Activity 1.3.2 -Development of a comprehensive Youth-friendly services guide

Subject	Comprehensive Guide on Youth-Friendly Services
Identification Number	EC-NEAR/TIA/2024/EA-RP/0084
Date	various
Venue	Project Office, NYA Tirana, Albania
Activity code	1.3.2 – Draft Guide
Authors	KE-2 Bernard Zeneli Sr NKE Youth Policy Anisa Seferaj
Revised by	KE-1 Cleofe MC Guardigli

"COMPREHENSIVE GUIDE FOR YOUTH-FRIENDLY SERVICES IN ALBANIA

PRACTICAL FRAMEWORK FOR DESIGNING, PROVIDING, MONITORING, AND IMPROVING YOUTH-FRIENDLY SERVICES"

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the Author and can in no way be taken to reflect the views of the European Union.

SEPTEMBER 2026

Contents:

I. UNDERSTANDING YOUTH-FRIENDLY SERVICES 4
I.1 Introduction 4
I.2. Purpose of the Guide 6
I.3. Objectives of the Guide 7
I.4. Target Audience 7
I.5. How to Use This Guide 8
II. CONCEPTUAL AND POLITICAL FRAMEWORK 8
II.1. Introduction to Youth-Friendly Services 8
II.2. Albanian Legislation and Youth-Friendly Services 10
II.3. The Importance of Youth-Friendly Services for Albania 13
III. BASIC PRINCIPLES OF PROVIDING YOUTH-FRIENDLY SERVICES 14
III.1. Accessibility 14
III.2. Admissibility 15
III.3. Adaptability 16
III.4. Quality 17
III.5. Participation 17
IV. YOUTH-FRIENDLY SERVICES IN INSTITUTIONAL PRACTICE 18
IV.1. Institutional Engagement and Policies 18
A. Development of internal policies for Youth-Friendly Services 18
B. Allocation of human and financial resources 20
B.1. Human Resources 20
B.2. Capacity building of staff 21
B.3. Financial resources 22
IV.2. Creation of inter-institutional coordination mechanisms 24
IV.2.1. Central Coordination Mechanism 24
IV.2.2. Local coordination mechanism for youth-friendly services 26
A. Youth-Friendly Local Services Map 27
B. Conducting an assessment of local needs for Youth-Friendly Services 28
C. Development of a local/institutional action plan for the implementation of youth-friendly services. 28
D. Implementation, monitoring, and review 29

V. SERVICE SYSTEM AND DELIVERY MODELS 29
V.1. Dedicated spaces for youth 29
V.2. Referral Systems, establishing clear and efficient referral pathways 32
V.3. Digital Platforms and Tools for Youth-Friendly Services 34
V.4. Youth-friendly language 35
V.5. Targeted reach and engagement in the community 36
V.6. Digital Communication and Engagement 38
V.7. Monitoring, Evaluation, and Gathering Opinions 40
PRACTICAL IMPLEMENTATION MECHANISMS OF THE GUIDE 41
Annex no. 1 "Matrix for the implementation and control of principles for the provision of Youth-Friendly Services by service providers" 43
Annex no. 2 "Creation of coordination mechanisms for the provision of youth-friendly services" 46
Annex no. 3 "Evaluation of mechanisms for providing Youth-Friendly Services" 47
Annex no. 4 "Local Level Needs Assessment Framework" 50
Annex no. 5 "Action Plan for the Implementation of Youth-Friendly Services" 50
Annex no. 6 "Evaluation questionnaire for spaces dedicated to youth" 52
Annex no. 7 "The referral process in Youth-Friendly Services" 54
Annex no. 8 "From traditional communication to youth-friendly services communication" 55
Annex no. 9 "Framework for Monitoring and Evaluation of Youth-Friendly Services" 58
The legal and strategic framework divided into themes: 58

List of cuts:

INSTAT - Institute of Statistics of Albania;

NCR 2022-2029 - National Youth Strategy 2022–2029;

NEET - Young people who are not employed, in education, or vocational training;

Guide - "Comprehensive Guide to Youth-Friendly Services in Albania - Practical Framework for Designing, Delivering, Monitoring, and Improving Youth-Friendly Services";

LGUs - Local self-government units;

OR - Youth organizations;

OPR - Youth Organizations;

GJF - Informal groups;

WHO - World Health Organization;

ShMR - Youth-friendly services;

EU - European Union;

EU Strategy - EU Youth Strategy 2019-2027;

EYGs - European Youth Goals;

JPAFP - youth not in employment, education, or vocational training;

Council of Ministers Decision - Decision of the Council of Ministers;

SNRAP 2025-2030 - Intersectoral Public Administration Reform Strategy 2025-2030;

SNDQV 2023-2030 - Intersectoral Strategy for Decentralization and Local Governance 2023-2030;

NRC - National Youth Council;

KVR - Local Youth Councils;

AKR - National Youth Agency;

MVShMR - Local Mechanism for Youth-Friendly Services;

ASPA - Albanian School of Public Administration;

TALGA - Academy for Training Local Self-Government Units in Albania;

VNT - Training Needs Assessment;

PT - Training Plan;

Map - Youth-Friendly Local Services Map;

PVZ ShMR - Action Plan for the Implementation of ShMR.

I. UNDERSTANDING YOUTH-FRIENDLY SERVICES

I.1 Introduction

The year 2019 marked an important development in consolidating the legal framework for youth in Albania, with the adoption of law no. 75/2019 "On Youth" (as amended). The law constitutes the main legal basis for guaranteeing and promoting the rights of young people, creating conditions for their activation, participation, and support, as well as defining the roles and responsibilities of institutions at the central and local levels. It also foresees cooperation mechanisms between public institutions and organizations operating in the field of youth. In this context, the law establishes the institutional basis for the development and provision of policies, programs, and services that respond to the needs and rights of young people.

According to the Albanian legal framework, young people include those aged 15–29. Data from the 2023 Population and Housing Census[1] by the Institute of Statistics of Albania (INSTAT) show that this age group constituted about 430.3 thousand people in Albania, representing a significant part of the country's

[1] INSTAT (2024). Population and Housing Census in Albania 2023 – Main Results.

population. INSTAT data over the years show a decline in both the number and share of young people in Albania's population, as a result of the interaction of factors such as emigration, declining birth rates, and the progressive aging of the population. These developments are affecting the country's demographic structure and create the need for youth policies more adapted to the changing reality and needs of young people.

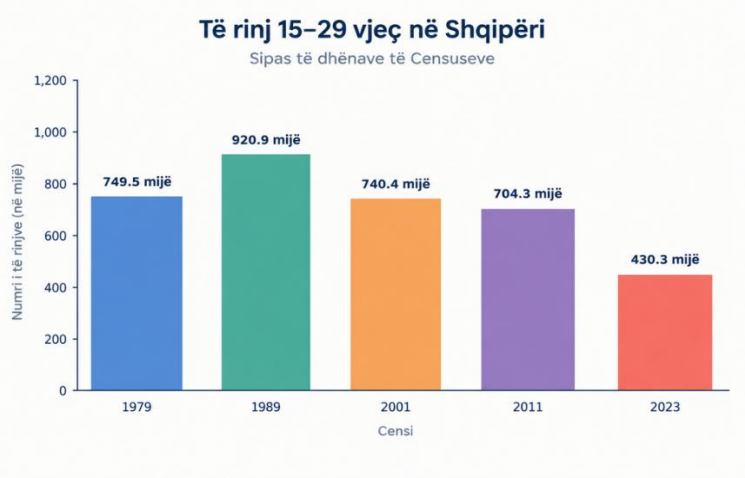


Figure no. 1 Comparative analysis of Census data in Albania on the number of young people

Within this framework, youth policies represent the sustainable and inclusive activity of central and local institutions, aimed at creating conditions for the personal development of young people and their participation in public, social, economic, and cultural life. They include interconnected fields such as education, employment, social welfare, health, environment, transport, and participation in decision-making.

Public services are the mechanism through which youth policies translate into concrete support for young people. For this reason, the effectiveness of youth policies depends significantly on the ability of institutions to provide accessible, inclusive, appropriate, quality services designed in accordance with the needs and experience of young people.

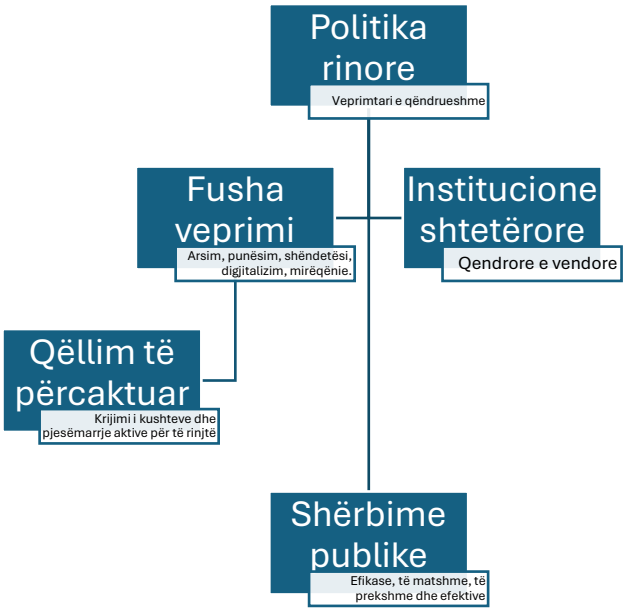


Figure no. 2 Organization of youth policies

Albania has consolidated the youth policy framework, led by law no. 75/2019 "On Youth" (as amended) and the National Youth Strategy 2022–2029 (NSKR 2022–2029). Within this framework, policies and interventions related to education, employment, social protection, health, digitalization, participation, and inclusiveness of young people have been developed. However, young people in Albania continue to face a range of challenges, including emigration and demographic movements; low participation in the labor market; low level of trust in public institutions; a significant number of young NEETs (in employment, education, or vocational training); territorial inequalities, also related to the capacities and development levels of municipalities; the need for new skills adapted to changes in the labor market; the need for more integrated and accessible services; as well as the need for greater and more structured involvement of young people in decision-making processes.

In this context, public services and youth services constitute one of the main mechanisms through which youth policies translate into concrete support for young people. Services must be organized so that young people can find the information they need, have access to support and opportunities, develop their skills, and participate more actively in social life. This requires not only available services but also services that are understandable, accessible, suitable for different age groups and situations, and that take into account the experience of the young people themselves. It is precisely in this regard that the approach to Youth-Friendly Services (SHMR) becomes important.

I.2. Purpose of the guide

"The Comprehensive Guide to Youth-Friendly Services in Albania – Practical Framework for the Design, Delivery, Monitoring, and Improvement of Youth-Friendly Services" (the Guide) has been developed as a practical tool for public institutions and other service providers for the assessment, adaptation, improvement, and, when necessary, design of the Youth Standards Management. It aims to support these actors in assessing existing services, identifying improvement needs, and adapting or designing new services when necessary. The Guide proposes a common framework of principles, standards, and practices

for planning, designing, organizing, delivering, accessing, monitoring, and improving services, placing the youth at the center of the process.

The Guide's approach aims to support the transition from a model primarily oriented towards the existence and formal provision of the service to a model oriented towards the needs, rights, experience, and well-being of young people. In this sense, a ShMR is not determined solely by the fact that the service exists, but also by how it is planned, how accessible and comprehensive it is, how safe and confidential it is, how understandable and appropriate it is for young people, how it respects their dignity and rights, what results it produces, and to what extent it takes into account the voice, needs, and experience of the young people themselves.

The Guide does not aim to create a new institutional structure nor to replace the existing legal, strategic, or institutional framework. Its value lies in complementing this framework with an instrument oriented towards practical implementation. It helps institutions and service providers to systematically analyze what needs to be improved, for whom, why, how, when, and with what outcome. In this way, the Guide creates a direct link between policies and their practical implementation. The process begins with identifying needs and evaluating the service, continues with its adaptation or design, organization and delivery, and includes monitoring, taking into account the opinions and experiences of young people, and continuous improvement.

I.3. Objectives of the Guide

The overall objective of the Guide is to support the creation and consolidation of a common, youth-oriented and rights-based approach for planning, designing, delivering, monitoring, and improving youth-friendly services. This approach aims to ensure that services are available and accessible, inclusive and safe, tailored to the needs of young people, coordinated and results-oriented, guaranteeing respect for the rights, dignity, and voice of young people.

The specific objectives of the Guide aim to: establish a common framework for ShMR by defining the main principles, standards, and elements; support the identification and reduction of barriers to access, taking into account physical, financial, informational, digital, temporal, territorial, and social barriers; strengthen inter-institutional coordination and referral mechanisms to enable a more integrated response to the needs of young people and to reduce service fragmentation, as well as to enhance the capacities of staff and service providers by defining competencies, training needs, and appropriate practices for delivering ShMR.

I.4. Target Audience

The Guide is designed as a practical tool for actors contributing to the design, planning, financing, design, delivery, coordination, monitoring, and evaluation of youth services. It is addressed to various actors depending on their roles and responsibilities in the policy cycle and ShMR, creating a common framework to understand, develop, and improve ShMR. Within this framework, the Guide serves:

- Central state institutions and local self-government units (LSGUs), which are responsible for drafting and implementing policies, planning, financing, coordinating, and monitoring youth services. For these actors, the Guide provides a common basis for integrating the principles and standards of SHMR into policies, plans, programs, and service delivery mechanisms.
- Public structures and service providers, who are responsible for designing, organizing, and directly delivering services. For them, the Guide serves as a tool to evaluate existing services, identify

barriers and needs for improvement, as well as to adapt or develop services that are more accessible, inclusive, safe, appropriate, and results-oriented for young people.

- Civil society organizations, especially youth organizations (OR), youth organizations (OPR), and informal groups (GJF), which contribute to identifying the needs, mobilizing and informing young people, providing services, mediation and referral, as well as monitoring and advocating for the improvement of services. The guide aims to create a common reference for these actors as well, facilitating cooperation between public and non-public providers.
- International partners and donors who support the development of policies, programs, and services for youth in Albania. The guide can serve to direct technical and financial support towards interventions that align with the principles and standards of the ShMR and aim for sustainability, quality, and measurable results.
- Young people and their representative structures, who are users and at the same time important contributors to the development and improvement of ShMR. Their involvement can be achieved through consultation, feedback mechanisms, youth structures, co-design processes, and other forms of participation, depending on the nature of the service.

I.5. How to Use This Guide

The Guide is designed as a working tool and not just as a reference document, to support stakeholders in evaluating and improving existing services, as well as in the design and development of ShMR.

The guide can be used during different phases of the service cycle: to identify the needs and barriers faced by young people; to assess the accessibility, quality, and inclusiveness of services; to co-design solutions with young people and relevant stakeholders; to strengthen mechanisms for youth participation and gathering their opinions; as well as to plan, implement, and monitor measures to improve services.

In practice, this process can be organized as a simple cycle: identifying the need; evaluating the service and bottlenecks; adapting or designing the solution; implementation; gathering youth feedback and monitoring; analyzing the results; improving and reviewing. This cycle can be repeated as needed and adapted to the nature, size, and capacities of the provider.

In this sense, the Guide does not establish a single, unchangeable process. Its tools and instruments can be used appropriately, depending on the type of service, institution or provider, the youth group, and the purpose of the intervention. They can be used separately or combined, as needed, without replacing the legal framework, administrative procedures, or planning and monitoring instruments implemented by the institution.

II. CONCEPTUAL AND POLITICAL FRAMEWORK

II.1. Introduction to Youth-Friendly Services

The ShMR concept was initially developed in the health sector, especially within the framework of the World Health Organization (WHO) standards[2] for quality health services for adolescents. WHO standards

[2] WHO Standards

place access and equality at the center of service quality, provider competencies, service environment characteristics, quality, data use for improvement, and adolescent participation. The updated version of the 2025 standards continues to be based on a rights-based approach, non-discrimination, competence, supportive environments, adolescent engagement, and data-driven quality improvement.

Relying on these principles and adapting them beyond the health sector, within the framework of this Guide, ShMR are understood as services planned, designed, and offered in such a way as to respond to the needs, rights, characteristics, and expectations of young people, enabling them to find, access, use, and benefit from them equally, safely, respectfully, appropriately, and of quality. ShMR do not constitute a separate or parallel category of services. They represent an approach to designing, organizing, delivering, accessing, monitoring, and improving existing and new services so that they better respond to the needs, rights, characteristics, and experiences of young people.

Youth-friendly is not simply a service available to young people. A service becomes friendly when the way it is organized and delivered takes into account how young people live, get informed, communicate, make decisions, and interact with institutions and service providers. This requires identifying and reducing barriers that limit access to and effective use of the service, as well as creating mechanisms through which young people can express their needs, experiences, and assessments. In this sense, ShMR represent a shift from an approach primarily oriented by the service provider to a youth-oriented approach as a user, participant, co-developer, and evaluator of the service. This approach does not aim to replace existing service delivery standards but to complement and realize them from the perspective of young people.

This approach is also in line with the European framework of youth policies. The European Union Youth Strategy 2019–2027 (the EU Strategy)[3] places participation, social and civic engagement, and youth empowerment at the center of European cooperation on youth policies. The strategy is organized around three areas of action: Engage, Connect, and Empower, while implementation requires a coordinated and cross-sectoral approach. Within this framework, 11 European Youth Goals (EYGs) have also been developed[4], which identify areas and challenges affecting the lives of young people and aim to guide youth policies and programs. They treat youth as a heterogeneous group and emphasize the need for young people to have the opportunity to actively participate in decisions and policies that affect their lives.

The European Youth Policy Framework emphasizes the importance of accessible and tailored information for young people, quality services tailored to their needs, as well as the creation of physical and virtual spaces that are safe, welcoming, and accessible. An important element of this approach is the participation of young people in defining, developing, and improving services that impact their lives. Based on the orientations of the WHO and the EU, ShMR rely on five fundamental principles: **accessibility, acceptance, appropriateness, quality, and participation**. These principles are interconnected and must be implemented together.

- **Accessibility -** A service is accessible when young people can find, understand, achieve, and use it without unnecessary barriers. Accessibility includes physical, territorial, economic, digital, and informational dimensions, as well as simple procedures, appropriate schedules, and equal opportunities for young people with disabilities and for youth facing barriers or risks of exclusion.

[3] The EU Youth Strategy 2019-2027;
[4] European Youth Goals

- **Eligibility -** A service is acceptable when young people feel welcomed, safe, and respected and have confidence to use it. This requires clear and non-judgmental communication, non-discrimination, respect for privacy and confidentiality, communication tailored to young people, and a safe and welcoming physical or virtual environment. Acceptability is directly related to the young person's experience interacting with the service and its provider.
- **Adaptability -** A service is suitable when it meets the real and diverse needs of young people, not just the offer set by the institution or provider. In its design and delivery, age and life stage, social and economic situation, gender, disability, place of residence, education and skills, employment status, as well as situations of vulnerability and obstacles that may affect the use of the service must be taken into account.
- **Quality -** A quality service is provided professionally, sustainably, effectively, and with a results-oriented approach for young people. This requires staff with the necessary competencies, clear procedures and standards, accurate and up-to-date information, reasonable response times, functional referral and coordination mechanisms, as well as systems for monitoring, evaluating, collecting complaints and opinions, and using them for improvement.
- **Participation -** Young people should not be treated merely as users of services, but as actors who contribute to their identification and improvement. Participation should be structured, meaningful, and continuous and may include identifying needs, consulting, co-designing, testing, delivering, gathering feedback, evaluating, and improving the service. Participation does not end with consultation; it requires that the contribution of young people be considered and influence, where appropriate, decisions and changes related to the service.

The five dimensions constitute the fundamental framework for assessing the ShMR. The other elements addressed in this Guide, such as information and communication, inclusion, digital access, orientation and referral, feedback mechanisms, targeted coverage, monitoring, and sustainability, do not constitute separate dimensions but rather areas through which the five dimensions are concretized and applied in practice.

In this way, the framework ensures a direct link between the principles, the way the service is delivered, and the evaluation and improvement tools.

II.2. Albanian Legislation and Youth-Friendly Services

ShMR represents a mechanism through which youth policies are translated into concrete support and services, oriented towards the needs and rights of young people. In Albania, the principles underlying this approach are supported by the existing legal and strategic framework for youth, as well as the broader framework of public services reform.

Law no. 75/2019 "On Youth" (as amended) establishes a series of principles directly related to the concept of ShMR, including equal opportunities and participation, subsidiarity, and inclusiveness. These principles require, among other things, guaranteeing youth participation in policymaking and decision-making processes, making decisions as close as possible to young people, and ensuring effective and equal participation of young people facing barriers in accessing services and resources. The legal framework also pays special attention to young people from marginalized groups, youth with special needs, and youth who are not in employment, education, or vocational training (JPAFP/NEET).

These principles are also reflected in the National Youth Strategy 2022–2029 (NRC 2022–2029), which addresses youth in an intersectoral manner and links youth development with participation, empowerment,

education and skills, employment, welfare, health, safety, and inclusion. The strategy also foresees coordinated and analysis-based policies and pays special attention to young people who face more obstacles. Its implementation also foresees measures directly related to setting standards for acceptable and youth-friendly services.

From a broader perspective, the development of ShMR should be viewed in connection with the transformation of the way public services are delivered in Albania. The long-term policy document for citizen-centered service delivery, approved by the Decision of the Council of Ministers (VKM) No. 384, dated 25.5.2016 "On the approval of the long-term policy document for citizen-centered service delivery by the state administration in Albania,"[5] guides the provision of services towards a more integrated and citizen-centered approach, emphasizing user experience, service standardization, and the development of sustainable institutional capacities. This approach creates an important foundation on which a more youth-oriented approach can also be built.

Subsequently, the public administration reform places the improvement of service delivery within a broader framework of administrative modernization. The Intersectoral Public Administration Reform Strategy 2025-2030 (SNRAP 2025-2030) aims for a more professional, efficient, and innovative administration, in line with European standards. In this context, the principles of user orientation, simplification, accessibility, inclusiveness, and quality improvement create an important foundation for adapting services to the specific characteristics and needs of young people.

At the local self-government level, Law no. 139/2015 "On Local Self-Government" (as amended) stipulates that in local self-government[6] units the implementation of these principles takes on special importance, as municipalities are among the main actors through whom policies and services are translated into concrete support in the community. This makes local self-government an important space for identifying needs, planning, delivering, coordinating, and improving services for youth.

[5] Council of Ministers Decision No. 384, dated 25.5.2016 "On the approval of the long-term policy document for the provision of citizen-centered services by the state administration in Albania"

[6] Municipalities and counties.

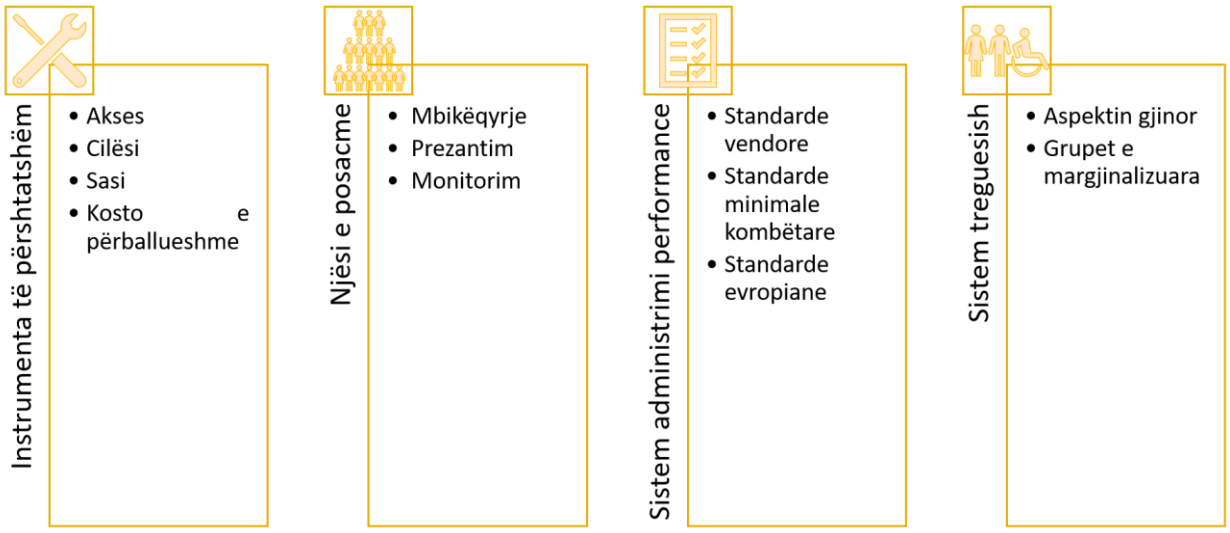


Figure no. 3 The local public service administration system

The Intersectoral Strategy for Decentralization and Local Governance 2023–2030 (SNDQV 2023-2030) places improving the quality, standards, and delivery of local services among its priorities. The strategy aims for local self-government units to provide higher quality, inclusive, efficient, and transparent services, in accordance with European standards. In this context, one of the identified challenges relates to changes in the quality and manner of service delivery among local self-government units, making standardization and performance improvement an important element of local self-government reform.

For this purpose, SNDQV 2023–2030 directs interventions towards four interconnected areas: clarifying the roles and responsibilities of local self-government units, improving service management, establishing and implementing minimum national and local standards, as well as measuring the performance of local self-government units. This approach links service improvement not only to their existence but also to how they are planned, managed, standardized, measured, and continuously improved.

In this context, the orientation of services towards the citizen constitutes an important foundation for the development of the Citizen Training Center. However, the general orientation towards the citizen does not automatically imply adapting the service to the needs of every category of users. Citizens do not constitute a homogeneous group: they vary in age, skills, socio-economic conditions, place of residence, information level, digital competencies, needs, and barriers in accessing services. For this reason, a user-oriented approach requires that, alongside general standards, the characteristics and needs of different user groups are also taken into account. This is especially important for young people. Being accessible and of high quality to the citizen in general does not automatically make it a ShMR. A service may meet general standards of quality and accessibility but remain difficult to find, understand, or use for young people if the manner of information, communication, procedures, schedules, delivery channels, environment, feedback mechanisms, and opportunities for participation do not take into account their needs and experience.

ShMR represent a dimension of user-oriented adaptation. They do not aim to create a parallel service system for young people nor to replace existing public service standards. On the contrary, ShMR aims to bring the youth dimension within existing systems and services, making them more accessible, acceptable, appropriate, quality, and participatory for young people.

In this sense, SNDQV 2023-2030 creates an important foundation for the development of ShMR, as it emphasizes standards, quality, accessibility, orientation towards user needs, and continuous improvement of services. The ShMR Guide concretizes this approach for a specific category of users, helping institutions and service providers identify what should be adapted in the way of informing, accessing, communicating, delivering, and evaluating services so that they better respond to young people and their diversity. In this way, ShMR do not represent a parallel standard to public service standards, but a way to implement and deepen them from the perspective of young people as service users.

II.3. The Importance of Youth-Friendly Services for Albania

The importance of ShMR lies in their ability to link public policy with the concrete experience of young people in accessing services. The legal and strategic framework for youth in Albania emphasizes participation, inclusion, empowerment, skills development, employment, welfare, security, and support for young people. ShMR translate this orientation into how services are planned, designed, delivered, accessed, monitored, and improved in practice.

ShMR do not constitute a separate category of services and do not aim to create a parallel system for young people. They represent an approach to adapting existing and new services to the needs, characteristics, and experience of young people. Young people interact with the public system in many areas – education, employment and vocational training, social protection, healthcare, culture, sports, administrative and digital services, entrepreneurship, civic participation, and others. However, their needs do not follow the institutional boundaries of these sectors. A young person may simultaneously need information, guidance, training, social support, and employment mediation. For this reason, services must be able to connect with each other and respond to the young person's journey within the system, and not just to an isolated need.

In this sense, the focus of ShMR is not only whether a service exists, but whether the young person can find, understand, access, and use it without unnecessary obstacles. When a need cannot be met by a single service, the system must enable guidance, referral, and, when necessary, follow-up of the young person until the need is met or the desired result is achieved. This is especially important for young people JPAFP/NEET, youth with low incomes, youth from rural areas, youth with disabilities, youth at risk of social exclusion, and those facing barriers in information, transport, technology, or resources. For these groups, lack of coordination between services can create additional barriers and make continuity of support more difficult.

A fundamental element of the ShMR is the participation of young people in the service cycle. Young people should not be considered only as end users but also as an important source of information for identifying needs, designing and testing services, evaluating user experience, and determining necessary improvements. Participation should have a clear connection to decision-making: young people should be informed not only about the opportunity to give their opinion but also about how their contribution has been taken into account and, when it has not been reflected, for the appropriate reasons.

KKR, KVR, youth organizations and groups, consultations, surveys, feedback mechanisms, and other forms of co-authoring can be used to structurally connect the experience of young people with decision-making and service management. In this way, participation does not remain merely a consultation process but becomes part of the service improvement cycle.

The ShMR approach is also related to the quality of the relationship between the young person and the institution. Clear information, understandable procedures, respectful communication, transparency, staff competence, confidentiality, timely response, the ability to provide opinions, and having them taken into consideration directly affect the user experience. The ongoing experience of young people with public services can also influence how they perceive the institution and their willingness to interact with it. For this reason, improving the service experience is an important element in strengthening the trust relationship between young people and institutions.

At the institutional level, this approach requires a shift from isolated service delivery towards managing and coordinating a service system oriented towards the needs of young people. Service providers must be able to identify needs, map existing services, highlight gaps and obstacles, define coordination and referral mechanisms, involve young people in relevant processes, and use data and feedback for continuous improvement. In this sense, ShMR helps create a system where young people can be informed, guided, accessed, used, referred to, and, when necessary, followed throughout their journey toward the desired outcome. The approach does not aim for every institution to offer all services, but for institutions and providers to be connected through clear mechanisms of information, coordination, and referral.

Therefore, the value of ShMR lies in the transition from a system where services are mainly provided according to the structure and responsibilities of institutions, towards a system that considers experience, needs, and results for young people as a starting point for designing and improving services. In this way, ShMR contribute to a more accessible, inclusive, coordinated, responsible, and results-oriented service system for young people.

III. BASIC PRINCIPLES OF PROVIDING YOUTH-FRIENDLY SERVICES

ShMR is based on the principle that every young person should be able to find, understand, access, and use the services they need equally, safely, respectfully, and effectively. This requires that services are valued not only by their existence but also by how they are experienced and used by young people.

For the purposes of this Guide, the fundamental principles of the ShMR, inspired by European practices and approaches and adapted to the Albanian context, are organized into five interconnected dimensions: accessibility, acceptance, adaptability, quality, and youth participation. These dimensions should not be treated in isolation. The five dimensions constitute a common framework for the design, delivery, evaluation, and improvement of services, while the criteria and indicators for their implementation are concretized in the practical instruments of this Guide[7].

III.1. Accessibility

Accessibility means the real ability of the young person to find, understand, reach, and use the service without facing unnecessary physical, territorial, economic, informational, digital, administrative, or time obstacles.

- **Physical and territorial accessibility** – relates to the ability to physically reach and use the service. Environments must be safe, suitable, and accessible, taking into account location, transportation,

[7] Annex no. 1 "Matrix for the implementation and control of principles for the provision of Youth-Friendly Services by service providers."

signage, entrances and facilities for persons with disabilities, privacy, and conditions of communication with young people. When distance constitutes an obstacle, providers should consider other delivery options, including community services, mobile units, or other appropriate channels.

- **Economic accessibility** – relates to the young person's ability to benefit from the service without being hindered by cost. When the service is offered for a fee, the cost should be proportional and support or exemption mechanisms should be considered for young people who cannot afford it. The issue of cost should be assessed together with maintaining the quality and sustainability of the service.
- **Access to information** means that the young person should be able to easily understand what service is offered, who it is for, how it can be accessed, what the conditions are, and what they need to do to benefit from it. Information must be clear, accurate, up-to-date, understandable, and available through various channels, taking into account the ways in which young people seek and receive information.
- **Digital accessibility** means that digital channels and services are easy to use, accessible from various devices, secure, and adapted even for people with disabilities. Digitalization should not create a new barrier. For this reason, when a service is offered online, the real ability of young people to use it must be assessed and, when necessary, assistance or a suitable non-digital alternative should be provided.
- **Administrative accessibility** – relates to the simplicity and clarity of procedures. The requirements, documentation, steps the user must follow, and the application process must be clear and proportionate to the nature of the service, avoiding procedures or requirements that create unnecessary obstacles.
- **Time accessibility** – relates to the young person's ability to receive the service at a convenient time and within a reasonable timeframe. In its assessment, operational schedules, meeting availability, waiting times, response and processing deadlines, as well as mechanisms for handling cases requiring rapid response, must be taken into account.

In all these dimensions, accessibility should be assessed by taking into account the diversity of young people and the barriers that different groups may experience, especially young people with disabilities, young people from rural or remote areas, low-income youth, and youth at risk of social exclusion.

III.2. Admissibility

Acceptability refers to how the young person experiences the service and their relationship with their provider. A service is not acceptable just because it is available and accessible; it must create an experience in which the young person feels respected, safe, heard, and treated with dignity.

- **Information protection and privacy** – The young person must be confident that the information they share with the provider is handled in accordance with the legal framework for the information and protection of personal data. This requires that the young person be informed, in an understandable manner, about the information collected and the purpose of its use; data should be accessed only by authorized persons and processed and stored securely; and communication with the young person should be conducted under conditions that protect privacy. For young people in vulnerable situations, special needs for confidentiality and protection must also be taken into account.

- **Non-discrimination and respect** – Every young person must be treated equally and with dignity. The service must not create barriers or unequal treatment, whether direct or indirect, because of the characteristics or circumstances of the young person, including gender, disability, economic status, place of residence, social, educational, professional, or family status.
- **Communication without prejudice** – The young person should be able to explain their need without fear of judgment, stigmatization, or prejudice. Staff should use active listening, respectful and age-appropriate language appropriate to the young person's age and situation, ask necessary questions, and avoid assumptions about their needs, behavior, or circumstances. The focus should be on understanding the need and identifying appropriate support.
- **Safety and hospitality** – The physical environment and the way the service is provided should give the young person a sense of security and welcome. This includes clean and well-maintained environments, clear signage, spaces that respect privacy, physical access, professional staff conduct, and measures to prevent and address discrimination, harassment, or inappropriate behavior. Young people should also have clear information about their rights, how to submit complaints, and channels for providing feedback.

III.3. Adaptability

Adaptability means that the service must respond to the real, diverse, and changing needs of young people. A service cannot be considered suitable simply because it is available and accessible; it must address an identified need and be designed in such a way that the response offered is relevant to the young person and the context in which they live.

- **Identification and assessment of needs** – Service providers must have a data- and evidence-based understanding of the situation, needs, and issues of young people in the territory where the service is offered. The assessment should help identify the needs that the service can address, the groups that require it most, and obstacles that may limit its effectiveness. For this purpose, statistics, administrative data, studies, surveys, consultations, focus groups, user feedback, and other reliable sources of information can be used.
- **Adapting to the context and diversity of young people** – The needs of young people vary according to age, place of residence, socio-economic conditions, education, labor market status, disability, and other circumstances. For this reason, a single service model should not be assumed to be suitable for everyone. Services should take into account the characteristics of the community and adapt, when necessary, to the needs of different groups of young people.
- **Integrated and coordinated services** – The needs of young people are often interconnected and cannot be addressed by a single service. An employment need may be related to education, skills, transportation, social support, or career services; a social need may be related to health, education, family, or community participation. For this reason, adaptability requires that services be linked through mechanisms of information, guidance, referral, and coordination, so that young people are not forced to move alone between different institutions.
- **Inter-institutional and cross-sectoral cooperation** – Responding to complex needs requires collaboration among public institutions, local government units, service providers, civil society organizations, and other relevant actors. Cooperation should support the sharing of information in accordance with the legal framework, coordination of interventions, and the functioning of referral mechanisms, avoiding overlaps and gaps in support for young people.

- **Adaptation over time** – The needs of young people are not static. They change as a result of demographic, economic, social, technological, and labor market developments. For this reason, providers must periodically monitor whether the service continues to respond to the need for which it was created and, when evidence shows changes, adapt the content, delivery methods, or target groups.

III.4. Quality

Quality means the ability of a service to sustainably provide the right support, at the right time, through appropriate processes and capacities with measurable results for young people. Quality is not only related to how the service is provided, but also to the user experience, the effectiveness of the intervention, and the provider's ability to identify and correct deficiencies.

- **Capacities and competencies of providers** – The quality of service directly depends on the capacities of the individuals who plan and deliver it. Staff interacting with young people must have the necessary competencies and opportunities for continuous professional development in areas such as: communication with young people and active listening; identifying needs; communication without prejudice; managing different situations; orientation, referral, and coordination; privacy protection; social inclusion and non-discrimination; communication with persons with disabilities; use and interpretation of data; as well as the use of mechanisms for gathering young people's opinions.
- **Clear processes and standards** – Quality service must be supported by defined procedures, clear roles and responsibilities, enforceable standards, and predictable delivery methods. This helps ensure a sustainable user experience and reduces unjustified changes in the way the service is delivered. Procedures should be adapted to the nature of the service and reviewed when evidence indicates a need for change.
- **Data, experience, and opinions of young people** – Quality should be evaluated not only from the provider's perspective but also from the real experience of users. For this purpose, providers should use various sources of information, including administrative and statistical data, surveys, interviews, focus groups, opinions and complaints of young people, as well as analysis of service usage. It is important to also analyze groups that do not use the service, as non-use may indicate the existence of barriers or shortcomings not identified by current users.
- **Continuous monitoring, evaluation, and improvement** – Service delivery should be treated as a continuous cycle: planning, delivery, measurement, analysis, improvement, and review. Providers should have mechanisms for gathering feedback, handling complaints and suggestions, measuring user experience and satisfaction, periodic consultations, data analysis, self-assessment, and procedure review. The results of these processes should be used to adapt and improve the service.

In this sense, quality is not a final state, but a continuous process of measurement and improvement. A quality service is able to show not only what it offers, but also whether the service reaches young people, whether it meets their needs, what results it produces, and what changes as a result of the opinions gathered and the data.

III.5. Participation

Youth participation means creating real and structured opportunities for young people to express their needs, experiences, and expectations, and to influence how services are planned, designed, delivered, monitored,

evaluated, and improved. Participation is not limited only to consulting young people but aims for their voice and experience to influence decision-making related to services.

- **Meaningful inclusion means** that young people are not only recipients of information or participants in consultations, but have real opportunities to influence decisions related to services. Inclusion should be appropriate to the purpose, accessible, and organized so that the contribution of young people is taken into account and reflected, where possible, in decision-making and in service improvement. Participation mechanisms should enable the inclusion of young people who are not part of representative organizations or structures, as well as those facing greater barriers to participation. This helps decision-making to be based on the fullest possible understanding of the needs and experiences of young people.
- **Co-design of services -** Participation becomes especially important when young people are involved in identifying the problem, identifying solutions, testing the way the service is delivered, and evaluating the results. In these cases, young people can contribute not only with their opinions but also with their experience as service users and with concrete proposals for its improvement. For service providers, this requires the creation of regular mechanisms for listening, consulting, co-designing, and considering the contribution of young people. The result is intended to be a service that better responds to the identified needs and a service system that is more connected, coordinated, and more oriented towards the young person's experience.
- **Informing and responding** – Participation should be accompanied by clear information and a response. Young people should be informed, in an understandable way, about how their contribution has been used and, when a proposal has not been considered, have a reasonable explanation. This makes participation more transparent and helps build trust between young people and institutions.

IV. YOUTH-FRIENDLY SERVICES IN INSTITUTIONAL PRACTICE

IV.1. Institutional Engagement and Policies

A. Development of internal policies for Youth-Friendly Services

The development of ShMR requires more than just adapting a specific service. It requires that the principles of accessibility, acceptance, suitability, quality, and youth participation be integrated into how an institution plans, organizes, delivers, monitors, and improves its services.

In this sense, the internal policy for the ShMR should not be treated simply as a separate document, but as an institutional framework that determines how the principles of the ShMR are translated into concrete

policies, procedures, responsibilities, and practices. It must define, according to the nature of the institution and the services it offers: what is implied, which principles and standards are applied; what the responsibilities of the structures and staff are; how the needs of young people are identified and taken into consideration; how accessibility, acceptance, and suitability of the service are ensured; how the quality and experience of young people are monitored; how the gathering of young people's opinions is collected and used; how measures for the continuous improvement of the service are identified and implemented.

The Albanian public services framework sets out general principles and requirements for providing services oriented towards the citizen and the user. However, applying these principles equally to all users does not in itself guarantee that the service meets the characteristics, needs, and ways of using services by young people. In this context, the ShMR aims to concretize and deepen the user-oriented approach, viewing young people as a group of users with specific needs, experiences, and obstacles. This does not imply creating a parallel service system for young people, but rather adapting existing services and integrating this approach into the design of new services. For this purpose, the development of ShMR can be organized in two interconnected directions:

- **Adapting existing services** - Identifying services that are used or can be used by young people, evaluating them in relation to the five principles of the School of Magistrates, and determining measures to eliminate barriers and improve the experience and outcomes for young people.
- **Integration of ShMR principles into the design of new services -** Stipulating that during the planning and design phase, new services should also be reviewed from the perspective of needs, experience, and youth participation, so that ShMR elements are not added only after the service has been created.

Law no. 75/2019 "On Youth" (as amended) defines the institutional structure within the framework of youth empowerment:

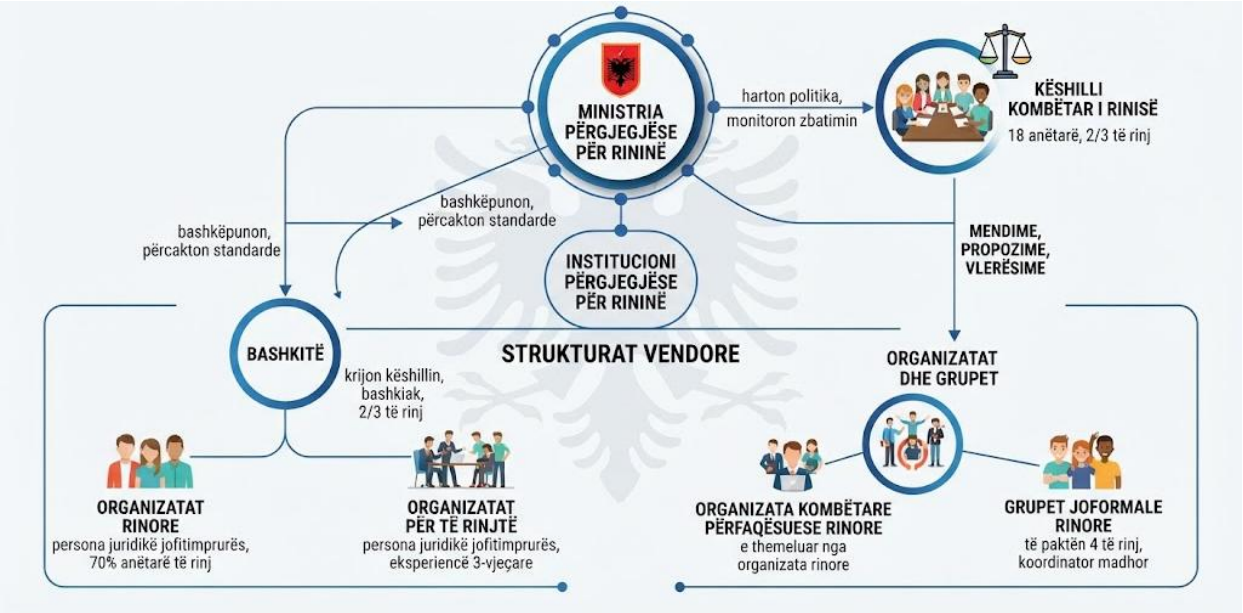


Figure no. 4 Roles and responsibilities in providing Youth-Friendly Services

To ensure a common and sustainable approach, the Ministry responsible for youth (currently the Ministry of Tourism, Culture and Sports), in cooperation with AKR, can play a coordinating role in developing the guiding framework for ShMR.[8] At this level, guidance documents and national standards for ShMR would serve as a reference framework for central institutions, local government units, and service providers, supporting them in adapting their internal policies, procedures, and practices.[9] If deemed necessary, this framework can also be supported by appropriate institutional acts or mechanisms that define responsibilities, minimum standards, and the method of monitoring the implementation of ShMR. The goal should not be to create an additional administrative procedure, but to integrate ShMR principles into existing management and service delivery processes.

The internal policy for the ShMR must be translated into actionable mechanisms and practices. In this way, the ShMRI become part of the service management cycle and not a requirement isolated from the usual functioning of the institution. Internal policies and mechanisms must be clear, proportionate, and enforceable, taking into account the capacities, resources, and competencies of each provider. A policy for the ShMR has value only if it is accompanied by defined responsibilities, understandable procedures, appropriate capacities, and mechanisms for monitoring and improving implementation.

B. Allocation of human and financial resources

The provision of ShMR requires that service providers have the capacities and resources necessary to plan, deliver, monitor, and improve them. These include human, financial, technical, and organizational resources, which must be planned according to the nature, scope, and number of services, the number and characteristics of users, the needs of young people, and obstacles that may affect access to and use of services. In this sense, service providers must act in two interconnected directions:

- Improving existing services by identifying the capacities and resources needed to align them with the principles of the ShMR;
- Integrating the requirements of ShMR into the planning and delivery of new services, so that the needs, experience, and characteristics of young people are taken into account from the design phase.

Resource planning should be data-driven and based on an assessment of needs. Providers should have a clear overview of the services they offer, the number and characteristics of new users, their needs, access barriers, and the institution's existing capacities to meet these needs.

B.1. Human Resources

ShMRI require staff with the necessary professional and institutional competencies to ensure a suitable and quality experience for young people. This does not necessarily mean creating new structures or employing specific professionals for every service, but ensuring that the necessary functions and competencies are covered.

Depending on the nature of the service, staff competencies should include: knowledge of the characteristics, needs, and diversity of young people; appropriate and respectful communication with young people; active listening and identification of needs; a non-prejudiced approach and respect for the principle of non-discrimination; tailored communication and interaction for young people with disabilities and groups facing

[8] Annex no. 2 "Creation of coordination mechanisms for the provision of youth-friendly services."

access barriers; guidance, referral, and collaboration with other services; privacy protection and secure handling of information; use of data and opinions to improve the service; knowledge of the principles and standards of ShMR.

Roles and responsibilities must be defined in accordance with the structure and functions of the institution. Depending on the size and nature of the service, these may include leadership and supervision, persons responsible for service management, staff who interact directly with young people, communication and information functions, resource and budget planning, as well as monitoring and evaluation. In this way, the responsibility for the ShMR does not belong only to the staff who have direct contact with young people but is distributed throughout the entire service management cycle.

B.2. Capacity building of staff

One of the specific objectives of the National Youth Strategy 2022-2029 is for youth policy to be coordinated, based on analyses, and harmonized across different sectors, seeking cohesion and optimization of resources and strengthening AKR as the implementing instrument of these policies. Closely related to achieving this specific objective is also the development of capacities in public administration to deal with youth policies, both within line ministries and at the local level:

"*Strengthening capacities within the administration to respond to the demands of young women and men by implementing policies for them, while also providing friendly services to them, remains a challenge even though there is an initiative that one third of public administration jobs should be filled by young people."*

In the same direction, SNRAP 2025-2030 aims for a professional, efficient, innovative, and motivated administration. Both of these strategies interact in enhancing the capacities of public administration staff, on one hand enhancing the capacities of the public administration as a whole and particularly on enhancing the capacities of public administration in the field of youth. The implementation of ShMR standards depends directly on the capacity of the staff who interact with young people. Even when institutions have policies, procedures, budgets, and coordination mechanisms, the quality of service in practice is largely determined by the knowledge, skills, attitudes, and professional behavior of the staff who are in direct contact with young people.

The public administration capacity building system is also implemented, among others, by: the Albanian School of Public Administration (ASPA)[10] and the Training Academy for Local Self-Government Units in Albania (TALGA). ASPA[11] plays an important role in building the capacities of the public administration, having trained 23,151 employees by 2025. TALGA started working in 2026 and aims to increase the capacities of local government staff. Both institutions have as part of their internal procedures the Training Needs Assessment (VT) process, where the main areas requiring intervention to enhance the capacities of public administration are identified. The training needs for ShMR are identified through the annual IA organized by both institutions, which translates into training modules from ASPA and TALGA, which provide training for the staff who design and deliver services, and at the end of the cycle, the impact of the training is assessed.

Based on Law no. 75/2019 "On Youth" (as amended), AKR supports capacity building of units and structures at both central and local levels. Based on the above, AKR can develop a coordination and

[10] ASPA for the Private Sector: A new offer for professional development;
[11] STRATEGY 2023-2028

cooperation mechanism for curriculum design and the provision of training in the field of ShMR on various topics. Training curricula for ShMR should be developed within a coordinated system between AKR, ASPA, and TALGA, and these training curricula should be integrated with existing training curricula. Training curricula should be divided according to competence in the respective field: staff interacting with young people, staff responsible for designing and managing services, and staff responsible for youth policies. These curricula should be divided into different levels of difficulty: basic level; intermediate level; and advanced level.

- **Training curricula for staff interacting with youth:** Understanding the diversity of youth and their needs; Principles of the ShMR; Communication and interaction with young people; Accessibility and inclusiveness; Youth participation in designing and improving services; Digital services and new users; Gathering feedback, complaints, and referral mechanisms.
- **Training curricula for staff responsible for designing and managing services:** Design and development of user-centered services; Analysis and simplification of service processes and procedures; Definition and implementation of quality standards for ShMR; Planning and management of service delivery; Inter-institutional coordination and referral mechanisms; Monitoring and evaluation of service performance; Using feedback from users for the continuous improvement of services.
- **Training curricula for staff responsible for youth policies:** Assessing the needs of young people; Coordination with young people; Designing user-centered services; Data collection and use; Monitoring access and quality of services; Assessing the impact of policies on youth.

Service providers, especially central and local state institutions, prepare a Training Plan (PT) every year, which outlines mechanisms for building employee capacities. In municipalities, the Mayor is responsible for building staff capacities. From the ShMR's perspective, there is a need to include training within PT within the framework of providing SHMR. To enable the drafting of PT, they need to analyze data on young people: the number of services they offer; the number of services received by young people; the number of young people; their specific needs, and then determine the number of employees who will be part of the service system. These elements must undergo a continuous monitoring and evaluation process to coordinate the capacities of human resources who can properly provide these services.

B.3. Financial resources

Providing the ShMR requires that the necessary resources be identified and planned already at the service design stage. ShMR do not necessarily require the creation of a separate budget line for each service, but require that the necessary costs for implementing ShMR principles be taken into account in the planning and budgeting of the service. This applies both to adapting existing services and to designing new services.

Resources must be planned according to the nature of the service, the number and characteristics of users, identified needs, and the measures required to ensure accessibility, acceptance, suitability, quality, and youth participation.

In determining the cost of a service, not only the basic costs of providing it must be taken into account, but also the costs related to adapting the service to the needs and various obstacles of young people. Depending on the service, these may include: strengthening staff capacities; physical and digital adaptation; communication and informing young people; mechanisms for participation and giving feedback; support for young people facing economic, territorial, digital, or other barriers; guidance and referral mechanisms;

monitoring and evaluation; data collection and analysis; improvements resulting from user evaluation and feedback.

In this way, the cost of ShMR is not understood as an additional cost related only to young people, but as a necessary cost to ensure that the service is truly accessible, understandable, appropriate, and of high quality.

The diversity of resources and their sustainability

Good planning of the ShMR should aim for the most efficient use of existing resources before seeking the creation of new ones. Sources for ShMR can be diverse, and for ease of analysis and efficiency in securing them, we divide them into: financial and non-financial.

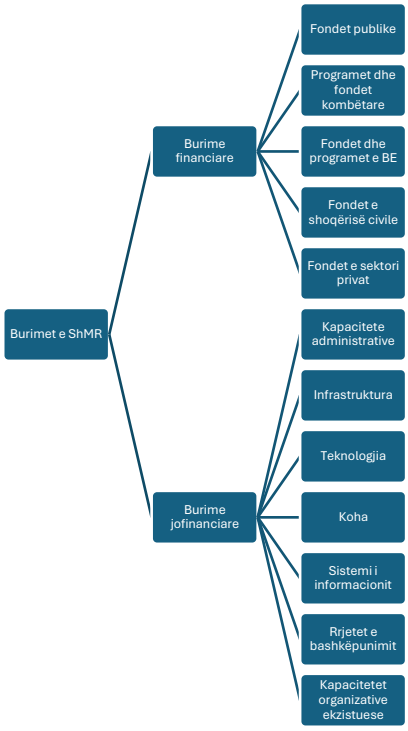


Figure no. 5 Youth-Friendly Service Resources

The provision of ShMR requires a long-term approach to the generation, planning, and management of the above resources. Sustainability does not only mean securing initial financing, but also creating conditions for the service to continue, adapt, and improve even after the completion of an external project or funding cycle. For this reason, external financing should be used, as appropriate, not only to cover the costs of service delivery but also for the development, testing, piloting, and expansion of models that show results.

New service models can be piloted, measured, and evaluated before their expansion. When evidence shows that the model meets the need and is feasible, it can be integrated into the institution's regular mechanisms and expanded according to the needs and available resources. The integration of new models means that from the design phase, it must be determined what will happen to the service after the initial funding ends, which resources will be needed, and who will be responsible for its continuity.

All this analysis is closely linked to the assessment of the sustainability of ShMR financing. The sustainability assessment process must consider not only the funding—which can only be presented as a

figure in official documents—but also: human resources and competencies; infrastructure and technology; the integration of the service into existing structures and procedures; partnerships and cooperation mechanisms; the capacity for monitoring and improvement; the possibility of integrating costs into the institution's periodic planning and budgeting. In this way, planning and diversification of resources are not treated merely as securing funds, but as building a sustainable institutional capacity to respond in the long term to the needs of young people.

At the central level, as a result of a greater potential for revenue generation, the absorption of ShMR principles and the sustainability of financing can occur more easily and quickly in time. Meanwhile, for LSGUs, this means the gradual integration of ShMR into development plans, action plans, planning and budgeting processes, and existing coordination mechanisms, efficiently using existing resources and structures and avoiding the creation of parallel structures when they are not needed.

IV.2. Creation of inter-institutional coordination mechanisms

IV.2.1. Central Coordination Mechanism

ShMR require a coordinated approach between central and local institutions, public structures, other service providers, civil society organizations, and youth representative structures. The needs of young people often intertwine across several fields and may require the use of more than one service. For example, a young person may simultaneously need information, career guidance, education or vocational training, social support, healthcare services, or employment assistance.

For this reason, coordination should aim to provide young people with a clear path between services, rather than facing isolated institutions and procedures. Inter-institutional coordination is not an end in itself; it is a tool to ensure that the identified need is directed towards the appropriate service and, when necessary, followed up until the desired result is achieved.

- **Creation of a permanent coordination mechanism.** - To support this approach, a sustainable coordination mechanism for ShMR can be established, adapted to existing competencies and structures at both central and local levels. At the national level, the mechanism can be coordinated by the ministry responsible for youth, in cooperation with AKR and relevant institutions. Depending on the issue and the level of service, it may include central institutions, local government units, service providers, civil society organizations, and, appropriately, youth representatives, KKR, KVR, youth organizations, and other representative groups. At the local level, coordination should be linked to existing municipal structures and mechanisms and to service providers operating in the territory, avoiding the creation of parallel structures where functions can be fulfilled through existing mechanisms.
- **Clear definition of roles and responsibilities.** - An effective coordination mechanism must clearly define: the institution or structure that coordinates the process; the institutions and providers responsible for different fields; the roles of each actor in identification, guidance, referral, and follow-up; the manner of information exchange, in accordance with legal requirements for data protection and privacy; mechanisms for resolving issues that cannot be addressed by a single provider; the method of monitoring agreed measures and results. Coordination must be accompanied by clear responsibilities. The exchange of information or the development of meetings does not in itself constitute effective coordination if it does not lead to defined actions and measurable results.

- **Coordination at the policy and service levels.** - Coordination should operate at two interrelated levels: Policy coordination, to ensure that the principles and objectives for ShMR are reflected in the policies, programs, and plans of various institutions; Coordination of services, to ensure that young people can be guided, referred, and supported between services when their needs cannot be addressed by a single provider. This approach helps identify gaps, overlaps, and obstacles in service delivery and creates opportunities for more efficient use of existing resources.
- **Exchange of data and information.** - Coordination requires appropriate mechanisms for sharing information on: identified needs and issues; use and access to services; groups unable to use services; referrals and their outcomes; gaps and overlaps in service provision; gathering opinions and issues reported by young people. The exchange of information must be carried out in accordance with the applicable legal framework and the principles of personal data protection and privacy.
- **Involving young people in coordination mechanisms.** - Inter-institutional coordination should also take into account the experience of young people as service users. Young people, KKR, KVR, youth organizations, and other representative mechanisms can be involved in consulting, evaluating, and monitoring how services are connected and function together. This is especially important for identifying obstacles that are not only evident from an institutional perspective, such as repetition of information, unclear procedures, lack of guidance, switching from one institution to another, or lack of follow-up after referral.
- **Joint meetings and work plans.** - The coordination mechanism should be supported, as needed, on a joint work plan that defines objectives, activities, responsible actors, deadlines, and expected results. Periodic meetings should be used not only for reporting but also for: reviewing identified issues; analyzing data and opinions; identifying gaps or overlaps; tracking references and results; agreeing on corrective measures; assessing progress and updating the plan. In this way, inter-institutional coordination transforms from an administrative process of information exchange into a mechanism oriented towards resolving needs and outcomes for the newcomer.
- **The purpose of the coordination mechanism -** Coordination must be organized as a continuous process. This process aims to ensure that the young person is not left responsible for finding the institution or another service themselves whenever their need exceeds the competencies of the first provider.
- **First point of contact** - Services can be offered through various channels, including physical, digital, and other forms of communication. Regardless of the channel used, the first point of contact plays an important role in the young person's experience. The first point of contact should be able to: provide clear and understandable information; base the needs of the young person; guide towards the appropriate service or structure; inform about the necessary steps and documents; identify cases when referrals are required; provide information on mechanisms for gathering opinions and complaints. In this sense, the ShMRI approach should start from the very first point of contact with the institution and continue throughout the young person's experience with the service.

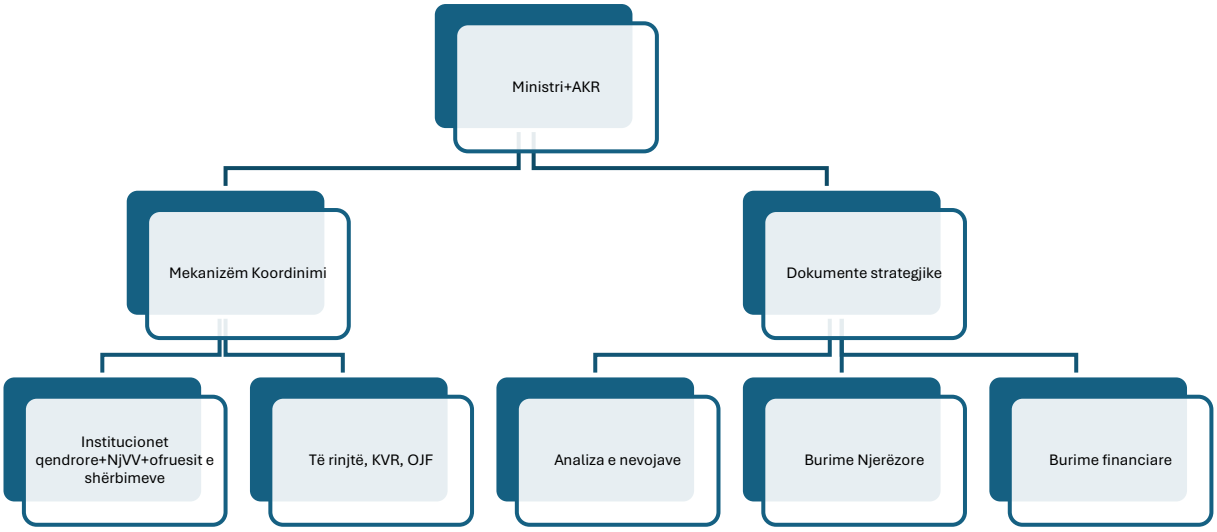


Figure no. 6 Organization of the Interinstitutional Coordination Mechanism

Inter-institutional coordination does not require the establishment of a new administrative structure, but rather the creation of a working group with representatives of service providers involved in delivering the ShMR.

IV.2.2. Local coordination mechanism for youth-friendly services

Local self-government[12] plays an important role in implementing the ShMR approach due to functions and services directly related to the daily lives of young people in the area. The implementation of ShMR at the local self-government level requires that services are not planned and provided in isolation, but are supported by a coordinated process that links the needs of young people with existing services, provider capacities, available resources, and monitoring and improvement mechanisms.

For this purpose, the municipality can create or use a local coordination mechanism for ShMR, which operates in connection with existing municipal structures and other actors providing services to youth in the territory. The mechanism does not necessarily imply the creation of a new administrative structure, but rather a sustainable way of coordinating between the relevant structures and providers. Depending on the organization and needs of the municipality, this mechanism may include structures responsible for youth, social services, planning and budgeting, employment and vocational training, education, healthcare, other service providers, civil society organizations, youth workers, KVR, and youth representatives. The involvement of actors should be determined based on the needs and services covered, not solely on institutional affiliation.

The local mechanism should support an integrated process that includes mapping services, needs assessment, planning, implementation, monitoring, and improvement of youth services.

[12] Annex 3 "Evaluation of mechanisms for providing Youth-Friendly Services."

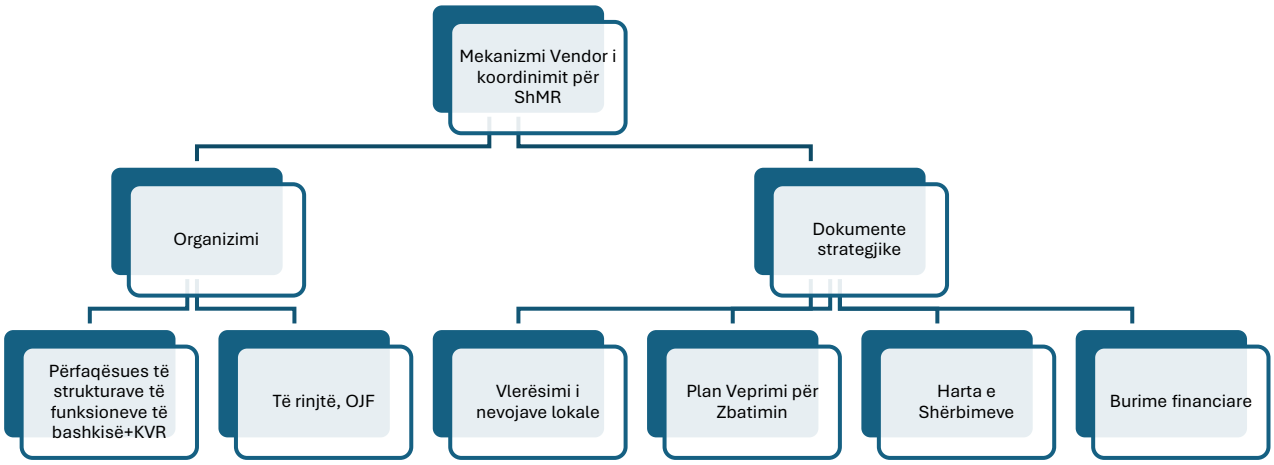


Figure no. 7 Organization of the Local Coordination Mechanism

Coordination at the local self-government level, as the largest service provider, must be carried out in several directions:

A. Youth-Friendly Local Services Map

The first step is to create a clear overview of the services available to young people in the territory. The Youth-Friendly Local Services Map (the Map) should identify not only the services offered by the municipality but also those of other public institutions, civil society organizations, and other relevant providers. The map should practically show: which services exist; who provides them; which youth groups they target; where and through which channels they are offered; how they can be accessed; what the main criteria and procedures are; what the orientation and referral mechanisms are; which services are connected or can complement each other; where gaps, overlaps, or access barriers are identified.

The map should not be just a list of institutions and services. It should help the municipality understand how young people move through the service system, where contact begins, where referrals occur, and where their journey can be interrupted. In this sense, the map serves as a basis for coordinating, guiding young people, identifying gaps, and planning improvements.[13]

[13] Created Map Models : Darwin, Australia; Cambridge UK.

[SHËRBIMI]	[INSTITUCIONI]	[GRUPI I SYNUAR	[VENDNDODHJA]	[KONTAKTI]	[KRITERET]	[REFERIMI]
Orientim profesional	Institucioni X	Të rinj	Bashki	Kontakt	Kritere	PO
Këshillim social	Institucioni Y	Të rinj në nevojë	Njësia administrative	Kontakt	Kritere	PO
Mbështetje psikologjike	Institucioni Z	Të rinj	Qendër	Kontakt	Sipas rastit	PO

Figure no. 8 Youth-Friendly Local Services Map

B. Conducting an assessment of local needs for Youth-Friendly Services

After mapping the services, the municipality must assess whether the existing services meet the real needs of young people and whether they are accessible, acceptable, appropriate, and of good quality.

The local assessment should identify: the needs, priorities, and expectations of young people; how existing services are used; barriers to access and use; groups and territories that are not sufficiently reached; services that are missing or do not cover the identified need; the capacities of service providers; opportunities for coordination, integration, and referral; priorities for adapting or improving services. The assessment should combine quantitative and qualitative data,[14] administrative and statistical data, youth consultation, institutional analysis, user feedback, and, as much as possible, information about young people who do not use the services. The latter is especially important, as non-use may be related to barriers not evidenced by current user data.

The evaluation results should be used to determine local priorities, adapt existing services, design new interventions, plan capacities and resources, as well as strengthen orientation and referral mechanisms.

Evaluation should not be considered a one-time process. It should be repeated periodically and linked to the monitoring of services, so that changes in the needs and experiences of young people are reflected in local planning.

C. Development of a local/institutional action plan for the implementation of youth-friendly services.

The findings of the mapping and needs assessment should be translated into an Action Plan for the Implementation of Youth-Friendly Services (PVZ-ShMR).[15] PVZ-ShMR should clearly define:

- What needs to change or improve?
- What are the objectives and priority measures?
- Who is responsible for implementation?
- Who are the partners and providers involved?
- What human, financial, and technical resources are needed?

[14] Annex no. 4 "Local Level Needs Assessment Framework."
[15] Annex no. 5 "Action Plan for the Implementation of Youth-Friendly Services."

- What are the deadlines?
- What are the indicators and expected results?
- How will young people be involved?
- How will progress be monitored?
- How will it be ensured that the measures continue even after the initial support ends?

PVZ-ShMR should be linked to existing municipal planning and management documents, including local strategic documents, sectoral plans, action plans, budgeting programs, and other relevant documents. The goal is for ShMR to integrate into the usual planning and service delivery methods and not be treated as a parallel process.

Each objective must be translated into concrete measures, with responsibilities, deadlines, resources, and defined indicators. In this way, the PVZ-ShMR serves as the link between the evaluation findings, ShMR standards, and concrete changes in service delivery.

D. Implementation, monitoring, and review

The implementation of the ShMR should be treated as an ongoing process and not as a one-time fulfillment of the plan's objectives. The measures defined in the PVZ-ShMR should be implemented, monitored, and reviewed based on data, results, and the experience of young people. Monitoring should examine not only whether the measures have been implemented but also whether they have brought changes in accessibility, acceptability, suitability, and quality of services, and whether young people have benefited from the intended outcome.

In this way, local self-government creates a system where data, youth experience, and service outcomes are used to make decisions and continuously improve the way they are delivered. Essentially, the implementation of ShMR in local self-government must shift from an approach based on isolated services to an integrated approach, where the municipality and other local actors cooperate around the needs of young people, provide guidance and connection between services, and use monitoring and feedback gathering results for continuous improvement.

V. SERVICE SYSTEM AND DELIVERY MODELS

V.1. Dedicated spaces for youth

The development of ShMR requires not only services tailored to the needs of young people but also environments and contact points that make this approach applicable in practice. The physical space, digital

channels, and the way the service is organized directly affect the accessibility, acceptance, adaptability, quality, and participation of young people. In this sense, the youth-friendly space should not necessarily be understood as a new structure or as a separate category of infrastructure, and the ShMRI itself does not necessarily require the creation of new structures; these can also be realized through adapting existing infrastructure and service delivery points.

The legal framework for youth foresees the possibility of creating and operating youth infrastructure and youth centers, which can serve for youth activities, non-formal education, information, counseling, mentoring, training, and other forms of support for young people. However, the practice of implementing the law so far in Albania has shown youth centers as a reference point for young people, while the implementation of the ShMR approach is not limited only to youth centers.

Suitable infrastructure for ShMR can also be found or developed within existing structures, such as community and multidisciplinary centers, health centers, employment offices, educational institutions, libraries, cultural centers, and other public spaces. For this reason, before creating a new structure, it is necessary to assess whether the existing infrastructure can be adapted and used more effectively to meet the needs of young people.

Youth-friendly space

A youth-friendly space is understood as a physical, digital, or hybrid environment created or adapted so that young people can receive information, seek help and counseling, access services, be guided and referred to other services, participate in activities, and express their views in a safe, respectful, and inclusive environment. A youth-friendly space should consider not only the physical environment but also:

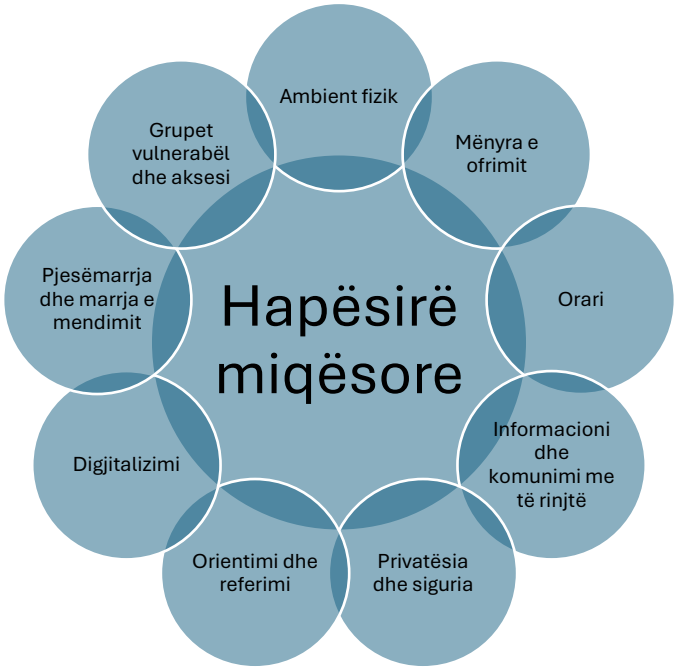


Figure no. 9 Youth-Friendly Space

In this way, the "friendly space" is defined not only by how a space looks, but by the experience it offers the young person and how it connects them with the services and opportunities they need.

Adaptation of existing infrastructure

In practice, a municipality[16] can start by identifying existing points where young people contact or can contact public institutions and services. Then, the municipality must carry out an assessment of the points based on the five dimensions of the ShMR and adapt them according to the identified needs. Adaptation based on the municipality's financial, economic, legal, technical, and administrative capabilities may include:

- the creation of an information and guidance point for young people;
- the determination of schedules or times dedicated to young people;
- creating conditions for privacy and confidential communication;
- improving physical and digital accessibility;
- the use of online and hybrid channels;
- simplifying information and procedures;
- the establishment of orientation and referral mechanisms;
- creating opportunities for non-formal activities and education;
- the involvement of young people in defining activities and the way the space is used.

This approach enables more effective use of existing resources and avoids the creation of parallel structures when needs can be met through adapting existing structures. In practice, a ShMR approach to existing infrastructure can be applied in various forms:

- **Youth center** - the first point of contact; information, guidance, activities, non-formal education, participation, and referral.
- **Library or community center** - a space for study, information, and digital access; educational and cultural activities; activities proposed or co-organized by young people.
- **Educational institution** – a point of information, guidance, and connection with other services, especially for young people facing difficulties in education, transition to work, or social inclusion.
- **Health center** - information and orientation point for youth; consultation and referral to specialized services.
- **Employment office** - a dedicated space or schedule for career guidance; information about employment, skills, vocational training, and support programs.

Lessons from European models

European countries offer us several models that can serve as a reference for developing youth-friendly spaces in Albania.

- **Italy – a multifunctional space and a point of reference -** In Italian experiences, youth centers, information centers, and youth aggregation centers combine several functions within the same environment, including information, guidance, non-formal education, cultural and creative activities, support, and youth participation. An important element is the function of the first point of contact, where young people can receive information and guidance before turning to a more specialized service. This places the space in a connecting role between the youth and the service network. For Albania, this element can be adapted through the development of multifunctional

[16] Annex no. 6 "Evaluation questionnaire for spaces dedicated to youth."

spaces in youth centers, community centers, or other existing structures, where alongside activities, information, guidance, referral, and connections to other services can be offered.

- **Greece – the link between services, local level, and community –** The Greek model highlights the importance of linking youth policies, local self-government, service providers, and community actors. This approach places the youth space within a broader network of services and actors, rather than treating it as an isolated structure. A transferable element for Albania is the connection of the space with the local service network and the coordination mechanism. In this way, the center or space can function as a point where the municipality, public providers, NGOs from civil society, youth workers, and youth structures collaborate around identified needs.
- **Sweden – a safe, inclusive, and youth-oriented space –** In Swedish experiences, importance is given to creating safe, open, and inclusive environments where young people can interact, participate in activities, and have access to support and guidance. An important element is that the space is not defined solely by what the institution offers, but also by how young people use, experience, and contribute to its improvement. Their involvement in defining activities, the way the space is used, and the mechanisms for giving feedback directly links the space to the principle of participation. For Albania, this means creating spaces where young people can actively participate, give their opinions, propose and co-organize activities, and, when a specific need is identified, receive guidance or be referred to the relevant service.

V.2. Referral Systems, establishing clear and efficient referral pathways

A ShMR system should not be limited only to providing the service at the point where the young person initially presents. In many cases, the young person's needs may be more complex or may require support from another institution, sector, or provider, such as education, healthcare, legal aid, professional skills, etc. For this reason, an important element of a functional ShMR system is the ability to guide and connect the young person with the most appropriate service and, when necessary, to follow their path until receiving the service and addressing the need.

In this sense, referral is the process through which a service provider or professional, after identifying that the young person's needs cannot be fully met by the service offered, links them to another more suitable or specialized service. Referral can take place within the same institution, between public institutions, between different sectors, towards a civil society provider, or towards another authorized provider, in accordance with the nature of the service and the relevant competencies.

Referral should be distinguished from other processes such as information, guidance, and follow-up. Information provides the young person with knowledge about the services and opportunities available; guidance helps them understand which service best meets their need and how they can access it; referral creates a connection with the respective provider; while follow-up aims to understand whether the young person has reached the service and whether the identified need has been addressed or requires further support.

Principles of the referral process

The referral process must be clear, proportionate, confidential, and tailored to the nature of the service. It must always be conducted in accordance with privacy and data protection rules, prioritizing the prohibition of unlimited sharing of information. Service providers have the duty to determine what information is necessary to provide the service, with whom it can be shared, for what purpose, and how it should be

documented and stored. This requires particular care in cases related to social, health, psychological, and legal services. Information must be handled only to the necessary extent and in accordance with the applicable legislation, professional procedures, and the rights of the young person.

The referral process requires service providers to have inter-institutional contact and coordination points. These points serve as links between providers and help clarify procedures, inter-institutional communication, and resolve obstacles that may arise during referral.

Referral System

Every municipality or institution providing services to youth must have a clear way to identify the services to which they can direct or refer young people, that is, to carry out the referral process based on standards. For this purpose, service providers, alongside the creation of the Youth-Friendly Local Services Map, must also create the Referral System Map and the Referral Services Catalog, where these documents are closely linked to the Map.

The Referral System map should not be just a list of institutions. It should show which services are available, who offers them, which groups they target, what the criteria and access methods are, where they are located, what the contact channels are, and in which cases referrals can be made. It should help staff understand where young people can turn and how to connect with other services.

To make this information practically usable, the map can be supplemented with a Directory of Referral Services, which contains key information for each service: the name of the service, provider, field, target group, access criteria, location, hours, contact, application method, required documentation, potential costs, contact point, referral method, and territorial or digital alternatives.

The referral system and the nature of the service

The referral system must respect the professional boundaries of each service. The institution identifying a need should not replace the specialized provider but must ensure appropriate guidance and connection with them. This is especially important in areas such as mental health, legal aid, social services, employment, and vocational training. For example, in cases related to mental health, basic service staff should be able to listen, identify needs, inform, and guide, while professional assessment and treatment should remain with the competent structure.

In the field of employment and vocational training, referral can link each other between career guidance, registration, vocational training, employment mediation, and pursuit. This can be especially important for young JPAFP/NEET youth, for whom a single intervention may not be sufficient.

Monitoring and evaluation of the referral system

The referral system[17] must undergo continuous monitoring, evaluation, and updating procedures. A referral system should monitor not only the number of referrals but also their functioning and outcomes. For this purpose, indicators such as the number of referrals, the percentage of received referrals, response time, the percentage of young people who accessed the service, cases where the referral was repeated, and, above all, the percentage of needs addressed, can be used.

[17] Annex no. 7 "The referral process in Youth-Friendly Services."

Gathering young people's opinions should be an essential part of this process, and their experience can show whether the information was clear, whether the procedure was understandable, whether the referral was accessible, and whether the service received met the identified need, and whether the referral system is functional.

V.3. Digital Platforms and Tools for Youth-Friendly Services

Digital platforms and tools can play an important role in increasing accessibility and improving the experience of young people in accessing services. Within the ShMR, the use of technology should not be limited only to publishing information online, but should support the entire journey of the young person, from identifying needs to access to services, guidance, referrals, gathering opinions, and improving the service.

A youth-friendly digital platform or tool should enable young people to easily find the information they need, understand if and how they can access a service, receive guidance, and, when possible, take the necessary steps online to access it. For this reason, information should be organized as much as possible around the needs of the young person and not just around the administrative structure that provides the service.



Figure no. 10 Traditional Information vs. Digitalization

Digitalization and accessibility

A digital service is not automatically an accessible service. Digital platforms and tools must take into account differences in access, skills, and opportunities for young people. In this regard, digital information and functions should, as much as possible, be: simple to use and suitable for telephony devices; understandable and clear in language; accessible to young people with disabilities; usable even under conditions of limited internet access; accompanied, when necessary, by alternative physical channels, telephone or others. Digitalization may include several service elements such as: information about services, the service catalog, searching and filtering information, the possibility of online application, booking an online appointment, the possibility of online consultation, chat or online questions, orientation and referral, the notification process, gathering opinions, complaints, and suggestions,

Digitalization should not create a new obstacle. For young people who do not have access, equipment, digital skills, or sufficient opportunities to use digital channels, appropriate alternatives must exist. It should also be accompanied by appropriate measures for the protection of personal data and privacy. A clear distinction must be made between public information about the services and personal data collected during the application, consultation, guidance, or referral. The collection and use of data should be limited to what is necessary for the relevant purpose and carried out in accordance with legal requirements for personal data protection.

Digitalization must also be effective, and this is closely linked to the reliability of information. For this reason, for every service it must be clear who is responsible for updating the information and handling requests received through the platform. Information must be checked and updated periodically, especially regarding: eligibility criteria; documentation; deadlines; location and schedules; contacts; costs, if any; application method; referral possibilities; changes in service provision.

Improving Youth-Friendly Services

Data generated by digital platforms can be used, appropriately and in accordance with data protection requirements, to understand which services are most in demand, where access difficulties are encountered, and which groups of young people remain less accessible. In this way, the platform should not only be seen as a communication channel but also as a source of information for monitoring and improving ShMR. Data analysis can help institutions and service providers identify:

- the most requested services and information;
- obstacles encountered during the use of the platform;
- the steps of the process where users encounter the most difficulties;
- the need to improve information or procedures;
- gaps in access for certain groups of young people;
- the needs for adaptation or development of services.

This data should be combined with the opinions of young people and other sources of information, so that decision-making to improve services is not based solely on platform usage data.

V.4. Youth-friendly language

The language used in communicating services is a direct part of the young person's experience and constitutes an important component of the ShMR. A service may be legally available and physically accessible, but if the information about it is complex, technical, bureaucratic, or unclear, the young person may not be able to understand their need, identify the appropriate service, or take steps to access it. Youth-

friendly language does not only mean simplifying the language. It means a mode of communication that helps the young person understand, orient themselves, and act. For this reason, the information must be clear, practical, respectful, inclusive, reliable, and linked to a concrete opportunity to access the service.

Communication is an integral part of providing the ShMR, since a service cannot truly be accessible if young people do not have sufficient, understandable, and reliable information about its existence, how to access it, and what they can expect from the service. For this reason, communication should be considered not only as an informative or promotional act but as part of the young person's journey toward the service. The purpose of communication for ShMR is to ensure that important information reaches young people in an understandable way, through the channels they use and in a form that helps them take the next step. This requires a shift from institution- and service-oriented communication to communication oriented toward the needs of young people.

Greece's experience offers a useful element in this regard: information and communication are treated as part of young people's access to support and services, not just as promotional activities. Greek youth policies place importance on information and counseling for young people in various fields, including education, training, careers, employment, housing, health, culture, and participation. Likewise, importance is given to online information and communication in the spaces where young people are present and interact.

A particularly important element is the link between information, identification, guidance, and further support. The Greek National Strategy for Youth Employment addresses "Identification, Approach, and Guidance" as one of the pillars of intervention, linking it to skills development, employment, and opportunities for young people. This approach shows that effective communication should not end with just providing information, but should help the young person identify the opportunity that suits them, understand the necessary steps, and, when required, be guided towards further support.

For Albania, this element can be adapted by treating communication as part of the young person's journey toward service: information, understanding, guidance, access, follow-up, when needed. This means that ShMR's communication should be linked not only to how a service is presented but also to the real possibility for the young person to understand what is offered, to take the necessary action, and not to be left without guidance when their need requires more than one service.

V.5. Targeted Outreach and Community Engagement

Targeted outreach is an active and preventive approach through which service providers go beyond traditional delivery points and create contact with young people in the environments where they live, learn, work, socialize, and spend time. This approach is especially important for young people who do not use existing services or who face territorial, economic, social, informational, digital, or institutional barriers.

The goal of targeted outreach is not only to raise awareness but also to create a bridge between the young person and the service. For this reason, outreach activities should be linked to orientation and referral mechanisms so that the initial contact can lead, when necessary, to real access to the appropriate service. Primarily, service providers are guided towards a process where the young person requests the service themselves, while the intended outreach requires the service provider to seek the young person to obtain the service. This is especially important for young people who may not know what services exist, do not know where to turn, lack experience in relationships with institutions, or face obstacles that prevent them from seeking support on their own.

Target Outreach Planning

Deployment should be planned based on data and not just on the availability of communication channels. Before defining activities and contact points, service providers should analyze:

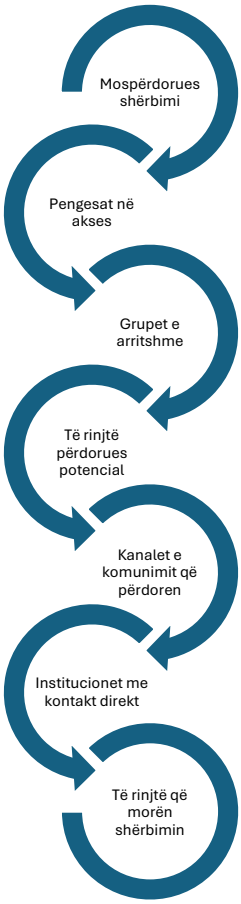


Figure no. 11 Analysis of service providers on target outreach planning

In this way, outreach is measured not only by the number of activities carried out or young people contacted, but also by the ability to connect them with appropriate services and to reduce barriers to access. This requires that outreach activities have a defined continuity through orientation, referral, and, when necessary, case follow-up.

The model of school visits – lessons from the Greek experience

The school can be used as one of the main points of targeted outreach, especially for communication, guidance, and early identification of young people's needs. The Greek experience treats the school not only as a space for formal education but also as a space where OR, social work, cultural and sports activities, and non-formal education can be included. Visits and activities are carried out in schools in cooperation with the schools, linked to information campaigns, awareness-raising, participation, rights, and skills development. These practices demonstrate the school's potential as a point of contact with young people and as a space where institutions, OR, and community actors can bring information and participation opportunities closer to young people.

For the Albanian context, this experience can be adapted into a model of informative and guiding school visits without creating new structures. Visits can be planned in cooperation with educational institutions and local actors and focus on the specific needs of young people, including: information, needs identification, orientation, referral, and follow-up. This transforms the school visit from an isolated informative activity into an entry point towards the service system. The strategy for extending into the Albanian context should also include a combination of other points and channels: youth centers; administrative units; community space; sports structures and culture; vocational training providers; youth organizations/NGOs; digital channels; fieldwork with the community.

Reach towards youth outside of education, employment, and training

For young people who are not in education, employment, or training, traditional school channels are not sufficient. In these cases, community work, collaboration with organizations and local actors, as well as the use of data, become especially important. This is also in line with the latest approach of the International Labour Organization[18] to outreach services within the Western Balkans Youth Guarantee, which structures the intervention around identification, contact, engagement, and individualized support, linking outreach to youth profiling, mapping local resources, and monitoring results. In this way, the principle "let's reach the youth" does not remain just an informative activity but becomes part of a system aimed at reducing barriers and creating real connections between the youth and the service.

Regarding this approach, an element of interest for the Albanian context is the shift from a passive user-waiting approach towards an active approach of searching and bringing young people closer to the service. This can be achieved through informative activities in schools and communities, field meetings, non-formal education activities, and cooperation with local actors. For example, such practices in Greece have also used fieldwork to contact young people in difficult social situations and connect them with appropriate support and services.

V.6. Digital Communication and Engagement

Digital communication is an important component of ShMRI, as it creates opportunities for information and service orientation to be more accessible, fast, and adapted to how young people are informed and interact. In this context, digital channels, including social networks, online platforms, and electronic communication tools, should be used not only for publishing announcements but also as active tools for informing, interacting, guiding, referring, and youth participation.

Digital communication should start from the needs of the young person and not just from the information the institution wants to publish. The content should be clear, up-to-date, understandable, and action-oriented, providing the young person with the information they need to understand what service exists, who it is for, how it is accessed, where and when it is offered, what the conditions are, and what they need to do next.

Social networks as channels of interaction

[18] Guide on setting minimum standards for outreach services to young people in the context of the Rino re Guarantee

Social networks can be used as active channels for awareness, information, and interaction with young people, especially for communicating opportunities, services, activities, rights, and support mechanisms. When used for communication with young people, service providers must clearly define the channel's purpose, the type of information offered, the way questions and comments are handled, as well as how individual issues are directed toward appropriate service channels.

This helps social networks not to remain mere publishing channels, but to function as controlled points of information and guidance.

Secure communication and moderation

Digital communication must be open to questions, comments, and opinions, clearly distinguishing between critical thinking, questions, or remarks about service quality and content that compromises the safety, dignity, or rights of others.

For this purpose, service providers must have clear and transparent rules for content moderation, which address offensive language, discrimination, bullying, inappropriate content, misinformation, and the publication of personal data, without restricting the lawful expression of opinions or criticism of services.

Privacy and handling of individual issues

Digital public channels should not be used to collect or publish personal data or to handle individual and sensitive matters. When a young person presents a need that requires individual treatment, they should be directed towards the appropriate and safe channel for receiving the service.

This is especially important for issues related to health, well-being, social support, violence, discrimination, or legal aid. For sensitive topics, communication must be accurate, verifiable, non-stigmatizing, and focused on support and competent service. Information should avoid dramatization, exposure of individuals, and the use of language that could create stigma or additional barriers to accessing services.

Digital communication and youth participation

Digital communication should also contribute to youth participation. Beyond information, digital channels can be used for consultations, surveys, gathering opinions, identifying needs, announcing participation opportunities, and involving young people in improving services.

The collected thoughts should be analyzed and, when possible, reflected in service changes, making communication a two-way process and not just an information transmission process.

Alternative channels and inclusion

The use of digital channels should not create new barriers for young people who do not have stable internet access, suitable devices, or sufficient digital skills. For this reason, digital communication should be supplemented, as needed, with physical channels, telephone channels, and other alternative forms of information and orientation.

In accordance with the principle of accessibility, digital communication should be complemented by physical and other alternative channels so that the lack of internet, digital skills, devices, or suitable conditions does not create barriers to accessing services.

V.7. Monitoring, Evaluation, and Gathering Opinions

The monitoring and evaluation of the ShMR should go beyond measuring the number of activities carried out, service users, or funds spent. In addition to this data, institutions and providers should assess whether the service has been used, how appropriate and of quality it has been, what results it has brought for young people, and whether the identified barriers have been reduced.

At the center of monitoring and evaluation should be the experience and journey of the young person, from the moment they identify a need or request information, to accessing and receiving the service, guiding or referring them to other services, and the results achieved. Monitoring should analyze how the five principles of the ShMR are[19] applied in practice:

- **Accessibility** – Can the young person find, understand, achieve, and use the service without unnecessary obstacles?
- **Acceptability** – Does the young person feel confident, respected, heard, and treated with dignity?
- **Adaptability** – Does the service meet the real needs and context of the young person?
- **Quality** – Is the service provided professionally, consistently, and with measurable results?
- **Youth participation** – Do young people have real opportunities to influence how the service is designed, delivered, monitored, and improved?

Gathering the opinions of young people

Young people should not only be a source of information for monitoring and evaluation but also actors in the service evaluation process. Their experience helps identify barriers that are not always evident through administrative data and usage statistics.

For this purpose, questionnaires, interviews, focus groups, consultations with the Youth Council and other youth representative structures, meetings with youth organizations and other youth groups, platforms or boxes for suggestions and complaints, as well as mechanisms for gathering feedback after receiving the service, can be used.

In selecting mechanisms, it must be ensured that young people who are not part of representative organizations or structures and those facing greater barriers to access are also heard. Gathering opinions should not be treated as an isolated measure of satisfaction. It should be used to understand what worked, where obstacles appeared, which needs remain unaddressed, and what needs to change in the service.

From gathering opinions to real change

A ShMR should not be considered an unchangeable model. The needs, obstacles, expectations, and communication methods of young people change over time. For this reason, monitoring and evaluation should function as a continuous cycle of improvement, not just as a reporting process.

[19] Annex no. 9 "Framework for Monitoring and Evaluation of Youth-Friendly Services."

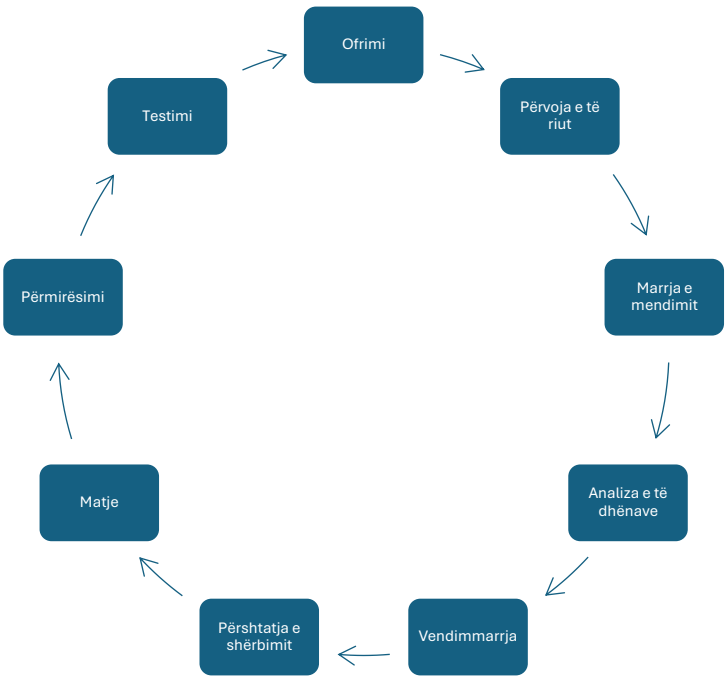


Figure no. 12 Monitoring and Evaluation Process

In this cycle, gathering the opinions of young people is the starting point for the analysis, but the change in service must be based on a combination of opinions, usage data, service outcomes, access data and referrals, as well as other relevant evidence.

The service provider must analyze the findings, determine the necessary changes, set responsibilities and deadlines, and then assess whether the change has brought improvement. In this way, monitoring and evaluation do not end with reporting the results. They create a direct link between evidence, decision-making, and service improvement.

PRACTICAL IMPLEMENTATION MECHANISMS OF THE GUIDE

- Annex no. 1 "Matrix for the implementation and control of principles for the provision of Youth-Friendly Services by service providers";
- Annex no. 2 "Creation of coordination mechanisms for the provision of youth-friendly services";
- Annex no. 3 "Evaluation of mechanisms for providing Youth-Friendly Services";
- Annex no. 4 "Local Level Needs Assessment Framework";
- Annex no. 5 "Action Plan for the Implementation of Youth-Friendly Services";
- Annex no. 6 "Evaluation questionnaire for spaces dedicated to youth";
- Annex no. 7 "The referral process in Youth-Friendly Services";
- Annex no. 8 "From traditional communication to youth-friendly services communication";
- Annex no. 9 "Framework for Monitoring and Evaluation of Youth-Friendly Services."

Annex no. 1 "Matrix for the implementation and control of principles for the provision of Youth-Friendly Services by service providers"

This annex is used by service providers to assess the level of implementation of the principles and dimensions of Youth-Friendly Services, to identify shortcomings, and to determine areas that require improvement.

Evaluation Criteria	Indicators	Yes -x / Not -y / Partially -z	Comments / Support Documents
1. Accessibility - Can young people reach and use the service?			
1.1 Physics: a) Can the service be physically accessible to young people living in the service area? b) Are the facilities accessible to young people with disabilities? c) Are obstacles related to distance and transportation taken into account?	Suitable location; Entrances and accessible areas; Access for young people with disabilities; Transportation options or alternatives; Adequate territorial coverage.		
1.2 Financial: a) Is the service free or affordable? b) Have costs related to transport, documentation, communication, or digital access been identified? c) Are there exemptions, reliefs, or forms of support for young people who cannot afford these costs?	No charge or fixed fee; Clear costs; Additional identified costs; Exemptions/reliefs from payment; Support for young people with economic barriers.		
1.3 Information: a) Is it clear what service is offered and for whom? b) Are the access methods, documents, deadlines, costs, and location clear? c) Is there information about contacts, orientation, and referrals? d) Is the young person informed about what they can do if they do not receive the requested service or response?	Clear and understandable language; Users of the designated service; Clear criteria and benefits; Specified documentation; Clear costs and deadlines; Defined communication channels; Information for orientation/referral; A defined complaint mechanism.		
1.4 Digital: a) Can information and, when possible, the service be accessed digitally? b) Is the platform or digital channel usable by young people with different levels of digital skills? c) Are there non-digital alternatives when digitalization creates obstacles?	Functional digital platform/channel; Accessible information; Simple and understandable usage; Access for young people with disabilities; Non-digital alternative; Support for young people with digital disabilities.		
1.5 Timing: a) Are the schedules suitable for young people? b) Are there specified deadlines for receiving the service or response? c) Are there alternatives when the young person cannot access the service during standard hours?	Suitable schedule; Specified deadlines; Reasonable response time; Alternatives in offering; Treatment within the deadlines.		
2. ACCEPTABLE - Do young people feel safe, respected, and heard?			
2.1 Information Protection and Privacy a) Are there approved procedures for the protection of information and privacy? b) Are suitable spaces provided for private communication? c) Is the staff trained in information protection	Approved procedures; Private space; Trained staff; Security measures for data; Rules for access to and use of information.		
2.2 Information for young people: a) Are young people informed about what data is collected and why? b) Are the persons or structures who can access them clear?	Collected data specified; Clear purpose of the meeting; Defined access; Rules for sharing information;		

c) Are young people informed about their rights regarding the data?	Information about rights.		
Non-discrimination and respect: a) Is the staff trained in diversity and non-discrimination? b) Is inclusive and respectful communication used? c) Are the barriers related to the characteristics or circumstances of young people identified and addressed?	Trained staff; Comprehensive communication; Non-discriminatory approach; Sensitivity to diversity; Identified and addressed obstacles.		
A prejudice-free approach a) Are young people heard without prejudice or stigmatization? b) Does the staff use professional and appropriate communication to meet the needs of the youth?	Active listening; Respectful communication; A stigma-free approach; Complaint and reporting mechanism.		
Safety and Hospitality a) Is the environment safe, welcoming, and supportive? b) Can concerns or incidents be reported safely?	Safe environment; Welcoming environment; Supportive environment; Reporting mechanism; Information about rights and ways to seek help.		
3. ELIGIBILITY - Am I receiving the service I need?			
3.1 The needs of the youth: a) Have the main needs of the youth been identified? b) Has the problem the service aims to address been identified? c) Have the groups in need of the service been identified? d) Have the young people who do not use the service been identified and the reasons given? e) Have obstacles to access and use been identified?	Identified needs; Defined problem; Identified target groups; Non-identified users; Identified obstacles; Data used for planning.		
3.2 Comprehensive and integrated services: a) Is the service connected to other services that the young person might need? b) Are there mechanisms for guidance and referral? c) Are referrals followed up when necessary?	Coordination mechanisms; Orientation systems; Referral procedure; Tracking of referrals.		
3.3 Adapting to diversity and context			
a) Does the service fit the characteristics and circumstances of different groups of young people? b) Are territorial, social, economic, and digital changes taken into account?	Different groups taken into consideration; Measures tailored to needs; An alternative for groups with barriers; Territorial and digital adaptation.		
3.4 Adaptation over time			
a) Is the service reviewed when the needs or conditions of young people change? b) Are the data and opinions of young people used to make changes?	Periodic review; Documented changes; Use of data; Using the thoughts of young people.		
4. QUALITY - Am I receiving the service professionally and effectively?			
4.1 Capable and trained administrative capacities: a) Is the staff trained for the functions they perform? b) Is there a training and professional development plan? c) Is the staff familiar with the dimensions and standards of the ShMR?	Trained staff; Training plan; Knowledge of ShMR standards; Professional development; Competencies tailored to the function.		
4.2 Clear processes and standards a) Are the procedures for providing the service defined? b) Are the roles and responsibilities clear? c) Are there standards or criteria for the quality of the offering?	Documented procedures; Defined roles and responsibilities; Defined standards/criteria; Clear deadlines and steps; Mechanisms for addressing issues.		
4.3 Data, experience, and opinions of young people	Identified users;		

a) Is data collected about users and service usage? b) Are young people who do not use the service identified? c) Are the opinions of young people collected and analyzed?	Non-identified users; Reasons for non-use; Collected thoughts; Analyzed findings; Data used for improvement.		
4.4 Monitoring, results, and improvement a) Is the provision and use of the service regularly monitored? b) Are service results measured? c) Are changes made based on the findings?	Monitoring plan; Defined indicators; Measured results; Documented findings; Measures for improvement; Revenge after changes.		
5. PARTICIPATION - Do I have the opportunity to influence how this service is offered and improved?			
5.1 Meaningful Inclusion a) Are young people included with different characteristics and circumstances? b) Are measures being taken to include young people who face barriers to participation?	Participation of various groups; Representation of groups with barriers; Identified and addressed obstacles; Comprehensive participation methods.		
5.2 Co-design of services a) Are young people consulted about their needs and expectations? b) Are they included in the design or adaptation of the service? c) Are their proposals documented and reviewed?	Consultation with young people; Participation in drafting/co-design; Documented suggestions; Suggestions reviewed; Changes reflected in the service.		
5.3 Participation in monitoring and improvement a) Do young people participate in the evaluation of the service? b) Are they able to propose changes? c) Are they informed about how their opinions have been used?	Participation in monitoring/evaluation; Collected suggestions and recommendations; Response to opinions; Documented changes; Informing young people about the results.		

Annex no. 2 "Creation of coordination mechanisms for the provision of youth-friendly services"

This annex is used to define and evaluate coordination mechanisms between institutions and service providers, clarifying roles, responsibilities, referrals, and cooperation in delivering Youth-Friendly Services.

Field	Action	Chief Responsible	Documents	indicators
1. Governance and coordination	Central coordination mechanism of the ShMR	Ministry responsible for youth + AKR	Sub-legal act creation, strategic documents	Established mechanism; meetings held; documents
2. Policy and Strategy	Strategic documents for ShMR and the integration of principles	Ministry + AKR + state institutions.	Strategies, action plans, guidelines	Approved documents; Integrated objectives of the Integrated Medical Communities
3. Institutional responsibilities	Clear definition of roles and functions	Service institution/provider	Organizational chart, structure, job descriptions, procedures	Defined functions; responsible person/structure
4. Human capacities	Sufficient and trained staff	Institution/provider	Staff planning, training plans	Number of staff; trained staff; managed workload
5. Financial resources	Planned and sustainable financing	Institution + finance/budget unit	Budget, PBA, financial plans	Allocated funds; expenses; additional sources
6. Service design	The service should be based on the needs of young people.	Service Provider	Needs assessment, standards, procedures	Identified needs; tailored services
7. Accessibility	The service must be physically, digitally, and financially accessible	The provider	Procedure, infrastructure, platform	Access distance/time; digital access; reduced barriers
8. Information and communication	Clear, understandable, and tailored information for young people	Provider + communication	Informative materials, platform	Communication channels; users; gathering opinions
9. Referral and coordination	Functional referral mechanism between services	Referral Coordinator + Providers	Protocols/Reference Agreements	Number of referrals; cases followed; response time
10. Youth Participation	Young people should be involved in the design, implementation, and evaluation	Institution + KVR/youth organizations	Consultations, surveys, working groups	The number/characteristics of the youth; integrated proposals
11. Inclusiveness	Identifying and addressing barriers for vulnerable groups	The provider	Assessment of obstacles, adaptive measures	Access for groups with disabilities; tailored measures
12. Monitoring and evaluation	Measuring results	Monitoring + Evaluation + Management	Reports, indicators	Results, quality, satisfaction
13. Gathering Opinions	Systematic mechanisms for gathering young people's opinions	The provider	Surveys, consultations, complaint mechanisms	Collected opinions; percentage of suggestions addressed
14. Continuous improvement	Use of data and feedback for service customization	Management + staff	Improvement plans	Changes undertaken; recommendations implemented
15. Partnerships	Cooperation with institutions, NGOs, universities, and the private sector	Institution/provider	Cooperation agreement	Active partnerships; co-offered services
16. Sustainability	The service should not depend solely on projects	The institution	Sustainability Plan	Public funding; alternative sources; continuity

Annex no. 3 "Evaluation of mechanisms for providing Youth-Friendly Services"

This matrix is used to assess whether the mechanisms, capacities, and conditions necessary to provide Youth-Friendly Services (CSR) exist, function, and can be sustained over time. It can be used both to evaluate an existing service and to design or adapt a new service.

Model Phase & Test Question	**Is it fulfilled? (Yes/No/Partially)**	**Current Status/Evidence (Who/What exists?)**	**Necessary Action/Corrective Measure**
1. Needs Analysis • *Is there a continuous participation mechanism?*		Needs assessments; data; consultations; opinions of young people; other sources of evidence	Conducting or updating needs assessments; identifying groups that do not use the service and their barriers
2. Definition of the Service • *Is it part of the structure/procedures?*		structure; procedure; standards; descriptions of functions; service documents	Defining the role, functions, and procedures; adapting the service according to the needs of young people
3. Cost Calculation • *Are there resources and infrastructure?*		budget; financial plan; human resources; equipment; infrastructure; technology	Cost calculation; resource determination; investment and recurring cost planning
4. Resource Identification • *Is there basic funding?* • *Do the necessary partners exist?*		staff; budget; partners; cooperation agreements; other resources	Capacity building; identifying partners; securing missing resources
5. Co-financing • *Is there enough staff?* • *Can tools be maintained?*		Staff planning; job descriptions; training plans; training records	Recruitment/redistribution of human resources; training; definition of roles and responsibilities
6. Piloting • *Can field testing be provided?*		Pilot plan; target group; space; staff; testing instruments	Developing a testing phase; gathering thoughts; identifying and correcting problems
7. Measuring Results • *Can results be measured? (M&V)*		Plan M&V; indicators; data; reports; surveys/consultations	Definition of indicators; data collection; determination of responsibilities and monitoring frequency

8. Institutionalization • *Is it integrated into the official structure?*	Acts; procedures; organizational chart; job descriptions; work plans	Formalization and integration of the mechanism into the functioning of the institution
9. Long-term budgeting • *What happens if external financing ends? (Mandatory)*	Public budget; financial plan; human resources; institutional responsibility; sustainability plan	Determining resources after external financing; integration into the budget and work plans; determining responsibility for continuity
10. Scaling • *How can the model be expanded?*	Model documentation; results; cost; capacities; procedures; lessons learned	Documentation of the model; identification of conditions for expansion; determination of resources and steps for scaling

Annex no. 4 "Local Level Needs Assessment Framework"

This framework aims to guide local self-government units and service providers in identifying the needs of young people, analyzing barriers and gaps in services, setting priorities, and planning interventions. The process continues with implementation, measuring results, and adapting services based on evidence and the opinions of young people.

Step	What is valued?	Key questions	Data/sources	Evaluation product
1. PROFILE	Youth profile	Who are the young people in the area? How many are there? Where do they live? Which groups are most exposed to exclusion?	INSTAT, local registries, administrative data, service statistics	**Local Youth Profile**
2. LISTEN	Needs and priorities	What do young people need? What problems do they identify for themselves? What do they expect from the services?	Questionnaires, interviews, focus groups, consultations, NYC/LYC, NGOS	**List of needs identified by young people**
3. MAP	Existing services	What services exist? Who offers them? Where are they located? For which categories?	Municipality, public institutions, NGOs, private providers, service map	**Local service map**
4. ANALYZE	Obstacles and gaps	What prevents young people from accessing services? Which needs are not covered? Where is there overlap or lack of services?	Data analysis, consultations, opinions, administrative data	**Analysis of obstacles and gaps**
5. PRIORITIES	Priority needs	Which needs require immediate intervention? Which groups/territories have priority?	Agreed criteria, data, consultations with youth and stakeholders	**The list of priorities**
6. PLAN	Interventions and resources	What needs to be changed? What resources are needed? Who is responsible?	Budget, capacities, human resources, partnerships	**Local action plan**
7. IMPLEMENT	Implementation	Are the planned measures being implemented? Are the services reaching the targeted groups?	Implementation reports, administrative data, monitoring	**Services/measures implemented**
8. MAT RESULTS	Results	What changed? How many young people were reached? Did access and quality improve?	Indicators, opinions, usage data, surveys	**Results report**
9. IMPROVE	Improvement and adaptation	What worked? What didn't work? What needs to be changed?	Periodic assessment, gathering opinions from young people, analysis of results	**Service and plan update**

Annex no. 5 "Action Plan for the Implementation of Youth-Friendly Services"

This plan is used to turn the findings of assessment of needs, service self-assessment, and obstacle analysis into concrete measures for the adaptation, improvement, or development of the ShMR.

Field	Finding/Identified problem	Measure / Action	Responsibility	Partners	Deadline	Necessary resources
1. Accessibility						
2. Admissibility						
3. Adaptability						
4. Quality						
5. Participation						
6. Information and communication						
7. Referral and coordination						
8. Inclusiveness and Community Engagement						
9. Human capacities						
10. Monitoring, evaluation, and improvement						
11. Sustainability						

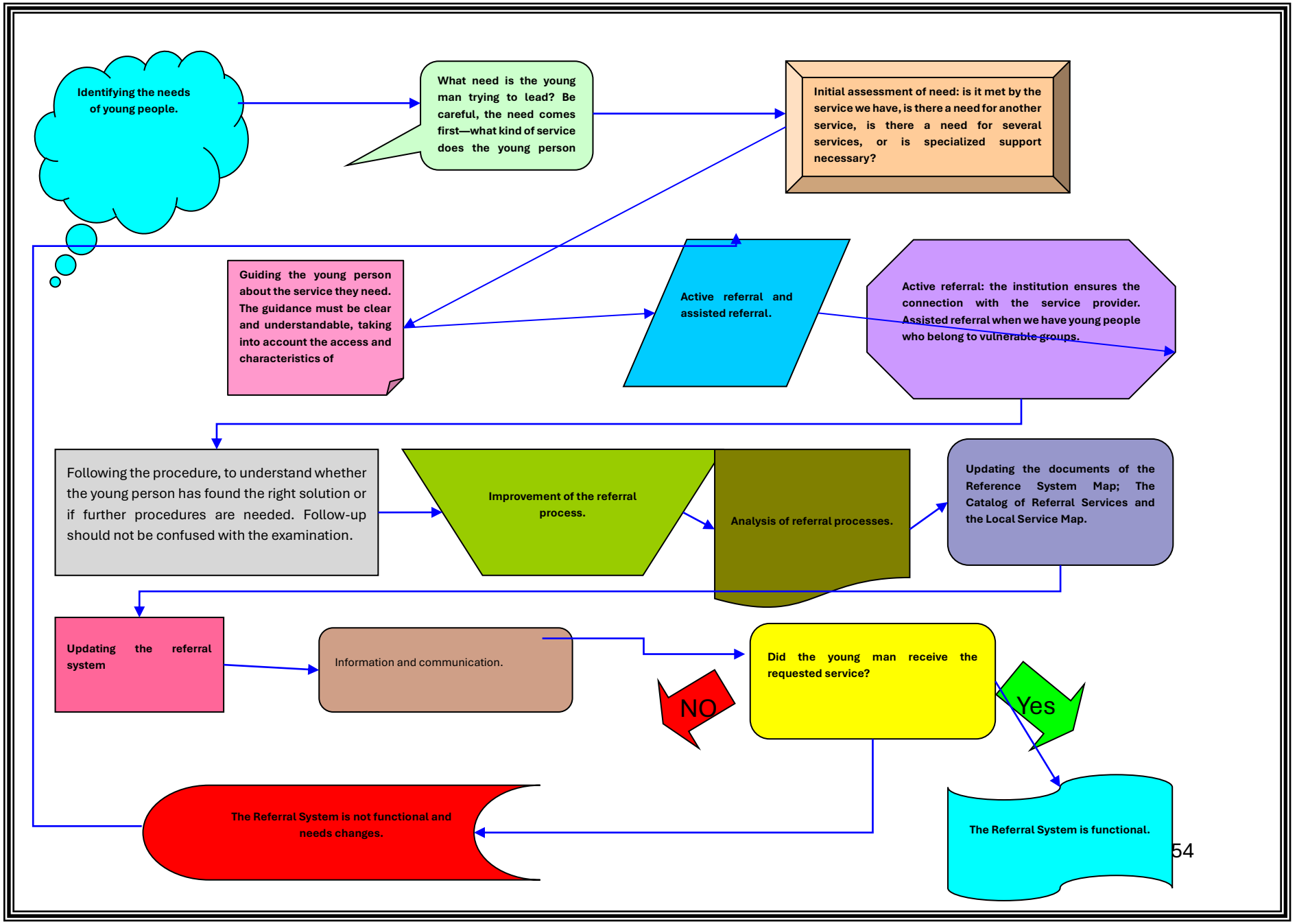
Annex no. 6 "Evaluation questionnaire for spaces dedicated to youth"

This matrix is used to assess whether an existing or planned space creates the necessary conditions for an accessible, safe, inclusive, and functional environment for young people. It can be used for physical, digital, or combined spaces.

Dimensions	*What should the provider evaluate?*	*Guiding questions*	*Indicator / Evidence*	*Indicators*
1. Necessity	Local need for youth space	Is there a real demand from young people? Which needs are not covered?	Consultations, questionnaires, local data	
2. Location	Territorial suitability	Is the space near the youth that it is intended to serve?	Distance, transport, territorial coverage	
3. Accessibility	Access for all young people	Is it accessible to young people with disabilities? Are there economic, physical, or digital barriers?	Ramp, accessible WC, signage, digital access	
4. Functionality	What can be done in space	Can educational, social, cultural, sports, and other activities be carried out?	Number and type of functions	
5. Security and Privacy	A safe, protective, and respectful environment	Are there security and privacy conditions? Are there rules and procedures for protecting young people?	Rules; protocols; lighting; private spaces; staff; reporting procedures	
6. Adaptability	Space flexibility	Can the space be adapted according to different needs?	Modular furniture, multifunctional area	
7. Equipment	Equipment and infrastructure	Are there internet, computers, sports/cultural equipment, and materials?	Equipment inventory	
8. Schedule	Availability	Is the space available after school and on weekends?	Javor timetables	
9. Inclusion	Use by different groups	Are vulnerable youth, those from rural areas, people with disabilities, etc., included?	User data	
10. Co-management	The role of young people	Do young people participate in programming and managing the space?	Youth council, user committee, consultations	
11. Program	Activities offered	Is there a regular and varied program?	Activity calendar	
12. Staff	Human capacity	Is there a trained staff to work with young people?	Number of staff, roles, trainings	
13. Partnerships	**Cooperation**	Does the space cooperate with schools, CSOs, businesses, and institutions?	Agreements/partnerships	
14. Financing	**Financial stability**	How is the space and its operation financed?	Budget, grants, co-financing	

15. Monitoring	**Usage and results**	Are usage, satisfaction, and results measured for young people?	Number of users, opinions, indicators
16. Sustainability	**Continuity**	Can the space continue to function after the initial project?	Resources, staff, budget, institutionalization

Annex no. 7 "The referral process in Youth-Friendly Services"



Annex no. 8 "From traditional communication to youth-friendly services communication"

No.	Dimensions	Traditional/institutional communication	ShMR Communication
1.	**Communication oriented towards the needs of the young person**	1.1 Service orientation 1.2 Publication of the notice 1.3 Information from the institution 1.4 The young person asks for it themselves 1.5 Access to service	1.1 Need-oriented approach 1.2 Complete information: service, location, provider, responsible person, access, results. 1.3 Suitable channel: informational materials, institutional websites, physical points, digital platforms, promotional materials, and direct communication 1.4 The service provider informs, guides, and advises. 1.5 Obtaining opinions.
2.	**Information**	2.1 Technical, administrative, procedural terminology. 2.2 Complete information but not structured as needed. 2.3 Information about what the institution offers. 2.4 The young person searches for or finds the steps of the service themselves. 2.5 General administrative information. 2.6 Documents that are part of the administrative procedure. 2.7 Information about the institution. 2.8 Clarifies the service. 2.9 Lack of information about alternative services. 2.10 Information is updated according to the institution's needs. 2.11 The young person's opinion is obtained after receiving the service. 2.12 Informs the young person.	2.1 Clear, understandable, user-friendly language, without losing legal and institutional accuracy. 2.2 Complete and structured information on the next steps. 2.3 Information about what is offered, for whom, for which needs, how, where, and when it is accessed. 2.4 Clear and detailed access. 2.5 Detailed information on costs and exemption mechanisms. 2.6 Listed documents. 2.7 Contact point. 2.8 Reflects the result. 2.9 Reflects alternative services. 2.10 Information is updated according to the needs of young people. 2.11 Obtaining the young person's opinion is part of communication. 2.12 Informs, guides the young person, and enables them to access the service.
3.	**Youth-friendly language**	3.1 Technical and administrative language. 3.2 Terminological content related to the procedure. 3.3 Use technical terms. 3.4 General formulations. 3.5 Provides information about the rules, procedures, etc. 3.6 Formal and institutional language. 3.7 General formulations, without considering vulnerable groups. 3.8 One-sided institutional communication.	31. Clear and understandable language 3.2 Simple language. 3.3 Avoids technical terms. 3.4 Formulations regarding the needs of the young person. 3.5 Informs about the next steps. 3.6 professional, respectful, close, and informal language. 3.7 Formulations adapted to vulnerable groups. 3.8 Interactive communication.
4.	**Multichannel communication**	4.1 Institutional channels. 4.2 The channel is determined by the institution's mode of communication. 4.3 The information is requested by the young person.	4.1 Physical, digital, and community channels related to needs. 4.2 The channel is determined by the target group. 4.3 The information reaches the young person.

		4.4 Communication channels not adapted to vulnerable groups. 4.5 Convey information.	4.4 Channels adapted to vulnerable groups. 4.5 The information reaches the young person and the young person accesses the service.
5.	**Proactive communication**	5.1 The young person requests information. 5.2 Official communication channels. 5.3 Equal access to standard channels. 5.4 There is no communication on the ground. 5.5 Communication from the responsible institution.	5.1 Service providers are looking for young people. 5.2 Community outreach. 5.3 Eliminates obstacles. 5.4 Communication in the field. 5.5 The responsible institution + actors interacting with the youth.
6.	**Communication towards vulnerable groups.**	6.1 Equal information and channels for everyone. 6.2 Communication is not differentiated between vulnerable groups. 6.3 Uses official institutional channels. 6.4 Information, tools, channels, standard documents. 6.5 The message is the same.	6.1 Adapt the information and channel for vulnerable groups. 6.2 Communication takes obstacles into consideration. 6.3 Use local channels and community actors. 6.4 Information, tools, channels, documents accessible to persons with disabilities. 6.5 The message adapts to the needs, situation, and vulnerable groups.
7.	**Campaigns and awareness**	7.1 Awareness and information about the service. 7.2 Focuses on the main message. 7.3 Provides information about the service. 7.4 A general and theme-oriented campaign. 7.5 The young person requests information themselves.	7.1 Awareness, information, and guidance. 7.2 Link the message with the information. 7.3 Provides information about the service and the next steps. 7.4 The campaign is related to real needs and possibilities. 7.5 Communication clearly indicates the next step: contact, application, booking, orientation, or referral.
8.	**Communication at contact points**	8.1 Receives and forwards the request. 8.2 I can refer to another structure. 8.3 Standard institutional channels. 8.4 Handles the request.	8.1 Points of information, communication, orientation, referral. 8.2 Ensures that the young person understands where they are going and what awaits them. 8.3 Variety of channels. 8.4 Guides the young person towards information, service, and guidance.
9.	**Youth participation in communication**	9.1 Young people receiving information. 9.2 Messages are drafted by the institution. 9.3 Materials are communicated after preparation. 9.4 Participation in sporadic processes. 9.5 Opinions are obtained after completion.	9.1 Young people are involved in design, testing, and improvement. 9.2 Messages are crafted based on the needs and circumstances of young people. 9.3 Materials are tested in advance with the youth. 9.4 Participation, a continuous process. 9.5 Obtaining opinions as a structured process.
10.	**Communication and awareness monitoring**	10.1 Monitors the number of materials, posts, campaigns, or activities carried out. 10.2 Number of young people affected by information. 10.3 Number of channels used. 10.4 Access is not linked to communication outcomes.	10.1 Monitors the extent, use, and contribution of communication. 10.2 The number of vulnerable youth and youth affected. 10.3 Effectiveness of the channels used. 10.4 Access is linked to communication outcomes.

		10.5 Communication change based on institutional planning. 10.6 Communication is monitored as a separate activity.	10.5 Communication changes based on data and the thoughts of young people. 10.6 Communication is monitored as part of the cycle of monitoring and improving the ShMR.

Annex no. 9 "Framework for Monitoring and Evaluation of Youth-Friendly Services"

This framework helps institutions and service providers monitor not only the resources and activities carried out but also the way the service is delivered, the results for young people, and the changes aimed for over a longer period. Monitoring and evaluation should be linked to the five dimensions of Youth-Friendly Services: accessibility, acceptance, suitability, quality, and participation.

Level	**The main question**	**What can be measured?**	**Sources/Evidence**
Sources	What resources and capacities do we have?	staff, competencies, budget, space, equipment, technology, and other resources necessary for service delivery	Budget, work plans, staffing, job descriptions, training records, inventory, financial data
Process	How is the service being offered?	Accessibility, acceptance, suitability, procedures, waiting time, communication, guidance, referral, privacy protection, and youth inclusion	Procedures and standards, service registers, administrative data, informative materials, referral forms, observations, young people's opinions
Products	What was offered and to whom?	The number and type of services, users, contacts, referrals, activities, and reached youth groups	Administrative data, registers, periodic reports, platform data, activity records
Results among the youth	What changed for the young man?	Addressed need, improved access, process completion, problem solving, improvement of experience and the situation of the young person	Questionnaires, interviews, focus groups, service data, cases followed, youth opinions, indicators of results
Influence	What is the most long-term change aimed for?	Improving inclusion, participation, employment, well-being, skills, or other outcomes related to the service objective	Administrative and statistical data, periodic assessments, studies, medium/long-term indicators, result analyses

The legal and strategic framework is divided into themes:

The legal and strategic framework related to ShMR includes Albanian legislation, national strategic documents, the EU framework, and international standards and guidelines. For ease of use, the main documents are grouped according to their field related to policies and service provision for youth.

International standards and guidelines

- World Health Organization standards for Youth-Friendly Services;
- "Guide on establishing minimum standards for outreach services to young people in the context of the Youth Guarantee" – International Labour Organization.

The European Union Framework for Youth

- The EU Youth Strategy 2019–2027;
- European Youth Goals (EYGs).

The legal and strategic framework for youth

- Law no. 75/2019 "On Youth", as amended;
- The National Youth Strategy and Action Plan 2022–2029.

Legal framework for the provision of public services

- Law no. 13/2016 "On the manner of providing public services at the counter in the Republic of Albania";
- Law no. 66/2016 "On Services in the Republic of Albania";
- Council of Ministers Decision no. 384, dated 25.5.2016 "On the approval of the long-term policy document for the provision of citizen-centered services by the state administration in Albania";
- Council of Ministers Decision no. 623, dated 26.10.2018 "On the approval of the Citizen's Rights Charter for Benefiting from Public Services."

Framework for local self-government

- Law no. 139/2015 "On Local Self-Government", as amended;
- The Intersectoral Strategy for Decentralization and Local Governance 2023–2030.

Strategic documents related to service delivery

- The National Strategy for Gender Equality 2021–2030;
- National Education Strategy 2021–2026;
- The National Action Plan for LGBTI+ Persons 2021–2027;
- National Health Strategy 2021–2030;
- The National Strategy for European Development and Integration 2022–2030;
- The National Employment and Skills Strategy 2023–2030 and the Youth Guarantee Implementation Plan 2023–2024;
- The National Strategy for Scientific Research, Technology, and Innovation 2023–2030;
- The National Strategy for Social Protection 2024–2030;
- The National Migration Strategy 2024–2030;
- Social Inclusion Policy Document 2024–2028;
- The Digital Agenda Action Plan for Education 2025–2030;
- The National Action Plan for Persons with Disabilities 2026–2030;

- National Tourism Strategy 2024–2030;
- The National Strategy for the Development of the Startup Ecosystem 2024–2027;
- Community Security Strategy 2021–2026;
- Occupational Safety and Health Policy Document 2024–2030;
- The Sustainable Development Goals Roadmap 2024–2030;
- Priority Policy Document 2027–2029;
- National Agenda for Children's Rights 2021–2026;
- The 2023–2028 Strategy of the Albanian School of Public Administration.

Support Albanian youth civic participation, community engagement and volunteerism, through promoting inclusive, gender responsive and structured dialogue and strengthening youth capacities at the central and local levels
(EC-NEAR/TIA/2024/EA-RP/0084)
Funded by the European Union