

## VI Cycle of Structure Dialogue Consultation Belgium – German-speaking Community Results - Summary

Breakdown of participants	
Gender of young people who participated	Number of males: 16 Number of females: 46 Number of other gender: 0 Number not disclosing / Not known: 0
Age of young people who participated	Number aged under 15: 1 Number aged 16-18: 9 Number aged 19-25: 30 Number aged 26 - 30: 15 Number not disclosing / Not known: 0

**Consultation question:** 1) *What are the most important competencies that young people require from education, for their lives in a future Europe?*

### Responses from young people

	Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
To be able to communicate in your mother tongue in a wide range of situations	1	51	9	1
To be able to communicate in foreign languages in everyday situations	1	58	2	1

To be able to use mathematics in your everyday life	1	49	11	1
To have a basic understanding of science and technology that you can use in everyday life	4	26	32	0
To know how to engage in public matters on everyday basis	3	33	25	1
Leadership skills and the ability to be an entrepreneur	0	41	20	1
To be able to understand the different cultures in your everyday life	1	48	11	2

**OPTIONAL: Working Group comments**

In order to be well-prepared for the future, the survey shows that young people especially want to be fluent in foreign languages and their mother tongue. Being able to use mathematics in everyday situations, seems to be important for a rather large amount of the interviewed youngsters. In addition, learning how to deal with different cultures and acquire leadership qualities is essential for them. There is certainly still a big need at school level regarding these topics. Younger people who are currently living in the East of Belgium are less interested in science and technology, as well as how to participate in public affairs. Due to the fact that they are less interested in public participation, this topic seems to be not that useful for their future, and they put emphasis on languages that are more and more important in an increasingly globalized world.

**Consultation question:** 2) *What can prepare young people for the forms of work that are likely to exist in the future?*

**Responses from young people**

	Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
Access to careers guidance in general	6	40	16	0

Receiving information and advice in schools	0	48	13	1
Non-formal learning courses	4	33	25	0
Information centres for young people	7	23	29	3
Getting hands-on experience via internships	0	55	7	0
Web-based information sources	2	49	11	0
Getting hands-on experience via volunteering	3	44	15	0
Getting hands-on experience via part time jobs whilst studying	0	50	12	0

**OPTIONAL: Working Group comments**

In order to be well-prepared for the job market as a young person, internships and student jobs are important to them. This means that collecting on-the-spot experiences is therefore the most appropriate method for young people. Obtaining information via websites or schools comes second. Volunteering is also important for some young people in order to learn more about responsibility. However, youth centers are not a focal point for young people in the East of Belgium to get information about the world of work. They would rather seek information at home, at school, on the internet instead of asking for information in a youth center.

**Consultation question:** 3) *What would enable young people to form realistic life goals and expectations?*

**Responses from young people**

	Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
Access to careers guidance in general	6	40	16	0

Receiving information and advice in schools	0	48	13	1
Non-formal learning courses	4	33	25	0
Information centres for young people	7	23	29	3
Getting hands-on experience via internships	0	55	7	0
Web-based information sources	2	49	11	0
Getting hands-on experience via volunteering	3	44	15	0
Getting hands-on experience via part time jobs whilst studying	0	50	12	0

**OPTIONAL: Working Group comments**

In order for young people to set life goals and expectations, internships and student jobs serve as a mean of testing and knowing what he/she wants. Information on the internet and in schools also helps teens to know in which direction they want to move in life. Youth centers and non-formal education are less important for young people in this context.

**Consultation question:** 4) *What can enable young people to cope with stressful situations and times of crisis?*

**Responses from young people**

	Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
Guidance and counselling offices in general	20	13	28	1
Teachers	20	12	29	1
Youth workers	19	19	22	2

Sports coaches	35	2	23	2
Family	0	59	3	0
Information centers for young people	21	9	30	2
Web-based information sources	10	24	25	3
Friends	0	62	0	0
Psychologists and other mental health professionals	8	31	23	0

**OPTIONAL: Working Group comments**

The survey responses show that adolescents need their friends and family to deal with stressful situations or in situations of crisis. The personal environment is the best support for them. Only 50% of the interviewed indicated that they would seek professional advice, for example from a psychologist. Physical education teachers and youth centers would rather not be consulted by the young people in the Eastern part of Belgium.

**Consultation question:** 5) *What would enable young people to navigate their way through today's information overload?*

**Responses from young people**

	Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
Friends	2	41	18	1
Teachers	5	34	22	1
Youth workers	13	21	27	1
Family	2	49	11	0
Information centers for young people	11	20	31	0

General internet searches	10	36	15	1
Specific news websites	1	48	13	0
Social networks	16	25	21	0
TV	11	25	26	0
Newspapers	5	38	19	0
Radio	5	28	29	0

**OPTIONAL: Working Group comments**

Mainly family and specific news websites are the most important for the adolescents in order to find out which information of the various media sources are the trusted ones. Friends and newspapers also help them screen out reliable information. However, they would not consult youth centers or youth workers. Surprisingly, social media and television are not really seen as reliable sources. This seems to be a good sign for us, as false messages are often spread via social networks like Facebook.

**Consultation question:** 6) *What would enable young people to have a respectful and non-violent dialogue with those who hold very different opinions from them?*

**Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
5a	School courses on communication	3	39	18	2
5b	Non-formal learning courses (e.g. debate club, courses on communication, etc.)	9	23	28	2
5c	Sports (e.g. football practice, etc.)	17	25	19	1
5d	Family	0	57	5	0

5e	Websites (e.g. communication training websites, etc.)	24	10	25	3
5f	Friends	1	55	5	1

**OPTIONAL: Working Group comments**

Especially through family and friends, young people learn a respectful behaviour towards differences of opinion. School education in communication is also important to them in order to learn how to undertake a peaceful dialogue with people who have different opinions. Websites, on the other hand, are rather unhelpful for this particular topic. We derive from the answers of the questionnaire that it is better to learn a respectful and non-violent dialogue through personal contact with the youngsters.

**Consultation question:** 7) *What needs to change so that more young people fully understand and support the EU and its institutions?*

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
6a	Regular news on EU processes (e.g. agendas of the European Commission meetings, etc.)	24	13	22	3
6b	Regular news on outcomes of the EU decisions (e.g. redistribution of incoming migrants across the EU states, etc.)	4	38	15	3
6c	Clear information sources on EU principles (e.g. your freedoms, etc.)	5	47	10	0
6d	Clear information sources on EU functioning (e.g. how the European Commission and European Parliament are interlinked, etc.)	4	45	12	1

**OPTIONAL: Working Group comments**

In order to make young people better acquainted with European institutions, they want, above all, clear information about EU principles and their function. This means that it is important for them to

get basic information about the EU and its values. Furthermore, most young people want to be informed about EU decisions and their implications on the ordinary citizens. Young people are less interested in getting regular information from EU reports, such as the minutes of a meeting.

**Consultation question:** 8) *How could the EU support young migrants who come to the EU countries?*

**1) Responses from young people**

	<b>RANKING</b>	<b>1-10</b>
7a	Access to schools	1
7b	Access to non-formal education and youth work (e.g. local youth clubs, etc.)	5
7c	Access to sports (e.g. football practices, etc.)	6
7d	Access to medical care (e.g. general practitioners, dentists, etc.)	2
7e	Access to civic rights (e.g. right to engage in local politics, to have a say in public discussions, etc.)	7
7f	Access to quality housing	4
7g	Access to career guidance (e.g. career counsellors, labour offices, etc.)	8
7h	Access to language courses (e.g. language of the hosting country, etc.)	3
7i	Access to cultural classes (e.g. culture of the hosting country, etc.)	9
7j	Access to cultural life (e.g. theatre performances, etc.)	10

**4) OPTIONAL: Working Group comments**

According to the ranking of our survey participants it shows us that the EU should give young migrants first and foremost access to school education. This is followed by access to medical care and language courses. Less important topics are, in the opinion of our participants, cultural life and cultural education, as well as career guidance. It is therefore more important for them to integrate young migrants through school education and language courses in the country of arrival and to provide them with good medical care.



**Consultation question: 9) What would enable young girls and women to overcome discrimination and inequality?**

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
8a	Better schooling (e.g. more information on discrimination, etc.)	1	42	18	1
8b	Better non-formal education and youth work (e.g. more courses for young people on discrimination, etc.)	5	39	18	0
8c	Better career guidance (e.g. counsellors and offices specializing in discrimination, etc.)	9	22	30	1
8d	Better laws (e.g. harsher laws against discrimination, etc.)	8	28	23	3
8e	More volunteering opportunities connected to combating discrimination	3	31	27	1
8f	More accessible information on discrimination (e.g. websites, hard copy publications, etc.)	3	27	30	2

**4) OPTIONAL: Working Group comments**

The results of the survey show that for 65% of participants, better education can help reduce and prevent the discrimination and inequality of women in our society. Although education is given the highest priority, the role and task of non-formal education, and in particular youth work and volunteering, is emphasized. Topics such as improved legislation or more information on discrimination are secondary to the respondents (45%). The least relevance is attributed to the topic of improved career guidance. Against the background of this question, it is certainly interesting that nearly  $\frac{3}{4}$  of the participants in the survey are female.

**Consultation question: 10) What can be done to enable young people from marginalized backgrounds to fully participate in society?**

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
8a	Better schooling (e.g. more information on discrimination, etc.)	1	42	18	1
8b	Better non-formal education and youth work (e.g. more courses for young people on discrimination, etc.)	5	39	18	0
8c	Better career guidance (e.g. counsellors and offices specializing in discrimination, etc.)	9	22	30	1
8d	Better laws (e.g. harsher laws against discrimination, etc.)	8	28	23	3
8e	More volunteering opportunities connected to combating discrimination	3	31	27	1
8f	More accessible information on discrimination (e.g. websites, hard copy publications, etc.)	3	27	30	2

**4) OPTIONAL: Working Group comments**

As we base this question on the same results as in the previous one, education is highlighted as the most important tool (65%) in order to improve participation of disadvantaged young people. Although education is given the highest priority, the role and task of non-formal education, and in particular youth work and volunteering, is emphasized. Topics such as improved legislation or more information on discrimination are secondary to the respondents (45%). The least relevance is attributed to the topic of improved career guidance.

**Consultation question: 11) What needs to change to ensure young people living in rural areas are provided with the similar opportunities to young people in city areas?**

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
9a	More schools	13	12	33	4
9b	More non-formal education and youth work opportunities (e.g. youth clubs, etc.)	3	40	18	1
9c	More volunteering opportunities	8	25	25	4
9d	More attractive housing opportunities	1	46	12	3
9e	More efficient public transportation system (e.g. more frequent connections to the urban areas, etc.)	1	57	4	0
9f	Better shopping opportunities	4	26	31	1
9g	Better health care access (e.g. more general practitioners, hospitals, etc.)	1	40	20	1
9h	Better IT coverage (e.g. better internet connectivity, better cell phone coverage, etc.)	4	34	22	2
9i	More quality jobs	1	44	14	3
9j	Better cultural life (e.g. more nightlife opportunities, etc.)	4	35	21	2

**4) OPTIONAL: Working Group comments**

It should be noted that while the territory of the German-speaking Community of Belgium is quite rural, it is also close to cities such as Liège, Aachen and Maastricht. This certainly has an influence on the results of the survey.

By far the most important precondition for equal rights for young people from rural areas is, with 92% of responses, the improvement of public transport. In addition, the areas of more attractive housing and better job opportunities are rated above average (72.5%). The topics of better health care and more opportunities in the field of non-formal education and youth work, with almost 65%, have a rather average importance for the respondents.

In terms of shopping, culture and school, the respondents see the least need for action. This is certainly also due to the proximity to the above mentioned university cities.

**Consultation question:** 12) *What needs to change in order to make rural areas more attractive for young people?*

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
9a	More schools	13	12	33	4
9b	More non-formal education and youth work opportunities (e.g. youth clubs, etc.)	3	40	18	1
9c	More volunteering opportunities	8	25	25	4
9d	More attractive housing opportunities	1	46	12	3
9e	More efficient public transportation system (e.g. more frequent connections to the urban areas, etc.)	1	57	4	0
9f	Better shopping opportunities	4	26	31	1
9g	Better health care access (e.g. more general practitioners, hospitals, etc.)	1	40	20	1
9h	Better IT coverage (e.g. better internet connectivity,	4	34	22	2

	better cell phone coverage, etc.)				
9i	More quality jobs	1	44	14	3
9j	Better cultural life (e.g. more nightlife opportunities, etc.)	4	35	21	2

#### 4) OPTIONAL: Working Group comments

It should be noted that while the territory of the German-speaking Community of Belgium is quite rural, it is also close to cities such as Liège, Aachen and Maastricht. This certainly has an influence on the results of the survey.

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In terms of shopping, culture and school, the respondents see the least need for action. This is certainly also due to the proximity to the above mentioned university cities.

**Consultation question:** 13) *What role can young people play in the environmental and sustainable development agenda and how can this be enabled?*

#### 1) Responses from young people

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
10a	Recycling	0	55	7	0
10b	Water conservation (e.g. only using as much water as necessary, etc.)	1	53	8	0
10c	Boycotting (e.g. not buying certain products because you do not agree with the way they were created/produced, etc.)	6	34	21	1
10d	Cutting down on meat consumption (e.g. looking for vegetarian or vegan)	19	26	15	2

	options in the restaurant menu, etc.)				
10e	Saving energy (e.g. not keeping more lights on than necessary, etc.)	0	58	4	0
10f	Using public transportation (e.g. to reduce pollution in cities, etc.)	5	36	18	3
10g	Reusing (e.g. keeping a shirt after your brother to minimize the environmental impacts, etc.)	7	33	21	1

#### 4) OPTIONAL: Working Group comments

Unfortunately, the question selected for the questionnaire does not allow conclusions to be drawn regarding the role of young people in the field of environment and sustainable development.

In terms of opportunities for action in these areas, around 90% of the respondents highlight the following possibilities: saving energy and water and recycling. Topics such as the benefits of public transport and “boycotting” and reusing are important to about 55% of the respondents.

A bit surprising is the fact that only 1/3 of the respondents consider reducing their meat consumption as relevant to the environment and sustainable development. Due to the high water consumption in meat production, this assessment contradicts the high importance of saving water. We assume that respondents do not see a direct correlation between water consumption and meat consumption.

**Consultation question:** 14) *How can European programmes dedicated to youth and organised youth activities become accessible to a wider and more diverse range of young people?*

#### 1) Responses from young people

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
11a	Financial help (e.g. you do not need to pay for the project, etc.)	3	48	11	0
11b	Official excuse from the formal schooling for the duration of the project	8	35	18	1

11c	Group applications (e.g. you could bring a friend for the project as well, etc.)	8	25	27	2
11d	Project would increase your chances of finding a job	5	49	8	0
11e	Project would be directly connected to an issue that is actual in your community	7	25	28	2
11f	Information on the project would be easily accessible to you	0	52	10	0

**4) OPTIONAL: Working Group comments**

Easily accessible and comprehensible information is seen as the most important criterion for the accessibility of European programs (84%). Financial support and labour market opportunities are also considered to be a very important criteria by the respondents (77.5%).

Nearly half of the interviewees find it important to be officially apologized / exempted by the school for the duration of the project. For only 40% of the respondents are group applications and the connection of a potential project with a current subject at local level important.

**Consultation question:** 15) *What sort of spaces do young people need access to, in order to support their personal, cultural and political development?*

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
12a	The place is free of charge	7	30	23	2
12b	The place is available by public transport	3	49	10	0
12c	The place has a WiFi hotspot	9	26	27	0

12d	The place provides PC access with an internet connection	15	18	29	0
12e	The place provides reading on actual issues (e.g. newspapers, magazines, books, etc.)	6	26	29	1
12f	The place provides space to hang out with your friends	0	57	5	0
12g	The place provides space to hold your own activities (e.g. breakdance classes in the evening, billiard corner in the afternoons, etc.)	2	35	22	3
12h	The place makes you feel safe	1	60	1	0
12i	The place is equipped with comfortable furniture like couches or armchairs	2	45	15	0
12j	You are able to have a say in the equipment of the place	11	30	20	1
12k	Youth workers are there to help you out if needed	14	24	22	2
12l	The place offers a programme for you to attend if you feel like it (e.g. lectures, volunteering opportunities, concerts, etc.)	2	46	13	1

**4) OPTIONAL: Working Group comments**



For over 90% of the respondents of the survey, one of the most important criteria for a place of personal, cultural and political development is that the young people feel safe and have enough space to spend time with friends. It is also important that this place is well accessible by public transport, comfortably furnished and that it offers opportunities for participation (about 75%). For nearly 50% of the respondents, opportunities for active participation and codetermination or the free use of the place are important.

It is surprising that far less than half of the participants in the survey feel that the presence and support of a youth worker in such a place is important. The respondents hardly see any need in times of smartphones for equipping the place with PC / Internet connection or current newspapers / magazines.

**Consultation question:** 16) *What opportunities and tools do young people need to influence democratic and societal decision making as part of their everyday lives?*

**1) Responses from young people**

		Unimportant	Important	Neither important nor unimportant	Can't judge / Don't know
13a	Clear information on the matters (e.g. online news, etc.)	0	60	2	0
13b	Online participation tools (e.g. signing a petition online, voting online, etc.)	7	33	20	2
13c	NGO activities in your area (e.g. community initiatives, etc.)	2	24	33	3
13d	Engaged friends (e.g. people around you who have knowledge and are engaged in the public issues, etc.)	7	32	22	1
13e	Youth organizations (e.g. youth parliament, youth club, etc.)	3	39	16	4
13f	Participatory mechanisms in schools (e.g. school parliament, etc.)	6	34	19	3

13g	Participatory mechanisms for young people on the local and community level (e.g. youth seat at the local government, etc.)	6	28	23	5
13h	Voting right since 16 years of age	32	11	16	3
13i	Support from your parents	8	35	19	0
13j	Support from your teachers	13	21	26	2

**4) OPTIONAL: Working Group comments**

For almost all (97%) participants in the survey, clear information is a fundamental element of their public engagement and democratic participation.

More than half of the participants also consider participation in youth organizations and youth centres or at school as important. The support of parents or good friends also plays an important role. In addition, about 50% think virtual methods of participation are important (online survey, petitions, etc.).

Direct participation at the local level, be it politically (for example, a seat in the local council, etc.) or at club level, is for less than 50% important. This is in line with our impression that young people increasingly want to be more targeted and selective in the long term.

A voter eligibility from the age of 16 only plays an important role in the context of public involvement and political participation for just 18%.