



# NATIONAL YOUTH

**POLICY** 2010 - 2013







## PREFACE



The revised National Youth Policy, covering the three years from 2010 to 2013, follows the paradigm shift in youth work and theory: from a focus on 'youth problems' to an understanding of young people as partners in the development of society. Understood as such, young people do not simply represent the future but also contribute towards the shaping of that desired future through their present activity.

The National Youth Policy (2010-2013) is in itself the result of an exercise of constructive dialogue between young people, experts in the youth field and policy makers. In 2008 the Parliamentary Secretariat for Youth and Sport set up a working group made up of young people, youth workers and experts from the Department of Youth and Community Studies of the University of Malta to revise the policy. Prior to the presentation of a draft document to government, the working group engaged in extensive consultation with young persons and youth organizations.

The outcome of this dialogue, reflected herewith, represents young people's aspirations and as such it shall be the compass that sets out government's policies in support of young people. To this end this policy covers various key areas which are directly linked to the wellbeing of young people, namely: family, education, employment, health, culture, community, sport, leisure, volunteering, youth justice, environment, information society, transitions and vulnerability, youth information, social inclusion and mobility.

The publication of this Policy Document is in itself an important milestone. However it is acknowledged that strategies are needed to take it forward. While understanding that a lot has been achieved over the years, our focus will be that of consolidating, improving and extending on these achievements. With the guidance of this document, I shall be working closely with my cabinet colleagues across portfolios and with all stakeholders to ensure that this policy shapes programmes and initiatives that work with and for young people.

Government is committed to empower Maltese young people and to help them develop the knowledge, skills and attitudes they require to be successful in life.

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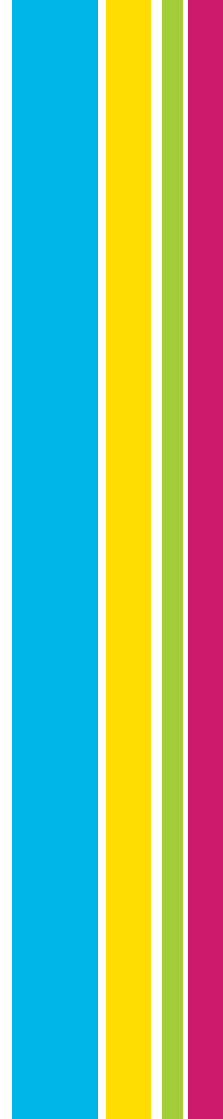
Hon Clyde Puli  
Parliamentary Secretary  
March 2010



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# 1. INTRODUCTION

Malta's first National Youth Policy was launched in 1993 and it has subsequently been revised in 1999 and 2004. Simultaneously the University of Malta, following an approach from the Ministry of Youth and the Arts, set up an Institute of Youth Studies to provide a broad based course of academic studies for those interested in working with young people professionally. Since 1993 the Institute, which in the past years has been transformed into a Department within the Faculty of Education took up the challenge to educate youth workers to advance the youth work profession and engage in research for the benefit of an evidence-based policy.

The revised National Youth Policy (2010-2013) takes into account the changes occurring in Maltese society and determines direction and key policy objectives for the Government of Malta and for other stakeholders in the youth field. It is designed to include a general framework that sets out a desired vision for youth outcomes. It promotes young people's quality of life and recognises the need to support the development of young people in a holistic way. It is meant to bring together the action of policy makers who deal with issues pertaining youth, facilitate mainstreaming of these issues and as such ensure implementation. In this respect, the National Youth Policy of Malta is an affirmation by the associates in the youth field, of the belief in collaboration and partnership in thought and action about young people's personal development, social citizenry and political engagement

This policy is inspired by the principles envisaged in the Universal Declaration of Human Rights (1948), the UN Convention on Rights of Persons with Disabilities (2006), the UN Convention on the Rights of the Child and Declaration of the Rights of the Child (1989), the European Commission White Paper (2001) New Impetus for European Youth, the European Council (2005) European Youth Pact - The future of the Council of Europe youth policy: Agenda 2020 (2008), the European Commission (2009) Youth – Investing and Empowering, 'Revision of the National Youth Policy' Maltese National Youth Council (2009), relevant Maltese legislation and Government's vision for 2015.



Academic research suggests that transitions of young people to adult life have become increasingly challenging. They are now more complex, non linear and have become extensive. Whereas traditionally the three main transitions were school to work, family of origin into family of destination, and housing, new issues today have surfaced which are related to youth justice, environment, volunteering and the information society. In view of this, the policy's general framework is based on a dual approach and can be looked at as a tapestry woven vertically on eleven themes and interlaced by five threads which run horizontally across all themes. The vertical themes – Education, Employment, Health and Well-being, Culture and the Arts, Community Cohesion and Volunteering, Sport, Leisure, Environment, Information Society, Youth Justice, Transition and Vulnerability, aim to complement and add to existing policies for a shared vision of determining action. Whereas the horizontal threads which include participation, youth information, social inclusion, family and mobility are woven on the premise that young people benefit more by having a voice, access, and shared power with adults. As a result, the focus is on young people's positive strengths, values and skills, rather than on their limitations.

Furthermore strategies are outlined for all the vertical themes. The aim is to provide broad guidelines to the wider social, political, and economic context and enhance the well being of young people. In this policy some statements and strategies refer to all young people and others relate to specific groups, whose special requirements might make them vulnerable if particular services and support are not available. It is important to note that young people are not one homogeneous group. They are as diverse as any other age group, in terms of potential, culture, ethnicity, family structure, gender, religion, education, sexual orientation and socio-economic position.

For the purposes of this policy young people are considered to be those between the ages of 13 and 30 years old.



## 1.1 Policy Vision

This policy sets out a vision of young people who are enthusiastic to be successful and empowered to achieve their potential, while living in solidarity as active citizens. It is aimed at improving the quality of life of young people by promoting their initiatives, participation in decision making and social life, as well as by supporting easier transition from youth to adult status and the world of work and lifelong learning.

## 1.2 Policy Mission

This policy endeavours to address the holistic development of young people and advocates young people's needs on behalf of our community.

## 1.3 Principles

The principles which support the vision of this policy include:

- a) *Accessibility* – ensuring that young people have access to opportunities within physical, social, economic and political environments. Access empowers young people to become active citizens.
  
- b) *Sustainability* – understanding young people's development as a sense of looking forward as well as respecting the present. Sustainable development is development which meets the needs of the present without compromising the ability of the future generations to meet their own needs.

c) *Solidarity* – giving value to the idea of a community of interconnected individuals, where every young person has both individual rights and social responsibilities

d) *Diversity and Equality* – recognising the qualities of all young people as part of the social, environmental and economic well being of our community. Young people are to be valued, however different they may be in age, experience, gender, origin, religion, sexual orientation, ethnicity, physical and intellectual characteristics or economic status.

The principles which support the mission of this policy include:

a) *Consultation* – seeking ongoing consultation with young people, youth organisations and all those involved in the youth field.

b) *Research* – seeking accurate and up to date information on young people's needs, values and lifestyles.

c) *Accountability* – undergoing evaluation while explaining and justifying all actions undertaken.

d) *Efficiency and Effectiveness* – optimising the use of resources available to meet young people's needs to ensure maximum impact on delivering positive change with young people.

## 1.4 Policy Content

The policy is based on five horizontal threads:

- Participation and Engagement
- Youth Information
- Social Inclusion
- Family
- Mobility

And the following eleven vertical themes:

- Education
- Employment
- Health and Well-being
- Culture and the Arts
- Community Cohesion and Volunteering
- Sport
- Leisure
- Environment
- Information Society
- Youth Justice
- Transitions and Vulnerability







## 2. POLICY HORIZONTAL THREADS

The following is an explanation of the five horizontal threads:

### 2.1 Participation and Engagement

Participation and engagement foster the energy, enthusiasm and creativity of young people. This policy affirms genuine participation of young people in all spheres of society. It uses participation as a main tool for three main purposes: political, legal and social.

The rationale for youth participation acknowledges the:

- engagement of young people within political and social processes;
- development of an environment where young people have the opportunity and motivation to develop the skills to become strong active citizens who bring about change.

### 2.2 Youth Information

Information facilitates young people to promote their participation as active members of society and enables them achieve their aspirations. This policy recognises the importance of accessible information for all young people.

Information should be provided in ways that:

- broadens the choices available to young people;
- promotes their autonomy and empowerment.

## 2.3 Social Inclusion

An inclusive society is one where young people participate meaningfully and actively, share social experiences, improve their quality of life and attain fundamental well-being. Social inclusion draws from the experiences of young people and challenges society to provide a meaningful place for everyone to live in.

In view of this the policy recognises that social inclusion:

- promotes human development;
- promotes equal opportunities for all;
- ascertains inclusive values, rights and approaches for all young people to access their needs.

## 2.4 Family

The family is the most basic unit of society which has a profound influence on individuals. It is central in the provision of affection, care and support to young people. The holistic development of young people rests on lifelong attachments and the important role the family and other significant adults play during the transition to independence.

In view of this the policy recognises that:

- the family is the preferred living environment for young people. When this is not possible young people are assisted to develop and maintain attachments to family and other significant adults;

- the family enables intergenerational transmissions which include beliefs, norms, values, attitudes, and behaviours that reflect socio-cultural and religious relevant practices;
- a sense of belonging to a supportive family is the foundation of youth development;
- family relationships built on young people's strengths enable young people to address the challenges which they encounter.

## 2.5 Mobility

Mobility opportunities offer new perspectives of diverse cultures, traditions and values which enrich young people. Globalization and EU membership have propagated further the mobility of young people and exposed them to diverse experiences.

In view of this, the policy recognises that mobility:

- 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 programme, the Lifelong Learning programme and/or other opportunities like scholarships and traineeships.









### 3. POLICY VERTICAL THEMATIC STATEMENTS AND STRATEGIES

The following is an explanation of the eleven vertical themes:

#### **3.1 THEME 1: EDUCATION**

*“Education is about opening minds, not filling in minds”* Jan Figel

All young people have the right to education. Education is a fundamental layer in the life of a person thus affecting one’s life in relation to his/her socialization. Young people should be brought up with a view which embraces education at every opportunity that comes along in their lives.

##### **3.1.1 Policy Statements:**

In the field of Education, the State recognises:

3.1.1.1 education as a basic right of every child, irrespective of sex, race, disability or belief.

3.1.1.2 education as the best avenue through which young people develop personally, socially, politically and economically.

3.1.1.3 learning as a process by which young people construct knowledge, skills and capabilities.

- 3.1.1.4 the need for young people to acquire a wider range of competences which include linguistic, intercultural and entrepreneurial capacities.
- 3.1.1.5 the development of e-learning within the educational system.
- 3.1.1.6 the importance of academic and physical literacy among young people.
- 3.1.1.7 a wider access to vocational and higher education.
- 3.1.1.8 formal and non formal education as complimentary to each other.
- 3.1.1.9 the acquisition of experience and skills through non formal education and informal learning.
- 3.1.1.10 the role of youth workers as non formal educators.
- 3.1.1.11 lifelong learning as a necessity to meet the challenges of a knowledge economy.
- 3.1.1.12 education as a tool to promote social inclusion and solidarity.

**3.1.2 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 further and 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.
- 3.1.2.9 youth work initiatives which develop non formal education programmes in formal and non formal settings.



## **3.2 THEME 2: EMPLOYMENT**

*“The best way to appreciate your job is to imagine yourself without one”* Oscar Wilde

Employment is not only an economic activity providing a means of subsistence but it also plays a crucial role in the formation of young people’s identity and their development.

### **3.2.1 Policy Statements:**

In the field of Employment, the State recognises:

3.2.1.1 a smooth transition from school to work.

3.2.1.2 young people’s rights and obligations at the work place.

3.2.1.3 a work life balance by establishing family friendly employment policies in the light of social realities such as young families, single parents and demographic changes.

3.2.1.4 the opportunity to enable young workers and young entrepreneurs become lifelong learners.

3.2.1.5 that work experience abroad improves the workforce through the enhancement of young people’s professional development.



### 3.2.2 Strategies seek to promote and encourage:

- 3.2.2.1 practices of health and safety.
- 3.2.2.2 support facilities and services, such as child care centres and accessible transport services.
- 3.2.2.3 access and participation in trade unions.
- 3.2.2.4 the promotion and provision for career guidance, job opportunities and career paths outside formal education institutions.
- 3.2.2.5 young people's entrepreneurship competences through formal and non formal education.







### **3.3 THEME 3: HEALTH AND WELL-BEING**

*“The concept of total wellness recognises that our every thought, word, and behaviour affects our greater health and well-being.”* Greg Anderson.

A healthy life incorporates the physical, mental and social well-being of an individual. These elements are essential for young people’s success and prosperity.

#### **3.3.1 Policy Statements:**

In the field of Health and well-being, the State recognises:

3.3.1.1 a person-centred approach towards the health and well-being of young people including primary, secondary, and tertiary health care.

3.3.1.2 the importance of primary health care in the promotion of a healthy life-style.

3.3.1.3 the importance of health education programmes to promote a healthy life-style.

3.3.1.4 the promotion of harm-reduction measures also in secondary care.

3.3.1.5 the management of the physical and psychological health of young people as best addressed through an inter-disciplinary approach.

3.3.1.6 the health and 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.

3.3.1.7 housing as a means of providing shelter, safety and belonging.

### **3.3.2 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 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 secure the well-being of young people.









### 3.4 THEME 4: CULTURE AND THE ARTS

*“The acquiring of culture is the development of an avid hunger for knowledge and beauty”*

Jesse Bennett.

Culture encompasses a wide spectrum of values, traditions, attitudes, arts and customs that shape the identity of society. The contribution of young people to culture and their active participation to enrich it is to remain a recurring objective.

#### 3.4.1 Policy Statements:

In the field of Culture and the Arts, 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 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.

### **3.4.2 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 cultural activities and showcase their talents.

3.4.2.5 young people as key drivers of intercultural and intergenerational dialogue within local and international communities.

- 3.4.2.6 educational services and facilities for young people opting to develop their cultural and artistic qualities professionally.
- 3.4.2.7 the reaffirmation of the right of young people to express themselves in the Maltese language.
- 3.4.2.8 young people to visit and appreciate cultural heritage sites, cultural events and other publicly or privately managed cultural venues.





## 3.5 THEME 5: COMMUNITY COHESION AND VOLUNTEERING

*“You make a living by what you get. You make a life by what you give”* Winston Churchill.

Community Cohesion is the positive interaction between groups of people brought about by a sense of togetherness that promotes effective interaction within the community. Volunteering contributes to a cohesive society creating bonds of trust and solidarity as well as social capital. Youth volunteering not only contributes to personal development, but also to a cohesive society.

### 3.5.1 Policy Statements:

In the field of Community Cohesion and Volunteering, the State recognises:

3.5.1.1 a community where all young people are respected and valued whilst having a sense of belonging.

3.5.1.2 that young people have a social responsibility towards other community members.

3.5.1.3 that volunteering contributes to individual character building and generates a sense of solidarity.

3.5.1.4 that through volunteering initiatives, the community benefits from the resource of young people’s creativity and innovation.



3.5.1.5 the safety and well-being of volunteers.

3.5.1.6 the achievements of the young volunteers.

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

### **3.5.2 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.





## 3.6 THEME 6: SPORT

*“Sport is a preserver of health”* Hippocrates

Sport promotes the well-being of the individual and plays an important social role. It is not only an opportunity for quality leisure time, but it also enables character building of young people by transmitting key values.

### 3.6.1 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 that allow young people to further their sportive talents.
- 3.6.1.5 the role of voluntary organisations in cultivating a sport culture.



### **3.6.2 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 organisations.

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

3.6.2.4 professional organisational 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 sport facilities.





United Golf  
Clubhouse

photo by Stephen Gatt





## 3.7 THEME 7: LEISURE

*“Leisure is the time for doing something useful”* Benjamin Franklin.

Leisure is a self determined activity which is psychologically pleasant and contains characteristic norms that provide opportunities for recreation, personal growth and services to others. It is not simply time that is used by young people in any kind of way but a space in which young people can develop roles and identities for themselves.

### 3.7.1 Policy Statements:

In the field of Leisure, the State recognises:

- 3.7.1.1 the need of leisure opportunities including sports, art and cultural activities.
- 3.7.1.2 the need to have public facilities for leisure activities.
- 3.7.1.3 the role of youth workers and other non formal educators in providing youth leisure opportunities.

### 3.7.2 Strategies seek to promote and encourage:

- 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.









## 3.8 THEME 8: ENVIRONMENT

*“Your decedents shall gather your fruits”* Virgil.

The environment consists of the natural resources surrounding mankind, which needs to be protected, conserved and enhanced for the benefit of society. Young people are also leaders of today and their role in safeguarding the environment is essential to promote sustainability and good practice.

### 3.8.1 Policy Statements:

In the field of the Environment the State recognises:

- 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.
- 3.8.1.4 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.



### 3.8.2 **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 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.





## **3.9 THEME 9: INFORMATION SOCIETY**

*“I hope we’re going to continue to use technology to make really big differences in how people live and work”* Sergey Brin.

An information society is one in which the creation, distribution, diffusion and use of information is significant for economic, political and cultural activity. Increasingly, new media technologies enable and shape aspects of culture and society, business and economy, politics and democracy. Access to an information society empowers young people to take an active role in all spheres of society.

### **3.9.1 Policy Statements:**

In the field of Information Society the State recognises:

3.9.1.1 an information society as one that facilitates the participation of young people.

3.9.1.2 information technology as a tool of democratization and community development.

3.9.1.3 information technology as a tool for economic prosperity and individual development.

3.9.1.4 technology as a means for young people to utilize their creative skills for the benefit of society.

3.9.1.5 young people as leaders in using ICTs to achieve sustainable development.

3.9.1.6 ICT as central towards the emergence of a knowledge economy based on creativity and innovation.

3.9.1.7 ICT as an important contribution towards lifelong learning.

**3.9.2 Strategies seek to promote and encourage:**

3.9.2.1 young people to embrace the information society and the new technologies.

3.9.2.2 young people to pursue ongoing training in ICT.

3.9.2.3 the knowledge economy.

3.9.2.4 ethical use of cyberspace.

3.9.2.5 safe use through enforcement.

3.9.2.6 educational programmes on the safe use of technology and against cyberspace addiction and other adverse impacts mainly on social relationships.

3.9.2.7 the development of a youth portal that simplifies information access for young people whilst providing networking facilities.







## 3.10 THEME 10: YOUTH JUSTICE

*“Pay attention to the young and make them as good as possible” Socrates.*

Youth Justice practice is best guided by the philosophy of putting youth first. In essence this means that youth justice is there to serve the best interest of the young person.

### 3.10.1 Policy Statements:

In the field of Youth Justice, the State recognises:

3.10.1.1 that young people should be safe from bullying, discrimination, exploitation, violence and crime.

3.10.1.2 re-integration of young people who come into contact with the justice system.

3.10.1.3 the distinction of young people’s behaviour 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.

3.10.1.4 that young people are often victims of crime and require the necessary support services.

3.10.1.5 that young people stand to benefit with timely court proceedings.

### **3.10.2 Strategies seek to promote and encourage:**

3.10.2.1 young people to engage in law-abiding and positive behaviour.

3.10.2.2 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.





### 3.11 THEME 11: TRANSITIONS AND VULNERABILITY

*“Innumerable confusions and a feeling of despair invariably emerge in periods of transitions.”*

Marshall McLuhan.

Individuals in all periods of the lifespan may be subjected to risks and vulnerabilities. However transitions to adulthood are risky by nature and today young people may need to negotiate a series of risks that were unknown to previous generations. Young people experiencing extended or fractured transitions may experience heightened vulnerability to substance abuse, delinquency and crime, mental health difficulties, unemployment, poverty, health issues and risky sexual behaviour.

#### 3.11.1 Policy Statements:

In the field of Transitions and Vulnerability, the State recognises:

- 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 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.

### **3.11.2 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.





## 4. POLICY MAINSTREAMING, MONITORING AND EVALUATION

The Ministry responsible for youth shall spearhead the overall policy mainstreaming, monitoring, evaluation and review, in addition to mobilizing resources necessary for its implementation. It is envisaged that a National Youth Agency is set up to be able to:

- develop action plans for the implementation of the policy;
- co-ordinate, direct and monitor the implementation of such plans as a matter of priority;
- initiate, co-ordinate, monitor and evaluate youth work programmes aimed at young people and facilitate participation and empowerment of youth;
- co-ordinate research work;
- promote a uniform approach amongst stakeholders in the youth field to matters relating to young people;
- make recommendations to stakeholders on issues affecting young people.

Nonetheless policy implementation is also envisaged to be inter-disciplinary and therefore the following are recognised to be potential partners in policy delivery:

- The National Youth Council (an active full member of the European Youth Forum) as an autonomous body that represents youth organisation.
- The Gozo Regional Youth Council.
- The Family

- The Commissioner for Voluntary Organisations.
- The Catholic Church in Malta and Gozo and other faith based communities.
- The Department of Youth and Community Studies within the Faculty of Education at the University of Malta.
- The Maltese Association of Youth Workers.
- Non-Governmental Organisations in the youth field which are either adult/youth-led.
- The Local Councils.
- Other Public/Private bodies within or interested in the youth field.

Quality training for all those involved in the field of youth work, evidence based youth research and the dissemination of good youth work practice are considered to be the three pronged mechanism which supports the delivery of this policy.









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