lee-Sean Huang 10 May 2015

“Different forms of languages/visuals should be used to bring messages across. Also, the "medium" is becoming increasingly important: social media has created a lot of very powerful "opinion leaders" that have an incredible influence. There is a huge untapped potential in circulating messages through them. However, it can also be a trap, some young people are there as spectators more than actors, and may end up not retaining any of the information thrown at them. Therefore, the message has to be: short, simple, visual and brought across by an influential and relevant opinion leader.” Marielle Khayat 12 May 2015

“...internet friendships can lead to real friendships and create well being...” Marie Josselin 23 April 2015

There was, however, a reasonable degree of skepticism.

“Engagement online does not necessarily translate into engagement in real life.” Ian Brand-Weiner 22 April 2015
“The 2008 Obama campaign used social media to connect people in the flesh. If you signed up on the Obama site, they would tell you who in your neighbourhood was also supporting Obama. They then gave you the tools to organize an event or raise funds. The goal of the campaign was to get people to leave their computers and meet in person.”
Bill Gillies 28 April 2015

“Perhaps the role of media is to offer a space for genuine discussion of change. The internet does that but unregulated which means there is fear of speaking out for fear of abuse.” Luch Dahill 4 May 2015

Religion, door-to-door, youth boards

A range of other methods for increasing youth participation were identified, for example religion was raised as an opportunity for engaging youth, particularly in migrant communities:

“…the power of religion is underused in reaching out to young people. In some cultures emotional bondages between church and young people are particularly strong and, by involving representatives of religious organisations into process of formulating policies targeted at youth, it is possible to potentially increase engagement of young people. Another issue related to religion is immigration and possible ways of reaching out to young people in immigrant communities.” Irina Korgun 22 April 2015

Simply being practical: approaching youths in their home environments or asking them to ask each other.

“To reach youth and get their opinion, we should make door-to-door campaigns, and campaigns in the street…. directly in their homes, (physically or by phone), parents and children would have more time and feel more at ease. These campaigns should try to target an audience which would be as socially broad as possible (going to all types of neighborhoods, and to all types of activities).” Quentin Grimaud 24 April 2015

“Peer-to-peer approaches are often used in youth participation, as young people open up easier to peers, as they know how to talk to each other.” Ian Brand-Weiner 22 April 2015

Engaging with broad-based, representative, youth-led groups or a coalition/federation of such groups.

“…engage with broad-based youth groups or, better, to engage with a broad-based COALITION or federation of such groups. To be effective and legitimate, consultation must be inclusive, two-way, and, perhaps most important, sustained over time.”
Jennifer Bremmer 20 April 2015

“The problem with youth councils is that they are referred to as "youth"… they are not taken seriously. The financial independence is indeed important but the political power is crucial.” Eric Viron 5 May 2015

Finally, putting more Youths on decision-making boards.

“In my opinion youth should be integrated to the decision-making bodies and there should be reserved seats for them. One example is the space that YMCA’s are setting aside for youth. The executive committee of the World Alliance of the YMCA is composed of 23 people, and 8 of them have to be youth.” Rosalie Vendette 3 May 2015
“Including a young person at board levels in youth-related organizations makes a lot of sense. Which means teaching them the fundamentals of Governance (accountability, responsibility, rights and obligations, checks and balances, etc.).”
Andrea Weber 3 May 2015

“It would be interesting to think in terms of paths to efficient governance for youth: how do we make sure that youth can be efficiently active at board levels? Should we set up specific mentoring programs for youth participation in policymaking? Should we put together junior-senior tandems or buddying programs? Peer to peer platforms on youth governance?” Andrea Weber 6 May 2015

“Talent Match London is a youth-led employability programme and as such has youth participation at its core. What this means in practice is that young people make decisions about how the programme should be run and have a key role in supporting other young people on the programme. They play a role in governance of the programme by sitting on the youth board.” Suzanne Foster 8 May 2015

Awareness and innovation

Raising the level of awareness amongst youth is important, but being mindful of over-saturation.

“Level of awareness about well-being among youth is not very high. This means that only a limited number of young people will engage into dialogue. In order to avoid such sort of 'self-selection' bias more sustained efforts are needed to increase awareness and through awareness enhance participation level.” Irina Korgun 9 May 2015

“When there is too much of discussion going on for a prolonged time people get disinterested. I thing that dialogue should be open for everyone to participate but take place on a regular basis rather than on a constant.” Irina Korgun 9 May 2015

Continually innovating is key to engaging youth.

“…easier to engage students for the first time but it is much harder to do it on a consistent basis. The only conclusion that made was "innovate": find new formats and communications.” Irene Korgun 16 April 2015

“…interesting initiative has been launched in Morocco in 2013 by the Anna Lindh Foundation to instigate dialogue between youth and policy makers. The "Maghreb Forum for Dialogue" was mainly about youth participation in the development and implementation of local policy. The Forum was also tackling important issues such as knowledge enhancement and skills improvement for youth in the civil society organisations in Maghreb countries and the ability of local officials to meet the aspirations of young people in the management of local public affairs such as local governance from youth point of view, challenges of partnerships between civil society organizations and local associations, information systems and evaluations for the policies related to youth issues.” Btissam Chgoura 13 May 2015

“I'm also curious to see some examples of good practices of educational "radical inclusion" (voluntarily try to include those who are excluded/difficult to reach/almost never involved). It might be a bit far from this topic but there may be interesting lessons to learn from bottom of the pyramid micro-distribution systems on how to reach excluded people by empowering and rewarding peer-to-peer distribution. One example of micro-distribution from Coca-Cola.” François Burra 14 May 2015
“It seems like to stimulate youth participation there is a systemic change that needs to take place to increase the seriousness with which youth ideas are taken, to help make participation seem 'cool', and to bridge the gap between where legislation happens and where people’s needs are being expressed.” Laura Gillies 15 May 2015

Data quality and collection

Data quality, ownership and feedback were all raised by participants.

“I think data quality is the most important key to produce a successful youth well-being strategy.” Dr Huda Alkitkat 4 April 2015

“National statistical offices have to be owners of the processes of improving data quality on youth issues, especially if the aim is to have long lasting impacts and countries continuing the work after international organizations finished their respective projects.” Ian Brand-Weiner 7 April 2015

“Data quality will increase connectivity between policies and real need of the youth. Young people often get discouraged when they do not see the direct result of their participation. Ensuring that youth ideas are transformed into real policy measures through data analysis process is essential to attain success.” Irena Korgun 20 April 2015

A few contributors suggested young people should have an active role to play in designing surveys or collecting data.

“I found publications highlighting the importance of youth participation in research by assisting the design of indicators and methodology, data gathering, report writing or review processes. It was further argued that young people can improve data quality by improving the questionnaires or young interviewees responding better to young interviewers.” Ian Brand-Weiner 7 April 2015

“…the CRC Children’s Research Centre recognises that Children (as we’ll as young people) are experts on their own lives and believe in promoting child voice by supporting children to carry out research on topics that are important to them.” Anna de Liddo 6 May 2015

The idea of developing an open data source was mooted, with the OECD seen as a viable host.

“Open Data seems already existing when it comes to Youth, what about creating an OPEN DATA for YOUTH portal/site that would centralize Open Data already provided by different public services, cities and institutions and promote Dataviz and development of Apps/services? For instance Open Data provided from the World Bank” Martin Duval 23 April 2015

“…to estimate the impact of drivers, it is possible to try and use ‘big data’ in some way. For example, google combination of well-being and its components and see how many relevant results it returns and quantify them.” Irena Korgun 30 April 2015

“Why don’t we suggest that OECD, in partnership with other institutions, launch a large Big Data initiative on how Youth Well Being defines itself through real practices and behaviors? Technology universities could easily be mobilized, as well as the European Commission in the context of H2020.” Frank Escoubes 3 May 2015
What about the type of data: active or passive?

“Data collection can always be either active or passive. Active data collection is having data consciously produced by youth with the intention of sharing them, through for instance the organization of a poll, of a satisfaction survey, the setup of a data gathering project, etc.

Passive data collection is related to the Internet of Things (IoT): Passive data collection occurs without any overt interaction with people and generally includes capturing user preferences and usage behavior, including location data from personal mobile devices. The best-known example is the use of cookies on a user’s computer to capture Internet browsing history.

Should we put in place a Big Data program helping to collect - through sensors and IoT - as many data as possible on Youth Well Being indicators?”
Frank Escoubes 21 April 2015

“Universities with data mining capabilities could join the effort of collecting and analyzing such big data. A global barometer of youth well-being would gradually emerge.”
Frank Escoubes 7 May 2015

“…there are probably great possibilities for Data analysis on youth well-being, especially since the new generation was "born connected", and therefore generating a lot of digital traces.” Natacha Dufour 4 May 2015

Perhaps surprisingly, only one contributor raised issues around the responsibilities and ethics of using passive data.

“What challenges will today’s youth face in light of the fact that meg-corporations are collecting and storing virtually all data about their lives?” M O’Donnell 29 April 2015

“What can/should young people do to protect themselves? What responsibility do we have to protect them?” M O’Donnell 29 April 2015

Intergenerational dynamics

The interrelationships between young and old was a recurring theme in this consultation. Ideas ranged from promoting dialogue between young and older people, older people professionally mentoring young people (and vice versa), intergenerational impacts of policies, and changing the perceptions of young people’s views.

“Defining youth may also mean defining the links and relations with non-youth. A new "social contract" between older people (senior citizens) and the youth could be developed, with bilateral exchanges.” Frank Escoubes 3 April 2015

“Indeed, one young adult out of 4 is unemployed. This is more than twice the average national unemployment rate. And when they have a job, young adults tend to be offered temporary or interim contracts. When you factor the booming prices of real estate, youth is clearly in the worst situation to start a professional and personal life. Baby-boomers are in the exact opposite situations (employed, with property). How can we reinvent a new social contract between the younger and the older generations?”
Andrea Weber 26 April 2015
“One of the key factors that could improve youth well-being could be to facilitate informal discussions and exchanges between generations. And not only between parents and children.” Camille Bosquet 30 April 2015

“There is a great deal youth could teach their elders. Young people have been at the forefront of innovation when it comes to digital technologies.” Bill Gillies 30 April 2015

“Public debt may generate a generational conflict with the children of baby-boomers refusing one day in the future to pay the pension plan of their parents.” Andrea Weber 26 April 2015

“But more importantly, “old” people as well need to be trained to be able to accept ideas and propositions from younger persons and interact with them with no condescension!” Christophe Billebaud 5 May 2015

“Elder generations have a key role to play in Youth Well-Being. Even though it could be controversial up to some point, I think http://rentagrandma.com/ can be a good example on how to imply elder generations to help young people.” François Burra 5 May 2015

“Generational equity is a great subject to bring up, and not only in terms of debt, but also in terms of resource consumption, pollution, etc., i.e. balancing GDP with external costs.” Hugo Steben 13 May 2015

“Projects and initiatives could therefore be evaluated in terms of what they bring in today vs what they take away from tomorrow, in terms of social and/or environmental costs. The implementation of a “Green GDP” index might be a good example to start with.” Hugo Steben 13 May 2015

**Wider accessibility of existing services and practices**

A number of suggestions were given for developing an internet portal for policy and best practice to help youth better access services and policy designers better develop services. Wikiprogress would be an obvious contender for such a venture.

“By putting together a Web-based crowdsourced repository of best practices at a global level, with an initial core of practices and a gradually evolving knowledge base curated by the crowds.” Frank Escoubes 7 May 2015

“Creating a wikipedia of what works for fostering youth well-being?” Elizabeth James 8 May 2015

“…it would be great if policy makers could set up portals to make it easier for student/youth organizations to actually share their ideas, concerns, and projects with governments and authority figures. It was also mentioned elsewhere that often private institutions can have a large impact on youth well-being. Creating programs to open the conversation between business and youth could go a long way as well toward increasing well-being.” Elizabeth James 8 May 2015

“… set up a user-generated content platform gathering the largest number of best practices, ideas and initiatives around youth well-being. It could start with an initial sample of good practices, described and shared by organizations that studied those issues, and be gradually expanded by youth and by all stakeholders themselves on a wiki platform or on any type of easy-to-use interactive CMS.” Andrea Weber 9 May 2015
Universities and business networks

Finally, using the power or university and businesses and their respective networks to engage youth was briefly discussed in the last week of the consultation.

“By creating a pan-European or international University-led support program for youth Well-being, based on models such as Erasmus or AIESEC (AIESEC is an international non-governmental not-for-profit organization that provides young people with leadership development and cross-cultural global internship and volunteer exchange experiences across the globe, with a focus to empower young people so they can make a positive impact on society. The AIESEC network includes over 100,000 members in 126 countries and territories. It is the largest youth-run organization in the world)”
Frank Escobes 7 May 2015

“I think that it is the right time to team up with businesses because business strategies are undergoing transformation at the moment, they care more about social impact.” Irina Korgun 11 May 2015

Conclusion

The coverage of topics and genuine interest from participants during this consultation was impressive, particularly given the breadth of the initial questions and the experimentation with the new online consultation programme “Assembl”.

Four key themes emerged. Firstly, the balance between defining “youth” narrowly enough to properly design and implement workable and universal policies to improve well-being, but broadly enough to capture important geographical and cultural differences.

Secondly, deciding how best to harness the role of social media in engaging youth in policies to improve youth well-being. Youth have already embraced social media, so how do we as policy makers use it to help them, without exploiting their vulnerability and trust?

Thirdly, the need for better data and the potential to use the digital footprint youths are already creating as well as youths themselves to design and implement surveys.

And finally, and perhaps most importantly, recognising that youths are emerging into a rapidly changing economic, social and technological environment and require the necessary support, skills and expectations to keep pace, adapt and cope.
## Appendix 1: Case studies and best practice

The following table lists relevant initiatives, research and concepts identified by participants.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Relevance</th>
<th>Link provided</th>
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<tbody>
<tr>
<td>Attali Report</td>
<td>Mentions the importance to take into account the interests of the future generations in the way institutions make decisions today that will have an impact tomorrow.</td>
<td><a href="http://widgets.weforum.org/nve-2015/">http://widgets.weforum.org/nve-2015/</a></td>
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<tr>
<td>Data quality</td>
<td></td>
<td><a href="http://www.oecd.org/sti/innovation/">http://www.oecd.org/sti/innovation/</a></td>
</tr>
<tr>
<td>Chicago's &quot;Off the Street Club&quot;</td>
<td>Places with a high violence rate need programs to help keep children occupied and off the streets.</td>
<td><a href="http://en.wikipedia.org/wiki/Bhutan_GNH_Index">http://en.wikipedia.org/wiki/Bhutan_GNH_Index</a></td>
</tr>
<tr>
<td>Bhutan Happiness Index</td>
<td>A small country could be - relatively speaking - more concerned about the well-being of its youth than larger countries by allocating a larger share of its wealth to these factors.</td>
<td><a href="http://www.oecd.org/els/healthsystems/Focus-on-Health-Making-Mental-Health-Count.pdf">http://www.oecd.org/els/healthsystems/Focus-on-Health-Making-Mental-Health-Count.pdf</a></td>
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<tr>
<td>Mental health</td>
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<tr>
<td>Rights versus responsibilities</td>
<td>Mapping the ages at which youth are granted certain rights, or are subject to certain responsibilities.</td>
<td><a href="http://www.youthpolicy.org/factsheets/">http://www.youthpolicy.org/factsheets/</a></td>
</tr>
<tr>
<td>Rights versus responsibilities</td>
<td>Series of reviews that consistently highlight differences in the age definitions applied to youth across sectors (e.g. health, law, education) and between national and international youth legislation.</td>
<td><a href="http://www.youthpolicy.org/youth-policy-reviews">http://www.youthpolicy.org/youth-policy-reviews</a></td>
</tr>
<tr>
<td>Global Forum on Youth Policies</td>
<td>A declaration was made stating that youth policies should be: - Rights Based - Inclusive - Participatory - Gender responsive - Comprehensive - Knowledge-based and evidence informed - Fully resourced - Accountable</td>
<td><a href="http://youthpolicyforum.org/documents/commitment.pdf">http://youthpolicyforum.org/documents/commitment.pdf</a></td>
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<tr>
<td>Education</td>
<td>Edgar Morin's &quot;7 key Competencies necessary for the Education of the Future&quot;: - Teach Human Condition - Teach Earth Identity - Cope with uncertainties (lack or predictability) - Teach Tolerance - Teach Democracy and Ethics</td>
<td><a href="http://unesdoc.unesco.org/images/0011/001177/117740fo.pdf">http://unesdoc.unesco.org/images/0011/001177/117740fo.pdf</a></td>
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<tr>
<td>Cognitive and developmental psychology</td>
<td>The basic needs of young people toward their parents / guardians: connection, mutuality, reciprocity, flow, and autonomy</td>
<td><a href="http://science.howstuffworks.com/life/inside-the-mind/human-brain/teenage-brain.htm">http://science.howstuffworks.com/life/inside-the-mind/human-brain/teenage-brain.htm</a></td>
</tr>
<tr>
<td>OECD Measuring Progress Framework</td>
<td>Since this debate is initiated by the OECD, we could start from their own general Well-being indicators</td>
<td><a href="http://www.oecd.org/statistics/measuringwell-beingandprogressresearchanddevelopmentprojects.htm">http://www.oecd.org/statistics/measuringwell-beingandprogressresearchanddevelopmentprojects.htm</a></td>
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<td>Well-being indicators</td>
<td>Critical review</td>
<td><a href="http://unstats.un.org/unsd/broaderprogress/pdf/F">http://unstats.un.org/unsd/broaderprogress/pdf/F</a></td>
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<tr>
<td><strong>Global Youth Well-being Index</strong></td>
<td>easibility_study_Well-Being_Indicators.pdf</td>
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<tr>
<td><strong>Gen Y &amp; Z</strong></td>
<td><a href="http://www.youthindex.org">http://www.youthindex.org</a></td>
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<tr>
<td><strong>Suicide</strong></td>
<td><a href="http://www.nytimes.com/2015/03/29/jobs/make-way-for-generation-z.html">http://www.nytimes.com/2015/03/29/jobs/make-way-for-generation-z.html</a></td>
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<td><strong>Suicide</strong></td>
<td><a href="http://www.who.int/mental_health/prevention/suicide/suicideprevent/en/">http://www.who.int/mental_health/prevention/suicide/suicideprevent/en/</a></td>
<td></td>
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<tr>
<td><strong>Colombia Red Cross Programme for the Prevention and Support for Street Children (PANICA)</strong></td>
<td>A meeting place for everyone who works on humanitarian projects with children and young people.</td>
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<tr>
<td><strong>Norwegian Red Cross Youth Street Mediation programme</strong></td>
<td>The Street Mediation program uses a youth peer education model that builds skills to manage conflicts in nonviolent ways. A comprehensive three-step approach involves: conflict workshops, mediation workshops and instructor workshops. Through its training, young men and women learn how to communicate effectively in conflicts, how to help others in conflict, and how to teach other youth about resolving conflicts. Youth then work in partnership with schools, youth clubs and social services to help prevent conflicts and support mediation between young people when violence does occur.</td>
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<tr>
<td><strong>Mental health (social media)</strong></td>
<td>10 ways Social Media affects Mental Health</td>
<td></td>
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<tr>
<td><strong>Mental health (alcohol and drugs)</strong></td>
<td><a href="http://activeeurope.org/images/FINAL_Ready_Steady_Go_Alcohol-free.pdf">http://activeeurope.org/images/FINAL_Ready_Steady_Go_Alcohol-free.pdf</a></td>
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<td><strong>The Countries</strong></td>
<td><a href="http://www.businessinsi">http://www.businessinsi</a></td>
<td></td>
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<tr>
<td>Where Young People Are Happiest</td>
<td>der.com/global-youth-well-being-index-2014-2014-4#ixzz3XI2VFfMbo</td>
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<tr>
<td>Mexico Youth Participation Index</td>
<td><a href="http://ollinac.org/indice-nacional">http://ollinac.org/indice-nacional</a></td>
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<tr>
<td>Mental health (“Gamification”)</td>
<td><a href="http://www.juvenilementalhealthmatters.com/CBT_Computer_Game.html">http://www.juvenilementalhealthmatters.com/CBT_Computer_Game.html</a></td>
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<tr>
<td>Social media</td>
<td><a href="http://www.medicalnewstoday.com/articles/274017.php">http://www.medicalnewstoday.com/articles/274017.php</a></td>
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<td>Mental health (technology)</td>
<td><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4032077/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4032077/</a></td>
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<tr>
<td>Mental health (technology)</td>
<td><a href="http://www.excellenceforchildandyouth.ca/sites/default/files/policy">http://www.excellenceforchildandyouth.ca/sites/default/files/policy</a> USING_TECHNOLOGY_0.pdf</td>
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<td>Mental health (technology)</td>
<td><a href="http://www.longwoods.com/content/22368">http://www.longwoods.com/content/22368</a></td>
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<tr>
<td>Skills</td>
<td><a href="http://www.forbes.com/sites/sap/2014/05/12/are-you-ready-here-are-the-top-10-skills-for-the-future/">http://www.forbes.com/sites/sap/2014/05/12/are-you-ready-here-are-the-top-10-skills-for-the-future/</a></td>
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<td>Topic</td>
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<td>Personal finance education</td>
<td>Something that is often not talked about - at least in Canada in secondary education - is how to manage personal finances. Maybe one aspect of a well-being index should include the aspect of helping youth build a credit rating.</td>
<td><a href="http://www.theglobeandmail.com/globe-investor/personal-finance/why-young-people-should-start-building-their-credit-profile-now/article4225042/">http://www.theglobeandmail.com/globe-investor/personal-finance/why-young-people-should-start-building-their-credit-profile-now/article4225042/</a></td>
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<tr>
<td>Suicide</td>
<td>This one study has had a lot of clout! I would take this study with a grain of salt. The sample size of countries is very limited. South Korea for example has one of the highest youth suicide rates in the world.</td>
<td><a href="http://www.salon.com/2014/03/15/why_is_suicide_so_popular_in_south_korea_partner/">http://www.salon.com/2014/03/15/why_is_suicide_so_popular_in_south_korea_partner/</a></td>
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<tr>
<td>Institute for the Future (IFTF)</td>
<td>Korean government published before 2014 G20 summit. On p. 6 it is written that “To support young people to enter the labor market early, the government plans to introduce a work-study dual system, build and spread a competency-based hiring system and address mismatches between youth (job seekers) and SMEs (employers).” But it is only a part of overall plans to improve korean labor market.</td>
<td><a href="https://g20.org/wp-content/uploads/2014/12/g20_employment_plan_korea-1.pdf">https://g20.org/wp-content/uploads/2014/12/g20_employment_plan_korea-1.pdf</a></td>
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<tr>
<td>The World Youth Student and Educational (WYSE) Travel Confederation</td>
<td>WYSE, which recently surveyed more than 34,000 people from 137 countries, found that young travelers are not as interested in “the traditional sun, sea and sand holidays” as previous generations are. They are spending less time in “major gateway cities” and instead exploring more remote destinations, staying in hostels instead of hotels, and choosing long-term backpacking trips instead of two-week jaunts. The study showed an increase from 2007 in young travelers taking trips (like mine) for longer than two months, with the average trip lasting 58 days.</td>
<td><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183197/Child-Wellbeing-Brief.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183197/Child-Wellbeing-Brief.pdf</a></td>
</tr>
<tr>
<td>Definition of well-being</td>
<td>Wellbeing is a dynamic state that is enhanced when people can fulfil their personal and social goals. It is understood both in relation to objective measures, such as household income, educational resources and health status; and subjective indicators such as happiness, perceptions of quality of life and life satisfaction.</td>
<td><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183197/Child-Wellbeing-Brief.pdf">http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183197/Child-Wellbeing-Brief.pdf</a></td>
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<tr>
<td>Youth participation</td>
<td>Youth participation requires engaging with broad-based youth groups or, better, to engage with a broad-based COALITION or federation of such groups. If a coalition of youth groups (or groups with high youth participation) does not exist, then efforts should be made to encourage the formation of such a group, so that there can be ongoing consultations.</td>
<td><a href="http://www.youthforum-lb.org/en/">http://www.youthforum-lb.org/en/</a></td>
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<tr>
<td>Youth participation</td>
<td>A study of engagement at Virginia Tech (a university in the U.S.) came up with an infographic of what generated ‘good’ engagement around the campus.</td>
<td><a href="http://jces.ua.edu/wp-content/uploads/2012/10/Figure1_CampusCulture.jpg">http://jces.ua.edu/wp-content/uploads/2012/10/Figure1_CampusCulture.jpg</a></td>
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<tr>
<td>Youth participation</td>
<td>What if platforms like twitter or facebook or youtube were used to harness the opinions of young people and were used to create a dialogue?</td>
<td><a href="https://www.academia.edu/1526998/Using_New_Media_Effectively_an_Analysis_of_Barack_Obamas_Election_Campaign_Aimed_at_Young_Americans">https://www.academia.edu/1526998/Using_New_Media_Effectively_an_Analysis_of_Barack_Obamas_Election_Campaign_Aimed_at_Young_Americans</a></td>
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<td>Youth participation</td>
<td>HEC Montreal think around the role played by spaces and places in how youth get things done: “We suggest that both the underground and the upperground are linked by communities from the middleground, who act as intermediate structures allowing for the creative ideas to transit from an informal micro-level (solo artists, students, etc.) to a formal macro-level (businesses, institutions).”</td>
<td><a href="http://www.feweb.vu.nl/olkc2009/papers/4apatrickcohenet.pdf">http://www.feweb.vu.nl/olkc2009/papers/4apatrickcohenet.pdf</a></td>
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<tr>
<td>Employment Young Professionals Institute of Korea</td>
<td>They connect research, policy forums and education to achieve better results.</td>
<td><a href="http://www.ypik.or.kr/eng/about/prog.asp">http://www.ypik.or.kr/eng/about/prog.asp</a></td>
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<tr>
<td>Youth participation (social media)</td>
<td>The Development Communication and Public Engagement platform is organising a seminar on “Youth Engagement in support of development co-operation”. One of the sessions is on “The Truth of Hashtag Activism”:</td>
<td><a href="http://www.oecd.org/dev/pgd/devcom.htm">http://www.oecd.org/dev/pgd/devcom.htm</a></td>
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<tr>
<td>Nepalese peer-to-peer education campaign</td>
<td>In this campaign young people were trained on the electoral system, voting skills and campaigning techniques, and they in turn developed strategies to transmit their messages to peers outside of school.</td>
<td>DFID (2010), Youth Participation in Development: A Guide for Development Agencies and Policy Makers, London: DFID – Civil Society Organisations Youth Working Group</td>
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<tr>
<td>Youth participation</td>
<td>A pathbreaking publication on the extent of youth participation is Hart’s (1992) “ladder of participation”, which includes different levels of youth participation. The level of participation depends very much on the topic, the context and the willingness of the actors</td>
<td>Checkoway, B. (2011). What is youth participation?, Children and Youth Services Review 33 (2011) 340-345 Hart, R. (1992)</td>
</tr>
<tr>
<td>Youth councils</td>
<td>Here a literature suggestion on how to have financially independent youth councils</td>
<td><a href="http://www.youthforum.org/assets/2014/05/YFJ_MoneyGrowsOnTrees_web.pdf">http://www.youthforum.org/assets/2014/05/YFJ_MoneyGrowsOnTrees_web.pdf</a></td>
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<tr>
<td>Caribbean Youth Portal</td>
<td>The Caribbeans’ first inspirational empowerment and inspirational youth portal</td>
<td><a href="http://www.Greatnesshappens.org">www.Greatnesshappens.org</a></td>
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<tr>
<td>Current and future risks for youth well-being</td>
<td>Fantastic resource on youth well-being (data, statistics, etc.) – interesting to see a group of indicators on 'citizenship' that includes: attitude to government, volunteering, offending (apprehension and convictions), and voting</td>
<td><a href="http://www.cssp.org/reform/child-welfare/youth-thrive/2014/Youth-Thrive_Advancing-Healthy-Adolescent-Development-and-Well-Being.pdf">http://www.cssp.org/reform/child-welfare/youth-thrive/2014/Youth-Thrive_Advancing-Healthy-Adolescent-Development-and-Well-Being.pdf</a></td>
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<tr>
<td>Ministry of Youth Development in New Zealand</td>
<td>Researchers at London school of economics found that higher satisfaction levels during younger years lead to increase in future earnings. Significant mediating pathways include a higher probability of obtaining a college degree, getting hired and promoted, having higher degrees of optimism and extraversion, and less neuroticism. Thus, policies should also target subjective feelings to be considered effective.</td>
<td><a href="http://www.youthstats.mvd.govt.nz/indicator/active-citizens/index.html">http://www.youthstats.mvd.govt.nz/indicator/active-citizens/index.html</a></td>
</tr>
<tr>
<td>Mental health</td>
<td>Germany has introduced a successful apprenticeship system which keeps unemployment among youth under control and helps businesses to find skilled labor force.</td>
<td><a href="http://www.npr.org/2012/04/04/149927290/the-secret-to-germanys-low-youth-unemployment">http://www.npr.org/2012/04/04/149927290/the-secret-to-germanys-low-youth-unemployment</a></td>
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<tr>
<td>Employment (apprenticeship)</td>
<td>It would centralize Open Data already provided by different public services, cities and institutions and promote Dataviz and development of Apps/services. For instance Open Data provided from the World Bank.</td>
<td><a href="http://blogs.worldbank.org/opendata/psd/category/tags/youth">http://blogs.worldbank.org/opendata/psd/category/tags/youth</a></td>
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<td>Open data / youth portal</td>
<td>The EU Open Data portal is very rich in data sets but does not focus attention on youth-related issues.</td>
<td><a href="http://open-data.europa.eu/en/data/">http://open-data.europa.eu/en/data/</a></td>
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</table>
| Open data / youth portal | This link illustrates what the EU Open Data portal provides for Youth-related open data. It would be quite easy to merge these relevant data sets from | http://open-data.europa.eu/en/data/dataset?q=youth&op=&
<table>
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<th>Topic</th>
<th>Description</th>
<th>URL</th>
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<tr>
<td>Hackschooling</td>
<td>A great reminder of what school can (could? Should?) be when it addresses youth creativity &amp; well being.</td>
<td><a href="https://www.youtube.com/watch?v=h11u3vtcpan">https://www.youtube.com/watch?v=h11u3vtcpan</a></td>
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<td>Why are Y Generation unhappy?</td>
<td>I invite you to read this very fun and easy to read (and yet very serious: it is a vulgarisation blog) article about it and to react if you have other suggestions. Note that this probably only apply to European &amp; American youth... there's a lot of cultural factors involved in this example.</td>
<td><a href="http://waitbutwhy.com/2013/09/why-generation-y-yuppies-are-unhappy.html">http://waitbutwhy.com/2013/09/why-generation-y-yuppies-are-unhappy.html</a></td>
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<td>Boston &quot;Year up&quot;</td>
<td>It is more for &quot;young adults&quot; as they call them, but it's a very interesting program as it helps transition these young adults, who weren't lucky enough to have an education, to jobs where they can reach their full potential. The program lasts a year and includes classes (either in finance or IT), and an internship in renowned companies - very often leading to signed contracts.</td>
<td><a href="http://www.yearup.org/about-us/our-locations/boston/">http://www.yearup.org/about-us/our-locations/boston/</a></td>
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<td>Job-coaching in the US</td>
<td>During my studies, a group of friends and I had noticed the big need for job-coaching in the US, more specifically in Long Island, where the youth easily gets off-tracked. Adding to that the anticipated blue-collar labor shortage, we felt the need to develop a project of bringing apprenticeships &quot;back to life&quot;. Blueprint's objective was the economic uplift of the “forgotten half,” by providing an outlet for 18-23 year olds in low-income areas to become economically empowered while improving the communities where our apprentices both live and work. Although we didn't end up actually developing this project, the subject did get a lot of attention not only from professors, but also from local political figures.</td>
<td><a href="http://blueprintap.org/">http://blueprintap.org/</a></td>
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<td>French Red Cross</td>
<td>The French Red Cross also has programs that cater to the needs of the youth (younger kids in this case): Namely: accompanying them with their homework to make sure that they get the same level of education as anyone else, by using several different educational methods. The program proves to be very successful, and the classes are full year after year.</td>
<td><a href="http://www.youthpolicy.org/blog/participation-global-governance/participation-struggling-to-stay-relevant/">http://www.youthpolicy.org/blog/participation-global-governance/participation-struggling-to-stay-relevant/</a></td>
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<tr>
<td>Youth participation</td>
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<td>Professional orientation by interests</td>
<td>Some tools to measure interests do exist: Holland’s RIASEC model is probably the most known but there are a lot more…</td>
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<td>Travel</td>
<td>International travel is a key element of Youth well-being. Shouldn’t it be facilitated by schools or international programs such as an Erasmus World</td>
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<td>Topic</td>
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<td>Discovery funding initiative allowing young travelers to find the financial means of this &quot;school of life&quot;?</td>
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<td>Definition of wellbeing</td>
<td>Article on &quot;Human Rights and Human Well-being&quot; by William J. Talbott. It could actually be one of the key outputs of such a discussion to consider and position well-being as a &quot;human right&quot;.</td>
<td><a href="https://ndpr.nd.edu/newspapers/24755-human-rights-and-human-well-being/">https://ndpr.nd.edu/newspapers/24755-human-rights-and-human-well-being/</a></td>
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<tr>
<td>Youth participation</td>
<td>Blog post by Alex Farrow from Youth Policy. Youth participation may not require formal structures anymore, neither in schools nor beyond schools, thanks to the incredibly powerful leverage of social media and the Web.</td>
<td><a href="http://www.youthpolicy.org/blog/participation-global-governance/participation-struggling-to-stay-relevant/">http://www.youthpolicy.org/blog/participation-global-governance/participation-struggling-to-stay-relevant/</a></td>
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<td>Red Cross Red Crescent (RCRC) volunteerism</td>
<td>RCRC volunteerism is critical to the meaningful engagement of children, adolescents, and young adults. The provision of training and educational opportunities, empowerment, and creation of enabling environments are likewise, critical. As RCRC National Societies are not youth organisations, we apply the ‘Youth-led and National Society-owned’ concept built on an openness and dialogue that ensures whole-of-National Society ownership in youth initiatives. Very importantly, processes of strengthening youth engagement in the RCRC need to be appropriately resourced and recognise youth as a heterogeneous group. Senior leadership is indeed accountable for managerial allocations of resources (human, space, time, financial, structures, etc.) for advancing youth engagement.</td>
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<td>IFRC Youth Engagement Strategy (Y.E.S.)</td>
<td>In the IFRC we tend to agree to rather focus on the HOW than on WHAT, especially when it comes to the overarching matters. In fact, with the 189 countries as members, Y.E.S. speaks rather to universal approaches (strategic directions and recommended actions) as opposed to universal thematic domains as per se. We encourage our National Societies to engaged youth (including children) through three pathways- youth as leaders, youth as volunteers, and youth as beneficiaries while applying the 3Es concept (Education, Empowerment, and Enabling environment).</td>
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<td>Identity</td>
<td>Another sphere of concern is how well-being concept will ‘interact with societal rules and cultural mentalities’. This link is a visual illustration of diverse mentalities within the EU.</td>
<td><a href="http://one-europe.info/the-european-identity">http://one-europe.info/the-european-identity</a></td>
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<tr>
<td>Suicide</td>
<td>South Korea comes third, after Greenland and Lithuania. Japan is 7, and Finland 21. Singapore is 48! Be aware of the fact that incidence of suicide tends to be under-reported in some countries due to both religious and social pressures.</td>
<td><a href="http://en.wikipedia.org/wiki/List_of_countries_by_suicide_rate">http://en.wikipedia.org/wiki/List_of_countries_by_suicide_rate</a></td>
</tr>
<tr>
<td>Youth participation</td>
<td>A study in the US shows that many adults are not informed about basic political knowledge. Do we want them having influence or shaping young minds?</td>
<td><a href="http://www.politico.com/story/2015/04/pew-news-ix-test-results-117421.html">http://www.politico.com/story/2015/04/pew-news-ix-test-results-117421.html</a></td>
</tr>
<tr>
<td>Employment</td>
<td>Recent college grads are lacking the communicative and interpersonal skills today's employers are looking for.</td>
<td><a href="http://business.time.com/2013/11/10/the-real-reason-new-college-grads-cant-get-hired/">http://business.time.com/2013/11/10/the-real-reason-new-college-grads-cant-get-hired/</a></td>
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<td>Role models</td>
<td>How can young African-Americans be expected to achieve success when the examples and statistics around them show them that success is practically impossible? Nearly half of the incarcerated population of the U.S. consist of African-American adults. One in three black men are expected to do jail time within their lifetime. 59% of drug offenses in the U.S. are committed by African-Americans. As a people that make up roughly 13% of the nation, I find it appalling that we make up so many of the incarcerated population.</td>
<td><a href="http://www.naacp.org/pages/criminal-justice-fact-sheet">http://www.naacp.org/pages/criminal-justice-fact-sheet</a></td>
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<td>Education</td>
<td>Video about a 42 year-old self-taught man that has never attended school or taken any classes in his life. He considers playing and enthusiasm as the best learning mechanism and think that we should preserve this no matter how old we are.</td>
<td><a href="https://youtu.be/l5y9xqVixw4">https://youtu.be/l5y9xqVixw4</a></td>
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<td>Schooling</td>
<td>Feeling like home can help us to better learn.</td>
<td><a href="http://www.kaizen-magazine.com/les-secrets-de-l-education-a-la-finlandaise-chaque-eleve-est-important/">http://www.kaizen-magazine.com/les-secrets-de-l-education-a-la-finlandaise-chaque-eleve-est-important/</a></td>
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<td>Korean employment initiatives</td>
<td>Last year Korea had a series of special programs targeted at teens from North Korean refugee families in order to aid their assimilation. These programs are: 1) specialized lectures to enhance employment capabilities; 2) special computer courses for employment purposes 3) specialized courses to get prepared for skill assessment 4) financial grant for certificate examinations (Korea has various exams that allow student to get certificates and improve their employment prospects). These programs are free of charge. On the whole, this institute engages into various discussions about problems of youth employment. They try to bring in government and business together with young people through various forums. The main idea is to teach young people what is an enterprise, how it operates, what business might expect from young employees. The Institute also has established education courses on business structure, business environment, competition, etc. But, unfortunately, there is very little information on operation of the program and participation rates.</td>
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<td>Methodology</td>
<td>At social progress they describe how they tentatively describe their metrics, which, by the way, includes foundations of well-being</td>
<td><a href="http://www.socialprogressimperative.org/data/spi/methodology">http://www.socialprogressimperative.org/data/spi/methodology</a></td>
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<tr>
<td>Methodology</td>
<td>Gallup has some interesting resources on Gallup-Healthways Global Well-Being Index</td>
<td><a href="http://www.gallup.com/poll/175694/country-">http://www.gallup.com/poll/175694/country-</a></td>
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<tr>
<td>Methodology</td>
<td>World Happiness report. While it is of interest on their own it is a great resource for background studies. They have a big reference list for practical and methodological resources.</td>
<td><a href="http://www.earthinstitute.columbia.edu/sitefiles/file/Sachs%20Writing/2012/World%20Happiness%20Report.pdf">http://www.earthinstitute.columbia.edu/sitefiles/file/Sachs%20Writing/2012/World%20Happiness%20Report.pdf</a></td>
</tr>
<tr>
<td>Youth participation</td>
<td>Youth should be integrated to the decision-making bodies and there should be reserved seats for them. One example is the space that YMCA's are setting aside for youth. The executive committee of the World Alliance of the YMCA is composed of 23 people, and 8 of them have to be youth. This is also reflected in local YMCA's board composition.</td>
<td><a href="http://www.ymca.int/uploads/media/1998_BY_LAWS_OF_THE_WORLDCALLIANCE-1_01.pdf">http://www.ymca.int/uploads/media/1998_BY_LAWS_OF_THE_WORLDCALLIANCE-1_01.pdf</a></td>
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<td>Youth participation</td>
<td>Initiative developed in Val d'Oise department in France between schools. When a certain amount of students of the same area &quot;like&quot; the same charity facebook-page, the ngo organises an event in one of the schools. It can be a great way to appeal youth on internet but get their implication in real life.</td>
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<td>Projects facilitating intergeneration links</td>
<td>Elder generations have a key role to play in Youth Well-Being. Even though it could be controversial up to some point.</td>
<td><a href="http://rentagrandma.com/">http://rentagrandma.com/</a></td>
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<td><a href="http://imaginationforpeople.org/fr/project/les-passeurs-numeriques/Intergenerational">http://imaginationforpeople.org/fr/project/les-passeurs-numeriques/Intergenerational</a> and ecological neighborhood</td>
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<td><a href="http://imaginationforpeople.org/fr/project/village-vertical-intergenerationnel/Intergenerational">http://imaginationforpeople.org/fr/project/village-vertical-intergenerationnel/Intergenerational</a> shared-flat</td>
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<td><a href="http://imaginationforpeople.org/fr/project/colocation-intergeneration/">http://imaginationforpeople.org/fr/project/colocation-intergeneration/</a></td>
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<td>Mining Me and My Indentity Audit</td>
<td>In this age of 24/7 no-one has time to stop and understand who they are. Surely, before taking the first step on any journey, you have to work out what you have got to work with.</td>
<td><a href="http://www.InaSense.co.uk">www.InaSense.co.uk</a></td>
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<td>Blog</td>
<td>Hans Van Willenswaard, based in Thailand, is a source of information on well-being, happiness, and similar concepts in Southeast Asia, Bhuta, and other parts of the world.</td>
<td><a href="https://www.linkedin.com/groups?gid=3722558">https://www.linkedin.com/groups?gid=3722558</a></td>
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| Employment | A discussion similar to this, started by the Council of Europe: "how do we solve youth | https://book.coe.int/eur/en/youth-other-
<p>| Council of Europe | unemployment?&quot; The online forum that had gathered around it (quite large, over 400 participants) basically replied: &quot;You cannot solve that. If you could, you would already have. Youth unemployment is here to stay, at least as long as WE are young. The real question is how we thrive in a post-job economy.&quot; | publications/5792-the-edgeryders-guide-to-the-future.html |
| Research by children and young people | The objective of this research is to empower children and young people as active researchers, and as such they also have a key role on data gathering, report writing etc. For instance the CRC Children's Research Centre recognises that children (as we'll as young people) are experts on their own lives and believe in promoting child voice by supporting children to carry out research on topics that are important to them. | <a href="http://www.open.ac.uk/researchprojects/childrens-research-centre/">http://www.open.ac.uk/researchprojects/childrens-research-centre/</a> <a href="http://rcyp.evidence-hub.net/?max=20&amp;orderby=date&amp;sort=DESC&amp;filterodetypes=Publications#web-list-1">http://rcyp.evidence-hub.net/?max=20&amp;orderby=date&amp;sort=DESC&amp;filterodetypes=Publications#web-list-1</a> |
| Research by children and young people | Quoting an analysis written by Sue Bucknall: &quot;The CFBT Education Trust commissioned the NFER to undertake a review of the literature on the impact of the voice of young people on policy and practice, and on young people themselves. The main findings of the review are as follows: - There is a growing culture of participation - The engagement of young people in these matters can have diverse impacts on the young people involved. - There is a relative ‘gap’ in any routine evaluation and documentation of impact. Review available at: <a href="http://www.nfer.ac.uk/publications/VIM01/VIM01_home.cfm">http://www.nfer.ac.uk/publications/VIM01/VIM01_home.cfm</a> | <a href="http://rcyp.evidence-hub.net/explore.php?id=109156180640953972001343311088">http://rcyp.evidence-hub.net/explore.php?id=109156180640953972001343311088</a> |
| Xavier Niel “Born to code” | Having access to an education system that values professional training, that does not require formal degrees is also quite important according to me. The new school launched by Xavier Niel in France is a perfect example of a new definition of education for youth: it is a new type of information-technology school (&quot;born to code&quot;) with a unique pedagogical approach and accessibility to all, completely free of charge, with no formal degree required. | <a href="http://www.42.fr/">http://www.42.fr/</a> |
| Talent Match London | A youth-led employability programme and as such has youth participation at its core. What this means in practice is that young people make decisions about how the programme should be run and have a key role in supporting other young people on the programme. They play a role in governance of the programme by sitting on the youth board. Young people participating in the programme are also facilitated in ensuring they are leading their journey to employment, and supporting in making their own decisions about their future, as well supporting each other and influence the broader programme. The delivery of the programme also ensure youth participation, by young people visiting delivery partners to observe, analyse and consult with participants. The youth board are always willing to |</p>
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<th>Topic</th>
<th>Content</th>
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<td>Business social responsibility</td>
<td>Business strategies are undergoing transformation at the moment, they care more about social impact. Here is some further reading from McKinsey.</td>
<td><a href="http://www.mckinsey.com/insights/strategy/business_and_society_in_the_coming_decades">http://www.mckinsey.com/insights/strategy/business_and_society_in_the_coming_decades</a></td>
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<td>&quot;Learned helplessness&quot; (&quot;Impuissance apprise&quot;)</td>
<td>Essentially, if you are given 2 tests that are impossible to solve in a row, and then one additional test, most students are incapable of solving this last test, although a very easy one. As if their brain was saying &quot;don't even try&quot;. They have internalized their inability. This self-fulfilling prophecy is what governs the French grading system. In US pedagogy, you go from one success to the other, gradually building your self-confidence. In the French system (and arguably in many other highly competitive ones), you go from one trap to the next. And you gradually build a mental jail.</td>
<td>Idriss Aberkane in Le Point, April 2015</td>
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<td>&quot;Reverse mentoring&quot; programs</td>
<td>Some companies that have set up &quot;reverse mentoring&quot; programs, where older members of management are teamed with young employees to help the older folks better understand the many ways in which young people see the world differently.</td>
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<td>&quot;Maghreb Forum for Dialogue, Anna Lindh Foundation&quot;</td>
<td>An interesting initiative launched in Morocco in 2013 by the Anna Lindh Foundation to instaure dialogue between youth and policy makers. The Forum was mainly about youth participation in the development and implementation of local policy. It was also tackling important issues such as knowledge enhancement and skills improvement for youth in the civil society organisations in Maghreb countries and the ability of local officials to meet the aspirations of young people in the management of local public affairs such as local governance from youth point of view, challenges of partnerships between civil society organizations and local associations, information systems and evaluations for the policies related to youth issues.</td>
<td><a href="http://www.nature.org/newsfeatures/kids-in-nature/kids-in-nature-poll.xml">http://www.nature.org/newsfeatures/kids-in-nature/kids-in-nature-poll.xml</a></td>
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<td>Environmental awareness</td>
<td>An article published on nature.org states, &quot;Roughly 76 percent of youth today strongly believe issues like climate change can be solved if action is taken now. They also think safeguarding important lands and waters should be a priority regardless of any ancillary benefits and the struggling economy.&quot;</td>
<td><a href="http://www.nature.org/newsfeatures/kids-in-nature/kids-in-nature-poll.xml">http://www.nature.org/newsfeatures/kids-in-nature/kids-in-nature-poll.xml</a></td>
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<td>&quot;Radical inclusion&quot;</td>
<td>I'm also curious to see some examples of good practices of educational &quot;radical inclusion&quot; (voluntarily try to include those who are excluded/difficult to reach/almost never involved). There may be interesting lessons to learn from bottom of the pyramid micro-distribution systems on how to reach excluded people by empowering and rewarding peer-to-peer distribution. One example of micro-distribution from Coca-Cola.</td>
<td><a href="http://www.coca-cola.co.uk/stories/sustainability/community/micro-distribution-centres/">http://www.coca-cola.co.uk/stories/sustainability/community/micro-distribution-centres/</a></td>
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<td>Reverse mentoring</td>
<td>A person who oversaw the process at Cisco recently wrote a guide to setting up reverse mentoring in the workplace.</td>
<td><a href="http://blogs.cisco.com/diversity/how-to-set-up-a-reverse-mentoring-program-in-10-steps">http://blogs.cisco.com/diversity/how-to-set-up-a-reverse-mentoring-program-in-10-steps</a></td>
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<td>McKinsey institute Delivery 2.0 approach</td>
<td>Governance in the current &quot;disrupted&quot; world. Some principles of policy making seemed interesting to me and I wanted to share Delivery 2.0 approach—a well-designed program with appropriate metrics, experimental &quot;delivery labs,&quot; small and high-powered execution teams, visible support from leaders, and a culture of performance accountability. In: &quot;No Ordinary Disruption: The Four Global Forces Breaking All the Trends&quot;</td>
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<td>Travelling</td>
<td>The key takeaway from this was &quot;One of the enemies of happiness is adaptation&quot;, and I think this expands to the modern youth's mindset. We have learned to adapt to change quickly, and it affects us in both our spending habits, and also in our travelling habits as well. The typical 2-week vacation on a beach does not offer a large array of activities, even less so when accessibility becomes a factor. But the alternative travelling experience of exploring exotic locations by 'unconventional' means requires constant adaptation, with the added benefit of a story to tell.</td>
<td><a href="http://www.fastcoexist.com/3043858/world-changing-ideas/the-science-of-why-you-should-spend-your-money-on-experiences-not-thing">http://www.fastcoexist.com/3043858/world-changing-ideas/the-science-of-why-you-should-spend-your-money-on-experiences-not-thing</a></td>
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Appendix 2: OECD Work on Youth Well-being

For more information about OECD work on Youth see: http://www.oecd.org/youth

There are also a number of projects going on right now at the OECD to improve measurement and policy for youth well-being, and to improve public governance for young people.

**Toolkit for Evidence-Based Policy-making for Youth Well-being**

The OECD Development Centre conducts a lot of work on Youth Inclusion (see: http://www.oecd.org/dev/inclusivesocietiesanddevelopment/youth-inclusion) and is developing a Toolkit for Evidence-Based Policy-making for Youth Well-being. The objective of this toolkit is to provide guidance and tools to countries developing, implementing or updating youth policies that are based on rigorous empirical evidence and international good practices. This toolkit builds on the important work of the OECD and its development partners to date. It is written for decision-makers who want to define the type of information they need to address the needs of youth, in particular the most vulnerable, and make appropriate policy decisions, and for the technical experts in charge of the analysis.

**National Youth Fora and Youth Dialogue informing the OECD Public Governance Ministerial Meeting (Helsinki, Finland 27-28 October 2015)**

As part of the OECD Ministerial meeting on Public Governance for Inclusive Growth, countries are currently running national youth engagement activities (Youth Fora) and exchanging ideas and practices via an online platform. National Youth Fora will take place between May and August 2015, culminating in a Youth Dialogue with Ministers in the afternoon of 27 October 2015. Youth representatives will gather in Helsinki, Finland to discuss the main messages from the National Youth Fora in an informal setting with Ministers. The results of the Youth Dialogue will feed into the Public Governance Ministerial Meeting the following day, as Ministers discuss the pursuit of inclusive growth — policies that can generate growth and jobs, while ensuring that benefits are widely shared — through a public governance angle. The National Youth Fora activities take into account insights from the recent report “Youth in public governance in the MENA region”.

**Youth in public governance in the MENA region**

This OECD report discusses the impact-pathways and outcome for the youth of public governance areas in MENA countries, such as open government, regulation and rule of law, local development and gender. Based on the analysis and good practices, the report identifies a set of questions that need to be addressed to inform better public policies for the youth in MENA countries.

Inclusiveness and participation deserve particular emphasis: Across the MENA region, public service delivery should build on stakeholder engagement, transparency, accountability and integrity, especially in sectors of direct importance to youth such as health and education. Youth in MENA countries can themselves be powerful allies in strengthening public governance as they are often well educated and have a good understanding of using ICTs and other technology. As such, they are positioned to participate and engage in new ways and can be partners in improving governments’ ability to respond to their needs. Finally, public governance should be conducive to young women’s public economic participation to address prevailing disparities in the opportunities for young men and women.