

# 7th Cycle of EU Youth Dialogue

## Guiding Questions

The guiding questions provide a thematic framework for working groups to design their local, and national dialogues (or in the case of the IYNGO's their European dialogues) in combination with the guidelines for each dialogue method. The guiding questions are set within the subthemes of the TRIO of Presidencies and their corresponding youth goals. They were developed based on the discussions held by delegates at the Romanian Youth Conference 2019 during the workshops on EU Youth Dialogue In Action, and finalised by the European Steering Committee of the EU Youth Dialogue.

The guiding questions are not designed to be sent directly to young people. Instead, working groups are asked to respond directly to each guiding question within their working group report. This response should be based on their analysis of outcomes of the dialogue they conduct with young people.

The output and suggestions of the young people that are collected during the consultations and activities and supplied through your working group reports, are going to be included in the overarching European Youth Dialogue reports, produced on behalf of the European Steering Committee, and used as relevant information for forming future documents and conclusions.

The opinions of young people in your country will be reflected in the results and final reports produced at European level. .

When working with young people, the guiding questions should be used to formulate questions and activities that will be addressed to young people and provide their engagement in the EU Youth Dialogue. Some of the tools are already available within the methodology package. The guidelines for each dialogue method provide further details on how these guiding questions can be explored directly with young people. For instance, the focus group guide contains specific questions to ask young people in small groups, and the standard survey provides survey questions which can be distributed individually to young people.

In order to support the specific objective of EU Youth Dialogue, to “bring about positive change in youth policy at local, regional, national and European level”, many of the questions use the phrasing "What actions and measures can we take..... ". This encourages a dialogue about what a wide range of actors, at all levels can do to take action towards the relevant Presidency themes and Youth Goals. The answers could refer to

actions which Local, Regional, National or European level decision makers could take, but also young people and youth organisations. They are questions to stimulate dialogue *between* decision makers and young people *at all levels*.

| Presidency Subtheme and Youth Goal  | Guiding Question  | Explanatory Note  |
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| <p><b>Romania</b></p> <p>Subtheme:<br/>Youth Goal #7<br/>Quality<br/>Employment for<br/>All</p> | <p>1a) What measures and actions can we take in order to implement the targets of the Youth Goal #7</p> | <p>Young people are suffering from high youth unemployment, precarious and exploitative working conditions as well as discrimination in the labour market and the workplace. The lack of information and suitable skills for future employment are preventing young people to be fully integrated in the labour market. Thus measures need to be taken in order to ensure quality employment for all.</p> <p>Youth Goal #7 has a vision to <i>Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people</i>. There are a number of targets that are established within the goal. These are:</p> <ul style="list-style-type: none"> <li>● Create quality jobs which guarantee fair working conditions, working rights and the right of living wage for all young people.</li> <li>● Safeguard social protection and healthcare for all young workers.</li> <li>● Guarantee fair treatment and equal opportunities for all young people in order to end discrimination in the labour market.</li> <li>● Ensure equal opportunities for all young people to develop the necessary skills and gain practical experience in order to smoothen the transition from education to the labour market.</li> <li>● Guarantee the recognition and validation of competencies acquired through internships, apprenticeships and other forms of work-based learning, as well as volunteering and non-formal education.</li> <li>● Ensure involvement of young people and youth organisations as equal partners in the development, implementation, monitoring and evaluation of employment policies at all levels.</li> <li>● Ensure equal access to quality information and adequate support mechanisms to prepare young people for the changing labour market and future of work.</li> </ul> <p>This question gives space to explore what measures and actions can be taken by actors <b>at all</b></p> |

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|  |  | <p><b>levels</b> towards achieving these targets. Working groups should approach these targets flexibly and they may wish to concentrate their dialogue on the targets that are most relevant to their own realities and context and which will enable them to directly influence local and national decision makers. This could mean identifying actions and measures which could be taken by local and national actors such as schools, colleges, employers, youth organisations, young people, including particular groups of young people, such as youth in NEET situations, municipalities, national governments, local politicians, national politicians, civil servants, as well as MEPs, EU institutions or any other relevant European level actors.</p>  |
|  | <p>1b) What measures and actions can we take to improve formal and non-formal education so that it prepares young people for the future of work?</p> | <p>The future of work across Europe will be affected by a number of social changes such as an aging population, an increase in the use of technology, demand for higher skills in the labour market, climate change, globalisation and changing forms of employment linked to new relationships between employees and employers.</p> <p>This question explores the links between education and work, and asks what needs to change in the current formal and non formal education systems to ensure that young people are prepared for the future forms of work. This could mean dialogue regarding the sorts of knowledge and skills which are needed by young people for work such as more practical skills, life skills or leadership skills. This could mean digital skills, but also the skills that give humans a comparative advantage over new technology, such as creativity, problem-solving and adaptability, and those related to sustainability and preparedness for the impacts of climate change. It could also include what sort of education and labour systems are most empowering for young people.</p> |
|  | <p>1c) What can we do to make sure all young people including those from marginalised backgrounds are equally treated, protected, safe and</p>       | <p>The freedom to choose an occupation and the right to engage in work is recognised in Article 15 of the Charter of Fundamental Rights of the European Union<sup>1</sup>. Article 2 of this Charter recognises the right to non discrimination in the application of all rights. Despite this, many young people, particularly those from marginalised backgrounds, experience discrimination in the workplace and the labour market, and are increasingly facing precarious and uncertain work situations.</p> <p>This question explores how all young people, regardless of background can have positive quality experience of work and finding work. It is also intended to explore issues such as workers' rights</p>   |

<sup>1</sup>Charter of Fundamental Rights of the European Union <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT>

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|   | <p>secure in the workplace and the labour market of the future?</p>                      | <p>and social protection within the workplace. It recognises that in the workplace and labour market some young people may experience issues such as discrimination on grounds of age or other characteristics, unhealthy work life balance, exploitation through unpaid or underpaid work, workplace bullying, mental health concerns related to work and other negative experiences. These problems might affect some groups of young people more than others. For example, experiences might vary with gender, or be particularly negative for young people who are often marginalised, such as those with a disability or mental health issues, refugees, people with ethnic minority backgrounds and young people in public care.</p> <p>This question could also include dialogue on some of the mechanisms to protect and promote quality work and quality transitions for all such as the Youth Guarantee, the role of Trade Unions, the importance of upholding workers' rights and Human rights.</p>  |
| <p><b>Finland</b></p> <p>Subtheme:<br/>Quality Youth Work for All</p> <p>Youth Goal #8<br/>Quality Learning</p> | <p>2a) What measures and actions can we take in order to develop quality youth work?</p> | <p>The Council of Europe Recommendation CM/Rec(2017)4<sup>2</sup> of the Committee of Ministers to member States on youth work defines youth work as:</p> <p>“[A] broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making. Despite different traditions and definitions, there is a common understanding that the primary function of youth work is to motivate and support young people to find and pursue constructive pathways in life, thus contributing to their personal and social development and to society at large. Youth work achieves this by empowering and engaging young people in the active creation, preparation, delivery and evaluation of initiatives and activities that reflect their needs, interests, ideas and experiences. Through this process of non-formal and informal learning, young people gain the knowledge, skills, values and attitudes they need in order to move forward with confidence.”</p> <p>A further definition of the term <i>youth worker</i> can be found in the notes for guiding question 2b.</p> |

<sup>2</sup>Council of Europe Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work <https://rm.coe.int/1680717e78>

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|  |   | <p>This question explores what actions and measures can be taken by actors <b>at all levels</b> to develop quality youth work. The answers could refer to actions which Local, Regional, National or European level decision makers could take, but also young people, youth workers and youth organisations themselves.</p> <p>As Youth work is a form of non formal education, working groups might wish to refer to targets within Youth Goal #8 Quality learning, which call for a greater focus on non formal education.</p>  |
|  | <p>2b) What are the most important competencies that youth workers need in order to support and work with young people and why?</p> | <p>Youth workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationships and in group-based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work based approach. In many cases, these roles and functions are combined with each other. There can be paid or volunteer youth workers.<sup>3</sup></p> <p>A further definition of the term <i>youth work</i> can be found in the notes for guiding question 2a.</p> <p>This question focuses on the competencies (skills, attitudes, values, knowledge) young people wish to see in youth workers. It explores the personal attributes a youth worker should have when they are working with young people in order to undertake their role. The purpose of this question is to explore what training and education is necessary for youth workers, both paid and volunteer. The findings have a potential to be applied on local, regional, national or European levels, depending on who has the competence over which aspects of education and training of youth workers.</p> <p>Working groups should pay attention to the phrasing “What are <b>the most important</b> competencies”, The intention of this question is not to identify an expensive list of competencies needed, but to explore the which are the most important core competencies young people believe youth workers need and why.</p> |

<sup>3</sup> This definition is taken from the Council of Europe [Explanatory Memorandum of Recommendation CM/Rec\(2017\)4 of the Committee of Ministers to member States on youth work](#)

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|  | 2c) What measures and actions can we take to provide access to quality youth work for all?       | <p>This question explores what can be done to develop and promote the role and quality of youth work generally. It could include dialogue on what opportunities, and learning young people wish to participate in when they access youth work, and how those could be delivered. It also explores what are the necessary conditions to be met in order to make sure that all young people can access youth work. Ranging from provision of information, recognition of youth work and adequate funding on all levels. It can include dialogue on the support needed for youth work itself, such as youth work funding, establishing the profession of youth worker, legal frameworks for youth work, and quality standards for youth work. However, these topics may not be appropriate to explore with all young people.</p>  |
| <p><b>Croatia</b></p> <p>Subtheme:<br/>Opportunities for Rural Youth</p> <p>Youth Goal #6<br/>Moving Rural Youth Forward</p> | 3a) What measures and actions can we take to implement youth goal #6 Moving Rural Youth Forward? | <p>Despite the EU wide commitment to rural development and given the fact that by 2015 almost one third of the EU population were living in rural areas, prevailing differences exist between living in urban and in rural areas. Therefore, it is important to ensure equality for young people in urban and rural settings.</p> <p>Youth Goal #6 has a vision to <i>Create conditions which enable young people to fulfill their potential in rural areas</i>. There are a number of targets that are established within the goal. These are:</p> <ul style="list-style-type: none"> <li>● Ensure appropriate infrastructure in rural areas in order to provide equitable delivery of public services, data connectivity and housing opportunities for young people.</li> <li>● Ensure that sustainable, high quality jobs, accessible to young people are created in rural areas.</li> <li>● Ensure the decentralisation of different activities by, for and with young people in order to support their inclusion and to benefit local communities.</li> <li>● Ensure that young people in rural areas are actively participating in decision-making processes.</li> <li>● Ensure equal access to high quality education for young people in rural areas.</li> <li>● Establish a positive image of rural areas.</li> <li>● Ensure the protection of rural traditions.</li> </ul> <p>This question explores what measures and actions can be taken by actors <b>at all levels</b> towards achieving these targets. This could mean identifying actions and measures which could be taken by local and national actors such as education providers, housing providers or planners, employers and business representatives, transport providers, youth organisations, young people, including</p> |

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|  |   | <p>young people from specific groups or living in specific areas, municipalities, national governments, local politicians, national politicians, civil servants as well as EU level actors such as MEPs and European institutions.</p> <p>Working groups should approach these targets flexibly and they may wish to concentrate their dialogue on the targets that are most relevant to their own realities and context and which will enable them to directly influence local and national decision makers.</p>   |
|  | <p>3b) What measures and actions can we take to improve rural areas for young people in the short term, in current conditions?</p>              | <p>This question focuses on the sorts of things that can be done to improve access to opportunities for young people in rural areas. It focuses on creating dialogue about smaller changes which are easier for decision makers to implement immediately. This could mean access to things that improve the quality of life of young people in rural areas or provide the sort of education or employment opportunities they want in rural areas. It may also include dialogue on the role of youth organisations in rural areas, access to broadband, and collaboration and support between rural areas.</p>   |
|  | <p>3c) What are the main measures and actions to take in order to improve quality of life for young people in rural areas in the long term?</p> | <p>This question focuses on the things that need to be done to improve opportunities for young people in rural areas that are more difficult to implement and may take longer to achieve.</p> <p>It recognises that improving rural areas for young people requires longer term investment in those areas, and explores what the priorities for that investment should be. These priorities and investments are likely to cover a variety of policy areas and be cross sectoral. Working groups should explore the role of all sectors in promoting quality of life for young people in rural areas within the dialogue. For instance, this question might include dialogue on topics such as climate change and sustainability, investment in infrastructure within rural areas, and how to boost long term economic development of rural areas.</p> |

## Appendix - Youth Goals 7, 8, 6

### Youth Goal #7

#### Quality Employment for All

**Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.**

Young people are suffering from high youth unemployment, precarious and exploitative working conditions as well as discrimination in the labour market and the workplace. The lack of information and suitable skills for future employment are preventing young people to be fully integrated in the labour market. Thus measures need to be taken in order to ensure quality employment for all.

- Create quality jobs which guarantee fair working conditions, working rights and the right of living wage for all young people.
- Safeguard social protection and healthcare for all young workers.
- Guarantee fair treatment and equal opportunities for all young people in order to end discrimination in the labour market.
- Ensure equal opportunities for all young people to develop the necessary skills and gain practical experience in order to smoothen the transition from education to the labour market.
- Guarantee the recognition and validation of competencies acquired through internships, apprenticeships and other forms of work-based learning, as well as volunteering and non-formal education.
- Ensure involvement of young people and youth organisations as equal partners in the development, implementation, monitoring and evaluation of employment policies at all levels.
- Ensure equal access to quality information and adequate support mechanisms to prepare young people for the changing labour market and future of work.



## **Youth Goal #8 Quality Learning**

**Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.**

Education remains a key for active citizenship, inclusive society and employability. That is why we need to enlarge our vision about education for the 21st century, focusing more on transferable skills, student-centered learning and non-formal education to achieve a truly equal and universal access to quality learning.

- Guarantee universal and equal access to quality education and lifelong learning.
- Ensure that all young people have access to adequately funded non-formal education at all levels, that is recognised and validated.
- Promote open-mindedness and support the development of interpersonal and intercultural skills.
- Create and implement more personalised, participative, and cooperative learner-centered methods in every step of the education process.
- Guarantee that education equips all young people with life skills such as money management and health education including sexual and reproductive health
- Incorporate methods within formal and non-formal education settings that enable the learner to develop personal skills including critical and analytical thinking, creativity and learning.
- Ensure that young people have access to citizenship education to provide them with solid knowledge on political systems, democracy and human rights, attained also through community-based experiences in order to promote active civil participation.

## **Youth Goal #6 Moving Rural Youth Forward**

### **Create conditions which enable young people to fulfill their potential in rural areas.**

Despite the EU wide commitment to rural development and given the fact that by 2015 almost one third of the EU population were living in rural areas, prevailing differences exist between living in urban and in rural areas. Therefore, it is important to ensure equality for young people in urban and rural settings.

- Ensure appropriate infrastructure in rural areas in order to provide equitable delivery of public services, data connectivity and housing opportunities for young people.
- Ensure that sustainable, high quality jobs, accessible to young people are created in rural areas.
- Ensure the decentralisation of different activities by, for and with young people in order to support their inclusion and to benefit local communities.
- Ensure that young people in rural areas are actively participating in decision-making processes.
- Ensure equal access to high quality education for young people in rural areas.
- Establish a positive image of rural areas.
- Ensure the protection of rural traditions.