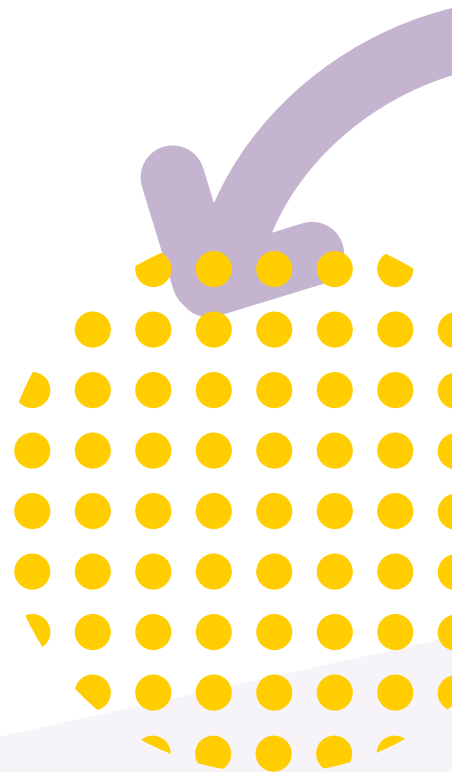


EU Youth Strategy and the European Youth Goals – can they help in achieving solidarity?



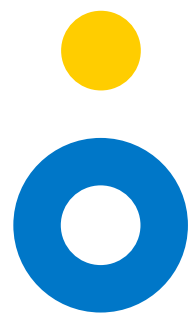


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She was involved in the Hungarian implementation of the EU Youth Dialogue (Szólj bele!) at the National Youth Council of Hungary as part of the National Working Group and as an EU Youth Delegate for two cycles. Her areas of interest are mental health and wellbeing, gender equality and social inclusion of all young people. At the European level, she was part of the first Youth Panel of the European Youth Card Association which Panel developed a youth empowerment project, #IStandFor



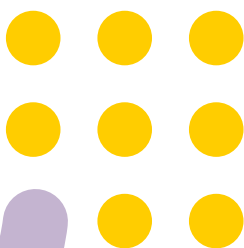


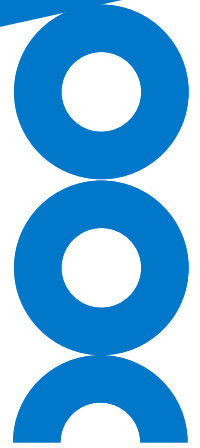
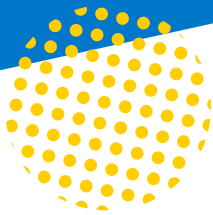
ABSTRACT

What are the European Youth Goals and how do they relate to the EU Youth Strategy? Do they embody the principles of solidarity? Can they contribute to solidarity in the youth field at a national and European level and if yes, how?

This paper examines the EU Youth Strategy, especially the Youth Goals, from two different perspectives. This will be done on the one hand by understanding solidarity as a cohesive system and on the other by viewing solidarity as a common value. It will further give an insight as to whether the European Youth Goals incorporate the principles of solidarity. Lastly, it assesses the role of the EU Youth Strategy and the Youth Goals as tools to achieve solidarity.

The analysis conducted in the paper provides the following insights. Solidarity can be understood as a cohesive system of cooperation in the European youth field. Each stakeholder has a specific role and knowledge base with which they contribute to the implementation of the EU Youth Strategy and the process of the EU Youth Dialogue. Additionally, solidarity as a common value has become even more crucial than before in the second EU Youth Strategy and in the European Youth Goals. However, the implementation of these documents depends on national realities.





1. Introduction

The paper has five main parts. The introduction presents the general questions posed by the author and the outline of the paper. The second part dives into a non-exhaustive presentation of solidarity concepts to help better grasp how broad of a meaning solidarity can have. Based on this section, I identify two approaches that I will rely on: the first one is Durkheim's (1960) organic solidarity concept and the second one is Baclija Knoch and Nicodemi's (2020) '4Cornerstones' of solidarity (human rights, empathy, active citizenship, inclusion). The third and fourth sections are dedicated to exploring the following topics: the European Youth Policy field and its main actors; the EU Youth Dialogue (previously known as Structured Dialogue);^[1] and the European Youth Goals and their role in the EU Youth Strategy. Based on the identified solidarity concepts, the paper seeks to understand how solidarity works as a cohesive system in the EU Youth Dialogue and how it represents a common value of solidarity as the Youth Goals. The final section gives a brief account of the conclusions of the paper and reiterates its main points.

The purposes of this paper are the following: to examine the EU Youth Strategy and the European Youth Goals by relying on the concept of the '4Cornerstones' of solidarity and to describe the EU Youth Dialogue as a cohesive system of solidarity from the perspective of the organic solidarity of Durkheim. I rely on the Youth Goals because the

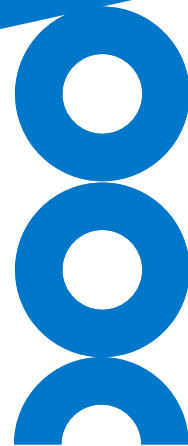
process of their development has been recognised as a good example of connecting different stakeholders in the youth field.

2. Solidarity – what is it?

There is no one-size-fits-all understanding when it comes to the concept of solidarity. The approaches that will be used to understand what solidarity is are two-fold: first, understanding solidarity as a cohesive system and second, understanding solidarity as a common value by focusing on the EU Youth Dialogue, the EU Youth Strategy and the European Youth Goals.

To explain how solidarity can be understood as a cohesive system, the starting point is the binary differentiation of solidarity of social integration as developed by Émile Durkheim in his book 'The Division of Labour in Society' (1893): mechanical and organic solidarity. It is crucial to underline that Durkheim used the analogy of organisms to describe societies (Durkheim 1960 p41,131). Furthermore, it is important to note that the notion of solidarity as it was coined by Durkheim is from the 19th century, so it will be used while accepting its limitations and its critiques when applying it to European youth policy. Why it is still relevant to use is due to its theoretical approach as to how interdependency can develop in societies, in large part due to – amongst other aspects – a high division of labour. In this paper's case, the development and





implementation of the EU Youth Strategy can be compared to the division of labour as stakeholders have specific roles, functions and thus can become interdependent on each other.

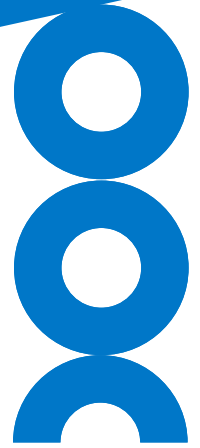
Durkheim was interested in how social integration works. In his work, he differentiated between mechanical solidarity and organic solidarity. He described a transition from mechanical to organic solidarity as societies grow more complex and modern. In modern societies the division of labour forces people to specialise in some areas and rely on others in other areas of life, whereas in pre-modern societies people were self-reliant and self-sufficient. This meant that society was not as complex because the interaction between individuals was less, due to everyone's self-reliance. According to Durkheim, modern societies' division of labour, population density and complexity grew. In societies where mechanical solidarity is dominant, individuals tend to rely on traditional and familial ties which lead to them having less space to diverge and choose their own realities. Whereas organic solidarity enables an individualistic approach, relationships are mostly formed according to utilitarian goals as opposed to moralistic ones (Allan 2005).

This means that collective consciousness is weak as there are less shared beliefs. With weak collective consciousness particularised groups can emerge who share their own beliefs and values. Structural and social differentiation (division of

labour and particularised cultures) can create problems of integration that the main elements of organic solidarity can overcome. First of all, the more actors in society differentiate and specialise, the more they depend on each other which creates a structural interdependency. In order to be able to safely rely on each other, actors must interact and understand each other. Even if social differentiation pushes people into smaller groups, these small groups need to have "a more generalised culture and value system" (Allan 2005 p126) to effectively work together. This pressure for a generalised culture creates intermediary groups that understand smaller groups and the collective consciousness as well. It is worth mentioning that these differentiations lead to the use of restitutive law and a centralised power which enforces it (Allan 2005). To summarise it, organic solidarity (especially its main features such as differentiation and interdependence) could be compared to a social organism in which every part functions and performs a task to contribute to the whole but due to the interdependency, the different parts have to be connected with each other in order to function properly (Durkheim 1960 p181). How solidarity can be understood as a cohesive system in the European youth field will be discussed according to these features.

The other approach to solidarity is to understand it as a common value. For this, I will rely on the process of 'Europe talks solidarity' where the question of solidarity was discussed and analysed. The





European Solidarity Corps report *'4Thought for Solidarity'* (Baclijs Knoch and Nicodemi 2020) explored in detail the concept of solidarity.

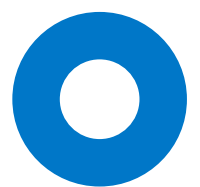
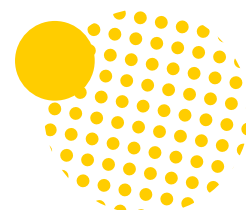
The report is based on research conducted with four stakeholder groups; young people, practitioners, policy makers and researchers. The authors identified four cornerstones to solidarity: 1) human rights, 2) empathy, 3) active citizenship and 4) inclusion. Based on the outcomes of the second research phase these 4 elements served as the '4Cornerstones' in this new model of solidarity as established by the researchers. This new model makes it visually clear how intricate solidarity is and how many other concepts are intertwined with it. These concepts, called 'supporting ideas', are social justice, equality of opportunity, support strengthening communities, active participation, volunteering and responsibility. The above mentioned research departed from the assumption that not everyone understands solidarity the same way based on the complexity of its concept, the literature on it, how and by whom it is "practiced". It found that some concepts were more supported or contested than others when it came to solidarity (see the report's Concentric Circles Model of Solidarity, Baclijs Knoch and Nicodemi 2020 pp151-159). The lack of common definition is underlined by the following phrase: "Unity in diversity seems to underpin the concept of solidarity" (Baclijs Knoch and Nicodemi 2020 p138).

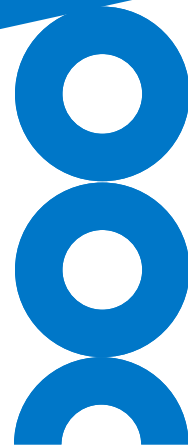
3. Youth policy at the European level

Youth policy falls into the category of European Union's policy where the EU Member States have overall sovereignty. This means that Member States make decisions regarding their own youth policy, meanwhile the EU can only contribute and give guidelines regarding this.

As it is stated in Article 6 of the 'Consolidated version of the Treaty on the Functioning of the European Union', in the field of education, vocational training, youth and sport, the EU has limited competences "to support, coordinate or supplement the actions of the Member States" (Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union EUR-Lex 2010). Meaning that taking part in the cooperation in the youth field is voluntary.

The same treaty's Article 165 also mentions specific actions the EU shall take in the above mentioned field by adopting recommendations (the Council based on the Commission's proposal) and incentive measures (European Parliament and the Council through ordinary legislative procedure).





The specific measures in the Treaty are directed mostly to the field of education, while involvement of young people in decision-making processes is limited to “encouraging the participation of young people in democratic life in Europe” (Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union EUR-Lex 2010).

3.1. The EU Youth Strategy 2010-2018

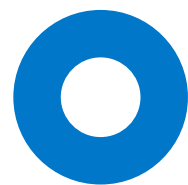
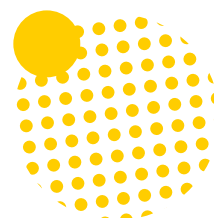
The first EU Youth Strategy (Council Resolution 2009/C 311/012012 EUR-Lex 2009) covered European cooperation in the youth field from 2010 to 2018. It was established by the above mentioned Council Resolution. This Resolution emphasised the two main aims the EU Youth Strategy had: creating opportunities for all young people in the field of education and employment; and promoting active citizenship, social inclusion and the solidarity of young people^[2]. The second aim had a civic and political engagement focus, meanwhile the first aim of the Strategy is in line with Article 165 of the Treaty on the Functioning of the European Union and its main focus on education.

The 2010-2018 EU Youth Strategy (European Commission 2010-2018) had eight areas to focus on: Employment and entrepreneurship; Social inclusion; Participation; Education and training; Health and well-being; Voluntary activities; Youth and the world; Creativity and culture. By establishing these areas of interest and common goals, cooperation in the youth field became more structured and

transparent. This document was also a crucial step towards the implementation of the Structured Dialogue (European Commission 2016), a tool aiming to help dialogue between young people and policymakers.

3.2. A new tool for participation – Structured Dialogue

The Structured Dialogue was established as a European youth policy instrument to establish and encourage dialogue on a horizontal and vertical level between different actors in the field of youth policy (for background reading see Annex 1). Each Structured Dialogue (now called the EU Youth Dialogue) cycle covers 18 months within a trio presidency period - the Presidency of the Council of the European Union is held by a Member State for six months. As the Presidency rotates, each trio works together to establish their own priorities in the youth field (see Figure 1). Usually at the end of each cycle, a Council Resolution (policy document) is published with the recommendations created through the consultation and the dialogue between young people and decision makers. Each presidency ends with an EU Youth Conference where young people, policy makers and other representatives from the youth sector come together to discuss the given priority^[3].



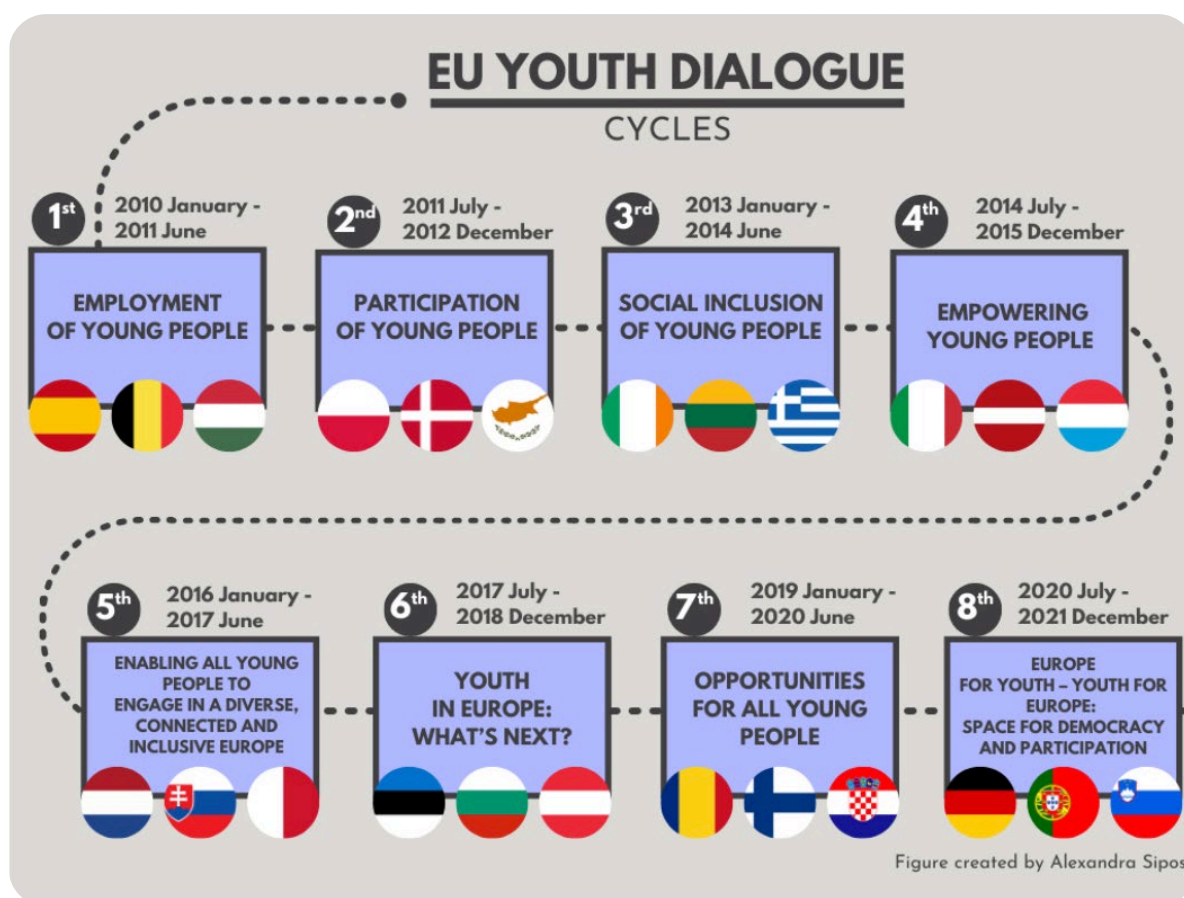
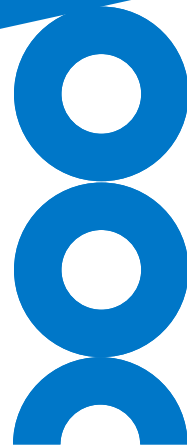
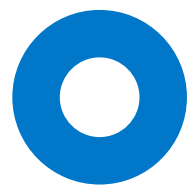
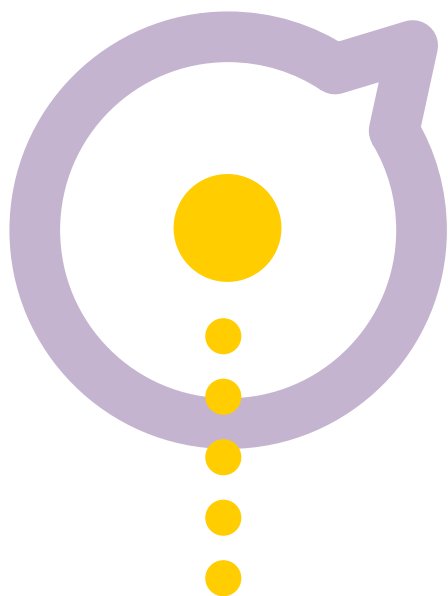
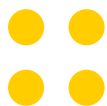
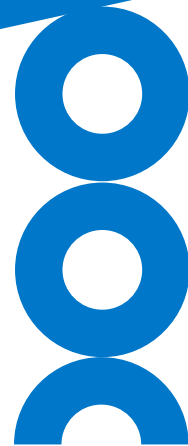


Figure 1. The cycles of the EU Youth Dialogue

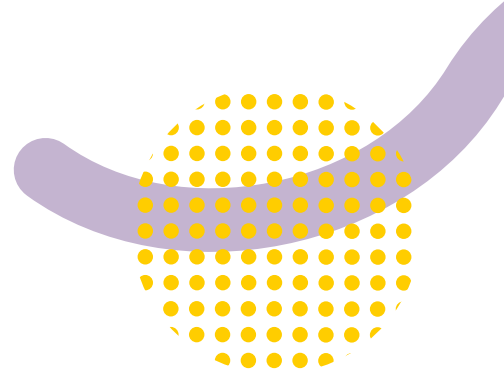


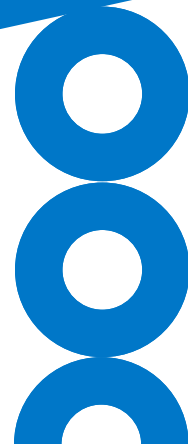


3.3. The European Youth Goals and the new EU Youth Strategy

The idea and creation of the Youth Goals^[4] is the outcome of the sixth Structured Dialogue cycle which had an overall theme ‘Youth in Europe: What’s next?’. During the first EU Youth Conference of the cycle (Tallinn, 2017) 16 topics were created through the method of blue-sky thinking^[5] by the participants. These 16 topics served as the basis for the European Youth Goals which were developed and finalised in the second EU Youth Conference (Sofia, 2018). The third EU Youth Conference (Austria, 2018) gathered inputs on how to implement the Youth Goals effectively. It also had an innovative approach to ‘dialogue’ as decision makers from the national and European levels were invited to join a small group of young people to discuss and formulate a suggestion. The concept and graphics of these Goals were based on the United Nations’ Sustainable Development Goals (SDGs).

The icons used for the Youth Goals made them visually appealing, easier to understand and to recognise (see Figure 2). One of the reasons why the Youth Goals were designed to mimic the SDGs is that the latter ones can be used to measure the developments in a country towards reaching the predefined goals of any of the SDGs. The similarity between the SDGs and Youth Goals is both visual and structural. Structural, meaning that: Each Youth Goal has a title, a description on what change the Youth Goal aims to achieve and a short explanatory note clarifying why change is needed in a certain area of the youth field. The main difference is that the SDGs have both targets and indicators (specific measurement) attached to them, meanwhile the Youth Goals only have targets. This means that the targets of each Youth Goal are not linked to specific numbers. The approach used to reach these targets is the decision of each Member State.



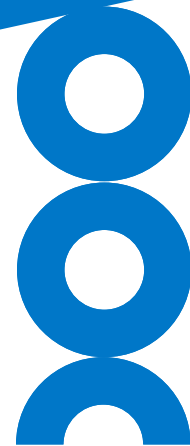
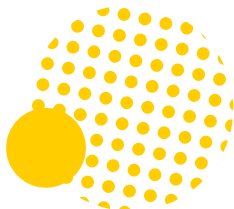


THE EUROPEAN YOUTH GOALS



Figure 2. The European Youth Goals
(Figure created by Alexandra Sipos)





The 11 Youth Goals are now part of the new EU Youth Strategy as its Annex (Council Resolution 2018/C 456/01 EUR-Lex 2018). This Strategy gives guidelines on the cooperation in the field of youth policy between 2019-2027. The Strategy's key elements are engage, connect, empower.

4. Solidarity in the European youth field

How is solidarity present in the youth field? First, Durkheim's organic solidarity concept is linked with the European youth field and the EU Youth Dialogue. Second, the '4Cornerstones' and its supporting notions are used to identify if these concepts were present in both EU Youth Strategies and specifically in the European Youth Goals.

4.1. Solidarity as a cohesive system

Referring back to the EU Youth Dialogue, many stakeholders can be identified in the process. Due to the limitations of the paper, a quick overview is given of the actors involved and their interactions are described by relying on the concept of organic solidarity.

The two main stakeholders on which the EU Youth Dialogue is primarily focused on are young people and policymakers. Delving into a description of the complexity of the EU Youth Dialogue, the stakeholders can be categorised according to where they "operate". There is the Member State level, which

includes local, regional and national stakeholders. Usually this includes the National Working Groups^[6] which are responsible for the implementation of the EU Youth Dialogue at the national level. Then there is the European level, where European level policymakers, the international non-governmental youth organisations (INGYOs), European networks and the European Steering Committee are involved.

How does organic solidarity come into play in the EU Youth Dialogue? The process of the EU Youth Dialogue is a complex one with stakeholders who all play a specific role in it. The heterogeneous group of young people contribute to the Youth Dialogue by expressing their views, by being active citizens and by empowering others. Their heterogeneity comes from the differences in their access to opportunities, their socio-economic backgrounds, their identities and their values. Policymakers are the stakeholders that try to balance the needs of the young people and the resources available. There are other actors who contribute to youth policy development e.g. researchers, youth workers and institutions.

The mechanism of the Youth Dialogue requires each stakeholder to use their specialised knowledge to contribute to the smooth and proper "operation" of the youth field. The interaction of these actors is intense which creates the complexity of the field. The interactions are based on a utilitarian approach to achieve a common goal: the improvement of youth policy at national or European level.

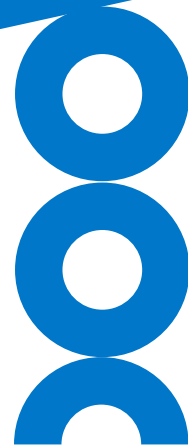


The youth field can be compared to a cohesive system. Based on this approach, each stakeholder contributes with their own specialised and differentiated knowledge to sustain the field of youth policy. These actors are structurally interdependent of each other, as the Youth Dialogue would not be feasible with only one Member State's presidency or without the involvement of young people. The centralised power is the European Union – even though the EU has limited jurisdiction in the youth field as stated previously. The culture generalisation – which is needed to ensure that actors have similar understandings – can be found in the concepts or buzzwords used in this field. For example; empowerment of young people, European values, solidarity, human rights, participation, and equality. The intermediary groups that understand both the smaller groups' concern and the common consciousness, help in the development and preservation of the generalised culture and values. Youth organisations have a role which is to be a connection between young people and the policymakers who might not always have the same understanding of concepts. Researchers and practitioners can be considered as intermediary groups as they connect young people to the European level through their work. Organic solidarity is a concept that could be used – taking into account the limitations and the critiques – to describe European cooperation in the field of youth.

4.2. Solidarity as a common value

How can the '4Cornerstones' concept of solidarity and its supporting notions be applied to the EU Youth Strategy and the Youth Goals? How are the '4Cornerstones' of solidarity (human rights, empathy, active citizenship, inclusion) present in the strategic documents?

As it was already stated, the first European Youth Strategy had as one of its objectives, the promotion of solidarity of all young people. It also linked intergenerational solidarity with voluntary activities as the latter not only represents a form of non-formal learning but also one of the four fundamental freedoms of the EU: free of movement. As for the cornerstone of human rights, the previous EU Youth Strategy states that "European Youth Policy cooperation should be firmly anchored in the international system of human rights" (Council Resolution 2009/C 311/012012 EUR-Lex 2009). The document connects this to a few guiding principles, such as the promotion of gender equality and the principle of non-discrimination - referring to the Charter of Fundamental Rights of the European Union (2012/C 326/02 EUR-Lex 2012). The Strategy also recognises the heterogeneity of young people and the importance of their participation through dialogue in the implementation of policies affecting them. The cornerstone of human rights is present in the principles of the Strategy as well as the 'Youth and the World' field of action. The Strategy highlights the value and the promotion of active citizenship. It is also present in the 'Participation'

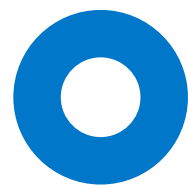


field of action which focuses on broadening and deepening individual participation of young people. The previous Strategy reiterates the role of youth organisations in encouraging and empowering young people to become active members in society. The cornerstone of inclusion is a field of action on its own in the previous EU Youth Strategy. It focuses mostly on social inclusion linking it to education and employment, youth work, economic and social rights. The cornerstone of empathy is harder to pinpoint in a strategic document. “Mutual understanding among young people from all over the world through dialogue” (Council Resolution 2009/C 311/012012 EUR-Lex 2009) suggests a form of empathy. The ‘Youth and the World’ field of action represents “feeling empathy with every living being” (Baclija Knoch and Nicodemi 2020 p65) as it focuses on understanding, cooperation, exchange of views and contributions to global processes such as green initiatives, the SDGs and human rights.

The current EU Youth Strategy has a notable shift in its approach to solidarity. It could be linked to the establishment of the European Solidarity Corps. Solidarity is seen as crucial and it is further elaborated in the ‘Connect’ part of the strategic document. The current Strategy states as one of its objectives the following: “encourage and equip young people with the necessary resources to become active citizens, agents of solidarity and positive change inspired by EU values and a European identity” (Council Resolution 2018/C 456/01

EUR-Lex 2018). The phrase representing the cornerstone of human rights is reiterated with the same wording in the current Strategy. It includes more principles but equality, non-discrimination, inclusion and participation are identical to the previous Strategy. Active citizenship and inclusion are present in the overall objectives of the Strategy. The inclusion cornerstone is highlighted by the importance of the eradication of youth poverty and the promotion of social inclusion of young people. The empathy cornerstone is more visibly present in the Annex of the Strategy, in the European Youth Goals.

As for the inclusion cornerstone, many Youth Goals quite accurately represent it, mostly the ‘Inclusive Societies’, Youth Goal number 3. The keywords for inclusion in the Youth Goals are “all young people”, and “providing space and opportunities”. Active citizenship is a recurring theme in the Youth Goals as these outcomes are also part of young people being active citizens. This means engaging “in participatory and constructive dialogue”, Youth Goal number 4 and guaranteeing “meaningful youth involvement”, Youth Goal number 1. The cornerstone of active citizenship is most present in ‘Space and participation for all’, Youth Goal number 9. Continuing with the cornerstone of human rights, it seems difficult to narrow it down to a few Youth Goals as in each of them the human rights approach is detectable. Equality of all genders and inclusive societies both mention equality, access to equal opportunities and the principle of





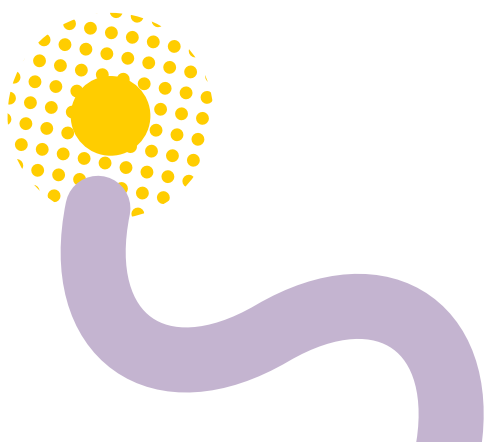
non-discrimination. Other Youth Goals rely more on civic and political rights which can be exercised individually and in groups (freedom of speech, freedom of association, etc.). There are others which are more focused on the so-called second-generation of human rights (social, economic and cultural rights) such as quality learning, quality employment and health. Youth Goal number 10 could be linked to the third-generation of human rights in its approach to environmental and sustainable development. The cornerstone of empathy received the highest support from young people during the research (Baclijs Knoch and Nicodemi 2020). When I analysed the Youth Goals, I detected that an overarching sense of empathy is present throughout the document. The diverse themes of these Goals show that empathy is a relevant notion. Empathy is displayed in the present with other young people who may not share the same values or who may not have the same background, but also in the future to ensure sustainable development of Europe and of the EU Youth Dialogue.

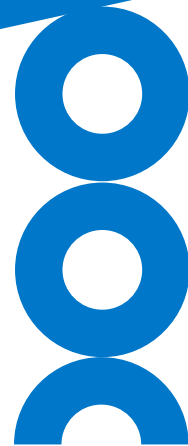
5. Did solidarity reach its full potential in the youth field through the Youth Goals?

The answer to this question is ambiguous. On the one hand, yes and on the other, there is still space for more solidarity.

Solidarity is palpable in the Youth Goals. As it is stated, the previously identified Cornerstones play a crucial role not just in the Youth Goals, but also in the EU Youth Dialogue itself. However, there are some factors to consider which may hinder the achievement of solidarity of the Youth Goals. These limits originate from the EU Youth Dialogue's limits and from the placement of the Youth Goals in the new EU Youth Strategy. The EU Youth Dialogue is a participatory tool for young people. In the creation of the Youth Goals almost 50,000 young people were involved (European Youth Forum 2018a), which shows the impressive impact of the Youth Dialogue. While the national consultations may reach a big portion of young people, there are still others who are not involved in the national or European level of the Dialogue due to language or economic barriers.

The EU Youth Dialogue as a tool and its implementation can always be further developed. Based on a series of focus groups organised by the European Commission, the common points of critique of the EU Youth Dialogue are the following: outreach (quantity and quality), feedback procedure





(quantity and quality) and the possibility to connect it with other participatory tools to improve accessibility to information and diversity of participants (European Commission 2017). A proposal by the European Youth Forum was put forward to propose improvements in the implementation of the EU Youth Dialogue. It had six principles: meaningful youth participation, inclusivity, contribution to local, national and EU policy-making, the importance of the EU Youth Dialogue being a youth-led process, recognition of the role of the National Youth Councils and INGYOs, and a youth friendly implementation (European Youth Forum 2018b). Whichever approach the upcoming presidencies choose, in order to overcome the limits of the Youth Dialogue and further improve its implementation, solidarity and its principles can be useful guidelines.

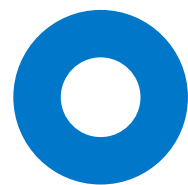
As for the EU Youth Strategy, the Youth Goals were placed in the Annex of it after the wording of the Strategy was already developed. The development of the Strategy dates back to 2017, the year of listening. The Strategy states that these Goals serve “as inspiration and provide an orientation for the EU, its Member States and their relevant stakeholders and authorities” (Council Resolution 2018/C 456/01 EUR-Lex 2018). It seems that due to it being an Annex and paired with the limits of the cooperation of Member States in the field of youth, the Youth Goals are seen as mere suggestions. As the Strategy itself remarks, the limits of the Youth Goals are explained with the respect

for the principles of subsidiarity and national competence (as stated in Article 165) and the freedom of association. Meaning that the implementation of these Goals in youth policy mostly relies on the Member States, their resources and their willingness. If the national realities and priorities make it possible, the Youth Goals can be “used” in practice and become more visible on a national level (SALTO Participation and Information Resource Centre 2020).

6. Conclusion

With this paper, I hope to contribute to the ongoing dialogue and thinking process regarding the concept of solidarity. The paper explored the possibility of understanding solidarity as a cohesive system and as a common value.

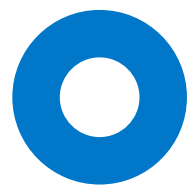
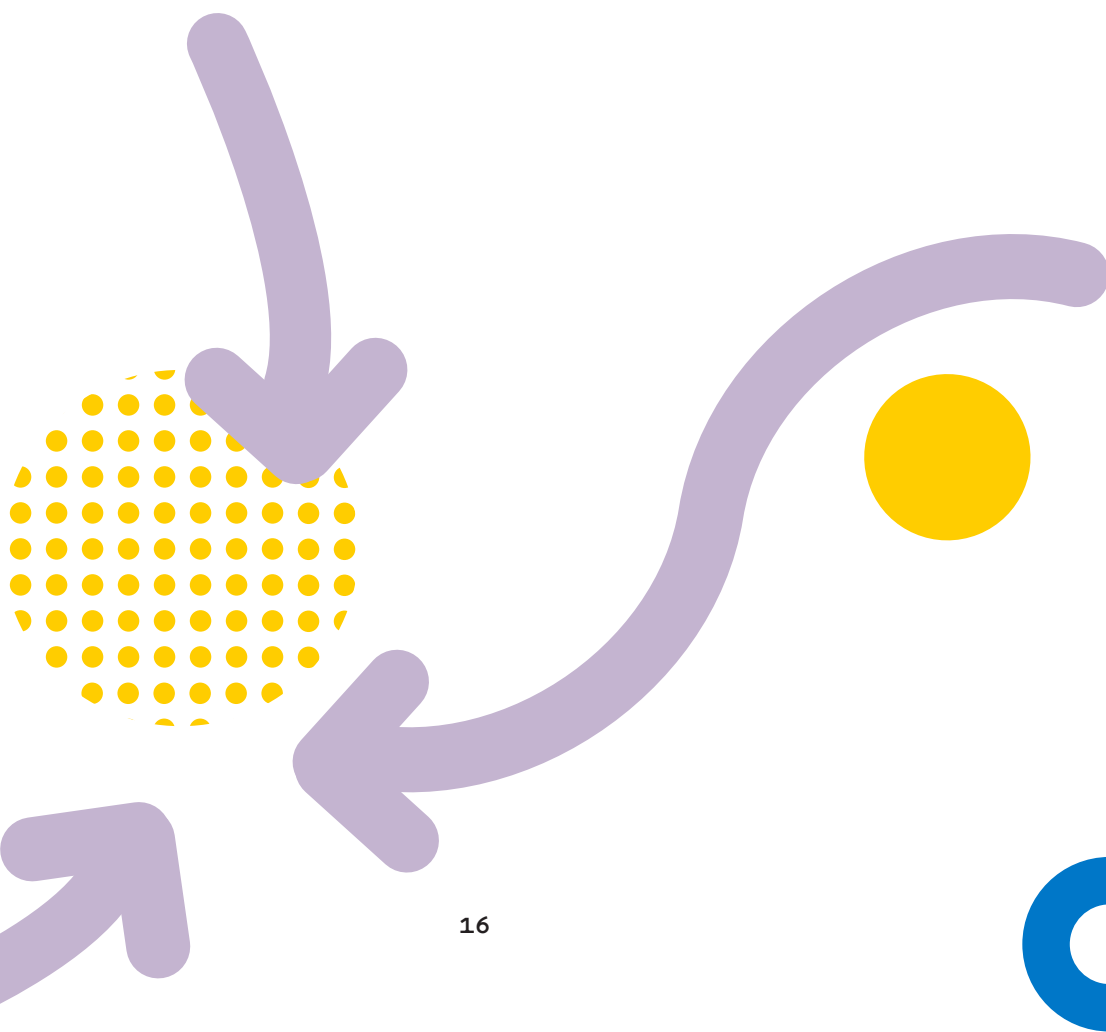
First, the concept of organic solidarity was introduced by relying on the work Émile Durkheim. Organic solidarity was used as a concept to understand solidarity as a cohesive system by applying it to the EU Youth Dialogue process. Understanding the limitations of the concept, the Youth Dialogue process shares some similarities with organic solidarity as each actor specialises and consequently differentiates from the others but a centralised power (the European Union), generalised culture and values (related to the youth field) and intermediary groups (connecting individual and common consciousness) help to make the Dialogue work.





Second, the paper further relied on the '4Thought for Solidarity report' which explored how solidarity is understood for four groups (young people, practitioners, policy makers and researchers). The researchers synthesised the main principles of solidarity as '4Cornerstones', which include human rights, empathy, active citizenship and inclusion. Based on this the EU Youth Strategies were analysed. There is a prominent shift in the two documents when it comes to human rights and solidarity. The first Youth Strategy had a more human rights approach to it, the second one has

it too but it has a greater emphasis on the importance of solidarity in the field of youth policy. As for the European Youth Goals, analysing them with the '4Cornerstones' of solidarity concept shows that they do embody solidarity. The limits of achieving solidarity are present due to the constraints of the European cooperation in the field of youth and due to the less effective involvement of young people. Overall, the European Youth Goals are exceptional tools to achieve solidarity provided that young people and decision makers are willing to use it.



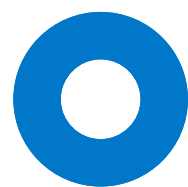


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- [1] The author will use both names in the paper according to the time-period as the Structured Dialogue was renamed to EU Youth Dialogue from the 7th cycle, January 2
- [2] It is interesting to note how the two concepts (active citizenship and social inclusion) introduced in this Strategy are identified as 'Cornerstones' for solidarity in the Baclija Knoch and Nicodemi (2020) research.
- [3] To better understand how the Structured Dialogue used to work, see the infographic video of the European Youth Forum: <https://vimeo.com/40453382>
- [4] For detailed information on the Youth Goals and the EU youth conference in Vienna, see: <http://www.youthconf.at/youthgoals/>
- [5] This method is similar to a brainstorming procedure. The expected outcome is to come up with new ideas while having only a few guiding principles or rules of conduct told by the three trainers of the conference. This method made it possible for the participants and especially young people to self-organise. Participants would answer the question "Youth in Europe: What's next?", prioritize these topics by voting and organise themselves into small groups to elaborate them. These groups and appointed rapporteurs (keynote listeners) "harvested" the results of these groupwork
- [6] These working groups – depending on each Member State's decision – may include national youth councils, regional and local youth councils, other youth organisations, representatives from ministries responsible for youth policy and other ministries, representatives of the National Agency for Erasmus+ youth in action, youth delegates for the EU Youth Conferences, youth researchers, youth workers and youth information providers. For more information: How to get involved in the EU Youth Dialogue? European Youth Portal. Last updated: 2020.09.17. https://europa.eu/youth/eu/article/266/66788_en (Last viewed: 2020.09.17.)

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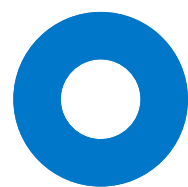




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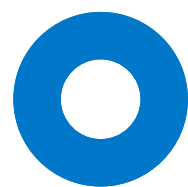


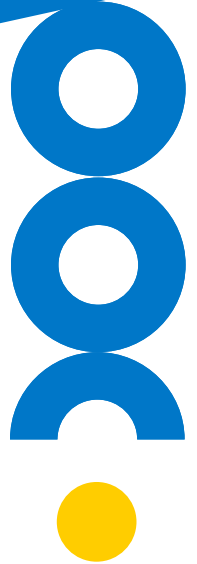
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ANNEX 1

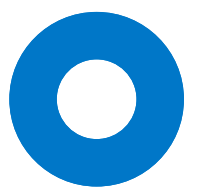
It is worth mentioning that before the 2009 adoption of the 2010-2018 EU Youth Strategy, a *White Paper on New Impetus for European Youth* was published by the European Commission. The White Paper on Youth invited Member States to engage in an „open method of coordination” in the youth field. In October 2004, the Commission published a Follow-up to the abovementioned White Paper urging Member States to establish priorities in the European cooperation framework on youth as well as to consult young people effectively and in a structured way on national and European levels.

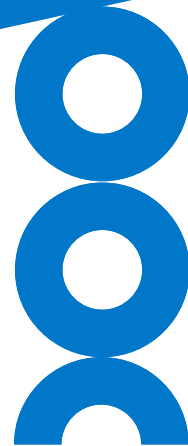
Another document worth mentioning is the European Youth Pact which focused on three main areas to benefit young people, namely 1) employment, integration and social advancement, 2) education, training and mobility and 3) reconciliation of working life and family life.





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EUROPE TALKS SOLIDARITY

This article is part of “Europe talks Solidarity” – a series of events and publications that offers a platform for the exploration of the concept of Solidarity, initiated by the European Solidarity Corps Resource Centre (www.salto-youth.net/rc/solidarity). The discussion on Solidarity benefits from inputs from a wide range of experiences and backgrounds. However, the opinions and views expressed in the articles in this series do not necessarily reflect those of the Resource Centre.

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Vienna 2020

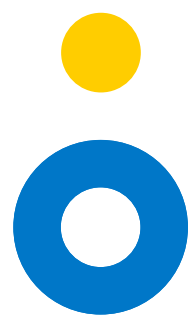
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