

# International Youth Conference 2021



## tone of democracy

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INTERNATIONAL  
**YOUTH**  
THINK TANK

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# Introduction

Democracy is by definition inclusive, receptive to the wishes of more people, and responsive to their power. This does not mirror reality, in fact, there is room to strengthen democracy's people component by involving more people in decision-making and enlarging real power such as civil and social rights. Throughout history, struggles for democracy have usually focused on one or the other of these aspects.

What we are looking for is an innovation in Democracy, starting from the Tone of Democracy. We intend to uplift the present democracy to its fullest potential, considering every individual's opinion essential to the creation of a balanced society.

“Young people are unprepared to engage in politics or societal change”, or at least that's what is usually given for granted considering the age in which political rights are given. However, many young people become politically involved long before they are eligible to vote, and the influence of this participation can be greater than the single vote they will acquire later – and may or may not use – once every four or five years. Politicians are typically eager to pander to the youth vote, therefore they may be more receptive to young people's concerns.

This is why we consider youth as the drivers of change in the political arena, given that the chances are made equal to the ones of older generations.

Throughout the report, we consider the importance of legal positive actions to enhance minorities, and future generations, as well as reconsidering mental health and budget for youth as crucial to the general growth of democracy.

Secondly, we question how to preserve democracy for current and future generations, considering the threat of ecological crisis as well as the development of digitalisation. The solutions found consider an Intergenerational Global Loan System as well as Global Digital Citizenship.

Moreover, we analyze how education can be changed to create opportunities for the youth. Our projects tackle both work practicality and work experience, as well as soft skills while respecting social and economical inclusivity. It aims at creating a “Global and open mindset” for students.

We finally acknowledge that in order to inspire real change in a democratic society, actions must be implemented from the ground up that empower the

people who live in local communities to participate, regardless of their social and economic background.

# Intergenerational inequalities

## Introduction

The way in which institutions function causes systemic inequalities which are enhanced by climate change, systemic discrimination, and more recently the Covid-19 pandemic.

Current examples of these inequalities are the lack of **diverse** generational representation as well as the absence of mental health provisions. Unless we address these inequalities, future generations will inherit these deeply flawed and unstable social systems.

We believe in justice for the older generation, fulfillment for the current generation, and security for the future generation.

We propose concrete solutions to tackle these inequalities by increasing the constitutional rights and meaningful influence opportunities for youth, both now and in the future.

## Rights of Future Generations

Every country has its own Constitution or Basic law which guides its values. Constitutions usually do not include the words “future generations”, and if they do, this is not mirrored in actual policy.

Ignoring the well-being of future generations leads to poor long-term decisions that fail to provide social security, peace, environmental protection, and justice.

We shall also consider Mental Health, which has been ignored so far by the legislature. The dispositions given by the executive have been more recently lowered. This is the case in Italy in which the psychological help bonus has been canceled. This topic is thoroughly considered later in the document.

The policy propositions in the name of future generations do not go far enough in securing their rights, such as Cop26 unrespected terms, poor safeguard of social rights (usually enhanced by the rising of populism), and rising international conflicts.

While some countries such as Albania (art 59.d) do underline the importance of future generations, most countries do not even consider them.

It is critical to set out the political rights of future citizens in the constitution, but what is even more complicated is the implementation of such.

We propose a further development and implementation of future generations' rights, through Constitutions, Basic laws, and a better administration of entities that can help such a development.

## Youth Delegations and Youth budgets

Young people around the world are solving current challenges by coming up with innovative solutions. However, young people still don't have a seat at the decision-making table discriminating them systematically regarding influence. Such discrimination is provided by the very general structure of society, leaving out perfectly capable young individuals.

That's why we propose the implementation of youth delegations. In the United Arab Emirates, for example, all ministers are obliged to have youth delegates who advise them on all policies. This allows senior government officials to thoroughly reflect on other perspectives, especially youth perspectives. Simultaneously, youth delegates have the possibility to actively draft policies. Youth delegation programs facilitate intergenerational dialogue and can bring about meaningful change if they are implemented in the right way.

We also propose that every major city allocate a dedicated youth budget which is managed by the young people themselves. This participatory budget program is well established in the US city of Boston, which allocates one million US Dollars to young people each year. Some of the projects proposed by the young people include school heating systems to help students concentrate in class during the winter, shelters for those who are experiencing homelessness, and the planting of more trees in the city to help fight climate change. A similar youth budget program runs in Paris.

Youth budgets should be scaled up around the world in order to ensure meaningful youth participation.

## United Nations Indigenous Peoples' Climate conference

Covid-19 has particularly shown the scale of inequalities between indigenous communities and alternative communities, many of whom may historically have been unexposed to viruses and illnesses however have had to deal with the impacts of covid 19, and of course climate change. Representation of indigenous groups on international platforms, such as diplomatic forums has been questioned, and there have been concerns over protecting the intellectual property of indigenous groups on such platforms, as much of their indigenously preserved knowledge can be incredibly insightful and valuable to wider alternative communities.

Indigenous communities have a wealth of knowledge and historical understanding of ecosystems and sustainability. However, representation on an international platform for indigenous groups is lacking. We propose the implementation of a United Nations Conference that is led by indigenous

communities.

In addition to this, it is important to recognise that the sustainable practices of indigenous groups must be respected, credited, and protected through legal frameworks.

## **Importance of Mental Health**

It is estimated that more than 13 percent of adolescents aged 10– 19 live with a diagnosed mental disorder as defined by the World Health Organization. Covid 19 has exacerbated the existing mental health struggles faced by everyone, particularly young people, across the world.

We propose the implementation of youth steering committees in which young people utilize their own lived experiences to shape mental health policies through co-production. Co-production is where professionals and young people work together to write policy proposals. Both professional contributions and lived experience are equally important in co-producing active support systems which can implement meaningful change.

This model of co-producing youth mental health services is well established in the city of Birmingham in the United Kingdom, to mention one current example. The youth mental health steering group Think 4 Brum provides young people with the support and encouragement to have their say, as well as offering training opportunities to further their personal development.

# Global Democratic Challenges

## Protecting democracies from transitional inequalities

Liberal democracies face two inevitable transitions: the digital and the ecological. Although both transitions are related, it is important to note the distinct social consequences of these processes, and their impact on democratic systems. Understanding that both the digital and ecological transitions imply a change in humanity's way of life, these processes will generate social inequality and exclusion in both inter-and intra-national contexts. Most-vulnerable communities will face the most difficult challenges in adapting to the new age.

Increasing levels of social exclusion as a result of both the digital and ecological transitions will further the perception of democracy as an unfair system, which is incapable of providing certainty. Democracy must gain legitimacy through improving lives. Otherwise, authoritarian leadership and illiberal mechanisms could offer attractive alternatives for the "losers" of the two transitions.

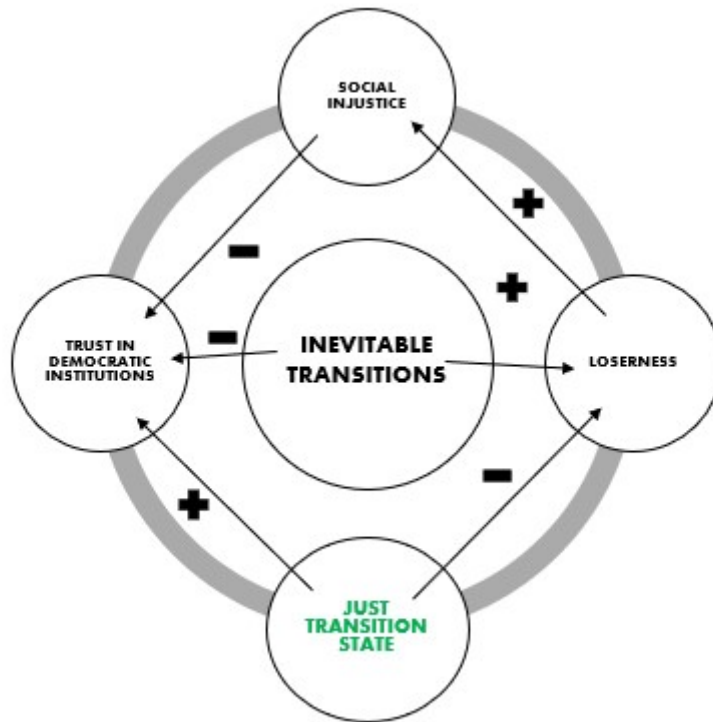
When individuals and communities in democracies feel forgotten and excluded, trust in democratic institutions, which are intended to protect and support them, falters. Confidence in democratic systems is necessary to ensure democracy for current and future generations. For example, essential decarbonization objectives will leave many industries behind; laborers in the mining and coal industries, in particular, will be left without job alternatives unless these transitions are explicitly addressed by democratic institutions. If governments are unable to offer just alternatives to these communities, the individuals and groups most affected by both digitalization and climate change will develop intensified feelings of distrust in democratic institutions.

It is impossible to avoid these changes, but our current system is incapable of guaranteeing an environment of protection and inclusion that prevents an expansion of democratic disaffection among the "losers" of the current transition processes. Along with this challenge, new forms of political leadership, which promote antagonism over agreement and cohesion, add increased difficulties for democracy. Distrust in democratic institutions drives aggressive, emotional, and "politically incorrect" leadership that, although extremely popular, leads to social division. FIGURE 1 shows these social and political dynamics and the impactful consequences that might stem from them.

The aforementioned challenges present a specific question: *How do we maintain trust in democratic institutions for current and future generations to preserve democracy?* We propose two targeted solutions to promote inclusivity in both the ecological and digital transitions at the supranational level to turn "losers" into "winners". These two proposals will form the basis of the "Just Transition State" - a

new public system that sets out to guarantee equal distribution of the ecological and digital transitions' effects.

FIGURE 1: Social & Political Dynamics in Inevitable Transitions



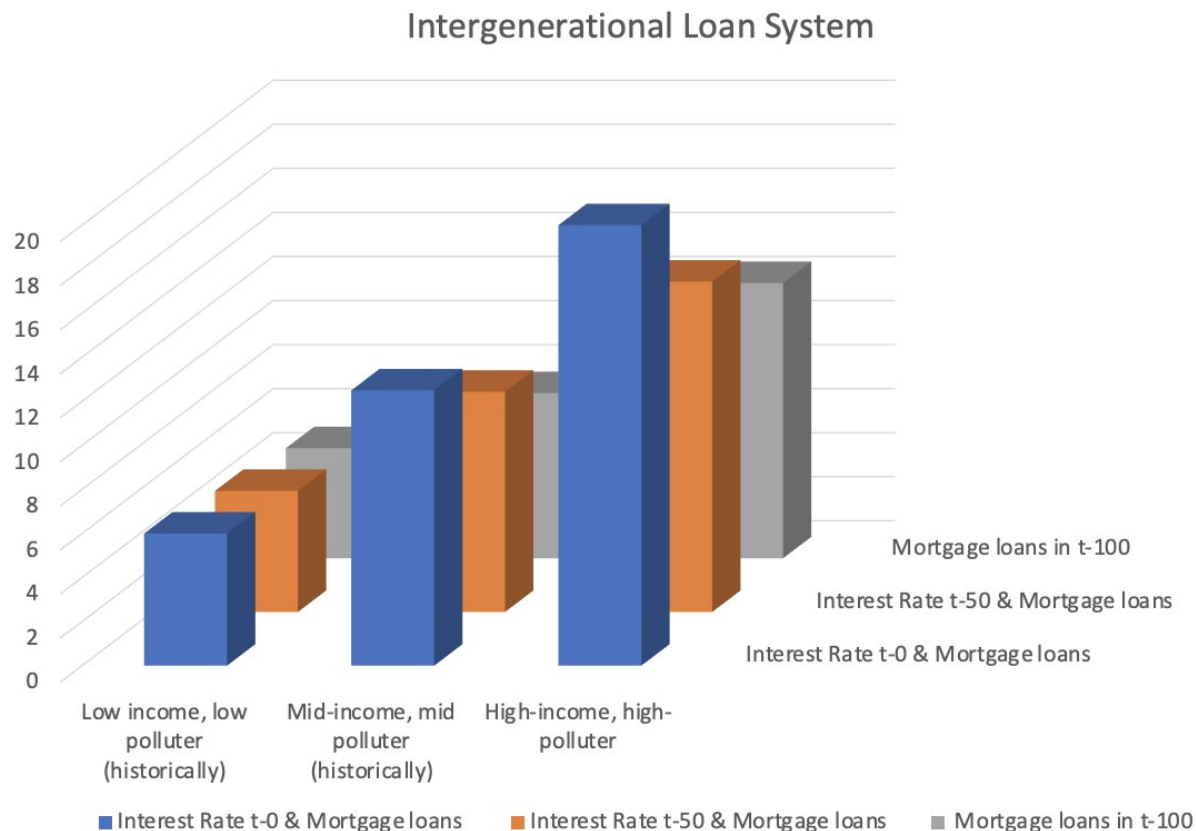
## Intergenerational Global Loans System (IGLS)

Climate change adaptation and mitigation have finally become a priority in many political agendas. However, measures are needed at a global scale to make an effective and tangible difference; otherwise, the outcome would be both unsatisfactory and insufficient. Therefore, no country can be left out in climate transition. Nonetheless, it is well-known that countries have contributed to climate change through Greenhouse Gasses (GHGs) unevenly: as of 2017, the United States' cumulative emissions account for around 25% of the global cumulative emissions, whereas India's only represent 3% of the total. Therefore, when discussing how to implement measures for reducing GHGs emissions, some countries refer to the historical contributions as an argument to point out the economic unfairness of the proposed methods due to missed development opportunities.

We are very aware of this unfair deal; however, it is now or never and, in order to tackle this issue, we have concluded that only through inter-generational and international historical solidarity both sides will be able to reduce their opportunity costs at the same time of actively engaging in climate transition. Hence, our first proposal is based on an inter-generational and inter-territorial solidarity system

that manages to jointly redistribute the costs of the transition processes. This system, developed through international institutions such as the World Bank, the IMF, or the UNDP, as well as state-based, will allow the development of loans with differentiated levels of interest according to criteria of historical justice and intergenerational commitment. The redistribution system will include specific considerations for each country based on its levels of development and its history of contamination. FIGURE 2 shows a preliminary and conceptual representation of how this Intergenerational Global Loan System can be designed and carried out over time.

FIGURE 2: Distribution of Interest Rates & Mortgage Loans in the IGLS



International concessional loan scheme for climate and development issues remunerated over a longer-than-typical time frame with the higher interest rate for high-income countries and lower interest for low-income countries. Moreover, what makes this concessional loan scheme different is its intergenerational character. Climate change is a threat that can and will affect more than one generation, thus transiting from the current to a free-GHGs system is a necessary process not only for today's society but also for the people of tomorrow. Having said this, due to the immense cost this transition implies, the aforementioned loan scheme will rely on future generations to help pay back the fees embodied in the climate transition. So, future citizens from already-developed and historically more

polluting countries will cover the transition costs of today's citizens from low-income and historically less-polluting states, thus reducing global inequities and enhancing climate change transition.

## Global Digital Citizenship

An equitable and inclusive digital transition must include access to digital tools, which are increasingly used in democratic processes (e.g., social media), as well as equitable access to digital spaces, which are currently unregulated. Currently, end-users, digital creators, and online communities face inequitable access, digital discrimination, unregulated policing of both freedom of expression and hate speech, privacy and data protection inconsistencies, and imbalanced surveillance practices.

Unregulated companies operating in the digital space hold the primary concentration of power, limiting the rights of individuals operating on digital platforms. Human rights, particularly economic, social, and political rights must be protected in the digital sphere. The internet and digital technology ignore national borders, operating on a truly global level; an international solution is necessary to address and protect the human rights of all users in the digital space, rather than piecemeal protection granted on the basis of national citizenship or residency. We propose the implementation of a Global Digital Citizenship, which would be endorsed by a new UN Treaty on Human Rights in the digital space. The primary aim of this treaty would be to achieve the institutional recognition of human rights in the digital space to allow users and communities to exercise and defend their rights.

A treaty ensuring Global Digital Citizenship would ensure digital rights, mobilize support for companies, governments, and stakeholders to respect rights in the digital space, as well as ensure the ability of individuals and communities to defend rights. In addition, the Treaty would align with the *UN Secretary General's Roadmap for Digital Cooperation*, which outlines potential ways to improve user rights in the digital age.

Moreover, a UN Treaty enshrining digital global citizenship would allow rights violations cases to be tried in the International Court of Justice.

Similar to the way in which personal data in the European Union is protected by the EU Charter for Fundamental Rights and the Treaty on the Functioning of the European Union, subsequent violations of data protection can be tried in the European Court of Justice, Global Digital Citizenship would allow citizens to defend their rights in court. Individuals in the European Union can bring cases regarding digital rights to the European court after all domestic institutional attempts to address the situation have been exhausted. This small-scale example demonstrates the value of the future implementation of Global Digital Citizenship. Implementation of Global Digital Citizenship would involve the creation of an

international tool based on the blockchain - perceived to be the most secure system to store and organize data. We anticipate fewer data breaches with this system than we currently face. If an individual reported a rights violation granted by Global Digital Citizenship, the case would automatically be addressed by an internationally accredited court.

# Learning and Education

## Mandatory career service & mentorship program at all high schools in the EU

To ensure democracy in our societies, it is essential that students from all backgrounds access higher education. In this case, it is important to recognise the existing barriers, especially for students of marginalized backgrounds, this includes but is not limited to, students of working-class backgrounds, refugees, asylum seekers, migrant students, students from rural areas, and students with disabilities. The proposal of the implementation of a mandatory career service at all high schools in the EU is both urgent and necessary.

### Problem

There is a significant gap in the transition from high school to higher education. This gap particularly impacts marginalized students (working class/ refugee/ migrant/ rural background). This results in a lack of knowledge and access to higher education for marginalized students, especially those who come from non-academic families and backgrounds. There is a lack of practical career services on-site at the high school level in the EU, which is essential to support a just and equal transitional period for all students. The current situation results in a status quo of a discriminatory system that is undemocratic and elitist.

### Inspiration

The model of the mandatory high school career service is inspired by Widening Participation Units (WPU) in Northern Ireland. These are university units that reach out to marginalized student groups, mainly targeting high schools through different inclusive programs. These programs include but are not limited to visits and orientation days at the respective university. As a post-conflict region, Northern Ireland started developing its Widening Participation strategy in 2010. At almost 50%, Northern Ireland now has the highest participation rate from young people of any area of the United Kingdom and outperforms other regions in increased access to Higher Education for students of marginalized backgrounds.

### Solutions

The key solution is a mandatory career service and mentorship program at each high school in the EU. The service provided would be proportionate to the number

of students. Furthermore, we propose to implement this service through an API support system. This support system has three essential parts: Advice and help, practical support, and integration process. Advice and help relate to information and access to university and course options that are available. Practical support concerns the application processes, including CV and motivation letter writing assistance. Finally, the integration process will address the bureaucratic reality and the associated financial hurdles that exist for marginalized students such as finding housing and scholarship opportunities. The proposal includes mandatory one-on-one meetings with the career services every semester during the last three years of high school; this is a model designed to stress the importance of it being a long-term and sustainable support system.

The complementary solution is designed to provide additional support within the high school education system, which is focused on a mentorship program. This includes connecting high school students with university students, preferably those who have graduated from the same high school. Mentors provide orientational support and practical help as well as guidance throughout the application process whilst tackling the bureaucratic structures in place. This adds an additional support layer, which further aids the democratization of education at the high school level.

## **Importance and Aims**

The implementation of a mandatory career service based on the API support system and complemented through a mentorship program at all high schools in the EU will effectively diminish the significant gap in the transition from high school to university. This is of utmost importance in schools and regions where there is a high concentration of students from working-class, migrant, and rural backgrounds who tend to remain excluded from higher education. This proposal is necessary to ensure a sustainable process of democratization of educational access in the EU.

## **21st Century Education**

### **Introduction**

Nowadays we find ourselves in a world that moves so fast we can barely keep track of the changes. Sometimes living in a globalized and digitalised world poses challenges we are not fully equipped to face. Most importantly, it is the youngest in our societies that pay one of the highest prices of confronting a world they do not fully comprehend.

This is the reason why we reckon the new generations need to learn 21st-century skills and most importantly they should learn about them soon. Our proposal is to create a space in formal education to teach young students about 21st-century skills.

## Solutions

The core idea is to integrate a subject in the study plan that children will attend from high schools in the whole of the European Union, with the final aim to eventually spread across the world. The subject will include teachings mainly from two fields: media literacy and intercultural communication.

On the one hand, Media Literacy will teach students about the crucial skills they need to approach the digital world and its inherent difficulties. The main aim is to empower students to navigate the digital world both in a safe and productive way by teaching them skills such as critical thinking, creative writing, and media consumption hygiene. Hopefully, this will raise awareness on the importance of being informed about events happening around us, but also about the need to be careful and keen with the information they process on the net.

A critical aspect of the subject should be the inclusion of debate sessions with professionals from the communication and media fields. Unquestionably, the meetings with such figures will help students to analyze current events and problems in society with a critical attitude. A desirable side effect is that this approach will encourage students to actively participate in their communities and will contribute to shaping an informed civil society.

On the other hand, Intercultural Communication mainly focuses on interactive activities, therefore prioritizing practical learning. The general set-up should be that of partnering schools from different countries and getting the students to know each other and socialize through activities such as study trips, penpals correspondence, teacher exchanges, and language exchange.

The underlying intuition is that theoretical teaching would be close to useless to the aim of this subject. In fact, intercultural communication skills are a type of soft skill that can hardly be learned through traditional lectures. On the contrary, intercultural communication can be learned only through practice, through the meeting of peers from other countries, and the sharing of experiences.

Here the digital revolution offers huge opportunities by bringing together students from opposite sides of the globe merely with a stable wi-fi connection. For instance, video calls or the collaboration on shared digital projects may work just fine to build a relationship between students.

Considering the unique nature of this subject, the grading criteria will be different from the traditional grading style and students will be graded on their contribution and development of intercultural skills throughout the course. This

choice is not only motivated by the nature of the course, it is critical to engage with students on a deeper level, therefore the need to motivate them to acquire skills and not only absorb knowledge.

All things considered, the two elements of the new subject will allow students to develop their 21st-century skills and will educate them as global citizens.

## **Importance and Aims**

The 21st Century skill program aims to develop students' 21st-century skills by creating a new curriculum. This will in turn lead to fostering global citizens with the tools and mindsets to contribute actively to their society, democratizing education in the process.

## **The big collaboration project**

### **Introduction**

Young people all over the world want to succeed. They want to develop in the field they love, to create, to grow, to do business, to realize their ideas for a better and brighter tomorrow. Unfortunately, not all of our peers have this opportunity. Not everyone has the freedom to build their own future and to follow the dream path to success. In many countries, the political regime violates the rights of citizens, people fear for themselves and their loved ones. Young kids and adults, cannot follow their dreams like most of us, even if they have brilliant ideas, for reasons beyond their control. Others born in countries that are just embarking on the path of economic development and industrialization do not have the financial or technical capacity to reach their potential in their homeland. That is why we want to create this project - to help young people living in autocracies have the chance to grow and develop in any chosen field. Because official or institutional channels simply do not work in these places. We want to connect young people with each other, as well as with professionals and experts to promote democratization in numerous countries.

### **Solution**

How to empower young citizens of autocracies without threatening their freedom and security? Our answer is to integrate them in global democratic social networks «patronized» by a supranational institutional framework, namely the UN. Engaging the UN in young collaboration results in a potentially significant increase in the costs of repressing and punishing those whose actions are aimed towards democratization in their countries. Creating a cobweb of young people inspired by the struggle with injustice, discrimination, or dictatorship serves three essential goals.

First, spreading democratic values among new generations forced to live in autocratic societies. Due to intensive interactions dedicated to solving social problems young people will adopt values that are needed for starting democratizing processes.

Second, when we speak about autocracies, we should remember that political opposition and even citizens who do not agree with a particular policy-violating their rights usually suffer from a deficit of both financial and mobilization resources. The mechanism that allows people to find interested partners from a variety of regions with another political context and thereby build teams of politically diverse social entrepreneurs whose efforts are directed at one common goal will compensate for limits of social mobilizations. The mechanism of subsidizing projects and proposals with the means of UNDEF or numerous NGOs will fill up the financial scarcity. Therefore, the Big Collaboration Project may become a springboard for launching projects that are essential for beginning social change in autocracies because one of the most serious hurdles is being eliminated.

Thirdly, the BCP whose «legitimacy» comes from the UN among cooperation with NGOs and citizens from the globe, will more or less guarantee the personal safety of change-makers in autocratic countries. Repressions against them will be suspended by quite high reputation costs and the risk of sanctions from the outside. Hence, more citizens of autocratic states will use the BCP to take even small steps to change in their countries because it will be less risky than before. Furthermore, the BCP is not a direct pathway to democratization, that is to say, this is not as radical as full-scale rallies. The BCP is a beachhead for «small things» which are crucial for slow but confident moving to democratization.

Now, we should clarify the mechanism. The platform will be organized as a fair. The target group is young people at the age of 16-24 (the range might be corrected) from democracies and autocracies. When one notices a significant social problem, they come up with an idea of how to solve it and applies it to a proposal or project via the BCP. The staff will evaluate the application and if it faces the requirements the proposal will be placed on the site. Then this application gets visible for users (also young people who are interested in supporting democratization) who can join the team. The team can get the UN and NGO`s financial and guiding support for implementing the measures. Such collaboration will lead to adopting democratic values, launching safe but not sponsored by the state social and political activity in autocracies. Overall, these may arouse democratic forces in autocratic countries and will facilitate democracy promotion.

## **Importance and aims**

Allowing for the interaction among youngsters from various countries should

happen most importantly with attention to the political, national and cultural background of students so as to ensure the effectiveness of the exchange of ideas. Besides, the general focus on extracurricular activities allows circumventing non-liberal establishments unfit to meet the needs of students. Another positive effect would be the strengthening of the link between schools, businesses, and universities.

# Local Communities

## Community Activism Platform

This proposal's aim is to empower local communities to increase their levels of activism and take local action into their own hands.

### Problem Statement

One of the most challenging political issues regarding democracy worldwide is local empowerment and participation. People often feel isolated and excluded from their own local communities, and thus from political action. This phenomenon, as we view it, can be explained by two main factors, interconnected by a causal relationship: the lack of accessibility to an attainable system of community decision-making, and the absence of motivation to participate that naturally follows. Nevertheless, we believe that this political apathy, the widespread social exclusion, the sense of isolation, the feeling of non-belonging, as well as the more and more often general mistrust and suspicion towards the democratic institutions and politics must be faced head-on and urgently.

### Solution

As Schmitt-Beck and Mackenrodt put it, in their 2010 article, there is a correlation between social engagement and political participation. Local movements have a role in norm building, which can help with creating more democratic behavior and more social and political engagement. We propose to strengthen social engagement with what we like to call Community Activism, a global effort to mobilize local people into a more trustworthy, simple, and rewarding system of change.

We propose building a support system to access trustworthy resources through a knowledge platform. This would evolve through a three-stage evolutionary process designed to provide access to resources aimed at implementing local projects, focused on areas such as sustainability practices, educational projects, or cultural events.

With this project, we aim to overcome what we consider to be the two main local participant barriers discussed above, and give a chance for people to express their voice, regardless (but not necessarily independent) of a more institutionalized, traditional, and formalized system of change. This will empower local groups to take local action into their own hands while giving them a sense of purpose and increasing inclusiveness.

## **Model and Process of the solution/Implementation**

From the moment we are born, we already belong to one or more existing communities. Those communities can look very different, depending on our location and social status. Some, like your local neighborhood, might not feel like a “real” community at first, while others, like a church we regularly go to, give us a much clearer sense of belonging. Since our goal is to empower as many communities as possible, we had to find a way to reach people from very different backgrounds.

### **Stage 1: Knowledge Platform**

After the community areas and fields the program is going to work with are established, and the needs and difficulties that they are facing are identified, the plan is to create a European knowledge platform. The platform will aim to offer trustworthy information on funding, project management, general inspiration, projects done by other communities, and many more. The goal is to empower people in their existing local communities to tackle ideas and problems they already identified but needed encouragement or knowledge to start.

### **Stage 2: Growth and Management**

Stage two includes adding oversight to the project and to expand the work into the field. To achieve this a dedicated organization will be formed. Depending on the needs of the specific regions targeted, this organization will either directly act as a mediator between the main organization and local communities or will form partnerships with local NGOs, who meet the standards and vision of the program. Those partnerships also provide the opportunity to create physical meeting spaces like community centers and to access additional funding opportunities.

### **Stage 3: Expansion into new Communities**

In stage 3 and beyond the goal is to expand on the support offered. This is going to be the most difficult to achieve and means finding ways to reach people and communities without access to the internet, or who live in countries where community activism is strongly discouraged by the local authorities. In addition, the aim is to reach people who don't feel like they belong to or have lost the sense of being part of their local community.

To achieve those goals a variety of methods should be considered. Marketing and advertising through different media outlets like radio stations, local TV stations, and newspapers will create more visibility. Promotional events with partner NGOs in cities and towns create opportunities for different communities to learn from one another. Events are also a great place to show other people, who are not yet motivated to take action, how fun and easy it can be to bring change to your local

area and how much this influences their day-to-day life. Influential figures like Greta Thunberg have been shown to inspire many people to take action even in countries without previous engagement due to the political landscape. Young activists in Uganda and other countries of the global south are a living testimony to that.

## Conclusion

In conclusion, we aim to empower communities by providing them with a platform that lets them easily access information and resources on social engagement, through a website or physical meeting settings. By doing this we hope to improve inclusiveness and motivation amongst people. This proposal will make it possible for communities to be involved in social engagement without necessarily being a part of the institutionalized, traditional, and formalized system of change.

# Final remarks

This report is displaying different proposals on the overall issues on innovating democracy. It was created in less than a week of work by **24 participants**, and now Youth Fellows, that display different social and ethnic backgrounds.

Such diversity was crucial for the sustainable outcome of these policies. In fact, one of the central principles of our discussion was the **diversity and inclusiveness** that is lacking at the decision-making table of institutions in many countries. It regards ethnic minorities in contrast with the majority, women, non-binary people, and other genders in contrast with men, social minorities such as LGBTQIAPK+, and finally, but not less importantly, youth with older generations.

The latter was a matter of discussion concerning particularly how **young people** can be an **active part of society** as well as how their voices and opinions should be held in higher regard by institutions and authorities. While we recognise that young leaders and innovators like Greta Thunberg, Malala Yousafzai, Emma Gonzalez, Xiuhtezcatl Martinez, and Param Jaggi are examples to follow, we also believe that **growth opportunities** shall be **available to every child and teenager** starting from its Education and its Local Community. Moreover, these chances are even more accessible via technology and communities on the internet. Therefore as a society, we shall establish a priority on these matters when educating and growing future generations.

We believe there are different ways to get involved democratically in politics and change, but what is crucial is **dialogue** and **reciprocal listening**. Our discussions were brought out in a very peaceful and open way, without any judgments, towards others, but rather curiosity and determination.

One of our aims is to be able to bring **this** kind of **approach in institutions**, in order to truly reflect democracy. In fact, in the past decade, populism arose in historically democratic countries, leaving little or no space for the full expression of everybody's opinion. We are currently seeing this happening in the geopolitical arena of East Europe, Russia, and Ukraine, to which we all send our thoughts.

The result of what you have read is rather future-oriented and takes into consideration all the individual experiences, without focusing particularly on one. Overall, **this text does not contain the totality of our discussions**, because it would have been less cohesive and broader. Over and above that some of the

most interesting debates happened informally, whenever everyone was talking about its own current situation and its own perspective.

By fighting intergenerational and transitional inequalities, supporting the involvement of local communities, and highlighting the importance of education, we aim at creating a better social and political environment, with more inclusiveness and more democratic opportunities for everyone. Most of all, we suggest to everyone reading this document to **keep conversations active** in your community as well as create a **good environment for the growth and development of everyone's ideas**.