

 PLACE

POLICY PAPER WRITING TRAINING

FEBRUARY 2026



The Policy Paper Writing Training is a structured, participatory training programme designed to equip young people with the knowledge, skills, and tools needed to develop a clear, evidence-based policy paper on a selected public issue.

Co-funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

**ITALY
FRANCE
CYPRUS
LITHUANIA**

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About ParticipACTION project

The **ParticipACTION project**, co-funded by the European Union under the *Citizens, Equality, Rights and Values Program (CERV-2023-CITIZENS-CIV, Project number 101147757)*, was implemented from **October 2024 to September 2026**. It brings together a consortium of five partners in four countries:

- **Italy:** Fondazione International Rescue Committee Italia ETS and Glocal Factory Società Cooperativa Sociale
- **France:** PLACE Network
- **Cyprus:** Generation For Change CY
- **Lithuania:** Asociacija Mano Europa

The project's **core aim** is to enhance youth engagement in European decision-making processes and create opportunities for young people to connect with policymakers at local, national, and European levels. This is achieved through **research initiatives, roundtables, workshops, and training sessions** focused on policy and advocacy.

ParticipACTION specifically targets **young people aged 16 to 23**, including both European citizens and youth with migratory backgrounds or from non-EU countries, with a particular focus on **young women and girls**. By fostering exchange among these diverse groups, the project seeks to strengthen solidarity and ensure that **young people's lived realities are placed at the heart of policy decisions** through a bottom-up approach.

About These Training Guidelines

Within the framework of the ParticipACTION project, and in particular under Work Package 9 (WP9), these guidelines are designed to support and orient young participants throughout the process of drafting their policy papers. The training aims to strengthen young people's skills and confidence in developing policy-oriented content and in effectively using policy papers as advocacy tools. In addition, it will equip participants with practical knowledge on how to engage in advocacy and lobbying activities, enabling them to communicate their ideas, proposals, and recommendations more effectively to decision-makers at the European Union level.

Duration of the training: 3h

Example of agenda:

- Welcome and introduction to the activity (10')
- Review of the Advocacy Strategy (10')
- What is a Policy Paper (20')
- Exercise 1: Problem analysis (in groups) (20')
- How to write a Policy Paper (25')
- Break (15')
- Exercise 1: Group brainstorming (20')
- Exercise 2: Individual writing (50')
- Closing of the session (10')

Target Group: Young people aged 16–23 from France, Italy, Lithuania, and Cyprus.

Goal: Equip participants with the skills to identify a policy issue, develop recommendations, and draft a short, evidence-based policy paper.

The Policy Paper Writing Training Guidelines are designed to support consortium partners and facilitators in delivering a rigorous, consistent, and high-quality policy writing training experience across all countries of implementation.

They provide:

- **Clear objectives and learning outcomes**, focused on strengthening participants' capacity to analyze public policy issues, develop evidence-based recommendations, and produce structured, persuasive policy papers and briefs.
- **Principles for the learning environment**, ensuring a safe, inclusive, respectful, and intellectually stimulating space that encourages critical thinking, constructive debate, and collaborative learning.
- **Facilitation standards and clearly defined trainer roles**, including expectations regarding expertise in advocacy, public policy processes, and policy writing methodologies.
- **Detailed module descriptions**, outlining the different stages of policy paper development (*problem definition, policy analysis, stakeholder mapping, solution design, drafting, editing, and presentation*), along with expected activities and outputs.
- **Guidance on drafting tools and templates**, including structured outlines, policy brief formats, writing prompts, and practical examples to support participants in organizing their analysis and recommendations effectively.
- **Evaluation and feedback**: how to measure participants' feedback on the training experience
- **Implementation details**, including timelines, key deliverables (transnational policy paper writing workshop...)

These guidelines serve both as a practical handbook for facilitators and as a reference framework for partners. They ensure coherence in methodology, alignment in quality standards, and consistency in the delivery of policy writing training across contexts.

Learning Space principles

The Policy Paper Writing Training must be implemented in a learning environment that is safe, inclusive, and adapted to the needs of young participants.

Facilitators should ensure the space is:

- **Inclusive:** welcoming to all participants, regardless of gender, background, or migration experience.
- **Safe and respectful:** where participants feel comfortable expressing opinions and debating ideas constructively.
- **Youth-friendly:** using clear language and interactive methods (mind maps, policy cards, templates).
- **Adaptable:** culturally and linguistically adjusted to national contexts.
- **Balanced:** combining individual drafting time with group discussion and peer feedback.

The training is not a university-level academic exercise. It is a practical and empowering introduction to policy writing.

Purpose and Objectives

Purpose:

A policy paper is a concise, evidence-based document that presents a problem, analyzes it, and provides clear recommendations to influence decision-makers. It communicates your position and demonstrates your value as a partner in policymaking. Participants' issues must relate to one of the three ParticipACTION project themes: **Migration; Education, Culture, Youth and Sport; Values, Rights, Rule of Law & Security.**

Over a 3-hour training session, participants will:

- Develop practical skills for advocacy, including writing evidence-based policy papers and proposing actionable solutions.
- Recognise how youth voices contribute to policymaking and analyse a public issue using structured tools.
- Translate lived experience into policy-relevant arguments.

- Produce a structured 1-page policy paper.
- Engage in interactive exercises, sharing their ideas and learning how to influence policy effectively.

The training will equip participants to understand the structure and purpose of a concise policy paper addressing challenges in one of three themes: **Migration; Education, Youth, Culture & Sport; or Values, Rights, Rule of Law & Security**. Participants will have the opportunity to practice drafting a paper during the session, focusing on learning the structure and key elements.

Participant Profile

The **Policy Paper Writing training** is designed for young people aged **16–23** who bring diverse experiences, perspectives, and aspirations into the learning space.

Facilitation standards

The Policy Paper Writing Training works best when there is strong, structured facilitation to create a safe, rigorous, and intellectually stimulating learning environment.

For a group of 25 to 28 participants, it is recommended to have at least four facilitators. This allows each facilitator to work with no more than six to seven participants, ensuring space for individual coaching, in-depth feedback on policy arguments, and close support throughout the drafting process. Where this ratio is not fully possible, partners should still aim to keep groups small enough to allow meaningful mentorship and iterative review.

Facilitators are expected to:

- Guide participants through the different stages of policy paper development (problem identification, policy analysis, stakeholder mapping, recommendations, and editing).
- Encourage balanced and evidence-based discussions.
- Support participants in refining their arguments, structure, clarity, and policy relevance.
- Provide constructive feedback on draft policy briefs and papers.
- Track participant progress through short facilitation notes to document learning milestones and areas for improvement.

Unlike general training programs, facilitators for this course must have foundational knowledge and practical understanding of:

- **Advocacy strategies and approaches**
- **Public policy processes and policy cycles**
- **Policy brief and policy paper writing methodologies**

They should be comfortable guiding participants in linking research to policy recommendations, framing arguments for decision-makers, and ensuring that outputs are realistic, actionable, and strategically positioned.

Facilitators do not need formal academic titles. While experience in advocacy, public policy analysis, and policy-oriented writing is valuable, all facilitators will be fully supported with comprehensive preparation materials, practical guidance, templates, and concise summaries of key concepts. Additional online resources will be suggested to help facilitators confidently deliver the session, ensuring high-quality training regardless of prior experience.

Whenever possible, facilitation teams should reflect diversity in gender, language, sectoral expertise, and cultural background. A diverse facilitation team enriches discussion, models inclusive leadership, and exposes participants to varied policy perspectives and real-world experiences.

Modules of the Policy Paper Writing Training

Module 1: Introduction, Objectives & Advocacy Recap

Purpose

To clarify the training objectives, introduce key advocacy concepts, and reactivate prior knowledge.

Description

This module provides context for the session. Facilitators present the objectives of the training and briefly introduce the broader project framework. Participants introduce themselves and share their motivations for attending.

A short interactive quiz (e.g., *Mentimeter* or *Kahoot*) is used to recap essential advocacy concepts that were previously introduced and developed in depth during the [Advocacy Training \(WP8\)](#), including:

- Definition of *advocacy* vs. *campaigning*
- SMART objectives
- Key EU institutions such as the European Commission, European Parliament, and Council of the European Union
- Basic EU legislative processes

This interactive approach ensures energy and engagement while reinforcing foundational knowledge.

Facilitator Focus

- Clearly explain the purpose and structure of the session
- Encourage concise but meaningful participant introductions
- Use the quiz as a learning tool, not a test
- Clarify definitions and share knowledge about the advocacy process

Learning Outcome

Participants recall key advocacy concepts and understand the institutional framework in which their policy proposals will operate.

Module 2: Understanding the Problem

Purpose

To move from personal experience to structured problem analysis.

Description

Participants explore how strong policy papers are grounded in clear, evidence-based problem analysis. Facilitators introduce two analytical tools:

1. **The Iceberg Model:** to distinguish between visible symptoms and deeper systemic causes.
2. **The Problem Tree:** to map root causes (roots), the core issue (trunk), and consequences (branches).

[Templates](#) for both tools are included in the curriculum and can be printed and distributed to participants for hands-on exercises.

Participants work in small groups on an issue relevant to their context (local, national, or European level), within themes like migration, education, youth, rule of law, or security.

Participants work on an issue relevant to their context (local, national, or European level) and linked to the topic they chose under WP8 for their advocacy strategy. Depending on the context, participants may work individually, in pairs, or in small groups.

In some cases, small groups can then report back to the plenary on their problem and related analysis. During these activities, participants:

- share advice,
- give constructive feedback,
- and explore possible solutions together.

The goal is to transform lived experiences into structured, evidence-informed analysis.

Facilitator Focus

- Guide participants beyond surface-level symptoms
- Encourage critical thinking (“Why is this happening?”)
- Ensure causes and consequences are clearly differentiated
- Support groups in organizing their ideas visually

Learning Outcome

Participants can clearly articulate a problem, identify root causes, and connect lived experiences to structural analysis. Short illustrative examples are provided within the Iceberg and Problem Tree templates, which participants can use as a guide when completing their own analyses.

Guiding principles on how to conduct research on protection-related topics

Policy papers rely on evidence to support identified challenges, justify recommendations, and advocate for change. This evidence may include existing data (e.g. institutional reports, academic research, or official statistics), but in some cases, participants may be encouraged to collect primary data to better reflect specific local realities or to amplify the voices of underrepresented groups.

When young people engage in collecting information directly from others, for example, through interviews, surveys, or informal conversations, they are effectively conducting research involving human participants. In these cases, it is essential to ensure that such activities are carried out in an ethical, safe, and responsible manner. This is particularly important when engaging with individuals who may be in situations of vulnerability, where there may be increased risks related to harm, pressure, or misuse of personal information.

Ethical considerations are therefore at the core of policy paper writing and help ensure respectful, transparent, and inclusive engagement with all participants. These considerations encompass **informed consent, media consent, confidentiality, safeguarding, and gender-sensitive, inclusive, and accessible language.**

Particular attention must be given to the involvement of individuals who may be in situations of vulnerability, understood not as a fixed category but as a condition linked to increased risk of harm, reduced ability to protect one's interests, or exposure to coercion.

In line with this, **all research activities must include additional safeguards to protect participants' rights, dignity, and well-being, especially when working with young people and individuals with a migration background.** By implementing these principles consistently while conducting all research activities, we aim to protect participants' rights and foster a safe and supportive environment.

The ethical considerations include:

- **Informed Consent:** Informed consent is a process through which participants are provided with clear information about the research, ensuring they understand their rights and freely agree to participate.

In practice, participants conducting research should:

- Clearly introduce themselves and the purpose of the research in simple terms
- Explain how the information will be used (e.g. a policy paper, reports, advocacy outputs)
- Ask explicitly for permission before starting the interview or activity
- Remind participants that they can refuse to answer questions or stop at any time without consequences

Special care should be taken when participants may have limited capacity to provide fully voluntary consent due to age, social position, or dependency relationships, which may affect their ability to freely decide.

- **Media Consent:** Media consent is a process through which participants are informed about the use of photographs and recordings taken during the interview or research process, ensuring they understand how their images and voice may be used and freely agree to this.

In practice:

- Explain clearly where images or recordings may appear (e.g. social media, reports)
- Ask for explicit permission before taking any photo, video, or recording
- Respect refusal without questioning or pressure
- Avoid capturing identifiable images if consent is unclear
- **Data Protection and Confidentiality (General Data Protection Regulation (GDPR)):** Apply strict data minimisation and anonymisation where possible, and apply clear limits on data sharing and retention, recognising specific subjects (such as migrants or minors) as potentially vulnerable data subjects.

In practice:

- Do not record full names unless strictly necessary
- Use pseudonyms or codes when reporting stories
- Avoid sharing identifiable details (e.g. location, specific personal history)
- Store any notes securely and limit access

Maintaining confidentiality is essential to reduce risks of harm, stigma, or social consequences, particularly for individuals who may already face marginalisation or discrimination.

- **Safety and Inclusivity:** Safety is essential, especially when working with people from vulnerable backgrounds, as it builds trust, respects their unique experiences, and empowers them to share openly. Creating a safe and supportive environment acknowledges their strengths and vulnerabilities, fostering meaningful engagement and enabling their voices to be genuinely heard.

In practice:

- Conduct activities in safe, accessible, and neutral spaces
- Use simple, respectful, and inclusive language
- Be attentive to power dynamics (e.g. age, gender, legal status)
- Avoid judgmental or leading questions

Individuals may be more vulnerable due to contextual factors such as social exclusion, migration status, or limited access to resources; therefore, additional care must be taken to avoid causing harm or discomfort.

- **Safeguarding:** Safeguarding is the collective and individual responsibility to prevent, identify, and respond to all forms of harassment, exploitation, and abuse. This includes any type of physical, verbal, emotional, psychological, economic, and sexualized violence and any other form of abuse of power. When collecting information for policy papers, safeguarding refers to the responsibility of young researchers to ensure that their interactions do not cause harm and that they can recognise and respond appropriately to situations of risk.

In practice:

- Avoid any behaviour that could be perceived as coercive, intrusive, or inappropriate during interactions
- Remain attentive to verbal and non-verbal signs of distress, discomfort, or risk, and be prepared to pause or stop the interaction if needed
- Do not attempt to manage safeguarding situations independently; instead, refer to a facilitator, project staff member, or appropriate adult if a concern arises
- Maintain clear and respectful boundaries at all times, recognising the limits of one's role as a young researcher

Additional safeguards are required when participants may be at increased risk of harm or exploitation.

- **Gender-sensitive, Inclusive, and Accessible Language:** Using gender-sensitive, inclusive, and accessible language is vital to creating an environment where all people involved feel respected, valued, and understood. This approach ensures that language reflects diverse identities and experiences, avoids stereotypes, and is accessible to people of varying literacy levels and backgrounds, promoting true inclusivity in communication and engagement.

In practice:

- Use open-ended and non-intrusive questions
- Avoid asking participants to relive traumatic experiences
- Observe verbal and non-verbal signs of discomfort
- Pause or stop the interaction if needed

Participants may be at increased risk of psychological harm if exposed to sensitive topics; therefore, minimising distress is a key ethical responsibility.

- **Trauma-informed approach interviews:** When collecting information for policy papers, participants should adopt a trauma-informed approach, recognising that individuals they engage with may have experienced distressing or harmful events. This approach aims to avoid re-traumatisation, ensure that participants feel safe and respected, and maintain their control over what they choose to share. It also requires cultural sensitivity and awareness of how different backgrounds and experiences may shape communication and interpretation.

In practice:

- Avoid asking participants to recall or describe traumatic experiences unless they choose to do so
- Remind participants that they can skip questions or stop the interaction at any time
- Approach each interaction with respect for cultural differences, avoiding assumptions or judgment
- **Integrating stories from vulnerable groups:** Practitioners should collect and use narratives respectfully, maintain anonymity, and ensure participants' dignity is protected. Consider consulting specialized resources or colleagues with expertise in protection to guide ethical storytelling.

When conducting research on protection-related topics, it is important to be aware of existing **referral systems** for vulnerable individuals. These systems provide guidance on how to safely

refer people to appropriate support services, such as psychosocial assistance, legal aid, or child protection services.

In cases where individuals disclose experiences of trauma or violence, participants are not expected to provide direct support, but they should respond responsibly by listening without judgment and, where appropriate and with the individual's consent, encouraging them to seek support through relevant services. Being aware of referral systems helps ensure that such situations are handled safely and ethically, while respecting the well-being and dignity of those involved.

When integrating stories or testimonies from vulnerable groups into policy papers, participants should ensure that these are used respectfully, maintaining anonymity where appropriate and avoiding any representation that could harm, stigmatise, or misrepresent the individual's experience.

Further resources for conducting research on protection-related topics:

EU Ethics & Governance

- ENERI / EUREC Research Ethics Training: <https://eurecnet.eu/resources/training/>
- Research in Crisis Contexts Training App: <https://prepared-project.eu/app/>
- European Commission Ethics & Data Protection Guidance: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-and-data-protection_he_en.pdf

Migration & Asylum Context

- EU Agency for Asylum (EUAA) Training Modules: <https://www.euaa.europa.eu/training-catalogue/foundation-modules>
- Council of Europe / UNHCR HELP Course on Asylum & Human Rights: <https://www.coe.int/en/web/help/-/asylum-and-human-rights-council-of-europe-and-unhcr-launch-new-help-online-course>

Trauma-Informed Practice

- IOM E-Campus: <https://www.ecampus.iom.int/>
- Addressing the Impact and Trauma of Migration: <https://addressingtraumaofmigration.org/>

Safeguarding & Children

- Keeping Children Safe Learning Platform:
<https://learning.keepingchildrensafe.global/>

GDPR & Vulnerable Populations

- GDPR Research Tips (UGent): <https://onderzoektips.ugent.be/en/tips/00001782/>

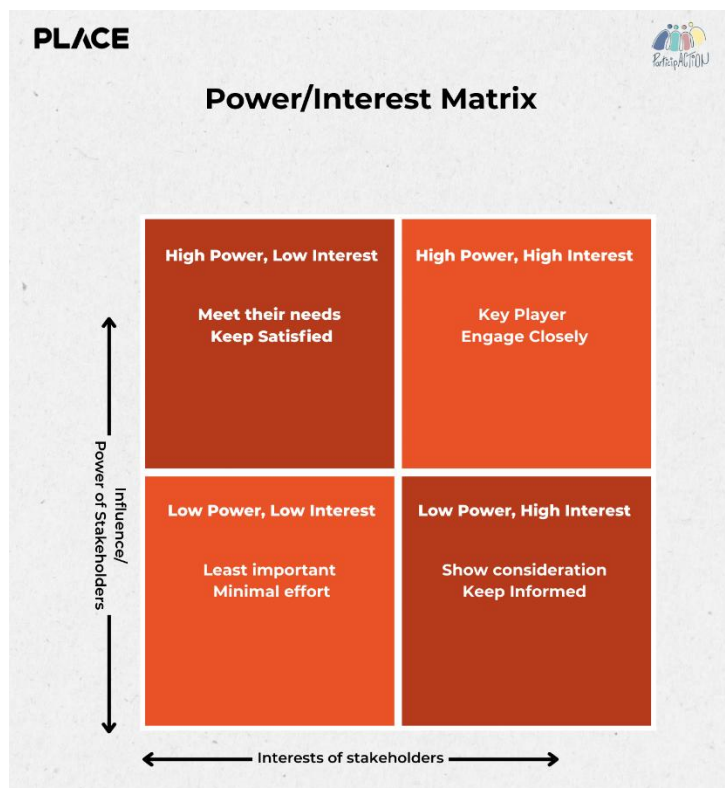
Module 3: Defining the Change: SMART Goals & Stakeholder Mapping

Purpose

To translate problem analysis into clear, actionable objectives.

Description

Participants define 2–3 SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound) aligned with their problem analysis. If participants have already worked on SMART advocacy goals or stakeholder mapping in previous WP8 sessions, they may skip this part. This ensures continuity with prior exercises while reinforcing key skills where needed.



Facilitators then introduce stakeholder mapping using a **Power/Interest Matrix**, helping participants identify:

- Key decision-makers (high power/high interest)
- Actors to keep satisfied
- Allies and amplifiers
- Actors requiring minimal engagement

This ensures that policy goals are realistic and targeted at actors capable of implementing change.

Facilitator Focus

- Push participants to make objectives measurable and time-bound
- Challenge vague language
- Encourage strategic thinking about influence
- Connect goals directly to institutional actors

Learning Outcome

Participants can formulate SMART objectives and strategically identify relevant stakeholders for advocacy.

Module 4: Writing the Policy Paper

Purpose

To translate analysis and objectives into a structured, concise policy document.

1. What is a Policy Paper?

A policy paper is a concise, evidence-based document that presents a problem, analyses it, and provides actionable recommendations for decision-makers. It communicates participants' perspectives and demonstrates how their insights can inform policy.

Key Quality Criteria

A strong policy paper is:

- **Evidence-based:** Uses data, research, or lived experience.

Note: Participants may use pre-provided data, examples, or their own experiences, as there may not be time to conduct full research during the session.

- **Policy-relevant:** Directly linked to an ongoing policy debate or decision-making process.
- **Contains actionable recommendations:** Solutions are clear, specific, and targeted to decision-makers.
- **Professional & concise:** Short, structured, visually readable, and easy to reference.

2. Presentation of Policy Paper Examples

Examples help participants see how policy papers can vary depending on context, target audience, and policy issue. They illustrate different writing styles, structures, and ways to link evidence to recommendations. Each partner organization is encouraged to draw on its own sources and examples relevant to the national or local context, ensuring that the materials reflect local realities and policy priorities.

Some examples of policy papers to start with include:

- [Young People & Poverty – European Youth Forum](#)
- [Policy Paper on Young People Services – European Youth Forum](#)
- [Safeguarding Rights of Unaccompanied Children – IRC](#)

3. Presentation of a Policy Paper Structure

Description

Participants begin drafting their policy paper using a worksheet. The worksheet is organized into the following key sections, with examples and guidance to help participants link analysis to actionable recommendations:

1. Title

- Provide a clear and explicit key message summarizing your policy paper.

2. Context / Background

- Explain the issue and why it matters.

Example:

“Research shows that children of immigrants in France, particularly those from sub-Saharan African origins, are more often enrolled in vocational education tracks and face structural disadvantages in the school system compared to children of French origin. Many students from immigrant backgrounds report experiencing the orientation process as unfair or constraining, contributing to unequal access to academic opportunities and future prospects” (Trajectoires et Origines, INED, 2009).

3. Values / Norms

- Reference principles such as **equality of opportunities, non-discrimination, human rights, and social cohesion.**
- **Facilitator guidance:** Provide concrete examples to help participants apply abstract principles:
 - Show how a recommendation could promote equality or non-discrimination.
 - Discuss scenarios requiring consideration of human rights principles.
 - Highlight ways to strengthen social cohesion through proposed actions.

Example:

“All youth should have equitable access to education and career guidance, regardless of their background.”

- Note: In practice, participants may find it challenging to apply these principles. Facilitators should provide concrete examples such as:
 - Illustrating how a policy recommendation could promote equality or non-discrimination.

- Discussing a scenario where human rights principles need to be considered.
- Showing how social cohesion can be strengthened through a proposed action.

This approach helps participants **connect abstract values to concrete policy recommendations**.

4. Problem / Analysis

- Define the challenge and underlying causes.

Example issues:

- *Structural guidance bias at the end of middle school (“orientation subie”)*
- *Lack of information*
- *Limited access to high-quality vocational counseling or mentors*
- *Risk of social exclusion, lower educational attainment, and reduced employment opportunities*

Example statistic:

“42% of current and former students report being constrained in their orientation at the end of grade 9 (fin de troisième).”

5. Solutions / Recommendations / Call to Action

- Propose 2–3 concrete actions, clearly indicating the responsible actor(s).

Example actions:

- *Ensure all students receive independent career guidance free from structural bias.*
- *Provide mentorship and support programs specifically for youth with a migration background.*
- *Implement monitoring to track orientation patterns and prevent systematic steering toward vocational tracks.*

Example of actionable recommendation:

The Ministry of Education should make intercultural and anti-discrimination training mandatory for all secondary school teachers by 2027, monitored through annual reporting.

Reference link: [Parliamentary Question E-002497/2025 – European Parliament](#)

*This parliamentary question (**E-002497/2025**) highlights that in France and other EU countries, students' course choices are often constrained by social factors rather than personal preference, underlining the need for guidance policies, trained professionals, and anti-discrimination measures, providing official support for the recommendation on mandatory intercultural and anti-discrimination training for teachers.*

6. Contact & References

- Include authors, organization (if applicable), and contact information.
- Cite sources for statistics and studies used.
-

Policy paper writing template

Section	Guiding Questions / Prompts
Title	Short, descriptive title of the issue (e.g., “Limited choice in school pathways”, lack of inclusion for youth with a migration background” etc).
Submitted To	Which stakeholder (MEP(s) or institution)?
Theme	Migration / Education, Youth, Culture & Sport / Values, Rights, Rule of Law & Security?
Context / Background	Why is this issue urgent? Include concrete data or examples.
Values / Norms	Which principles (equality, inclusion, solidarity, anti-discrimination) are at stake?
Problem / Analysis	What exactly is happening? Causes, consequences, evidence?
Recommendations / Call to Action	2–3 concrete actions for policymakers or authorities.
Contact Info / References	Name, organization, email/social media, sources.

Example:

Section	Guiding Questions / Prompts
Title	Unequal School Orientation for Youth with a Migration Background in France
Submitted To	European Parliament – Committee on Culture and Education (CULT) / Ministry of Education
Theme	Education, Youth, Culture & Sport
Context / Background	“Research shows that children of immigrants in France, particularly those from sub-Saharan African origins, are more often enrolled in vocational education tracks and face structural disadvantages in the school system compared to children of French origin. Many students from immigrant backgrounds report experiencing the orientation process as unfair or constraining, contributing to unequal access to academic opportunities and future prospects.” (Trajectoires et Origines, INED, 2009).
Values / Norms	All youth should have equitable access to education and career guidance, regardless of their background. Anti-racism, social justice, Equal Opportunities etc.
Problem / Analysis	Structural guidance bias at the end of middle school (“orientation subie”). Lack of information and limited access to quality career counseling or mentors. Risk of social exclusion, lower educational attainment, and reduced employment opportunities. Example statistic: “42% of current and former students report being constrained in their orientation at the end of grade 9 (fin de troisième).
Recommendations / Call to Action	1. Ensure all students receive independent career guidance free from structural bias.

	2. Provide mentorship and support programs specifically for youth with a migration background. 3. Implement monitoring to track orientation patterns and prevent systematic steering toward vocational tracks. Example actionable recommendation: The Ministry of Education should make intercultural and anti-discrimination training mandatory for all secondary school teachers by 2027, monitored through annual reporting.
Contact Info / References	Moussa Diallo – Education for All NGO – moussadiallo@ngo.org Sources: Trajectoires et Origines (INED, 2009). European Parliament Question E-002497/2025 on “orientation subie”: https://www.europarl.europa.eu/doceo/document/E-10-2025-002497_EN.html

4. Tips for Writing an Effective Policy Paper

Facilitators introduce the “7C” principles (clear, concise, concrete, coherent, consistent, compelling, credible) to ensure policy-friendly language tailored to decision-makers.

Each principle is explained with practical guidance:

- **Clear:** Ideas are easy to understand, avoiding jargon.
Example: “Many students miss school because they live far from educational facilities.”
- **Concise:** Messages are brief and to the point.
Example: “Limited school transportation increases dropout rates.”
- **Concrete:** Use specific examples and evidence.
Example: “In Region X, 40% of youth miss school due to lack of buses.”
- **Coherent:** All parts of the argument fit together logically.
Example: “Transportation barriers lead to absenteeism, which reduces academic performance, ultimately affecting future employment opportunities.”
- **Consistent:** Maintain a uniform tone and terminology.
Example: Always use “students” and “youth programs” consistently throughout the paper.

- **Compelling:** Engage the reader and make the argument persuasive.
Example: “Providing reliable school buses would ensure all children can attend school and reduce inequality in education.”
- **Credible:** Base arguments on evidence and reliable sources.
Example (illustrative): “According to the Youth Policy Center, regions with better transportation have 30% lower dropout rates.”

Facilitator Focus

- Encourage clarity and simplicity
- Ensure alignment between problem and objectives
- Help participants avoid overly academic language
- Remind them: policymakers need actionable clarity

Practical Tips

- Focus on **one clear issue** per policy paper.
- Use **statistics, reports, or personal/community experience** as evidence.
- Keep language **clear, professional, and actionable**.
- Remember your audience: MEPs, media, or support networks.

Facilitator guidelines:

To ensure consistency across partner countries:

- Keep final output to maximum 2 pages and encourage realistic recommendations aligned with institutional competences.
- Support participants struggling with evidence by suggesting credible public sources.
- Prioritise writing time and avoid overspending time on theory.
- Ensure inclusive participation, especially for quieter participants.

Module 5: Proposing Solutions: The Heart-Head-Hand Framework

Purpose

To formulate compelling, realistic, and actionable recommendations.

Description

Participants develop 2–3 concrete recommendations using the **Heart-Head-Hand** framework:

- **Heart:** Why should decision-makers care? (emotional relevance)
- **Head:** What is the evidence and logic behind the solution?
- **Hand:** What specific action should be taken, by whom, and by when?

Recommendations must:

- Target specific actors (e.g., MEPs, the European Commission, national ministries or local authorities)
- Directly address root causes identified earlier
- Be feasible and measurable

Facilitator Focus

- Ensure recommendations are realistic and actionable
- Avoid abstract or symbolic proposals
- Push for specificity (“who does what, by when?”)
- Connect recommendations clearly to the problem analysis

Learning Outcome

Participants can craft persuasive and actionable policy recommendations tailored to decision-makers.

Module 6: Sharing, Reflection & Next Steps

Purpose

To build confidence, consolidate learning, and encourage continued advocacy.

Description

Volunteers present their policy papers to the group. This strengthens public speaking confidence and reinforces peer learning.

Facilitators conclude by emphasizing that advocacy is a long-term process and that these policy papers can be used in future campaigns, meetings, or workshops.

Participants complete feedback forms before closing.

Facilitator Focus

- Create a supportive atmosphere during presentations
- Highlight strengths in each paper
- Reinforce progress made during the session

- Encourage long-term engagement

Learning Outcome

Participants gain confidence in presenting their ideas and understand how to use their policy paper beyond the training.

Assessment and Evaluation

At the start of the session, while welcoming participants and introducing the activity, facilitators should ensure that all attendees sign the **attendance sheet** and that **registration forms are completed by participants attending ParticipACTION activities for the first time**.

Purpose

The Policy Paper Writing Training (WP9) is designed to strengthen the knowledge and skills of young people (16–23) from diverse backgrounds, particularly TCNs, with a focus on young migrant women and girls, in policy analysis, writing, and advocacy. While there is **no formal grading**, participants' **self-assessed increase in knowledge and skills** will be measured using post-training questionnaires, in line with the WP9 performance indicator: *"% of participants to policy paper writing training increased skills on policy paper writing (target 80%)"*.

The training emphasizes **hands-on learning, practical exercises, and real-life application**, providing a supportive environment where participants can develop actionable policy recommendations. By completing the training, young people are empowered to **translate their insights into structured policy papers** and to communicate effectively with policymakers at local, national, and EU levels, directly contributing to Strategic Objective SO2: ensuring young people increase their knowledge on rights, EU values, institutions, and policies, and gain the skills to actively participate in democratic processes.

Observation Protocol

Facilitators may observe participants to provide guidance and support during activities, but there is no formal scoring or assessment. Notes are only for facilitation purposes and to help participants receive constructive advice.

Self-Reflection

Participants are encouraged to reflect on their learning throughout the training, but this is optional and for personal growth. There is no submission requirement for reflection activities.

Peer Interaction

Group discussions and peer exchanges are used to share ideas and approaches to policy

writing. Feedback is informal and meant to help participants improve their understanding and writing skills, not to evaluate them.

Final Outputs

There are no graded deliverables. Participants may choose to draft parts of a policy paper during exercises, but these drafts are for practice and facilitator guidance only.

Participant Feedback

At the end of the training, participants are asked to complete a survey designed to evaluate their self-perception of skills and knowledge gained on policy paper writing. The survey will also include a section to collect qualitative feedback on the training to improve future activities. **This survey is provided to measure the WP9 performance indicator** and a [template is included to ensure consistency and facilitate feedback collection](#).

Facilitator Guidance

Facilitators should maintain a supportive and encouraging environment. Observations should be used to guide participants, provide clarifications, and suggest improvements, always focusing on learning rather than evaluation.

Useful links

- [Policy Paper Writing Training Templates](#)
- [PPT Slides for facilitators](#)
- [Cuesheet for facilitators](#)
- [Post-Training Survey](#)