TRAINING NEEDS ASSESSMENT SURVEY ANALYSIS REPORT

National and Local Youth Council Members in Albania

Activity 1.1.2 - Development of a Training Needs Assessment Analysis

Technical Assistance Project | EC-NEAR/TIA/2024/EA-RP/0084

English master - survey evidence stream

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Document status and scope

This report consolidates the quantitative survey evidence generated under Activity 1.1.2 of the Technical Assistance. It is designed to feed into the wider Training Needs Assessment (TNA) for National and Local Youth Council members. It is not, on its own, the final mixed-method TNA: the concept and methodology envisage triangulation of survey findings with semi-structured interviews and focus groups, followed by validation with the National Youth Agency and Youth Council representatives.

The analysis retains the terminology of the approved English questionnaire: National Youth Council (NYC; Albanian KKR) and Local Youth Councils (LYCs; Albanian KVR). Percentages are descriptive of the survey respondents and should not be interpreted as nationally representative population estimates.

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Executive summary

The survey provides a detailed picture of the knowledge, experience, perceived capacities, operational challenges and training priorities of 70 members of National and Local Youth Councils in Albania. The evidence does not describe largely inactive Councils or members lacking basic motivation. Rather, respondents report substantial activity, high confidence in representation and teamwork, and broadly positive perceptions of youth participation. The main capacity-development gap appears further along the participation chain: converting youth engagement into evidence-based recommendations, structured institutional dialogue, advocacy, follow-up and feedback.

The survey also shows that Council effectiveness is shaped by institutional and material conditions that cannot be addressed through training alone. Lack of financial resources is the dominant challenge and remains the strongest non-training support need. Respondents also call for stronger institutional support, more regular consultation with decision-makers, clearer guidance on Council roles, stronger partnerships and opportunities for exchange.

- 70 respondents: 55 LYC members and 15 NYC members.
- 78.6% are under 25; 41.4% are under 18; 81.4% are secondary-school or university students.
- 58.6% have been Council members for less than one year.
- Knowledge is generally positive but less consolidated for the Youth Law and National Youth Strategy, especially among LYC respondents.
- Councils report broad activity, but structured dialogue and systematic inclusion are less consistently embedded than awareness-raising, volunteering and community initiatives.
- The weakest self-assessed technical capacity is developing policy proposals or recommendations; consultation facilitation and advocacy are also comparatively weaker.
- Only 34.3% report relevant training in the previous 12 months, and only 28.6% report experience implementing an externally funded project.
- The strongest training-demand cluster is mandate/institutional literacy plus meaningful participation and representation; a second cluster concerns project development, fundraising and financial management.
- 87.1% rate safeguarding training as a high or very high priority, despite generally positive assessments of youth-space safety.
- Interactive and experiential learning is the most defensible delivery principle; exact preference for face-to-face delivery is somewhat sensitive to municipal sample composition.

Core synthesis: the principal training need is not basic participation awareness, but strengthening the complete pathway from inclusive consultation and representation to evidence-based policy recommendations, structured dialogue, advocacy, institutional response, follow-up and feedback.

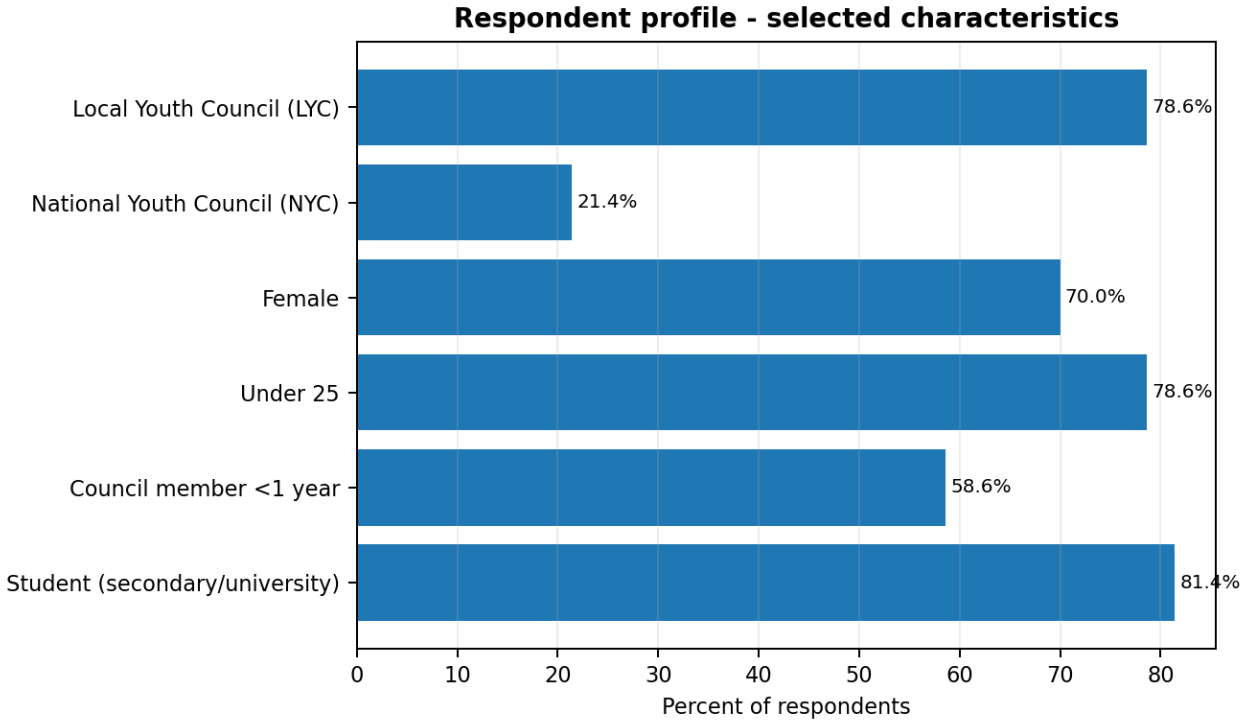


Figure 1. Selected respondent characteristics. Source: TNA survey responses, 2026.

1. Technical Assistance context and purpose

Activity 1.1.2, "Development of a training needs assessment analysis", forms part of the Technical Assistance supporting Albanian youth civic participation, community engagement and structured dialogue. The activity is intended to provide the evidence base for the subsequent training programme for National and Local Youth Council members.

The approved concept note defines the purpose of the TNA as identifying knowledge and capacity gaps affecting Youth Council members and designing a training programme tailored to those needs. It places particular emphasis on members' awareness of their functional roles and their ability to support and coordinate stronger youth engagement in the development of policy proposals.

The concept note adopts a multi-layered methodology. It envisages: (i) semi-structured interviews with relevant institutional and Youth Council representatives; (ii) focus groups, including Local Youth Council members and youth-focused civil society actors; and (iii) survey questionnaires administered digitally to Local and National Youth Council members. The intended output is a survey data analysis and draft TNA report, followed by validation and incorporation of stakeholder feedback into the final TNA.

> ***This document therefore represents the quantitative survey evidence stream within the broader mixed-method TNA. Qualitative evidence should be used to confirm, challenge and explain the patterns identified here.***

1.1 Purpose of the survey

The questionnaire was designed to assess existing knowledge, participation experience and capacities; identify challenges affecting the effective functioning of Youth Councils; and determine priority areas for future training and capacity development. It also collected limited profile information so that differences across Council structures, territories and respondent groups could be examined without requesting names or surnames.

2. Methodology and analytical approach

2.1 Dataset and questionnaire structure

The dataset contains 70 completed survey responses and 66 exported variables. The questionnaire comprises 56 numbered analytical items, many implemented as multiple-choice grids, check-box questions and conditional follow-up items. For analysis, the instrument was treated in eleven substantive sections:

1. Respondent profile
2. Understanding of the Youth Council role
3. Youth Council activity and participation
4. Capacity to participate and represent young people
5. Meaningful youth participation
6. Safe, inclusive and accessible spaces
7. Main challenges facing the Youth Council
8. Previous training and experience
9. Training priorities
10. Preferred training format
11. Support needed to strengthen the Youth Council

2.2 Analytical principles

- Closed-response items are reported through counts, percentages, and scale means where appropriate.
- "I do not know" responses are retained as analytically meaningful categories; means for agreement/safety scales exclude non-substantive "I do not know" responses.
- Multi-response questions are interpreted as prevalence of selection; their percentages do not sum to 100%.
- NYC/LYC comparisons are descriptive. The NYC subgroup contains only 15 respondents and is too small for strong inferential claims.
- Municipality-level results are not treated as representative municipal estimates because response counts vary widely.
- Open-text responses are used for thematic interpretation and cross-checking rather than quantified as if they were closed categories unless a clear manual coding rule is stated.
- The survey measures self-reported knowledge, confidence, and perceptions; it is not an objective competency test.

2.3 Survey quality and sensitivity analysis

Before synthesis, the dataset was subjected to a dedicated survey-quality and robustness check. The purpose was not to "repair" responses statistically, but to identify whether low-effort response behaviour or uneven municipal representation materially altered the main findings. Three analytical versions were therefore used: the full sample (n=70), a conservative quality-screened sample (n=67), and a stricter stress-test sample (n=59). For LYCs, an additional equal-municipality sensitivity analysis was calculated so that each represented municipality received the same total influence irrespective of the number of respondents it contributed.

3. Survey quality and robustness

3.1 Respondent-level quality diagnostic

A conservative respondent-level diagnostic examined straightlining across major grid blocks, extremely low within-response variation, very high use of top scale categories, unusable answers to the required highest-priority

item, and ultra-short open comments. No single indicator was used as a basis for exclusion. Only respondents combining at least two strong indicators were excluded from the main sensitivity sample.

Three respondents were classified as high-concern cases for the conservative screen (R05, R20 and R45). Eight additional responses were retained in the main screened sample but used in the stricter stress test. This approach avoids arbitrary removal of respondents merely because they gave consistently positive answers.

3.2 Municipality concentration

The 55 LYC respondents come from 23 represented municipalities, but participation is highly uneven. Prrenjas and Peqin each contribute eight respondents, while several municipalities contribute one. The two largest municipal clusters account for 29.1% of all LYC responses and the five largest for 52.7%. The Herfindahl-based effective number of equally represented municipalities is approximately 13, despite 23 municipalities appearing in the data.

Municipality	LYC respondents	Share of LYC sample
Prrenjas	8	14.5%
Peqin	8	14.5%
Përmet	5	9.1%
Berat	4	7.3%
Belsh	4	7.3%
Other 18 represented municipalities	26	47.3%

Accordingly, raw LYC percentages are best interpreted as respondent-weighted results, not as estimates of the average municipality. The equal-municipality sensitivity analysis is used to identify findings whose magnitude depends materially on the larger municipal clusters.

3.3 Full sample versus quality-screened sample

Composite / indicator	Full sample	Screened sample	Change
Institutional knowledge (1-5)	3.764	3.739	-0.025
Youth Council activity (1-5)	3.675	3.638	-0.037
Representative confidence (1-5)	4.161	4.169	+0.007
Meaningful participation (1-5)	4.101	4.089	-0.012
Safeguarding dimensions (1-4)	3.466	3.442	-0.024
Lack of financial resources -	58.6%	59.7%	+1.1 pp

Composite / indicator	Full sample	Screened sample	Change
challenge			

The differences are negligible. The central conclusions of the survey are therefore not driven by the small number of visibly low-quality responses.

3.4 Respondent-weighted versus municipality-balanced LYC results

Measure	Respondent-weighted LYC	Equal-municipality LYC	Difference
Institutional knowledge	3.642	3.701	+0.059
Council activity	3.673	3.445	-0.228
Representative confidence	4.104	4.025	-0.079
Meaningful participation	4.186	4.076	-0.110
Safeguarding dimensions	3.498	3.410	-0.088
Lack of financial resources - challenge	61.8%	68.4%	+6.6 pp
Role/mandate as training priority	41.8%	29.5%	-12.4 pp
Financial management as training priority	29.1%	42.0%	+12.9 pp
In-person workshops	67.3%	49.5%	-17.7 pp

The direction of most core scale findings remains intact, but the magnitude of some training priorities and delivery preferences changes materially. The synthesis therefore distinguishes robust findings from those that are composition-sensitive.

3.5 Reliability of multi-item scales

Scale	Items	Complete cases	Cronbach alpha	McDonald omega
Institutional knowledge	6	70	0.938	0.939
Youth Council activity	9	53	0.971	0.971
Representative capacity/confidence	10	70	0.960	0.961
Meaningful participation	7	56	0.922	0.926
Safeguarding dimensions	10	59	0.948	0.950

All multi-item blocks show very high internal consistency, supporting use of composite summaries. The values should nevertheless be interpreted with caution: coefficients above 0.95 can reflect closely related items and may also be inflated by response-style behaviour such as straightlining. Reliability demonstrates internal coherence, not objective competency or careful responding by every participant.

3.6 Questionnaire implementation issues

Issue	Cases	Analytical treatment
Q45='No training' but duration completed	14	Ignore duration unless Q45=Yes
Q45='No training' but topic completed	6	Ignore follow-up unless Q45=Yes
Q45='No training' but provider completed	6	Ignore follow-up unless Q45=Yes
Q49='No project' but project description completed	4	Ignore description unless Q49=Yes

These inconsistencies are treated primarily as Forms branching/implementation issues rather than evidence of respondent inattentiveness. Conditional follow-up questions are analysed only where the controlling yes/no question indicates applicability.

4. Respondent profile

Characteristic	n	%
Total respondents	70	100.0
Local Youth Council members	55	78.6
National Youth Council members	15	21.4
Female	49	70.0
Male	20	28.6
Prefer not to say	1	1.4
Under 18	29	41.4
18-24	26	37.1
25-29	12	17.1
30+	2	2.9
Prefer not to say	1	1.4
Council membership <1 year	41	58.6

Characteristic	n	%
1-2 years	24	34.3
>2 years	5	7.1
Secondary-school student	37	52.9
University student	20	28.6
Employed	10	14.3
Volunteer/civil society	2	2.9
Other	1	1.4

The respondent base is predominantly local, young and relatively new to formal Council membership. In particular, 78.6% are younger than 25 and 81.4% are students. The training audience should therefore not be treated as a professional public-administration cohort. Institutional and policy concepts need to be accessible but not simplistic, with emphasis on practical application.

NYC and LYC respondents also differ in profile. LYC participation contains a larger proportion of minors and secondary-school students, while the NYC subgroup is somewhat older and more mixed. These differences support a common conceptual core with differentiated examples and exercises rather than entirely separate curricula.

5. Detailed survey findings

5.1 Understanding of the Youth Council role

Knowledge area	Mean /5	Limited / very limited	Moderate	Good / very good
Council mandate and responsibilities	3.90	10.0%	22.9%	67.1%
Law No. 75/2019 on Youth	3.69	17.1%	21.4%	61.4%
National Youth Strategy 2022-2029	3.53	17.1%	31.4%	51.4%
Role of municipalities/public institutions	3.84	11.4%	22.9%	65.7%
Council contribution to policy-making	3.83	11.4%	22.9%	65.7%
Youth participation mechanisms	3.80	8.6%	28.6%	62.9%

Respondents perceive their knowledge as generally positive, but it is less consolidated for the formal legal and strategic framework. The National Youth Strategy records the lowest average and only around half of respondents rate their knowledge as good or very good. The Youth Law presents a similar, though somewhat stronger, pattern.

The NYC/LYC comparison is consistent across all six areas. The overall knowledge composite is approximately 3.64 for LYC members and 4.21 for NYC members. The largest differences concern the Youth Law and National Youth Strategy. This supports stronger institutional-literacy content for LYC participants, while retaining the same conceptual foundation for both structures.

> ***Interpretation: the issue is better described as uneven and insufficiently consolidated institutional knowledge than as a basic lack of knowledge.***

5.2 Youth Council activity and participation

Activity	Regularly / very frequently	Once / never	Do not know
Awareness-raising on youth rights/participation	61.4%	12.9%	5.7%
Youth-led volunteering	57.1%	11.4%	5.7%
Peer mentoring/youth ambassadors	57.1%	17.1%	8.6%
Civic education/democratic values	55.7%	7.1%	8.6%
Leadership/advocacy/public speaking/negotiation	55.7%	15.7%	8.6%
Inclusion/solidarity/social cohesion initiatives	55.7%	12.9%	7.1%
Youth-led initiatives on local problems	54.3%	12.9%	7.1%
Structured dialogue with decision-makers	52.9%	12.9%	4.3%
Activities involving disadvantaged/under-represented youth	52.9%	14.3%	11.4%

The survey does not describe dormant Councils. More than half of respondents report regular or very frequent engagement in each activity area. Awareness-raising, volunteering and community activity are particularly visible. However, structured dialogue is less consistently embedded than several activity-based forms of participation, and the involvement of disadvantaged or under-represented youth carries the highest uncertainty.

Municipality balancing reduces the LYC activity composite from 3.67 to 3.44. The conclusion that Councils are generally active remains supported, but the intensity of activity is clearly uneven across municipalities and should not be overstated.

5.3 Capacity to participate and represent young people

Capacity area	Mean /5	Confident / very confident
Collaborate with other Council members	4.34	80.0%
Consult young people before representing them	4.33	81.4%
Work with youth organisations/schools/community actors	4.29	81.4%
Represent youth views and interests	4.23	77.1%
Communicate youth priorities to authorities	4.17	80.0%
Provide feedback to young people	4.16	75.7%
Participate effectively in institutional meetings	4.13	75.7%
Advocate for changes responding to youth needs	4.03	70.0%
Organise/facilitate youth consultations	4.01	68.6%
Develop policy proposals/recommendations	3.93	65.7%

The respondent group is not characterised by widespread low self-confidence. The strongest areas are teamwork, consultation and cooperation. The weakest capacity is developing policy proposals or recommendations, followed by consultation facilitation and advocacy. This is a coherent technical-skills cluster: members appear more comfortable identifying and communicating concerns than converting those concerns into structured policy products and influencing processes.

> ***Key training implication: strengthen policy translation - consultation -> evidence -> recommendation -> dialogue -> follow-up - rather than offering generic leadership training.***

5.4 Meaningful youth participation

Statement	Mean /5	Agree / strongly agree
Young people are informed about the Council role	4.01	77.1%
Young people have realistic opportunities to communicate views	4.21	82.9%
Council reflects a broad range of youth views	4.27	90.0%
Members have sufficient opportunities to contribute to decisions	4.06	80.0%

Statement	Mean /5	Agree / strongly agree
Public authorities take Council recommendations seriously	3.91	67.1%
Council receives feedback on recommendations/proposals	4.09	80.0%
Council participation influences some decisions/programmes/services	4.19	78.6%

Respondents generally view the youth-to-Council side of participation positively. The weakest point is institutional responsiveness: only 67.1% agree or strongly agree that public authorities take Council recommendations seriously. This is materially lower than the 90% positive assessment of representativeness.

The result supports a distinction between internal representative capacity and the external enabling environment. Members may feel able to consult and communicate, but participation becomes meaningful only when institutions provide routes for consideration, response and follow-up.

5.5 Safe, inclusive and accessible spaces

Youth spaces are generally assessed positively. 71.4% of respondents say young people definitely or mostly have sufficient places to meet and participate safely, and 64.3% rate the spaces used by young people as good or very good. Detailed safeguarding dimensions are also mostly positive.

Safeguarding / inclusion dimension	Adequately or well addressed
Ability to report concerns/unsafe behaviour	91.4%
Protection of privacy	91.4%
Protection from bullying/harassment/violence	90.0%
Respectful treatment and non-discrimination	88.6%
Gender equality/gender-sensitive participation	84.3%
Physical safety	82.9%
Inclusion of rural/disadvantaged youth	82.9%
Freedom to express different views	82.9%
Safe online participation	82.9%
Accessibility for youth with disabilities	78.6%

Two findings require particular attention. First, disability accessibility is the weakest detailed inclusion dimension. Second, only 67.1% say clearly that they know where a young person experiencing harassment, discrimination or violence can seek help; 30% answer "to some extent".

At the same time, 87.1% rate training on safe spaces, inclusion and safeguarding as a high or very high priority. This is not evidence of widespread unsafe environments; rather, respondents appear to see safeguarding competence as a preventive and quality-assurance requirement.

5.6 Main challenges facing Youth Councils

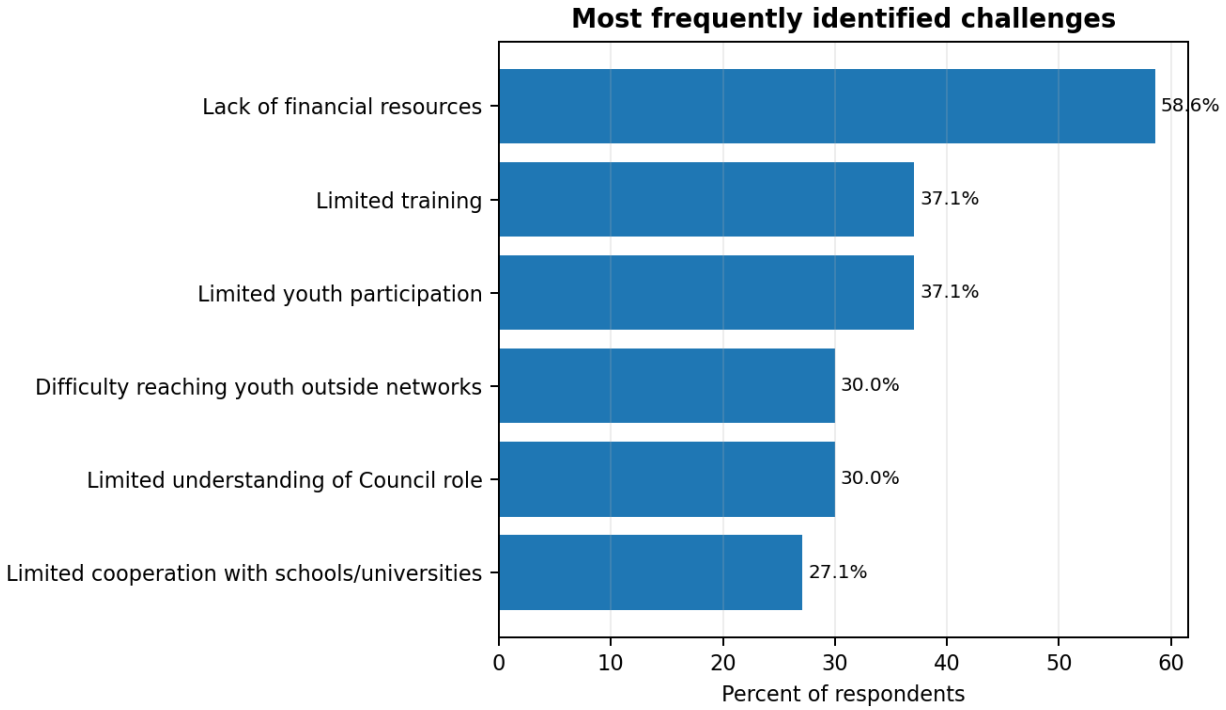


Figure 2. Most frequently identified challenges. Respondents could select up to five.

Challenge	n	%
Lack of financial resources	41	58.6
Limited training	26	37.1
Limited youth participation	26	37.1
Difficulty reaching youth outside established networks	21	30.0
Limited understanding of Council role	21	30.0
Limited cooperation with schools/universities	19	27.1
Lack of meeting/activity spaces	15	21.4
Limited access to information/data	14	20.0
Limited disadvantaged/marginalised participation	14	20.0
Limited influence on decisions	13	18.6

Challenge	n	%
Limited feedback from decision-makers	12	17.1
Weak communication with public institutions	12	17.1

The dominant constraint is structural rather than individual: lack of financial resources is selected by 58.6%, substantially more than any other item. Training is important but sits alongside participation, outreach, partnership, information and institutional-interface constraints. The survey therefore does not support treating Council effectiveness primarily as a training problem.

The three participation-related challenges - limited youth participation, difficulty reaching youth outside established networks, and limited participation of disadvantaged or marginalised youth - reinforce the need for systematic and inclusive outreach. Weak cooperation with schools and universities is also notable given that most respondents are students and educational institutions could be key channels for consultation and communication.

5.7 Previous training and experience

Previous experience	Yes	No
Relevant training in previous 12 months	24 (34.3%)	46 (65.7%)
Externally funded project/initiative implementation	20 (28.6%)	50 (71.4%)

Previous capacity-development exposure is limited and uneven. Only around one-third report relevant training in the previous year. Among the 24 confirmed training participants, 75% report no more than three training days. Open responses indicate a diverse mix of themes and providers rather than a common structured curriculum for Youth Council members.

Only 28.6% report experience implementing an externally funded project. Such experience is more common among NYC than LYC respondents. The future programme should therefore establish a common competency baseline while using differentiated exercises for participants with different levels of prior exposure.

Respondents with recent training report higher average institutional knowledge and confidence, particularly within the LYC group. The cross-sectional design cannot establish causality, but the association provides supportive evidence for structured capacity development.

5.8 Training priorities

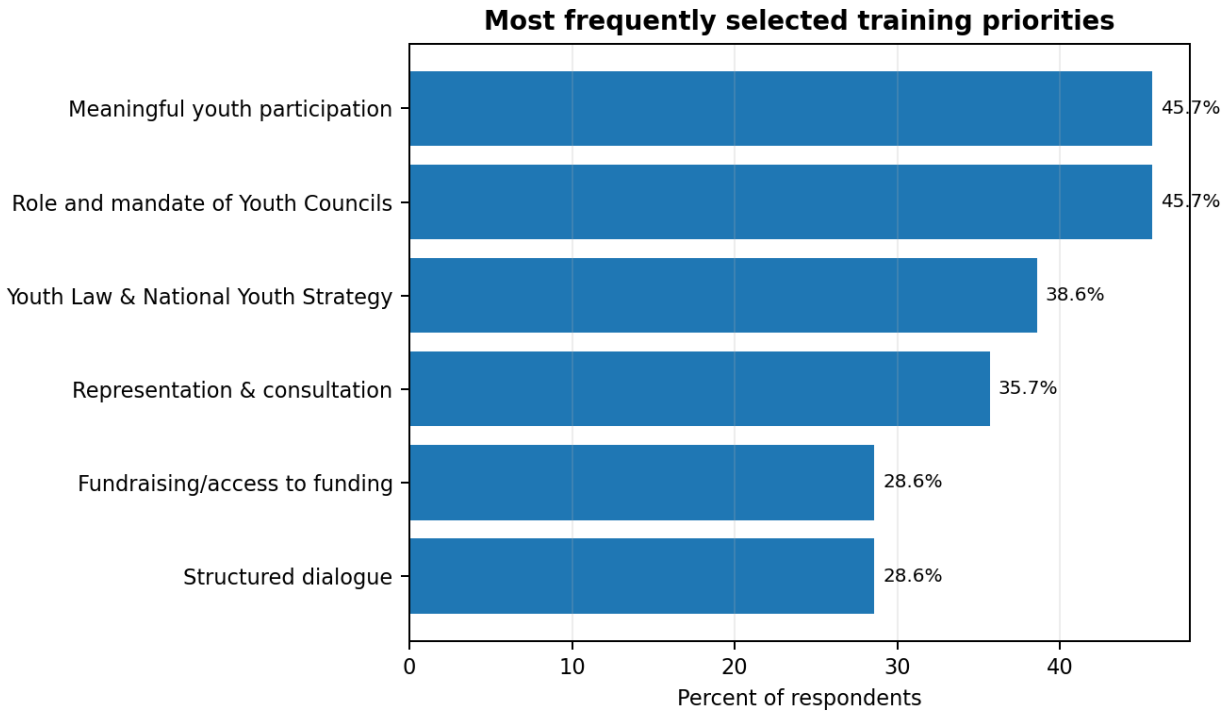


Figure 3. Most frequently selected training priorities. Respondents could select up to five.

Training area	n	%
Meaningful youth participation	32	45.7
Role and mandate of Youth Councils	32	45.7
Youth Law and National Youth Strategy	27	38.6
Representation and consultation	25	35.7
Fundraising/access to funding	20	28.6
Structured dialogue with public authorities	20	28.6
Project development/management	19	27.1
Public speaking/presentation	19	27.1
Financial management/budgeting	18	25.7
Organising youth activities/events	17	24.3
Communication with young people	16	22.9
Leadership/teamwork	13	18.6

The strongest training-demand cluster concerns institutional role and meaningful participation: mandate, Youth Law/National Youth Strategy, participation, representation and consultation. A second coherent cluster concerns

fundraising, project development and financial management. These priorities align closely with the independent evidence from knowledge, experience and challenge questions.

Several lower-frequency selections still deserve inclusion as embedded competencies. Advocacy is less frequently selected than structured dialogue even though advocacy confidence is comparatively weak; inclusion is selected less often despite clear outreach and accessibility issues; safeguarding ranks low in the forced five-choice question even though 87.1% rate it highly when assessed directly. This is why curriculum design should not simply reproduce the raw ranking of Question 51.

The free-text "single highest priority" question is analytically weaker because it was implemented as open text rather than the intended single-choice field. A conservative manual review could code most answers, but demand becomes dispersed across several categories rather than producing one dominant priority. The multi-response question and cross-sectional evidence are therefore given greater weight.

5.9 Preferred training format and duration

Preferred format	n	%
In-person workshops	48	68.6
Study visits/exchanges	31	44.3
Practical case-based workshops	23	32.9
Mentoring/coaching	18	25.7
Live online training	17	24.3
Self-paced online modules	16	22.9
Peer learning with other Councils	12	17.1
Practical manuals/toolkits	12	17.1

Preferred duration	n	%
Half-day session	21	30.0
2-3 training days spread over several weeks	14	20.0
No preference	13	18.6
Two consecutive days	9	12.9
One full day	7	10.0
Longer modular programme	6	8.6

In-person workshops are the leading raw preference, but the equal-municipality LYC sensitivity analysis reduces this figure substantially. The more robust pedagogical conclusion is broader: respondents favour interactive and experiential learning, particularly practical cases and exchanges, while online learning retains a complementary role.

Duration preferences are dispersed. The evidence therefore supports a modular programme delivered in manageable blocks rather than either a single long event or a sequence of disconnected awareness sessions.

5.10 Support needed beyond training

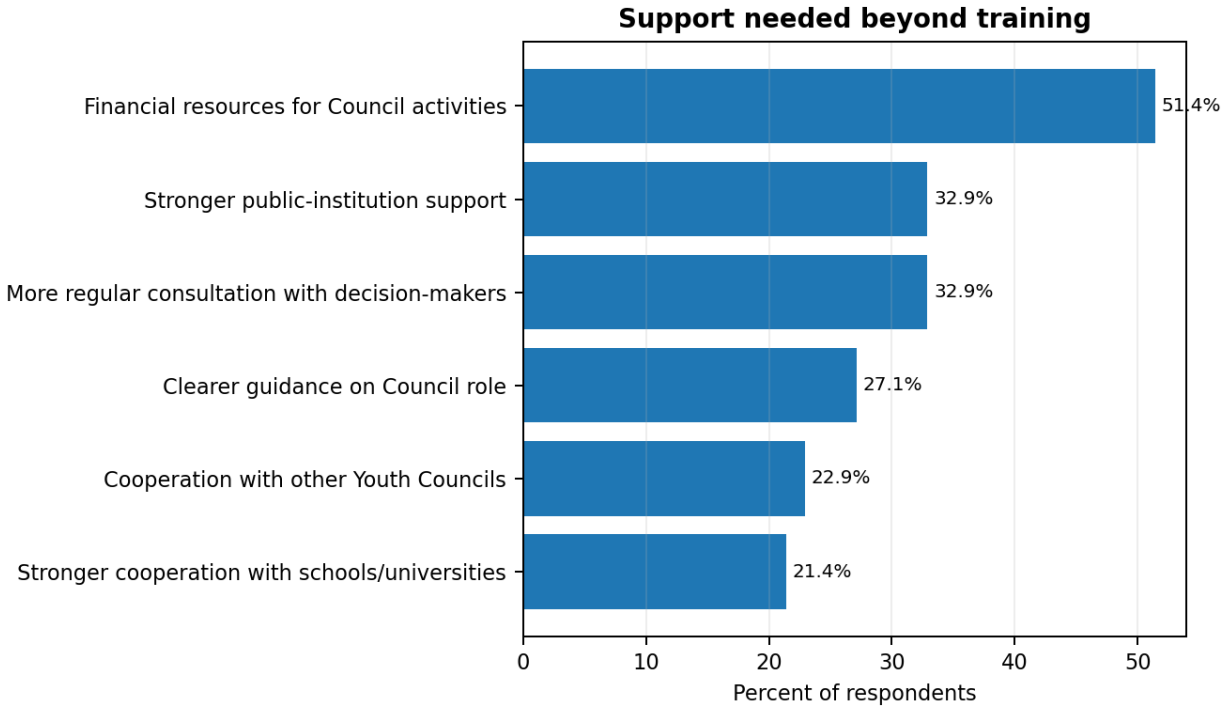


Figure 4. Most frequently selected support needs beyond training. Respondents could select up to three.

Support needed	n	%
Financial resources for Council activities	36	51.4
Stronger support from municipality/public institutions	23	32.9
More regular consultation with decision-makers	23	32.9
Clearer guidance on Council role	19	27.1
Cooperation with Youth Councils in other municipalities	16	22.9
Stronger cooperation with schools/universities	15	21.4
Better mechanisms for consulting young people	12	17.1
Access to appropriate meeting/activity spaces	12	17.1
Stronger cooperation with youth organisations/CSOs	11	15.7

Support needed	n	%
Improved feedback from public authorities	9	12.9
Better access to information/youth data	7	10.0
Mentoring/technical assistance	7	10.0

This section provides the clearest evidence that the TNA should distinguish training from enabling conditions. Financial resources are again the dominant issue. Institutional support and regular consultation with decision-makers are tied as the next most frequent needs. Clearer guidance, inter-council cooperation and stronger partnerships with schools/universities also recur.

> ***The survey indicates that stronger Youth Councils require both more capable members and more enabling institutions. Skills can strengthen consultation, policy formulation and project implementation, but their effect will remain limited where Councils lack resources, predictable access to decision-makers and institutional feedback.***

6. Cross-cutting synthesis

6.1 Overall diagnosis

Taken together, the survey evidence portrays a Youth Council membership that is generally active, motivated and confident in basic representation and participation. The main gap emerges where engagement must be converted into structured institutional influence. The central capacity-development pathway is therefore:

> ***Inclusive outreach and consultation -> synthesis of youth views -> evidence-based recommendations -> structured dialogue and advocacy -> institutional response -> feedback and follow-up.***

Six cross-cutting capacity areas emerge:

- Institutional literacy and role clarity: strengthening understanding of the Council mandate, Youth Law, National Youth Strategy and institutional architecture.
- Meaningful and inclusive participation: moving beyond participation in principle toward systematic outreach, consultation, representation and feedback.
- Policy formulation: translating youth views and evidence into structured, realistic recommendations.
- Structured dialogue and institutional influence: strengthening meeting preparation, advocacy, negotiation, follow-up and institutional feedback.
- Projects, funding and financial management: improving the ability to design initiatives, identify opportunities, budget and implement responsibly.
- Safeguarding, inclusion and accessibility: embedding safe participation, referral knowledge, disability accessibility, gender sensitivity and inclusion throughout Council practice.

6.2 Training needs versus enabling conditions

Level	Examples	Implication
Direct capacity needs	Mandate; participation; consultation; policy	Address through structured training and

Level	Examples	Implication
	recommendations; advocacy; project design; budgeting; safeguarding	practical exercises
Capacity + institutional interface	Influence on decisions; feedback; communication with institutions; cooperation with schools/CSOs	Address through training plus clearer institutional mechanisms
Enabling conditions beyond training	Financial resources; meeting spaces; predictable consultation opportunities; availability of data/information	Address through institutional and operational measures

6.3 Differentiation between NYC and LYC

The survey supports a common core rather than separate conceptual curricula. NYC respondents generally report stronger institutional knowledge and somewhat higher confidence, but they are more critical of some aspects of institutional responsiveness. LYC respondents show comparatively greater need for practical local application, project development, financial management, outreach and inter-municipal exchange. Given the small NYC sample, these differences should inform exercises and emphasis rather than rigidly separate programmes.

6.4 Robustness of the synthesis

Finding	Assessment	Interpretation
Financial resources as dominant constraint/support need	ROBUST	Direction and prominence persist across quality and municipality checks.
Core knowledge/confidence patterns	ROBUST	Full-to-screened shifts are negligible; municipality balancing does not alter the interpretation.
Meaningful participation generally positive	MODERATELY ROBUST	Remains positive, but larger municipal clusters lift the LYC average somewhat.
Council activity generally regular	MODERATELY ROBUST	Activity remains above midpoint but intensity is composition-sensitive.
Role/mandate prevalence as LYC priority	SENSITIVE	Important overall, but raw LYC percentage is partly cluster-driven.
Financial management as LYC priority	SENSITIVE	Becomes more prominent when municipalities are equally weighted.
Dominance of face-to-face training	SENSITIVE	Face-to-face remains important but its raw dominance is reduced after municipality balancing.

7. Findings and recommendations matrix

Identified need	Evidence	Main group	Capacity-development response	Complementary action	Priority
Institutional literacy and role clarity	Weaker knowledge of Youth Law/Strategy; 30% cite limited role understanding; high training demand	Both; more pronounced in LYC	Common foundation on mandate, legal/strategic framework and institutional roles	Operational guidance/reference tool	High
Meaningful youth participation	High stated priority; participation/outreach challenges recur	Both	Practical participation cycle, consultation and feedback	Regular consultation mechanisms with broader youth constituencies	High
Inclusive outreach	Difficulty reaching youth outside networks; disadvantaged participation and disability accessibility gaps	Mainly LYC, relevant to both	Inclusive outreach, disability accessibility, rural/gender-sensitive participation	Support accessible spaces and participation of harder-to-reach groups	Cross-cutting
Policy recommendation development	Lowest-confidence technical capacity	Both	Problem analysis, evidence, recommendation writing and policy presentation	Standard templates for consultation summaries and recommendations	High
Structured dialogue and influence	Institutional responsiveness is the weakest participation link	Both	Meeting preparation, advocacy, negotiation, follow-up	Predictable consultation and formal feedback procedures	High
Project development and funding	Low project experience; strong demand; resource constraints	Especially LYC	Project cycle, fundraising, concept notes and basic implementation	Funding information, templates and mentoring	High
Financial management	25.7% overall; stronger under municipality-balanced LYC analysis	Especially LYC	Basic budgeting, controls and simple reporting	Simple budget templates/guidance	Medium-High
Schools/universities	Repeated	Mainly LYC	Stakeholder mapping and	Regular cooperation	Medium-High

Identified need	Evidence	Main group	Capacity-development response	Complementary action	Priority
partnerships	challenge/support need		partnership building	channels with education institutions	
Peer exchange	Study visits and inter-Council cooperation valued	Especially LYC	Peer cases, exchange and joint learning	Inter-municipal Council exchange/network mechanism	Medium-High
Safeguarding and referral competence	87.1% high/very high priority; only 67.1% clearly know where to seek help	Both	Mandatory practical safeguarding and referral component	Accessible safeguarding contacts/procedures	Cross-cutting
Differentiated starting levels	NYC stronger on knowledge/confidence; prior training uneven	Both	Common core with differentiated exercises	Induction for new members; advanced practice opportunities	Design principle
Experiential learning	Preference for practical cases/exchanges; exact face-to-face dominance; composition-sensitive	Both	Simulation, cases, role play, templates, Council-based assignments	Online follow-up and selective mentoring	Methodological priority

8. Recommendations

8.1 Establish a common institutional foundation

Provide all Council members with a common operational understanding of the Council mandate, Law No. 75/2019 on Youth, the National Youth Strategy 2022-2029, institutional responsibilities and participation channels. The objective should be practical institutional literacy rather than legal instruction for its own sake.

8.2 Strengthen meaningful and inclusive participation

Teach participation as a full operational cycle: constituency mapping, inclusive outreach, consultation design, recording and synthesising views, representation, and feedback to young people. Disability accessibility, rural participation, gender sensitivity and disadvantaged groups should be integrated throughout.

8.3 Build policy-formulation skills

Use realistic exercises to move from a youth concern to evidence, analysis, a responsible institution and a concise recommendation. Participants should produce tangible outputs such as consultation summaries, one-page recommendations or short policy briefs.

8.4 Strengthen structured dialogue and follow-up

Develop practical skills for institutional meetings, advocacy, negotiation, documentation of commitments, follow-up and feedback. This training should be matched by predictable consultation opportunities and clearer institutional response mechanisms.

8.5 Develop proportionate project, fundraising and financial skills

Introduce basic project-cycle logic, concept development, simple budgeting, implementation planning, monitoring and accountability. The aim is practical competence for modest youth initiatives, not professional grant-management training.

8.6 Address operating constraints institutionally

The National Youth Agency and relevant public institutions should consider practical arrangements for financial and operational support, including consultation activities, outreach, participation of disadvantaged groups, communication, transport where relevant, and access to suitable spaces.

8.7 Strengthen partnerships with schools, universities and youth organisations

Use stakeholder mapping and partnership-building exercises, and encourage regular cooperation channels that help Councils reach broader groups of young people and gather evidence on youth needs.

8.8 Establish peer-learning and exchange mechanisms

Use study visits, inter-municipal exchange and sharing of working practices as an ongoing learning mechanism, not only as a one-off training method.

8.9 Integrate safeguarding throughout the programme

Provide mandatory practical guidance on recognising concerns, disclosures, referral pathways, confidentiality, harassment, discrimination, online safety and protection of minors. Safeguarding should also shape consultation, communication and event design.

8.10 Use a common core with differentiated application

Maintain one conceptual framework for NYC and LYC members while adapting examples and practical depth. LYC exercises can place more emphasis on municipal engagement, local outreach, projects and budgeting; NYC exercises can place more emphasis on national policy dialogue, aggregation of views and advocacy.

8.11 Adopt a modular experiential methodology

Prioritise interactive learning: practical cases, simulations, role play, templates, peer exchange and Council-based assignments. Use online tools as follow-up and support rather than assuming they should be the primary mode.

8.12 Provide practical tools and induction resources

Accompany training with standard templates for consultation, stakeholder mapping, recommendations, meeting preparation, projects, budgets, action planning and safeguarding referrals. Consider a short standard induction package for incoming Council members to preserve continuity as membership changes.

8.13 Link training to application and mentoring

Where feasible, require participants to apply learning to a real Council task and review the result through a later mentoring or peer session. This shifts the intervention from attendance to demonstrated use of skills.

9. Limitations, triangulation and next steps

9.1 Limitations

- The survey is a non-probability response sample and should not be treated as nationally representative of all Youth Councils or all young people.
- Municipal representation is uneven; some LYC percentages are sensitive to the municipalities contributing the largest respondent clusters.
- The NYC subgroup contains only 15 respondents, so NYC/LYC differences are indicative rather than definitive.
- Knowledge, confidence, and participation measures are self-reported and may be affected by social desirability, response style, and differing respondent standards.
- Very high internal-consistency coefficients support coherent scale use but do not prove objective competence.
- A small number of responses show low-effort patterns; conservative screening demonstrates that the main conclusions do not depend on them.
- Several conditional follow-up items were completed despite a preceding "No" response, indicating a Forms branching/implementation issue. These follow-ups were analysed only when applicable.
- The highest-priority training question was implemented as open text, limiting direct statistical comparison and requiring cautious manual interpretation.

9.2 Triangulation priorities for interviews and focus groups

- Whether municipalities and other public authorities share Council members' relatively positive assessment of representativeness and influence.
- Why structured dialogue and institutional feedback are uneven and what concrete institutional mechanisms would make them more predictable.
- How resource constraints operate in practice and what forms of financial/operational support are feasible.
- How Councils reach young people outside established networks, including rural, disadvantaged and disabled youth.
- Whether policy-recommendation skills observed in practice match respondents' self-assessed confidence.
- Which previous training models have been most useful and where duplication should be avoided.
- What common induction/guidance arrangements already exist and what needs standardisation.
- How safeguarding and referral responsibilities should be operationalised for Council members, especially minors.

9.3 Overall conclusion from the survey evidence

The survey identifies a Youth Council membership that is generally active and confident in basic participation and representation, but whose competencies are less consolidated where engagement must be translated into formal institutional influence. The principal capacity-development need is therefore to strengthen the pathway from inclusive consultation and representation to evidence-based policy recommendations, structured dialogue, advocacy, institutional response, follow-up and feedback. This pathway should be underpinned by stronger institutional literacy and complemented by practical project, fundraising and financial-management skills.

Training alone will not be sufficient. Respondents identify financial resources, institutional support, predictable consultation with decision-makers, clearer guidance, partnerships and practical operating conditions as significant enabling factors. The final TNA should therefore frame capacity development as one part of a broader support package and use qualitative evidence to test and refine the conclusions presented here.

Annex A. Robustness details

A.1 Robustness classification

Main finding	Classification	Evidence/interpretation
Financial resources are the dominant constraint/support need	ROBUST	58.6% challenge -> 59.7% screened; LYC 61.8% -> 68.4% equal-municipality; support need remains dominant.
Core knowledge/confidence patterns	ROBUST	Full-to-screened shifts <=0.03; municipality-balanced shifts do not change substantive interpretation.
Meaningful participation generally positive	MODERATELY ROBUST	Full-to-screened almost unchanged; LYC composite falls from 4.19 to 4.08 under equal-municipality weighting.
Council activity frequency	MODERATELY ROBUST	Full-to-screened shift small; LYC composite falls from 3.67 to 3.44 under equal-municipality weighting.
Role/mandate as LYC training priority	SENSITIVE TO COMPOSITION	41.8% respondent-weighted vs 29.5% equal-municipality.
Financial management as LYC training priority	SENSITIVE TO COMPOSITION	29.1% respondent-weighted vs 42.0% equal-municipality.
Structured dialogue as LYC training priority	SENSITIVE TO COMPOSITION	23.6% respondent-weighted vs 11.8% equal-municipality.
In-person workshop preference	SENSITIVE TO COMPOSITION	67.3% respondent-weighted vs 49.5% equal-municipality; experiential learning remains the broader robust signal.

A.2 Analytical rule for interpreting robustness

Robust findings are used directly in the survey synthesis. Moderately robust findings are retained but expressed with more cautious language. Composition-sensitive findings are reported as indicative and should be triangulated before being used to determine precise curriculum weight or delivery arrangements.

Annex B. Questionnaire analytical structure

Section	Questions	Analytical purpose
1. Respondent profile	Q1-Q6	Structure, municipality, gender, age, tenure and current situation
2. Understanding of Council role	Q7-Q12	Institutional knowledge and policy-framework awareness
3. Council activity and participation	Q13-Q21	Frequency of key Council activities during previous 12 months

Section	Questions	Analytical purpose
4. Capacity to participate/represent	Q22-Q31	Self-confidence in core representative and institutional tasks
5. Meaningful youth participation	Q32-Q38	Accessibility, representation, institutional response, feedback and influence
6. Safe/inclusive spaces	Q39-Q43	Availability, quality, safeguarding, inclusion and referral knowledge
7. Main challenges	Q44	Operational, institutional, participation and resource constraints
8. Previous training/experience	Q45-Q50	Recent training exposure and externally funded project experience
9. Training priorities	Q51-Q52	Priority topics and highest-priority preference
10. Preferred training format	Q53-Q54	Delivery modalities and manageable duration
11. Support beyond training	Q55-Q56	Institutional/operational support and additional comments

Primary sources: Activity 1.1.2 Concept Note and Training Needs Assessment questionnaire; Google Forms response dataset (70 responses); Survey Quality and Robustness Check workbook.