

OUTCOME DOCUMENT

**National Workshop to test and
apply the Youth Policy
Toolbox in Sri Lanka,
19 to 21st June 2017**

Acknowledgement

The successful completion of this workshop can be attributed to the assistance rendered and commitment of several individuals. We firstly acknowledge the contribution and guidance provided by the Mr. Erandika Weliange, the Director General of the National Youth Services Council and officials from Youth Organizing Development branch of the NYSC. The immeasurable contribution and assistance extended to us from Mr. K.A.S Keeragala, the Additional Secretary of Ministry of National Policies and Economic Affairs also played a key role in making this workshop a success.

We would also like to thank Mr. Marco Roncarati and staff from UNESCAP without whom this workshop wouldn't have been possible. Your contribution in organizing and taking part in this event is deeply appreciated and we look towards to a long-lasting relationship.

It is also our absolute pleasure to recognize the participation and the contribution provided by Mr. Wahid and Mrs. Wahid, who throughout the workshop shared with us many of their experiences and provided us inputs that have left a strong impression for us. We thank you for your commitment towards making this workshop a success.

We would like to extend our warmest and sincerest of thanks to Mr. Thanglemlian from Ministry of Youth and Sports India who as a member of the panel discussion, gave many valuable insights as well as provided great value to the workshop.

Special acknowledgement must also be given to Mr. Wathsaridu Karunarathne and staff from FSHS, whose effort made this workshop a reality and whose continued efforts made it a successful one.

We would also like to thank staff of the Youth Foreign Affairs Division of the NYSC, who with their participation and commitment gave valuable support throughout the entirety of the workshop.

Last but not least, we want to extend our gratitude to every member of staff, participants and contributors whose effort made this event a successful event.

BDWK Karunarathna
Assistant Director
Youth Organization Development
National Youth services Council
(On behalf of the Organizing committee)

**National Workshop to test and apply the Youth Policy Toolbox in Sri Lanka,
on 19th to 21st June 2017.**

Financial and Technical Assistance:

ESCAP – (Economic & Social Commission for Pacific Asia)
United Nation Building, Ratchadamnoen Nok Avenue
Bangkok 10200
Thailand.
(662) 2881513 – escap-sdd@un.org

Management Leadership:

Ministry Of National Policies and Economic Affairs
Miloda Building (Old times Building)
1st floor, Bristol Street
Colombo- 01
+94 11 232 22867
info@mnpea.gov.lk

Coordination and Implementation:

NYSC (National youth Council)
No: 65
High Level
Road
Maharagama
+94 112 850 997
info@srilankayouth.lk

Local technical Partner Organization

Foundation for Strengthening Human Skill
Sri Lanka
fshssrilanka@yahoo.com
www.fshssrilanka.org
+94 71 589 1640

Contact:

Mr. BDWK
Karunarathna
(Assistant Director)
Youth Organization Development & Career Guidance
bdwkkaruna99@yahoo.com
+94 71 441 9977

Background of the Toolbox

ESCAP, ECA and ESCWA are developing the Youth Policy Toolbox to enhance information sharing, communication, and collaboration among policymakers and young people.

Capitalizing on the power of today's information communication technologies as well as drawing on ESCAP, ECA and ESCWA's previous experience in building such platforms, such as the Social Protection Toolbox, the Youth Toolbox acts as a repository of knowledge, experiences, and good practices, with the aim of providing policymakers with a comprehensive resource facility for developing inclusive and responsive youth policies in a process that optimizes engagement of youth-led organizations. It strives to engage the participation of a range of stakeholders, increasing the amount and diversity of knowledge and views.

The toolbox is drawing the strength of ICT

- Advocate for youth inclusive policies
- Empower policymakers
- Connect them through sharing good practices
- Stakeholder network
- Build capacity through training modules

The Youth Policy Toolbox also aims to be interactive through the inclusion of training modules, opinion polls, and message postings. Each of these levels are specifically tailored to the needs of policymakers and youth, so that relevant content for both parties is available. The Toolbox also provides a contact database of all relevant United Nations bodies/agencies, government ministries, and youth organizations, providing users with a practical means of finding more information and becoming further involved. Through these means, it is hoped that knowledge is being enhanced and learning and sharing of experiences takes place.

The toolbox will be officially launched in November 2017, prior to that a set of country level experiments are being processed. The National Youth Services Council, Sri Lanka in partnership with Foundation for Strengthening Human Skill (FSHS) which is run as a third party Non-Governmental Organization will be implementing, monitoring the progress of the toolbox.

Sri Lanka, Mongolia and Philippines are the Pilot countries to implement the Youth Policy Toolbox. Additionally National Workshops are conducted with the following objectives.

Objectives

The National workshop for the Youth policy toolbox

- Will emphasize the need of the youth policy toolbox in the country level in a formal way
- The challenges on implementing the policy box would be identified and discussed and possible solutions will be taken into account,
- Strategies for dissemination will be discussed

For more information please follow the link;
<http://yptoolbox.unescapsdd.org/>

Preamble

This outcome document is a comprehensive report on the various policy and practical issues as well the challenges and solutions that exist in the process of involving the youth in the policy making process. We recognize that in Sri Lanka the engagement by the youth in policy making or even proposing is at a primitive level and we are resolved to use means such as the toolbox to improve this position significantly in the coming years.

Youth engaging in policy making and taking an active role in the formulation of policy in all forms, may that be advocating, generating awareness or presenting and formulation of active policy all such is key in sustaining and advancing the course of the progression of community and societies in an overall way.

We are committed to use the recognitions made on this conference to identify the challenges that exist and use the solutions identified and the processes that were suggested in order to make youth level engagement in policy formulation grow in Sri Lanka.

Partners

UNESCAP, Foundation for strengthening Human Skills and National Youth Services Council are committed to implementing a process in which the youth engagement in the policy making is increased while also bridging the gap in school to work transition.

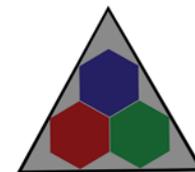


The United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) is the regional development arm of the United Nations for the Asia-Pacific region.



NYSC

National Youth Services Council is an apex youth structure in Sri Lanka whose vision is an Empowered Sri Lankan Youth



FSHS

Foundation for strengthening Human Skills is dedicated towards the qualitative enhancement of human talents that transfers into the improvement of human life

Introduction

1. We, UNESCAP, Foundation for strengthening Human Skills, National Youth Services Council of Sri Lanka, organized the National Workshop to test and apply the Youth Policy Toolbox in Sri Lanka for the raising of levels of engagement of youth in the policy making process
2. On behalf of the Youth population we from different youth based organizations, government agencies and non-profits gathered to discuss and identify the challenges and solutions and the uses of the Youth Policy Tool Box to overcome such challenges and to work hand in hand towards achieving the solutions.
3. We are resolved to introduce the Youth Policy Toolbox as a bridge between the youth of Sri Lanka and the entities that form the countries policy making tiers and to work towards achieving harmony and effective communication between the masses to ensure youth concerns are addressed as well as to integrate novel methods that the Youth community can provide.
4. We are committed to introducing the findings we make today towards bridging the School to work transition that is apparent in today's youth and work with different stakeholders both government and private to find solutions that can be integrated with a sustainable process.
5. We are resolved to ensure and uphold the Sustainable Development Goals which work towards the 2030 agenda and in particular the goals 4th and 8th, Ensure inclusive and equitable quality education and promote lifelong learning opportunity for all and Promote sustain inclusive and sustainable economic growth for productivity in employment and decent work for all.
6. We are committed to not just empowering the youth and brining un-employment down but to also improve upon the quality and the decentness of the type of work and employment the youth are involved in. We hope to achieve this by drawing on the aspirations of the youth and working with different industries to identify skills in demand and then transferring such skills to the youth via meticulous training.
7. We reaffirm our commitment to raise the levels of co-ordination between different youth based institutions and policy making initiatives to ensure effective channels of communications are in place and to enable best practices of organizations to be adhered across board.

Participant Overview

In Our Opinion this Workshop.....

*Mr. Wasantha Karunaratna,
Assistant Director
of the National Youth Services Council*

... is a call for all organizations and relevant stakeholders to coordinate with one another to make the Youth Policy Toolbox a reality.

*Dr. K.A.S Keeragala,
Additional Secretary to the
Ministry of National Policies and Economic Affairs*

...is a successful exercise which resulted in a marvelous job by the participating brains of the workshop."

*Mr. Abdul Wahid,
Principal
Modernage School in Pakistan*

... is a way to meet wonderful change makers, advocates and leaders who can create a better tomorrow for the youth."

*Dr. Marco Roncarati,
Social Affairs Officer Social Development Division,
United Nations ESCAP*

... is an enriched discussion that included an inter-sectorial collaboration which invited all stake- holders to commit to popularizing the Youth Policy Toolbox."

Youth Policy Toolbox – Presentation on Experiments

Presented by:
Mr. Wathsaridu Karunarathna
(Ex -Youth Parliamentarian)

A Presentation on the current state of policy making as well as challenges identified as well as grass root level observations made across three distinct social groups.

3 experiments had been conducted by the presenter and with different tests and diverse range of responses recorded. Key Challenges Identified

- Youth in cities need to add a youth lens to the situational analysis of policy making
- Policymakers undergo a traditional trajectory of policy making and they have less capacity
- University students do not want to see good practices from other countries
- Authorities experience less coordination between institutions, departments and organizations

Experiment One

Experiment 1 - Youth in cities

Issue - integrating a youth lens to situation analysis

Solution - Consultations with youth on the challenges/ barriers/ weakness they experience in the policy making process

Test – Provide information on Youth policy toolbox statistics and data from the government departments and interview for their perspectives on the current policy making process in Sri Lanka

Feedback received stated the following as most identifiable issues.

- Lack of career guidance and counseling opportunities as an obstacle.
- No mechanism to measure and ensure decent jobs in the job market
- Conflict between governments lead to lose their employment with the government change
- No wide-ranging consultation of youth and senior citizens – many youths voted on this
- Over time, developed policies should be corrected or terminated if they turn out to be failures
- Less knowledge on census, research and employment statistics
- Having less experienced facilitators and resource people
- Mismatch between the ideologies when we are going to implement
- No transparency and credibility in the policy making cause the information is not shared with public

Experiment Two

Experiment 2 - Government sector

Issue - Acquiring Capacity that meet the global demands of policy making

Solution - Organize an online training program for policy making

Test - Create marketing materials like handouts/sign up forms - Google forms and individually ask whether they believe that they need the international knowledge, experience about policy making??Then ask are they willing to participate by paying \$250 for the program? Ask the same question for \$100 and \$50 - to measure the level of need**

Feedback

- 100% agreed that Evidence based policies/approaches are productive
- 50% directly said that they do not have capacity to correlate with international demands and involve in policy making
- 80% signed up and said that they would like to participate in a training about youth policy and international demands
- No one pointed out that it is a major issue but an issue to be concerned about.
- 10% said yes to pay \$250
- 85% said yes to pay \$100
- 5% said not paying either \$250, \$100 or \$50
- No higher educational opportunities/ awareness on public policy
- No methodology to measure the success of the policy making process
- Need more clear indicators and indices to statistically measure the present situation of unemployment/ underemployment

Experiment Three

Experiment 3 – University Students

Issue - Decreased flow of information to university students about practices at the global level

Solution - Provide information on existing, upcoming opportunities, good practices on school to work transition, then interview about their relevance to them

Test - Share Good practices with them and Asked them the things that we can adopt? What are the barriers in sir Lankan context if we wanted to implement such a good practice?

Feedback

- 80% had stated that case studies could bring better outcomes if implemented in Sri Lanka (Mongolia – Youth labor exchange center/ Nepal – Employment fund)
- Less career guidance opportunities
- There is a need for a mechanism to ensure decent jobs
- Communication, access to technology and cultural impact are barriers to find employment
- No high level identification, endorsement and commitment to gear up
- Completing professional qualifications that has a demand in the field is essential but competitive
- Need to register unemployed youth through an online database

Challenges to run experiments

A number of challenges were identified by the presenter as difficulties that he faced in conducting the experiments. The challenges are listed here to showcase both the diversity of challenges and as they are also an indication of the core issues at play.

- Language barrier
- Access to internet and email is still at a critical state
- Some participants were reluctant to read /reply for emails
- Changing the traditional policymaking process is not an intention
- Respondents were busy with their daily routines

Conclusion

1. Giving a youth lens to situational analysis of policy making is highlighted
2. There is a need of policymakers to undergo a capacity building in order to face the challenges in the real world policy making process
3. University students whom are entering into the world of work are interested to know case studies and good practices
4. Mainstreaming Youth in the policy making process is a must

Presenter noted in his conclusion that first the conclusion can be identified as high priority/high risk initiatives and thus must be given greater focus in adaptation.



Activity - Mingling and Networking

The networking session was soon converted into forming a group consisting 6 members each and were then asked to brain- storm, identify and suggest issues which exist in transitioning to work environment.6 Teams were formed each presenting a number of issues which were then arranged on a priority basis and the top five taken from each group and it being presented to the audience by a member of the group who also explained why they've chosen this issue and why it has attained a priority level.

Each of the top five issues was then taken and the audience was asked to vote on what they thought should be the most pressing issue. As there were similar issues between groups and other partial correlations that existed between the issues identified the issues were to be consolidated to represent a broader and prevent voting occurring for the similar issues.

The session was adjourned for lunch and recommenced with a presentation by Mr. Bryce Hartley into various uses of the toolbox followed by a Q and A Session.

Presentation Mr. Bryce Hartley – Toolbox Presentation

Q & A Session

Q and A Session

- Q: Who the feedback that would be gathered via the toolbox would be submitted to?
- A: ESCAP is merely providing the toolbox and it would be up to individual organizations or entities to choose how they would choose to operate and use its functionalities. It was designed this way as it would allow more flexibility and broader implementation in dealing with various different processes that exist in different areas.
- Q: Was the toolbox mobile friendly?
- A: Yes, with an ability to download a word press based app as well.
- Q: Is the Toolbox fully functional and operational at the current time?
- A: Although the toolbox is functional, there remains some work and the intention was to complete the same in the coming months taking into account the suggestions presented as well.

“Leave No one Behind”

A short video by the UN on the Sustainable Development goals was played for the audience and the video touched on issues such as refugee crisis's, human trafficking, various conflicts and how education is a way out. The under running theme of the video was to ensure the achieving of goals one by one, with the promise “Leave No One Behind”

Results of the Vote

1. Research, Planning, Training, Guidance for future job opportunities 21 votes
2. Skills Mismatch – Lack of identification, education and job market synchronization, hardskill (identified as a cross sectional area)
3. Multi sector collaboration and co-ordination of policy makers, private and government
4. Lack of soft skills
5. Inequality regarding resource allocation and opportunities, marginalization on gender, differently abled and persons with disabilities

After the results were revealed each group was assigned an issue with the objective of suggesting solutions and write down commitments.



Panel Discussion: Situation in South- Asia Countries

Panelists

Mr. Wasantha Karunaratne (Assistant Director, NYSC, Sri Lanka)

Mr. Abdul Wahid, Principal (ModernAge Public School and College)

Ms. Sumeera Wahid, Co-Principal (ModernAge Public School and College)

Mr. Thanglemlian, Director, Ministry of Youth Affairs & Sports, Government of India

Mr. Manjula Vidanapathirana, Deputy Director, TVEC

Dr. Marco Roncarati, Social Affairs Officer, Social Development Division, UNESCAP - Moderator

Discussion

Moderator posed a question to delegate from Pakistan , Ms.Sumeera Wahid, Co-Principal of Modernage public school and college, Abbottabad, on if she has observed similar or different type of challenges in Sri Lanka and in Pakistan. Ms. Sumeera Wahid, replying that she had observed many such areas, most noteworthy being the difference of structures that are in place in supporting youth. Reference was made to the decentralized system that is used in Pakistan with regional and provincial entities providing more support in combination with different ministries that are involved. She talked extensively about the various programmes such as;

Laptop providing schemes

Skills development programmes by the government

Internship programmes which allow working with professionals

The moderator then turned to the issue of mismatch of skills and Ms. Sumeera Wahid replied that the most important skill that was lacking was communication. She commented on the programmes throughout Pakistan's educational system from graduate studies to the highest levels which focus on developing soft skills such as presentation skills, cv writing and many others which aid people in developing better communication skills. She also noted that in Pakistan the competition in some top universities is very high and the social environment in Pakistan had made students very resilient as the environment demands it and this resilience had resulted in high performing youth and they are optimistic towards the future.

The Delegate from India, Mr. Thanglemlian commenting on the various Structures noted that in india the many ministries are working simultaneously despite there being co-ordination issues

Moderator then refereed to Mr. Manjula Vidanapathirana . How the system works in Sri Lanka and the response was that Youth in Sri Lanka get registered when they attend various training programmes and there are platforms after on which they are able to find opportunities for careers. Also, he noted the recent addition of a website which will play a key role in the future.

Moderator Mr. Marco prompted if the system was decentralized as it was in other countries to which Mr. Mr. Manjula Vidanapathirana responded Sri Lanka has a central system under the ministry of Skill Development and Economic Affairs.

Moderator then prompted a question as to what Sri Lanka would treat as key to the effectiveness of the system that is in place in Sri Lanka. In reply Mr. Wasantha Karunaratne identified several areas starting from Central Training Programmes, a very established system, inclusion of soft skills into the curricula and inclusion of new modules such as entrepreneurship to the curricula as key to the system being effective. Also, he cited that the various co – councils that have been established and which have been tasked with sourcing industrial requirements from areas such as construction, ICT, Hotels and Tourism and others.

Moderator then prompted a question to the delegate from Pakistan Mr. Wahid if the mismatch of skills was something that was present in Pakistan as well. Mr. Wahid made a number of interesting remarks one being that there exists a paradox as there is also a high level of un-employment despite there being chances of a high level of employment suggesting that it is an issue that also exists to some extent in Pakistan.

He went to share his observation that he recently saw an implementation of a programme Pakistan had implemented some 10 years ago, drawing inspiration from a programme Nepal had implemented at the time, being implemented in the Sabaragamuwa District. He said he has seen firsthand how various statistical and problem-solving tools has aided particularly in grade 6,7 and 8. He also spoke of a Japanese management method which this was based on. He noted that Pakistan had implemented the programme on a wider scale across many provinces. He said if Sri Lanka also adopts this it was likely that it would greatly aid Sri Lanka.

Moderator Mr. Marco noted how lack of resources is not an obstacle and it is the determination that is the key.



Q & A Session

Q: If continuing to train youth was a viable option given the relative lack of industry in Sri Lanka, he made a comparison with Indian Industry who have a much wide spread industrial sector?

A: (answered by Mr. Thamglemlian) while India does have a more widespread industrial sector there are many opportunities Sri Lanka can also utilize such as the BPO industry. The BPO industries are now expanding to regional areas in India signaling the demand for the industry. Sri Lanka can follow the same model.

Second question was posed by Mr. Sachinda Dulanjana, One of Sri Lanka's Youth Delegates for the UN in 2016

Q: Were there any success stories of the student policy circle system?

A: Mr. Wahid noted several stories which highlighted the success this system has gained and he noted that the youth being empowered had enabled this success.

Mr. Marco Roncarati then appreciated the revolutionary teaching methods that Mr. Wahid has been able to accomplish. He then pivoted to Mr. Wasantha Karunaratne, Assistant Director of the National Youth Services Council, who then shared his experience on trying to implement a system of software some time ago despite it not succeeding due to many factors. He expressed his admiration for the common platform Pakistan had been able to establish which helps transition to work and embeds the soft skills such as team work in the youth.

Mr. Manjula Vidanapathirana, noted how parental hesitation in sending their children away in Sri Lanka has created a system of dependency which has disrupted youth empowerment. The session concluded with Ms. Sumeera Wahid's comments on what really causes issues is the lack of will and with a will how it was easier to implement. She shared a story on how the initial student policy circle had only about 10 people but it had spread today across an entire country with a massive network. She further commented they hadn't even realized the idea fully when they tried it, but she remarked that trying it had indeed enabled them to reach this status. She concluded by saying participation is highly important in any mechanism.

The session adjourned for a coffee break and during which the participants were taking part in two minute video interviews to present their opinions and soon after the break, the participants were encouraged to work amongst themselves on the solutions and to write down firm commitments as solutions and suggestions. After the time concluded the groups were encouraged to look into the solutions presented by other groups and to collaborate with other groups in refining the solutions. The solutions were taken to be presented the following day with scope to discuss it further.

-End of Day One-



Day Two



Solutions/ Recommendations

Research and Planning:

1. Digitalization of various researches done by respected international and regional organizations; ideally in a single platform, so that there is greater access to such researchers. This would enable greater incorporation of the findings of such researchers in youth related initiatives and youth policy formulation.
2. Development of a research culture not only amongst the Governmental network dealing with youth empowerment and youth activities but also non-governmental youth related organizations.
3. Providing greater attention to identifying industry skills that are in demand.

Training and Career Guidance

1. Create a single platform that provides information and guidance on the various training programmes available in various fields.
2. Update the formal education curricula to include professional and industrial based training.
3. Provide effective training to the educators under the concept of “Train the Trainers” so that the trainers are up-to-date and more creative in instilling knowledge and improving skills in their students.
4. Students are more inclined to learn through a hands-on process, it was proposed that separate Soft Skills building modules should be included in the educational curricula of a country.
5. Removing age barriers for enrolment in a certain courses or modules so that you protect both choice of opportunity and interest.
6. Identifying a student’s interests, inclinations and talents through testing processes such as personality tests.
7. Forming a centralized and digitalized information portal or learning platform on training opportunities and career guidance opportunities available in a country/ region.

(Note: Several examples of such websites such as

i/ Yowunpiyasa.lk which is a trilingual website on adolescent health introduced and managed by the Ministry of Healthcare and Nutrition

ii/ Commonwealth Youth Council website

iii/ Department of Manpower and Employment website operating under the Ministry of Labour and Trade Union Relations were cited as models upon which such a central information portal can be based)

8. Establishing a single regulatory body that manages

- a) the registration of career guidance providing institutions
- b) provision of services to individuals and communities in need of career guidance
- c) Linking individuals and communities with employers etc.

Obstacle: Skills Mismatch (#Lack of identification, #education and job market synchronization, #hardskill (identified as a cross sectional area)

Solutions/ Recommendations

1. Developing a “pre-employment system” in the school curricula which identifies the interests, inclinations and talents of students at a very young age so that they may be guided to excel in a certain field.
2. Reducing entry requirements and requirements for enrollment in courses and modules to promote greater access.
3. Ensuring that the selection process to vocational courses is transparent.
4. Assisting, guiding and empowering local entrepreneurs that are engaged in traditional industries and cultural skill based occupations such as pottery, wood work etc.

Generating a single platform or database where the unemployed desiring employment, can find guidance on how to gain industry skills and soft skills

Government

- 1). Avoiding overlaps of mandates and responsibilities in policy formulation and policy implementation amongst the various Governmental ministries and departments which would result in misallocation of resources as well as redundancy.
- 2). Ensuring that Governmental ministries and departments maintain a sense of flexibility where it is suitable and essential so that there is no strict adherence to only the mandates of such institutions.
- 3). Community Participants such as parents, religious leaders, youth leaders and youth advocates – Such community participants must be consulted to collect data and form a collective centralized data base that provides recommendations on subjects of youth development, youth empowerment and civic youth engagement.

Main Consequence of such a level of collaboration is that enables the creation of a central portal created to contain

- *Data portal of Ministries*
- *Job Portal*

Therefore it becomes a Centralized information portal that can be utilized as effective communication tool between various stakeholders.

Obstacle:: Inequality regarding resource allocation & opportunities

Solutions/ Recommendations

Main stakeholder is the government and Inclusive policy formulation is essential to form mechanisms to repeal and counter any existence of inequality and to also provide a sustainable means of no-inequality policy.

The Vibrant mechanisms in SL of Youth Parliament and NYSC

It should be mandatory to government to take participation of Youth Parliament rather than making them ornamental or figurehead institutions.

Equality education is also essential to educate the masses about both any inequalities that do exist and also to educate them on counter mechanisms and protections and progress done to ensure inequality is addressed

Allocation of resources for vocational training so access and capacity is increased

Nationalize allocation of resources where allocation of resources is one devoid of political interference and in the name of the national interest.

Allow greater access to persons with disabilities

Obstacle:: Lack of Soft Skills

Solutions/ Recommendations

Add a separate period to teach soft skills in the school timetable. Increase the attention given to extracurricular activities in the school syllabus Determine a proper teaching methodology for the English language. Promote activities of local level clubs and associations.

As a working environment is the ideal place to develop soft skills, increase the provision of part time job opportunities and internships to school students.

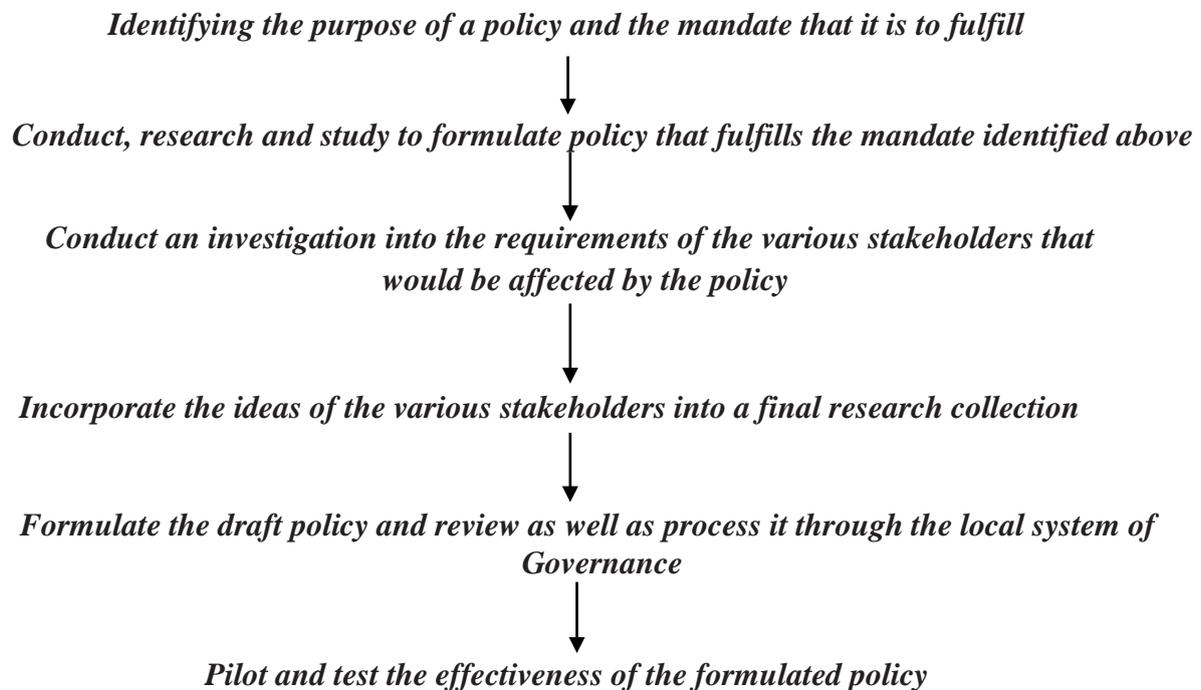
Determine a separate curricula for the development soft skills through a multi sectorial collaboration approach.

The following stated can be surmised as leading factors for the failure of policy makers in status quo

Lack of involvement of young people Adjustment made to make relevant or grass root (adjustment not available not sufficient) Lack of priority on budgeting Change of government

Implementation challenges where it will work in theory but not in practice

It was noted that today policy formulation follows a traditional model to which several changes must be made to overcome the existing weaknesses. This model is a progressive process which can be depicted through the following flow diagram.



Changes

It was proposed that the following changes be made to this conventional process of policy formulation so that there is a suitable breakaway from accepted norms of policy making.

Change 1

It was observed that stakeholder consultations are done too late into the policy making process. Hence, it needs to be brought forward so as to create a policy that better caters to needs and wants of its' stakeholders.

Change 2

All feedback must be obtained at an earlier stage in the process so as to make the draft policy more flexible to amendments. The reasoning behind this is that the cost incurred increases as you go further into the policy making process which makes the later stages of the process far less prone to change.

Change 3

Base the policies on observations of youth behavior so that you provide the youth with what they want rather than what they say they want.

Reasons for potential failure of the toolbox

It was discovered that two primary reasons exist for a possible failure in the effective implementation of the toolbox. Namely,

- a) lack of support from local authorities and local leaders.*
- b) Varying rates of computer literacy within a single population consortium as well as the overall population of a country.*

Exploration test

Is conducted through an interview where you determine whether the target population suffers from the problem that has been identified.

Pitch Test

Is conducted by making a pitch of the proposed solution to the target population in order to gauge the acceptability and popularity of the solution

Concierge test

Through this test you seek to understand whether the solution that has been offered relevantly applies to the target population and whether it is embraced or rejected by the same.

The sample structure of the Youth Policy Toolbox

The following rudimentary structure is an example of one approach that will be followed in the youth policy toolbox when providing guidance to two main target groups.

I think this user... - (Identify the user)

Has this problem ...- (Identify the problem)

And this solution will solve it for them - (What is the solution)

Test I want to run is ... - (how do I apply it or test the solution)

I will consider the test to be successful if- (Success Rate)

The two target groups to whom the above structure would apply are

Target Group one - Youth Policy makers

The youth policy toolbox will provide policy makers with

- 1) Aid in navigating through loopholes existing in a particular structure of governance*
- 2) An insight into the different tools that can be used at different stages of policy formulation. Return of investment tests and comparison charts are examples of such tools that maybe used*
- 3) A collection of case studies that would provide similar scenarios of obstacles faced in youth policy formulation*

Target Group Two- Youth Leaders, Youth Organizations and Youth Advocates

The second target group act as a support structure to the policy makers because they are the grass root level voices of the youth.

The policy toolbox Youth Leaders, Youth Organizations and Youth Advocates with

- 1) an online learning platform that gives tips on advocacy so that you may advocate effectively on behalf of the youth*
- 2) Collection of case studies on appropriate tools of advocacy*

Proposed Online Training Modules that are to be Incorporated into the Youth Policy Toolbox

The unique role of the Youth Policy Toolbox is that the user is able to successfully interact and consult with a group of young persons that are highly diverse in composition and who are not represented by a single entity. Though similar initiatives such as this have been launched and tested, they often serve the vendettas of particular organizations rather than issues faced by young persons in day to day life. They are also not incorporated for the everyday use by youth advocates, youth leaders and youth organizations

The participants were requested to come up with ideas for online training modules related to youth employment and training that should be incorporated into the Youth Policy Toolbox which they believe is the most applicable to the youth and which would provide the greatest qualitative value to young men and women. These proposed ideas were later developed into fully fledged training modules by the participants of the workshop, who were requested to think outside the box. Following, is a complete list of the proposed online course modules.

- a) Problem solving
- b) Communication skills
- c) Conflict resolution
- d) Aptitude test and self-analysis
- e) Entrepreneurship training
- f) Fiscal management
- g) Training the trainers
- h) Provision of psychological training
- i) Training in professionalism
- j) Becoming a disciplined self
- k) Career test; what career is for you!
- l) How to make a CV
- m) Interview skills
- n) Training in business etiquette
- o) Social media management
- p) Life skills
- q) Personality development
- r) Career guidance
- s) Responsible social media usage
- t) How to be healthy, safe and happy
- u) Parenting skills
- v) Youth rights, civic engagement and political participation
- w) Policy making framework and advocacy tools
- x) Conflict resolution and risk management in youth activities

Through a draw, the five groups of participants chose five ideas for online course modules out of the extensive list provided above, and developed outlines for the selected courses. Outlines were drawn for the following online course modules.

The participants were requested to come up with ideas for online training modules related to youth employment and training that should be incorporated into the Youth Policy Toolbox which they believe is the most applicable to the youth and which would provide the greatest qualitative value to young men and women. These proposed ideas were later developed into fully fledged training modules by the participants of the workshop, who were requested to think outside the box. Following, is a complete list of the proposed online course modules.

- a) Problem solving
- b) How to be healthy, safe and happy
- c) Training the trainers
- d) Life skills
- e) Youth rights, civic engagement and political participation

Outline for the Training Module on “Problem Solving”

Step 1: How to identify the problem faced?



Step 1: How to identify the problem faced?



Step 1: How to identify the problem faced?



Step 1: How to identify the problem faced?

Step 1: Identify the target group of the online training module while giving due consideration to the fact that a part of this group is illiterate.

Step 2: Identify health issues that affect the target group

Step 3: Identify five main health issues that affect the participant of the training module and determine how to solve each one

Examples of health issues that may be faced by a participant and potential solutions to them.

- a) Improper nutrition intake can be solved through an activity on better living.
- b) Issue on personal security can be solved through brain storming
- c) Problems on the reproductive health system can be solved through the use of worst case scenarios

It was noted by the presenters of the outline that great attention must be provided towards developing the spiritual goodness of the participants of this training course.

Outline for the Training Module on “Training the Trainers”

Objectives of the online training course:

- a) Improve the technological suaveness of educators, trainers and teachers
- b) Encourage the use of innovative teaching methods to facilitate learning

Course details:

- a) Facilitation and delivery of education and training
- b) Innovative and creative thinking in education training
- c) Andragogy and pedagogy
- d) Advocation of personal grooming of the educator, trainer and teacher
- e) Supporting the use of different learning methodologies
- f) Training in and usage of such different learning methodologies
- g) Incorporation of technology in education and training
- h) Provision of updated technical knowledge to educators,
- i) trainers and teachers Outcome of the online training course:
- j) Greater use of creative and innovative methods in education and training
- k) Development of necessary skills for the successful imparting of knowledge and skills

Outline for the Training Module on “Life Skills”

Objectives of the online training course

- a) Preparing school learners who are the target group of this module, to better face life challenges with confidence by utilizing their personal competencies.
- b) To enhance optimistic attitude of the participants of this course.

Course details:

- a) Creative thinking and critical thinking
- b) Problem management
- c) Stress and anger management
- d) Multi-tasking
- e) Leadership and teamwork
- f) Communication skills and negotiation strategies

Methodologies for carrying out the online training module:

- a) Role playing
- b) Drama and theatre
- c) Simulation
- d) Presentation
- e) Research and surveying
- f) Social services such as CSR projects carried out together with partner organizations

Evaluation of the successful completion of the online training module:

The participants would be gauged using,

- a) VIVAs
- b) Presentations
- c) Supervision,

In order to determine if the participant has undergone a qualitative learning experience by following this module

Outline for the Training Module on “Youth Rights, Civic Engagement and Political Participation”

Objectives of the online training course:

Increase political awareness of the target groups of this training module, namely,

- a) Youth policy makers and youth advocates
- b) Youth workers

So as to increase the political participation of young persons in policy formulation.

Course details:

- a) Introducing the topics of,
 - 1. Youth rights,
 - 2. Awareness of the existing legal framework
 - 3. Civic engagement
 - 4. Challenges for youth political participation in Governance
 - 5. Advocacy tools
- b) Encouraging and empowering the young persons for better civic and political participation.
- c) Creating advocacy programmes on youth rights
- d) Formulating an action plan on improving the civic and political engagement of school children.
- e) Using social media as a tool for youth activism

Proposed Strategies for Dissemination of Information and Knowledge on the Youth Policy Toolbox

The participants that were divided into groups were requested to propose various strategies that can be adopted to integrate the youth policy toolbox into everyday use through dissemination of information as well as knowledge on it. The following strategies were proposed by those gathered.

- a) Availability of the youth policy toolbox in Sinhala, Tamil and English.
- b) Creation of a mobile application of the toolbox.
- c) Utilizing mass media such as newspapers, television and radio, for disseminating knowledge and information regarding the toolkit, especially amongst the rural community that has restricted access to the internet.
- d) Adopting social media as a means for disseminating knowledge and information regarding the toolkit.
- e) Presenting a link to the toolbox on important youth websites of Sri Lanka such as the website of the Tertiary and Vocational Education Commission (TVEC) and Yowunpuraya.
- f) Using street drama as a method by which you address the masses on the advantages of using this toolbox.
- g) Training grass root youth advocates and youth workers on how to effectively use the toolbox.
- h) Including online training modules that are specific for those enrolled in higher education institutions so as to make the toolbox more attractive.
- i) Making aware the youth in the corporate sector to promote the inclusivity of the toolkit.
- j) Organizing local level launches of the toolbox at regional youth events so as to take the toolbox to the common man and woman.
- k) Distributing printed materials on the toolbox at public places.
- l) Partnering with a Ministry or a Governmental organization to disseminate information and knowledge regarding the toolbox in a systematic manner.
- m) Creating groups in messaging applications such as Whatsapp to increase awareness on the toolbox.
- n) Advertising the youth policy toolbox on websites dedicated to prevalent opportunities in the job market.
- o) Strongly advocating the toolbox amongst high level decision makers and officers of the State.
- p) Developing a user friendly interface for the toolbox.
- q) Using digital dissemination strategies such as online competitions that award prizes.

Snaps from the Conference



Prepared by Rapporteur Team

Mr. Mevan Perera (Head Rapporteur)

Mr. Gayen Mohanraj

Ms. Chiranthi Senanayake

The way forward

1. Organizing such Training Programs that were identified by the participants of the workshop as being most suitable for youth empowerment and development in relation to youth. It was proposed that Career Guidance & Counseling Training programmes be provided to the CGC officers who are currently working with different institutions in the country. A CGC Training manual will also be formulated simultaneously. As a result of the workshop conducted, NYSC & FSHS will lead and provide technical support in this regard.
2. Establishing a CGC regulatory mechanism to monitor and provide technical support to the CGC systems in the country. Dr.S.Keeragala who is the Additional Secretary to the Ministry of National Policies & Economics Affairs has expressed his interest in providing the necessary background support on this matter.
3. Arranging a national launching program for the online tool box which will be done prior to the international launch of the youth policy toolkit. It is proposed that this programme will be conducted this coming September at the NYSC premises. In parallel to this national release, the CGC training manual shall also be issued to the relevant stakeholders.
4. Participation of a Sri Lanka Delegation at the international launch of the Youth Policy Toolkit which is organized by UNESCAP in Bangkok this November.
5. Revisiting the ideas discussed in the national workshop and reminding the participants on the various commitments made to the promotion of the Youth Policy Toolbox at local level gatherings.

Proposed Strategies for Dissemination of Information and Knowledge on the Youth Policy Toolbox

List of participants – Training on test & Apply Policy Tool Box– 19, 20, 21 July 2017 – at BERJAYA Hotel

No	Name	Institute	Contact No	M	F	Email address
1	Mr.Manjula vidanapathirana	TVEC	0714817629	✓		manjula@tvec.gov.lk
2	Mr.Priyantha de silva	NAITA	0714553734	✓		mcgnaita@gmail.com
3	Mr.Mahinda Kodithuwakku	Ministry of Education	0714795277	✓		Samakodi1963@gmail.com
4	Mr.Chathura Sampath	FSHS	0776321695	✓		Chathurasampath91@gmail.com
5	Mr.Sameera Jayawardena	Uni. of Jayawardenapura	0714478761	✓		kgsrksameera@gmail.com
6	Mr.Mohan Athukoorala	VTA	0711855050	✓		mohanathukorala@yahoo.com
7	Ms.Chaya jayawardena	S.l volunteers	0768208600		✓	yasinta@slv.global
8	Dr. K.A.S.Keeragala	Ministry of National policy	0715636210	✓		keeragala@gmail.com
9	Mr.Buddhika Lakmal	PYWA	0773320455	✓		Lakmal.buddhika@yahoo.com
10	Mr.Athula Samarakoon	Open university		✓		
11	Dr.Kaveenga Koswattage	Uni. Of sabaragamuwa	0779442935	✓		ikaree@yahoo.com
12	Mr.Sunil Karunarathna (director Training)	NYSC	0718386729	✓		directortraining@nysc.lk
13	Mr.Sehan Koshila Kannangara	Federation NYSC	0715989620	✓		kshehankoshila@gmail.com
14	Ms.Deepasika gunasekara	Plan International	0777590780		✓	deepashika.gunasekara@plan-international.org
15	Ms.Yashoda Gunathilaka	Youth parliment	0710401207		✓	Yashodhalakmini92@gmail.com
16	Mr.M.A.T.Senarath	Department of Man Power	0714445171	✓		senarathphilak@yahoo.com

17	Mr.Harith banu Gunathilaka	Uni.of Moratuwa	0774739373	✓		Harithb7gunathilaka@gmail.com
18	Mr.Dulanjana Karunarathna	Civil Socity	0715891640	✓		wathsarindu@yahoo.com
19	Mr.Nalin Samarawikrama	YOD	0714891884	✓		nalinsamarawikrama@gmail.com
20	Mr.Wasantha karunarathna	YOD	0174419977	✓		Bdwkkaruna99@yahoo.com
21	Ms.Heshani Manaweera	Institute of Policy Studies	0718397284		✓	heshani@ips.lk
22	Mr.Ishan jalil		0777532381	✓		ijalill@ifes.org
23	Mr.Kaveen Muhandiramge	Isac	0773693332	✓		kaveenb@gmail.com
24	Mr.Chinthaka Karunarathna	Department of statistic	0773826566	✓		sanjewana@gmail.com/ chinthaka@statistic.gov.lk
25	Mr.Charachandpur	India		✓		
26	Mr.Abdul Wahid Mir	Pakistan		✓		wahidmaps@gmail.com
27	Ms.Sumeera wahid	Pakistan			✓	mordernages@gmail.com
28	Mr. Marcko roncarati	ESCAP		✓		roncarati@un.org
29	Mr. Savinda	ESCAP	0763807270	✓		
30	Mr. Bryce Hartley	ESCAP		✓		Hartley1@un.org
31	Mr. Neel Kathriarachchi	NYSC	0714420367	✓		
32	Mr.Dileepa Gunawardana	NYSC - YOD	0776055855	✓		
33	Mr. Z.A. Hiruldeen	NYSC -YOD	0776160045	✓		
35	Mr. P.A.C. Priyal	NYSC-YOD	0718055339	✓		
36	Ms.Chaturi Nuwanthika	NYSC-YOD	0750321130			

37	Ms. Chiranthi Senanayake	NYSC - UNYD				
38	Media Unit	NYSC		✓		Nysco Video and Media unit
39	Media Unit	NYSC		✓		
40	Media Unit	NYSC		✓		
41	Mevan Perera	Rapporteur		✓		Drafting and Completion of Outcome Document
42	Mevan Perera	Rapporteur		✓		

Project coordinators.

- 2.1. Mr.BDWK Karunarathna - Assistant Director (YOD - NYSC)
- 2.2. Mr. Naleen Samaravikrama - District officer (YOD-NYSC)
- 2.3. Mr. Neel Kathriarachchi - Youth services officer (Foreign division)
- 2.4. Mr. Dulanjana Wathsaridu - Youth Parliamentarian (Civil Society)