

The KNŻ - National Youth Policy Review Suggestions 2013



Contributors:



National Youth Policy (2010-2013) framework	Draft new youth policy framework -input from Youth Organisations:
Policy Horizontal Threads	<p>In the introduction the current policy makes reference to youths benefitting from sharing in authority with adults. This should be reworded carefully as a large section of the youth cohort is part of the adult cohort.</p> <p>The Vision of Politics sections omits the important phase in which youth contemplates starting a family. Hence the transition is not only one from education to working life but also from the dependence on parents to the formation of a new family and the independence this brings with it. This point should be tackled in more depth to include the issue of housing. The current youth policy also omits relationships with boyfriends/girlfriends and only refers to relationships with the nuclear family be it natural or adoptive.</p>
<p>Participation and Engagement This policy recognises that:</p> <ul style="list-style-type: none"> • engagement of young people within political and social processes. • development of an environment 	



<p>where young people have the opportunity and motivation to develop the skills to become strong active citizens who bring about change.</p>	
<p>Information This policy recognises that information should be provided in ways that:</p> <ul style="list-style-type: none"> • enlarge the choices available to young people. • promote their autonomy and empowerment. 	
<p>Social Inclusion This policy recognises that social inclusion:</p> <ul style="list-style-type: none"> • promotes human development. • promotes equal opportunities for all. • ascertains inclusive values, rights and approaches for all young people to access their needs. 	<p>The emphasis on disability is minimal. Youth with special needs should be considered further, not only in the sphere of health and education but also in sport, art and culture. It is also important to consider the integration of youth with special needs in the workplace. Hence, working with worker unions should be continuous to ensure that there are the necessary opportunities for work.</p>
<p>Mobility This policy recognises that mobility:</p> <ul style="list-style-type: none"> • is a tool to enhance youth development. • promotes empowerment to young people by providing access to experiences out of the immediate environment. • may be provided through the promotion of programmes such as the Youth in Action, Lifelong Learning or other opportunities like 	<p>The focus here is on opportunities outside the country and empowerment programs. These are important but for youth mobility might also mean being able to change socioeconomic status, jobs etc. This does not necessary require programmes, training or going abroad. (see Theme 1: Education suggestion)</p>



scholarships and, traineeships.	
Policy Vertical Thematic Statements and Strategies	
<p>THEME 1: EDUCATION Policy Statements:</p> <p>In the field of Education, the State recognises:</p> <p>3.1.1.1 education as a basic right of every child, irrespective of sex, race, disability or belief.</p> <p>3.1.1.2 education as the best avenue through which young people develop personally, socially, politically and economically.</p> <p>3.1.1.3 learning as a process by which young people construct knowledge, skills and capabilities.</p> <p>3.1.1.4 the need for young people to acquire a wider range of competences which include linguistic, intercultural and entrepreneurial capacities.</p> <p>3.1.1.5 the development of e-learning within the educational system.</p> <p>3.1.1.6 the importance of academic and physical literacy among young people.</p> <p>3.1.1.7 a wider access to vocational and higher education.</p> <p>3.1.1.8 formal and non-formal education as complimentary to each other.</p> <p>3.1.1.9 the acquisition of experience and skills through non formal education and informal learning.</p> <p>3.1.1.10 the role of youth workers as non-formal educators.</p> <p>3.1.1.11 lifelong learning as a necessity to meet the challenges of a knowledge economy.</p>	<p>Restructuring of educational system to enable youth more mobility in the job sector.</p> <p>Point: 3.1.1.8: Formal, non-formal and INFORMAL education (non formal: Organised but not following “curricula” such as conferences etc. Informal: no set organisation)</p> <p>This could be added to Policy Statements:</p> <p>In the field of Education, the State recognises:</p> <p>The need for a free compulsory education</p> <p>Also in Strategies seek to promote and encourage 3.1.2.3: Creation and innovation should be a highlight in ones educational career. Thus this point should be stressed upon</p> <p>Any points on: Education for sustainable development? ESD is very important</p> <p>3.1.2.4: “the ACTIVE involvement of young people...”</p>



3.1.1.12 education as a tool to promote social inclusion and solidarity.

Strategies seek to promote and encourage:

3.1.2.1 curricula which enable young people to acquire knowledge, skills and attitudes applicable to real life situations including entrepreneurship competences.

3.1.2.2 curricula which assess young people using formative and summative assessments based on agreed standards for learning outcomes.

3.1.2.3 a pedagogical system whereby young people are prepared to:

- 'learn to learn'.
- become more creative and innovative.
- work autonomously and collaboratively also through e-learning activities.
- seek information and guidance when necessary.

3.1.2.4 the involvement of young people in the process of establishing, evaluating and reviewing educational curricula.

3.1.2.5 more flexibility of studies within higher education courses.

3.1.2.6 literacy among young people by continuously demanding a concerted effort by all stakeholders to improve it.

3.1.2.7 the implementation of the European Qualifications Framework to support the mobility of young people.

3.1.2.8 the validation and accreditation of non formal education and informal learning.

3.1.2.6. Perhaps name the key stakeholders for further accountability?

Point 3.1.2.8. needs strong emphasis! Very good point

While broadly conforming with the intentions and principles enshrined throughout, especially 3.1.2.4 and 3.1.2.8; there should be an emphasis on group tasks in class as a tool to promote cooperative and collaborative capacities of students.

To add that another strategy should be added to offer extra guidance for students who come from certain environments in which tertiary education is not encouraged. More information should be given to these students on the possibility of further education to enhance their future opportunities.

To add the importance of ensuring that communication is well covered in curricula. This should include a 2+1 language system, with emphasis on Maltese as our mothertongue.



<p>3.1.2.9 youth work initiatives which develop non formal education programmes in formal and non formal settings.</p>	
<p>THEME 2: EMPLOYMENT</p> <p>Policy Statements:</p> <p>In the field of Employment, the State recognises:</p> <p>3.2.1.1 a smooth transition from school to work.</p> <p>3.2.1.2 young people’s rights and obligations at the work place.</p> <p>3.2.1.3 a work life balance by establishing family friendly employment policies in light of social realities such as young families, single parents and demographic changes.</p> <p>3.2.1.4 the opportunity to enable young workers and young entrepreneurs become lifelong learners.</p> <p>3.2.1.5 that work experience abroad improves the workforce through the enhancement of young people’s professional development.</p> <p>Strategies seek to promote and encourage:</p> <p>3.2.2.1 practices of health and safety.</p> <p>3.2.2.2 support facilities and services, such as child care centres and accessible transport services.</p> <p>3.2.2.3 access and participation in trade unions.</p> <p>3.2.2.4 the promotion and provision for career guidance, job opportunities and career paths outside formal education institutions.</p>	



<p>3.2.2.5 young people's entrepreneurship competences through formal and non formal education.</p>	
<p>THEME 3: HEALTH AND WELL BEING</p> <p>Policy Statements:</p> <p>In the field of Health, the State recognises:</p> <p>3.3.1.1 a person-centred approach towards the health & well-being of young people including primary, secondary, and tertiary health care.</p> <p>3.3.1.2 the importance of primary health care in the promotion of a healthy life style.</p> <p>3.3.1.3 the importance of health education and ensures that adequate resources and training are to be provided for education and for the promotion of a healthy life-style.</p> <p>3.3.1.4 immediate action to be taken in secondary care as a harm-reduction measure.</p> <p>3.3.1.5 the management of the physical and psychological health of young people as best addressed through an inter-disciplinary approach.</p> <p>3.3.1.6 the health & well-being of young people through a comprehensive and cross sectoral approach encompassing all the areas of public policies including education, employment, social inclusion, sport and leisure, culture, housing and the environment.</p> <p>3.3.1.7 housing as a means of providing shelter, safety and belonging.</p>	<p>More comprehensive sexual education in secondary schools ensuring that it is included in their curriculum</p> <p>More legal enforcement against Drunk Driving</p> <p>Accreditation of medical education, quality checks of teachers at Medical School</p> <p>Inclusion of Practical Clinical Skills such as blood letting, suturing, bandaging etc in clinical year curriculum</p> <p>Promotion of selling of Healthy food in staff canteen at MDH</p> <p>More recourses needed for the increasing number of medical students</p> <p>Placements in new Oncology department</p> <p>Inclusion of students in National health Campaigns</p> <p>Health Centre on Campus Improvement of facilities at MCH</p> <p>Measures that promote and enable youth to adopt a healthy lifestyle.</p>



Strategies seek to promote and encourage :

- 3.3.2.1 tailored health strategies, that take into account the specific nature of young people in terms of age, gender, disability and socio-economic situation.
- 3.3.2.2 the provision of support services in the health care system such as psychologists, nutritionists, and counsellors focusing on young people.
- 3.3.2.3 youth work projects related to risk behaviour management including excessive driving, sexual health, substance misuse, eating disorders, and lack of physical exercise.
- 3.3.2.4 youth-friendly services within the health care system such as specialised clinics responsible for health promotion, health education, immediate treatment in schools and non formal spaces run by multi-disciplinary teams including nurses, youth workers and counsellors.
- 3.3.2.5 housing policies that secures the well being of young people.

this section focuses mainly on education and health services for youths but fails to respond to the difficulties youth face when trying to implement a healthy lifestyle, e.g. Lack of time, money, facilities etc.

There should be acknowledgement of problems like teenage pregnancies and cigarette smoking. Since the age at which these occur is also decreasing and the problem has persisted over time. Maybe include the commitment to helping and aiding them a) for teenage prgnancies to get back to studying as quickly as possible and finish their education and youth-friendly services (including psychologist/counsellors) provided to help them take care of the child and b) more anti-smoking education and increased youth-friendly services to help them quit.

THEME 4: CULTURE AND THE ARTS

Policy Statements:

In the field of Culture, the State recognises:

- 3.4.1.1 that Maltese cultural heritage fosters young people's own image and identity.
- 3.4.1.2 that Maltese language provides a sense of identity and deepens the

In the theme of Art and Culture a paragraph should be added regarding the creative industry, in which artistic talent is recognized as a working opportunity rather than simply as a hobby. This could contribute to the national GDP.

An emphasis should also be made on the performing arts in which there is the need for financial accessibility. The current situation makes it difficult for all artists, but perhaps



appreciation

of our own culture.

3.4.1.3 that multi-lingualism enhances the understanding of other cultures.

3.4.1.4 young people as the ones carrying forward Maltese culture within the multicultural context of the Mediterranean region, the European socio-political reality, and an increasingly globalised world.

3.4.1.5 the participation and engagement of young people within community cultural projects which cultivate the expression of creativity and innovation.

3.4.1.6 that accessibility to cultural projects gives young people the opportunity to develop further their talents.

3.4.1.7 the need to develop culturally sensitive young people.

3.4.1.8 the value of intercultural relations.

Strategies seek to promote and encourage :

3.4.2.1 a cultural platform for young people providing physical and social creative spaces with the aim of cultivating the expression of culturally-driven creativity and innovation in the young generation.

3.4.2.2 individual creativity which allows access to and participation in cultural expression.

3.4.2.3 outreach of cultural/intercultural programmes for/with/by youth and local communities.

3.4.2.4 young people to organise

the challenges are felt more by youth as they may still be establishing themselves.

The Cultural sphere should also be considered as an opportunity to create employment for youth.



<p>cultural activities and showcase their talents.</p> <p>3.4.2.6 young people as key drivers of intercultural and intergenerational dialogue within local and international communities.</p> <p>3.4.2.7 educational services and facilities for young people opting to develop their cultural and artistic qualities professionally.</p> <p>3.4.2.8 the reaffirmation of the right of young people to express themselves in the Maltese language.</p> <p>3.4.2.9 young people to visit and appreciate cultural heritage sites, cultural events and other publicly or privately managed cultural venues.</p>	
<p>THEME 5: COMMUNITY COHESION AND VOLUNTEERING</p> <p>Policy Statements:</p> <p>In the field of Community Cohesion and Volunteering, the State recognises:</p> <p>3.5.1.1 a community where all young people are respected and valued whilst having a sense of belonging.</p> <p>3.5.1.2 that young people have a social responsibility towards other community members.</p> <p>3.5.1.3 that volunteering contributes to individual character building and generates a sense of solidarity.</p> <p>3.5.1.4 that through volunteering initiatives, the community benefits from the resource of young people's creativity and innovation.</p> <p>3.5.1.5 the safety and well-being of</p>	<p>3.2.5.3 Facilities, policies and resources to enable voluntary organisations to improve their outcomes/ reach their aims.</p> <p>It is pleasing that there is emphasis on the voluntary sphere, but this should be further elaborated, perhaps by explaining how voluntary work can lead to employment.</p>



volunteers.

3.5.1.7 the achievements of the young volunteers.

3.5.1.8 that employability is enhanced by the acquisition of skills through engagement in volunteering initiatives.

Strategies seek to promote and encourage:

3.5.2.1 campaigns and public awareness initiatives aimed at promoting community

Cohesion and volunteering.

3.5.2.2 the development and provision of community projects for young people that create a sense of community pride, belonging and connectedness.

3.5.2.3 a support structure for youth volunteering which:

- Develops and implements a framework that gives support to voluntary organisations to enhance the learning experiences of young volunteers. Acts as liaison between the youth voluntary sector, and the national council for the voluntary sector.
- Promotes volunteering especially within educational institutions and youth organisations.
- Provides information on volunteering for the youth field.
- Seeks research on volunteering and proposes policy changes where necessary.

THEME 6: SPORT

Policy Statements:



In the field of Sport, the State recognises:

3.6.1.1 sport as an important contribution and essential ingredient in the quality of life of young people.

3.6.1.2 sport as a promoter of active citizenship by enhancing team-building, values of fair play and leadership skills.

3.6.1.3 sport as a means of cultivating a society that is physically and mentally healthy.

3.6.1.4 programmes of assistance that allow young people to further their sportive talents.

3.6.1.5 the role of voluntary organisations in cultivating a sport culture.

Strategies seek to promote and encourage :

3.6.2.1 the participation in sport at all possible levels.

3.6.2.2 support to sport organizations.

3.6.2.3 the provision of physical education as an essential component of the school curriculum.

3.6.2.4 professional organizational structures that aim to enhance performance.

3.6.2.5 the use of open spaces and indoor sports facilities to accommodate the recreational and sport needs of young people.

3.6.2.6 professional approaches to sport as a means of transmitting key values of discipline, fair play and networking.

3.6.2.7 sporting facilities for young disabled people within mainstream



<p>sport facilities.</p>	
<p>THEME 7: LEISURE Policy Statements:</p> <p>In the field of Leisure, the State recognises:</p> <p>3.7.1.1 the need of leisure opportunities including sports, art and cultural activities 3.7.1.2 the need for more public facilities for leisure activities 3.7.1.3 the role of youth workers and other non formal educators in providing youth leisure opportunities.</p> <p>Strategies seek to promote and encourage :</p> <p>3.7.2.1 community groups and commercial ventures aiming to provide risk-free leisure activities with young people. 3.7.2.2 youth organisations offering leisure opportunities. 3.7.2.3 the assurance of quality public recreation facilities. 3.7.2.4 the collaboration with local councils, sport organisations and cultural entities to provide facilities and activities for leisure and entertainment.</p>	<p>There is also the need for outdoor spaces so that youth isn't simply trapped into the digital world, but also has the opportunity to develop relationships with friends and to communicate with others.</p> <p>There should be room for the production of quality local television programmes.</p>
<p>THEME 8: ENVIRONMENT</p> <p>Policy Statements:</p> <p>In the field of the Environment the State recognises:</p>	<p>Emphasis should be made with regards the topic of recycling. Not only in terms of the country as a whole, but also with particular emphasis on youth and their contribution.</p>



3.8.1.1 the need for sustainable development which is achieved through the complementary choices of economic/social development and environmental protection.

3.8.1.2 that youth participation in preserving and protecting the environment is an important contribution towards the attainment of sustainability.

3.8.1.3 the need for sustainable consumption and production practices.

3.11.1.4 the threat that climate change poses to our local and global community.

3.8.1.5 that the disregard to the environment can compromise future generations.

Strategies seek to promote and encourage :

3.8.2.1 sustainability which inspires and encourages young people to take an active role in the decision making processes within all sectors (i.e. socio, economic, political) that have an impact on the safeguarding of the quality of life.

3.8.2.2 the active role of young people and their organisations in advocating measures to combat climate change, conserve bio-cultural diversity and improve the quality of human life.

3.8.2.3 a youth work approach enabling young people to understand the environment they live in and the different ways in which they interact with it, thus empowering them to effect and make necessary changes that will result in a more sustainable way of life



<p>for all. 3.8.2.4 the provision of opportunities that extend the vision of sustainability through the sharing of diverse experiences and collective knowledge thus helping young people appreciate the interconnectedness of environmental, social and economic concerns at local European and global levels</p>	
<p>THEME 9: INFORMATION SOCIETY</p> <p>Policy Statements:</p> <p>In the field of Information Society the State recognises:</p> <p>3.9.1.1 an information society as one that facilitates the participation of young people.</p> <p>3.9.1.2 information technology as a tool of democratization and community development.</p> <p>3.9.1.2 information technology as a tool for economic prosperity and individual development.</p> <p>3.9.1.4 technology as a means for young people to utilize their creative skills for the benefit of society.</p> <p>3.9.1.5 young people as leaders in using ICTs to achieve sustainable development.</p> <p>3.9.1.6 ICT as central towards the emergence of a knowledge economy based on creativity and innovation.</p> <p>3.9.1.7 ICT as an important contribution towards lifelong learning.</p> <p>Strategies seek to promote and encourage :</p>	



<p>3.9.2.1 young people to embrace the information society and the new technologies.</p> <p>3.9.2.2 young people to pursue ongoing training in ICT.</p> <p>3.9.2.3 the knowledge economy.</p> <p>3.9.2.4 ethical use of cyberspace.</p> <p>3.9.2.5 safe use through enforcement.</p> <p>3.9.2.6 educational programmes on the safe use of technology and against cyberspace addiction and other adverse impacts mainly on social relationships..</p> <p>3.9.2.7 the development of a youth portal that simplifies information access for young people whilst providing networking facilities.</p>	
<p>THEME 10: YOUTH JUSTICE</p> <p>Policy Statements:</p> <p>In the field of Youth Justice, the State recognises:</p> <p>3.10.1.1 that young people should be safe from crime, exploitation, bullying, discrimination and violence.</p> <p>3.10.1.2 re-integration of young people who come into contact with the Justice System.</p> <p>3.10.1.3 the distinction of young people's behavior from the responsibilities that others have towards them and creates the possibility to make it clear when society, its structures and institutions fail children and young people.</p> <p>3.10.1.4 that young people are often victims of crime and require the</p>	<p>There is no reference to the right to equality in the eyes of the law, especially in terms of sexual orientation. Hence same sex couples should have the right to be recognized and to benefit from the aids offered by the state.</p>



<p>necessary support services. 3.10.1.5 that young people stand to benefit with timely court proceedings.</p> <p>Strategies seek to promote and encourage:</p> <p>3.10.2.1 young people to engage in law-abiding and positive behaviour. 3.10.2.2 maximum diversion from the formal criminal justice system. 3.10.2.3 the development of a non custodial service for young people under the age of 18. 3.10.2.4 young people under the age of 18 to be housed in separate custodial institutions. 3.10.2.5 a rehabilitative and educational programme for young offenders. 3.10.2.6 the setting up of an office where young offenders and victims who have never been to court may be given assistance.</p>	
<p>THEME 11: TRANSITIONS AND VULNERABILITY Policy Statements:</p> <p>In the field of Transitions and Vulnerability, the State recognises:</p> <p>3.11.1.1 the need to foster resilience and self efficacy in young people experiencing risk and vulnerability. 3.11.1.2 the need to provide opportunities for passage to adulthood for those young people who are experiencing fractured transitions. 3.11.1.3 the need to provide a safety net which supports and enables young</p>	



people to bounce back and re-establish a connection with the community.

3.11.1.4 the importance of successful negotiation of the three main transitions faced by young people.

- Transition from school to work.
- Transition from family of origin to family of destination.
- Transition from the parental home to a residence away from home.

Strategies seek to promote and encourage:

3.11.2.1 a broad range of preventative and resiliency enhancing programmes tailored to the needs of particular groups of young people, such as those experiencing difficulties with substance abuse, risky sexual behaviour, delinquent and criminal behaviour, unemployed youth, the homeless and those living below the poverty line.

3.11.2.2 interventions which are not stigmatising and which do not promote the negative representation of young people as a risk category.

3.11.2.3 social, emotional, cognitive and behavioural competences.

Other comments

Whilst the policy puts forward some very positive points, it lacks concrete plans to achieve the proposed aims.

The policy does not mention physically and mentally disabled youth, neither in the introductory part and nor throughout the rest of the document. A lot of disabled youth suffer from social exclusion (at school and in general), difficulty in finding a decent job, etc. A suggestion would be



to include something in the introduction and later in every area explaining how they can personally benefit from the new social policy.

Poverty in Malta is on the rise, and often it is the youth who are hardest hit because they need to take care of siblings, are pushed to find a job early and quit education, etc. It is true that poverty is mentioned a few times in this document, and that is good. However a greater emphasis should be made on getting youth living in poverty to participate and benefit from the youth social policy.

Bullying is mentioned only in terms of cyberbullying in the section on 'IT'. Maybe there could be more mentioning in the sector of 'Education' also. And also to include various aspects of bullying and include bullying on the basis of sexual orientation."

