



February 2006

DJS/S (2005) 16

Young workers reinventing tomorrow's world of work!

Report of the study session held by
JOC/YWC Europe
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
31 October – 5 November 2005



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

Young workers reinventing tomorrow's world of work!

Report of the study session held by JOC/YCW Europe
in co-operation with the
European Youth Centre Strasbourg
of the Council of Europe

European Youth Centre Strasbourg
31 October – 5 November 2005

Acknowledgements

- **Team:** Virginia Mora, Daan Janssen, Anna Cirocco, Patrick Nell, Denis Morel and Giulio Maistrelli
- **Reporter:** Patrick Nell

JOC Europe
Rue des Mouchérons 3
B-1000 Brussels
Tel & fax: ++32 (0)2 426.21.49
Email: joceurope@joceurope.org
<http://www.joceurope.org>

Table of Contents

Executive summary	page 5
Aims, objectives and criteria for the participants	page 8
1st step: arrival and presentation	page 10
2nd step: deeper presentation	page 11
3rd step: the analysis of the reality – synthesis of the results of the inquiry	page 12
4th step: deepening the analysis – starting to judge and judging	page 17
5th step: good practice	page 22
6th step: planning	page 24
7th Step: Evaluation	page 28
Some conclusions and final recommendations	page 32
Appendices:	page 35
• Final Programme	page 35
• List of participants	page 36
• Inquiry	page 37

Executive summary

The European YCW (Young Christian Workers) is an international non-governmental youth organisation.

We are a Movement that educates through action. We use our See, Judge, Act method, starting out from young workers' experiences. We analyse the collective problems young people face (See). In a second step we compare this reality with our dreams and aspirations (Judge) and develop actions in order to improve the situation and to progress towards our vision of a society of solidarity and human dignity.

Our target group are: apprentices, young workers, young workers who are unemployed and vocational trainees. The participants of this study session were also from this group, we insisted a lot on the fact that they need to be really young, between 18 and 25 years of age, key-leaders in projects with young people from the target group, that they plan to be active within the YCW for a few more years and willing to implement the results of the session in their local projects and that they are willing to speak about their own reality.

With the study session „Young workers reinventing tomorrow's world of work!“ we had objectives at three levels:

1. The participants' personal development: the participants should discover their dreams and aspirations about work and education, develop a larger view on the reality through the exchange with the other participants, reflect about the own situation/reality, get an opportunity to identify themselves as young workers, become aware of the steps of an analysis, experience a complete process of S-J-A (See-Judge-Act, the method of the YCW, the Young Christian Workers), commit themselves and be motivated to carry out their plans afterwards.
2. The development/improvement of local plans of action: each participant should develop a concrete and realistic plan of action, exchange (new) ideas for projects of action.
3. The start of the judgement of the European reality: together with the participants we wanted to discover the dreams and aspirations of today's young workers, to develop/deepen the analysis of the reality of the young workers, to brainstorm about our European symbolic action which will be held in November 2006 in Passau/Germany.

The study session was one important means of our European plan of action. The idea was to gather further elements for the common European analysis and to start judging – and both steps on the basis of the participants' reality and experiences because we consider them as the experts. We did this with the help of a survey (annex) the participants had to do with their friends as preparation of the session and than following our YCW method during the week.

See

During the **See-Part** we exchanged in small groups the results of the survey, that the participants had prepared in form of a synthesis. This was not only an exchange of figures but a confrontation of the different realities and we had a lot of discussion in this part. We tried also to define together the common ground and the differences and developed a common synthesis (page 12 of the report).

Some major elements of the analysis that we developed together were:

- There is not much relation between the training and the job people do.
- Workers' rights are not always so well known and respected or there is not always the possibility to demand their respect.
- Only two thirds of the workers are satisfied with their jobs and there is little stability.

- Young people have to work in order to finance their studies. Young people don't have enough time for other activities.
- The general aim of education should be to prepare young people for life and work.
- The preparation for jobs is good, but it is too much theory and there should be many more practical matters.
- Many youngsters go to school because they have to. School doesn't prepare for a job or for life.
- It is important for young people to contribute to society.
- It is surprising how many young people think that it is possible to get an ideal job.
- The majority wants to work 8 hours a day.
- They want to make money, they want to create something.

Judge

In the **Judge-Part** of the session we first deepened the analysis by checking the causes and consequences of the situations. This happened on basis of the most important situation that the participants had to choose before.

It was also the task to take position and to argue ones opinion. In a third step we tried to make the participants aware of the feeling the situations evoke in them – for us an important element in order to discover motivation, to strengthen the own engagement and to commit oneself before starting to act.

At the end of this part we tried, on basis of these elements, to define the ideal situation, the reference. This happened first personally and in a second step collectively.

Act

Before starting the **Act-Part** we had good practice examples in order to create a positive dynamic and to show the participants that it's possible to take action in order to improve the reality. We used the projects of two of the participants as an example that it is possible, also for them, to do action. We discussed the strengths and weaknesses, the impact and possible perspectives for the two „actions“. The result is a kind of guide to check the projects (page 22 of the report).

The most important result of the session are projects of action that have been developed based on the work of the week and that will guarantee the impact of the session (page 24 of the report).

A second element of the planning was regarding our European Common Action, a meeting that we are planning for the end of 2006 in order to bring together the results of the work we have been doing during the last two years and to present them in form of demands to the public opinion. This gathering should be a real meeting of young people and therefore we asked for the visions of the participants.

These are the major elements as far as the content is concerned that we discussed:

Education that prepares for a job but also for life:

- Classes at school must be more practical – we need a better link between education and work - practical education in school and studies.
- Improving the image of professional schools and of technical schools - more professional schools providing relevant education.
- Training and education more accessible to all - free education - more apprenticeships.
- No waiting placement.

The workers' rights must be accepted:

- The rights of workers and unemployed must be respected – we need information about our rights - to teach young people which are their rights at work.
- Do something against extra hours as a present for the boss.
- Information on working conditions and obligations and improving conditions of life.
- Improve working conditions to go to work with enthusiasm and enjoy life, be happy.
- Compare workers' rights in different countries and work together on this.
- To improve safety at the workplaces.

Unemployment:

- Unemployment benefits for young people must be guaranteed in all the countries.
- We must struggle for a positive image of unemployed young people – it's not their fault and they shouldn't be excluded.
- Decreasing the unemployment rate – especially that of young people.
- Improve co-operation between unemployment offices and young people – young people must learn how to look for a job.

Introduction

The Objectives and indicators:

Participants should:

- have a practical, nice/fun, motivating meeting
- be able to discover their dreams and aspirations about work and education – to be able to identify/highlight one concrete example (dream/aspiration) for a situation of the analysis and the values behind
- To develop a larger view on the reality through the exchange with the other participants – to be able to put their own situation in a bigger context and to be able to question it or to give examples from other countries (common/different points)
- To reflect about the own situation/reality – to be able to situate themselves in the analysis and to highlight some specific aspects from the own reality and the corresponding feelings (aspirations/dreams)
- get an opportunity to identify themselves as young workers – identify one selves with some elements of the analysis, recognize some elements as a link with the own life
- To be aware of the steps of an analysis - To experience a complete process of S-J-A (See - Judge – Act, the method of the YCW, the Young Christian Workers) during the week – they stay in the part where we are at the time being S-J-A - their has to be a active participation
- To engage themselves and to be motivated to carry out the plan afterwards – they take the engagement and tell what is their role and place inside of this plan
- To become aware of the context of the meeting – the European plan of action: at the beginning of the session: where do we come from? Where are we and where do we still want to go? At the end of the session: you are going to develop your project – on European level we are going to work in this way with the results of the session; in this line – they should be able to link the work that we developed during the week with the symbolic action.

Project:

- To develop a concrete and realistic plan of action (capacities, framework) for every participant – the idea is a collective plan but it's also possible to do a personal plan. Important is to be realistic: to start from the own reality and the own capacities, etc. – we have coherent plans with concrete persons, means, etc.
- To exchange (new) ideas for projects of action – participants to be able to identify one for them interesting example from another country

Content:

- To discover the dreams and aspirations of today's young workers – we will have a list with some concrete dreams and aspirations linked with the analysis, to be able to develop a document as a starting point of the judge part, common elements as a group
- To develop/deepen the analyse of the reality of the young workers – We get some answers to our questions (part 3 of this document)
- To brainstorm about the symbolic action – have a list of ideas of what to do (more content level: demands) and how (type of activity)?

Criteria for the participants

The participants are:

- apprentices
- young workers
- young workers who are unemployed
- vocational students
- people (activists) in actions/groups consisting of the mentioned youngsters.
- The participants have to be still active in their own grass-root groups where they take actions with young people.
- Young people who plan to be active within the YCW for a few more years.
- Young people who are able and willing to implement/to put the received information into practice and to transmit it to their own local group and action in order for them to put it into practice as well.
- The participants are between 18 and 25 years of age.
- The participants are ready to speak on the basis of their own realities

1st step: arrival and presentation

The aim of the first step was to arrive, to get into the mood of the study session and to get familiar with the other participants and with the place.

We went through the various following steps:

- Presentation of the participants.
- To get to know the Council of Europe in general and the Department of Youth and Sports (DYS) in particular.
- To get to know the aims and the activities of the DYS.
- To get to know the European Plan of Action – the background of the session.
- Presentation and discussion of the programme, its aims and the time-table.
- Presentation of the expectations of the participants.

The expectation of the participants:

I want to take with me from this study session the following things - for me personally:

- ✓ To learn more about the others - new things, their realities, their ideas – to learn something positive from others.
- ✓ To learn about people from other countries - to get to know other cultures at personal level.
- ✓ To find other reasons and energy to do this job.

- ✓ To have tools, basis – to get ideas how to improve work at home - vision of how the YCW works in other countries.
- ✓ To talk together and discuss reality.
- ✓ To know the working and living conditions as well as actions in other countries.
- ✓ To know other countries and find solutions for youth unemployment.
- ✓ To learn new strategies so as to solve new problems regarding job searching, during work etc.
- ✓ To present an image of my country - to present actions from my country.

- ✓ To know better the process and method of working.
- ✓ To evaluate the own position, experience and knowledge.
- ✓ To know more YCW (Young Christian Workers) in Europe - to learn more about the International YCW.

- ✓ To enrich language knowledge.
- ✓ To communicate as much as possible with all - to make friends.
- ✓ To visit different places in Strasbourg.
- ✓ To continue to dream – to develop new plans for the YCW – to be inspired to take actions.

I want to take with me from this study session the following things - for us as a group:

- ✓ That we reinvent tomorrow's world of work with concrete strategies.
- ✓ To find together solutions for unemployment and training that corresponds to what is missing in Europe.
- ✓ To succeed in making a plan of action so as to improve working conditions.
- ✓ To imagine and to dream about how young people can have jobs, etc.
- ✓ To try to convince employers to trust young people.
- ✓ To find ideas regarding finding jobs for youth and necessary tools for this

- ✓ To find solutions.
- ✓ To benefit from others' experiences and learn from them - cultural happenings.

- ✓ To have a final action - to define what can be done.
- ✓ To know what is happening in the NMs (National Movements – our national member organisations).
- ✓ To exchange information and experiences - to get new ideas.
- ✓ To have a motivating, funny meeting – to make friends, to get motivations.

- ✓ To work together, support.
- ✓ To exchange information, experiences and interests in life, work we do - that groups are more mixed.
- ✓ Good collaboration - do a good job, active, connected – to have fruitful results.
- ✓ To get to know each one and increase cooperation with the members of the group.
- ✓ To be active and to contribute to the sessions - all can express their opinions and be honest in the discussions.
- ✓ New plans and enthusiasm.
- ✓ Good working atmosphere as group - open-minded people and the courage to dream.
- ✓ To find a common interest and a common line.

I want to take with me from this study session the following things - for the Movement and the action:

- ✓ To have concrete, realistic, ambitious and motivating plans.
- ✓ Tools for national and base-group levels so as to inform more young people regarding working world and bring them together regarding experiences.
- ✓ To motivate others in the groups so as to take actions not just for themselves but for others too and with other groups too to change things together.
- ✓ Power for achieving projects - new ideas for new projects to be implemented - concrete steps for actions - new ideas on new actions.
- ✓ To know the problems and what can be implemented in the own country – to give information to young people, to say what is good or not.
- ✓ To inform members about their rights as workers.
- ✓ To discover similarities regarding youth policies.
- ✓ To solve local problems and to exchange info and experiences.

- ✓ To have new ideas on how other NMs work - new real project so as to move the YCW forward. - To have NMs reach better results.
- ✓ Motivated to carry out more actions - new cooperation with other countries - to know how to reach young people in other countries and how they participate.
- ✓ The plans have to be part of the NM plans also.

- ✓ To know YCWE better, to target the actions better and have tools to perform actions better - good actions and better connections between the NMs and to give the YCW a better voice in Europe.
- ✓ To have information for the international YCW to be included in the international plan.
- ✓ To know what causes problems at European level.
- ✓ Better networking and international cooperation so as to solve problems at a larger scale.

2nd step: deeper presentation

The aim of the second step was, to get to know each other better and to become a group.

We thus exchanged in small groups the following information:

- Personal information: present occupation, etc.

- Information regarding the YCW: our roles and tasks within the YCW as well as our motivations for being in the YCW.

3rd step: the analysis of the reality – synthesis of the results of the inquiry

Here we exchanged the summaries of the results of the inquiries and developed a common European analysis of the reality. This was first done in small groups and then in the plenary.

After the joint elaboration of the synthesis in plenary, we evaluated the first two days with the other participants of our national Movement and we asked ourselves which elements we recognise in our own reality and which ones not.

The summary of the results of the inquiry – the common European „Seeing“:

Block I - Identity card of the person

In total 261 young people responded to the inquiry.

Young people of the age of:

< 18:	53
18 – 21:	96
22 – 25:	71
> 25:	41

Male:	134
Female:	127

Present occupation of the people questioned:

Students:	88
Apprentices:	33
Young people who work:	102
Unemployed:	38 (14,6 %)

Full-time:	94
Part-time:	41

- ✓ Most of the people that we asked were workers.
- ✓ There were quite some students working to have money to pay their studies (full- or part-time).
- ✓ Balance between male and female.
- ✓ Majority were really young people (below 25 years of age).
- ✓ Few unemployed – only 38 persons – the inquiry is representative for the YCW (because we don't have unemployed young people in the Movement) but this is not necessarily the same for the society.
- ✓ Why was it so difficult to find unemployed young people to answer the inquiry?
 - Because they are not represented in the society – we don't know them.
 - Unemployed didn't feel well to answer the survey – they felt judged and didn't want to reply.
 - We don't have unemployed in our Movements? – Are we somehow disconnected with part of the reality?
 - Unemployed young people may follow some training which alters the statistics.

Block II – **Work: general information**

- ✓ There is overtime. – Extra hours are compensated in money or time and in some cases the extra hours are a present for the boss (ex. Romania).
- ✓ Students have to work in order to be able to do their studies ☐ no social security.
- ✓ Most people have legal jobs – but there is still a lot of informal “black” work.
- ✓ There is social protection in most of the countries but little or it doesn’t work in Moldova/Romania.
- ✓ Most people work more hours than specified in their contracts.
- ✓ Overtime hours are compensated in most of the cases – 16 have no compensation at all - there are differences between the countries.
- ✓ There is not much relation between the Training and the job people do.
- ✓ Salary is generally enough to pay basic costs, but there are also some people who have more than they need.
- ✓ In some countries young people study more in vocational training than at the university.
- ✓ Some people don’t have any advantages without a contract.

- ✓ Informal work in Romania → a lot of young people do this while studying.
- ✓ In Germany there is a lot of temporary work.
- ✓ In Belgium people work fewer hours than written in the contracts.
- ✓ The social security in Belgium is compulsory even for unemployed.
- ✓ Trade unions in Belgium have a lot of power - maybe too much?

Block III - **To get the job**

- ✓ Most people find jobs through friends and relatives – only few through the employment offices.
- ✓ The work of the employment offices is judged as bad.
- ✓ People find their jobs quickly (1 week – 1 month) – sometimes it takes longer.
- ✓ Young people find their jobs through friends, relatives, newspapers/internet or direct contacts – sometimes internships help.
- ✓ Criteria: experiences, qualifications, knowledge, tests. - Practical Experience is very important, to be flexible (conditions, etc.).
- ✓ Difficulties: lack of experience, lack of qualification, period of probation.
- ✓ Young people don’t trust their friends – they don’t use the help of the employment office.
- ✓ There is a lot of competition for the jobs.
- ✓ Apprentices sometimes have difficulties because they are “just” apprentices.

Block IV - **Conditions at work**

- ✓ Security at work places is not so well developed.
- ✓ Work is not so well recognized.
- ✓ Workers rights are not always so well known, respected or there is not always the possibility to demand them.
- ✓ There are nearly everywhere trade unions or workers councils - in Romania in some regions there are no trade unions.
- ✓ The rights are not always respected.
- ✓ There is age and gender discrimination regarding salary, and discrimination of young people regarding work and there is racism.
- ✓ Only two thirds are satisfied with their jobs and there is little stability.
- ✓ Social security is not well developed in all the countries.
- ✓ Young people work because they want to have money.
- ✓ In Spain young people continue to live with their parents because they need a job and money in order to pay the rent, etc.
- ✓ There is recognition which is expressed through compliments of the boss.
- ✓ Young people are mainly interested in the money they earn.
- ✓ Young people have to work in order to finance their studies.
- ✓ Young people don’t have enough time for other activities.

- ✓ The rights are generally respected and the workers can fight for them through the trade-unions.
- ✓ There is discrimination: gender, training, race (immigrants).
- ✓ The rights are guaranteed through trade unions.
- ✓ Legally you have the right for education – but this is not always the reality.

Block V - **Unemployment**

- ✓ There is a big difference between countries regarding the unemployment rate in Europe – generally it is high – too high.
- ✓ Unemployed feel excluded; they don't have the possibility to improve their skills.
- ✓ Only few people find their jobs through employment-offices – the work of the latter is quite bad (not enough money, too much bureaucracy, etc.).
- ✓ Unemployed have a lot of free time – but they don't have any money to spend.
- ✓ Young people can do any kind of jobs.
- ✓ There is a big difference between Eastern and Western European countries.
- ✓ Pupils that leave school don't appear in the statistics.
- ✓ Unemployed have time to follow further training.

Block VI - **Education**

- ✓ The general aim of education should be to prepare young people for life and work.
- ✓ The majority gets a second chance if they fail in school.
- ✓ The preparation for jobs is good but it is too much theory and there should be much more practical matters.
- ✓ Many people go to school because they have to.
- ✓ School doesn't prepare for a job or for life.
- ✓ There is not enough practice regarding social attitudes – young people are not being prepared for life.
- ✓ Apprentices are just cheap labour.
- ✓ In some countries the exams are becoming more difficult.
- ✓ There differences among the evaluations regarding the capability of the educational systems to prepare for a job.
- ✓ The tasks of the apprentices are not linked with their training (ex. getting coffee for the boss).

Block VII - **Your idea/vision about work**

- ✓ Only few people want to work in the ecological sector.
- ✓ The context and the money (independence) seem to be more important than having fun at work - fun at workplaces is not so important.
- ✓ It is important for young people to contribute to society.
- ✓ It is surprising how many young people think that it is possible to get an ideal job.
- ✓ The majority wants to work 8 hours a day.
- ✓ They want to make money, they want to create something.

Other elements:

- ✓ In Moldova and Romania the amount of people trying to get a university degree is higher than in the other countries.
- ✓ The image of vocational schools is bad – their students are considered as being inferior.

General reactions to this synthesis:

- ✓ Recognition of work by society. Question if we feel recognized, is it subjective? - Thus not easy to draw a general conclusion.
- ✓ Many people do not have enough info about their rights - but 2/3 have a secure job, this is a kind of contradiction.
- ✓ Apprentices: often the tasks (work) they have to do have no link with the 'studies' they do.

- ✓ In the synthesis it reads, that is not important to have “fun on the work floor”. - We don't agree, if you have to work the whole life, it also has to be 'fun'. – The conditions changed, you don't have always the choice to choose a funny job.
 - Young people have to do the job, so that it is possible to get money.
 - They can't always choose.
 - Young People like to have the job of their dreams, but money is also important.
- ✓ Social skills aren't enough developed – not enough attention is paid to the training of social skills of young people.
- ✓ Don't agree that unemployed people feel excluded from society - maybe it is too general, not all the unemployed young people feel excluded.
- ✓ In Belgium people don't generally work less than in their contracts - it is during the vocational training - these were answers to the inquiry.
- ✓ Young people who work are aware of their rights – young people only start to know their rights (through trade unions).
 - In their first job they don't really care about rights, they only want to work.
 - If young people want to keep their jobs, sometimes they have to accept that their rights are not respected. - One of the problems is: young people don't want to lose their jobs, so they don't protest. - Sometimes young people prefer to work even in bad conditions, because they need the money, and if they don't accept, they will lose their jobs.
 - Sometimes they don't have really the choice because of the high unemployment rate.

Feed-back from the discussions in the national Movements:

YCW-E Spain:

- Having a contract is important for social benefits/social security.
- Many young people work without contract, they don't care.
- The image of vocational training is not that good; the image of universities is much better.
- Unemployment, there are a lot of unemployed young people - it's quite 'normal'.

KAJ Austria:

- Practical experiences are really important – employers prefer someone who has practical experiences.
- To talk about discrimination.
- In the near future there will be a lack of good workers, there are not enough apprentices.
- Differences and privileges in some countries, we must defend these privileges in all the countries.

YCW Walloon:

- Working with and on the problem of youth unemployment.
- Difficulties to attract unemployed young people into the Movement.
- Belgium: youth unemployment is the problem.

CAJ Germany:

- We need a definition of what marginalisation means.
- A lot of differences, but also similar problems.
- Discrimination (on the work-floor).
- Question about the representativity of the inquiry, we need to be honest with this.

KPM Slovakia:

- Difference between Eastern and Western Europe.
 - The situation in Slovakia varies with the regions.
 - The region of the capital is the richest one.
 - The salaries are different.
 - The difference is getting smaller.

- Unemployed people are part of the society, they are not excluded - being unemployed is not a shame.

TMC Romania:

- Importance of the existence of working contracts.
- The income is enough to survive.
- Little relation between studies and work.
- No trust in vocational training centres.
- Difficulties of getting a job:
 - Lack of experiences.
 - Employers don't trust schools.
- Interesting issues
 - Bad image of vocational schools.
 - Connection between studies and work.
 - Workers don't know their rights.

YEC "Star" Moldova:

- Young unemployed people aren't in the statistics, aren't registered in the unemployed office.
- Young people don't have fix contracts. As the rights are written in the contracts, they don't know their rights.
- Young people go to university, because they have difficulties to find a job.

KAJ Flanders:

- It is important to enjoy life, not only money.
- Trade unions are not that powerful.
- Need to be more related with unemployed people.

4th step: deepening the analysis – starting to judge and judging

The aim of this step was:

To examine the causes and consequences of some of the situations chosen before,

To elaborate and to explain/argue ones own opinion on this matter and

To become aware of ones own feelings and to express them.

After that, we still worked out the values that influence our reactions and on the basis of this, of our vision, we developed the ideal situation.

A. What are really causes and consequences?

- ✓ Logical link between 2 factors of the reality.

What are causes? What does this mean for you?

- ✓ The “because” of a relationship - “because” something happened, we have the situation.
- ✓ If you don’t know something.
- ✓ Something that determinates a situation.
- ✓ The way something gets created.
- ✓ Example: because you drink the whole evening you get drunk.
 - The cause is the alcohol.
 - The consequence is a head-ache.

What are consequences? What does this mean for you?

- ✓ Things that result from given situations.
- ✓ Reactions to a situation.
- ✓ A situation and its consequences are often very close.

B. Causes and consequences of various situations:

Young people don’t know their workers-rights

Causes	Consequences
<ul style="list-style-type: none"> ▪ Young People don’t have enough experiences. ▪ Contracts are signed very quickly. ▪ Young People are not experienced or they are shy. ▪ Bosses are self interested. ▪ Not sufficient information in schools and in the media. ▪ Lack of interest, trade unions have information and have to give them. ▪ People don’t read their contracts; you have to read them in order to be aware of their contents. ▪ At school, there is no time to give this information about rights. 	<ul style="list-style-type: none"> ▪ The colleagues lie to Young People. ▪ Young People can’t fight for their rights. ▪ Young people are surprised when they receive their salaries. ▪ Some elements can be lacking in the contracts. ▪ Young people don’t have enough knowledge about their rights.

Young people study and work at the same time

Causes	Consequences
<ul style="list-style-type: none"> ▪ Young people need to pay their studies, also students who work for extra money during their free time. ▪ Studies are paid by parents but young people need money to be independent. 	<ul style="list-style-type: none"> ▪ Little free time. ▪ They are more stressed – they have a very active life.

Apprentices are treated in an unfair way; they are seen as cheap labour. They are used for jobs that have no link with their studies

Causes	Consequences
	<ul style="list-style-type: none"> - They don't learn enough. - After having finished their training, young people will be exploited.

Young people prefer to have money in the job than the quality of work

Causes	Consequences
<ul style="list-style-type: none"> ▪ Life is expensive. ▪ Consumer life. ▪ Studies are expensive. ▪ Used to have luxuries. ▪ Jobs we like are not that accessible. 	<ul style="list-style-type: none"> ▪ Often feeling of depression, loss of motivation. ▪ “You don't like your jobs, you don't have pleasure, so you are not doing well your job”. ▪ Finally young people loose their jobs.

Some young people earn just enough money to survive

Causes	Consequences
<ul style="list-style-type: none"> ▪ Low wages. ▪ Lot of work forced ▪ A lot of things we want are not necessary to survive. 	<ul style="list-style-type: none"> ▪ Can't afford trips, hobbies. ▪ Accept bad working conditions. ▪ Do everything for the job. ▪ Little free time and little social life.

A lot of attention is being paid to earning money

Causes	Consequences
<ul style="list-style-type: none"> ▪ Young People like material things (clothes, cars, etc.). ▪ Kind of status. ▪ Link between status and respect. ▪ People with not much money 	<ul style="list-style-type: none"> ▪ Social aspect: people don't like to work in social ▪ Lot of competition, colleagues are considered as competitor. ▪ Young people work a lot, they don't have time for other things, don't meet friends, etc. ▪ Vicious circle – the economy is central. ▪ Part time job became less and less numerous.

Discrimination of women
Women have difficulties to find a job

Causes	Consequences
<ul style="list-style-type: none"> ✓ Cultural background. ✓ Social security system is not always covering all the women's situations (ex. having children). ✓ Capitalist system: boss likes to make money. ✓ Women can get children. 	<ul style="list-style-type: none"> ✓ Women can't find easily a fulltime job.

Discrimination between men and women
Young worker is not able to sell things

Causes	Consequences
<ul style="list-style-type: none"> ✓ He things he is too small □ discrimination by the boss. ✓ Asks his parents why he is so small. ✓ Profit for the boss. 	<ul style="list-style-type: none"> ✓ He is fired, unemployed. ✓ Loss of self-confidence. ✓ Parents are revolted.

Most of the Young People choose to study at university

Causes	Consequences
<ul style="list-style-type: none"> ✓ Parents' pressure - lack of info against parents' pressure. ✓ Lack of money. ✓ Low salary. ✓ Very often there is also a language barrier. 	<ul style="list-style-type: none"> ✓ Benefice: people who work already. ✓ Affected: Young People, don't have the chances. ✓ Dissatisfaction. ✓ Can't find the right job. ✓ Other Young People don't profit. ✓ Unemployment rate. ✓ Problems get accepted in society.

C. Some situations and the feelings they bring about

1. **Job interview: student with very good theoretical education** but without practical experience receives job and signs a contract without reading it.
 Feeling stressed in some situations because no protective clothing.
 Changes responsibilities in the work but unsatisfied because doing manual tasks.
 Frustration, desperation, fears because of the lack of safety gear and because of being emotionally and physically much exploited.

2. **To have or not to have – diploma.** Applying for a job – because of no experience there are no job possibilities. Naïve in going out to find a job.
 Can do experience at the workplace and signs contract for 2 Euro without questioning.
 Very excited to finish school and have a diploma.
 Walks off angry after attempts. Angry because bosses want experience.
 Eventually signed a contract just because he/she finally got a job and was happy therefore.

3. **Students disappointed, angry because only theory at school.**
 Sadness, feel desire to take action.
 Feel frustrated and stressed.

4. **Earning good living, but not fond of the job.**

Not happy, hate job, hate work.

Revolted and sad to go to work because there is no pleasure.

Mixed feelings of sadness, anger and frustration of people who don't like their jobs.

5. **Refugees from Romania and Sahara in Belgium are looking for a job.**

One has not much experience in work, he/she had worked only a little bit; the other has 4 years experience in factory work. The employer chose the one without experience.

Feelings of sadness because people are discriminated because of their way of looking.

6. **Workers and unemployed. All are equal.**

Solidarity, friendship, possibility that the situation can change, that he/she can find support from friends.

7. **Max finished school 2 months ago and finds no job. He signed up with U/E office and has to wait 9 months for first U/E payment.**

Can't stand it, feels prisoner. People say I'm lazy, want to work.

Feeling unhappy and tired of the system.

Feel prisoner, angry because of what people think.

Extremely angry and hate the system, can't stand it anymore.

8. **At university and at home. Evening in the pub. Student, worker and student worker. Student worker failed exam. Student worker fired from job due to lack of performance.**

Studying and working makes tired and feel uncomfortable, feels being a loser because can't get anything right.

Unhappy because no free time and not attracted to the work.

9. **Money as the centre of life for many people.**

People willing to accept any job for money.

Compared to stronger people who accept better jobs not based on money.

Frustration and anger about the situation is the main feeling for people in the situation.

Emotions of compassion with people living in these conditions.

Values, which are not taken into account in these situations and which create this values among us.

Equality, solidarity, friendship, understanding, fairness, love, authenticity, tolerance, respect, justice, tolerance, liberty, honesty, freedom, etc.

For sure there are more: these where the ones that we discovered in our situations.

D. Some situations as we would like them to be: our vision

1. **A group of friends meet after having finished their studies** (each one with another degree) **and they start looking for a job** each one at another place. These are young people of different colours and a handicapped guy.

One of them gets a good salary and is very happy.

Most of them are treated well during the job interviews.

After having got a job, they go out together for a party, because they are very happy.

Brainstorming on values that come to the minds of the other participants: Equality - confidence of the workers when signing the work contract – self confidence - friendship - solidarity - tolerance and mutual understanding - liberty.

Situation, the group wanted to represent: to show, that together with the boss, they read the contract, there was mutual confidence and all the rights were respected and both know them.

2. **A group of workers and also unemployed people.** The majority **is happy at work, the unemployed are a little sad.** There is a group feeling and it seems that the boss is nice with his employees.

Brainstorming on values that come to the minds of the other participants: solidarity - respect - equality.

Situation, the group wanted to represent: that work is an important part in their lives.

Values, the group wanted to represent: independence - mutual respect - knowledge (when you have the information, there is freedom of elections; you have the right to take part in the elections).

3. **There is a young worker, walking straight, with confidence** and another is lying on the floor.

Brainstorming on values that come to the minds of the other participants: solidarity - mutual help, support - friendship - security - confidence.

Situation, the group wanted to represent: that there is security regarding the job and that people are happy with their jobs. The guy lying on the floor (Paulin) was dreaming about his future.

Values, the group wanted to represent: "To work in order to live and not to live in order to work"; through the cohesion it is possible to work in order to live.

4. All the people were making a circle, these represented the society, **there is a worker who is within the circle and another who is outside as he has no work.** This person is an immigrant who can't make himself accepted by the boss, but at the end, he succeeds.

Values, the group wanted to represent: solidarity (to struggle together, workers' union) - liberty.

Summary of the values mentioned here

Solidarity - equality – liberty (of election) – friendship at the work place - justice – self confidence – readiness to help the others – respect of the rights - independence - respect - knowledge – security at work – support help - confidence – being glad to work – it is possible to work in order to live - satisfaction - motivation – feel ourselves developed.

5th step: good practice

The aim of the fifth step was to gather important elements from the practice in order to improve our projects very practically.

Therefore Bea (Salamanca/Spain) and Cosmin (Somcuat Mare/Romania) presented their actions in the plenary.

Afterwards, we analysed in two groups the strengths and weaknesses as well as the impact of both projects.

Finally, we thought about possible perspectives/prospects for both projects.

- Presentations of good practice projects

“Radio Oasis” (Bea) – A free radio from Salamanca/Spain where young people discuss different topics in public (through the broadcast of the radio), become aware of their realities and train themselves as leaders by taking up responsibilities.

“Image of young people in society” (Cosmin) – They discovered the bad image that adults have about young people and the bad relations between adults (parents, teachers, etc.) and young people that are created by this reality. They decided to improve this situation especially at school. Therefore they did an inquiry with two parts (one for adults and one for young people) in order to analyse the situation more deeply. After the analysis they organised round tables and other means in order to present their analysis to the public and to discuss the discovered topics together with adults.

As a result the situation of the group members at school improved (they even got better marks) and they got some new members for the YCW.

The continuity of the campaign is not yet clear and remains the challenge!

- First reactions: what do you think about the actions?

- ✓ Freedom of expression is powerful.
- ✓ Radio makes Young People responsible.
- ✓ Is a good alternative.
- ✓ Participative and democracy.
- ✓ Vision/image about Young People can improve.
- ✓ Excellent ideas.
- ✓ Very good thing to motivate, change their situations.
- ✓ Participation in society.
- ✓ Exchange of information between the YCW and the public.
- ✓ Project stopped too early.

- Strengths and weaknesses of these actions that we discovered

Strength	Weaknesses
<ul style="list-style-type: none">▪ Huge potential and a lot of motivations through the topic: freedom of expression.▪ Human rights are a very interesting topic.▪ A good analysis was made as a starting point.▪ The things are made by the young people.▪ There is a good organisation behind the development of the action.▪ The actors got connected (teachers – students).▪ Alternatives have been created.	<ul style="list-style-type: none">▪ The projects are too local.▪ The continuation after finishing the projects is not yet clear.▪ There are difficulties in attracting young people who listen to the radio.▪ The number of young people we reach is too small.▪ No prior analysis was launched before starting the radio.▪ The actions are not dynamic enough.▪ The broadcast of the radio is not really

<ul style="list-style-type: none"> ▪ A lot of young people are reached/participate. ▪ The project is very concrete. ▪ Extension has been done through the project (new young people joined the YCW). ▪ There is an improvement of the reality (more communication between young people and adults, better marks). 	<ul style="list-style-type: none"> ▪ legal which can become a problem. ▪ Impact in society through the radio could be stronger.
---	---

Some general remarks we made:

- ✓ It is important to develop local projects – to create a bigger coordination and to extend the projects to other cities is only a second step and not our primary task – sometimes it's better to have more local projects in more cities.
- ✓ The projects of action are developed by young people themselves.
- ✓ It is important that young people see the impact of their projects.
- ✓ It's also important to limit our action in time (to define a concrete end of our project).

- **The impact that we could see**

The impact on society	The impact on the participants
<ul style="list-style-type: none"> ▪ Young people became better informed about the topics treated. ▪ Young people felt themselves important <ul style="list-style-type: none"> ✓ Their ideas matter ✓ They could build new relationships. ▪ The actions stimulated reactions, young people started to think about their own situations. ▪ People started to listen to each other – before, there were prejudices. ▪ Other young people were motivated through the process of action. ▪ Shared the same problems. ▪ A free communication platform was created. ▪ General understanding of the young people changed. ▪ The 'audience' knows about YCW. 	<ul style="list-style-type: none"> ▪ The participants feel freedom. ▪ They developed team spirit and discovered they are not alone. ▪ The motivation of the young people that participated was strengthened. ▪ They took up responsibilities and some became activists.

Some general remarks we made:

- ✓ Both actions made young people more aware of their situation and created also awareness in society.
- ✓ In the example from Romania there were also some very concrete changes in the reality (better marks at school).
- ✓ New young people joined YCW through the actions.

- **What are possible perspectives?**

- ✓ It could be interesting to look for sponsors in order to extend the radio – to create other small radios in villages, regional radios or even to broadcast at national level.
- ✓ To legalise the radio in order to get a more stable basis and to become more popular.
- ✓ To see possibilities to start other actions based on the realities discovered through the radio.
- ✓ To do the inquiry on internet in order to reach more young people.

- ✓ A second part of the inquiry in order to see how far teachers/adults changed their opinions about the young people and how the young people live their image today – to have a round project with repeating inquiries.
- ✓ To see what could be the continuity of the project of action – which situation could be worked next.

6th step: planning

The aim of the sixth step was to plan concrete steps for the implementation of the results of our study session. Moreover we wanted to define the guidelines of our action in order to get a clear orientation for the follow-up on our projects.

We went through the various following steps:

- During individual work we tried to answer the following questions: what am I motivated to do? Why? What am I going to do? Why? What am I able to do?
- Afterwards, we tried in groups of three people to touch up these ideas and to develop them further.
- Again individually we tried on the basis of a scheme to develop personal plans of actions and to evaluate them with the colleagues from the own national Movement in order to examine the feasibility.
- On the basis of these plans we thought about some ideas for the common „European“ follow-up after the study session.

Some examples of the project that we have developed:

What are the facts you discovered?	It makes you feel	Why?	What do you want to reach, achieve, and change?
Starting from the fact that the unemployed people are not coached, but on the contrary excluded, chased (hunting of unemployed).	Rebelled	I think unemployed people are being judged too quickly, one wants to put them aside the reality, aside of our society.	I want to set up a “job” group with young people on the doll, so that they may exchange on their realities, share their experiences; to inform them about their rights and their duties, valorise them, giving them back their self-confidence.
Too many young people of my region don't have the necessary tools so as to find a job. The employment agency is not efficient.	Angry. Frustrated. Rebelled.	Because that's the role of the employment agency: to accompany the unemployed people in their search for a job.	The aim of the process is to accompany the unemployed in their search for a job by providing all the tools necessary for them so as to find a job thanks to the information or training.
The young and <u>lonely</u> young people (who do not know the YCW) facing their problems.	Angry. Rebelled. Sad.	I'm against discrimination, I have already been the object of discrimination and that is very bad for the moral, the motivation. Moreover there are only 3 members in my federation and I would like to make	First of all increase the number of young people in my federation and then help them in their realities, in their discriminations.

What are the facts you discovered?	It makes you feel	Why?	What do you want to reach, achieve, and change?
		young people understand that the YCW can help them.	
The young students who don't have any possibility to change the internal functioning of their schools.	Angry. Frustrated. Rebelled. Full of hope.	Because there are things that exist, but the schools do not take them into account (in my region). Because young people go to school, but do not have the means to change what they would like to change. Because the teachers listen to the pupils, but don't do anything (some of the teachers).	I want the pupils to be able to change what they consider being unjust, discriminating, illogical... and what they would like to change.
Unappreciated work, overtime, working conditions, low salaries	Frustrated. Afraid. Revolted.	I cannot develop myself, I feel "captive" don't have enough personal time (family, hobbies)	To be more appreciated, recognized for my work, respecting working program/hours, better working conditions.
Too much theory and too little practical training; no correlation between the studies and the job.	Frustrated. Afraid. Hopeful.	Because people are aware about the situation and they don't do anything but I hope it will change. Fear of not finding a job after finishing the school.	The theory to correspond with the practice and to correlate with a future job. The young people to choose the right specialisation. To feel prepared for life (young people finding satisfaction in what they do; to do their work properly)
Vocational schools have a bad image	Angry. Revolted. Disappointed.	A university diploma does not make a person superior to one graduating from a vocational school, work is a value, and life is not about diplomas.	Change this bad image by making people aware, that vocational schools are an opportunity, not a punishment.
High unemployment rate of young people.	Angry. Revolted.	I experience my friend's situation.	I'd like to reach young people; have their capabilities grow.
Unemployment, discrimination. <u>Not enough information and understanding of the workers' rights.</u>	Angry.	It makes me angry because not enough information can lead to discrimination and other bad things.	People have to get the information about the workers' rights. I want to see more understanding between the bosses and the workers, so they can negotiate much more easily. That workers can't be mistreated any more by their bosses (no more discrimination).

What are the facts you discovered?	It makes you feel	Why?	What do you want to reach, achieve, and change?
Young people are interested in work, when they may work.	Hopeful. Nice.	Young people want to be independent and are ready to take over responsibilities.	To inform and to help students and unemployed youngsters about their rights regarding their situations, especially to inform them on how to find a job.
The image of unemployment. People are little time unemployed because the jobs are also for a short while only. Solidarity between workers and unemployed.	Angry. With hope.	I'm unemployed for the moment and even though I don't feel excluded, most of the unemployed have that feeling.	I want to try to change the image of the unemployed and give them information on where to look for a job and how to write their curriculum, etc.
I have discovered that youth unemployment is a matter that worries lots of people and also those in my region.	Powerless. With hope.	Hope because one can do something to improve the situation. Powerless because it's a problem that will never be solved.	As I can't solve the problem, I would like to have young people at least informed; also that they learn to write a curriculum, to make a job interview...
Relation studies-jobs. Difficulties when it comes to look for a job after having finished university. Difficulty when it comes to work placements, there is lots of theory and little practice.	Angry. With hope.	It's something that I'm experiencing, that touches me. It's my reality.	I want to meet with university students who recently got their degrees and young graduates who have found a job in order to discuss topics that worry me and to look together for solutions. To analyse together our REALITY, to JUDGE it and then to change what we want to change, implementing a concrete ACTION at local level.

Brainstorming: our vision for the symbolic action

- **Starting from our analysis and the project we developed: what should be done together in Europe (content)?**

Education that prepares for a job but also for life:

- ✓ Classes at school must be more practical – we need a better link between education and work - practical education in school and studies.
- ✓ Improving image of professional schools and technical schools - more professional schools providing relevant education.
- ✓ Training and education more accessible to all - free education - more apprenticeships.
- ✓ No waiting placement.

The workers rights must be accepted:

- ✓ The rights of workers and unemployed must be respected – we need information about our rights - to teach young people rights at work.
- ✓ Do something against extra hours as a present for the boss.
- ✓ Information on working conditions and obligations and improving conditions of life.
- ✓ Improve working conditions to go to work with enthusiasm and enjoy life, be happy.
- ✓ Compare workers rights in different countries and work together on this.
- ✓ To improve safety at the workplaces.

Unemployment:

- ✓ Unemployment benefits for young people must be guaranteed in all the countries.
- ✓ We must struggle for a positive image of unemployed young people – it's not their fault and they shouldn't be excluded.
- ✓ Decreasing the unemployment rate – especially of young people.
- ✓ Improve co-operation of unemployment offices with young people – young people must learn how to look for a job.
- ✓ Find creative solutions for situations on the job market (lack of specialised workers for example).

Other elements:

- ✓ Equal rights for women at work.
- ✓ Diplomas must be recognised in all the countries.
- ✓ Discrimination of immigrants - fighting racism.
- ✓ More jobs in the ecological sector.
- ✓ No economic impediment to university studies - students not forced to work.

- What should the symbolic action look like?

- ✓ One activity in one place to exchange: what has been achieved? Why have our actions been successful or not? How did the young people participate and react to the action in the countries?
- ✓ To exchange more concrete analyses, actions and more enquiries.
- ✓ More participation and involvement, expression of ideas, sharing.
- ✓ Something very active to share our opinions with more young people.
- ✓ Gather in a large city in Europe, in colourful clothes, demonstrations, flowers in hands for more understanding. To demonstrate that we are many people. Demonstration with actions on boards regarding what we did etc. Panels with photos of actions.
- ✓ Create as much awareness as possible – for the topic and the Movement. With media.
- ✓ Open forum of 3 days, interactive debates and discussions.
- ✓ Demonstrations in each country at the same day and time.
- ✓ European and local at same time – to think of why and what we want to defend, could have internal Forum and then external with other organisations in a public space.

- How are we going to stay in contact and motivated?

- ✓ Exchanges of experiences between similar projects through: exchanges, yahoo groups, email, telephone, etc.
- ✓ Websites to exchange about the actions, the analyses etc.

7th Step: Evaluation

To finish the common/joint experience, the seminar and in order not to repeat the same mistakes in a coming seminar but to take advantage of the experiences, we also made an evaluation.

1. Evaluate the various parts of the session giving them a note from 1 to 6 (6 = the worse, 1 = the best)

The welcome evening	2,18
The presentation of the participants, the program, the framework and the expectations	1,88
The exchange on the results of the inquiry	2,69
The analysis of the reality (1) causes and consequences	2,42
The analysis of the reality (2) the feelings that this situation provokes inside you and the corresponding values	1,96
The development of the vision	2,08
Presentation of the examples of actions + their strengths and weaknesses	2,07
Action market: the development of ideas for (new) action projects	2,11
The development of the personal plans of actions	2,11

2. What do you keep particularly from this session as strong reflections/ ideas/points? What have you learned?

- ⇒ I've learned that together we are strong, because in my region my motivation decreased, but thanks to the session, I've got again a huge motivation to go on with this enterprise. Motivation to do the change.
- ⇒ To struggle for the rights, equal treatment/chances; be satisfied/happy.
- ⇒ I've also learned the various ways of working and of taking actions within the YCW, but for the same struggle.
- ⇒ How to develop a project (steps). I have had the chance of seeing and participating in the process S-J-A. I think I have learned to be more in the process & method & games & interaction.
- ⇒ Steps in making a project, critical analysis of a project and future perspectives.
- ⇒ The reflections on the situation in other countries. With this I learned to have a more global way of thinking.
- ⇒ To see that there are people in other countries with the same concerns: the co-operation between actions in various countries can be very helpful.
- ⇒ A better idea of the situations in other countries. Many motivated people like me who also wait to change a problem.
- ⇒ Lots on the differences and common points of the national Movements.
- ⇒ The openness of the other YCW members from all over Europe.
- ⇒ Difference between various YCW sections. Question: how far does my region show in fact still some YCW-profile?
- ⇒ It is time to speak about unemployment! Many young workers admit the problem of unemployment, all over Europe.

3. Throw in this dustbin what you don't want to take with you and take from it what you were lacking.

- ⇒ There is nothing I don't want to take with me, because for me this has been a very fruitful training and everything is good to take and to be used again.
- ⇒ As to what I lacked, I don't know what to say, unless it is my family.
- ⇒ I wouldn't throw anything away, everything is good. From everything one can learn, find something one likes or what helps us to grow as person.

- ⇒ I lacked to debate more on the problems directly, maybe this would have been beyond the frame of the session, but I would have appreciated a lot.
- ⇒ There was a lack of time especially during the first 2 days. Maybe if things would have been organised differently in these first 2 days, we would have had a little more time for the analysis of causes, consequences and feelings.
- ⇒ The fact that there were only 2 examples of projects (Spanish and Romanian). I expected to find out more about how other young people struggle with their local problems.
- ⇒ A more systematic, structured comparison between countries regarding training, labour market, workers' rights.
- ⇒ That there are still many people who don't know their rights. The unemployment rate, better working conditions.
- ⇒ Prejudices which everyone has and which could be felt in certain situations.
- ⇒ I lack sufficient vocabulary.

- ⇒ I liked everything a lot, I enjoyed it, and I shared and received many opinions.
- ⇒ Positive energy I received.
- ⇒ Collegiality, sociality, friendliness of the participants.
- ⇒ I take for sure the exchange with the YCW members of other countries, on their situations, their work and approaches, as well as all the personal acquaintances.

4. How do you feel with the project-idea and the steps that you have developed?

- ⇒ I feel useful, I feel like involving myself completely. I feel very strong to implement it!
- ⇒ It was something I already had in my mind. I polished it up and I have appreciated the possibility of keeping myself informed thanks to other similar actions, as the one from Belgium.
- ⇒ It was nice to be able to think about a project and it felt nice when I finished developing it.
- ⇒ I feel motivated, with the desire to take actions. Extremely motivated. If my project will be implemented, it will have a great impact in the reality.
- ⇒ I feel super motivated, because I really feel like working with the young unemployed people and to start a new group based on employment. Now I wonder if I'm really realistic as to the deadlines I defined for myself, because some projects are running in the federation (and also at national level). But in any case, I won't give up, because I'm super motivated regarding this project.

- ⇒ The last part was more difficult and there were not so many answers in the plenary.
- ⇒ I appreciate the idea of the project, it is slow, but it's to see all the positions. It was done in a very dynamic and nice way.
- ⇒ I feel motivated to implement the project; I see it is feasible, even though it will not be easy. Maybe I've to work out the steps a little more.
- ⇒ Still too general. Need to analyse it deeper over more time. But the basic-idea is staying: learn to accept the heart, not the outside.
- ⇒ I feel prepared to put in practice my plan of action. I think it is good, but still needs some improvements.
- ⇒ I'm motivated, believe that it is good and feasible and I'm looking forward to do it.

- ⇒ Good. Even though my project does not correspond to what was expected, but I can't figure out another one on the spot. For that I have too little time (preparing secondary school degree) and already so many posts and tasks within the YCW.
- ⇒ I'm so curious. It is not going to be very easy to implement the whole, but I've the feeling that my ideas and plans are now on a better basis than before the seminar. The structuring of the ideas was clearly improved.
- ⇒ It's not too much for me. I've a simple idea and can implement it easily.
- ⇒ The project that came up at the end seems good and quickly to be implemented to me. But when I think at all the ideas that came to my mind during the week and which I had to leave aside because of realism/lack of time I feel some kind of dissatisfaction. I'll certainly present them also at home and look for long term possibilities of implementing them.

5. What does this analysis mean for you and for your project?

- ⇒ Europe of the young people that wants to solve the problems of the present society.
- ⇒ This means that everywhere in Europe, there are the same problems.
- ⇒ This analysis means for me that we still have lot to do to valorise young people anew, to give them a place, a real place, their place in the present and capitalist society we are living in. We shouldn't remain alone, but get united and gather our strengths so as to be stronger.
- ⇒ Knowing the situation of other countries makes me aware that we are lucky and that we have to struggle so as to change also these realities. This encourages me and makes me strong to implement my project.
- ⇒ The analysis motivated me, it's important for my project because in this analysis I found continuity to the national project.
- ⇒ There are common points in different realities; I have found people with relevant experience that gave me good ideas.
- ⇒ Has shown me in which fields it is necessary to take actions, made me active.
- ⇒ It's a big help for me.

- ⇒ Has changed my idea of action and moreover now I know that it's not only possible, but necessary to change.
- ⇒ It's a first look at the reality even though it is much different from what we brought.
- ⇒ Can be a starting point, as it is a reality noticed in inquiries, but I think it has to be deepened.
- ⇒ From this analysis, I saw new ways of realizing and analysing my project.
- ⇒ I understood that young people have almost the same problems in all the countries.
- ⇒ It was possible to learn more about several countries in Europe.

- ⇒ I found out that in most countries more young people study in vocational schools (in comparison with Moldova, where young people prefer to study in universities), so I understood that this might be a cause of the high unemployment rate in our country.
- ⇒ To struggle for the rights, justice for all.
- ⇒ I don't know, too little clear questions and persons who knew? The persons whom I addressed to knew almost nothing.
- ⇒ I became aware of some differences which I hadn't noticed before (for instance vocational training); therefore I discovered a lot of common points in other fields. I'll certainly go on working on these data.
- ⇒ I look very critically to the whole analysis, as 10 people interviewed chosen by chance cannot be representative.

6. What does the process that led to this analysis mean for you and for your project?

- ⇒ The hope that all young people will find a job.
- ⇒ Filling in the inquiries and analysing them meant finding out the opinion that young people have with regard to unemployment, work, and education. This is very useful for us.
- ⇒ These are small steps according to which we have to progress and moreover all together.

- ⇒ Based on the reality of the young people, to proceed by steps, to use the method of See-Judge-Act.
- ⇒ Means a vision much broader of the problem and to see how others would organise the same action but with other means.
- ⇒ The process which I planned so as to implement my action is clear, I've some ideas to follow: connection, start to analyse, judge and to take concrete actions.
- ⇒ I got to discover new ways how to use, find strategies in my project.
- ⇒ It was a strong and meaningful process. This helped me to develop my project.
- ⇒ It motivates me to use it in other analyses in my project.
- ⇒ Active confrontation with young people and their problems.
- ⇒ Like this I got to know some of the YCW members much better and I want to deepen this further on.

7. How did you experience life in the group?

- ⇒ Well, very well, but unfortunately I don't speak English. It is a marvellous experience, at the beginning it was difficult for me, because of the fact that I speak only French, but at the end I learned to speak, to communicate with everyone. It's extraordinary. Very good, but I think also that the language impedes us from going towards the others. I also think that the intercultural evenings are important to facilitate the exchanges.
- ⇒ Very enterprising; together we are strong and can achieve a lot.
- ⇒ Very positive, many joint/common activities, good co-operation. Despite of the language barriers we had a lot of fun!
- ⇒ It was exciting. The people were open for everything. They participated in everything. I myself did things which I never would have done in this way in a normal seminar.

- ⇒ A positive vision of the problems and that you can have fun and do things even with people with whom you don't get along (because of the language).
- ⇒ I feel well, at ease with everyone, people are great. I was surprised that we overcame the communication problem.
- ⇒ I've felt great, it is a kind of "Big brother" (J). It has been very funny and fruitful.
- ⇒ Accepted, listened to, I learned more about my own being in the society.
- ⇒ I've learned a lot from the people and I go to spread/transmit this knowledge.
- ⇒ Very efficient, I liked, people were open.
- ⇒ Good communication, people were open to suggest and receive suggestions.
- ⇒ It was a good life in the group and I could learn about the other people's opinions and situations.

- ⇒ Unfortunately the group got spread very quickly in the evenings as there was no clear place to meet. Everyone seemed to be friendly, but anyway there was the tendency of the participants to stay close to people from their countries.

Some conclusions and final recommendations:

Education that prepares for a job but also for life:

- Classes at school must be more practical – we need a better link between education and work - practical education in school and studies.
- Improving image of professional schools and technical schools - more professional schools providing relevant education.
- Training and education more accessible to all - free education - more apprenticeships.
- No waiting placement.

The workers rights must be accepted:

- The rights of workers and unemployed must be respected – we need information about our rights - to teach young people rights at work.
- Do something against extra hours as a present for the boss.
- Information on working conditions and obligations and improving conditions of life.
- Improve working conditions to go to work with enthusiasm and enjoy life, be happy.
- Compare workers rights in different countries and work together on this.
- To improve safety at the workplaces.

Unemployment:

- Unemployment benefits for young people must be guaranteed in all the countries.
- We must struggle for a positive image of unemployed young people – it's not their fault and they shouldn't be excluded.
- Decreasing the unemployment rate – especially of young people.
- Improve co-operation of unemployment offices with young people – young people must learn how to look for a job.
- Find creative solutions for situations on the job market (lack of specialised workers for example).

Program overview: Young workers reinventing tomorrow's world of work

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
09:15 – 10:45	Welcome Presentation <ul style="list-style-type: none"> Participants Building 	Sharing of reality in working groups <ul style="list-style-type: none"> Work Education Collect common points and differences	Presentation of the synthesis What are the causes and consequences	Expressing our dreams, what we want to see changed in what	Presentation of the YCW-actions of the practice	Exchange with others and reflections and development of action plan
10:45 – 11:15	Presentation <ul style="list-style-type: none"> Context Timetable Program Expectations 	Reality in working groups <ul style="list-style-type: none"> Work Education What do we miss or can't do About what we are happy	Continuation	Continue	Discussions Reflections/Discussion on the actions <ul style="list-style-type: none"> Strength/Weaknesses The impact 	Reflections in national Movements
11:15 – 12:45						
12:45 – 14:30	Get to know each other more deeply in the working groups Sharing of reality in working groups <ul style="list-style-type: none"> Work Education 	Exchange in plenary and discussion	Judge: We say yes to... We say no to ... Why?	Free afternoon	Action-market <ul style="list-style-type: none"> To develop ideas for actions to change the reality To discover possible ideas for actions 	The European symbolic action <ul style="list-style-type: none"> Demands Type of activity
14:30 – 16:00						
16:00 – 16:30	Sharing of reality in working groups <ul style="list-style-type: none"> Work Education 	Reflection in NM's <ul style="list-style-type: none"> What do we recognise? What do we not recognise? 	Feelings: <ul style="list-style-type: none"> We are satisfied with... We are not satisfied with... On base of which values we judge	Free afternoon	To develop personal plans of action	Evaluation Celebration and party
16:30 – 18:00						

Participants List

Family Name	Firstname	Organisation	Country
PRENGER	SARAH	CAJ	GERMANY
FRANZ	ALEXANDER	CAJ	GERMANY
BUDEANU	DIANA	YECS	MOLDOVA
MARCIUC	ALA	YECS	MOLDOVA
MARIANU	MARIAN ALIN	TMC	ROMANIA
POP	ALINA IRINA	TMC	ROMANIA
COVACIU	SABINA ADRIANA	TMC	ROMANIA
POP	COSMIN ALEXANDRU	TMC	ROMANIA
PRINTZ	EDITH	TMC	ROMANIA
GANSINGER	CHRISTOPH	KAJÖ	AUSTRIA
OFFENHALLER	FLORIAN	KAJÖ	AUSTRIA
IMMERVOLL	THOMAS	KAJÖ	AUSTRIA
HAIDER	GERLINDE	KAJÖ	AUSTRIA
RAMEDER	BERNHARD	KAJÖ	AUSTRIA
GRUBER	CLAUDIA	KAJÖ	AUSTRIA
ABAD GONZALEZ	MARTA	JOCE	SPAIN
MARCOS CABERO	ALBERTO	JOCE	SPAIN
SAEZ ORTEGA	INMACULADA	JOCE	SPAIN
HANSSENS	AURELIE	JOC/F	BELGIUM
MAUTI	LUIGI	JOC/F	BELGIUM
KRAJEWSKI	YOHANN	JOC/F	BELGIUM
JACQUEMART	PAULIN	JOC/F	BELGIUM
DENYS	ROBBE	KAJ	BELGIUM
COOPMAN	TOM	KAJ	BELGIUM
KOOT	WESLEY	KAJ	BELGIUM
BERGHMAN	KOEN	KAJ	BELGIUM
SWINNEN	ALEX	KAJ	BELGIUM
MISTRİK	JOZEF	KPM	SLOVAKIA
FERENČIK	MATÚŠ	KPM	SLOVAKIA
MUSIL	MICHAL	KPM	SLOVAKIA
GDOVIN	ROBERT	KPM	SLOVAKIA
VANKOVÁ	SOŇA	KPM	SLOVAKIA
SCHOLZ	MATTIAS	KAJÖ	AUSTRIA
STURM	USCHI	KAJÖ	AUSTRIA
MORA BAÑON	VIRGINIA	JOCE	SPAIN
JANSSEN	DAAN	KAJ	BELGIUM
CIROCCO	ANNA	IYCW	AUSTRALIA
NELL	PATRICK	EYCW	GERMANY
MOREL	DENIS	LUCIOLE	FRANCE

Inquiry for the formation session

Hello!

Nice that you want to participate in the training session!!!

But before you come, we ask you some preparation to do. We realize that we ask you some efforts but as we prefer to start from your reality and your story or experiences instead of speaking in the air, it's really necessary. We ask you to fill in the inquiry together with ten of your friends (in- and outside YCW). It is important that you try to choose these friends from the defined target groups (workers, apprentices and trainees in vocational training, unemployed) and that you try to get at least one person from each group. After that please make summary of your enquiry in a new form (example: Question 1: 5x < 18 years, 3x 18 – 21, 2x 22 – 25, 0x > 25 years – for questions with written answers please write all the answers together).

Important to know is that there are several parts. You fill only this part in, in which you have experience.

- Only those who are or have been unemployed fill in the part V. (Unemployment).
- Only those who are working, apprentices and trainees in vocational training that follow (parts of) their training at work-places fill in the parts II. (Work - General information), III. (To get a job), and IV. (Conditions at work).
- The parts I. (Identity card of the person), VI. (Training/education) and VII. (Your Idea/vision) are to be filled in by everybody.

We will use the results of these inquiries for our discussions the first two days. So consider this preparation as a part of the session and prepare you, otherwise you can't participate during the most important part of our session. We wish you some nice discussions and good luck!!!

If the questions are not clear or you have some doubts, ask us!
joceurope@joceurope.org or +32/2/426.21.49

Anna, Daan, Denis, Virginia and Patrick

▪ **Identity card of the person**

• **How old are you?**

- < 18 years
- 18 – 21
- 22 – 25
- > 25 years

• **You are ...**

- ... female
- ... male

• **You are ...**

- ... a student Which kind of school are you going to?
- ... an apprentice Which profession are you learning for?
- ... a worker What is your profession?
You work: ... Full-time ... Part-time
- ... unemployed What is your profession?
In which profession would you like to work?
For how long have you been unemployed? ... months

▪ **General information about your work**

➤ **I work**

- ... with a fix or stable contract
- ... with a temporary contract
- ... without contract
- ... as an apprentice

➤ **Is it important for you to have a working contract?**

- Yes No Please specify why:

✓ **I'm hired for ...** ... hours a week

✓ **In reality I work ...** ... hours a week

The hours that I work in surplus ...

- ... are compensated in time
- ... are compensated with money (paid)
- ... are a present for my boss

- **With the salary I earn ...**

- ... I can afford more than I really need
- ... I succeed to survive and to pay my basic costs but I have to be attentive
- ... it's hard to live

- **I have supplementary advantages in my job** (social protection, possibility for training, retirement funds, obligations ...)?

- Yes
- No

- **Which ones?**

- **Is there a correlation between the studies that you did and the job that you are doing at the moment?**

- Yes
- No

- **For the apprentices: do you have to fulfil tasks linked with your studies?**

- Yes
- No

▪ **To get the job**

- **I found my job through ...**

- ... friends
- ... relatives
- ... the employment office
- ... an advertisement in the newspaper
- ... other - Please specify:

- **Which were the criteria/conditions to get the job?**

- **What were the difficulties to get the job?**

- **This process took ...**

- < one week
- < one month

Because of the work I do, I am able to ...

Because of the work I do, I can't ...

✓ **How well do you know your workers' rights?**

- Very good
- Good
- A little
- Not so good

✓ **Are the rights that you know respected?**

- Yes
- Sometimes
- No, not at all

Please explain your answer:

✓ **Do you have at your workplace the possibility to get organised as workers?**

- Yes, through trade unions
- Yes, through the workers/industrial council
- No
- Other – Please specify:

✓ **Is there any way of participation at your workplace and is there the possibility to demand the implementation of the workers' rights?**

- Yes
- Sometimes
- No, not at all

Please explain your answer:

✓ **Where I work, young women and men ...**

- | | | |
|---|------------------------------|-----------------------------|
| ... do the same work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ... work in the same conditions (hours, etc.) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ... get the same salary | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

✓ **Is there any kind of discrimination (unfair, unequal behaviour or treatment) at your workplace at the level of:**

- Gender
- Race
- Training required
- Age
- Other

Please explain:

✓ **What are the changes that you see in this reality (work)?**

▪ **Unemployment**

➤ **The unemployment rate in:**

Your country	<input type="text"/>	%
Your region	<input type="text"/>	%
Youth unemployment	<input type="text"/>	%

➤ **Because I'm unemployed I feel ...**

- ... excluded
- ... understood
- ... supported

Explain your answer:

➤ **With the unemployment benefit that I receive ...**

- ... I can afford more than I really need
- ... I succeed to survive and to pay my basic costs but I have to be careful
- ... It is not sufficient at all
- ... It is hard to live

➤ **In order to find a job I get help from ...**

- ... friends
- ... relatives
- ... the employment office
- ... the school
- ... other - Please specify:

➤ **How do you judge the work done by them?**

- Very good
- Good
- Ok
- Bad
- Very bad

Why?

➤ **Complete the following sentences:**

Because I'm unemployed, I am able to ...

Because I'm unemployed, I can't ...

➤ **What are the changes that you see in this reality (unemployment)?**

▪ **Training/Education**

▪ **I decided to follow the training I do because ...**

- ... I am interested in the topic
- ... it corresponds to my capabilities
- ... of the salary I will get when I have finished my training
- ... because I expect a secure job after this training
- ... my friends do the same
- ... of the image of the profession
- ... other – Please specify:

▪ **Who influences you in this decision?**

- Friends
- Relatives
- My school
- Other – Please specify:

▪ **If you do not succeed, do you get a second chance?**

- Yes
- No

▪ **How does the training you are doing prepare you for a job?**

- Very well
- Good
- Ok
- Not so good
- Not at all

▪ **How much attention is paid to the following topics:**

Theoretical training	Practical experience	Social attitudes	Preparation for work
<input type="checkbox"/> A lot	<input type="checkbox"/> A lot	<input type="checkbox"/> A lot	<input type="checkbox"/> A lot
<input type="checkbox"/> Enough	<input type="checkbox"/> Enough	<input type="checkbox"/> Enough	<input type="checkbox"/> Enough
<input type="checkbox"/> Not enough	<input type="checkbox"/> Not enough	<input type="checkbox"/> Not enough	<input type="checkbox"/> Not enough
<input type="checkbox"/> Too little	<input type="checkbox"/> Too little	<input type="checkbox"/> Too little	<input type="checkbox"/> Too little

▪ **How does the society think about the subject that you follow or the type of school which you attend?**

- Useful
- Inferior
- Superior

▪ **What are the changes that you see in this reality (training/education)?**

▪ **Your vision/idea about education?**

- **I go to school ...**

- ... to meet friends
- ... because I have to
- ... to learn for life
- ... to get prepared for a job
- ... other – Please specify:

- **In school it's important ...**

- ... to learn to work together with other young people
- ... to get the theory/practice of the subjects
- ... to learn about other cultures
- ... to learn about history

Explain your answer:

- **Please complete the following sentence:**

The main aim of education/training is...

▪ **Your idea/vision about work**

✓ **I want to work ...**

- ... to have money
- ... to contribute to society
- ... to become independent
- ... to be able to start a family
- ... other – Please specify:

✓ **I want to work ...**

- ... 4 hours a day
- ... 8 hours a day
- ... 10 hours a day
- ... Other – Please specify:

Explain your choice:

✓ **I want to work in the ...**

- ... ecological sector
- ... social sector
- ... technical sector
- ... service sector
- ... other – please specify:

Explain your choice:

✓ **For me it's important in my work**

Please put a digit 1 (very important) – 10 (not important at all) in the box next to the questions.

Explain your choice:

✓ **Is it possible for you to find the kind of job you mentioned above?**

Yes

No

Please explain:

