



Cofinanziato
dall'Unione europea

R A P P O R T O X CICLO DEL DIALOGO UE CON I GIOVANI "SOCIETÀ INCLUSIVE"



Rapporto 10° Ciclo Dialogo dell'UE con i Giovani

"Società Inclusive"

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Acronimi (suggeriti e menzionati nel testo):

- AIG: Agenzia Italiana per la Gioventù
- CNG: Consiglio Nazionale dei Giovani
- EUYD: European Union Youth Dialogue
- PNRR: Piano Nazionale di Ripresa e Resilienza
- YFJ: European Youth Forum

Il Dialogo dell'UE con i giovani è un meccanismo partecipativo dell'Unione Europea che garantisce e promuove il coinvolgimento dei giovani nei processi decisionali in Europa.

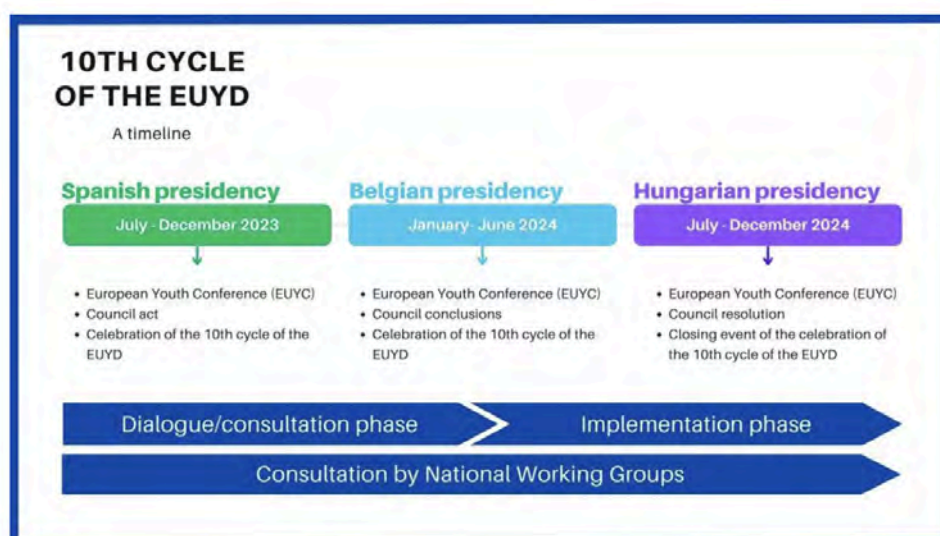
Il meccanismo si basa su un articolato piano di attuazione suddiviso in cicli di 18 mesi dedicati ad una tematica prioritaria, individuata dal trio di presidenza dell'Unione Europea in linea con quanto previsto dalla Strategia dell'UE per la Gioventù 2019-2027.

Nel corso delle attività, giovani, decisori politici e attori della società civile si riuniscono per esprimere e discutere importanti questioni collegate alla tematica di riferimento stabilita per ogni ciclo e connessa ad uno o più Obiettivi per la Gioventù (Youth Goals).

2. IL 10° CICLO DI DIALOGO DELL'UE CON I GIOVANI

Il 10° ciclo di Dialogo dell'UE con i Giovani (1° luglio 2023 - 31 dicembre 2024) si è svolto sotto il trio di Presidenze Spagnola, Belga ed Ungherese con focus sul tema “Abbiamo bisogno dei giovani” (“We need Youth”) collegato all’obiettivo per la gioventù #3 “Società inclusive”. La prima Conferenza della Gioventù del 10° ciclo si è tenuta sotto la Presidenza Spagnola nell'ottobre 2023 ad Alicante. La seconda Conferenza si è tenuta sotto la Presidenza Belga nel marzo 2024 a Gand. La terza si è tenuta sotto la Presidenza Ungherese nel settembre 2024 a Budapest.

Cronologia, azioni e traguardi che sono stati previsti e portati a termini sono riportati nel seguente schema, realizzato dal National Youth Council of Ireland:



Basandosi sull'esperienza dei cicli precedenti e tracciando la strada per quelli successivi, a tal proposito, questo ciclo mirava a:

- Garantire un coinvolgimento significativo e diversificato dei giovani durante tutto il processo, in cui i giovani e le organizzazioni giovanili sono coinvolti nelle fasi di consultazione e attuazione del processo e dei suoi risultati;
- Contribuire alla realizzazione dell'obiettivo della strategia dell'Unione europea per la gioventù 2019-2027 di tenere un dialogo più diversificato e inclusivo tra decisori politici e giovani, in particolare quelli non ascoltati e/o con minori opportunità nei processi decisionali e nell'attuazione della strategia dell'UE per la gioventù;
- Celebrare il 10° ciclo dell'EUYD.

Il 10° ciclo del Dialogo dell'UE con i Giovani si è basato su:

- Accessibilità e inclusività;
- Partecipazione informata;
- Partecipazione significativa;
- Impatto conseguito;
- Dialogo guidato dai giovani.

Un terzo dei giovani in Europa è a rischio di povertà ed esclusione sociale¹. Molte di queste, in aggiunta, non hanno accesso ai diritti sociali, continuano a subire molteplici discriminazioni, sperimentano pregiudizi e crimini d'odio. I nuovi fenomeni migratori hanno portato con sé diverse sfide sociali e di inclusione. Pertanto, è fondamentale lavorare per l'attuazione dei diritti delle nuove generazioni in Europa, comprese le persone escluse ed emarginate.

L'obiettivo generale è quello di permettere e garantire l'inclusione delle nuove generazioni nella società.

Gli obiettivi specifici sono:

1. Fornire protezione legale e rafforzare gli strumenti legali internazionali per combattere tutti i tipi di discriminazione e l'incitamento all'odio, riconoscendo che i giovani sono soggetti a molteplici forme di discriminazione;
2. Rafforzare la diffusione delle informazioni affinché raggiungano i giovani emarginati, garantendo loro la conoscenza di spazi, opportunità ed esperienze disponibili.
3. Garantire a tutti i giovani emarginati uguale accesso agli ambienti di apprendimento formale e non formale, affrontando tutte le dimensioni dell'inclusione;

¹ <https://youth-goals.eu/yg3>

4. Rafforzare gli strumenti e le competenze di coloro che lavorano con i giovani emarginati;
5. Fornire più spazi, opportunità, risorse e programmi per rafforzare il dialogo, la coesione sociale e combattere la discriminazione e la segregazione;
6. Garantire il sostegno sociale tramite il riconoscimento del diritto ad un salario dignitoso, a condizioni di lavoro giuste, all'accesso universale a sistemi sanitari di qualità e garantire misure specifiche per le persone giovani emarginate;
7. Garantire che i giovani emarginati partecipino a tutti i processi decisionali e siano attori chiave nei processi che riguardano i loro diritti, il loro benessere e i loro interessi.

In coerenza con gli obiettivi fissati dalla Strategia dell'UE per la Gioventù², l'Obiettivo Europeo per i Giovani #3³ ha permesso a giovani, decisori politici e parti interessate di discutere di come le società possano diventare più inclusive, in particolare nel contesto della diversità, della migrazione e dell'integrazione sociale.

² Fonte ufficiale online - EUR-LEX, Strategia dell'UE per la gioventù:
<https://eur-lex.europa.eu/IT/legal-content/summary/eu-youth-strategy-2019-2027.html>

³ <https://youth-goals.eu/yg3>

Il Trio di Presidenza, introdotto dal Trattato di Lisbona nel 2009, prevede una rotazione semestrale tra gli Stati membri dell'Unione Europea. Ogni 18 mesi, un gruppo di tre Paesi collabora per definire l'agenda del loro mandato collettivo. Nel ciclo compreso tra luglio 2023 e dicembre 2024, la presidenza è stata ricoperta, a turno, da Spagna, Belgio e Ungheria.

Questo Trio ha avuto un significato speciale, poiché nel 2010 gli stessi tre Paesi hanno introdotto per la prima volta il concetto di 'dialogo strutturato' con i giovani europei. Nel suo decimo ciclo, questa iniziativa ha raggiunto un ulteriore livello di coesione.

Nel corso dei 18 mesi, il Trio ha dunque mirato a sviluppare strumenti concreti per incentivare il miglioramento della qualità del dialogo stesso, aumentando la visibilità, l'accessibilità e l'inclusività, nonché adoperandosi per una maggiore partecipazione dei giovani e per il conseguimento dell'agenda e degli obiettivi fissati per semestre.

Le tre Conferenze Giovanili dell'UE organizzate durante il ciclo sono state:

- EUYC Spagna: avvio della fase di dialogo e consultazione;
- EUYC Belgio: conclusione della consultazione e inizio della fase di attuazione;
- EUYC Ungheria: completamento dell'attuazione e traduzione dei risultati in politiche all'interno del Consiglio dell'UE.

La prima Conferenza della Gioventù del 10° ciclo si è svolta sotto la Presidenza spagnola nell'ottobre 2023 ad Alicante. In questa occasione, i giovani rappresentanti e i decisori

politici hanno analizzato i primi risultati del questionario somministrato ai giovani europei, formulando suggerimenti poi tradotti in raccomandazioni di politiche attuabili. I risultati della fase di consultazione sono stati pubblicati a febbraio 2024⁴.

La seconda Conferenza si è invece tenuta sotto la Presidenza belga nel marzo 2024 a Gand. Il ruolo dei gruppi di lavoro nazionali è stato quello di garantire che i risultati di Gand venissero comunicati a un vasto pubblico, discussi nel processo decisionale e implementati attraverso le politiche, a livello locale, regionale, nazionale ed europeo. Le attività si sono concentrate sul raggiungimento di due obiettivi principali: l'elaborazione di raccomandazioni e la definizione di misure concrete di attuazione.

La terza Conferenza, tenutasi a Budapest nel settembre 2024 sotto la Presidenza ungherese, si è concentrata sull'individuazione di soluzioni per sostenere i giovani con minori opportunità provenienti da aree rurali e remote, aiutandoli a prosperare nelle loro comunità locali e valorizzandone il ruolo strategico nella promozione della visione dell'Unione Europea. Durante l'evento, i partecipanti hanno adottato raccomandazioni e proposte che la Presidenza dovrà integrare nei documenti del Consiglio, successivamente discussi dal Consiglio Istruzione, Gioventù, Cultura e Sport.

Queste Conferenze hanno rafforzato un processo basato sui risultati dei cicli precedenti, garantendo una linea di comunicazione permanente con i giovani europei.

⁴ Fonte ufficiale online: Moxon D., Bárta O. (2024), "EUYD10 Results of the Consultation Phase: We Need Youth": <https://euyouth2024.be/uploads/EUYD-qual-consultation-results-20240219.pdf>

Il Gruppo di Lavoro Nazionale in Italia è stato costituito sulla base delle linee guida dell'European Youth Forum ed è composto dal Consiglio Nazionale Giovani, dal Dipartimento per le Politiche Giovanili e del Servizio Civile Universale della Presidenza del Consiglio dei Ministri e dall'Agenzia Italiana per la Gioventù. Il coordinamento delle attività relative al 10° ciclo di Dialogo dell'UE con i Giovani è stato portato avanti dal Consiglio Nazionale Giovani.

Il Gruppo di Lavoro Nazionale italiano ha adottato un approccio strutturato alla partecipazione, articolato in diverse fasi:

- Informazione: diffusione di opportunità di partecipazione e del tema generale, dal livello locale a quello europeo;
- Consultazione: utilizzo di metodi di interazione online e offline, affiancati da ricerche basate su evidenze;
- Dialogo diretto: confronto tra giovani e decisori politici, fondato sulle migliori pratiche metodologiche sviluppate nel dialogo strutturato e su un'innovazione continua;
- Partnership nella governance: collaborazione continua a livello nazionale ed europeo, coinvolgendo partner specifici in relazione al tema specifico delle società inclusive trattato.

Il Gruppo di Lavoro Nazionale italiano ha avviato le consultazioni raccogliendo contributi da diversi gruppi di giovani in tutto il Paese, assicurando un processo coerente e continuo di attuazione del Dialogo dell'UE con i Giovani. Le consultazioni si sono concentrate sulle tematiche definite dal Trio di Presidenza, creando spazi di partecipazione attiva per i giovani nei processi decisionali, nonché nel monitoraggio e nella valutazione delle politiche giovanili, con l'obiettivo di costruire una società più inclusiva.

Il primo passo è stato l'elaborazione di un questionario per la fase di consultazione, successivamente diffuso pubblicamente, con l'obiettivo di raccogliere le istanze e le riflessioni dei giovani italiani tra i 16 e i 30 anni. I risultati ottenuti hanno costituito la base per strutturare le attività, sia in presenza che digitali, e per portare avanti un lavoro accurato volto al raggiungimento degli obiettivi previsti, attraverso una strategia mirata e un attento monitoraggio di ogni fase del processo.

La fase di consultazione ha dato avvio al dialogo tra i giovani europei e i decisori politici, basandosi su domande guida fornite dall'European Steering Group.

Queste domande, elaborate dai ricercatori, sono state definite in linea con le priorità concordate dai partner del Trio per l'attuazione dell'Obiettivo Europeo per la Gioventù #3.

Il Gruppo di Lavoro Nazionale italiano ha sviluppato e diffuso il sondaggio a livello nazionale, approfondendo i temi proposti dai giovani e ponendo le basi per le attività successive.

La consultazione si è basata sulle seguenti premesse:

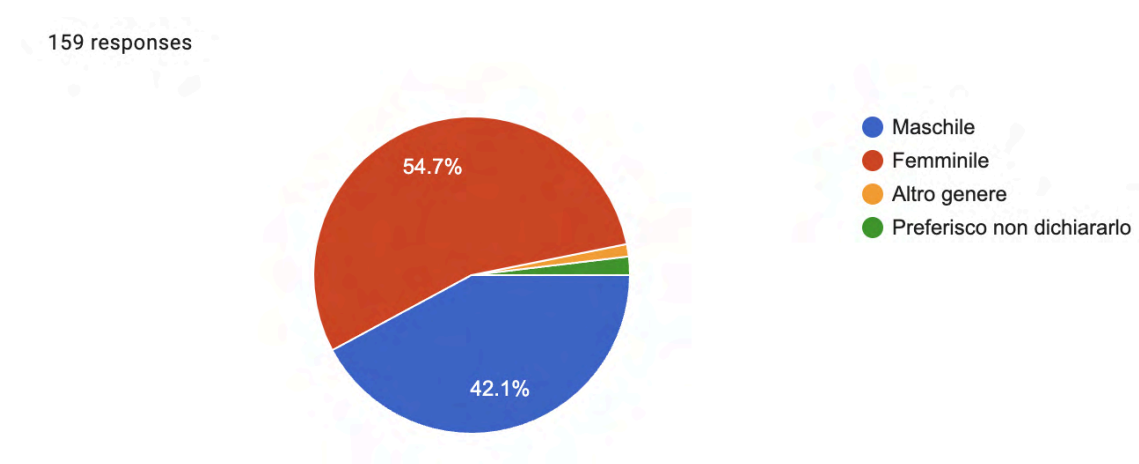
- Interazione significativa con i giovani, garantendo un coinvolgimento informativo, diretto e personale nelle attività a livello locale;
- Divulgazione, consultazione e interazione, attraverso strumenti sia analogici che digitali;
- ▪ Inclusività delle attività, consentendo al Gruppo di Lavoro Nazionale di coinvolgere reti diverse da quelle abituali;
- ▪ Raccolta delle migliori pratiche, che, al termine del 10° ciclo, sono state documentate e incluse nel presente report.

Le domande, elaborate in linea con il piano standard dell'European Youth Forum, si sono focalizzate sulla raccolta di prospettive, esigenze e priorità dei giovani riguardo ai diversi aspetti che influenzano le loro vite. Il questionario ha offerto uno strumento strutturato per dare voce alle loro esperienze, evidenziando le problematiche legate all'inclusione sociale nel

nostro Paese. In questo modo, si è garantito che le diverse opinioni fossero prese in considerazione nello sviluppo di politiche, programmi e iniziative nel corso dei 18 mesi.

È stato raccolto un campione di 159 risposte provenienti da tutte le regioni italiane, con la seguente distribuzione di genere:

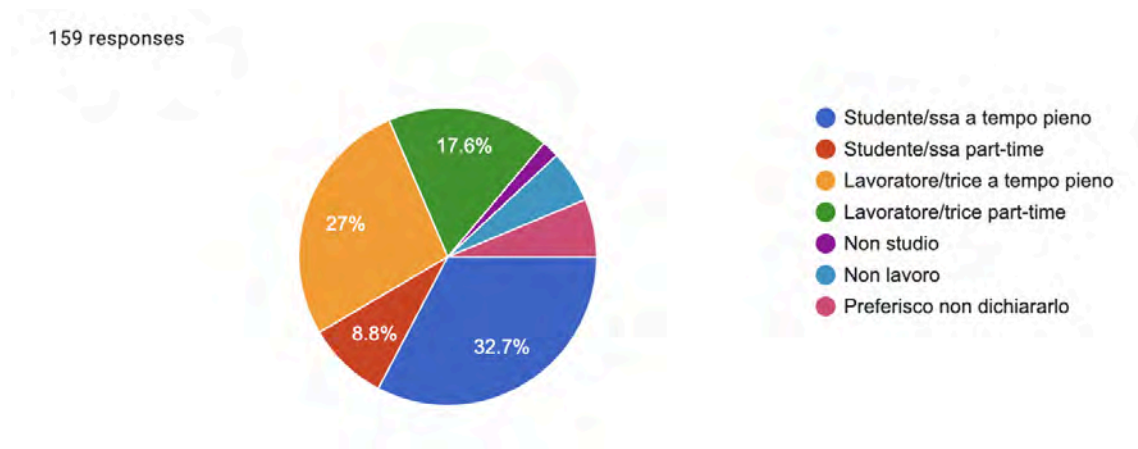
- 54,7% donna;
- 42,1% uomo;
- 1,3% altro genere;
- 1,9% non dichiarato.



I giovani italiani che hanno risposto al questionario erano:

- 32,7% studenti a tempo pieno;
- 8,8% studenti part-time;
- 27% lavoratori a tempo pieno;

- 17,6% lavoratori part-time;
- 1,9% non studia/ha smesso di studiare;
- 5,7% non lavora/ha smesso di lavorare;
- 6,3% ha preferito non dichiararlo.



I rispondenti sono nati tra il 1989 ed il 2008.

Alcune persone partecipanti si sono identificate come appartenenti ai seguenti gruppi:

- 8 si considerano parte di una minoranza etnica (6 non sono sicure se vi appartengano e 6 hanno preferito non dichiararlo);
- 8 si considerano parte di una minoranza religiosa (6 non sono sicure se vi appartengano e 4 hanno preferito non dichiararlo);

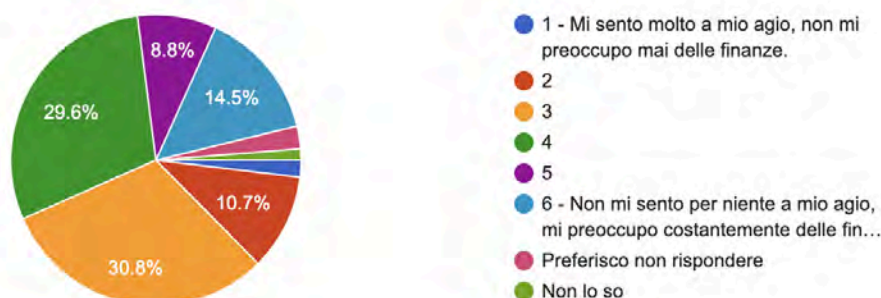
- 27 si identificano come parte della comunità LGBTQIA+ (6 non sono sicure se vi appartengano e 10 hanno preferito non dichiararlo);
- 3 si identificano come persone con disabilità (2 non sono sicure se abbiano una disabilità e 4 hanno preferito non dichiararlo);
- 14 dichiarano di avere una condizione di salute che richiede monitoraggio costante (5 non sono sicure se sia così e 7 hanno preferito non dichiararlo);
- 21 abitano in aree rurali o remote (3 non sono sicure se vi appartengano e un ulteriore 3% ha preferito non dichiararlo);
- 147 dichiarano di essere fluenti in lingua italiana (2 non sono sicure se lo siano e 4 hanno preferito non dichiararlo).

Per esplorare il tema delle possibilità economiche, abbiamo chiesto ai giovani quanto si sentissero a proprio agio rispetto al denaro, utilizzando una scala da 1 (molto a proprio agio) a 6 (per niente a proprio agio). I risultati sono stati i seguenti:

- 1,9% ha dichiarato di sentirsi molto a proprio agio;
- 10,7% si sente a proprio agio;
- 30,8% ha indicato una posizione intermedia;
- 29,6% tende a sentirsi a disagio;
- 8,8% si sente non a proprio agio;
- 14,5% si sente per niente a proprio agio;
- 2,5% ha preferito non rispondere;

- 1,3% non sa come si sente rispetto alla propria situazione economica.

159 responses



Alcuni dati significativi sul background delle persone rispondenti, in relazione allo status di esclusione sociale, sono i seguenti:

- il 32,1% ritiene di essere stato vittima di discorso d'odio, mentre il 7,5% non ne è sicuro e il 3,1% ha preferito non rispondere;
- il 28,3% dichiara di pensare di essere stato vittima di discriminazione, mentre l'8,8% non ne è sicuro e il 3,8% ha preferito non dichiararlo;
- il 54,7% proviene da una famiglia in cui i genitori non possiedono una laurea, mentre il 3,8% ha preferito non dichiararlo;
- il 76,1% non ha mai partecipato ad un'attività del Dialogo dell'UE con i Giovani, mentre il 3,8% non ne è sicuro e il 3,8% ha preferito non dichiararlo.

Dalle risposte al questionario e dalle attività del 10° ciclo del Dialogo dell'UE con i Giovani, è emerso che il supporto economico e sociale percepito dai giovani per affrontare le diverse forme di esclusione sociale è di livello medio. Tuttavia, circa l'86% dei rispondenti ha dimostrato di essere informato e consapevole o di aver cercato attivamente informazioni per trasformare le proprie idee in azioni concrete.

Il quadro che emerge evidenzia come le azioni proposte o già in corso si concentrino principalmente sulle seguenti opportunità di supporto strategico:

- Opportunità di volontariato, come il Servizio Civile;
- Garanzia Giovani;
- PON Inclusione;
- Progetti Erasmus+ e Corpo Europeo di Solidarietà;
- Carta Nazionale Giovani;
- Programmi locali e regionali, legati a scuole, università e fondazioni;
- Consapevolezza sulle opportunità di impegno nel terzo settore, attraverso organizzazioni e reti giovanili;
- Progetti di inclusione promossi dalle Organizzazioni della Società Civile (OSC);
- Diverse forme di supporto governativo, menzionate in modo frammentario nelle risposte.

Nel questionario somministrato, si è ritenuto fondamentale identificare gli ostacoli alla piena inclusione di tutti i giovani nella società, con particolare attenzione a quelli con minori opportunità. Questa domanda ha aperto uno scenario significativo, dando voce ai giovani italiani e permettendo di comprendere le loro preoccupazioni, le urgenze e le difficoltà concrete legate ai diversi contesti di vita.

I risultati dell'indagine hanno fornito il seguente quadro a livello nazionale:

1. Esclusione educativa

Le disuguaglianze educative legate alla classe sociale ostacolano l'acquisizione di competenze e abilità fondamentali per il futuro dei giovani. Le disparità regionali accentuano ulteriormente questo fenomeno, contribuendo all'esclusione educativa. Un divario significativo persiste anche tra scuole pubbliche e private: differenze nei finanziamenti e nelle risorse scolastiche influiscono sulla qualità dell'istruzione, limitando l'accesso a un'educazione equa e di qualità per tutti. Nonostante gli sforzi compiuti, l'integrazione degli studenti con disabilità necessita ancora di adeguamenti in termini di servizi, infrastrutture e risorse.

L'Italia registra uno dei tassi di abbandono scolastico più alti in Europa, in particolare tra gli studenti della scuola secondaria di secondo grado e delle scuole professionali. Questo fenomeno riguarda soprattutto giovani in condizioni socio-economiche svantaggiate, spesso provenienti da contesti familiari complessi. Le aspettative sociali e culturali possono spingere alcuni a lasciare prematuramente gli studi, sia per entrare nel mondo del lavoro sia per far fronte a responsabilità familiari.

L'accesso all'istruzione superiore, inoltre, rimane fortemente limitato dai costi degli studi universitari, ostacolando la continuità del percorso formativo e ampliando il divario di competenze tra i giovani. Questo squilibrio si riflette in una marcata discrepanza tra le competenze acquisite durante il percorso di studi e le reali esigenze del mercato del lavoro. A peggiorare la situazione, si aggiunge la carenza di esperienza pratica: tirocini non retribuiti e apprendistati spesso inadeguati rendono più difficile l'ingresso nel mondo del lavoro, compromettendo le opportunità di crescita professionale dei giovani.

2. *Esclusione economica e dal mondo del lavoro*

Le difficoltà economiche legate al contesto familiare o alla mancanza di un impiego stabile, in grado di garantire un futuro sicuro ai giovani italiani, contribuiscono all'esclusione sociale e all'emarginazione, con ripercussioni significative sulla salute mentale e fisica. La disuguaglianza economica si acuisce ulteriormente quando l'accesso a risorse fondamentali, come attività extracurricolari, eventi culturali o persino beni di prima necessità, risulta limitato. Questo fenomeno è particolarmente evidente nelle aree interne e rurali, dove le difficoltà economiche si sommano a una minore disponibilità di servizi, aggravando il problema e, in alcuni casi, alimentando situazioni di povertà.

Trovare un lavoro stabile, inoltre, rappresenta una sfida concreta a causa di un'economia stagnante, della carenza di opportunità e dell'accesso limitato a tirocini e apprendistati. Questa situazione contribuisce all'elevato tasso di disoccupazione

giovanile, che in Italia si attesta intorno al 30%, e alla diffusione del fenomeno del "Long-Term NEET", ovvero giovani disoccupati da lungo tempo. Inoltre, le disparità economiche e lavorative tra Nord e Sud del Paese incidono significativamente sull'occupazione giovanile, che spesso si rivela precaria e instabile, un problema ulteriormente accentuato dall'espansione della gig economy.

I giovani segnalano anche disparità di genere nel mondo del lavoro e una carenza di supporto per l'occupabilità e l'imprenditorialità, in particolare quella locale, che viene progressivamente sostituita dal commercio globale e di massa. La transizione dal mondo dello studio a quello del lavoro è insufficiente e non garantisce una formazione pratica adeguata per affrontare un mercato sempre più digitalizzato e orientato alla sostenibilità.

Un altro ostacolo è la mancanza di un efficace orientamento professionale nelle scuole e nelle università, che spinge molti giovani a prolungare il percorso di studi o a seguire molteplici corsi di formazione nel tentativo di aumentare le proprie opportunità lavorative. Tuttavia, questo porta spesso a un fenomeno di sovraqualificazione e sottoccupazione, con laureati costretti a ricoprire ruoli che non richiedono le loro competenze o titoli accademici. Ciò genera frustrazione e un diffuso senso di spreco del proprio potenziale, ostacolando ulteriormente la realizzazione professionale e personale delle nuove generazioni.

3. Esclusione sociale

Oltre alle disparità economiche e geografiche e alle condizioni di lavoro precario, in Italia i giovani segnalano casi di discriminazione sociale legati alla diversità, al

genere, all'appartenenza a gruppi etnici, alla religione e alla razza, oltre che, in alcuni casi, allo status economico e sociale, riconnettendosi così ai punti 1 e 2.

Queste discriminazioni ostacolano il processo di integrazione nella società italiana, a causa di differenze culturali, barriere linguistiche e una carenza di politiche di supporto. Inoltre, nel mercato del lavoro persistono discriminazioni, mentre il rischio di subire violenza di genere o pressioni sociali per conformarsi a specifiche aspettative legate al comportamento, all'aspetto o alle scelte di vita rappresenta una preoccupazione diffusa tra i giovani.

Un aspetto molto evidenziato nei risultati dell'indagine riguarda anche l'isolamento geografico e il crescente divario tra zone urbane e rurali. La differenza nell'accessibilità ai servizi e lo spopolamento di alcune aree stanno spingendo molti giovani alla migrazione, contribuendo alla frammentazione sociale, soprattutto nei centri più piccoli, dove la popolazione giovanile è in costante diminuzione.

Viene inoltre segnalato il rischio per alcuni giovani di essere coinvolti in sistemi illegali e nella criminalità organizzata, così come la crescente incidenza di episodi di bullismo. Quest'ultimo fenomeno è spesso legato a fattori interconnessi come la salute mentale, la mancanza di supporto familiare e sociale, e le difficoltà economiche, che possono aggravare situazioni di vulnerabilità.

4. *Esclusione medica e sanitaria*

La pandemia di COVID-19 ha aggravato molte delle problematiche legate alla salute mentale dei giovani italiani. La mancanza di socialità e di interazione diretta ha

contribuito allo sviluppo di stati d'animo negativi, amplificando sentimenti di solitudine e ansia. Oggi, lo stigma sulla salute mentale rappresenta una seconda forma di esclusione, conseguenza dell'isolamento vissuto. Molti giovani, infatti, sono riluttanti a chiedere aiuto medico o psicologico per timore di essere giudicati.

L'uso eccessivo e incontrollato dei social media ha ulteriormente amplificato la pressione sociale, spingendo i giovani a costruire immagini idealizzate delle proprie vite. Questo fenomeno alimenta la FOMO (fear of missing out), la dipendenza dalla popolarità e altri disagi psicologici che possono sfociare in problemi di salute mentale più profondi.

Anche il fattore economico gioca un ruolo cruciale in questo contesto: l'accesso alle cure psicologiche è limitato dai lunghi tempi di attesa dell'assistenza sanitaria pubblica e dai costi elevati di quella privata, che non tutti possono permettersi.

A questi problemi si aggiungono ulteriori fattori che contribuiscono all'esclusione sociale, come stress, isolamento, abuso di alcol e droghe, disturbi alimentari, violenza e rifiuto sociale. Infine, bullismo e carenza di supporto sociale aggravano ulteriormente il disagio vissuto da molti giovani, rendendo ancora più difficile l'accesso a reti di aiuto e sostegno.

Il 10° ciclo del Dialogo dell'UE con i Giovani ha rappresentato un'importante occasione di riflessione per sviluppare un intervento innovativo e concreto, progettato su misura attraverso un'analisi continua di risultati, iniziative, progetti e progressi.

Le attività pianificate nell'ambito del 10° ciclo sono state fondamentali per coinvolgere i giovani italiani in un dialogo sulle società inclusive, assicurando che le loro voci fossero ascoltate a livello locale, nazionale ed europeo.

Attraverso consultazioni, dialoghi regionali, coinvolgimento digitale e collaborazioni con altre reti giovanili europee, il Consiglio Nazionale Giovani ha costruito un quadro solido per la partecipazione giovanile. Questo processo ha contribuito a orientare politiche mirate a promuovere inclusione, diversità e giustizia sociale per i giovani in Italia e in tutta Europa.

Queste attività si inseriscono nell'impegno dell'Italia e dei suoi giovani che, insieme agli sforzi istituzionali, hanno aderito alla Strategia dell'UE per la Gioventù, con l'obiettivo di raggiungere gli obiettivi fissati dal Dialogo dell'UE con i Giovani.

In particolare, il Gruppo di Lavoro Nazionale italiano ha realizzato 11 attività e condotto un'indagine approfondita a livello locale, regionale e nazionale.

1. ***Incontro online “Prospettive e nuovi obiettivi per società inclusive”*** - Il primo meeting, tenutosi online, aveva l'obiettivo di raccogliere le istanze e le riflessioni delle giovani generazioni sul tema delle società inclusive, fornendo al contempo una panoramica sul percorso previsto nei 18 mesi di Presidenza del Trio Spagna, Belgio e Ungheria.

2. **Consultazione online (Survey)** - Nell'ambito del 10° ciclo del Dialogo dell'UE con i Giovani è stata condotta un'indagine per approfondire l'Obiettivo Giovani #3 "SOCIETÀ INCLUSIVE: permettere e garantire l'inclusione di tutti i giovani nella società".
3. **Focus Group "Prospettive e nuovi obiettivi per società inclusive"** - Il 29 novembre 2023, a Roma, presso Europa Experience – David Sassoli, si è svolto un confronto aperto con i giovani per discutere le principali problematiche legate all'inclusione sociale e individuare possibili soluzioni.
4. **Consultazioni Tavola Rotonda "Prospettive e nuovi obiettivi per società inclusive"** - Il 16 dicembre 2023, a Roma, presso Europa Experience – David Sassoli, si è tenuta una tavola rotonda. Durante l'evento, i giovani partecipanti sono stati suddivisi in gruppi di lavoro per discutere il tema "Prospettive e Nuovi Obiettivi per Società Inclusive", affrontando i seguenti interrogativi:
 - Quali sono i problemi attuali di esclusione sociale in Italia nel contesto giovanile in cui vivete?
 - Quali politiche nazionali sono necessarie per combattere la povertà giovanile?
 - Quali istanze vorresti portare avanti a favore dell'inclusione sociale?
 - Quali prospettive di cambiamento vorresti sostenere nei prossimi mesi per promuovere l'inclusione sociale?

All'evento hanno partecipato, oltre alla Presidente del Consiglio Nazionale dei Giovani, Maria Cristina Pisani, il Capo Dipartimento per le Politiche Giovanili e il

Servizio Civile Universale della Presidenza del Consiglio dei Ministri, Michele Sciscioli, e il Commissario Straordinario dell'Agenzia Italiana per la Gioventù, Federica Celestini Campanari.

5. **Evento BootCamp #UsaIlTuoVoto** - Dal 25 al 27 marzo 2024, a Napoli, si è svolto il BootCamp #UsaIlTuoVoto, un evento organizzato in collaborazione con il Parlamento europeo in Italia e la Rappresentanza in Italia della Commissione europea. Il programma ha previsto momenti di dibattito e confronto per condividere idee e progetti, incontrare e dialogare con i membri del Parlamento europeo e i rappresentanti della Commissione europea, approfondire la conoscenza delle istituzioni dell'UE e ricevere formazione sulla comunicazione istituzionale. L'iniziativa ha inoltre favorito la creazione di reti tra giovani, incentivando la partecipazione attiva e la promozione dei principi di inclusione sociale. L'evento ha rappresentato un'importante occasione per discutere la tematica del 10° ciclo del Dialogo dell'UE con i Giovani, declinandola in una prospettiva specifica in vista delle Elezioni Europee 2024.
6. **Ideation Event** - Il 6 aprile 2024, a Roma, si è tenuto un incontro dedicato alla condivisione di idee e progetti per contrastare l'esclusione sociale tra i giovani italiani. Partendo dalla presentazione della ricerca *“Lost in Transition – Motivazioni, significati ed esperienza dei giovani in condizione di NEET: un confronto tra aree metropolitane e aree interne”*, dai risultati delle EU Youth Conferences e dal report dell'European Youth Forum relativo alla fase consultiva, sono state raccolte e analizzate le azioni previste, tra cui progetti, campagne, iniziative e attività, in relazione ai primi risultati conseguiti.

7. **Webinar 10° Ciclo Dialogo UE con i Giovani** - Il 28 maggio 2024, giovani e rappresentanti istituzionali si sono riuniti su Zoom per discutere e raccogliere ulteriori iniziative volte al raggiungimento dello Youth Goal #3, Società Inclusive, sulla base dei risultati delle consultazioni in Italia e in Europa. Attraverso gruppi di lavoro digitali, sono state elaborate nuove proposte, successivamente presentate e condivise in plenaria.
8. **National Implementation Event** - Il 20 settembre 2024, a Pisa, si è svolta una mappatura delle iniziative per l'inclusione sociale, basata su quattro sottotematiche individuate nella precedente analisi tecnica. L'attenzione si è concentrata su strategie, strumenti e azioni per rendere più inclusivi gli ambienti frequentati dai giovani, tra cui scuole, università, città e luoghi di lavoro.
9. **Small act 1 (attività Sud)** - Il 16 e 17 novembre 2024, a Pellaro (Calabria), si sono tenuti due tavoli di confronto tra giovani e decisori politici locali, della durata di 90 minuti ciascuno, dedicati al tema 'Società inclusive: partecipazione e spazi'.
10. **Small act 2 (attività Nord)** - Il 14 dicembre 2024, a Monfalcone (Friuli-Venezia Giulia), presso il Centro Giovani, si è svolto un incontro tra un gruppo di giovani, il Centro Giovani e decisori politici. L'evento, organizzato in un'ottica di collaborazione tra le parti, ha offerto l'opportunità di discutere le misure necessarie per incentivare una maggiore partecipazione giovanile. Il confronto ha preso spunto dalla campagna e dalle azioni avviate nell'ambito del progetto 'Together We Are Lifelong Learning'.
11. **Small act 3 (attività Centro)** - Il 20 dicembre 2024, a Roma, si è tenuto un incontro con gruppi di giovani durante il quale sono state presentate le ultime istanze emerse

nel percorso del 10° ciclo del Dialogo UE. Nel corso della discussione, sono stati proposti ulteriori miglioramenti al piano di implementazione delle iniziative e dei progetti in corso o in fase di completamento.

12. ***Final event / Press Conference*** - Il 21 dicembre 2024, a Roma, si è concluso ufficialmente il 10° ciclo del Dialogo UE con la presentazione dei risultati e dei processi avviati nel corso dei 18 mesi.

Le buone pratiche registrate in Italia e presentate dai giovani nel corso del 2024 a partire dal Bootcamp fino al National Implementation Event sono state le seguenti:

- ***"Gender in the Spotlight" di ESN Italia:*** Un'iniziativa volta a mettere in luce le tematiche di genere, la discriminazione e l'emarginazione, promuovendo al contempo consapevolezza, inclusione e sicurezza, sia online che offline. In un contesto come quello di ESN, in cui i valori di inclusione, identità di genere e sicurezza sono fondamentali, ESN Italia ha riconosciuto l'importanza di rafforzare la consapevolezza e di offrire formazione ai partecipanti e ai soci su questi temi.
- ***"Educare alla cura del bello" dell'Associazione Angeli del Bello:*** Un progetto educativo dedicato all'arte, al patrimonio culturale e al senso di responsabilità, con l'obiettivo di insegnare ai bambini, inclusi quelli con disabilità, l'importanza del rispetto e della tutela dei monumenti di Napoli. L'iniziativa stimola la creatività e promuove la sensibilizzazione su un tema di interesse collettivo. Grazie ai fondi della Regione Campania, i bambini con disabilità ricevono inoltre una formazione specifica in accoglienza turistica, offrendo loro nuove opportunità per il futuro.
- ***Confeuro Giovani:*** L'iniziativa, attiva su tutto il territorio nazionale, si propone di affrontare le problematiche legate alla disoccupazione giovanile e alla condizione dei NEET. Attraverso la raccolta quotidiana di richieste di assistenza e informazioni da parte di queste categorie, mira a fornire un quadro chiaro della situazione attuale, consentendo un confronto con i dati futuri per monitorarne l'evoluzione. Le attività si

svolgono sia online che in presenza, attraverso incontri, gruppi di cooperazione e tavoli tematici.

- ***“Lazio in Consulta” di Rappresentanza Lazio Giovani e Servizio Civile:*** Il progetto “Lazio in Consulta” nasce con l’obiettivo di favorire la partecipazione attiva dei giovani nelle istituzioni, promuovendo politiche giovanili e incentivando il Servizio Civile. L’iniziativa mira a coinvolgere i giovani dal basso, garantendo loro accesso alle opportunità e alle informazioni a partire dai singoli enti locali. Attraverso la creazione e lo sviluppo di Consigli dei Giovani nelle oltre 378 amministrazioni locali del Lazio, il progetto intende rafforzare il dialogo democratico e la rappresentanza giovanile sul territorio.
- ***“Together we are lifelong learning” di EuroDemos Youth Mobility:*** Il progetto Together We Are Lifelong Learning mira a creare una rete di youth worker per condividere idee sullo stato attuale dell’Unione Europea e rafforzare il lavoro con i giovani in condizioni di esclusione a livello europeo. L’iniziativa si sviluppa in linea con la Strategia Europea per la Gioventù (EYS), promuovendo attività e iniziative volte ad ampliare la consapevolezza dei cittadini sull’UE e sui suoi valori, con un approccio basato sull’inclusione e sulla diversità. Supportato dal Programma Erasmus+, il progetto offre ai giovani, in particolare a quelli con minori opportunità, la possibilità di ampliare i propri orizzonti oltre i confini della realtà locale, favorendo lo sviluppo di un senso di appartenenza sia a livello locale che europeo.
- ***“Europe Goes Rural” di Europiamo:*** Il progetto ha l’obiettivo di promuovere l’avanzamento della gioventù rurale attraverso un processo partecipativo guidato dai

giovani. Coinvolgendo amministratori pubblici, associazioni giovanili e cittadini, l'iniziativa mira a creare le condizioni essenziali per:

- Sviluppare spazi di aggregazione per favorire il senso di comunità;
- Promuovere momenti di scambio e arricchimento tra i giovani;
- Fornire informazioni e orientamento per facilitare l'accesso a opportunità educative e professionali;
- Offrire occasioni per applicare competenze e crescere all'interno di un contesto rurale.

In risposta alle difficoltà e ai disagi segnalati dai giovani italiani, sono state elaborate proposte di azione e di politiche giovanili a livello locale, nazionale ed europeo. Queste iniziative, sviluppate in collaborazione con i decisori politici e gli organi territoriali e nazionali competenti, mirano a trasformare le parole in azioni concrete.

Coerentemente con quanto precedentemente citato, emergono quattro principali settori di intervento:

1. Inclusione Educativa

Per affrontare le problematiche educative segnalate, i giovani italiani raccomandano di:

- Migliorare l'accesso a un sistema educativo aggiornato e inclusivo, capace di rispondere alle esigenze delle nuove generazioni e di rafforzare la qualità dell'istruzione pubblica.
- Garantire equità nel settore educativo a livello regionale, assicurando che scuole e università abbiano pari accesso a risorse, tecnologie avanzate, materiali didattici e collaborazioni intersettoriali.
- Rivedere la struttura e il curriculum educativo, adattandolo a una realtà più inclusiva, con infrastrutture e metodologie flessibili che valorizzino i talenti e rispondano alle diverse necessità degli studenti, oltre a preparare al meglio per un mondo del lavoro in continua evoluzione.

- Promuovere l'inclusione attraverso la digitalizzazione, educando a un uso consapevole e responsabile dei social media.
- Prevenire il rischio di abbandono scolastico e la condizione di NEET, attraverso programmi di counselling, attività culturali e iniziative ibride che integrino lo youth work e il terzo settore per lo sviluppo di competenze trasversali.
- Introdurre nuove materie scolastiche pratiche, con focus su sostenibilità, culture globali, digitale, educazione finanziaria e preparazione al mondo del lavoro, per fornire strumenti concreti ai giovani.
- Supportare economicamente controlli medici e di salute mentale gratuiti nelle scuole e nelle università, collaborando con giornate internazionali e campagne di sensibilizzazione, affinché i giovani possano anche partecipare attivamente alle politiche territoriali e sostenersi a vicenda.
- Incorporare metodi di insegnamento inclusivi, come l'educazione alla diversità e la consapevolezza sulla salute mentale, promuovendo un ambiente scolastico più equo e rispettoso.
- Attivare percorsi di dialogo e miglioramento per un'istruzione più accessibile, individuando strutture inclusive per scuole e università e strumenti adeguati per studenti con disabilità, garantendo a tutti pari opportunità di apprendimento.

2. Inclusione economica e del mondo del lavoro

Per affrontare le problematiche economiche e lavorative segnalate, i giovani italiani raccomandano di:

- Garantire percorsi di inserimento lavorativo strutturati e retribuiti, per contrastare la disoccupazione giovanile e offrire opportunità concrete di crescita professionale.
- Rafforzare le tutele per i giovani lavoratori, assicurando salari equi, stabilità occupazionale, condizioni di lavoro dignitose e contratti adeguati.
- Potenziare i programmi di protezione economica per i giovani, con particolare attenzione ai minorenni, per garantirne l'indipendenza e la sicurezza finanziaria.
- Sostenere la creazione e lo sviluppo di imprese giovanili, attraverso formazione mirata e opportunità di finanziamento in linea con le esigenze del mercato attuale.
- Ridurre il divario occupazionale tra Nord e Sud, implementando programmi di mobilità reciproca, scambio di buone pratiche e misure per favorire la parità di accesso alle opportunità lavorative.
- Supportare i giovani che non possono permettersi percorsi di formazione finanziaria o l'accesso a lavori qualificati, offrendo strumenti concreti per ridurre le disuguaglianze.

- Rafforzare le normative sull'uguaglianza di genere nel mondo del lavoro, garantendo parità di retribuzione, accesso alle opportunità lavorative e possibilità di avanzamento di carriera.
- Elaborare un piano di transizione verso un'economia verde, investendo in tecnologie pulite e pratiche sostenibili per favorire nuove opportunità lavorative nel settore.
- Creare e mantenere portali di lavoro online trasparenti e aggiornati, che forniscano ai giovani informazioni chiare e accessibili su opportunità di lavoro, tirocini e percorsi professionali.
- Promuovere collaborazioni più efficaci con il Terzo Settore, incentivando la creazione di sinergie e progetti in grado di generare nuove opportunità per i giovani.

3. *Inclusione sociale*

Per affrontare le problematiche sociali segnalate, i giovani italiani raccomandano di:

- Aumentare i fondi e le iniziative dedicate alla promozione della diversità e dell'inclusione sociale, garantendo opportunità concrete per tutti.
- Elaborare politiche giovanili mirate alle specifiche esigenze dei giovani esclusi, adottando un approccio personalizzato anziché soluzioni generali.
- Creare programmi di supporto per i gruppi vulnerabili, facilitando l'accesso a istruzione, formazione e opportunità lavorative.

- Offrire percorsi di inserimento lavorativo, tirocini e apprendistati su misura, con particolare attenzione alle regioni svantaggiate e alle categorie più vulnerabili.
- Sviluppare iniziative basate su nuove tecnologie, economia verde e alfabetizzazione digitale, per favorire l'inserimento nel mercato del lavoro di giovani a rischio di esclusione.
- Garantire soluzioni abitative inclusive e sostenibili, fornendo sia supporto economico che assistenza burocratica per facilitare l'accesso alla casa.
- Creare programmi di affitto con riscatto per giovani in condizioni economiche precarie, permettendo loro di acquisire una proprietà nel tempo con procedure semplificate.
- Promuovere servizi inclusivi e modelli di gestione condivisa, coinvolgendo attivamente i giovani nella gestione di spazi, risorse e opportunità.
- Velocizzare gli aiuti sociali per i giovani senzatetto, offrendo percorsi di riabilitazione, formazione e inserimento lavorativo per favorirne il reinserimento sociale.

4. Inclusione medica e sanitaria

Per affrontare le problematiche mediche e sanitarie segnalate, i giovani italiani raccomandano di:

- Rafforzare il Sistema Sanitario Pubblico, ampliando i servizi disponibili e creando spazi dedicati alle diverse necessità derivanti dall'esclusione sociale o dal rischio di esclusione.
- Aumentare i fondi destinati alla sanità, incentivando la realizzazione di campagne di sensibilizzazione e iniziative di solidarietà per promuovere il benessere collettivo.
- Implementare programmi sanitari gratuiti, con un focus su tematiche di grande interesse per i giovani, come nutrizione, attività fisica, salute mentale e prevenzione delle malattie croniche.
- Migliorare le condizioni lavorative del personale medico e sanitario, potenziando i bandi di assunzione e garantendo contratti equi e retribuzioni adeguate.
- Favorire la collaborazione tra strutture sanitarie e giovani in formazione, creando opportunità di tirocinio e apprendistato per studenti delle facoltà mediche e sanitarie.

Il 10° ciclo del Dialogo dell'UE con i Giovani ha posto un'attenzione particolare sul tema delle "Società inclusive", in linea con l'Obiettivo europeo per la Gioventù #3. Ha offerto ai giovani italiani l'opportunità di esprimere i propri punti di vista e trasformarli in azioni concrete. Dopo tre semestri di lavoro e le conferenze giovanili di Alicante, Gand e Budapest, diventa fondamentale immaginare un modello di cambiamento politico capace di rendere le società più inclusive, sia in Italia che in Europa, creando un impatto duraturo e aumentando la scalabilità delle iniziative adottate. L'obiettivo della risoluzione finale è garantire che i risultati del 10° ciclo siano riconosciuti e attuati dalle parti interessate a tutti i livelli: locale, regionale, nazionale e dell'Unione Europea.

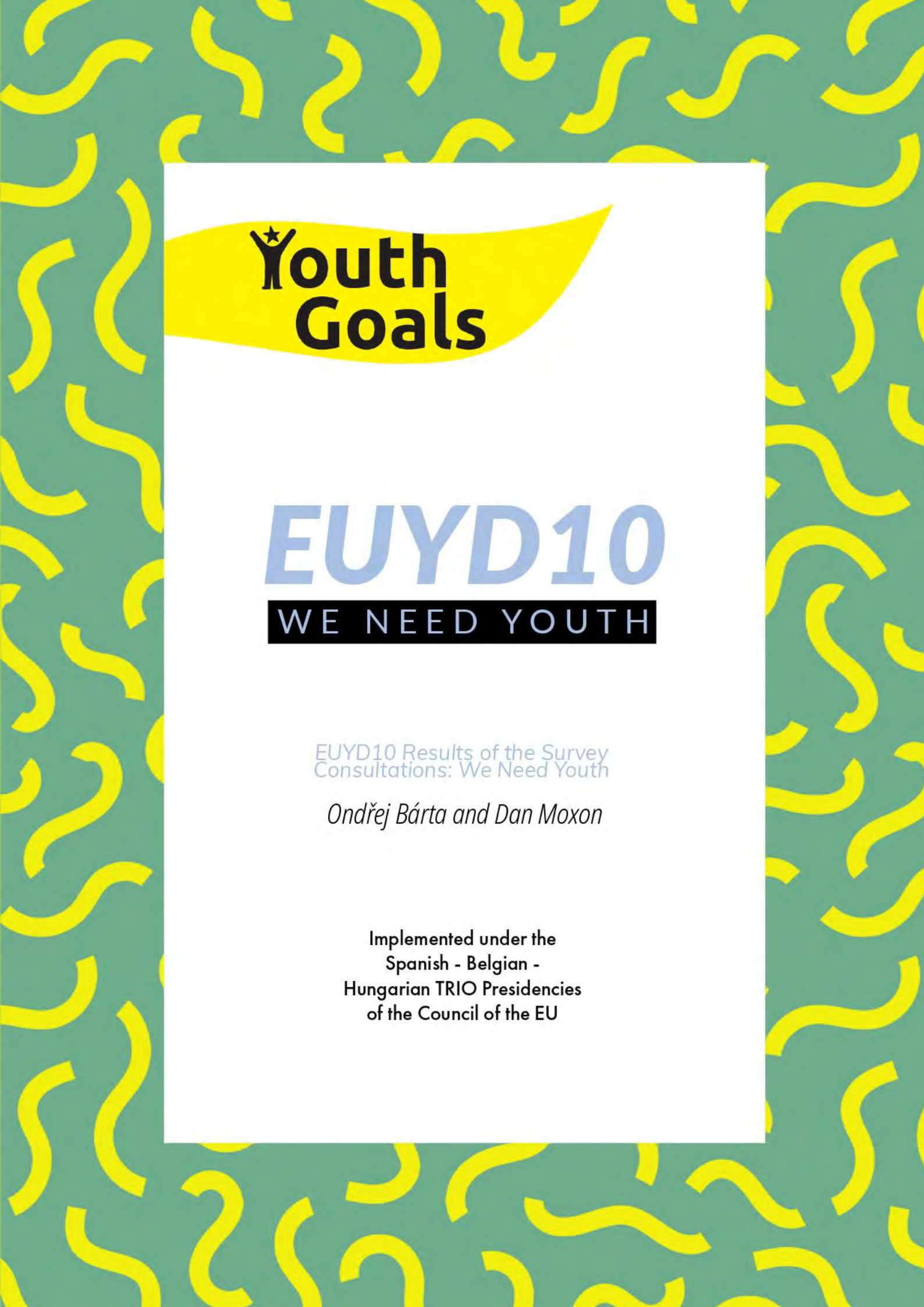
In linea con le Raccomandazioni finali raccolte nella "Risoluzione del Consiglio e dei rappresentanti dei governi degli Stati membri sui risultati del 10° ciclo del Dialogo dell'UE con i Giovani", emerge con forza la necessità di continuare a promuovere l'inclusione e la diversità tra i giovani. Ciò richiede iniziative che connettano il settore giovanile con ambiti strategici come il lavoro, l'istruzione e le politiche sociali, riconoscendo questo impegno come un diritto e un dovere delle giovani generazioni.

Il monitoraggio e il trasferimento dei risultati del ciclo sono già in corso, mentre si lavora alla preparazione dell'11° ciclo del Dialogo dell'UE con i Giovani, che affronterà l'Obiettivo europeo giovanile #1 "Connettere l'UE con i giovani". Questo passaggio consentirà una transizione fluida tra i due cicli, garantendo la continuità e l'efficacia delle azioni intraprese e permettendo un'integrazione ottimale dei risultati ottenuti nel nuovo quadro di intervento.

Di seguito sono riportati gli Allegati al Report del 10° ciclo del Dialogo dell'UE con i Giovani, considerati a completamento del presente Report.

Nel dettaglio:

- Report:
 - EUYD10 Results of the Survey Consultations: We Need Youth;
 - EUYD10 Results of the Consultation Phase: We Need Youth;
- Report delle Conferenze europee per la Gioventù:
 - Alicante, 2-4 ottobre 2023;
 - Ghent, 2-5 marzo 2024;
 - Budapest, 9-10 settembre 2024.
- Risoluzioni:
 - Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri riuniti in sede di Consiglio - Offrire opportunità globali ai giovani che vivono in zone rurali e remote, 10 dicembre 2024;
 - Risoluzione del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, sui risultati del 10° ciclo del dialogo dell'UE con i giovani, 10 dicembre 2024.



**Youth
Goals**

EUYD10

WE NEED YOUTH

*EUYD10 Results of the Survey
Consultations: We Need Youth*

Ondřej Bárta and Dan Moxon

**Implemented under the
Spanish - Belgian -
Hungarian TRIO Presidencies
of the Council of the EU**

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Authors: Ondřej **BÁRTA** and Dan **MOXON** on behalf of People, Dialogue, and Change

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EUYD10 Standardised Survey Results

During the consultation phase of the 10th Cycle of the EU Youth Dialogue (EUYD10), some of the National Working Groups (NWGs) decided to use a standardised survey as one of the consultation methods. An international dataset was constructed by merging the datasets from the NWGs¹, and this dataset was used to provide results which are presented in this report.

Table 1: Targets of the European Youth Goal no. 3 and references to questions of the EUYD10 survey.

Targets of the Youth Goal no. 3: Inclusive Societies	Questions covering the targets
1. Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination.	Q9, Q10, Q11
2. Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them.	Q13
3. Ensure that all marginalised young people have equal access to formal and non-formal learning environments, addressing all the dimensions of inclusion.	Q14, Q17
4. Strengthen the capacities of educators to work with marginalised young people.	Q15, Q16
5. Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.	Q12
6. Strengthen social support by implementing the right to a living wage, fair work conditions, universal access to quality health care, and ensure specific measures for marginalised young people.	Q18, Q19
7. Ensure that marginalised young people are participating in all decision-making processes and are key players, particularly in processes concerning their own rights, wellbeing and interests.	Q20

In total, 16 questions were asked to monitor the backgrounds of respondents, and further 12 questions were used to inquire about various aspects of the European Youth Goal no. 3: Inclusive Societies, as shown in the following tables. The Table 1 shows the relevant targets of the European Youth Goal no. 3,

¹ For details of dataset construction as well as of background of survey respondents, please refer to the Annex.

and also pinpoints concrete survey questions which covered the given target. The subsequent Table 2 shows the concrete questions which were used in the EUYD10 standardised survey. An index² was constructed based on the questions listed in this table that summarises the perceived implementation of the European Youth Goal no. 3 by young people across the EU: **the youth perception index of social inclusion**. This report summarises results of this index across various subgroups of young people, answering the question **“To what extent do young people consider current society inclusive?”**.

Table 2: EUYD10 survey questions related to the European Youth Goal no. 3.

How much do you agree with the following statements?				
Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q9 Hate speech is present in online environments that I use.				
Q10 Hate speech is present where I live, such as at playgrounds, libraries, restaurants, and so on.				
Q11 Discrimination is present where I live.				
Q12 I have the opportunity to take part in dialogue with people who are from different backgrounds to me.				
Q13 I have good access to information about opportunities for young people.				
Q14 If I wanted to, I could join a youth club or a youth project.				
Q15 Teachers understand my needs.				
Q16 Youth workers and youth leaders understand my needs.				
Q17 School was/is a place where I felt/feel well included.				
Q18 If I was looking for work, I could find a good quality job.				
Q19 If I needed it, I could access good quality healthcare.				
Q20 I can make my voice heard in my community.				

The youth perception index of social inclusion (furthermore “the Index”) is a scale which ranges from low perceptions represented by a 0, to high perceptions represented by a 10. The higher the average, the more positively young people perceived the state of inclusion in European societies. As shown in Figure 1, for the whole sample of young people who filled in the EUYD10 survey, the average figure is 5.28. This clearly shows that young people see inclusive societies as far from being reality, although

² The youth perception index of social inclusion is a summative index calculated as a sum of all questions in Table 2. The resulting index was subsequently re-sized to fit the desired scale of zero to ten.

they appreciate that the European communities work at a certain level of inclusiveness. Further analyses were conducted to compare views of young people from different walks of life.

Figure 1: Youth perception index of social inclusion. 0 means low level of inclusion and 10 means high level of inclusion in society.

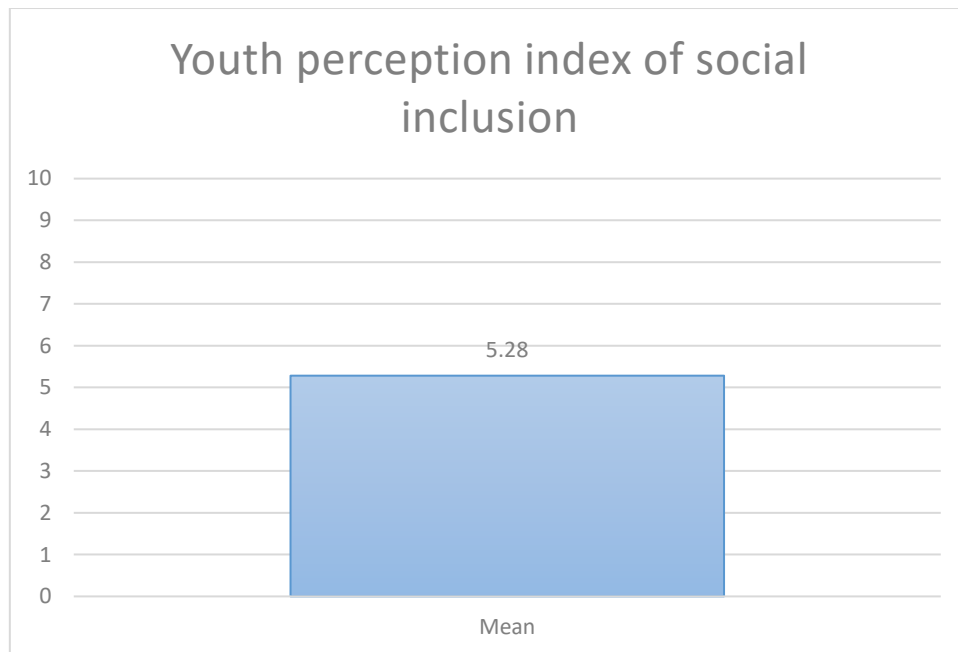
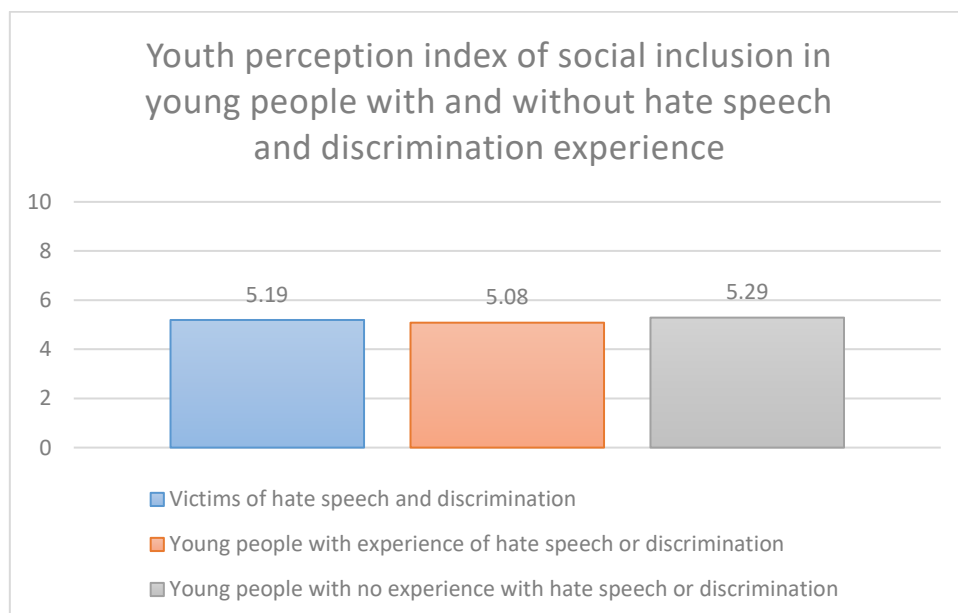
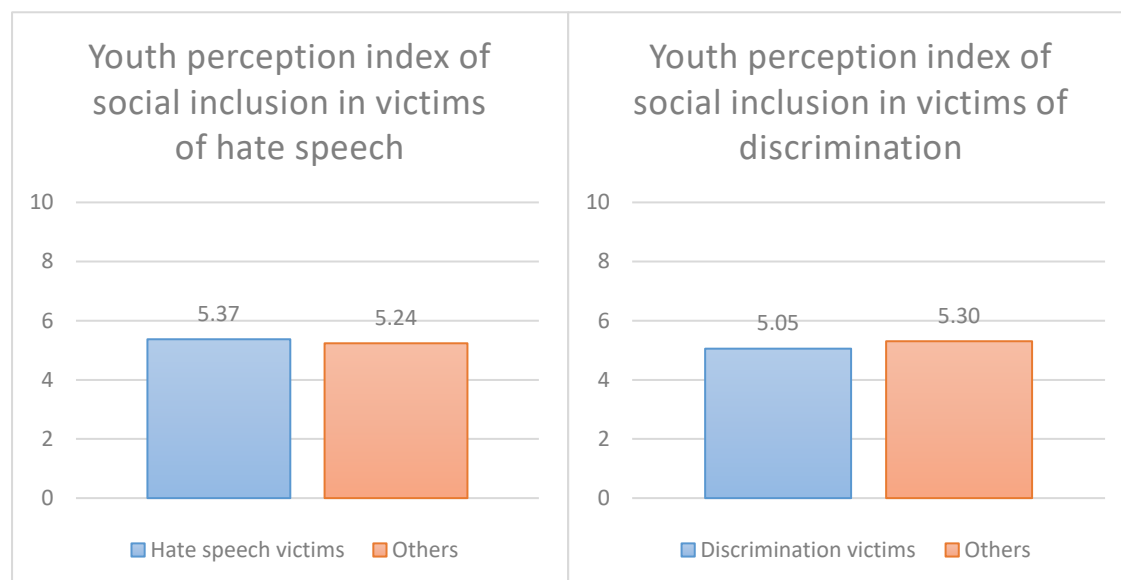


Figure 2: Youth perception index of social inclusion in young people with and without hate speech and discrimination experience.



Firstly, as shown in Figure 2, young people with different experience of hate speech and/or discrimination were compared³. It is obvious that those without any such negative experience rate the European societies as more inclusive (score of 5.29) than those who have first-hand hate speech and/or discrimination experience (scores of 5.19 and 5.08). Interestingly, it is the young people with discrimination experience that feel more critical on the state of inclusion in the European society (see Figure 3, score 5.05), while those young people who were victims of hate speech tend to think more positively about the inclusion levels in Europe. It is possible that while hate speech can have a positive outcome (e.g., someone standing up against the aggressor), the discrimination is often a very different situation with much less likelihood of anyone intervening, and hence the impacts of these two experiences can be very different.

Figure 3: Youth perception index of social inclusion in young people with and without hate speech and discrimination experience, separate group analysis.



Interestingly, young people who are not in employment, education, or training (NEET) perceive social inclusion in Europe in a much more positive light than their counterparts who are active either in the labour market or in education (see Figure 4). Figure 5 shows that the most positive views of inclusion can be found in those young people who do not work (score of 5.58) and those who are in full time education (score of 5.46). This result is understandable, because 82% of those in full time education also do not work, in other words, these two groups overlap greatly. A similar overlap can be seen in

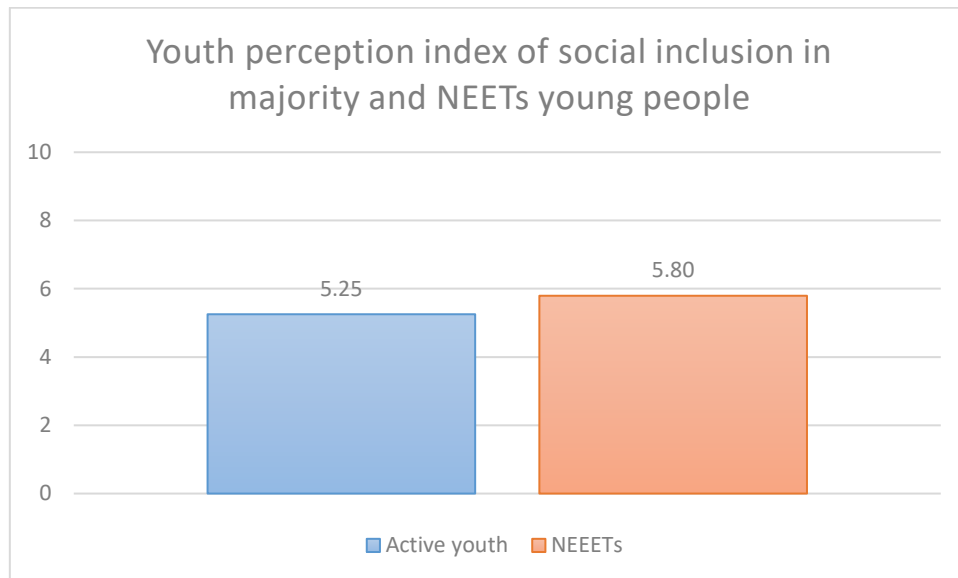
³ This group was identified based on the following questions:

- I have been a victim of hate speech. (Somebody spoke to me very unkindly because of my ethnic, religious, or other background.) YES/NO
- I have been a victim of discrimination. (Somebody treated me differently than others because of my ethnic, religious, or other background.) YES/NO

Depending on the answers the respondents gave, they fell into one of the following categories: those who self-identified as victims of both hate speech and discrimination; those who self-identified as victims of either of the two; those who did not self-identify as victims of either.

the two groups that score the lowest: the part-time employed (score of 4.74) and those not in education (score of 5.16). Among those who are employed part-time, almost 70% are not in education.

Figure 4: Youth perception index of social inclusion in majority and NEET young people.



In summary, the two groups that view the inclusion very differently are those that are in full time education and do not work (positive views of inclusion), and those who are in part-time employment and not in education (negative views of inclusion).

Figure 5: Youth perception index of social inclusion across young people with different educational and labour market status.

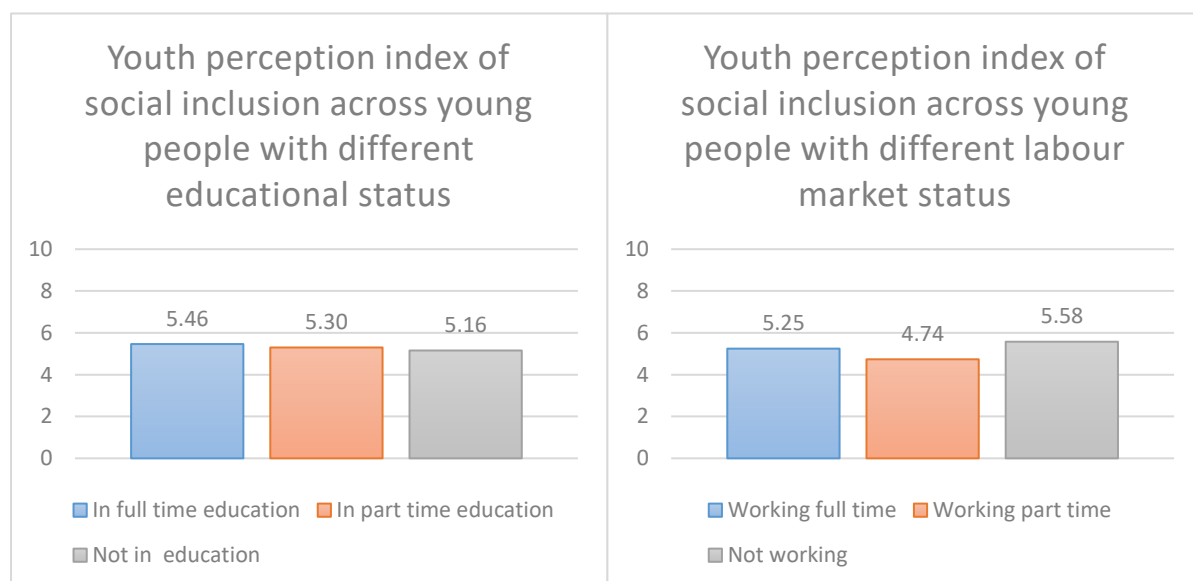


Figure 6: Youth perception index of social inclusion in young people with fewer opportunities and majority youth.

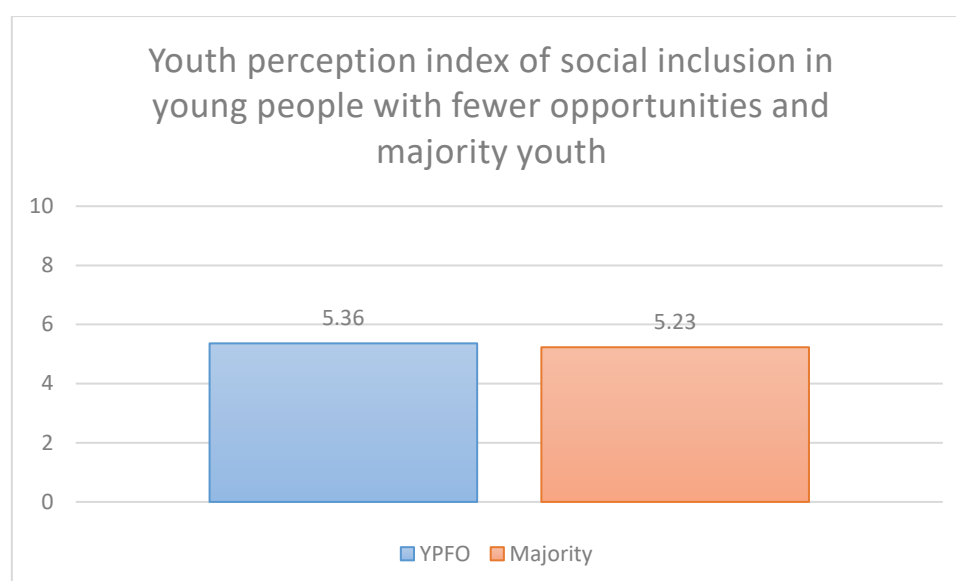


Figure 6 shows that young people with fewer opportunities⁴ see inclusion more positively than their counterparts, the majority youth. This seemingly strange result can be explained by further exploring various aspects that were taken into account when creating the category of young people with fewer opportunities, namely: ethnic minority background, religious minority background, sexual minority background (i.e., lesbian, gay, bisexual or any sexuality other than heterosexual), disability, long term health conditions, and young people living in a rural or remote area.

Figure 7 shows standalone analyses for young people from different walks of life, all of whom were summarised by the category of young people with fewer opportunity. It is apparent that in most of these sub-groups, inclusion is indeed more critically viewed by young people from minority backgrounds, most notably those from ethnic minorities, and disabled youth. Nevertheless, that is not the case for young people from religious minority backgrounds (see Figure 8). This exception can have many explanations: there are many religions and even if a given religion is not the one held by majority of people in a given country, it does not need to constitute a disadvantage; to some extent, religion is a private matter that does not need to constitute a disadvantage simply by not being present in public life of a given young person; and many other. All in all, it is important to notice that perceptions of inclusion are not homogenous across various groups which are often labelled as disadvantaged, or as young people with fewer opportunities. This can be due to different nature of the disadvantage, and hence due to a different level of inclusion (i.e., in some cases inclusion measures can be well targeted and well implemented), but it can also be due to a different understanding of inclusion among young

⁴ This category was created as a summary index of the questions in which respondents self-identified as members of the following groups:

- ethnic minority background,
- religious minority background,
- sexual minority background (i.e., lesbian, gay, bisexual or any sexuality other than heterosexual),
- disability,
- long term health conditions, and
- young people living in a rural or remote area.

In case a respondent answered “yes” to at least one of the questions above, they would fall into the category of young people with fewer opportunities.

people from different walks of life. A similar situation can be seen in case of young people who marked themselves as not belonging to male or female genders (see Figure 9). While male and female young people score very similarly to each other and to the general average score, youth from other genders sees inclusion in a much more positive light. This can, again, have similar explanations to those provided above.

Figure 7: Youth perception index of social inclusion in young people from various backgrounds, part I.

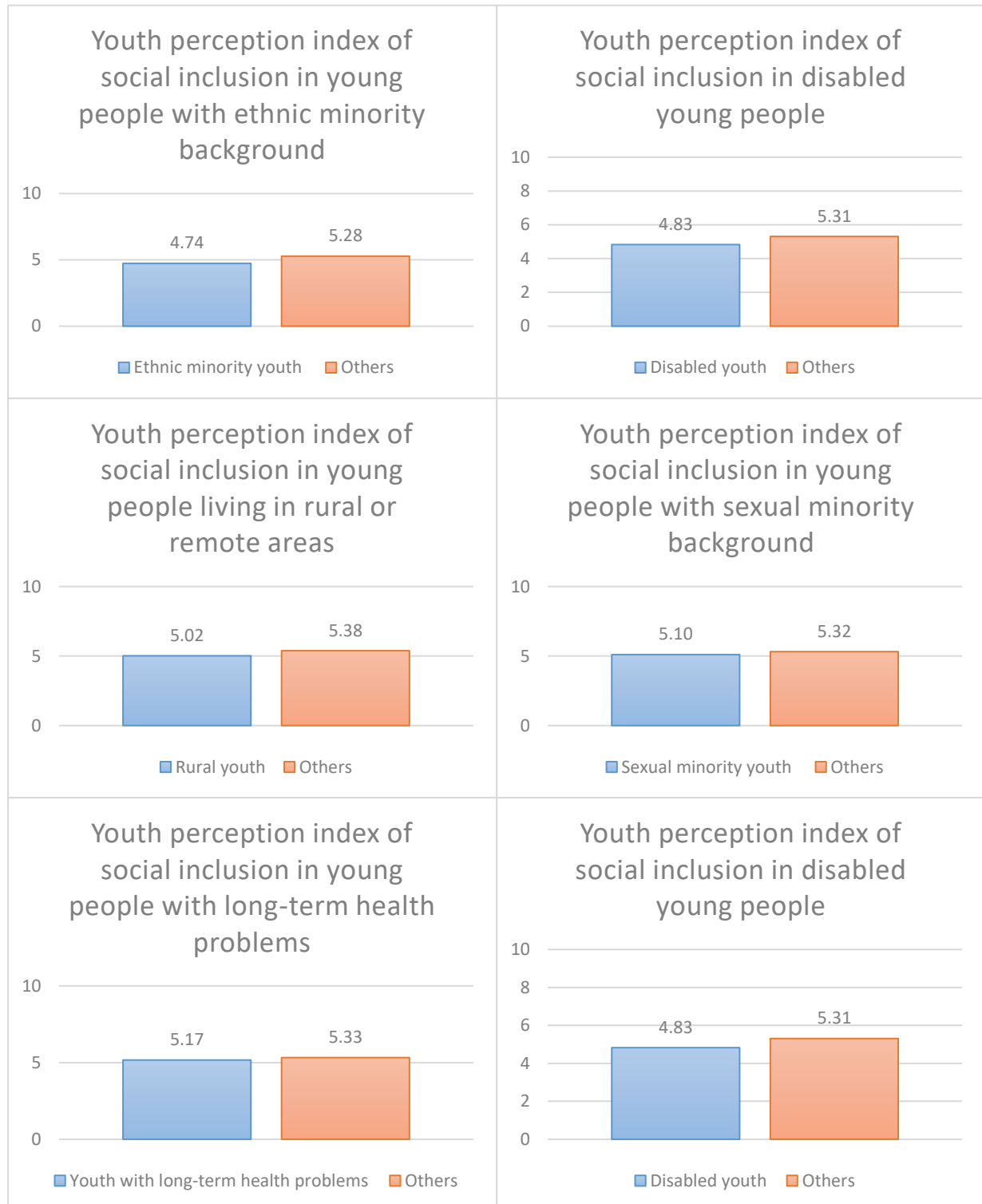


Figure 8: Youth perception index of social inclusion in young people from various backgrounds, part II.

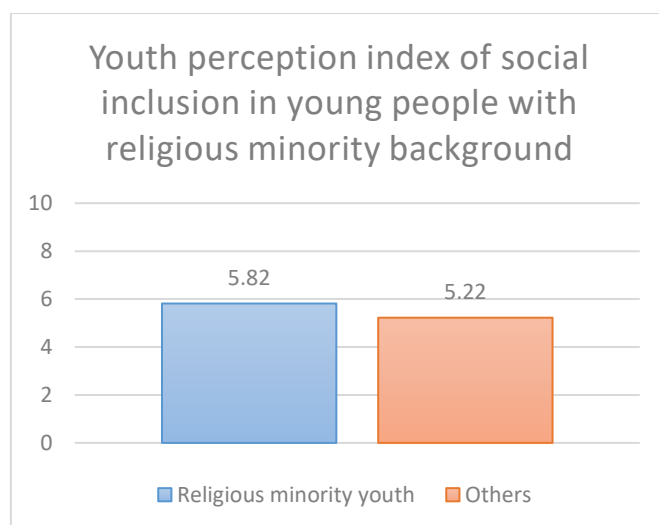


Figure 9: Youth perception index of social inclusion across genders.

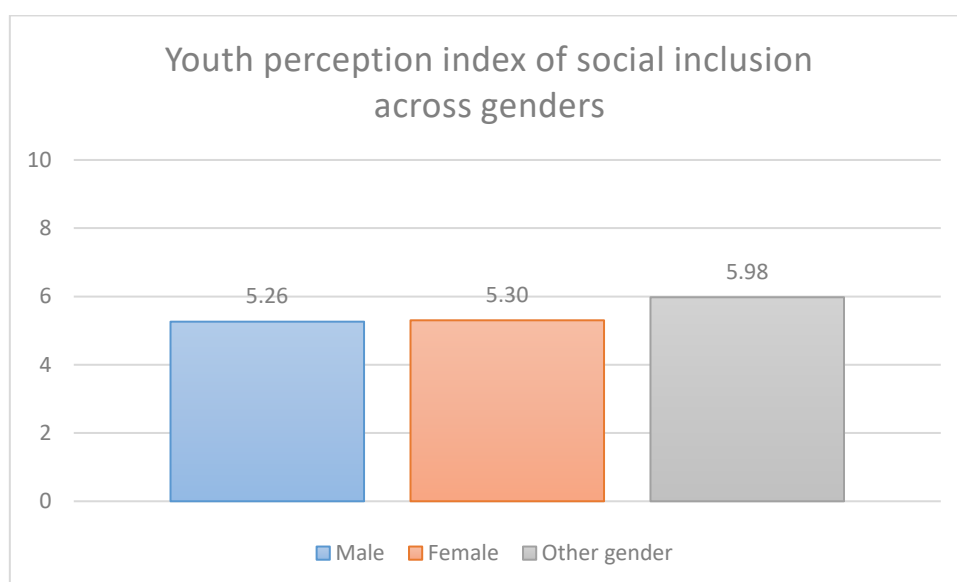
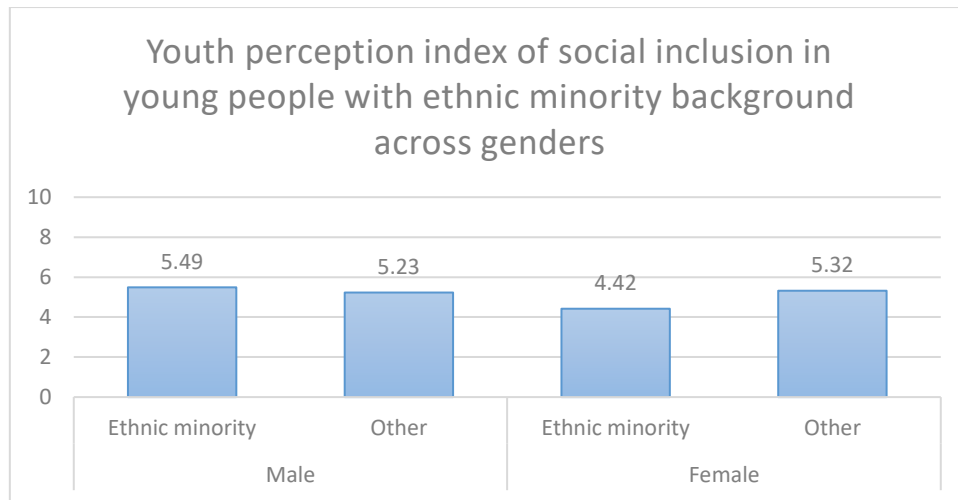


Figure 10: Youth perception index of social inclusion in young people with ethnic minority background across genders.



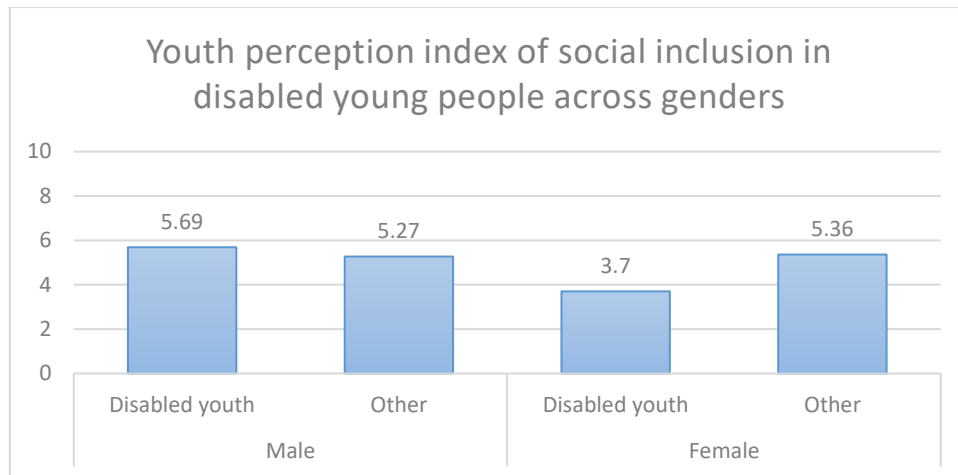
* There are too few respondents in the "Other gender" category and hence no results are reported.

Two intersectional analyses were also conducted, and the results can be seen in Figure 10 and Figure 11. Intersectionality is a concept which describes an accumulation of disadvantages by a single person. In the two examples, these young people belong to different genders (male and female) and at the same time also belong to an ethnic minority (Figure 10) or are disabled (Figure 11). Results show that effects of multiple disadvantages can be clearly seen in these two examples: females who also belong to an ethnic minority as well as females who also belong to a group of disabled youth both score much lower in the youth perception index of social inclusion than their male counterparts and also than their counterparts from other backgrounds.

This result suggests that at least in some cases, intersectionality (i.e., cumulative disadvantage) negatively affects how young people perceive inclusiveness of the society. In other words, while results in previous figures focused on young people from different backgrounds, these results show that young people with combined backgrounds, such as females from ethnic minority groups, are perceiving inclusiveness at even lower levels.

This report does not include all potential intersectional analyses for two reasons. Firstly, there are too many potential combinations to analyse, providing too many details and going against the purpose of this report: to provide clear and comprehensive information on how young people perceive inclusiveness of current societies. Secondly, as shown above, not all groups considered as disadvantaged show consistent results when it comes to the youth perception index of social inclusion. Therefore, more detailed measures would need to be taken in any future survey to enable results to be correctly interpreted, such as concrete religious denominations, and others.

Figure 11: Youth perception index of social inclusion in disabled young people across genders.



* There are too few respondents in the "Other gender" category and hence no results are reported.

Key Takeaways

- Standardised survey was conducted by some National Working Groups as part of the consultations with young people during the 10th Cycle of the EU Youth Dialogue.
- European Youth Goal no. 3: Inclusive Societies was explored via the survey and quantified through a *Youth perception index of social inclusion*.
- Young people do not see inclusion as very well developed, but they also do not see this domain as a failure, with an average index score of 5.28 on a scale from 0 (low perception of inclusion) to 10 (high perception of inclusion).
- Young people from various backgrounds see inclusion differently.
- Not all sub-groups of young people who are traditionally labelled as disadvantaged or as young people with fewer opportunities view inclusion less favourably than majority youth.
- This can be due to different nature of the disadvantage, and hence due to a different level of inclusion (i.e., in some cases inclusion measures can be well targeted and well implemented), but it can also be due to a different understanding of inclusion among young people from different walks of life.
- Intersectionality plays a role in young people's perceptions of social inclusion, with at least some cumulative disadvantages leading to worsening of the social inclusion perceptions.

Annex: NWG Surveys in EUYD10: Background of Respondents

Standardised EUYD10 surveys were part of the national consultations of 12 National Working Groups that submitted data for international analyses, namely:

- Austria,
- Belgium (German-speaking community),
- Croatia,
- Cyprus,
- Estonia,
- Germany,
- Italy,
- Luxembourg,
- Malta,
- Netherlands,
- Slovakia, and
- Sweden.

In total, 10748 respondents filled in the surveys. After cleaning the data (i.e., removing responses from respondents who do not belong to the target age group of 13-34, and those who filled in less than 75% of the survey questions), there were 8827 valid answers from 10 National Working Groups.

The sample was subsequently weighted in order to best represent ratios of young people in the respective countries. The only exception is the German-speaking community of Belgium, which was not weighted as no region-specific data on numbers of young people were available. As a result, a sample of 7655 responses was used for international analyses of the EUYD10 survey consultations.

Figure 12: Age distribution of survey respondents.

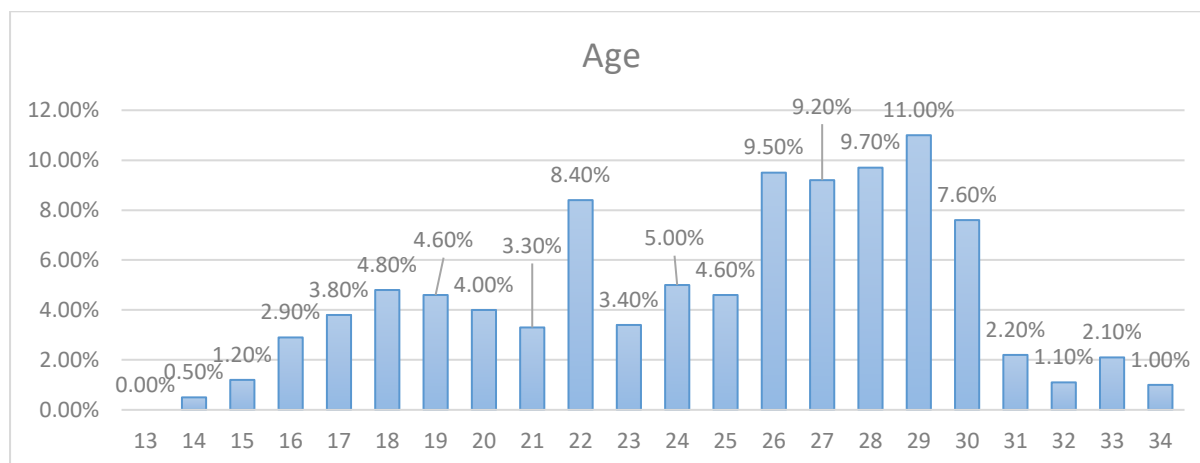
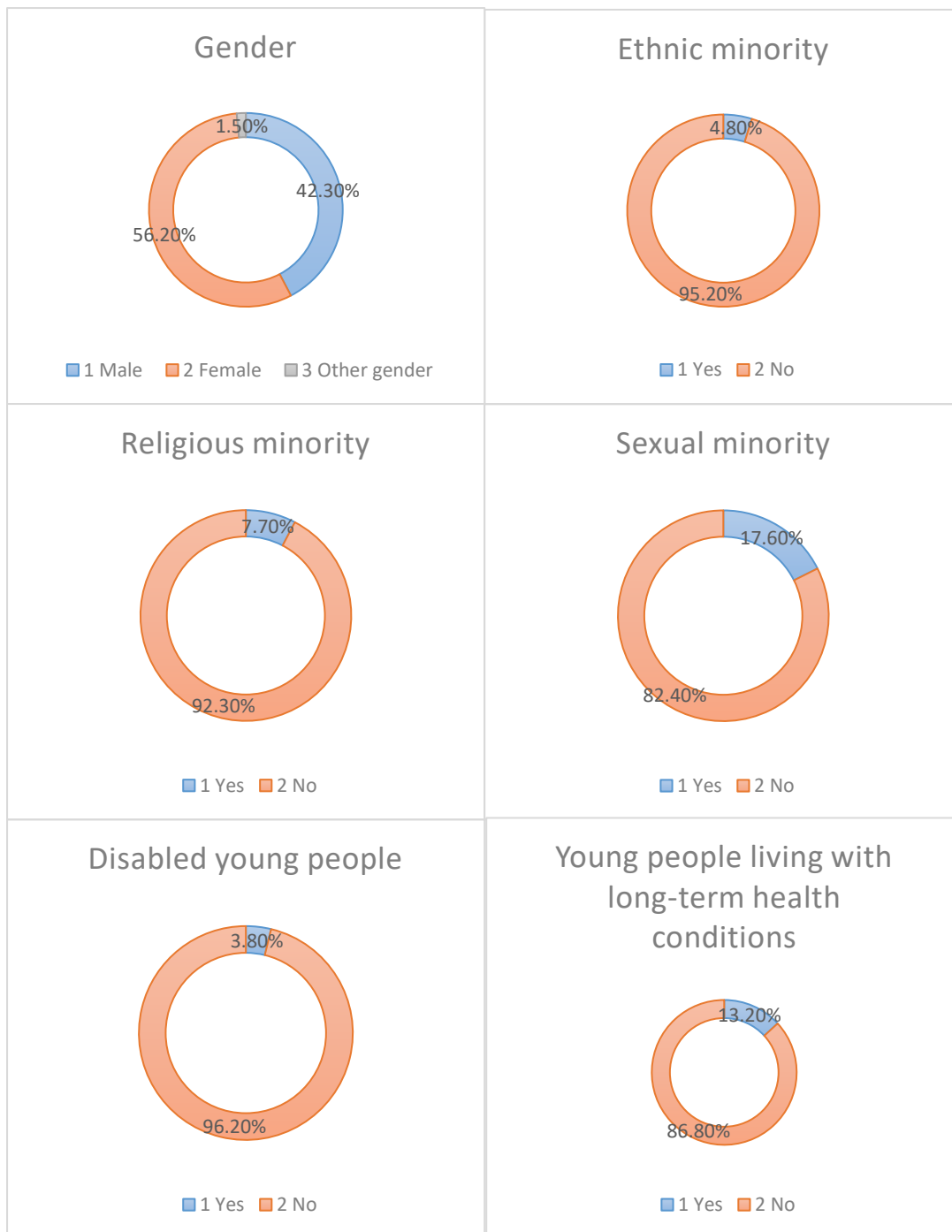


Figure 13: Background of survey respondents, part I.



Respondents of the standardised EUYD10 survey were on average 25 years old, with the most respondents aged 26 to 30 as shown in [Figure 12](#). The survey respondents were more often women, with a small minority of those who identify in other gender categories, and they came from various backgrounds, including those of ethnic (4.8%), religious (7.7%), sexual (17.6%), or health-based (3.8% and 13.2%) minorities (see [Figure 13](#)). The respondents also came from rural areas (19.1%), and some of them were members of language minorities (5.6%; see [Figure 14](#)).

Figure 14: Background of survey respondents, part II.

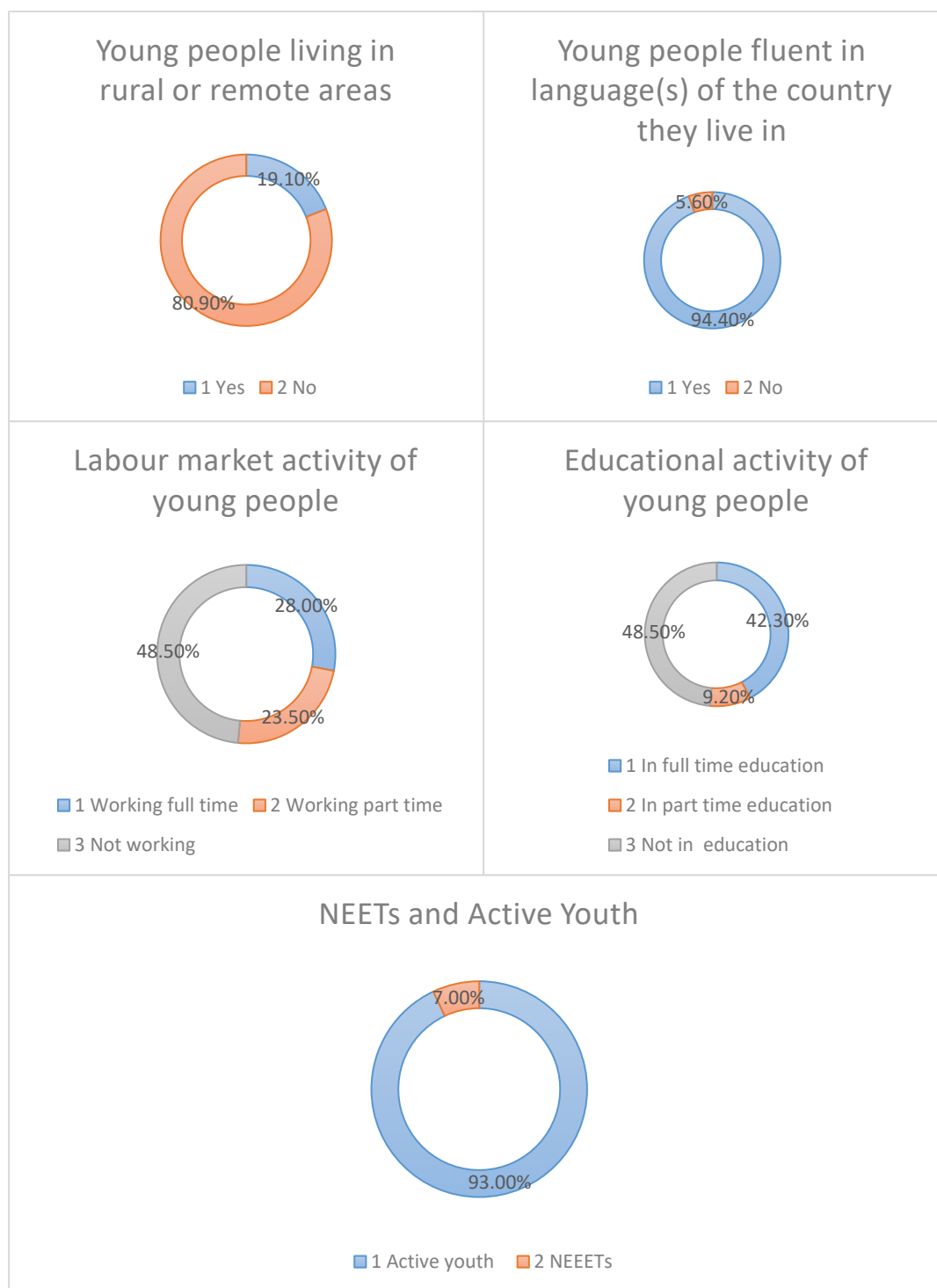
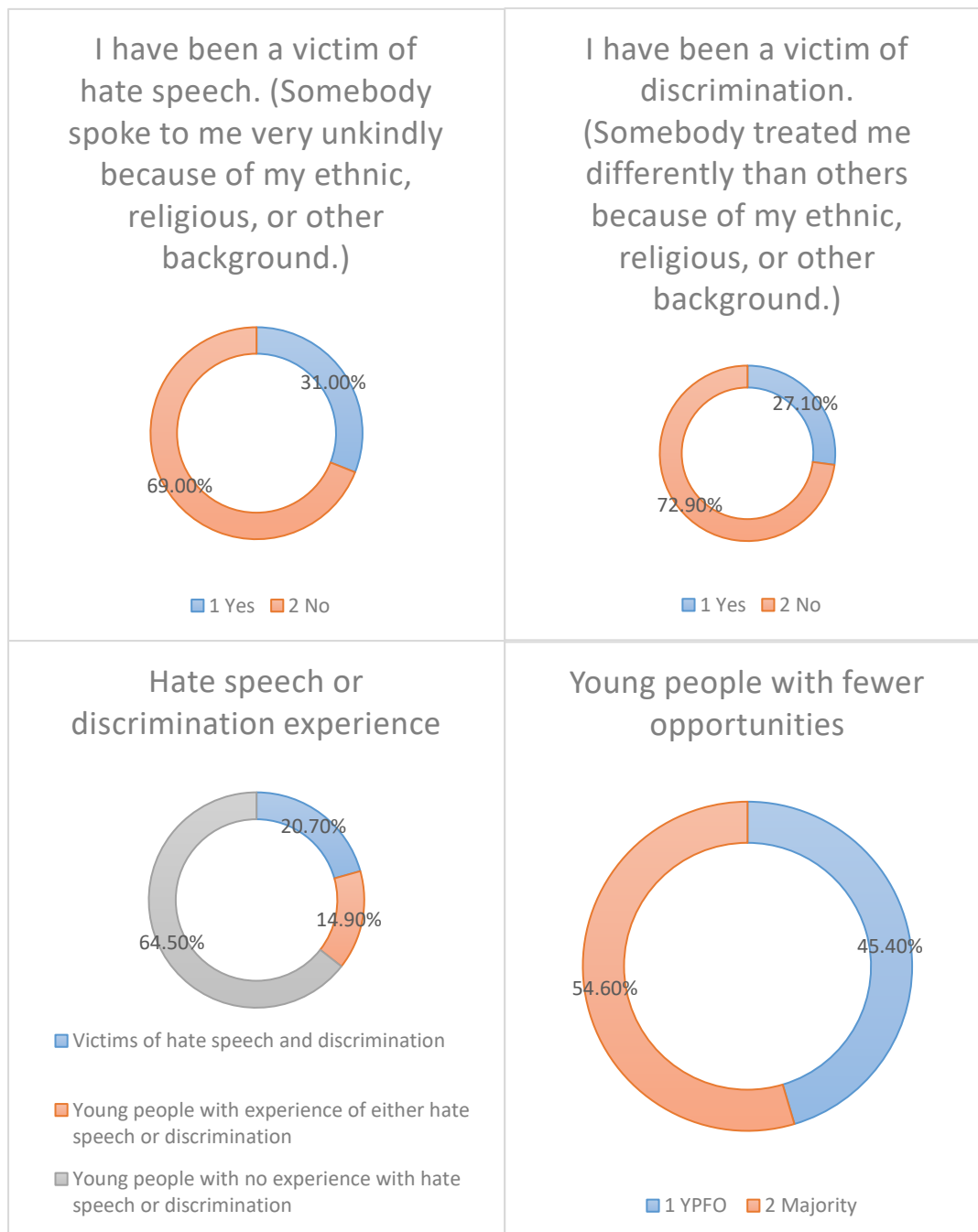


Figure 15: Background of survey respondents, part III.

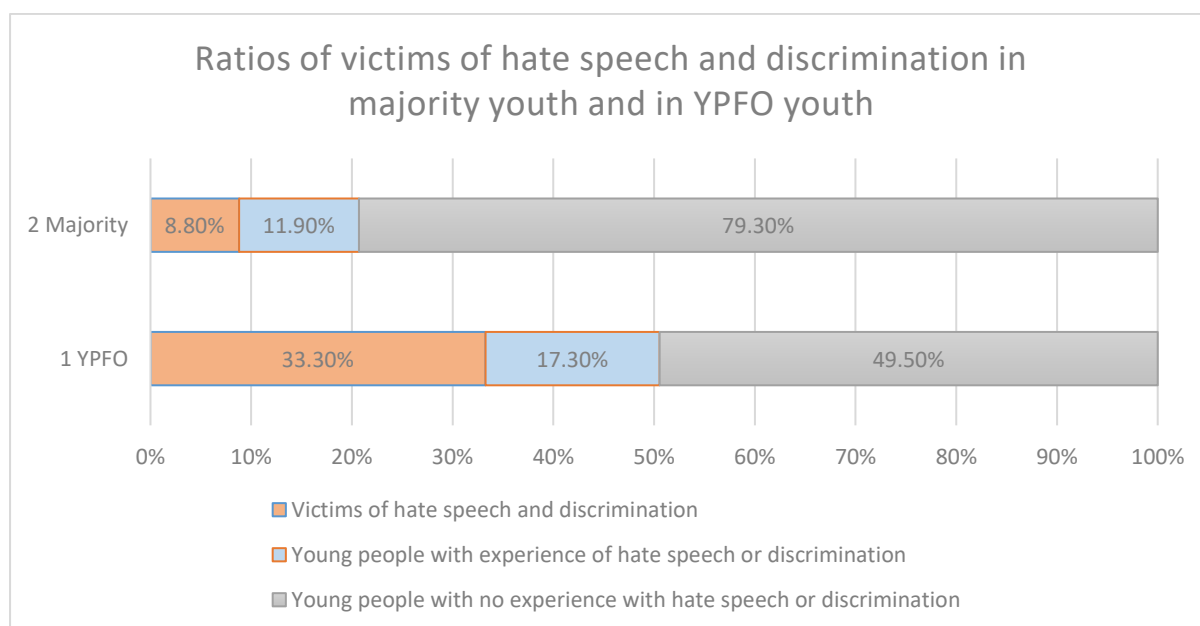


Most of the respondents did not work and were not in education at the time of filling in the survey (48.5%), with slightly more than half of respondents working either full time (28%) or part time (23.5%), and with a large percentage of the respondents in full time education (42.3%; see [Figure 14](#)). All in all, only 7% of the respondents were not in employment, education, or training (NEETs).

About one third of respondents have been victims of hate speech and about one quarter of them have been victims of discrimination (see [Figure 15](#)). Altogether, about two thirds of the respondents have no experience with hate speech or discrimination, about 15% have experience with either of these negative phenomena, and about 21% experienced both. Moreover, about 45% of the respondents fell into the category of young people with fewer opportunities due to them belonging to one or more of the minority categories described above. In terms of economic stability, respondents are fairly balanced on the scale between those who feel they do not have economic hardships, and those who feel they are struggling (see [Figure 17](#)).

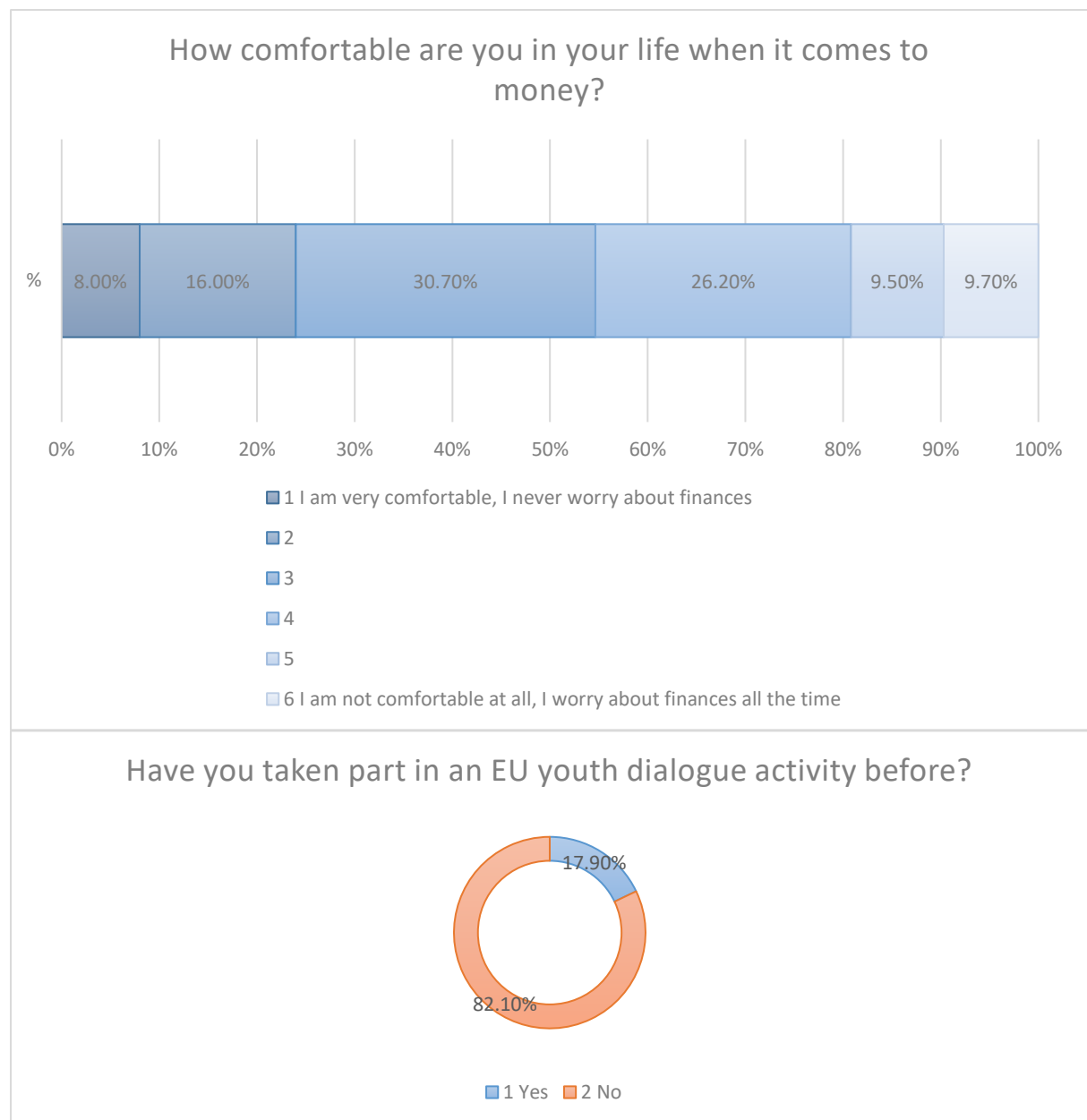
More detailed analyses show that there are many more victims of hate speech and discrimination among young people with fewer opportunities than among majority youth (see [Figure 16](#)). Those who experienced both hate speech and discrimination account for about 9% in majority youth, but for about 33% in young people with fewer opportunities. Those who experienced one of these negative phenomena account for about 12% in majority youth, but for about 17% in young people with fewer opportunities.

Figure 16: Ratios of victims of hate speech and discrimination in majority youth and in YPFO youth.



All in all, the standardised EUYD survey managed to capture opinions of young people from various walks of life, those who can be characterised as majority in the EU society, as well as those who fall into various minority groups, and those who are better and worse off economically. The survey also largely managed to capture opinions of those young people who were not previously engaged in EUYD processes and activities, as only about 18% of the respondents already took part in any EUYD activities prior to taking part in the survey.

Figure 17: Economic stability of young people and their EUYD engagement.





**Youth
Goals**

EUYPD10

WE NEED YOUTH

*EUYPD10 Results of the
Consultation Phase: We
Need Youth*

Dan Moxon and Ondřej Bárta

Implemented under the
Spanish - Belgian -
Hungarian TRIO Presidencies
of the Council of the EU

Title: EUYD10 Results of the Consultation Phase: We Need Youth

Authors: Dan MOXON and Ondřej BÁRTA on behalf of People, Dialogue, and Change

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Introduction

'The consultation phase' of the 10th cycle of the EU Youth Dialogue (EUYD10) ran from July 2023 to January 2024, under the TRIO Presidency of Spain - Belgium - Hungary. This document summarises results of consultation activities conducted by National Working Groups (NWGs). Input from International Non-Governmental Youth Organisations (INGYOs) participating in the cycle, as well as the outcomes of the EU Youth Conference in Alicante, Spain (1st to 4th October 2023) are also incorporated.

Introduction to the thematic framework from the European Steering Group

The topic of the 10th cycle is European Youth Goal #3 on Inclusive Societies which aims to "Enable and ensure the inclusion of all young people in society."

In particular, target 3 on access to learning environments, 4 on the capacities of educators and 6 on social support were **the basis of the consultation** work during the cycle.

	Youth goal #3: Enable and ensure the inclusion of all young people in society. One third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice, and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfilment of the rights of all young people in Europe, including the most marginalised and excluded.
Targets: 1. Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination. 2. Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities, and experiences available to them. 3. Ensure that all marginalised young people have equal access to formal and non-formal learning environments, addressing all the dimensions of inclusion. 4. Strengthen the capacities of educators to work with marginalised young people. 5. Provide more spaces, opportunities, resources, and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.	

- 6. Strengthen social support by implementing the right to a living wage, fair work conditions, universal access to quality health care, and ensure specific measures for marginalised young people.**
7. Ensure that marginalised young people are participating in all decision-making processes and are key players, particularly in processes concerning their own rights, wellbeing, and interests.

Subgoals 2 on outreach of information and 7 on participation in decision-making processes will serve as methodological baseline: as both sub-targets have already been addressed during previous cycles of the EUYD, and in order to avoid repetition of the work already done. In order to ensure continuity and coherence in the dialogue, this cycle will further the work on social inclusion that was undertaken during the third, fifth and ninth cycles of the structured / EU youth dialogue. Furthermore, instead of focusing on marginalised young people, the activities will address young people with fewer opportunities' perspectives¹.

Societal challenges | The European landscape has also changed considerably since the creation of the Youth goals during the 6th cycle of the EU Youth Dialogue entitled Europe – what's next? (2017-2018). The Youth Goals and their targets ought therefore to be understood in a new reality, and alongside contemporary social challenges. #EYG3-Inclusive Societies aims to enable and ensure the inclusion of all young people in society. Recently, their societal position has been impacted by global crises, such as the Covid-19 pandemic, the climate crisis, as well as the Russian aggression in Ukraine and its ensuing societal and economic impact on European societies, among others. More specifically, in recent years young Europeans identified² the following challenges: persistent poverty, social exclusion of minorities and vulnerable youth, health problems (such as Covid and mental wellbeing-related problems), access to quality employment and training, the climate crisis, peace and security, migratory flows (and the associated distribution of resources) and the use of new technologies (including artificial intelligence).

These developments put a strong pressure on social cohesion in European societies and on the situation of young people in particular. Strengthening social inclusion and cohesion contributes to the resilience of European societies and of young people, especially young people with fewer opportunities. Aiming at more inclusive societies offers young people the opportunity to take an active role in tackling new challenges. By reaching out to those from minorities, in rural areas, with a disability, from a socially vulnerable background, inter alia, the EU youth dialogue partners strive to enable all young people to take an active part in and contribute to the dialogue in the fields impacting their lives.

¹ Young people with fewer opportunities is agreed language within the Council that is defined in article 2 of the Erasmus+ Regulation (Regulation 2021/817): 'young people' means individuals aged between 13 and 30; and 'people with fewer opportunities' means people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme;".

² See cycle explanatory note for accompanying citations.

From Goals to Actions | The common ambitions of the trio in rolling out the 10th cycle are laid down in annex 1 of the cycle explanatory note. Throughout the EUYD process, concrete recommendations on how to implement European Youth Goal #3 on European, national, regional, and local levels will be sought. These recommendations will be put into practice, whenever this is possible. In a coherent participation process, young people, youth organisations and policy / decision-makers in the EU discuss topics important to young people and implement dialogue results. This is how European Youth Goals translate into Youth Actions. This cycle should also allow for flexibility in its implementation, depending on the results of consultations for example, but also depending on the current context (e.g., pandemic, or other pan-European crises).

Section 1: Barriers to social inclusion

This section explores the barriers to social inclusion identified through EUYD10 qualitative consultation. National Working Groups (NWGs) within the consultation were asked to design their consultation activities using the guiding question:

‘What are the current barriers to the full inclusion of all young people in society, especially young people with fewer opportunities? This includes:

- *Barriers to being fully included in education and to having access to quality learning.*
- *Barriers created by the action or inactions of educators.*
- *Barriers to accessing quality work opportunities and accompanying labour and employment protections.*
- *Barriers to accessing quality healthcare or other forms of social support’*

A range of barriers were identified through NWG reports and International Non-Governmental Youth Organisation (INGYO) expert statements. **The major themes and barriers** reported by NWGs and INGyOs are summarised in this section. Links are also made to the outcomes of the EU Youth Conference (EUYC) in Alicante.

Some of the barriers described will apply to greater or lesser extent within different countries and to different young people. The EUYD10 qualitative consultation is not able to identify the prevalence of each barrier, the report intends simply to summarise the major areas of discussion within the consultation as reported by NWGs and INGyOs.

1.1 Barriers relating to education and learning environments

The EUYC in Alicante identified that *'barriers within the educational system, including a lack of schools in remote areas, inadequate infrastructure for disabled individuals, and a shortage of qualified educators and staff, hinder the participation of young people, particularly those with fewer opportunities.'* During the conference there were concerns that access to education is not equally accessible to all people and about gaps in non-formal education.

These same barriers were largely reflected within the EUYD consultation, along with a range of other barriers to education.

Note - in this report the terms education and learning environments are used in the broadest sense, to include formal education (e.g., schools, universities), non-formal education (e.g. youth work and youth projects) and informal learning environments (e.g., libraries, museums, public spaces).

Accessibility of education and learning environments

The **physical (in)accessibility of learning environments** was highlighted as a barrier to education. Concerns were frequently raised about buildings and learning environments too often being unsuitable or inaccessible for people with physical disabilities (e.g., lacking ramps, elevators etc.). There was also concern about the lack of gender-neutral toilets in learning environments to accommodate transgender and gender non-binary young people.

Language barriers, and lack of understandable, accessible, or adapted language within learning environments and also within the promotion of educational opportunities was identified as a further accessibility barrier to learning environments. This relates to both languages being understandable but also to the need for use of multiple languages. The EUYC working groups highlighted barriers relating to *'discrimination of non-native speakers and lack of language support available for them.'*

Concerns about language barriers in the consultation included:

- Lack of simple, accessible, and understandable language within educational environments, which particularly excluded young people with learning or communication disabilities.
- Educational institutions which prioritised one language over another commonly spoken language. For example, German speaking Belgian young people identified that German translation of textbooks was often poor. Concerns were identified by young people in Estonia about the removal of support for Russian speakers from educational programmes. Deaf young people identified the lack of sign language interpreters available in learning environments.
- International educational opportunities requiring high understanding of foreign languages to access - leading to exclusion of young people without advanced language skills.
- Barriers to education faced by recent migrants (including refugees) who are not able to speak the language which education was offered in.

‘Students who do not master the language of instruction have a harder time adapting, they often do not understand the subject, they can lag behind their classmates much more easily, the problem also occurs in students with impaired communication skills or various learning disorders’

Slovakian NWG Report

Financial barriers to education and learning environments

During the consultation, financial costs related to accessing education and learning environments were raised as a barrier, which was said to disproportionately affect young people in weaker financial situations. This included:

- The financial difficulty of taking part in formal education, associated with regular expenses for transport, school lunches, textbooks and aids or class trips.
- Financial strain associated with relocation for university opportunities, and particularly the costs of accommodation.
- Direct fees to take part educational activities or to and access learning environments such as:
 - Tuition fees,
 - Entry fees musical, cultural, leisure and sport activities,
 - Participation fees for international mobility opportunities,
 - Fees for participation in informal / non-formal learning opportunities and youth activities.

‘The majority of young people say that the school system in France is free but requires additional costs such as buying supplies, renting an apartment depending on where your university is, etc which is difficult for some families. Financial problems, precarious situations and social background were clearly identified as obstacles to quality education in primary, secondary or higher education.’

French NWG Report

Cultures of exclusion within education and learning environments

(see also Section 1.2 and 1.5)

Social exclusion when taking part in education or learning environments was identified as a further barrier to quality education and learning. Many NWG reports identified issues with **a culture of exclusion, including prejudice, hate speech, discrimination, and bullying** directed at young people from a range of minority groups occurring within schools and learning environments. This was primarily reported in relation to formal education, but also occurred in other environments including within the youth sector.

Across the various reports these issues relating to a culture of exclusion were raised by young people from ethnic, religious, or linguistic minority backgrounds, including young Roma, young Irish Travellers, and young Jewish people. The issue was also raised by young people with disabilities, young people with mental health needs, and those from LGBTQ backgrounds.

From these reports, it was clear that in some cases **teachers and educators were not just failing to take action to challenge cultures of discrimination but were actively perpetrating them** (see section 1.2 for further details). Concerns were also raised about lack of mechanisms to deal with bullying.

'In formal education, issues of inclusivity persist, with young people from ethnic minorities often reporting feelings of exclusion in school settings. This exclusion extends to racial stereotypes used by teachers, affecting their overall experience. Similarly, individuals with a migration background face instances of avoidance by peers in school.'

Austrian NWG Report

"I have experienced racism every day in school, from the age of 7 to 9 years old"

Young person quoted in the Luxembourg NWG Report

Some young people from minority backgrounds reported **experiencing violence or feeling unsafe** within educational settings.

'Violence is rife in schools, both between students and from teachers, in various forms: physical, psychological, insults, pressure, etc., especially homophobia and bullying.'

Belgian French Community NWG report

'Inclusion is about people just being able to be themselves without feeling scared – to feel safe without the world being against you'

Irish LGBTQ young person quoted in NWG report

Other young people described **a feeling or experiencing 'otherness'** within learning environments. This was said to occur from things such as being made to feel different, not having needs understood, a lack of contact with others, reproduction of cultural stereotypes, and an overall ignorance and low awareness of the majority of young people about the life of people with some form of disadvantage. An example of this was young people not being allowed to show religious and cultural symbols such as headscarves in schools.

'[The focus group] participants were female [and neurodivergent] they mentioned that especially as girls, their neuropsychological challenges were not understood, which made them feel like there was something wrong with them'

Finnish NWG report

Problems with structure and culture of formal education and schools

Within the consultation, concerns were raised that the current approach **to teaching and school is based too heavily on instruction and examination and so is not flexible or adaptable enough** to accommodate the different needs, learning styles or diversity of young people. As a result, the school system was said not to create inclusive learning environments where all present could experience quality education. During the EUYC in Alicante, this was described as a lack of *'needs-centred'* education. Large class sizes, pressure of examination and prioritisation of students who could 'conform' to the school system and achieve well academically was often mentioned in relation to this during the consultation.

The lack of emphasis on youth participation in formal education environments was raised as a barrier to quality education. This was particularly said to impact at the social and cultural level, in that teachers often did not treat young people as if their voices were of concern or value, leading to young people having feelings of ‘**disconnection**’ and ‘**distance**,’ which could be particularly impactful on those who were already experiencing social exclusion.

During the consultation, some concerns were also raised about the content of formal education curricula including:

- Lack of education on the topic of inclusion,
- Lack of history teaching which took into account the diverse histories of young Europeans (e.g. young people affected by colonialism in French Martinique).
- Lack of life skills and civic education,
- Lack of education that is relevant to the labour market such as digital skills (see section 1.3. For more on this).

Lack of diversity within schools was said to be a barrier to social inclusion both within the EUYD consultation and the EUYC in Alicante. In the consultation, some participants were concerned about the use of special educational schools for young people with disabilities - said to prevent these young people from having contact with non-disabled young people and to perpetuate exclusion. (However, other participants identified the value of special schools as a tool to meet the needs of young people with disabilities). Issues were also raised regarding lack of diversity within schools in terms of the economic, religious, and ethnic backgrounds of students. Schools which mainly served young people from the same social background were said to reinforce prejudice, segregation and a general lack of contact and understanding between different social groups.

Gaps in non-formal education and the youth field

Recognising the role that the youth field and youth work can play in relation to social inclusion (see Section 4), **gaps and generally weakness in the youth field were highlighted within the EUYD consultation as a barrier to social inclusion.** These gaps were said to lead to unequal access to non-formal education and youth opportunities amongst young people. According to the working groups at the EUYC in Alicante *‘the deficiency in [youth] associations leads to a scarcity of non-formal education opportunities, enhancing the overall inequality experienced by the youth.’*

Within the consultation concerns were expressed around:

- Lack of a basic youth work offer to young people in some EU countries,
- Lack of youth provision in rural areas,
- Lack of youth provision that was accessible to groups with additional support needs such as young people with disabilities or young Roma, or young people from linguistic minorities,
- Lack of training (and resources for training) for youth workers and volunteers around the topic of social inclusion and working with young people with fewer opportunities - leading to lower competences in these areas,
- Lack of effective information and promotion of youth provision to young people (see section 1.5) - making youth provision harder to access for young people,

- Limited or inadequate sports training facilities, youth centres and other physical spaces.
- Lack of recognition of the value of non-formal education.

The gaps in provision and delivery were ultimately said to stem from a **lack of resourcing and political recognition of the role of the youth sector**. Though the situation is not equal in all countries, some NWGs highlighted a lack of funding (especially long-term funding) for youth work and youth civil society, a lack of legal basis or established national policy frameworks for youth work and youth workers as well as low salaries, poor terms and conditions and weak career pathways. Ultimately, **a lack of capacity and resource within the youth sector can be identified as a barrier to effective work around social inclusion by the youth field**.

1.2 Barriers relating to educators

Within the consultation, the exclusion of young people with fewer opportunities was said to be perpetuated by educators (including teachers, youth workers, youth leaders and other types of educators) in three distinct ways.

- 1) Though **a lack of understanding amongst educators of the needs of young people from disadvantaged backgrounds** and lack of skills to support these young people effectively. This was said to lead to educators providing poor support for those young people. These concerns were often related to the young people with disabilities or mental health needs.
- 2) By **educators failing to take action to challenge incidents or cultures of discrimination and exclusion between learners** (see also Section 1.1), such as not taking bullying seriously, or not actively promoting inclusion.
- 3) By **educators actively expressing prejudicial or discriminatory attitudes and practices** towards young people from specific backgrounds (see also Section 1.1). This included:
 - a) Educators holding low expectations of young people with fewer opportunities and discouraging those young people from taking part in secondary education, higher education, extracurricular activities and/or non-formal education.
 - b) Use of racial stereotypes, and/or expression of stigma relating to gender and disability by educators.
 - c) Conscious bullying on the part of educators (abuse of power, condemnation, public comparison, mocking or putting down the student's performance in front of the class.)
 - d) Favouritism (especially from youth leaders) towards some young people over others

'Young people in several consultations reported being made fun of or put down by teachers because of their background or poor English language skills.'

Irish NWG report

'Roma youth are not encouraged to do well, aim high or pursue higher degrees, but rather pushed to low-paying jobs that are deemed suitable for the Roma'

Finnish NWG report

The EUYD consultation is **not able to identify how common these issues above are**. However, reports of them were too widespread to be considered isolated incidents, and they were identified within both formal and non-formal education. At the same time, it is clear these issues also do not necessarily occur in all learning environments across Europe, many young peoples reported good experiences of educators.

Several consultations linked the above issues to a **lack of training for educators on addressing inclusion**. Some NWGs noted the particular challenges faced by volunteer youth leaders in youth organisations, who did not always have the needed training and experience to support young people with fewer opportunities effectively.

During the consultation, it was also said that educators can have a **general approach of a lack of respect toward young people** and a failure to value participation and equal communication as an important element of young people's learning and development. This was said to be a barrier towards inclusive learning environments.

1.3 Barriers relating to employment and work

The EUYC in Alicante identified that barriers to social inclusion related to work and employment included:

- Socio-economic inequality that results in unequal access to opportunities, for example in the labour market or youth activities
- Lack of correlation between education and labour market.
- Lack of discrimination-free workspaces and equal opportunities to access the labour market
- Lack of innovation and updated curriculum in education centres which obstacles fair work conditions.
- Different socio-economic backgrounds can have less impact on future decisions if the state provides opportunities, some participants manifested this being their case.

These barriers were reflected in the EUYD consultations as follows:

Limitations in employment opportunities

There were general concerns raised about the **limited number of quality work opportunities** and challenges faced by young people trying to enter the labour market. These included:

- The limited number of quality internships, traineeships, and apprenticeships, or entry level positions.
- Widespread precarious work opportunities and unstable employment
- Limited quality work opportunities for young people in rural areas or living in lower socio-economic areas. This is connected to poor transport links making travel to other areas for work challenging (see section 1.5).
- Use of unpaid internships and badly paid apprenticeships - which are less accessible to young people in weaker financial circumstances due to the need to support oneself financially whilst working.

Mismatch between education and employment

A number of NWG reports highlighted barriers to work and employment coming from a **mismatch between the skills and experience developed during education and the needs of employers**. There were concerns that young people are leaving formal education having received insufficient access to the training and work experience needed to enter many professions, and that employers often require high levels of experience or qualifications making some fields inaccessible. This topic was also well explored within the [7th Cycle of EU Youth Dialogue Consultations](#), where it was identified that education systems do not prepare young people sufficiently for the current and future forms of work, particularly in relation to digitalisation.

'The school system lags behind the needs of students and the expectations of labour market, especially when it comes to digitalization and STEM education and training'

Hungarian NWG report

‘One of the primary issues related to the scarcity of professional opportunities for young people is often limited access to initial work experience. Limited experience can hinder entry into the job market, particularly when employers require practical experience. This is especially true for individuals from lower socio-economic backgrounds who may not have access to [un]paid internships or apprenticeships.’

Polish NWG report

During this cycle's consultation it was suggested that young people who leave education sooner (e.g. those who had not attended university) were most strongly affected by this mismatch and lack of employment skills. Therefore, the **barriers that some young people with fewer opportunities face during education** (see section 1.1 and 1.2) which may encourage them to exit education at a younger age and then **continue to affect these young people as they try to move into the labour market**.

‘Young people from economically disadvantaged backgrounds face the dilemma of choosing between paid work and gaining experience through internships or extracurricular activities. This trade-off significantly impacts their career prospects, as many sectors value experience gained through unpaid internships, which they cannot afford to undertake’

The Netherlands NWG Report

Several NWGs highlighted that young people (especially from non-academic backgrounds) **seek careers in fields they know of from their family** and that in disadvantaged families, the type of work is inherited, leading to inheritance of inequalities between generations. Therefore, **a lack of career guidance**, and educators holding low expectations of young people from disadvantaged backgrounds (see Section 1.2) could be seen as a barrier to improving the career possibilities of young people in these situations.

Reluctance of employers to accommodate diverse needs

Some working group reports raised concerns from young people about the **reluctance of employers to accommodate the additional needs** of young people with fewer opportunities, particularly those with disabilities.

‘There is a noted lack of understanding and adequate support for people who require more assistance in the workplace. This includes a scarcity of jobs that cater to individuals with specific needs, whether due to chronic illness, disability, or mental health conditions’

The Netherlands NWG report

It was also said that employment schemes/workshops specifically for young people with disabilities could also be hard to access, poor quality, or offered limited financial reward, and there were concerns that some measures to support young people with disabilities into employment were not effective.

‘Companies exploit individuals with disabilities, through the Employment Agency comes a trial period with subsidies to the company that ends if the employment transitions to full-time. Companies take advantage of what should be an incentive for hiring.’

Swedish NWG Report

Issues relating to **gender disparity within the workplace** were also a concern for some young people:

'Some participants mentioned issues relating to gender disparity in the workplace impacting young women such as the gender pay gap and limitations with career advancement if they take maternity leave. There was also awareness of the challenges single parents face like flexible working for childcare and some said this might be more challenging for single fathers due to a perception they will be taken less seriously than single mothers.'

Irish NWG report

Discrimination within recruitment

A range of reports highlighted young people's concerns about **discrimination and unfair practices within recruitment processes** of employers. This was said to make it harder for some young people, particularly those with fewer opportunities to secure employment. Discriminatory /unfair practices were identified in two ways.

- 1) Young people's experiences of **discrimination based on disability or ethnic, religious, or cultural background** during recruitment.

'[There] are very common prejudices and stereotypes, which are manifested in the reluctance of employers to employ Roma'

Slovakian NWG report

'Young people with disabilities highlighted what they perceived as a stigma about disability among employers including perceptions they are 'less able' in the workplace, lack of understanding about appropriate supports, and employers who blame health and safety concerns as an excuse to exclude young people with disabilities. Some with intellectual disability and/or autism felt their employment can be a 'tick-box exercise' that fails to meaningfully include them in the workplace. The decision about whether to disclose a disability is also a key challenge for fear of judgement by an employer or colleagues.'

Irish NWG report

'A young participant of Turkish nationality shared her personal experience. The young woman studied Psychology in Portugal and is currently seeking employment in the country, open to any type of job, not necessarily within her field of study. Despite demonstrating proficiency in the Portuguese language, she highlights that being from a different country, culture, and religion has become a reason for exclusion in accessing job opportunities.'

Portuguese NWG report

- 2) Young people's experiences of **Nepotism** and filling positions in which family relatives or social contacts are preferred over the others, often better qualified candidates.

'A limited professional network can also pose challenges for young job seekers. The contemporary job market heavily relies on social networks and relationships. This can make it challenging for young people who lack access to such resources to begin their careers.'

Polish NWG report

Some concerns were also raised by young people about **gender bias within particular professions** (such as STEM) and it was said that discrimination based on gender can limit job opportunities and access to certain professions for women. Challenges faced by young refugees getting legal permission / permits to work were also noted.

1.4 Barriers relating to healthcare and social support

Barriers related to mental health

Working groups at the EUYC in Alicante identified that *'mental health issues, as they disrupt youth emotional and cognitive development that can lead to long-term challenges in personal, academic, and social life,'* and that poor mental health is a barrier preventing the social inclusion of the person experiencing it.

Within the EUYD consultation, under the topic of healthcare and social support, mental health was the most commonly discussed issue, and so can be presumed to be a strong area of concern for young people. NWGs noted rising issues relating to young people's mental health. They linked these increases to the impact of COVID-19, challenges with pressure within schools and balancing work/life as well as use of social media.

Many NWGs also said **young people with fewer opportunities felt their poor mental health was linked to other inequalities and sources of exclusion**. These young people described the impact of experiences bullying, racism and prejudice on their mental health. Others, particularly those with disabilities and long-term health conditions, discussed how continually having to fight for services and support lead to worsened mental health. Some young people are described as 'giving up' after facing persistent challenges and exclusion in other areas (such as education, employment etc).

'Another strong message was that they [young people with brain damage] need to fight for their rights for healthcare, income, insurance, or hobbies even in courts, which is very mentally exhausting especially for a person with brain damage. Falling in between support systems (benefits, social services) means that it is very difficult to do anything or to participate in. They felt left out and expressed that they feel like they do not have similar rights as other people'

Finnish NWG report

'[Challenges face by disadvantaged young people during education] result in psychological obstacles such as lower frustration tolerance (they give up more easily when put under pressure), disrespect for authority (overreaction to being told they are wrong), psychological difficulties (anxiety, insecurity, trying to please the collective, lack of concentration)'

Czech NWG report

Stigma and cultural barriers relating to mental health were said to prevent some young people from accessing support in this area. Some NWGs identified this affecting young people from some backgrounds more than others, such as young men, or young people from Irish Traveller communities.

‘Stigmatization, particularly regarding mental health issues, was highlighted as a significant barrier. Young people noted that societal stigma surrounding mental health creates additional challenges in seeking support.’

Cyprus NWG report

‘They think we are in the foster home because we did something wrong, because we are bad. You also can’t tell that you are seeing a therapist. They think you are crazy. We are different and people think that’s not normal. They don’t understand it.’

Luxembourg NWG report

There were strong concerns about the **lack of access to support for young people's mental health needs**. Barriers to accessing services identified included:

- A shortage of mental health services and supporting professionals for young people, leading to long wait times or no available services or appointments.
- Lack of youth information on how and where to seek support.
- A lack of understanding from teachers and youth workers about how to signpost or direct young people to further support.
- High costs of accessing mental health services, and/or lack of coverage by health insurance systems.
- Bureaucratic obstacles when trying to access mental health support.
- Gaps in services in rural areas.
- Service being unsuitable for young people or poor quality.

Barriers related to other aspects of health and social support

(see also Section 1.5 on Housing)

The **EU youth conference in Alicante** identified the following barriers relating to access to health care:

- *‘Lack of resources of healthcare systems and continuous capacity building of health care professionals aimed at including diverse youth collectives and their specific needs.’*
- *‘There is a disparity in access to mental and physical healthcare services. Our social protection systems are not universally inclusive.’*

These concerns were generally reflected in the EUYC consultation, though (outside of mental health, discussed above) dialogue on health care seems to have been rather general. Across the various NWG reports, there were various comments related to **gaps in healthcare services, general underfunding** as well as **bureaucracy and administration**. There were some concerns about unequal access or exclusion from healthcare identified but these were not widely discussed within the consultation. Specific gaps and inequalities identified included:

- **Gaps in services within rural areas**, affecting young people in those areas
- Issues of **discrimination towards Roma young people** from healthcare professionals, exclusion of migrants from general healthcare systems and challenges accessing support for transgender young people

- Issues with **costs of healthcare services creating barriers** for young people in weaker financial circumstances - identified in a small minority of NWG reports.
- Young people with long-term health conditions or and disabilities being most affected by general gaps and weakness in healthcare systems.

Outside of health and housing (see section 1.5) **other barriers related to accessing social support** were not widely discussed within the consultation. Some general concerns were expressed about bureaucracy of support services and language barriers making support difficult to access. Some NWGs and IYNGOs reported concerns about a lack of support for the most vulnerable and disadvantaged young people of families.

‘[There is a] lack of instrumental and infrastructural support to youth at risk of exclusion and excluded youth who experience/d poverty’

Italian NWG report

ATD Fourth World described more systematic barriers occurring when young people in poverty attempted to access support:

‘What worries us is institutional maltreatment. Young people living in poverty insist on their constant negative experiences with various institutions (school, training centre, police, health service, social works). This consolidates a fear/rejection by young people of institutional support, which creates a vicious circle of lack of trust and non-take up of rights. As mentioned before, this is mainly due to the fact that we very often genuinely do not understand what young people experiencing exclusion and poverty are going through. Consequently, society and more precisely the professionals (teachers, social workers, doctors) very often rely on misconceptions, stereotypes and misunderstandings when dealing with them.’

ATD Fourth World Expert Statement

1.5 Cross cutting barriers to social inclusions

Structural barrier 1: Housing, financial insecurity, and economic inequality

The weak financial situation of many young Europeans and their families can be understood as a cross cutting barrier to social inclusion. During the consultation, being in a weak or insecure financial situation was identified as leading to barriers for many young people to access things such as education, health and healthcare, transport, leisure, and culture activities as well as full access to social rights. A particular concern for young people was the combination of high cost of living, precarious or low paid employment, and high cost of housing which were said to act together to make it difficult to transition to independence.

Working groups during **the EUYC in Alicante** identified that ‘access to all parts of life while being young is limited by socio-economic background’ and ‘the socioeconomic circumstances one grows up in determines their quality of life significantly.’ There was concern that ‘individual resource constraints, including financial means ... restrict the social inclusion and participation of young people with fewer opportunities’ and that ‘lack of affordable accommodation limits young from participating in society.’

In the EUYD consultation, **financial insecurity for young people, high costs of living and the high cost of housing** was raised as a barrier to inclusion across several NWG reports. It was identified that these things made it difficult for young people to transition to independence, making it challenging to pursue education or career goals. There was said to be a lack of access to a decent and fair economical support system for young people from the state.

'Young people brought into discussion ... financial insecurities and housing shortage. They don't feel supported enough by the state in order to be able to stand on their own feet, move out of their parents' homes and get an education.'

German NWG report

'Housing is a significant issue for students, with expensive rented accommodation, limited availability of places in student halls of residence, high prices for such accommodation and limited prospects for purchasing their own homes. These factors often result in young people, particularly those with limited financial means, dropping out of their course of study or, in some cases, leaving university altogether.'

Polish NWG report

'Young people also noted that these economic challenges then intersect with educational undervaluation, and discrimination in various forms compounds the difficulties faced by those with fewer opportunities. Participants noted that some young individuals end up undervaluing education, potentially influenced by familial pressures or difficulties, diverting attention from academic pursuits.'

Maltese NWG report

Structural barrier 2: Inadequate transport and physical infrastructure

Working groups at the **EUYC in Alicante** expressed concern about *'lack of physical infrastructure to participate in societal and community life, and to access opportunities and public services.'* It was identified that *'the lack of transport services and infrastructure from rural and urban areas decrease accessibility of education, social services, and participation mechanisms.'* During the conference, several concerns were expressed about the general poor quality of public transport and transport accessibility barriers for people with disabilities. In addition, limited infrastructure and availability of public services was said to be a significant concern in rural areas.

During the EUYD consultation, **limitations with transport systems** were highlighted as a cross-cutting barrier affecting young people's ability to access education, work, healthcare, leisure, and other opportunities, making it harder for young people to access these things outside of their neighbourhood of residence. Issues mainly related to public transport costs, reliability, limited as well as timetables and services. While this was said to affect all young people, it was most pronounced for those in rural areas and young people with disabilities. Some young people also reported **challenges accessing driving tests and driving instruction**, caused by language barriers or lack of availability.

'For young people in rural areas a key barrier was the quality of public transport - frequency and clarity of timetables. Participants said that the lack of regular public transport seriously exacerbated the barriers they already faced in accessing education, employment, and healthcare.'

Bulgarian NWG report.

'Transportation emerges as a notable challenge for almost all rural youth. Many can only partake in extracurricular activities if their parents provide transportation, and even when available, transportation is inconvenient, characterised by infrequency and failure to reach necessary destinations. A significant number lack motivation to travel to urban centres for activities, resulting in missed opportunities. Among the respondents, some have already relocated from their hometown due to limited opportunities, and several anticipate doing so soon.'

Estonian NWG report

Young people with disabilities were concerned about the lack of adaptations on public transport systems, making it hard to physically access, or navigate public transport and transport infrastructure. Issues included, lack of ramps and escalators, hard to understand signage, inaccessible systems for stopping buses, and uneven / unsuitable sidewalks and pavements. Young people with disabilities also had similar concerns about **limited accessibility of public spaces, public buildings, and other public infrastructure** (see Section 1.1 for further details on this in relation to learning environments).

Young people in rural areas were concerned about lack of public services and infrastructure within rural areas. This, combined with poor public transport preventing them accessing services in other areas lead to exclusion. This topic was discussed in the [EUYD7 Consultation Results](#).

Structural barrier 3: Policymaking

Insufficient focus on young people and young people with fewer opportunities within policy making was identified as a barrier to social inclusion during the EUYC in Alicante where working groups stated, *'the barrier to inclusion of all youth, at national and local levels, is having insufficient youth policies.'* These concerns were reflected in the consultation, and young people expressed a lack of confidence in current systems to deal with issues of social inclusion.

'Inadequate policies and programs specifically designed to address the needs of young people with fewer opportunities can be a barrier. Supportive policies, such as those promoting youth employment, education, and social inclusion, are crucial for overcoming these challenges'

Greek NWG Report

As part of this, **lack of youth participation in policy making** was highlighted as a barrier to social inclusion. The specific barriers relating to youth participation in decision making are already well explored in the [8th Cycle of EUYD Consultation Results](#).

‘Achieving real change requires collaboration with young people as equal partners to build a society with equal opportunities for all generations. Considering inclusion and exclusion within social policies and involving different groups provides insight into the key challenges and injustices that young people experience in society.’

Croatian NWG Report

Working groups at the EUYC in Alicante identified **barriers to social inclusion relating to lack involvement of people with fewer opportunities in policy making**, as follows:

- *‘[There is a] lack of [political] representatives of diversity: including vulnerable youth, religious, ethnic minorities, people with mental and physical disabilities, migration backgrounds and others.*
- *Superficial inclusion of young people with fewer opportunities, without ensuring their meaningful participation [is a barrier]’*

Similar concerns were identified in the consultation:

‘Both Traveller young people and young people with disabilities who participated in the consultations highlighted the significance of representation and would like to see more people from these communities in decision-making positions at the local level e.g. on management boards or in political life and government.’

Irish NWG Report

‘Participation of the young people experiencing poverty and exclusion is still not guaranteed. We cannot continue to ignore the fact that this is the biggest barrier to reaching [Youth Goal 3] Target 6 and the real effectiveness of European and national measures designed to improve the lives of the most marginalised young people. When policies are designed for them but without them, they end up having no impact -or worse, a negative effect- on their lives and those of their communities ... To enable the inclusion of all young people, especially that of the most excluded youth, we need to realise the importance of rethinking policies and measures with them.’

ATD Fourth World Expert Statement

‘Underrepresentation in decision-making processes and public platforms can marginalise certain groups, making it difficult for them to voice their concerns and contribute to shaping policies that affect them.’

Greek NWG Report

Cultural and social barriers

Concerns about direct **discrimination, societal non-acceptance, prejudices, and negative stereotypes** at a personal and cultural level were widely raised through the consultation. There was dialogue about fear of being different, and differences not being respected. Young people expressed concern about **intolerance and even hatred towards those who are different** within society. Young people from marginalised backgrounds described experiences of facing prejudice and hate speech, based on racism, xenophobia, sexism, homophobia, ableism, antisemitism, and similar.

‘Respondents emphasise that discrimination based on gender, race, ethnicity, religion or other factors can pose a barrier to the inclusion of young people in society.’

Slovenian NWG Report

‘Young people frequently recount experiences of severe hate speech based on their gender, sexuality, skin colour, economic status, or religion. Sexism, racism, and classism significantly contribute to their discomfort in various environments, limiting their ability to express themselves freely.’

Austrian NWG Report

‘Consulted young people feel they face age discrimination, where their youth is perceived as a lack of experience. This perception is compounded when the individual is also a migrant, racially marginalised, [LGBTQ+] and/or disabled.’

Spanish NWG report

Some young people related this to a core problem in how people treat each other due to lack of respect and false interpretations of people's life and behaviour. This was described as a lack of empathy for others during both the consultation and the EUYC in Alicante. **A lack of social cohesion** was described within consultation reports.

It was also said that there was a **lack of visibility or awareness** for crucial issues such as gender equality, inclusion, combating racism, and homophobia and general ignorance or low awareness of the majority about the life of people with some form of disadvantage was a contributing factor. This included the prevalence of negative stereotypes such as disabled young people being dependent and young Roma being untrustworthy.

‘Intercultural conflicts contribute to discrimination among young people with fewer opportunities, fostering the emergence of parallel societies where people who feel discriminated [against] or who don't feel that they belong to society meet.’

Belgian German Speaking Community Report

‘Marginalised groups often find themselves unheard, unrespected and underrepresented.’

European Union of Jewish Students Expert Statement

The barriers above were also widely present in the education system (See Section 1.1 and 1.2).

Barriers related to young people's access to information

Working groups at the **EUYC in Alicante** identified cross cutting barriers relating to lack of clear, comprehensive, accessible information for young people. It was said that inaccessibility to information and [lack of] digital knowledge or skills hurts young people from participating in all aspects of society including education, work, and social life. Lack of information was described as not having knowledge regarding rights, opportunities, obligations, and services. Concerns were also raised about digitalisation-infrastructure and lack of access to essential digital tools in rural areas such as internet access.

In the EUYD consultation, young people's **lack of access to information on measures that could support their social inclusion** was also raised. Absence of information in these areas was said to prevent young people making informed choices about their education and employment services, as well as prevent them accessing the help and support available to them.

Lack of access to information was said to be affected by

- Educators or other support professionals such as social workers not providing information,
- Official information sources being produced in complex or inaccessible language(s),
- General lack of information on youth opportunities and support, including information on:
 - Leisure and cultural activities
 - School councils and student councils,
 - Youth organisations, youth opportunities and youth spaces etc (including lack of understanding of their purpose)
 - Informal education opportunities
 - Employment opportunities
 - Mental health support
 - Volunteering opportunities
 - International study opportunities
 - Education scholarships and financial bursaries
 - preventative health care measures and rights.
- General lack of information on rights, including:
 - Rights to health care,
 - Rights to education,
 - Labour rights,
 - Rights and entitlements to social protections such as social security support.

Concerns about information disorder (disinformation, misinformation and malinformation) and so called 'fake news' spread through social media were also raised during the consultation. Information disorder was said to increase political and social polarisation within society, leading to biased opinions through echo chambers which ultimately alienate young people by fostering an environment of marginalisation. It was said that young people receive information from too many unreliable platforms and lack the circumstances or opportunities to talk about and process the information they receive in a satisfying way. Lack of educational **programmes to develop young people's digital literacy** was also raised as part of this issue.

These messages on information disorder supports the outcome of the **EUYP in Alicante regarding prevalence of algorithms in social media platforms** which were said to *'create barriers by fostering informational bubbles that can lead to polarisation among the youth' as well as negative portrayal of young people and marginalised groups in both traditional and online media.'*

Section 2: Current good practices to support social inclusion

This section explores the current practice and support young people receive to enable social inclusion, as identified through EUYD10 qualitative consultation. National Working Groups (NWGs) within the consultation were asked to design their consultation activities using the guiding question:

'What sort of effective support is currently being given to enable the full inclusion of all young people in society, especially young people with fewer opportunities? This includes:

- *Support to be fully included in education and have full access to quality learning. (This refers to education and learning in the broadest sense, including both formal and nonformal education as well as informal learning environments).*
- *Support provided by educators to promote inclusion. (This refers to educators in the broadest sense, including teachers, youth workers, youth leaders, mentors, coaches, peer educators and other related roles)*
- *Support to enable access to quality work opportunities and conditions*
- *Support to enable quality healthcare or other forms of social support (e.g., housing support, social care, protective services, personal care, legal or psychological counselling and advice etc.)'*

A range of practices were identified through NWG reports and International Non-Governmental Youth Organisation (INGYO) expert statements. **The major themes reported** are summarised in this section. These practices and support are not necessarily available in all EU countries, or equally accessible to all young people within a single country.

2.1 Current good practices in education and learning environments

The section explores good practice and support for social inclusion in education and learning environments. These terms are used in the broadest sense, to include formal education (e.g., schools), non-formal education (e.g. youth projects) and informal learning environments (e.g., libraries, museums).

Removing access barriers to education and learning environments

The value of educational institutions making **reasonable accommodations and adaptations** to learning environments to make them more accessible was highlighted. Specific measures discussed included:

- Adaptation to the physical environment to make it more accessible to people with physical disabilities. (ramps, elevators, adjusted high of benches and tables etc.).
- Adaptation to learning materials and formats such as provision of large font or accessible texts, adapted/sorter class times with increased breaks, smaller class sizes. (e.g., Use of universal design for learning to provide personalised learning approaches).
- Toilets which are not gender specific, to enhance accessibility for transgender and gender nonbinary learners.
- Providing catering which accommodates a range of diets (Halal, Kosher, vegan etc.)
- Dedicated budgets within youth organisations for personal assistants, translators, or inclusive pedagogues.
- Permitting religious symbols such as the veil to be allowed in school settings as a practice which promotes inclusion of religious groups.

The use of special educational schools for people with disabilities was highlighted as a practice which enabled those young people better access suitable education. (Although there were also concerns about this leading to segregation, see previous section 1.1)

Providing additional **language classes and support for multiple languages** within education systems was identified as a practice to promote inclusion. This included

- Integration and language classes for young people arriving in the country to help build up language skills and access formal education. (e.g., DASPA in Belgian French Community.)
- Bilingual / Multilingual education systems and education frameworks.

Removing financial barriers to education and learning environments

Providing free access to education and learning environments was highlighted as an important practice enabling inclusion, though it was noted that not all countries provide this at all levels and forms of education. Therefore, the use of scholarships and grants particularly for young people from marginalised backgrounds to remove the costs of education was highlighted, as well as ensuring non-formal education opportunities are free to access.

Alongside this, various financial measures were identified that **support the costs associated with education**, such as provision of free textbooks, free school meals, free public transport to schools, and free or subsidised accommodation for students. Some NWGs also highlighted the value of providing wages or stipends for learners - particularly those within vocational education programmes and apprenticeships, traineeships etc.

'Scholarships are crucial for financially disadvantaged students to continue their education without any hindrance. They provide necessary financial support to students who might otherwise have to give up their studies due to financial difficulties in their families. Not only do scholarships motivate students to achieve better academic results, but they also provide opportunities to participate in additional activities and cultural events, which are important for personal development.'

Polish NWG Report

Various practices to **provide free or reduce cost access to informal learning environments** and non-formal activities were identified, including:

- Kroužky dětem (Circles for Children), coordinated by the Czech Council for Children and Youth which helps children and young people financially access extracurricular activities through providing funding to pay for a club, equipment, or other necessities to families in need.
- The 'Uitpas' Program which offers discounts on cultural, leisure, and sports activities in Flanders and Brussels for young people with fewer opportunities. The programme is available to everyone, with 'hidden discounts' for those who need it, avoiding a separate or special pass which many young people with fewer opportunities found uncomfortable
- Cultural and sport passes in France, which help young people to have free or discounted access to museums, exhibitions, or sport centres.

Close cooperation between education and other support services

The value of **educators who cooperate with other professionals** to support young people with fewer opportunities was highlighted. This included educators signposting young people to access other support persons, but also formal cooperation within learning environments. **Having a varied range of supporting professionals working within schools and other learning environments** enabled these professionals to work alongside educators collaboratively to address the diverse needs of learners and provide additional support to those who need it. Examples of these roles included:

- **Career guidance counsellors:** to help students make the right educational and employment choices
- **Mediators:** to act as neutral person who promotes dialogue and resolves conflicts.
- **Psychologists and counsellors:** to provide mental health support.

- **Teaching assistants**, special education needs assistants, speech and language therapists and scribes or readers for exam assessments: to provide additional support to enable young people to engage in the educational programme.
- **Social workers**: to provide support for young people involved with social care services.

Targeted support programmes for young people with fewer opportunities

Programmes and support centres to **increase educational attainment of young people with fewer opportunities** (especially at university level) were highlighted as an example of good practice to promote inclusion by a number of NWGs. These programmes included support such as provision of **additional tutoring and/or mentoring** for young people with fewer opportunities as well as peer support groups, small group tutoring and financial assistance. With the primary goal of these programmes being to assist the young person progress in formal education. Examples included:

- **Higher Education Access Route** (Ireland) - aimed at those whose economic or social background is underrepresented in higher education
- **Slovakian Support Centres for students with specific needs** - which provide information, advisory, consultation and technical services to applicants and students with specific needs, university teachers, coordinators, and pedagogical assistants.
- **The János Arany Gifted Care Program** (Arany János Tehetséggondozó Program) in Hungary whose goal is to help disadvantaged, talented students continue their education.
- The assistance provided by the **Flemish Education system supporting young Ukrainians**, who were given access to a rapid and simplified procedure for integration into secondary education, classes for non-Dutch speaking students and psychological support with trauma.
- Initiatives to engage young people who are not in education employment or training (NEET) back into education or work (See Section 2.2).

Alongside this, various **non-formal education programmes**, or civil society initiatives **targeted at young people with fewer opportunities** were highlighted as forms of effective support for social inclusion. These examples focused on providing a range of different learning opportunities for young people with fewer opportunities and were often focused on one specific group (e.g., young immigrants, young people living in poverty, young people with disabilities) in order to deliver programmes tailored to their specific needs. A key feature was that such projects had a **low threshold** to access.

Educational programmes on the topic of social inclusion

Formal education and non-formal education that offered content to foster knowledge about inclusion issues and create environments of tolerance and acceptance was highlighted as an important practice. Examples included:

- **Non-formal education programmes to address discrimination**, such as 'School zonder Racisme' (School without Racism, Belgium) and Red Cross training (Spain) to raise awareness of legal issues and foster respect for sexual and gender diversity, as well as civic/democracy education and human rights education.
- **Educational programmes to address bullying** such as the [MOT](#) (used in Latvia)

School parliaments, student councils and other participatory activities to enable young people to have a voice in educational activities was also identified as a practice that better enabled an inclusive environment.

Informal and non-formal education opportunities that encourage social cohesion

Initiatives that encourage contact between young people from diverse backgrounds were highlighted by NWGs and as examples of effective support. Integrative events for young people from various backgrounds were said to enable participants to feel accepted and better acquaint themselves with other cultures / diversity as well as building up opportunities for understanding and social cohesion. Examples included:

- Cultural or social events (e.g., Hangouts for young people, social mixing night at youth centre),
- Interfaith dialogue events,
- International exchanges such as Erasmus +,
- Bi-lingual or multi-lingual youth events (in areas with multiple language groups),
- Sports activities.

Volunteering and associative projects for young people with fewer opportunities

The opportunity for young people with fewer opportunities to volunteer or develop projects and initiatives to support their own communities was highlighted as an example of effective practice around social inclusion. The ability to receive funding or backing from the municipality or other institution was a key part of such projects.

'A diverse range of young people indicated that engaging in volunteering activities, such as, fundraising or food-raising events, second-hand bazaars and flea markets proves to be a way to support youth experiencing poverty. They emphasised on the dual role of these initiatives, providing tangible assistance to economically challenged youth and the community-building aspect, showcasing how these initiatives create spaces for interaction and a sense of belonging among marginalised youth groups, contributing effectively to their full integration into society.'

Cyprus NWG Report

Outreach methods within non-formal education

Although outreach to young people with fewer opportunities highlighted as a topic for exploration within the consultation, outreach methods were not discussed in detail. However, several approaches to outreach were noted, including:

- ‘Street corner’ or detached youth workers: Who engage with young people on the streets, providing guidance and connecting them to specific organisations for further assistance.
- Civil society organisation and youth organisations undertaking promotion of their activities within / through schools and formal education.
- Use of links between youth organisations and civil society organisations or community workers specialising in working with people with fewer opportunities. Used to recruit young people to engage in the activities of the youth organisation.
- Youth information services undertaking promotion campaigns, particularly online. (see Section 2.5).

2.2 Current good practices and support from educators

Several NWGs reported the sorts of **qualities and practices from educators** (including teachers, youth workers, youth leaders and other types of educators) that young people felt supported social inclusion. These were:

- **Having a good knowledge of inclusion issues** and good understanding of the needs of specific groups of young people (e.g., young disabled people) as well as constantly learning about social inclusion.
- **Taking time to understand individual learner’s situations** and listening to learners’ needs. Then, finding ways to integrate them into the learning environment. (e.g. through creating personalised study plans or taking a flexible approach to the delivery of learning.) as well as avoiding methods or tools which might exclude some young people.
- **Creating a safe talking space and acting as a trusted person** to talk with by developing good interpersonal communication with learners to increase trust and creating informal moments with young people to get to know them.
- Showing **respect to learners**, and other educators / professionals. **Holding a caring attitude** toward learners and **encouraging mutual support** between learners. Recognising and valuing the commitment and involvement of learners.
- Being willing to signpost or **involve all learners in other opportunities** (e.g. extracurricular activities), rather than limiting some students based on background.
- Actively, **informing and educating young people about the different forms of discrimination**, as well as taking steps to foster social and group cohesion within the learning environment.

- **Involving young people in the development and planning** of learning opportunities

Some NWGs also highlighted the value of **educators who act as good role models** and demonstrate respect for the diversity of others.

‘Student respondents [to the EUYD consultation] emphasised the importance of the role model side of educators, which - besides factual knowledge - helps students to learn how to act in formal situations, how to gain self-confidence, prudence, and respect from others, thus, helps them to successfully access the labour market. Respect towards each other is one of the values respondents are most afraid to see being lost from society.’

Hungarian NWG report

Several specific training programmes were identified as good practices to develop the competences of educators around social inclusion:

- **Teach for Slovakia** - A two-year leadership programme for educators focusing on systemic change in education with an emphasis on improving the situation of students from disadvantaged backgrounds, particularly young Roma
- **The merging of knowledge methodology** (ATD Fourth World) - which uses co-training to bring together professionals and people with experience of poverty to get to know each other and identify together the conditions that will improve relations, change practices and act in partnership.
- **Worldly Leadership Mindset**’ - (World association of Girl Guides and Girl Scouts) - used within training for guiding leaders to develop understanding of diverse backgrounds, traditions, and values and to create an inclusive learning environment.

2.3 Current good practices relating to work and employment

Educational opportunities with close connections and relevance to work were highlighted as a practice that supports better access to employment and better transitions from education to employment. Many NWGs identified the value of **blended work and learning opportunities** such as internships, apprenticeships, student work and skill-based learning as well as opportunities under Erasmus+ for internships and career development. Concrete examples of closely linked education and work training programmes given included:

- **Dual education** (Slovakia) - which represents a system of professional education and training for the performance of a profession, leading to acquisition of knowledge, abilities, and skills necessary for the profession. It is characterised by a close connection of general and professional theoretical education in a secondary vocational school with practical training at a specific employer.
- **CEFA** (Belgian French Community) - A work-study program combining practical training (3 days at work) and theory (2 days at school) with a financial compensation system.
- Introduction of **Business and Management in Polish Schools**. Which covers fundamental principles of entrepreneurship and fosters skills and habits related to personal finance, saving, and real-life economic phenomena. It aims to create an equal

educational opportunity, enabling young people to develop their business competence regardless of their financial situation.

- **Mobile Laboratories of the Future** (Poland)- described as innovative mobile learning centres that aim to provide young people with tools to develop the skills necessary for full social and professional integration.
- **Action day'** (Luxembourg) - which allows high school students to gain experience through a one-day internship.

Employment training support provided by civil society organisations including both training organisations and youth organisations was also commonly highlighted by NWGs. This included support to enable young people to enhance their employability through personal development programmes or volunteering and providing a clear path to employment.

Several NWGs highlighted the role that **financial assistance** (including social security payments) during training and job seeking can play in making pathways to work accessible to young people in weaker financial circumstances. Examples included:

- Receiving wages or payments during vocational training (including apprenticeships and internships),
- Employment agencies or other bodies covering costs of travel to work interviews,
- Being able to access social security payments such as disability allowance or child allowance while on training programmes,
- Incentive measures for the newly self-employed.

Careers guidance and counselling, particularly when targeted at young people with fewer opportunities was highlighted as good practice. It was noted this support could come from a range of sources including, youth centres and youth organisations, employment agencies and job placement services and schools. The value of career guidance and support that was proactive and well linked to vocational training was described by several NWGs. The **Youth Guarantee Support System**, where local youth workers assist in identifying opportunities for reintegration into educational and vocational pathways was highlighted as an example of this. Some NWGs identified the value of **career guidance and training services** that are specifically **targeted to particular groups of young people with fewer opportunities**. Examples included:

- The **'Youthreach'** programme (Ireland) - aimed at young people, and particularly young Irish Travellers, who have left school without any formal qualifications and offering opportunities to access basic education, personal development as well as vocational training and work experience
- Programmes for young people who are not in education employment and training (NEET), such as **Spoorzoeker** (Belgian Flemish Community) which offers a 16-week trajectory towards employment for NEET youths, with intensive guidance and opportunities for stable work.
- Employment for young disabled people in **sheltered workshops and social enterprises** (Slovakia).

Across the consultation, there were very few concrete examples of support or practices that can make workplaces themselves more inclusive. Some young people highlighted their experiences with **companies and employers who actively tried to create and maintain an inclusive work environment** for their employees, and the value of informal support directly from colleagues. **Good employee benefits were** highlighted as a tool for making work accessible. This included financial benefits such as allowance for commuting to work, allowance for meals, allowance for accommodation or non-financial benefits such as flexible working hours, the possibility to work from home, childcare for employees' children.

2.4 Current good practices relating to healthcare and social support

Current good practice relating to mental health

The range of current good practices and support for young people's mental health identified through the consultant was limited. Based on the concerns raised about lack of access to mental health support (see Section 1.4) it might be assumed relatively few young people in the consultations had concrete experiences of good quality support for mental health. Three forms of support were the most widely described:

1) Provision of psychological counselling especially through school,

'Every school has a psychologist whose doors are always open, and they are always up for a chat if you need one'

Lithuanian NWG report

2) Membership of a youth organisation as a way of feeling part of society,

'Members of youth organisations also report better mental health and more ability to deal with difficult situations than young people that do not engage within youth organisations. Being a member of a youth organisation also strengthens the feeling of being part of Austrian society.'

Austrian NWG report

3) Support for emotional health and wellbeing from youth organisations.

'We consulted with youth organisations to see how they support young people's mental health care. Although the situation varies across organisations, examples of what works for youth workers include clear guidance, crisis intervention training, the role of an ombudsman, supervision, or a code of ethics. In the case of children and young people, organisations look after their wellbeing at summer camps through sleeping arrangements, time for rest, warm-ups, and support for healthy eating. Social aspects are reinforced by helping each other and connecting children across age groups. Spiritual support is expressed through a symbolic code, respect for nature, traditions, and relaxation. Cognitive stimulation includes knowledge quizzes, creative games, and manual activities. Emotional support consists of open communication and creative programs. These examples help to nurture the mental health of children and young people in youth organisations.'

Czech NWG Report

Alongside these three areas, mention was made of educational programmes to develop mental health literacy such as All Five Together ([Všech pět pohromadě](#) - Czechia) and online support tools such as [Peaasi](#) (Estonia).

Current good practices relating to other aspects of health and social support

Good practices in healthcare (other than mental health) and other forms of social support were not widely discussed in the EUYD consultation. Several forms of support were identified but not widely discussed:

- **Access to health services free of charge**, or with costs covered through some form of insurance was the most widely identified good practice. As healthcare is not offered free at the point of use in all EU countries, this included reports from some NWGs of schemes to **reduce or remove the costs of healthcare for specific groups**, such as students, or young people from disadvantaged families.
- **Health outreach services customised to meet the needs of specific groups** (such as young Irish Travellers, students, or Transgender young people) was highlighted by a small number of NWGs. It was said that for some groups specifically designed services could better meet their needs.
- **The role of sports** as a facilitator of social inclusion was highlighted by a small number of NWGs. It was said sports not only provided opportunities for physical exercise but also fostered teamwork and camaraderie. To best foster social inclusion, sport activities need to be developmental rather than based on performance.
- **Holistic support programmes or centres** for families and children, young people and families from marginalised backgrounds or in poverty, such as "[Caixa ProInfancia](#)" (Spain) and Family Resource Centres (Ireland), were mentioned as practices that offer comprehensive social support to the most vulnerable.
- **Financial assistance** provided through social security payments.

2.5 Current good practices and support relating to cross cutting barriers

Current good practices and support related to structural barriers

Existing practices and support relating to **transport, financial insecurity and housing** were not widely discussed in the EUYD consultation. Nevertheless, some examples of current support for these were identified. These included:

- Provision of free transport to education in some countries,
- Credit 2% (Poland) which provides young people with the opportunity to purchase their first home, countering social exclusion and enabling them to live anywhere, regardless of their background or financial limitations.
- PIT 0 until age 26 (Poland) which offers an income tax exemption for those under 26, providing young people with more disposable income, increasing their financial capacity, and improving their living conditions.

- Family Allowance Fund (France) which gives access to financial support such as accommodation funds for young people under 11-30 depending on how low their income is and solidarity income if you are above 25 and have a low income.
- 3+ Family Card (Latvia) providing various opportunities for families with three or more children such as discounts for public transports, events, activities etc.
- The Csányi Foundation (Hungary), which provides a range of support including helping disadvantaged young people gain a driver's licence.

Alongside this, young people in the consultation identified **the importance of social security payments** to individuals or families in disadvantaged circumstances as a method of alleviating financial insecurity (e.g., housing benefits, disability support allowances, child support allowances etc).

Various current **practices for making public infrastructure and transport more accessible to people with disabilities** were identified. These included use of ramps, automatic doors, bell systems to alert bus/train, wider flatter sidewalks, accessible signage, and information on accessible transport routes.

Current good practices and support related to **youth involvement, and inclusive policy making** were not extensively explored within the EUYD10 consultation. These have been discussed extensively in the [8th Cycle of Youth Dialogue Consultation](#).

Current good practices relating to cultural and societal barriers

Cross cutting practices and support related to addressing direct discrimination, societal non-acceptance, prejudices, and negative stereotypes at a personal and social level were not an explicit focus of the EUYD consultations. However, taking into account that education plays a crucial role in addressing these, the various examples of education on the topic of social inclusions (see Section 2.1 this report) can be considered to address this area.

Alongside this, some NWGs highlighted the importance of **equalities and human rights legislation designed to provide legal protection against discrimination**. This included national legalisation linked to the [EU Charter on Fundamental Rights](#) and/or [The European Convention on Human Rights](#).

Current good practices relating to information

Support relating to information was not set as a part of the EUYD10 consultation topics, so this area was not widely discussed during the dialogue. Nevertheless, the value of **youth information services** and **EURODESK** was noted as existing practices providing information on career and educational opportunities. The value of **teachers who provide information** about employment, non-formal education and other opportunities was also identified.

‘Educators play a pivotal role in promoting inclusivity, especially for minority groups and those with fewer opportunities ... By staying informed and guiding their students, educators become advocates for bridging informational gaps and creating a more accessible educational landscape.’

Some initiatives relating to **developing young people's digital literacy** were identified:

- The Polish NWG highlighted the 'AI in Education' project and the 'Chat GPT in School - Opportunities and Threats' handbook, which provides support for educators around digital literacy.
- Link in de Kabel (Belgian Flemish Community) - A youth work organisation that informs and engages children and young people in the digital society in a playful way, aiming to provide digital assistance to children and youth with fewer opportunities.

Section 3 Changes and actions needed

This section explores the changes and actions needed to better enable social inclusion of all young people, as identified through EUYD10 qualitative consultation. National Working Groups (NWGs) within the consultation were asked to design their consultation activities using the guiding question:

'What further actions need to be taken to enable the inclusion of all young people in society, especially young people with fewer opportunities. This includes:

- *Actions to enable young people to be fully included in educational opportunities and have full access to quality learning. (This refers to education and learning in the broadest sense, including both formal and nonformal education as well as informal learning environments.)*
- *Action which can be taken by educators to promote inclusion. (This refers to educators in the broadest sense, including teachers, youth workers, youth leaders, mentors, coaches, peer educators and other related roles.)*
- *Action which would improve access to quality healthcare and other forms of social support. (e.g., housing support, social care, protective services, personal care, legal or psychological counselling and advice etc.)'*

A range of changes and action were identified through NWG reports and International Non-Governmental Youth Organisation (INGYO) expert statements. **The major themes and changes needed** reported by NWGs and INGYO are summarised in this section, focusing on changes needed that are identified by multiple reports and/or are linked to identified barriers (Section 1). Links are also made to the outcomes of the EUYC in Alicante.

3.1 Changes within education

The section explores changes needed relating to education and learning environments. These terms are used in the broadest sense, to include formal education (e.g., schools), non-formal education (e.g. youth projects) and informal learning environments (e.g., libraries, museums).

Making learning environments and educational opportunities more inclusive

Key changes identified within the consultation **to make learning environments and educational opportunities more inclusive** were:

- 1) **Increasing accessibility of learning environments**, though
 - Better adaptations of physical spaces and learning materials to accommodate the needs of young people with disabilities, including increasing access to assistants and assistive technology / aids.
 - Stronger provision for young people excluded by language barriers (e.g., simple/ clear language in learning materials, education available in multiple languages, support for language learning classes)
 - Providing physical spaces that support inclusion such as safe spaces / retreat rooms, sensory rooms, and unisex toilets
 - Increasing the amount of educational opportunities in rural areas and/or improving transport links to learning environments from rural areas.
- 2) **Removing or reducing the costs** to access educational opportunities and learning environments, including subsidising the indirect costs (e.g., costs of transport, materials etc), through:
 - Assistance programmes for those who are financial disadvantaged (e.g., access cards)
 - Offer education free at the point of access.
- 3) **Increasing the use of outreach programmes and information campaigns** to ensure **awareness of non-formal and informal education opportunities** - including outreach and awareness raising targeted at young people with fewer opportunities. A recommendation at the EUYC in Alicante was *'Build local outreach through people working with/for the youth, such as youth workers, volunteers and young ambassadors; and ensure that these individuals are provided with high-quality capacity-building activities.'*
- 4) **Diversifying learning methodologies and allowing for an adaptable and flexible curriculum with modern teaching methods**, which are customised to the individual needs of learners. This means tailoring educational methods to the varied capacities of students ensures that everyone, regardless of their abilities, can benefit from quality learning experiences. For example, by:
 - Reducing class sizes to allow for greater focus on individual needs,

- Using non-formal education methods within schools,
- Providing more flexible approaches to use of homework, length of day, breaks within the school day etc.
- Reducing emphasis on performance and exam results and focusing on skills and competences needed for life and transition to employment.

The EUYC in Alicante recommended 'Providing the necessary skills, knowledge, and infrastructure, to create more adaptive, inclusive and needs-centred educational systems.'

5) Change cultures of exclusion with learning environments through:

- Promoting comprehensive approaches to combating bullying and discrimination within learning environments.
- Ensuring diverse voices are represented in the educational curriculums.
- Improving the practices of educators (see Section 3.2).
- Introduction of anonymous examination marking.

Better utilising education as a tool for social inclusion

Key changes identified within the consultation **better utilise education as a tool for social inclusion** were:

1. Increasing the diversity of young people within individual schools and learning environments and increasing opportunities for interaction with young people from different backgrounds, as a way to foster social cohesion though:

- Reducing segregation of communities between schools, particularly of young people with disabilities.
- Encouraging exchanges between schools / non-formal education projects, to enable contact between diverse groups of young people.
- Increasing use of learning mobility opportunities, as a method of providing education based on contact with other cultures and communities.
- Use of 'inclusion events' to bring together young people from different backgrounds.
- Education and learning on social cohesion and valuing of diversity linked to the above.

2. Promoting specific learning activities focused on inclusion and anti-discrimination in order to foster an inclusive environment where all students feel valued and heard, as well as to challenge wider discriminatory attitudes and prejudices within society. Types of initiatives suggested included:

- Human rights education and civic education.

- Anti-discrimination training and sensitization activities to raise awareness of diversity as well as awareness raising campaigns or education to combat discrimination.
 - Engagement of young people in decision making within schools and learning environments - to better foster inclusive learning environments
- 3. Improve the relevance of educational content and curricula**, by placing emphasis on skills needed for civic life and to transition to independence. This includes:
- Linking education more effectively to employment skills, to improve access to employment, including investing in vocational training and blended work / learning opportunities (see Section 3.2)
 - Use of digital literacy programs to ensure that all young people, including those with fewer opportunities, have the skills to navigate and benefit from online resources.
 - Civic education and education on democratic engagement.
- 4. Promote multidisciplinary collaboration and coordination between educators and other professionals, and better enable young people to access other forms of support through learning environments** This includes strengthening the presence of external stakeholders in school, (including civic society or other professional support persons such as counsellors) and ensuring that educators can provide information about access to other forms of support (e.g. careers advice, mental health support, extracurricular activities, participation opportunities).

Investing in education

Across the various consultation reports, achieving the changes above was said to require **stronger investment in the education system as a whole.**

‘By prioritising and investing in public education, society can guarantee that every student, irrespective of their socio-economic background, receives a high-standard education that equips them for a successful future.’

The Spanish NWG Report

The EUYC in Alicante recommended:

- *‘A well-funded, affordable education and the implementation of non-formal methodologies into formal education at all levels, whilst improving recognition of non-formal education.’*
- *‘Establish a Comprehensive Education Approach that encompasses not only learning outcomes (knowledge and skills) but also prioritises the physical, emotional, and mental well-being of young people. To achieve this, there should be a budgetary increase for the educational system, allowing for adapted group class sizes, increased personalised support, and targeted assistance.’*

As part of this, many NWG reports identified the need to **invest in and prioritise non-formal education and youth work in order to remove gaps in non-formal education** (see Section 1.1). This included investment in the youth field in general as well as specific investment in programmes, support and policies relating to young people with fewer opportunities, such as targeted support programmes and training.

The EUYC in Alicante recommended:

- *‘Creating and promoting spaces for young people that help reduce socio-economic inequalities through recognising non-formal education.’*
- *‘Recognition and validation of skills and competencies in formal, non-formal education and informal learning.’*
- *‘Recognising and providing political and financial support for youth civil society.’*
- *‘Creating a mandatory ratio of a number of public youth spaces and youth workers to the number of young people in each community.’*

3.2 Changes relating to educators

Key changes identified within the consultation relating to **the ability and practices of educators** (including teachers, youth workers, youth leaders and other types of educators) were the need for educators to:

- Have better understanding of the needs of young people with fewer opportunities and have stronger skills to accommodate those needs by adapting teaching or learning methodologies and materials.
- Take stronger approaches to preventing discrimination and bullying between learners and within learning environments
- Demonstrate and practise respect, fair treatment and non-discrimination toward young people including:
 - Not engaging in discriminatory behaviour and practices,
 - Supporting and encouraging all young people, regardless of background, to take part in external activities or further educational opportunities.
 - Valuing the views and opinions of learners, including being able to engage in two-way respectful dialogue with young people and value their participation.
- Better support and signpost young people to other forms of support around social inclusion,
- Be more able to identify and support the mental health needs of young people,
- Have more effective communication and interpersonal skills in order to be able to build up environments and relationships of trust and support.

Within the consultation this was often discussed within the context of **a need for training for educators relating to social inclusion**. This supports the changes identified by working groups at the EUYC in Alicante which included:

- *‘Provide more training on intersectionality and inclusion to formal and non-formal educators to achieve long-term impact through early intervention, the construction of safe and inclusive educational environments and pursue long-term inclusive society.*
- *Improve financial and human resources to ensure competence of educators regarding inclusion, support for low-income families & quality learning, especially in the fields of media literacy, civic education, and career education.*
- *In order to abolish hate speech and foster acceptance, young people & educators should be educated on sensitive topics (like gender & sexuality, to name a few) and civic competence in a neutral way*
- *[Undertake] Training for teachers and other educators on mental health (signs of panic attack, signs of anxiety, depression) and bullying (online harassment - what action to take)’*

3.3 Changes relating to work and employment

Recognising that a secure and stable work environment is crucial for the well-being of young professionals, especially for those with fewer opportunities, the consultation identified a need for **more active policies to address young people’s access to quality employment**, and to tackle issues such as high unemployment and precariousness. The EUYC in Alicante suggested a need for stronger legislation on working conditions.

‘There is a strong advocacy [from young people in the consultation] for policies that promote equal opportunities, such as fair hiring practices, mentorship programs, and internships that provide valuable work experience. Additionally, there is a demand for measures that counteract discrimination and ensure a diverse and inclusive workplace. The young respondents see these changes as vital for creating a labour market where everyone has a fair chance to succeed based on merit’

The Belgian Flemish Community NWG Report

Within the consultation more concrete proposals were made in four areas:

- 1) **Promotion of initiatives to encourage employers recruit a more diverse workforce** by developing better understanding of the unique challenges faced by young people with fewer opportunities so that employers can offer a more meaningfully inclusive work environment. Suggested measures to encourage this include:
 - Anti -discrimination training, or diversity and inclusion training for employers.
 - Implementing employment quotas, requiring organisation to recruit a certain proportion for young people with fewer opportunities.
 - Financial incentives for companies to hire young people with fewer opportunities.
 - Implementing anonymous recruitment processes.

- Reassessing job requirements, such as the necessity of a high school or bachelor's degree.

2) **Promotion of initiatives to make workplaces and work more accessible**, such as:

- Increased flexible work arrangements (including maternity leave and work from home options)
- Increasing the physical accessible workplaces,
- Ensuring internships are paid,
- Providing mentoring for new entrants to the workplace,
- Support for entrepreneurship,
- Stronger opportunities for employees to question and report discrimination,
- Reducing the gender pay gap,
- Making work permits access for young refugees easier to access,
- Increasing availability of affordable childcare.

3) **Development of stronger links between education and employment**, such as

- Ensuring educational and training programs (particularly formal education) that enable young people to acquire the necessary knowledge and skills for employment and encouraging a focus on work at an earlier age in the curriculum.
- Development of more traineeships, apprenticeship and internships, and volunteer work experiences, particularly those that lead to guaranteed employment.
- Mentorship programs for guidance in entering the workforce.
- Investing in training programmes and vocational training.
- Cooperation between schools/university and employers.
- Co-operation between civil society organisation and employers to provide support programmes for young people with fewer opportunities to access workplace.
- Support and guidance for entrepreneurship.

4) **Increasing access to information on career and work opportunities**. For example, though, local, or regional support desks and national job platforms. With a particular emphasis on ensuring the accessibility of this information (See also Section 3.5 on youth information)

3.4 Changes relating to healthcare and social support

Improving access to mental health support

Working groups at the EUYC Alicante identified the need to *'improve the accessibility of mental health services [and]` integrate mental health services into our healthcare system and make sure it is free of charge. We need to expand our mental health facilities and create more spaces to cope with the – increasing – demand and the long waiting lists. Additionally, we should implement peer-support systems in schools to destigmatize mental health issues and promote early intervention.'*

This supports a very widespread call across the EUYD consultation to **increase the availability of mental health and psychological support available to young people**. There were strong demands for more, and swifter access to, therapists, psychologists, counselling helplines, and similar. It was said mental health support should be tailored to the needs of young individuals, and without financial barriers. Various reports indicated the need for making mental health support accessible through schools and educational institutions, and the importance of making access free to young people.

Alongside this it was said that **mental health awareness raising** measures were needed to provide young people with **access to information about basic mental health self-care**, and to **challenge stigmas relating to mental health**.

Suggestions were also made for provision of **mental health education programmes**, and it **was noted that educators might also play an enhanced role** to support young people's mental health if trained effectively to do so. However, the general feedback suggests that young people more often see educators as people who can signpost them to more specialist mental health support.

Other forms of healthcare and social support

Across the consultation, the small number of proposals and recommendations given related to health care (other than mental health) can broadly be interpreted as a call for **greater investment and resourcing in healthcare services and social support in general**. There was **some suggestion to make healthcare services more accessible through schools**. However, it is clear the situation is highly variable between countries, with some young people not identifying this as a significant change needed.

Young people with disabilities, transgender young people and young people with chronic health conditions identified the need for health services that better met their needs.

There were no pronounced themes in the consultant that clearly identified the changes in other forms of social support (e.g., social work and care, social protection etc), with the exception of access to housing, which is discussed in section 3.5.

3.5 Cross cutting changes

Increasing young people's access to information on rights and opportunities

The consultation identified the need to:

- 1. Increase young people's access to information on their rights.**
- 2. Increase young people's access to information on the opportunities and support available to them.**

(See section 1.5 on Barriers to information for more details of specific information topics).

It was stressed that this **information needs to be well targeted**, to ensure it reaches all young people.

'There is an emphasis on the need to ensure that information about supports that can improve their lives is shared correctly and reaches the target audience'

The Portuguese NWG Report

'Attending to disseminating accurate information and ensuring equitable opportunities and access to information for all youth cohorts is imperative.'

The Estonian NWG Report

The EUYC in Alicante highlighted the importance of *'tailor[ing] the language and channel of information to the target groups through target group participation in its creation and implementation.'*

In the EUYD consultation, various suggestions for the delivery of youth information were made including:

- Centralised platforms or websites where all opportunities and support measures for young people are easily accessible and online promotion campaigns.
- General awareness campaigns for young people on the types of social help or resources available, and better communication of public and social services generally.
- Targeted awareness campaigns for specific groups of young people with fewer opportunities, using channels that resonate with those groups.
- Better use of non-formal education activities and informational events, by school student and youth councils, local youth organisations or other organisations working with young people.
- Information events on available educational opportunities such as Erasmus+.
- Career guidance and support services as well as youth information services.

'Informational events should be held to better inform young people and their parents about various opportunities both locally and internationally, including programs like Erasmus+.'

The Latvian NWG Report

'The young people stressed the need for better awareness of available opportunities, suggesting a reorganisation of youth information and increased collaboration among entities working with young individuals.'

The Maltese NWG Report

Working groups at **The EUYC in Alicante** also identified several changes needed relating to promoting **young people's digital literacy** and **access to digital technologies**.

- *'Ensure every young person has access to using electronic devices and the internet by 2030 in order to access information, opportunities, training, and thereby exercising their rights enhancing their autonomy and independent decision-making.'*

- *'Enhance digital literacy, from the baseline of computer skills to advanced digital competencies.'*

As well as to address **issues of information disorder** (so called fake news) online:

- *'Engage with social media platforms to promote transparency and honesty about their algorithms. Push for changes that expand content variety, helping to break the cycle of repetitive information and reduce division. Ensure that young people have access to diverse viewpoints from different sources. We should take strict action against non-compliant firms.'*
- *Increase fact-checking and media literacy.'*

Structural changes 1: Housing, financial insecurity, and economic inequality

The consultation responses highlighted the need to **ensure the labour market and economy provides access to stable, well paid employment and work opportunities and secure income for young people**. This included reducing precarious employment and unemployment, providing greater financial security, and reducing cost of living. However, concrete measures for how this might be achieved were not generally identified.

Various measures were suggested to **ensure young people were better financially protected by accessing state subsidies or by having higher wages**. The EUYC in Alicante identified the need to *'push for the implementation of a minimum income from the age of 18 in every country'* and there were various calls to enhance minimum wage rates for young people and ensure that these were not varied by age (e.g. different rates for over and under 25-year-olds). There were also calls for universal youth incomes and financial start up incentives for young people as well as subsidies during first-time employment.

Considering issues of housing, there were recommendations in the consultation to:

- 1) **Make housing more affordable to young people**, through measures such as rent caps and reduction, reduced house prices, construction of cheaper state-funded rental housing or low costs rental housing programmes. The EUYC in Alicante proposed *'creating decent social housing programs that focus on young people with fewer opportunities.'*
- 2) **Improve access to accommodation whilst in education**, though measures such as such as increasing availability of student dormitories, reducing the costs of student accommodation, reserved flats for trainees and students, assistance in finding lower-priced options, modernising and constructing new dormitories, help for young people unable to provide a guarantor.

Structural changes 2: Transport

Recognising that transport is an enabler to accessing social rights and support the consultation identified the need to:

- 1) **Improve public transport infrastructure and transport services, particularly in rural areas.**

- 2) **Reduce or remove the cost of public transport for young people** - for instance by providing free public transport to students, to young people with fewer opportunities or simply to all young people.
- 3) **Increase the physical accessibility of public transport for young people with disabilities.**

This build on the changes needed identified by working groups in at the **EUYC in Alicante**:

- *‘Provide a new EU-wide standard for public transportation.*
- *Improve infrastructures and sustainable means of transport to develop mobility in rural areas*
- *Provide affordable and accessible public transportation for youth, especially in rural areas and for those with disabilities. Prioritise enhanced safety and improved connectivity.’*

In the consultation there were also clear recommendations in the consultation to **increase the physical accessibility of public infrastructure and public spaces for young people with disabilities.**

Structural changes 3: Policy making

Across the various NWG and INGYO reports, a general sentiment for improvements in policy making relating to social inclusion was expressed, though concrete details of what this involved were not always elaborated.

‘The overarching trend is a demand for systemic change across educational, labour, and healthcare sectors. Young people are asking for reforms that not only address immediate concerns but also lay the foundation for long-term societal change ... Recommendations include policy reforms to modernise education, create fair and inclusive labour markets, and improve healthcare accessibility. There is also a need for platforms where young voices are heard and considered in policy making, ensuring that the solutions implemented are reflective of their needs and aspirations’

The Netherlands NWG Report

Between the various reports and the outcomes several actions needed within policy making can be identified:

- 1) **Strengthening of youth policies in general** - The perceived lack of attention to youth issues was said to contribute to barriers in achieving full inclusion, as the essential perspectives and needs of young individuals are not adequately addressed within the broader societal framework. The EUYC in Alicante identified the need for:
 - *‘Mainstreaming youth in policies: Integrate youth concerns into all policies by considering the diverse needs of this heterogeneous group. Implement youth impact assessments across all policies, not limited to youth-specific policies, to ensure that the interests and needs of young people are considered comprehensively.’*
 - *‘Youth policies at all levels need to be evidence based, co-managed, cross-sectional, actively targeting youth with fewer opportunities, follow international standards, fully*

funded, actively implemented and ensuring a fully inclusive and thriving youth community'

- 2) **Development of stronger inclusion policies and strategies** including **strategies and policies which targeted specific groups** of young people with fewer opportunities. This involves the **prioritisation of public funding and resources** towards those young people with fewer opportunities or to geographic areas of high disadvantaged (e.g. by increasing the number of clubs, youth centres in housing estates with a higher proportion of low-income earners). Overall, it was said there is a need for more targeted and comprehensive strategies to ensure that all young people, regardless of their background, have full access to quality education, supportive educators, fair work opportunities, and adequate healthcare and social support. There was said to be a need for policy and policy making which recognised a range of disadvantages and intersections and created a society of equal opportunities for young generations, and that promoted meritocracy. The EUYC in Alicante identified the need for:

- *'Implementation of a comprehensive and coordinated approach to address the needs of excluded and marginalised young people, especially NEETs (Not in Education, Employment, or Training) by strengthening cooperation and fostering interconnection among public services at all levels.'*
- *'Prioritising funding of public services to specific areas, as people from lower socioeconomic or rural backgrounds are more adversely affected by underfunding of healthcare, public transport, or housing'*

- 3) **Better use of equalities and human rights legislation and frameworks**, including increased enforcement of laws protecting minority groups

'We call for governments and institutions to act and implement policies and laws that combat discrimination and exclusion, with special attention to young people. Especially, promoting and defending Human Rights should be at the core of all policy actions enabling everyone to enjoy a dignified life in Europe'

World Organization of the Scout Movement Expert Statement

- 4) **Stronger involvement of young people in policy making particularly young people with fewer opportunities**. This topic is already elaborated in the [EUYD8 Consultation Results](#). The working groups at the EUYC in Alicante identified the need for *input from young people and all their diversity into political, decision making, and implementation processes.*
- 5) Promotion of **strategies and policies that encourage partnership and collaboration** between the government, civil society organisations, youth and educational institutions, and businesses to build synergy around the theme of social inclusion.

Structural Changes 3: Culture and society

The general sentiment within the consultation was **a need to reduce discrimination, foster empathy, and promote tolerance and respect for diversity**.

'The value mentality must change - everyone must understand that everyone is valuable and important.'

Latvian NWG Report

It was identified that this could be addressed **through education on the topic on social inclusion and non-discrimination** (see Section 3.1). The working groups at the EUYC in Alicante identified:

- *'In order to abolish hate speech and foster acceptance, young people and educators should be educated on sensitive topics (like gender & sexuality, to name a few) and civic competence in a neutral way.'*
- *'We need to raise awareness not only through activities for everybody, but also through mandatory courses involving NGOs in formal education and continuously fighting disinformation caused by a stereotypical mindset.'*

Section 4 Role of the youth field in relation to social inclusion

This section explores Role of the youth field in relation to social inclusion as identified through EUYD10 qualitative consultation. National Working Groups (NWGs) within the consultation were asked to design their consultation activities using the guiding question:

How can youth work and the youth field better enable the full inclusion of all young people within society, especially young people with fewer opportunities?

This includes:

- *The sorts of good practices that might be undertaken within the youth field to promote inclusion.*
- *The types of outreach methods which might be used to engage young people with fewer opportunities.*
- *The role that youth workers and other educators in the youth field might play to promote inclusion and access to social rights.*
- *The actions the youth field might take to promote the social rights of young people with fewer opportunities*

This consultation question was optional for NWGs, and it was suggested it should be explored with young people who have an understanding of youth work or the youth field, or by using methods which enable young people to develop this understanding

Various responses were given throughout NWG reports and INGYO expert statements. This section summaries the main findings in relation to this consultation question, although examples of good practice have also been incorporated into section 2 of this report.

4.1 Role of the youth field and youth work in relation to social inclusion

Based on the various NWG reports and INGYO statements, it is clear that youth work and the youth field currently plays a variety of roles in relation to supporting social inclusion. These can be summarised as:

Providing places of belonging and mutual support

It was said that access to a youth centre, youth space or similar can provide young people with a space and community of belonging. This helps young people feel part of something meaningful, providing a platform for social connection, self-expression, fostering acceptance and a stronger sense of community, solidarity. This was said to be particularly important for young people with fewer opportunities who experience issues of exclusion elsewhere.

'An overarching trend in the focus group discussions with young people with fewer opportunities was the importance of peer support groups and organisations. The participants mentioned them as key places where they feel normal and included'

Finnish NWG Report

The reports noted that emphasising a relaxed atmosphere, a friendly approach, and information on accessibility created inclusive spaces, raised awareness, and developed places where young people with fewer opportunities could safely express their needs and issues. This in turn led to the development of informal peer to peer support between participants.

Creating opportunities for contact with diversity and fostering social cohesion

Various reports highlighted the importance of youth activities which enabled collaboration among young people from various language, social and cultural groups. Examples were given of leisure and cultural activities (such as social game nights, hangouts, and sports) which brought young people from different backgrounds together to promote acceptance and openness, eliminate prejudices and learn to think and plan inclusively for all groups in society.

Providing access to support

The role of youth work in providing direct support to young people around issues of social inclusion and access to social rights was highlighted. This included things such as support with transition from education to employment, but also support in times of crisis, with personal and social development and support to better enable participation in community life.

Support was said to currently occur in three ways:

- **Direct support from a youth worker, youth leader (or similar) to a young person** - providing programmes of education and development, 1 to 1 counselling and advice, and encouraging the participation of young people in societal activities.
- **Creating peer-to-peer support networks between young people** - by developing spaces and platforms for connection with other groups of young people, youth work

was said to enable informal peer-to-peer support between participants in youth projects.

- **Youth workers informing and signposting young people to access other forms of support** - by acting as a link between young people and various (non-youth work) support services, youth workers can act to lower the barriers to accessing support around social inclusion and help make young people more informed of them

The importance of youth work as a **low threshold** point of access to gaining support was highlighted. This was said to be particularly important for young people with fewer opportunities who may experience barriers to accessing other services and forms of support.

The value of **support targeted at specific groups** (e.g. young Travellers) of young people with fewer opportunities was also raised. This was said to allow projects and youth opportunities which better understood and met the needs of those young people. A key part of this also seemed to be about young people being able to identify that the youth project/organisation was specifically for them and was aligned with their needs and interests.

Advocacy for the rights of young people with fewer opportunities

Several reports identified the role that youth organisations (and civil society organisations working with young people) play in **advocating for the rights, needs and interests of specific groups of young people with fewer opportunities**, as well as for young people in general. It was said this occurred through participation in movements such as anti-racism campaigns or engagement in LGBTQ pride. For some young people with fewer opportunities, it was clear that they saw parts of the youth sector, particularly civil society organisations, as one of the few institutions that was aligned with their interests.

'The role of NGOs in making diversity more visible was highlighted in many discussions, but especially in a focus group discussion with Roma youth. The participants felt that Roma organisations and projects have a crucial role in preventive work, and expressed that such actors are the only ones who they felt were actually on their side'

Finnish NWG Report

'[Young people with hearing loss and deafness] highlighted the crucial role of the youth sector in giving visibility to their unique challenges and increasing awareness within society. They expressed a desire for platforms that amplify their voices, break the stereotypes, and foster understanding. The emphasis on societal awareness was seen as essential in addressing misconceptions and fostering a more inclusive environment ... the majority of the group shared experiences of concealing their disability due to fear of differential treatment, fewer opportunities, and potential job loss. So, they see the youth sector and youth work as a means towards a social change that will enable them to access equality in all aspects of life'

Maltese NWG report

4.2 Actions the youth field might take to better promote social inclusion

The German NWG raised an important point on the current limitations of the youth field to address social inclusion.

'York work is not the answer to society's systematic problems. The misuse of youth work as a repair shop by state agencies must be rejected in terms of youth policy. These problems must be solved where they arise. The attempt to solve the problems half-heartedly (because of too few staff and too little money, with still high hurdles, extra effort for those affected, etc.) retrospectively with youth work is part of the problem of a lack of social participation.'

German NWG Report

The various NWG and IYNGO reports suggest that the following actions might be needed for the youth field to better support the social inclusion of young people, especially those with fewer opportunities:

At a policy level:

- 1) **Strengthening the recognition, legal basis and policy support for youth work and non-formal education**, including development of national youth strategies and policy in countries that lack this - as a method for strengthening the youth field as a whole
- 2) **Expanding youth policy to work cross sectorally** with other policy areas such as economic and labour policy, mental health, transport, and housing. To allow for stronger advocacy for the needs and interests of young people, especially those with fewer opportunities within these policy areas.
- 3) **Strengthening the advocacy and participatory work** undertaken by the youth field and youth civil society to ensure the voices and views of young people, particularly those with fewer opportunities are better taken into account **across all areas of policy**.

At a delivery level:

- 1) **Increasing the capacity building the youth field to be able to address gaps in the delivery of non- formal education** (see Section 1.1) This might require:
 - a. Increasing funding to the youth field as a whole and/or prioritising funding or resources toward young people with fewer opportunities or programmes and organisations that support social inclusion.
 - b. Investing in the training and competence of youth workers, youth leaders and young volunteers to better work with young people with fewer opportunities.
 - c. Investing in reducing or removing access barriers to existing youth programmes and projects (see Section 1.1)
 - d. Building stronger networks between the youth field and other sectors such as formal education, employers, and mental health to better support collaboration around social inclusion.

- 2) **Increase the visibility of youth field programmes and support offered by the youth field to young people with fewer opportunities** through youth information, awareness raising and outreach measures (See Section 3.5).
- 3) **Enhancing the role the youth field plays in providing information to young people on their rights and opportunities that might support their inclusion** (See Section 3.5).

Annex: Participant and methodological details

Consultation phase methodology

The EUYD10 consultation phase ran from July 2023 to January 2024. During this time NWGs in the member states of the European Union and INGYOs conducted consultation activities with young people on the themes of the cycle.

To inform the consultation activities a thematic framework and methodological guidance was created by the researchers supporting the cycle, under the guidance of the ESG. Guiding questions were developed to support this (see findings chapters). NWGs were asked to use a variety of consultation methods with young people with an emphasis on qualitative meaningful participation. INGYOs were asked to submit an expert's statement report, and to participate in an online roundtable discussion. Support was also provided to all stakeholders via the Inclusion Toolbox³ prepared by the Belgian Presidency of the Council of the EU.

Each NWG produced a report of its consultation findings. In total there were 28 NWG reports received. Romania was the only country which did not submit a report. Belgium submitted three reports, one for each of the Belgian communities. Experts statement reports were submitted by 4 INYGOs (ATD Fourth World, European Union of Jewish Students, World association of Girl Guides and Girl Scouts, World Organization of the Scout Movement).

This data was thematically analysed by the researchers supporting EUYD10 to produce this consultation phase reports. The findings of the European Youth Conference in Alicante (1 - 4 October 2023) were also incorporated.

³ *Toolbox: how to make the EU Youth Dialogue more inclusive*. Available at <https://youth-goals.eu/lab/toolbox-how-to-make-the-eu-youth-dialogue-more-inclusive>, accessed 19 February 2024.

Methods used by NWGs

Face to face methods of consultation was the most commonly used method, with all NWGs delivering this form of activity.

Method	% of NWGs using this method
Visual participatory methods	11.1%
Social media polls	11.1%
Other methods	14.8%
Other survey (not based on standard EUYD10 survey questions)	37.0%
Online meetings	51.9%
Survey based on standard EUYD10 survey questions	63.0%
Face-to-face activities	100%

*Data from the Swedish NWG is not included in this table due to late submission

Participants details

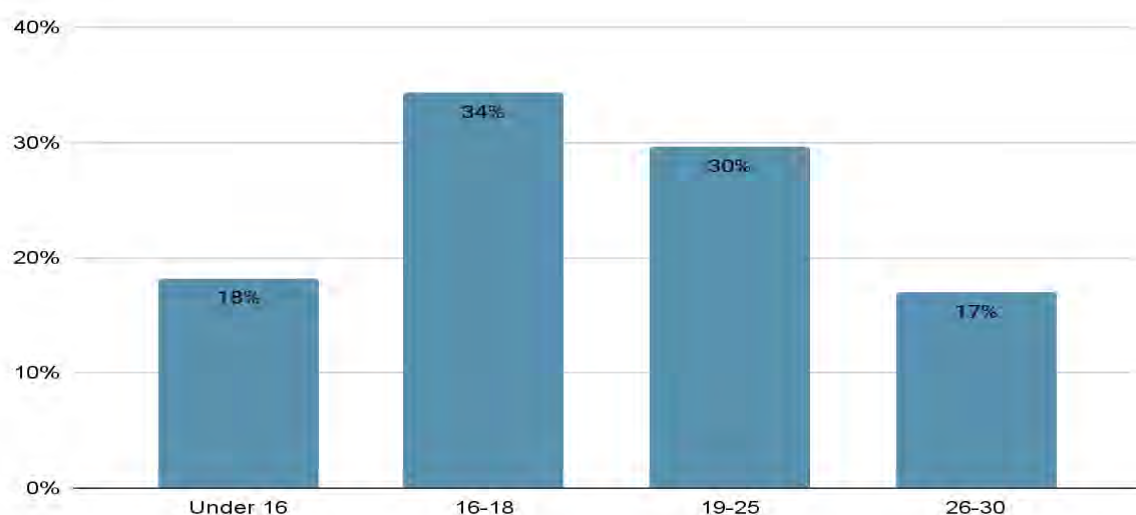
Overall, an estimated **28723** young people took part in EUYD10. This included:

- **9831** who took part in meaningful participation activities (physical or virtual events, visual methodologies, or any activity requiring dialogue or engagement for in dialogue with others for a continued period of time)
- **18892** who gave feedback through other means (surveys, social media opinion polls and comments online and other similar consultation activities).

Age of participants

Age of participants is shown in the graph below. The proportion of EUYD10 participants who are 18 or under (52%) has risen substantially compared to EUYD9 (26.7%) bringing it back to a similar rate within previous cycles.

Graph 1: Age of participants



Gender and backgrounds of participants

Around 60.1% of participants provided details on their backgrounds (see Appendix: EUYD 10 participant data). Based on this sample, backgrounds of participants are shown in the table below. This is compared to the previous two cycles and the EU-27 benchmark target, which illustrates the proportion of young people expected from that background, had they been randomly selected from European youth.⁴

⁴ For details see Moxon D., Barta O. [2023]. Evaluation of participant inclusion levels within the EU Youth Dialogue. EU-CoE Youth Partnership.

Table 1: Marginalised groups and gender

	EUJD8*	EUJD9	EUJD10	EU-27 Benchmark target
Gender	F= 60.9% M= 38.6% Other gender = 0.5%	F = 63.7% M= 34.3% Other gender = 1.9%	F = 56.0% M= 42.2% Other gender = 1.8%	Equal Male:Female Ratio, no benchmark for Other gender
% of participants identifying as having a disability	3.7%	19.2%	6.6%	1.95%
% of participants identifying as being part of a religious minority group	8.0%	20.8%	23.1%	4.58%
% of participants identifying as being part of an ethnic minority group	11.7%	20.3%	14.5%	4.21%
% of participants identifying as LGBT or sexuality other than heterosexual	8.2%	28.0%	14.7%	3.15%
% of participants who are Not in education employment or training (NEET)	5.8%	9.6%	14.5%	11.20% (applies to EUJD10 only)
% of participants who are living in rural areas	34.4%	26.3%	30.1%	32.25%
% of participants with no parent holding a university degree	-	-	48.6%	-
% of participants taking part in EUJD for the first time	-	-	84.2%	-

*EUJD8 consultations took place during COVID-19 social distancing restrictions, figures for the common European survey are not included in this column.

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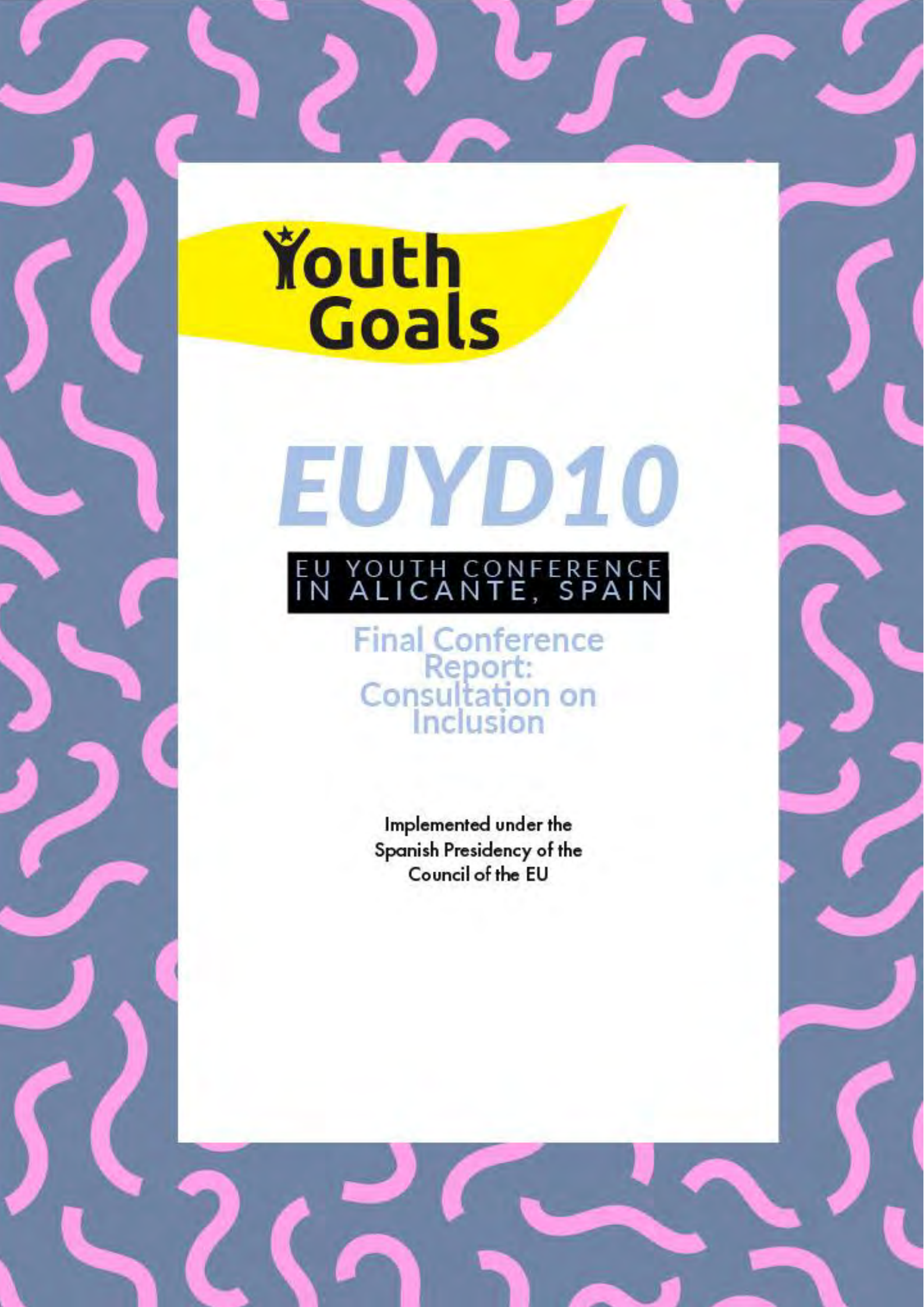
Working Group	with attributions made by the working group to:
The Austrian National Working Group	• Austrian National Youth Council
The Belgium French Community National Working Group	
The Belgium Flemish Community National Working Group	
The Belgian German Speaking Community National Working Group	• Lena Pankert and Caroline Leusch (Ministry of the German-speaking Community) • Michelle Krings (National Agency of the German speaking Community) • Hannah Gässler (Intern at the Youth Office of the German speaking Community) • Lara Bongartz (Youth Council of the German speaking Community)
The Bulgarian National Working Group	
The Croatian National Working Group	
The Cyprus National Working Group	• Pool of Trainers of the Cyprus Youth Council (CYC) • CYCs Youth Ambassadors Team for the EU Youth Dialogue • Andreas Kyprianides • Christiana Xenofontos • Christina Yiannapi • Adamantia Zisimopoulou
The Czechia National Working Group	• Czech Council of Children and Youth (Nela Andresová, Lucie Bíbová, Michaela Doležalová, Zuzana Wildová) • Czech Streetwork Association • Ministry of Education, Youth and Sports • EUTIS
The Danish National Working Group	• Emilie Ghali • Sofus Otto
The Estonian National Working Group	• Triin Roos
The Finnish National Working Group	• Jarkko Lehtikainen (Allianssi) • Mari Niiranen (Allianssi)
The French National Working Group	• Anestaps (Association Nationale des Etudiants en STAPS) • Crajep Polynésie (Comité pour les relations régionales des associations de jeunesse et d'éducation populaire) • FAGE (Fédération des Associations Générales)

	Etudiantes) • Jeunes Européens France • MFR (Maisons Familiales et Rurales) • UFAL (Union des Familles Laïques)
The German National Working Group	
The Greek National Working Group	• Ministry of Social Cohesion and Family Iliana Anastopoulou (Coordinator) • (Association of Active Youths of Florina - Europe Direct Western Macedonia) • (KMOP-Social Action and Innovation Center) • Ariadni Matraka: Unit Coordinator Civil Society and Democracy Unit – KMOP-Social Action and Innovation Center
The Hungarian National Working Group	• Nemzeti Ifjúsági Tanács • BAUER, Béla PhD • GONDI-BOKÁNYI, Zita • ÉBL, Zsuzsanna PhD
The Irish National Working Group	• Deborah Erwin • Jean-Marie Cullen • Dermot O'Brien
The Italian National Working Group	• Silvia Crocitta – CNG, Responsible in charge for the 10th Cycle of EU Youth Dialogue
The Latvian National Working Group	
The Lithuanian National Working Group	
The Luxembourg National Working Group	• NWG Luxembourg, coordinated by the National Youth Council of Luxembourg (de Jugendrot/CGJL) • EU Youth Delegates 2023-2024 (Sara Gabrielli, Harry Lamamra, Ricardo Tavares) • Jugendparlament Luxembourg • CNEL – Conférence Nationale des Elèves du Luxembourg • DLJ – Daachverband vun de Lëtzebuerger Jugendstrukturen • ANIJ – Agence Nationale d'Information pour Jeunes • MENJE – Ministère de l'Education Nationale, de l'Enfance et de la Jeunesse
The Maltese National Working Group	
The Portuguese National Working Group	• Câmara Municipal de Coimbra • Câmara Municipal da Mealhada • Câmara Municipal de Paredes • Câmara Municipal da Maia • Câmara Municipal de Guimarães • Câmara Municipal de Lagos - Escola Secundária Júlio Dantas e Escola Secundária Gil • Eanes • Câmara Municipal de Almada

	• Câmara Municipal de Castro Daire • Câmara Municipal de São Brás de Alportel • Câmara Municipal de Cascais
The Polish National Working Group	• Youth Initiatives Foundation • Children and Youth Council of the Republic of Poland • The Council for Dialogue with the Young Generation
The Slovakian National Working Group	• Zlatica Pecháčová; Researcher at RmS (Slovak Youth Council)
The Slovenian National Working Group	• National Youth Council of Slovenia • EUYD Ambassadors: Tea Kelavić, Eva Miklavec, Ajda Podlesnik, Val Stankovič Pangerc, Jan Verovšek
The Spanish National Working Group	• Cindie Capel Durán • Claudia Lera García • Iker Zalbidea Reguera • Juan Antonio Báez Morín • Leire Ibarra Sainz • María Arroyo Ces • Miguel Lucea Jimeno • Ramón Sánchez Hernández • Tamar Lavado Huerta • Xabier Triana Gómez
The Swedish National Working Group	• Sandra Daniel, LSU • LSU - Landsrådet för Sveriges barn- och ungdomsorganisationer
The Netherlands National Working Group	• Hanna Scheffer • Xaviera van Beusekom • Shareena Obispo • Rozemarijn Modderman • Leah Corsmit • Lotte Prins • Christie Stiphout • Linda Janmaat • Malou Durve • Maurice Knijnenburg
The International Non-Governmental Youth Organisations (INYGOs) who submitted export statements	• ATD Fourth World • EUJS - European Union of Jewish Students • WAGGS - World Association of Girl Guides and Girl Scouts • WOSM - World Organisation of the Scout Movement

BACKGROUND CATEGORIES

Note: This spreadsheet contains figures reported by NWGs with minimal alteration and verification. In some cases errors in reporting can be identified and rows do not sum as expected



**Youth
Goals**

EUYD10

**EU YOUTH CONFERENCE
IN ALICANTE, SPAIN**

**Final Conference
Report:
Consultation on
Inclusion**

**Implemented under the
Spanish Presidency of the
Council of the EU**

Title: **EUYD10 EU Youth Conference in Alicante, Spain. Final Conference Report: Consultation on Inclusion**

Authors: Ondřej **BÁRTA** and Dan **MOXON** on behalf of People, Dialogue and Change

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Executive Summary

The EU Youth Conference (EUYC) was held in Alicante, Spain, from 2nd to 4th October 2023 during the Spanish Presidency of the Council of the EU, launching the 10th Cycle of the EU Youth Dialogue (EUYD10) with a focus on Youth Goal no.3, *"Enable and ensure the inclusion of all young people in society."* The conference aimed to serve as a major consultation event, addressing barriers, support structures, necessary changes in the realm of inclusion, as well as contributions by the youth field. Participants, aided by a web-based application, contributed written outcomes to inform the EUYD10 consultation phase report, thus shaping the overall EUYD10 outcomes. This report summarises the conference discussions and includes verbatim outcomes from working groups, along with the full conference programme in the annex.

In the discussion on barriers, several key challenges were highlighted by the EUYC Alicante participants. These included the absence of vital connections, be they among different generations, geographical disparities, or in terms of perceptions. Furthermore, the lack of resources, encompassing financial constraints, housing issues, skill shortages, and information deficits, were all pointed out. Insufficient recognition was another issue, not only concerning the competences acquired but also in acknowledging professionals in the youth field. Access obstacles, whether in education, infrastructure, or information, were also noted, alongside a shortage of initiatives addressing exclusion and inequality on the EU, national, and other levels. Moreover, the lack of diversity in school classrooms and the digital divide, involving disparities in hardware and software access as well as digital competency, were identified as barriers.

Regarding the necessary changes, the EUYC Alicante participants pointed out the need for complex approaches. This included mainstreaming youth policy, ensuring the active involvement of young people at all stages of policymaking, from design to implementation and evaluation. The focus needs to be on evidence-based, cross-sectoral youth policy which is co-managed by youth themselves. Universal income was suggested as a tool to combat exclusion in a broad sense, and improved funding across various domains, such as healthcare and public transport, was highlighted. Establishing outreach structures with youth and youth field experts, offering comprehensive education through non-formal learning and capacity building, addressing misinformation and the digital divide, enhancing access, particularly in mental healthcare, promoting transparency in social media algorithms, and setting EU-wide standards for public transportation were all emphasised as essential changes.

EUYC Alicante participants also underscored several youth work priorities. They called for increased support, resources, and awareness around working with diverse youth groups, emphasizing inclusion and intersectionality. They highlighted the importance of nurturing active listening, establishing trust, and creating safe spaces for youth participation. Recommendations included engagement with marginalized youth, intergenerational learning, and citizenship competences. Additionally, participants suggested measures to enhance the accessibility of EU mobility schemes. For the youth field generally, they proposed networking platforms, cultural exchange via EU mobility schemes, critical thinking skills, diverse consultation activities, representation support, policymaker engagement, and revised inclusion criteria. Outreach methods covered sports, arts events, social media, foster homes, peer learning, NGO networking, and more. Further suggestions involved strengthening civic education, implementing Advisory Councils on Equality and Inclusion, rural youth outreach, the EU Youth Test, support for national youth councils, increased interaction between young people and EU decision-makers, transportation funding for rural youth, urban accessibility improvements, and positive discrimination approaches.

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Introduction

The EU Youth Conference (EUYC) took place in Alicante, Spain on 2nd to 4th October 2023 under the Spanish Presidency of the Council of the EU. It was the first EUYC under the Trio Presidency Spain-Belgium-Hungary and it introduced the 10th Cycle of the EU Youth Dialogue (EUYD). The thematic framework of the 10th Cycle of the EU Youth Dialogue (EUYD10) was defined by Youth Goal no.3 “Enable and ensure the inclusion of all young people in society” and summarised under the title “WE NEED YOUTH”.

The objective of the EUYC Alicante was to serve as a major consultation event and therefore to contribute to the consultation phase of the EUYD10. This was done by dividing participants in to working groups which deliberated on three key guiding questions defined by the Trio Presidency, namely on barriers, support structures, and necessary changes in the domain of inclusion. Youth delegates worked towards creating written outcomes which are subsequently to be taken into account when compiling the overall EUYD consultation phase report, therefore allowing the EUYC Alicante participants to contribute to shaping general EUYD10 outcomes and impacts. The participants of the EUYC Alicante were supported by a web-based application in which the agenda, profiles of all participants and speakers, as well as videos and photos were shared.

This report summarises the key discussions from the EUYC Alicante, and it also provides verbatim outcomes of the working group efforts, as well as the full conference programme in the annex.

Diversity Survey

The EUYC Alicante participants were offered a chance to participate in a diversity survey where several questions concerning the background of the various delegates were asked. In total, 106 participants took part in the survey, constituting a response rate of 48.4%. It is important to keep this response rate in mind as it clearly shows that not all of the EUYC Alicante participants took up the opportunity to fill in the diversity survey and all results only refer to those who kindly did.

Only a small minority of survey respondents was aged 16-18 (7%), while most respondents were aged 19-25 (41%) and over 30 (31%), with a rather large group of respondents aged 26-30 (22%). Most of the survey respondents were female (58%) with only single percentages among those who identified as other gender or preferred not to answer.

31% of the survey respondents claim to have been victims of hate speech and 44% of them claim to have been victims of discrimination. When it comes to belonging to various minorities, survey respondents claimed to belong to the following ones:

- Ethnic minority: 11%
- Religious minority: 5%
- LGBT minority: 19%
- Linguistic minority: 7%
- Living with a disability: 6%
- Living with long-term health conditions: 18%
- Living in a rural or remote area: 19%

Only 3% of the survey respondents fell into the category of young people not in employment, education, or training (NEETs), with 57% of respondents working full time, 28% working part time, and 37% being in full time education. More than half of the survey respondents claimed to come from families with university backgrounds (54%), while 17% of the survey participants were deeply worried about financial matters in their everyday lives. Lastly, 41% of respondents claimed to have been newcomers to the EUYD processes, with the EUYC Alicante being their first ever activity within the EUYD context.

Official Opening

Mr. David Veloso, the Director General of the Institute for Youth of Spain, welcomed all participants and thanked the Spanish Youth Council for their help in designing and implementing the EUYC Alicante. He stressed that Alicante is a symbolic space, on the shores of the Mediterranean Sea symbolising openness. He stressed the role of the European Youth goals in setting the agenda of the youth policy in Europe, and especially in events and processes which invite young people to take part in democratic deliberations, making it more possible for the policymakers to listen to the demands of young people. Mr. Veloso mentioned the need to include young people of all genders, devote energy to mental health challenges young people face, and the need to tackle lack of opportunities as well as the climate crisis, both of which influence young people to a large extent. Mr. Veloso also underlined that the current EUYD10 cycle is focusing on improvements in society, inclusion, and the commitment not to leave anyone behind, be it women, LGBT community, or youth from immigrant backgrounds. He also thanked the other Presidency countries for their kind support in preparing and implementing the EUYC Alicante.

Ms. Andrea González Henry, President of the National Youth Council of Spain, expressed gratitude to the policymakers who are present not only at the EUYC Alicante, but also during the wider EUYD10 processes, and stressed the gratefulness for being invited to co-design and co-implement the EUYC Alicante. She welcomed all youth delegates and recognised also the importance of the presence of the delegates from the EU candidate countries at the EUYC Alicante. She underscored the role of youth councils in all phases of political processes, especially in the development of policies, and in their implementation and evaluation. Ms. Henry further mentioned the negative impacts of omitting youth in policymaking and stated that youth delegates are present to make their voices heard, committing to making the world of the future to be better than the one we have today. Late age of youth independence, increasing mental health issues and suicide rates, climate change, gender inequality, and many other topics were mentioned as key challenges to tackle, all of them linking closely with the topic of social inclusion. Furthermore, she stressed that policies should be critically explored with respect to how adult-centred they are and what that means for youth. Ms. Henry welcomed everyone to enjoy the deliberation processes as well as their stay in Alicante.

Conference facilitators **Ms. Clara Drammeh** and **Ms. Covadonga Salvador** introduced various groups of participants to each other, initiated first plenary deliberations on various aspects of inclusion, and subsequently invited next speakers to the stage.



Getting to know the EUYD and the 10th Cycle of the EUYD

Ms. Biliana Sirakova, the EU Youth Coordinator attending the EUYC Alicante on behalf of the European Commission, introduced colleagues from other EU institutions who also attended the EUYC Alicante, and continued to introduce the EUYD as a long-term youth participation process taking place within the EU and being supported by the EU with a long history of being implemented for 13 years (since 2010). She stressed the general priorities of the EUYD, namely: youth participation, youth perspective in policymaking, and European citizenship and sense of belonging. Ms. Sirakova also linked the EUYD to the current EU Youth Strategy 2019-2027, stressing that the EUYD is one of the implementation instruments of the EU Youth Strategy. She also summarised the origins of the EUYD, underlining the importance of key policy documents, such as the 2001 European Commission White Paper on Youth, and also showcased outcomes of the different cycles of the EUYD (e.g., various Council documents adopted as a result of the EUYD). She outlined the key processes which take place during each EUYD cycle, and also stressed more recent developments such as more precise objectives, presence of youth researchers to support the whole process, and also the leading role of the national youth councils in the National Working Groups of the EUYD.

Mr. Nicholas Kujala, Board Member of the European Youth Forum (YFJ), welcomed the participants to the EUYC in Alicante. He stressed the extraordinary circumstances of the current world stage: the COVID pandemic, the Russian full-scale invasion of Ukraine, and many others, and thanked everyone for their resilience in keeping up the work towards youth participation. He underlined the importance of thousands of young people who take part in national consultations during the EUYD, providing guidance to policymakers with respect to youth priorities. He stressed the importance of including young people in policymaking at all levels, and especially at the EU level, stressing important developments such as the Youth Guarantee, or the European Youth Goals which are directly linked to former EUYD processes. Awareness of EUYD results among the decision-makers is key for such developments to occur, Mr. Kujala pointed out, and he stressed the role of the YFJ in designing and organising the EUYD processes, including the EUYCs, such as representing institutional memory of the whole process, or supporting national youth councils as the driving force of the National Working Groups of the EUYD.

Introduction by the NYCs of Trio countries

A panel took place featuring three speakers: Germán Antón from the Spanish National Youth Council, Zoé Noël from a Belgian National Youth Council, and Benita Czirk from the Hungarian National Youth Council.

Mr. Germán Antón, Secretary of the Spanish National Youth Council, stressed that young people continue pointing out certain key challenges, such as poverty and exclusion, access to technology and employment, and others. On top of facing these challenges, Mr. Antón highlighted that there are specific groups of young people who must overcome additional barriers in accessing various services and in participating in public matters, such as the rural youth, various gender and sexual minorities, youth from immigrant backgrounds, and many others.

Ms. Zoé Noël, Youth Dialogue Project Manager at a Belgian French Community National Youth Council, underlined that she represents all three National Youth Councils of Belgium, and thanked all stakeholders who support the EUYD processes. She stressed the importance of celebrating the 10th Cycle of the EUYD via new, innovative, specific tools, and to contribute towards this goal, she presented the [Inclusion Toolkit](#), an online toolbox prepared by the Belgian Presidency in cooperation

with their counterparts in Spain and Hungary. These are optional tools built to serve as inspiration and support for more inclusive consultations during the EUYD.

Ms. Benita Czirk, Policy Officer for EU Affairs at the Hungarian National Youth Council, underlined the importance of meaningful youth participation, and noted that it is necessary not only to celebrate the 10th anniversary of the EUYD, but also to support its further development, as well as to support concrete policy proposals to be implemented in line with the EUYD outcomes. Ms. Czirk introduced two concrete projects which took place in Hungary as results of the EUYD, such as the DIYO project which supports capacity building and competence development in the domain of inclusive and value-based youth work. She also introduced projects to be started as a result of the work of the current Trio, including research and studies.

Presentation of the Youth Goal #3 and relevance in the 10th cycle of EUYD

Ms. Karen Vandeweghe, Deputy Head of Unit for the Youth and Volunteer Solidarity Unit, DG EAC, at the European Commission, stated that challenges young people face are especially hard for young people from disadvantaged backgrounds, be it in the domain of economic, geographic, or social obstacles. Equality is therefore a paramount democratic value, ensuring no one is left behind. The EU took steps to increase equality by creating various frameworks to tackle inclusion of concrete subgroups (e.g., Roma), by building the EU Anti-racism Action Plan 2020-2025, but also through long-term mechanisms such as the Erasmus+ and European Solidarity Corps programmes. Skills development component of these programmes, as well as participation components of the programmes are to contribute to inclusion enhancement. Inclusion and Diversity Strategy 2021-2027 is another key framework outlining various measures, such as support for disadvantaged young people to take part in Erasmus+ or the European Solidarity Corps, but also support for organisations that implement these programmes, in terms of capacity building and networking. European Youth Portal is also an instrument that focuses on communication towards diverse audiences, utilizing clear and simple messaging, and therefore supporting young people from all walks of life. Evaluation exercises are taking place to collect data and explore inclusion within the Erasmus+ and the European Solidarity Corps programmes. Ms. Vandeweghe stressed that it is important to note that the EUYD is already highly inclusive, and it needs to be highlighted that the National Working Groups play a key role in this success, as do various tools available to them (e.g., toolkits, online tools).

Mr. Alex Quinn, a policy officer focusing on social and economic inclusion at the European Youth Forum underlined that young people are not a homogeneous group, and that another layer of complexity is added when national realities are taken into account, especially when it comes to tackling inclusion. Inclusion is not necessarily solely about supporting young people in participating in different societal structures, but also about adjusting these societal structures in order to help young people from all walks of life to be included. As concrete examples, Mr. Quinn listed employment certainty (avoiding precarious work contracts), mental health support, solid social protection, and others. He also pointed out that precarity is currently so ubiquitous that it becomes a new normal for young people to live in and to stay in precarious situations. Mr. Quinn stressed that it is key to take into account the intersectional perspective when striving to guarantee the level of stability that allows young people to participate in democratic processes. He again listed some concrete examples of such measures: capped rent, increase of social housing capacities, eliminating age discrimination when it comes to social protection, but also distributing work equally to include

all young people in the labour market. Youth co-creation is key to meaningfully including young people in democratic processes, Mr. Quinn states, it is not sufficient to only to be consulted on policies which are already almost approved and ready to be launched. When it comes to the EUYD, transparency and explicit utilisation of ideas that come out of the consultation processes and EUYCs are among the key needs, he underlines. Lastly, he noted that exclusion of certain people from society is directly linked to concrete political decisions, and it is the same political decisions that are needed to amend that.

Ms. Nadia Garrido Annoni, Regional Social Programme and Advocacy Director for Latin America and the Caribbean at SOS Children's Villages International, emphasised that youth in alternative care should also be taken into account. She also pointed out that different identities and diversity perceptions exists in young people who face different obstacles: poverty, unemployment, violence, mental health issues, war in Europe, disability, climate change, migration, housing problems, access to education, racism, and others. It is also important to keep in mind how these young people feel: lonely, prejudiced, lost, failed, dependent. In Spain, several good practice examples of youth inclusion mechanisms exist, such as: minimum income for youth in vulnerable situations; key strategies on the national level, including mental health strategy; and scholarships for vulnerable youth to support access to universities. SOS Children's Villages International implements concrete projects which target young people living in alternative care, supporting these young people after they come of age, helping them become included in society as independent individuals in a stable life situation. Ms. Annoni also emphasised that diversity and identities need to be taken into account when designing any measures for young people living in alternative care. Increasing tolerance, acceptance, and sense of belonging for all these young people is key, and it can only be done by tailoring approaches to the needs of young people living in alternative care, she noted.

Presentation of the Consultation during the 10th Cycle and in the EUYC

Mr. Ondřej Bárta, a freelance youth researcher and consultant, and one of the two youth researchers supporting the EUYD10, summarised the overall topic of the EUYD10: supporting achievement of the European Youth Goal no.3 *"Enable and ensure inclusion of all young people in society"*, and specifically its targets no. 3, 4, and 6. He also introduced the concept of inclusion, presenting a definition by the EU-CoE Youth Partnership that highlights *"the idea that all people living in a given society should have access and participation rights on equal terms."* Mr. Bárta also pointed out that the EUYD10 is currently in its consultative phase, and that the EUYC Alicante aims to serve as a major consultation event at the EU level, with the outcomes of the EUYC Alicante being included in the overall EUYD10 consultation report. He also introduced the overall methodology of the EUYC Alicante: working group sessions which allow all participants to come together in small groups and engage in a deliberative process with a clear goal of creating written outcomes which will become part of both the conference report, and the overall consultation report. Mr. Bárta also introduced the three key guiding questions which presented focal lenses of the working group deliberations: barriers, current support, and changes that are needed to achieve higher inclusion in our societies.

Working Group Sessions

During Monday 2nd October 2023 and Tuesday 3rd October 2023, four working group sessions in the total length of 5.5 hours, and one working group session with experts and decision-makers in the field of inclusion in the total length of 1 hour, took place. Divided into groups of about 15 participants, guiding questions were deliberated on with support from facilitators who focused on creating safe and creative atmosphere, and with support from harvesters whose task was to capture the outcomes of the debates and support the groups in refining these outcomes, in order to reflect as closely as possible the ideas presented by participants themselves. Harvesters were also tasked with monitoring participation in the working groups, and based on their observations, 88% of the participants kept on working in the working groups from the very beginning to the very end.

The working group sessions were focusing on the following three guiding questions, and their task was to tackle at least two of them, with also an option to focus specifically on young people with fewer opportunities:

- Barriers
 - What are the current barriers to the full inclusion of all young people in society, especially young people with fewer opportunities?
- Current Support
 - What sort of effective support is currently being given to enable the full inclusion of all young people in society, especially young people with fewer opportunities?
- Changes Needed
 - What further actions need to be taken to enable the inclusion of all young people in society, especially young people with fewer opportunities?

The following section of this Conference Report presents working group outcomes as they were finalised and presented by the participants during the final plenary session on Tuesday 3rd October 2023. Please note that none of the working groups chose to tackle the second guiding question (Current Support).



Working Group 1

Barriers

- The lack of affordable accommodation limits youth from participating in society.
- Inaccessibility to information and digital knowledge hurts young people from participating in all aspects of society including education, work and social life.
- A common language can imply a limit on youth from different language backgrounds.

Changes Needed

- Push for the implementation of a minimum income from the age of 18 in every country.
- Strengthen youth organisations and youth programs with a focus on young people with fewer opportunities.
- Support inclusive spaces for youth participation and engagement, especially for young people with fewer opportunities.
- Create decent social housing programs that focus on young people with fewer opportunities.

Working Group 2

Barriers

- Economic barriers
 - socio-economic inequality that results in unequal access to opportunities, for example in the labour market or youth activities
- Lack of information
 - lack of accessible information to participate in programs for youth
 - make relevant information more appealing
 - distribution of information
- Mobility and distance
 - public transport (no/too little, physical barriers, price, sustainable)
 - barriers for people with disabilities
 - fewer opportunities in rural areas (jobs, health care, culture, education)
- Invisible differences in society
 - lack of representatives of diversity: including vulnerable youth, religious, ethnic minorities, people with mental and physical disabilities, migration backgrounds and others
 - mental health issues: as they disrupt youth emotional and cognitive development that can lead to long-term challenges in personal, academic, and social life
 - foster empathy

Changes Needed

- Training for teachers and other educators
 - mental health (signs of panic attack, signs of anxiety, depression)
 - bullying (online harassment - what action to take)
- Digital services to help the youth with, e.g., relationship problems, mental health, employment
- Engagement of students in decision-making at schools
- Accessible infrastructure for people with all kinds of disabilities

Working Group 3

Barriers

- European youth, especially in rural areas, has unequal access to quality formal and non-formal education, due to socio-economic differences and a lack of resources and awareness.
- Lack of initiatives in the member states to improve informal, non-formal and formal education that would address the role of social norms to prevent exclusion. Exclusion caused by social norms can be hard to fight, because many times they are not explicit.
- Lack of information is not having knowledge regarding rights, opportunities, obligations, etc. It's due to lack of resources, social contacts, diversity and as well as disinformation.
- The barrier to inclusion of all youth, at national and local levels, is having insufficient youth policies.

Messages from young people with fewer opportunities or specifically focusing on them:

- Two of the young women talked about marital barriers and the restrictions that marriage could suppose to the women's lives. This barrier was included later at the laws/culture barriers and the working group decided not to focus on that topic.

Changes Needed

- We need well-funded, affordable education and the implementation of non-formal methodologies into formal education at all levels, whilst improving recognition of non-formal education.
- We need to raise awareness not only through activities for everybody, but also through mandatory courses involving NGOs in formal education and continuously fighting disinformation caused by an stereotypical mindset.
- Lack of information can be solved by ensuring good quality education, access to resources, fighting social exclusion... In addition, it's necessary to increase fact-checking and media literacy.
- Youth policies at all levels need to be evidence bases, co-managed, cross-sectional, actively targeting youth with fewer opportunities, follow international standards, fully funded, actively implemented and ensuring a fully inclusive and thriving youth community.

Working Group 4

Barriers

- Lack of connection within the urban-rural and intergenerational context, which includes various aspects such as access to public services, poor infrastructure or lack of it.
- Individual's Resource Constraints: Limited resources, including financial means, access to quality housing, information, time, and skills, restrict the social inclusion and participation of young people with fewer opportunities.
- Recognition of formal and non-formal education and its impact: the underestimation of both formal and non-formal education is strongly linked to the low social status and income of educators such as teachers, social workers and youth workers.
- Educational Accessibility: Barriers within the educational system, including a lack of schools in remote areas, inadequate infrastructure for disabled individuals, and a shortage of qualified educators and staff, hinder the participation of young people, particularly those with fewer opportunities.

Messages from young people with fewer opportunities or specifically focusing on them:

- "Portraitzation" in traditional & social media: youth and marginalised groups - how are they portrayed in media connected to young people's self-esteem.

Changes Needed

- Establish a Comprehensive Education Approach that encompasses not only learning outcomes (knowledge and skills) but also prioritises the physical, emotional, and mental well-being of young people. To achieve this, there should be a budgetary increase for the educational system, allowing for adapted group class sizes, increased personalised support, and targeted assistance.
- Implement a comprehensive and coordinated approach to address the needs of excluded and marginalized young people, especially NEETs (Not in Education, Employment, or Training) by strengthening cooperation and foster interconnection among public services at all levels.
- Build local outreach through people working with/for the youth, such as youth workers, volunteers and young ambassadors; and ensure that these individuals are provided with high-quality capacity-building activities to enhance their work with youth.
- Mainstreaming youth in policies: Integrate youth concerns into all policies by considering the diverse needs of this heterogeneous group. Implement youth impact assessments across all policies, not limited to youth-specific policies, to ensure that the interests and needs of young people are considered comprehensively.

Messages from young people with fewer opportunities or specifically focusing on them:

- Legislation on working conditions – easing the transition to the job market; support for social business/entrepreneurship and the precarious conditions young people work in, especially marginalised youth (e.g., platform workers).
- Mainstreaming human rights education within the formal education system.

Working Group 5

Barriers

- Clear, concise, and comprehensible information is not reaching its target audience.
- Access to all parts of life while being young is limited by socio-economic background.
- Geographical, physical, and cognitive access to education is not equal to all people.

Changes Needed

- Tailor the language and channel of information to the target groups through target group participation in its creation and implementation.
- Input young people and all its diversity in political, decision making, and implementation processes.
- Prioritise funding of public services to specific areas, as people from lower socioeconomic or rural backgrounds are more adversely affected by underfunding of healthcare, public transport, or housing.
- Create and promote spaces for young people that help reduce socio-economic inequalities through recognising non-formal education.

Working Group 6

Barriers

- Lack of correlation between education and labour market.
- Centralised opportunities as well as decentralised and “non-youth” friendly information.
- Non-affordable and available housing.
- Discrimination of non-native speakers and lack of language support available for them.

Changes Needed

- Adaptable and flexible curriculum with modern teaching methods.
- Recognition and validation of skills and competencies in formal, non-formal education and informal learning.
- Improve infrastructures and sustainable means of transport to develop mobility in rural areas.
- Recognising and providing political and financial support for youth civil society.

Messages from young people with fewer opportunities or specifically focusing on them:

- Interested in rural areas, mobility and accessibility to school.

Working Group 7

Barriers

- Social and economic barriers in everyday life of people with fewer opportunities.
- Lack of physical infrastructure to participate in societal and community life, and access opportunities and public services.
- Lack of accessible information on rights and services.
- Lack of needs-centred education.

Messages from young people with fewer opportunities or specifically focusing on them:

- Access to digital tools or internet overall is harder for youth with fewer opportunities.
- Intersectionality for youth with fewer opportunities should be taken into account when thinking about approaches and mechanisms for inclusion.

Changes Needed

- Giving more visibility to youth dialogue spaces and mechanisms for inclusion of diverse young people.
- Provide new EU-wide standard for public transportation.
- Require effective participatory processes with target groups in person about how to make information easily accessible, more user-friendly and effective/impactful.
- Provide the necessary skills, knowledge, and infrastructure, to create more adaptive, inclusive and needs-centred educational systems.

Working Group 8

Barriers

- Non formal education requires more extensive and flexible recognition mechanisms to have the same weight in the educational system.
- Insufficient accessibility and transparent management of the funds to allow real effectiveness of youth initiatives, especially in urgent matters, as there is no active involvement of youth in the impact assessment.
- Lack of discrimination-free workspaces and equal opportunities to access the labour market.
- Lack of innovation and updated curriculum in education centres which obstacles fair work conditions.
- Lack of resources of healthcare systems and continuous capacity building of health care professionals aimed at including diverse youth collectives and their specific needs.

Messages from young people with fewer opportunities or specifically focusing on them:

- Different socio-economic backgrounds can have less impact on future decisions if the state provides opportunities, some participants manifested this being their case.
- Language barriers within countries add to the complexity of reaching real issues that impact youth, e.g., Romanian minorities that do not speak the official language and only mediators can access certain communities, in comparison with the Belgian context where 3 languages are spoken and youth councils work together addressing local needs.

Changes Needed

- Receive feedback on the implementation of existing policies with an intersectional approach in order to adapt to changes in educational and healthcare systems by updating training or other instruments such as dialogues.
- Providing more training on intersectionality and inclusion to formal and non-formal educators to achieve long-term impact through early intervention, the construction of safe and inclusive educational environments and pursue long-term inclusive society.
- Ensuring every young person has access to using electronic devices and internet by 2030 in order to access information, opportunities, training, and thereby exercising their rights enhancing their autonomy and independent decision-making.

Messages from young people with fewer opportunities or specifically focusing on them:

- Experiencing discrimination due to religion or gender preferences was a common feeling among participants.
- Having cultural traditions within the family sphere limits the access to commodities, e.g., having large families, work limitations due to religious beliefs, and access to certain social and administrative spaces due to misinformation.
- Mentoring from peers can have a deep impact on the successful development of young minorities.

Working Group 9

Barriers

- Education and understanding.
 - There is currently a lack of representation of diversity in education, meaning that mostly majority groups are represented. Hence, prejudices from a young age arise against the minority groups.
- Socio-economic.
 - There is a disparity in access to mental and physical healthcare services. Our social protection systems are not universally inclusive. Many face challenges in securing affordable housing, the quality of the labour market and employment opportunities varies significantly.
- Digitalisation-Infrastructures.
 - There is a lack of access to essential digital tools such as hardware and reliable Wi-Fi, particularly in rural areas where these resources can be both scarce and expensive. Additionally, the prevalence of algorithms in social media platforms creates barriers by fostering informational bubbles that can lead to polarisation among the youth.
- Representation and participation.
 - A significant factor is the superficial inclusion of young people with fewer opportunities, without ensuring their meaningful participation. Moreover, the deficiency in associations leads to a scarcity of non-formal education opportunities, enhancing the overall inequality experienced by the youth.

Changes Needed

- Mental Health.
 - Improve the accessibility of mental health services. We must integrate mental health services into our healthcare system and make sure it is free of charge. We need to expand our mental health facilities and create more spaces to cope with the – increasing – demand and the long waiting lists. Additionally, we should implement peer-support systems in schools to destigmatise mental health issues and promote early intervention.
- Social Media Algorithm Transparency.
 - Engage with social media platforms to promote transparency and honesty about their algorithms. Push for changes that expand content variety, helping to break the cycle of repetitive information and reduce division. Ensure that young people have access to diverse viewpoints from different sources. We should take strict action against non-compliant firms.
- Mobility
 - Advocate for affordable and accessible public transportation for youth, especially in rural areas and for those with disabilities. Prioritise enhanced safety and improved connectivity.
- Education
 - Enhance digital literacy, from the baseline of computer skills to advanced digital competencies. Besides, we should foster non-native language education (especially English) in national curriculums, which is important for career advancement. Lastly, we should integrate civic education on democratic engagement and offer non-traditional space for informed participation.

Working Group 10
<u>Barriers</u> • All types of stereotypes & prejudices towards unfavourably treated groups lead to rejection, bullying, harassment and discrimination. • The socioeconomic circumstances one grows up in determines their quality of life significantly. • Some young people lack competence to access information, job opportunities and participation in mobility & social life. An unregulated cyber space hinders the accessibility to this information. • The lack of transport services and infrastructure from rural and urban areas decrease accessibility of education, social services & participation mechanisms.
<u>Changes Needed</u> • Improve financial and human resources to ensure competence of educators regarding inclusion, support for low-income families & quality learning, especially in the fields of media literacy, civic education and career education. • In order to abolish hate speech & foster acceptance, young people & educators should be educated on sensitive topics (like gender & sexuality, to name a few) and civic competence in a neutral way. • Create mandatory ratio of a number of public youth spaces & youth workers to the number of young people in each community.

Table Discussion on the Role of the Youth Field

After the overall outcomes of the working group deliberations (see previous chapter) were presented in plenary, the EUYC Alicante participants were invited to participate in open space discussions and share their reflections on how youth field can contribute to implementation of the ideas outlined by the working groups. The participants joined various tables and engaged in deliberations on different specific questions, results of which were captured on flip charts and are summarised in this chapter.

When it comes to the role of the youth workers and other educators, EUYC Alicante participants stressed the needs to:

- support the educators in increasing know-how on working with different groups of young people, to provide them with concrete resources which would support their work (e.g., educational materials), but also to raise awareness of inclusion among the educators, including the topic of intersectionality,
- build active listening skills in youth,
- create safe participation spaces for youth,
- establish trust between youth and youth workers,
- involving marginalised groups of young people by dedicating spaces for them in structures that already exist,
- hold consultation events in person with young people in fewer opportunities,
- foster intergenerational learning, communication, exchanges,
- develop citizenship competences in youth,
- educate young people on mental health topics, disabilities, and accessibility,
- mainstream human rights education,
- create a national outreach team linked to the EUYD processes,

- disseminate information on existing opportunities for young people with fewer opportunities.

When it comes to good practice sharing, the EUYC Alicante participants listed:

- Allianssi (the Finnish National Youth Council) as a good practice example of safe spaces,
- youth centres for Roma youth,
- state-funded, NGO-run programmes for mentoring young people with fewer opportunities,
- activities to empower young people to engage in consultation work with other youth (e.g., discussions, surveys, etc.),
- promotion of digital youth work by both state bodies and NGOs (e.g., outreach work),
- supporting youth work community of practice in further developments,
- youth workers themselves can create good practice examples in including everyone in their work,
- ensure the EU mobility schemes are accessible for young people with fewer opportunities (e.g., via workshops for ESC coordinators, etc.),
- ensure the EU Youth Capital is explicitly creating spaces for young people with fewer opportunities (e.g., via quotas; by creating regional or national youth capital schemes, etc.),
- National Agencies for Erasmus+ and European Solidarity Corps should provide support during the application process to young people with fewer opportunities to eliminate barriers that the administration creates.

When it comes to actions the youth field may take, the EUYC Alicante participants listed the following:

- establishing of networking platforms among the young people, NGOs, INGYOs, and the state stakeholders,
- ensure using EU mobility schemes to learn about different cultures,
- provide more space for existing representative platforms of different groups of young people in public space and in policymaking,
- support young people in increasing critical and constructive thinking skills (e.g., via formal and non-formal learning opportunities),
- ensure there are enough consultation activities to continue understanding of differences in barriers, backgrounds, needs, and opportunities in various groups of young people,
- support and accompany representation processes for young people,
- include policymakers in the representation processes for young people,
- create spaces for face to face contact between policymakers and young people,
- rethink inclusion criteria for youth projects and programmes.

When it comes to types of outreach methods, the EUYC Alicante participants noted that the following is needed:

- sports, arts, and music events,
- youth and student councils established by law,
- social media outreach initiatives,
- foster homes engagement,
- increased recognition of youth workers,
- increased recognition of soft skills, e.g., via Youthpass,
- peer learning and peer sharing,

- NGO networking,
- Vlogs/podcasts,
- train community members to become multipliers,
- mentoring and tutoring.

When it comes to further suggestions, the EUYC Alicante participants listed the following suggestions:

- create a stronger civic education in formal education systems,
- implement Advisory Councils on Equality and Inclusion coordinated by national youth councils to support youth policy mainstreaming,
- ensure youth work is implemented in rural areas as well,
- implement the EU Youth Test,
- ensure national youth councils are the driving force behind the EUYD processes with adequate funding and independence,
- ensure increase of interaction between young people and EU-level decision-makers (e.g., at the EUYCs),
- fund transportation of rural youth when they attend youth projects,
- improve accessibility of urban infrastructure and services,
- include countries that neighbour with the EU in participatory activities,
- utilise positive discrimination approaches.

Presentation of the Cycle and Conference Outcomes to the DGs

As a way of introducing the EUYD10 to all participants and the Director Generals for Youth from the EU Member States, and at the same time to celebrate the 10th Cycle of the EU Youth Dialogue, a [teaser video was shared in plenary](#) in order to highlight the commitment of the Trio Presidencies of Spain – Belgium – Hungary to explore means of including more diverse youth voices in the EUYD and, at the same time, further support its quality, visibility, and communication. The teaser outlined a series of youth-centred educational materials on youth participation in the EUYD which will be launched and published by the Trio.

Mr. Ondřej Bárta, a freelance youth researcher and consultant, and one of the two youth researchers supporting the EUYD10, summarised the outcomes of the working group deliberations. He outlined outcomes separately for the domain of barriers and for the domain of necessary changes. In the domain of barriers, he pointed out the following:

- Missing connections (among generations, geographically, or in terms of perceptions, etc.)
- Lack of resources (financially, in terms of housing, skills, or information, etc.)
- Lack of recognition (in terms of gained competences, but also in terms of recognising youth field professionals, etc.)
- Access obstacles (to education, infrastructure, information, etc.)
- Lack of initiatives to tackle exclusion and inequality (on the EU, national, and other levels)
- Lack of diversity (in school classrooms, etc.)
- Digital divide (access to hardware and software, lack of competences to work digitally, etc.)

In the domain of necessary changes, Mr. Bárta outlined the following:

- Youth policy mainstreaming

- Inclusion of youth in all stages of policymaking (design, implementation, evaluation)
- Ensuring youth policy is evidence-based, co-managed by youth, and cross-sectoral
- Universal income as a tool to battle exclusion in the widest sense
- Generally better funding across different domains (health care, public transport, etc.)
- Setting up outreach structures featuring youth and youth field stakeholders as experts
- Comprehensive education including non-formal learning, and capacity building
- Battling mis- and disinformation and tackling of the digital divide
- Improving of access (e.g., mental health care)
- Transparency of the social media algorithms
- EU-wide standards for public transportation



Dialogue Session with DGs and Conference Delegates to Discuss the Conference Outcomes

After introducing the working group outcomes, the World Café methodology was used to facilitate deliberations between the EUYC Alicante delegates and Director Generals for Youth from various EU Member States (DGs). The methodology was introduced in plenary, and it was implemented in a comfortable outdoor environment at a terrace featuring refreshments. DGs were asked to stay at different standing tables, and EUYC Alicante delegates joined them to engage in conversations on various topics concerning inclusion. In order to keep the conversations as smooth as possible, flipcharts were used to capture the interesting ideas stemming from these debates, and harvesters were also asked to take notes of quotes which illustrated the debates well.

Lack of information for young people has been debated with social media as one of the potential solutions to this issue, with an overall need to better focus on youth as an audience, and youth in rural areas in particular. Local and innovative ways of communicating important information were also discussed, including intergenerational dialogue, awareness raising campaigns, and ongoing consultations. It was also highlighted that information is key to any participation: *“Some young people do not have knowledge about the opportunities.”*

Accountability of policymakers has also been debated, with an emphasis on more dialogue with concrete outcomes, and on strengthening the roles of youth representative structures to become advisory bodies at the level of ministries, as well as on sustainability being mainstreamed in policymaking generally. As one participant put it: *“Ministry delegates should share with us what they plan to do with our recommendations.”* Policymakers were also encouraged to stop youth washing and ageism and to increase transparency of the policymaking processes, especially with respect to how youth voices are included. EUYD has been debated as well, with participants concluding that better links across the EUYD Cycles are needed, as is a clear plan on how EUYD links to the development of the future EU Youth Strategies, and how it connects to policy design in various areas at the EU level. The need for effective implementation of outcomes of each Cycle of the EUYD has been underlined, and it has also been mentioned that processes similar to the EUYD should be set up in national, regional, and local contexts to facilitate policymaking at these levels as well. As one participant stated: *“All of these projects are useless if people from rural areas, minorities... if the people who suffer the exclusion and the consequences are not involved in creating them or participating in their implementation.”* Furthermore, the importance of the EU Youth Test and of lowering the voting age to 16 have been mentioned in the debates as well.

In terms of outreach, it was emphasised that national youth councils have the potential to reach young people from different walks of life, but they need to have appropriate support, including funding. The national youth councils should also strive for as much diversity as possible within their own ranks. It was also debated that prejudices, different opportunities, and social discrimination all need to be taken into account, and that concrete steps can be taken to remove some of the barriers: banning unpaid internships, for example. Different culture of an individual, feelings of not belonging somewhere, or various strengths of passports can all prevent young people from attending various events, including the participatory activities and consultations. It was also noted that youth delegates can and should become young leaders in their communities, and creating a networking platform for youth delegates to share their experience and enable peer learning as well as teaming up for various initiatives would be very welcome. One of the participants noted: *“We should not discover this on our own, I would appreciate professionals teaching youth how to participate!”* Visibility of various initiatives was also explored to be one of the key factors, with various digital tools having the potential to establish connections between youth and different initiatives. As one participant noted: *“I come from a minority and we fought for participation, but it is not our task to fight, it is the task of the structure to include everyone.”*

Language barriers, such as lack of English skills, can also create barriers in inclusion, especially when it comes to youth participation, with several other barriers being debated as well: transportation (good practice example from Hungary where monthly passes are rather cheap); housing; misinformation; intersectionality; or invisible illness. As one of the participants noted, all barriers should be exposed: *“Establish a culture to feel free to talk about your fears.”*

Closing of the Conference

Mr. David Veloso, the Director General of the Institute for Youth of Spain, thanked all EUYC Alicante participants and stressed that outcomes of the working groups have been highly inspirational and stimulating. He reassured the EUYC Alicante participants that social inequalities and social justice in young people are the key priorities of the Spanish Presidency of the Council of the EU, and that the work towards inclusion of vulnerable young people continues. Mr. Veloso acknowledged both hidden and visible barriers to young people and shared that two policy documents which were drafted by the Spanish Presidency are debated in Brussels at the moment: one focusing on mental health, and another on youth mainstreaming. He also underlined the newly established housing policy as a good policy example from Spain which demonstrates the cross-sectorality and mainstreaming of current youth policymaking. Mr. Veloso also emphasised that young people are not only a cornerstone of each EU Member State, but also of the EU itself, and that it is not possible to build strong EU without its young people. Finally, he thanked all European and Spanish youth as well as all stakeholders who helped the EUYC Alicante to become a success.



Mr. Ignacio Álvarez, State Secretary for Social Rights of Spain, delivered a video message to acknowledge the high level of uncertainty put onto young people by recent events and highlight the key challenges young people face: access to decent and affordable housing, stable and quality employment, quality education, political participation, and the fight against climate crisis. He stressed the need to take on demands and needs of young people by governments on the national and European level, and the need for young people to play a role in elaborating of key policies. Mr. Álvarez also stressed the upcoming Council Conclusions on mental health.

Ms. Sophia Eriksson Waterschoot, the Director for Youth, Education and Erasmus+ at the European Commission's Directorate General for Education, Youth, Sport and Culture, the European Commission, congratulated the Spanish Presidency for its hospitality, highlighted the dedication of the EUYC Alicante participants in working towards the outcomes of the Conference, and appreciated both sharing the needs, and sharing the suggestions to tackle these needs. She stressed the importance of the cooperation of the whole Trio of the Presidency Countries for ensuring continuation and success of future EUYD activities and thanked the European Youth Forum for their support as well. Ms. Eriksson Waterschoot underlined the importance of upcoming elections to the

European Parliament in connection to implementing concrete measures towards inclusion in coming years, and urged all EUYC Alicante participants to vote, and to empower their peers to vote as well. She also urged the participants to reach out to candidates who stand in the European Parliament elections, asking them about their views of the youth policy and inclusion, to ensure that the representatives who become the European Parliamentarians accent values and solutions the young people do. Ms. Eriksson Waterschoot also stressed that democratic change takes time, at the same time urging the EU Member States' representatives to take away as many ideas as possible and start working on their implementation. She also stressed the role of the EU Youth Coordinator in continuing the democratic process of pursuing the EUYC Alicante outcomes.

Annex: Programme of the EUYC Alicante

Sunday 1st October 2023

Sunday 1 Oct 16:00 18:00	Arrival and accreditation at Meliá Alicante Hotel	FINISHED
Sunday 1 Oct 18:00 18:30	Presentation of the European Union Intellectual Property Office EUIPO	FINISHED
Sunday 1 Oct 18:30 19:00	Informal space presentation of the EUYD Ambassadors	FINISHED
Sunday 1 Oct 19:00 19:30	Opening and welcome by Casa del Mediterráneo	FINISHED
Sunday 1 Oct 19:30 23:00	Informal Activity Casa del Mediterraneo	FINISHED

Monday 2nd October 2023

Monday 2 Oct		Official opening session		FINISHED
09:00 — 09:30		ANDREA GONZÁLEZ HENRY SPEAKER		CLARA M. W. DRAMMEH MAIN FACILITATOR
		COVADONGA SALVADOR MAIN FACILITATOR		DAVID VELOSO YOUTH DIRECTOR
Monday 2 Oct		Getting to know each other		FINISHED
09:30 — 10:00				
Monday 2 Oct		Getting to know the 10th cycle of EUD -Trio ES-BE-HU		FINISHED
10:00 — 11:00		BILIANA SIRAKOVA EU Youth Coordinator		NICHOLAS KUJALA Board Member of European Youth Forum
		Germán Antón Secretary of NYC SPAIN		Zoé Noël Youth Dialogue project manager - NYC BELGIUM
		MORE SPEAKERS		
Monday 2 Oct		☕ Coffee break		FINISHED
11:00 — 11:30				

Monday 2nd October 2023

Monday 2 Oct 11:30 12:30	Presentation of the Youth Goal #3 and relevance in the 10th cycle of EUYD  ALEX QUINN DEL EUROPEAN YOUTH FORUM SPEAKER & EXPERT  KAREN VANDEWEGHE SPEAKER  NADIA GARRIDO ANNONI SPEAKER & EXPERT	FINISHED
Monday 2 Oct 12:30 13:00	Presentation of the Consultation during the 10th cycle and in the EUYC  ONDŘEJ BÁRTA EU RESEARCHER	FINISHED
Monday 2 Oct 13:00 14:30	 Lunch Break	FINISHED
Monday 2 Oct 14:30 15:00	Introduction to working groups sessions	FINISHED

Monday 2nd October 2023

Monday
2 Oct
15:00
17:00

Working groups session I

FINISHED

Monday
2 Oct
17:00
17:30

Closing of the day - in plenary

FINISHED

Monday
2 Oct
18:30
23:00

Informal activity and dinner "RUTA DE TAPAS"

FINISHED

Tuesday 3rd October 2023

Tuesday 3 Oct 09:00 – 10:30	Working groups session II	FINISHED
Tuesday 3 Oct 10:30 – 11:00	 Coffee break	FINISHED
Tuesday 3 Oct 11:00 – 12:00	Working groups session III	FINISHED
Tuesday 3 Oct 12:00 – 13:00	Working groups session with experts and decision makers in the field of inclusion	FINISHED
Tuesday 3 Oct 13:00 – 14:30	 Lunch break	FINISHED

Tuesday 3rd October 2023

Tuesday 3 Oct 14:30 15:30	Working groups session IV	FINISHED
Tuesday 3 Oct 15:30 17:00	Plenary session to share overall conference conclusions	FINISHED
Tuesday 3 Oct 17:00 17:30	 Family photo of participants in the EUYC and closing of the day	FINISHED
Tuesday 3 Oct 19:30 23:30	Informal activity and dinner "CASTILLO DE SANTA BÁRBARA"	FINISHED

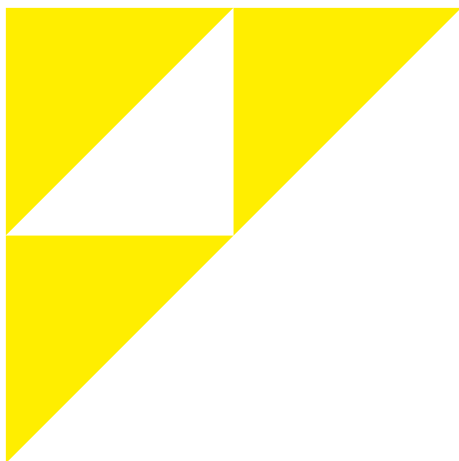
Wednesday 4th October 2023

Wednesday 4 Oct 09:00 - 09:30	Presentation of the cycle and conference outcomes to the DGs		FINISHED
Wednesday 4 Oct 09:30 - 11:30	Dialogue session with DGs and conference delegates to discuss the conference outcomes		FINISHED
Wednesday 4 Oct 11:30 - 12:00	 Coffee break		FINISHED
Wednesday 4 Oct 12:00 - 12:45	Closing of the conference  DAVID VELOSO YOUTH DIRECTOR  IGNACIO ÁLVAREZ STATE SECRETARY FOR SOCIAL RIGHTS  Sophia Eriksson Director for Youth, Education and erasmus+ at the European Commission		FINISHED
Wednesday 4 Oct 12:45 - 13:00	 Family photo with DGs		FINISHED

***EU Youth Conference in
Ghent, Belgium.***

***Final Conference Report:
Deliberation on Inclusion
Practices***

EU
NEEDS
YOUTH



Title: **EUYD10 EU Youth Conference in Ghent, Belgium. Final Conference Report: Deliberation on Inclusion Practices**

Authors: Ondřej **BÁRTA** and Dan **MOXON** on behalf of People, Dialogue and Change

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Executive Summary

The EU Youth Conference (EUYC) took place in Ghent, Belgium, on **2nd to 5th March 2024** under the Belgian Presidency of the Council of the EU. The thematic framework of the 10th Cycle of the EU Youth Dialogue (EUYD10) was defined by Youth Goal no.3 “**Enable and ensure the inclusion of all young people in society**” and summarised under the title “WE NEED YOUTH”. This report summarises the conference deliberations and provides verbatim outcomes of the working groups along with many detailed annexes, such as a conference programme, biographies of speakers, or the final poem by young facilitators.

The most important part of the EU Youth Conference in Ghent took place in working groups in which participants supported by the editing team designed ideas on the future of inclusion in Europe, **creating six recommendations**. Member States and European institutions are urged to **enhance support for young people facing poverty and financial exclusion** (R1) through measures like promoting affordable housing, improving job accessibility, and enhancing financial literacy. Additionally, there's a call to **ensure accessible and youth-friendly healthcare**, including mental health services (R2) and to bolster **funding and training for educators** to foster inclusive learning environments (R3) while **improving youth media literacy** (R4). Furthermore, **promoting inclusive education and youth work** (R5) and implementing **policies to combat discrimination and biases** (R6) are emphasised, with a focus on **involving young people in policy development** processes. Initiatives such as dismantling systematic discrimination and fostering continuous learning about diversity are underscored, suggesting a collaborative approach between policymakers and young people to address these challenges comprehensively and inclusively.

Furthermore, the working groups prepared **34 possible implementing measures** to provide concrete examples of initiatives that could support making the abovementioned recommendations a reality. The possible implementing measures in the domain of structural barriers included: conducting research to enhance mobility for young people in border regions; providing subsidies for youth housing through the Independent Youth programme; empowering European youth in rural and outermost areas digitally; offering free public transport to all youth; utilizing Vacancy Tax as financial incentives for social youth housing; and establishing high-quality financial literacy standards for all youth in the EU.

The possible implementing measures in the domain of **health and mental wellbeing** included: ensuring access to a psychologist in every school; incorporating diverse research groups in the criteria for health research funds; supporting education and initiatives for youth



mental wellbeing; including health as a ground of discrimination within legislation; and implementing a mental well-being training programme for educators and youth workers.

The possible implementing measures in the domain of **formal education and schools** included: integrating non-formal education led by NGOs into formal civic education; establishing legal frameworks for nationwide and inclusive regional student representative bodies; enhancing anti-discrimination practices in vocational education and training (VET); initiating joint educational initiatives with school students of diverse backgrounds; providing streamlined funding for young people facing fewer opportunities in education; and implementing lifelong teacher training on inclusion.

The possible implementing measures in the domain of **non-formal and informal education and youth work** included: promoting professionalized youth work across Europe through structural investments and trainings; ensuring capacity building and continuous dialogue between youth workers and stakeholders; increasing access to funding opportunities at the local level; implementing youth-centered participatory budgeting; establishing mobile youth work initiatives; and formalizing recognition of volunteer youth work.

The possible implementing measures in the domain of **information** included: conducting youth information and critical thinking workshops in schools; exploring reliable news sources and promoting verifiable information; launching campaigns for quality information and media literacy to empower youth; establishing inclusive youth spaces serving as information hubs; and systematically ensuring that EU information is made accessible and inclusive for all.

The possible implementing measures in the domain of **discriminatory attitudes and cultures** included: incorporating inclusive language in EU policy documents; promoting continuous learning to foster acceptance and awareness of diversities; adopting an intersectional and representative approach across all strategies; ensuring equal rights by implementing the Youth Test at all levels; allocating EU funding for intergenerational spaces within European municipalities; and preventing prejudice through acceptance of minority groups and promoting self-reflection through education.



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Introduction

The EU Youth Conference (EUYC) took place in Ghent, Belgium, on 2nd to 5th March 2024 under the Belgian Presidency of the Council of the EU. The thematic framework of the 10th Cycle of the EU Youth Dialogue (EUYD10) was defined by Youth Goal no.3 “Enable and ensure the inclusion of all young people in society” and summarised under the title “WE NEED YOUTH”. The EUYC Ghent was the second conference under the Trio Presidency Spain-Belgium-Hungary, and it had the following aims:

- to become a successful, memorable, and inclusive event,
- to explore the results of the EUYD consultations, find common ground and formulate main recommendations linked to the European Youth Goal no.3 “Inclusive Societies”, and
- to celebrate the 10th Cycle of the EUYD, increasing its visibility and political awareness.

These aims were achieved through deliberations in working groups in which participants of the EUYC Ghent contributed to (a) creation of recommendations to be included in the Council Conclusions prepared by the Belgian Presidency of the Council of the EU, and (b) design of implementing measures to be included in annex of the same policy document. The editing team was supporting the EUYC Ghent participants in creating the recommendations, by collecting ideas via the team of harvesters, drafting recommendations, and preparing a final draft based on further reflections from the EUYC Ghent participants. The participants of the EUYC Ghent were supported by a web-based application in which the agenda, profiles of all participants and speakers, as well as videos and photos were shared.

All in all, the EUYC Ghent hosted the following participants:

EU institutions [Eurodesk (1), ERYICA (1), EYCA (1), SALTO IP (1), SALTO ID (1), European Commission (7), EU Council of Europe – Youth partnership (1), YFJ (4)]	17
Ministerial delegates	59
Youth delegates (111) + IYNGO (10)	121
TOTAL	197

The EUYC Ghent came from the following countries: Albania, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Moldova, Montenegro, Netherlands, North Macedonia, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom and Ukraine.





Apart from the participants that took part in the working group discussions following other stakeholders were involved during the EUYC: Crew (36) (Presidency team, JINT vzw, eventronics, stampmedia, digital facilitators, graphic facilitator, editing team, EU researchers, Eurodesk young journalists), Helping hands (28), Facilitators (12), Harvesters (10), Accompanying persons (2), Inclusion practices (62), Policy makers (19), Speakers (23), Artists and animation team (22). This results in a total number of participants and staff of 411.

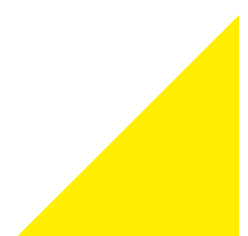
The EUYC Ghent operated within the [Green and Ethical Framework and Inclusion Measures](#), such as providing extra support for participants with special needs before and during the event, using pronouns on the name badges, establishing clear guiding principles for participation, provision of earplugs, provision of translation, selection of a diverse team of facilitators and harvesters, access to silent and prayer rooms, or presence of dedicated trust persons. This framework was developed during the European Year of Youth together with young people.

This report summarises the key discussions from the EUYC Ghent, and it also provides verbatim outcomes of the working group efforts, as well as the full conference programme in the annex. Furthermore, [Instagram](#) and [YouTube channels](#) were available, as well as a [dedicated website](#).

Diversity Survey

The EUYC Ghent participants were offered a chance to participate in a diversity survey where several questions concerning the background of the various delegates were asked. In total, 144 participants took part in the survey (in comparison with 106 at the EUYC Alicante), constituting a response rate of 73.1% (in comparison to 48.4% at EUYC Alicante). It is important to keep this response rate in mind as it clearly shows that not all of the EUYC Ghent participants took up the opportunity to fill in the diversity survey and all results only refer to those who kindly did.

Only a small minority of survey respondents was aged 16-18 (4%; in comparison with 7% at the EUYC Alicante), while most respondents were aged 19-25 (41%; same as at the EUYC Alicante) and over 30 (33%; in comparison to 31% at the EUYC Alicante), with a rather large group of respondents aged 26-30 (21%; in comparison to 22% at the EUYC Alicante). Most of the survey respondents were female (54%; in comparison to 58% at the EUYC Alicante) with less than 1% of those who identified as other gender or preferred not to answer.





31% of the survey respondents claim to have been victims of hate speech (the same as at the EUYC Alicante) and 39% of them claim to have been victims of discrimination (in comparison to 44% at the EUYC Alicante). When it comes to belonging to various minorities, survey respondents claimed to belong to the following ones:

- Ethnic minority: 11% (same as at the EUYC Alicante)
- Religious minority: 8% (in comparison to 5% at the EUYC Alicante)
- LGBT minority: 17% (in comparison to 19% at the EUYC Alicante)
- Linguistic minority: 9% (in comparison to 7% at the EUYC Alicante)
- Living with a disability: 3% (in comparison to 6% at the EUYC Alicante)
- Living with long-term health conditions: 12% (in comparison to 18% at the EUYC Alicante)
- Living in a rural or remote area: 20% (in comparison to 19% at the EUYC Alicante)

Only 1% of the survey respondents fell into the category of young people not in employment, education, or training (NEETs; in comparison to 3% at the EUYC Alicante), with 62% of respondents working full time (in comparison to 57% at the EUYC Alicante), 22% working part time (in comparison to 28% at the EUYC Alicante), and 37% being in full time education (the same as at the EUYC Alicante). More than half of the survey respondents claimed to come from families with university backgrounds (57%, in comparison to 54% at the EUYC Alicante), while 11% of the survey participants were deeply worried about financial matters in their everyday lives (in comparison to 17% at the EUYC Alicante). Lastly, 31% of respondents claimed to have been newcomers to the EUYD processes, with the EUYC Ghent being their first ever activity within the EUYD context (in comparison to 41% at the EUYC Alicante).

It is apparent that the EUYC Ghent results show a very similar profile to the EUYC Alicante participants, suggesting a potentially similar levels of participant diversity at the EUYCs. This may also be due to promotion of continuity of the national delegations by the Belgian Presidency of the Council of the EU.



Official Opening

Ms. Beatrice Ciobanu, youth delegate on behalf of the Belgian National Youth Councils welcomed all participants in Ghent for the EU Youth Conference, and introduced the first speaker, Mr. Dalle.

Mr. Benjamin Dalle, Flemish Minister of Brussels, Youth, Media and Poverty Reduction welcomed everyone at the conference, stressing that 38 countries are represented at the EUYC Ghent. Minister Dalle also encouraged participants to explore the city of Ghent which became the European Youth Capital in 2024. Minister Dalle further outlined the connection between the current EU Youth Dialogue cycle and the EU Youth Strategy, underlining the European Youth Goal no. 3 “Inclusive Societies” as being the core focal point of the cycle. Minister Dalle stressed that almost 30 000 young people engaged in the EUYD consultations, and that the consultations results summarised in the two reports (Bárta, Moxon 2024 and Moxon, Bárta 2024) create a solid basis for deliberations during the EUYC Ghent. Minister Dalle also mentioned overlapping crises that affect young people: climate crisis, ongoing wars, housing crisis, and mental health crisis. Moreover, it was stressed that young people with fewer opportunities are the ones who tend to struggle the most when facing such obstacles and crises. Diversity and inclusion are to be the pillars of supporting young people through these challenges, with three concrete tools that can be mentioned. Regulation is the first one, with a robust framework for youth work and youth as a must to provide stability and funding for the sector. Umbrella youth organisations are the second tool, as supporting umbrella organisations means supporting local youth work bodies. Thirdly, youth and children should also be the target group of a mainstreamed and dedicated strategy and an implementation action plan. Minister Dalle also stressed that participation of young people is crucial, especially allowing for taking into account their opinions when designing such policies. Minister Dalle also outlined how outcomes of the EUYC Ghent will be integrated into the Council Conclusions prepared by the Belgian Presidency of the Council of the European Union. Youth mainstreaming, supporting youth in vulnerable situations, but also putting youth participation at the forefront, are all among the objectives of the EUYC Ghent. Minister Dalle also mentioned the importance of the follow-up, and of the transparency and the dissemination of results back to the young people.

Ms. Iliana Ivanova, European Commissioner for Innovation, Research, Culture, Education, and Youth opened by thanking the Belgian Presidency of the Council of the EU for their work on the EUYC Ghent. She emphasised the outreach of the EUYD, noting that 130,000 people had taken part in EUYD consultations over the last five years. Regarding the topic of the cycle, Ms. Ivanova noted that the principles of equal opportunities and non-discrimination were at the heart of all EU policies. However, she highlighted that the EU had some distance left to go in this area as over one third of young Europeans lived in poverty or were at risk of social exclusion. Ms. Ivanova stated that the EU was committed to listening to young people when making policies, citing the new EU Youth Check as a flagship programme for youth policy mainstreaming, alongside the participative processes of the EUYD. She finished by reminding all participants that the upcoming EU elections were also one of the most important vehicles for having their voices heard.

Mr. Nicholas Kujala, Board Member of the European Youth Forum, expressed gratitude for the opportunity to address participants of the EUYC Ghent. He reiterated that almost 30 000 young people participated in the EUYD10 consultations and that youth representatives should use these voices as a basis for further deliberations, focusing on identifying possible implementing measures to support youth people belonging to various minority groups. Mr. Kujala stressed the achievements of the EUYD such as the European Youth Goals, or the Youth Guarantee, but also underlined that more efforts are needed for the EUYD results to be implemented at the EU level, such as several concrete EUYD recommendations that are still not in place, for example: launching multi-sectoral programmes on the field of agriculture and youth policy, introducing youth co-management systems, or creating a youth climate ticket. Mr. Kujala also stressed the role of the International Youth NGOs which contribute to the EUYD processes despite not being

financially supported in doing so. Mr. Kujala pointed out the limited resources, lack of political will, or shrinking civic spaces as hindering forces of youth participation all across the EU. Mr. Kujala highlighted that the EUYC Ghent is a unique opportunity to contribute to the European policymaking, but also to networking and discussing on possible implementing measures on local and national levels. Mr. Kujala stressed that meaningful follow-up is a must to ensure the EUYC Ghent is a successful event.



Figure 1: Graphic recording of EUYC Ghent by Dorottya Budavári-Nagy (graphic recorder and illustrator)



Introduction of the EUYC Ghent

Ms. Clara Drammeh and Ms. Lotus Li, the main facilitators of the EU Youth Conference in Ghent, welcomed everyone at the conference, sharing an outline of the current cycle, the EUYD10, with the consultation phase being done and results being available to build on during the EUYC Ghent. Facilitation from the consultation to the implementation phase is now needed, and therefore possible implementing measures are one of the aims of the EUYC Ghent. A video of young people sharing views on social inclusion has been shown, with some of them stressing the need of young people from different walks of life to come and work together, and to have policies that encourage creation of such an environment. Tolerance and appreciation of differences and diversity were also mentioned as key cornerstones of inclusion.

A video of young people referring to the EU Youth Dialogue was also shown, outlining that the EUYD is a very complex process that can be hard to understand by young people. As a step towards increasing awareness of the EUYD, the Belgian Presidency of the Council of the EU created a video on how the EUYD works, showing it to the EUYC Ghent participants and inviting them to share it via available channels. Ms. Drammeh and Ms. Li also introduced the objectives of the conference, mentioning the key role of the working group sessions, with the working groups outcomes creating basis for further policy steps at the EU level. Ms. Drammeh and Ms. Li also introduced a video explaining how the working groups operate and how the editing team supports their work. The editing team was created as a support mechanism for the EUYC Ghent participants to allow them to focus on deliberations and idea creation, while the editing team drafts concrete wording of the final up to 6 recommendations. The team consisted of representatives of the Belgian Presidency team, of youth bodies, and of researchers. The working groups were offered space to provide further reflections on the drafts during the conference itself. Up to 34 possible implementing measures were also to be created by the working groups directly, and these are to be verbatim included in the annex to the Council Conclusions. Key milestones for each day were presented, and inclusion and environmental frameworks were introduced. All videos are available [online](#).

Panel Discussion on Social Inclusion

A panel debate on social inclusion took place, with the following expert panellists:

- **Mr. Antoine Bakhsh**, student of political sciences and student representative,
- **Mr. Benjamin Dalle**, Flemish Minister of Brussels, Youth, Media and Poverty Reduction,
- **Ms. Sophia Eriksson Waterschoot**, Director for Youth, Education, and Erasmus+ at the European Commission, and
- **Mr. Nicholas Kujala**, Board Member of the European Youth Forum.

Mr. Bakhsh opened the panel, identifying that social inclusion required a worldview switch. It is important to believe that anyone, regardless of background, can make a valuable contribution to society. We should not limit the aspirations and roles of people based on their backgrounds.

Minister Dalle followed this point, stating that changing worldviews means starting from the idea that every person counts and has talents. He identified that various policy mechanisms were needed for this such as youth mainstreaming, or joint coordinators for youth and children's rights. Minister Dalle also raised concerns about the rise of populist and extremist parties in the upcoming elections.



Mr. Kujala highlighted that many of our aspirations for social inclusion required the need for investment and funding. He highlighted the importance of international youth NGOs (IYNGOs) receiving funding to support their engagement in the EUYD processes. Mr Kujala emphasised that National Youth Councils and IYNGOs were well placed to engage young people with fewer opportunities in policy making through their outreach programmes.

Ms. Eriksson Waterschoot noted that the EUYD was a pioneering tool in youth engagement in policy making. She commented that more efforts are needed to make better use of its outcomes. This means ensuring that it touches on relevant themes and concrete topics, as well as ensuring recommendations are followed up at national levels. Ms. Eriksson Waterschoot stated that to support youth mainstreaming the European Commission is encouraging all EU Member States to have a national youth coordinator, all of whom would be connected together through the European Commission's youth stakeholder platform.

Presentation of the Consultation Reports

Mr. Ondřej Bárta, freelance youth researcher supporting the EUYD10, presented the outline of the consultation phase of the current EUYD cycle. National Working Groups submitted consultation reports and results of the standardised surveys, which together with the results of the EUYC Alicante served as a basis for the two available consultation reports ([Bárta, Moxon 2024](#) and [Moxon, Bárta 2024](#)). Mr. Bárta further outlined the results of the standardised survey in which almost 11 000 young people took part, and which showed that young people do not see inclusion as very well implemented in their respective environments. Furthermore, the results suggest that different groups of young people view inclusion differently, and that intersectionality (i.e., cumulative disadvantage) may also play a role.

Mr. Dan Moxon, Director of People, Dialogue and Change and a researcher supporting the EUYD10, summarised the results of the qualitative consultations which took place at the national levels, and also at the EUYC Alicante. He elaborated on various results within the consultation domains of access to education and learning environments, the role of education and educators, health care, work and employment, other social support, and the role of the youth field. Mr. Moxon mentioned barriers to social inclusion such as discriminatory behaviour of educators, discrimination in work recruitment processes, barriers in housing or transport, and many other. He also elaborated on changes which are needed, such as accessible and inclusive learning environments, investments into education, diversity initiatives for employers, improved mental health support, or access to information. Mr. Moxon also highlighted the role of the youth field with respect to advocacy, creating opportunities for social cohesion, or places of mutual support.

Sharing Social Inclusion Practices

A showcase of social inclusion practices was organised for the EUYC Ghent participants. About 30 organisations presented their processes and initiatives, and all of them are listed and described in the Annex 5. The aim of the fair was to inspire participants, by providing space to explore some existing organisations, projects and policy initiatives that are already working towards a society that is more inclusive for all young people, including young people with fewer opportunities.



Working Group Sessions

During Sunday 3rd March 2024, and Monday 4th of March 2024, six working groups in the total length of 8 hours and 45 minutes, featuring also a session with policymakers in the length of 1.5 hours (please see Annex 4 for the list of policymakers), allowed EUYC Ghent participants to deliberate on the six key topics as follows (please see Annex 2 for their detailed descriptions):

- **Change the system - structural barriers to inclusion**
- **The role of Information and social inclusion**
- **Health and mental wellbeing - a means to social inclusion**
- **Inclusive learning environments – schools and formal education**
- **Inclusive learning environments - non-formal and informal education / youth work**
- **Challenging discriminatory attitudes and cultures**

The working groups were supported by teams consisting of facilitators and harvesters. While the facilitators were focusing on the group and deliberation dynamics and workflow, the harvesters were collecting ideas and supporting the process of drafting concrete possible implementing measures.

The session with policymakers during which the participants had an opportunity to refine their work based on further deliberations brought many interesting insights. Some of the policymakers urged the working groups to pay attention to the language they use, being sensitive to various nuances and connotations, but also using widely-known terms. Other policymakers stressed the importance of SMART approach in order to plan possible implementing measures with specific results, as well as importance of taking into account the existing body of research on any given topic. Funding and youth mainstreaming were also discussed, together with the importance of policy cycles. Some of the policymakers highlighted concrete policy initiatives, frameworks, and papers which are relevant to the topics at hand, suggesting the working groups to take them into account in their work. Some of the policymakers also shared concrete good practices from the EU Member States, such as Latvia, Belgium (Flanders), or the Netherlands.



Figure 2: Graphic recording of EUYC Ghent by Dorottya Budavári-Nagy (graphic recorder and illustrator)

Plenary Conclusions

EUYC Ghent facilitators **Ms. Clara Drammeh** and **Ms. Lotus Li** reflected on the work of the day undertaken by the participants. They highlighted the emphasis on time dedicated for the working groups at the EUYC Ghent and they noted that producing 34 possible implementing measures and 6 recommendations provides basis for future policy and implementation processes in the coming months.

Mr. Pieter Jan De Graeve (project officer at SALTO Inclusion & Diversity) and **Ms. Sophia Dolhain** (member of the team supporting the Belgian Presidency of the Council of the EU, The Flemish Department of Culture Youth and Media) joined the stage to elaborate on the work of the editing team. They outlined that the working process has been smooth. The first step was to look at the desired outcomes and social change identified by the working groups and to begin turning these into the first draft of the recommendations. Mr. De Graeve noted that the areas identified by working groups had complimentary themes, which made the process easier. He stated that when recommendations were shared with conference participants the next day, the reflections collected from the participants were positive and allowed for further improvements to the draft recommendations. Ms. Dolhain outlined that the next stage was to check again the next day if the recommendations were still aligned with the possible implementing measures. She noted that the EUYC Ghent recommendations would be incorporated into the draft Council Conclusions which are negotiated by the EU Member States through the EU Youth Working Party in order to adopt them by the Council of Ministers in May.



Figure 3: Graphic recording of EUYC Ghent by Dorottya Budavári-Nagy (graphic recorder and illustrator)⁴



Closing Session

The EUYC Ghent facilitators **Ms. Drammeh** and **Ms. Li** welcomed the participants to the last day of the EUYC Ghent, including those watching the live stream. They summarised the proceedings of the EUYC Ghent, utilising the visual recording by Dorottya Budavári-Nagy (graphic recorder and illustrator), outlining how the outcomes of the EUYC Ghent were created. They introduced **Mr. Milan Calloens** (coordinator of the three National Youth Councils of Belgium for the Belgian Presidency of the Council of the EU) and **Ms. Sophia Dolhain** (policy officer for Youth Affairs at Flemish Government and a member of the team supporting the Belgian Presidency of the Council of the EU) from the editing team on stage, giving them the opportunity to dive into the work of the team and how the ideas of the EUYC Ghent participants were utilised. All in all, 6 recommendations were created by the editing team, based on the notes from the team of harvesters who collected ideas during the working group deliberations. Furthermore, those recommendations were offered for reflection back to the EUYC Ghent participants during the second day of the conference, before they were finalised. The recommendations are to be included in the body of the Council Conclusions of the Belgian Presidency of the Council of the EU. The recommendations are as follows:

“Member States and European Institutions are encouraged to:

- *R1. Better support young people experiencing poverty and financial exclusion to transition to financial independence and security by taking steps to promote affordable housing, increasing access to quality work and employment, addressing mobility barriers, and ensuring young people’s financial literacy.*
- *R2. Ensure young people’s access to affordable, youth-friendly and personalised quality health care and mental health support systems. Additionally, create safe and open environments for young people to speak freely and learn about health and mental well-being.*
- *R3. Increase funding, capacity building and other support for educators to be engaged in lifelong learning on: inclusion of young people with fewer opportunities; capitalising on diversity of young people; creating safe spaces for sharing and learning with and by young people from different backgrounds; and youth-centred personalised teaching and learning approaches.*
- *R4. Improve the capacity of people working with and for youth to effectively disseminate youth friendly information in order to make information accessible about rights and opportunities. Additionally, strengthen media and information literacy of youth to recognise trustworthy information and safe information navigation.*
- *R5. Promote and invest in education and youth work in order to: make learning environments more accessible and inclusive for young people with fewer opportunities; tailor to young people needs; increase collaborations between formal education, non-formal education and informal learning and across other sectors.*
- *R6. Put in place policies to dismantle systematic discrimination, unconscious bias, hostile attitudes and to encourage continuous learning about all kinds of diversities as well as unlearning prejudices. Such policies should be co-developed with young people with relevant lived experiences in all fields.*

Furthermore, the working groups prepared more than 34 possible implementing measures to provide concrete examples of initiatives that could support making the abovementioned recommendations a reality.

The possible implementing measures in the domain of structural barriers included: conducting research to enhance mobility for young people in border regions; providing subsidies for youth housing through the Independent Youth programme; empowering European youth in rural and outermost areas digitally; offering free public transport to all youth; utilizing Vacancy Tax as financial incentives for social youth housing; and establishing high-quality financial literacy standards for all youth in the EU.

- **The possible implementing measures in the domain of health and mental wellbeing included:** ensuring access to a psychologist in every school; incorporating diverse research groups in the criteria for health research funds; supporting education and initiatives for youth mental wellbeing; including health as a ground of discrimination within legislation; and implementing a mental well-being training programme for educators and youth workers.



Figure 4: Graphic recording of EUYC Ghent by Dorottya Budavári-Nagy (graphic recorder and illustrator)



The possible implementing measures in the domain of formal education and schools included: integrating non-formal education led by NGOs into formal civic education; establishing legal frameworks for nationwide and inclusive regional student representative bodies; enhancing anti-discrimination practices in vocational education and training (VET); initiating joint educational initiatives with school students of diverse backgrounds; providing streamlined funding for young people facing fewer opportunities in education; and implementing lifelong teacher training on inclusion.

- The possible implementing measures in the domain of non-formal and informal education and youth work included:** promoting professionalized youth work across Europe through structural investments and trainings;
- ensuring capacity building and continuous dialogue between youth workers and stakeholders; increasing access to funding opportunities at the local level; implementing youth-centered participatory budgeting; establishing mobile youth work initiatives; and formalizing recognition of volunteer youth work.

The possible implementing measures in the domain of information included: conducting youth information and critical thinking workshops in schools; exploring reliable news sources and promoting verifiable information; launching campaigns for quality information and media literacy to empower youth; establishing inclusive youth spaces serving as information hubs; and systematically ensuring that EU information is made accessible and inclusive for all.

The possible implementing measures in the domain of discriminatory attitudes and cultures included: incorporating inclusive language in EU policy documents; promoting continuous learning to foster acceptance and awareness of diversities; adopting an intersectional and representative approach across all strategies; ensuring equal rights by implementing the Youth Test at all levels; allocating EU funding for intergenerational spaces within European municipalities; and preventing prejudice through acceptance of minority groups and promoting self-reflection through education.

These possible implementing measures are to be included as an annex of the Council Conclusions of the Belgian Presidency of the Council of the EU and can be also found verbatim in the Annex 3 of this report.

Reaction Panel on the Outcomes of the EUYC Ghent

Ms. Isabelle Weykmans, Minister for Youth for a German Speaking Community of Belgium, stressed that the outcomes of the EUYC Ghent show intersectionality and complexity of the issues at hand, as well as the need for including young people in addressing these complex matters. She also underlined that youth policy is established at a cross-section of youth engagement, international deliberations, and national and local consultations. As an example, digital equality needs to be established, and hence a decision has been made to connect every house in the German Speaking Community to the internet via a stable cable connection by 2026.

Mr. Olivier De Schutter, UN Special Rapporteur on extreme poverty and human rights, highlighted that in fighting poverty early childhood is usually at the forefront of measures in place. Nevertheless, he also underlined that it would be a mistake to only target the support on children, outlining many transition moments in lives of young people which are key to overcoming economic disadvantages, such as entering various schools, or the labour market. Unconditional basic income for young people was mentioned as a strong potential measure to support young people in their transitions. Apart from material deprivation, shame and cultural barriers in finding housing, healthcare, employment, or educational opportunities are also key to tackle, as poverty may have life-long consequences for anyone who finds themselves in such a situation.

Ms. Katrīna Leitāne , President of the Youth Group at the European Economic and Social Committee (EESC), highlighted the opportunities for deliberations during the EUYC Ghent, appreciated the time and energy devoted by all EUYC Ghent, and commitment it shows to youth participation. She stressed the advisory role of the EESC within the system of the EU bodies, underlying the support of the EESC to the EU Youth Test, or for intergenerational solidarity.

Ms. Nina Grmuša, Bureau Member of the Advisory Council on Youth of the Council of Europe, underlined the importance of policymakers and young people coming together to regularly work on policies together in an international environment. She also stressed the passion of young people for the cross-sectoral and complex topics that were debated during the EUYC Ghent.



RECOMMENDATION

3 PROMOTE AND INVEST IN EDUCATION AND YOUTH WORK IN ORDER TO: MAKE LEARNING ENVIRONMENTS MORE ACCESSIBLE AND INCLUSIVE FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES; TAILOR TO YOUNG PEOPLE NEEDS; INCREASE COLLABORATIONS BETWEEN FORMAL EDUCATION, NON-FORMAL EDUCATION AND INFORMAL LEARNING ACROSS OTHER SECTORS



RECOMMENDATION

4 INCREASE FUNDING, CAPACITY BUILDING AND OTHER SUPPORT FOR EDUCATORS TO BE ENGAGED IN LIFE-LONG LEARNING ON: INCLUSION OF YOUNG PEOPLE WITH FEWER OPPORTUNITIES, CAPITALISING ON DIVERSITY OF YOUNG PEOPLE; CREATING SAFE SPACES FOR SHARING AND LEARNING WITH AND BY YOUNG PEOPLE FROM DIFFERENT BACKGROUNDS, AND YOUTH-CENTERED PERSONALISED TEACHING AND LEARNING APPROACHES.



RECOMMENDATION

5 IMPROVE THE CAPACITY OF PEOPLE WORKING WITH AND FOR YOUTH TO EFFECTIVELY DISSEMINATE YOUTH FRIENDLY INFORMATION AND ACCESSIBLE ABOUT RIGHTS AND OPPORTUNITIES. ADDITIONALLY STRENGTHEN MEDIA AND INFORMATION LITERACY OF YOUTH TO RECOGNISE TRUSTWORTHY INFORMATION AND SAFE INFORMATION NAVIGATION



RECOMMENDATION

6 PUT IN PLACE POLICIES TO DISMANTLE SYSTEMATIC DISCRIMINATION, UNCONSCIOUS BIAS, HOSTILE ATTITUDES AND TO ENCOURAGE CONTINUOUS LEARNING ABOUT ALL KINDS OF DIVERSITIES AS WELL AS VIOLENCE PREJUDICES. SUCH POLICIES SHOULD BE CO-DEVELOPED WITH YOUNG PEOPLE WITH RELEVANT LIVED EXPERIENCES IN ALL FIELDS.



Figure 5: Graphic recording of EUYC Ghent by Dorottya Budavári-Nagy (graphic recorder and illustrator)



Next steps in the 10th Cycle of the EUYD

Ms. Biliana Sirakova, EU Youth Coordinator at the European Commission, stressed that more can be done to follow-up on the outcomes of the EUYD, mentioning the Youth Check and the Youth Guarantee as examples of successful follow-ups. She also invited all participants to create follow-up initiatives, including support of dissemination of the EUYD outcomes. She mentioned new branding and design are to be created for the EUYD.

Mr. Nicholas Kujala, Board Member of the European Youth Forum, mentioned outreach of the EUYD to be one of its strengths, with youth from disadvantaged backgrounds being given the space to co-create the community they are living in. He also mentioned weaknesses including funding for the NWGs and IYNGOs. Improvement of the process of the EUYD is key, and young people should be at the heart of such changes, such as green and sustainable frameworks, youth infrastructure, and other.

Ms. Laure Verstraete, Youth Delegate on behalf of the Belgian Youth Councils, summarised challenges of being a youth delegate, including monitoring and follow-up of the EUYC outcomes. Inclusive aspects are crucial, with silent rooms, contact persons, or dedicated catering partners who share the vision of the organisers, but also branding and image of the EUYD that everyone would recognise. She also wished the upcoming Presidencies to have smooth cooperation within the EUYD processes.

The EUYC Ghent participants were invited to share their ideas on further improvement of the EUYD, and concrete suggestions were mentioned, such as explicit guidelines on organising the EUYCs, or an increased visibility and dissemination, but also continued deliberations on the EUYD improvements in the future.

Mr. Armand Meys, desk officer for International youth and cultural policy at the Department of Culture and Youth of the Ministry of the German-speaking Community of Belgium, stressed the achievements of **Mr. Jan Van Hee** and his role in furthering the EUYD, underlining the connection between the local and the European, and his expertise in the EUYD, and he thanked him for all his support of the EUYD over the years.

Mr. Jan Van Hee thanked everyone, saying that all he did was doing his job with passion.

Takeover took place between the youth delegates from Belgium and Hungary. **Ms. Laurena Marx**, **Ms. Israe Aiach** and **Mr. Valentin Williame** as representatives of all Belgian National Youth Councils passed on the EUYD10 responsibilities to their counterpart **Ms. Réka Gaján** from the Hungarian National Youth Council, wishing all the best to the Hungarian Presidency of the Council of the EU. Ms. Gaján thanked her Belgian colleagues for well-done work on furthering the EUYD, for keeping up hope for better futures, and for making the youth voices count.

Ms. María Rodríguez Alcazar, President of the European Youth Forum, underlined the hard work of the Belgian Presidency of the Council of the EU in the EUYD domain. She also stated that co-creation is at heart of the EUYD and EUYCs, highlighting the concrete outcomes of the EUYC Ghent. She encouraged the youth delegates to take the outcomes back to the national and local levels and to use the outcomes to make the youth voices heard. She appreciated presence of the European Commission representatives at the EUYC Ghent, but also stressed the need for cooperation at the EU level in follow-up processes to build on the EUYC Ghent outcomes.

Ms. Sophia Eriksson Waterschoot, Director for Youth, Education, and Erasmus+ at the European Commission appreciated the EUYC Ghent process, but also the venue, and cultural programme. She also thanked the youth delegates for their work on the possible implementing measures and recommendations, stating that it is up to the European institutions to follow-up on these outcomes. She stated that more than 60 actions are planned by the DG EAC in the



domain of youth mainstreaming, communication, visibility, but also in the domain of implementation of the EU Youth Check. Demonstrating impacts of the EUYD is a key challenge, with relevant follow-up on all levels being a cornerstone of such impacts. She also mentioned the upcoming European elections which will influence the future of the EU. She also thanked Mr. Jan Van Hee for all his work and support of the EUYD, the Belgian Presidency of the Council of the EU, and of the Youth Working Party.

Mr. Benjamin Dalle, Flemish Minister of Brussels, Youth, Media and Poverty Reduction thanked all participants for creating the recommendations and possible implementing measures, as a form of identifying policy solutions. Listening to youth and taking action with youth are to be the driving force behind meaningful change. He also mentioned room for improvement in terms of monitoring and follow-up mechanisms and proposed to create a framework for monitoring and feedback of the EUYD. Minister Dalle underlined that the newly created recommendations are cross-sectoral, and hence cover the whole palette of the lives of young people. This goes hand in hand with the necessity for youth mainstreaming, as represented for example by the EU Youth Test. He acknowledged that further steps will be undoubtedly taken by the Hungarian Presidency of the Council of the EU, including at the EUYC Budapest in the second half of 2024. Minister Dalle also stressed that while inclusion lies at the heart of the EU as a peace-project, youth and children in Gaza are not as fortunate. He urged immediate ceasefire in Gaza and respecting the United Nations Convention on the Rights of the Child. He also thanked representatives of Ukraine for coming to Belgium to discuss the future of Europe and its youth. He thanked everyone included in the organisation of the EUYC Ghent, and Ms. Sofie Van Zeebroeck for the event coordination.

The EUYC Ghent was closed by a live recital of a poem by two of the facilitators of the EUYC Ghent: **Mr. Gaffar Rampage**, and **Mr. Kelvin Akpaloo** (see Annex 6 for the poem).

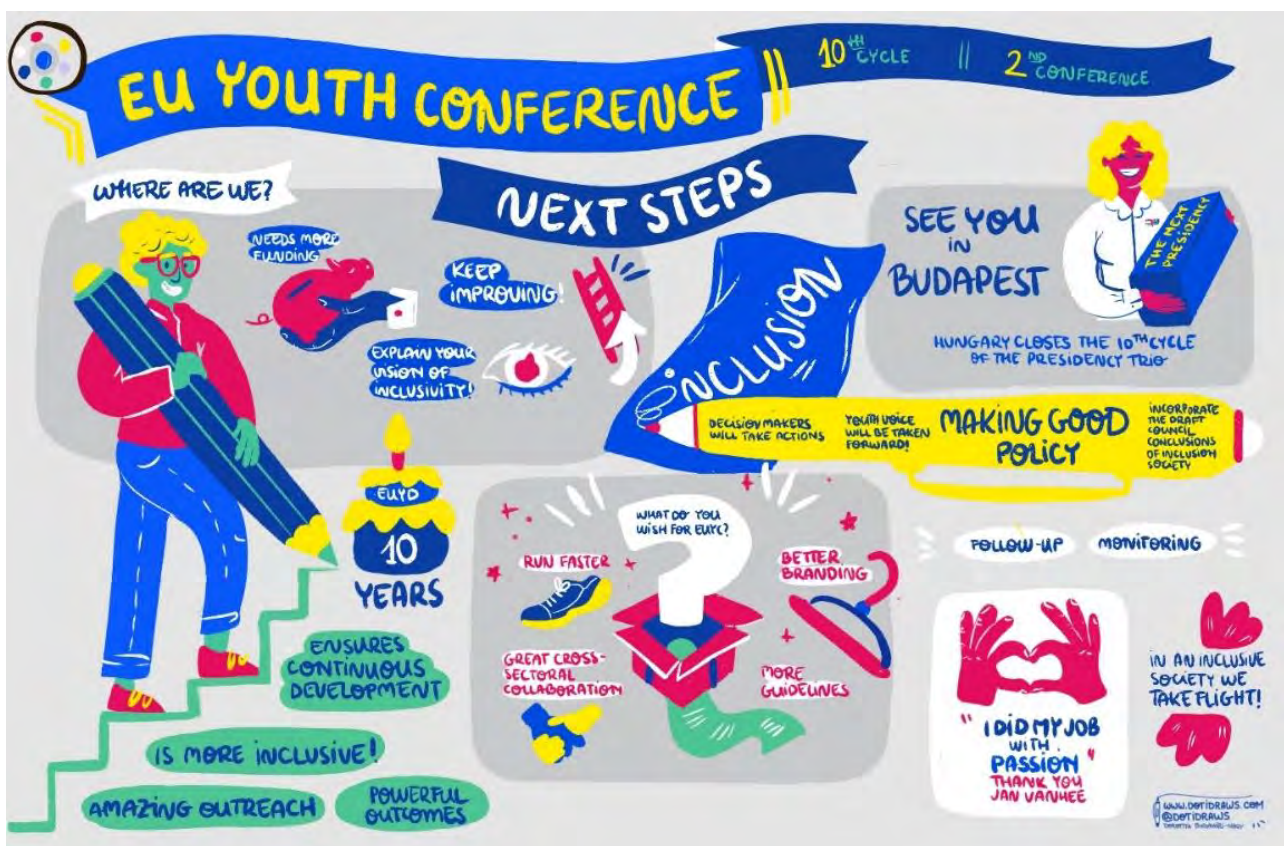


Figure 6: Graphic recording of EUYC Ghent by Dorottya Budavári-Nagy (graphic recorder and illustrator)



Annex 1: Programme of the EUYC Ghent

SATURDAY, MARCH 2d

- 12:00 – 22:00 Arrivals and hotel check-in
- 14:00 – 17:00 Arrival and registration at VIERNULVIER – De Vooruit
Cultural and sportive activities (optional)
- 17:30 – 19:00 Welcome by Presidency team and Ghent European Youth Capital
briefing for participants and division of working groups
- 19:00 – 22:00 Informal opening by Hafsa El-Bazoui, deputy Mayor of the City of Ghent (cancelled)
walking dinner

SUNDAY, MARCH 3d

- 08:00 – 09:00 Registration of participants
- 09:00 – 10:45 Official opening
 - Opening speech by **Benjamin Dalle**, Flemish Minister of Brussels, Youth, Media and Poverty Reduction
 - Opening speech by **Iliana Ivanova**, European Commissioner for Innovation, Research, Culture, Education and Youth
 - Opening speech by **Nicholas Kujala**, Board Member of the European Youth Forum

Panel interview on the topic of social inclusion

- **Benjamin Dalle**, Flemish Minister of Brussels, Youth, Media and Poverty Reduction
 - **Sophia Eriksson Waterschoot**, Director for Youth, Education and Erasmus+ at the European Commission's Directorate General for Education, Youth, Sport and Culture
 - **Nicholas Kujala**, Board Member of the European Youth Forum
 - **Antoine Bakhsh**, *young person*
 - Getting to know each other
 - Presentation of consultation report by the researchers team
- 10:45 – 11:15 Coffee break
- 11:15 – 12:30 Onboarding in working groups:
- WG1 & WG2: Change the system – structural barriers to inclusion
 - WG3: Health and mental wellbeing – a means to social inclusion
 - WG4: Inclusive learning environments – schools and formal education
 - WG5 & WG6: The role of information and social inclusion
 - WG7 & WG8: Inclusive learning environments – non- formal & informal education/youth work
 - WG9 & WG10: Challenging discriminatory attitudes and cultures
- 12:30- 14:00 Lunch break
- 14:00 – 15:30 Sharing of good practices for social inclusion
- **Jongerenwerking OCMW Gent**: The Youth Support Team
 - **JES vzw**: Because it is young people that make the city!
 - **iDROPS**: Inclusively Wired
 - **Overkop**: Low-threshold support in wellbeing through leisure and care
 - **Go Boom**: About female & queer representation
 - **Jong vzw**: Young people of Ghent share their experiences
 - **Amal**: Parkoers
 - **Konekt**: The learning programme of Brake-Out



- **KAA Gent Foundation:** More than football
- **Urban Foxes:** Presenting different projects
- **Culture Goes Europe (CGE) & Soziokulturelle Initiative Erfurt e.V. & Urban Foxes:** Placemaking for Inclusion (cancelled)
- **Homaar:** Growth space for youngsters that connect creativity, youth care and youth work
- **Komaf:** Where leisure is connected to inclusion and diversity
- **Betonne Jeugd and Netwerk tegen Armoede:** Methods to fight poverty and social exclusion
- **Link in de Kabel:** Improving digital and media literacy in a playful way
- **Les Guides:** A movement FOR young people, BY young people
- **ATD Quart Monde:** Including young people experiencing poverty and social exclusion in policy making
- **Education Globale et Développement:** Getting to know the World Workshop
- **Le Forum Bruxelles contre les inégalités:** How to involve "at-risk" young people in a dialogue with professionals, researchers and institutions?
- **LEJO:** Teenage mothers
- **Université de Paix:** Mediators' seeds, Objective: Group, and #BetterTogether
- **Ghent Education Centre (Edina & OKAN):** Strengthening newcomer education
- **YEN Youth of European Nationalities:** An exploration of best practices: Exchange Market, Code of Conduct and Minority Youth Advocacy
- **Y-E-N Youth Express Network: Ties up!:** Reconnect with youth post-pandemic project
- **Extra-C and ENIL (cancelled):** The Extraordinary Citizens project
- **Rural Youth Europe/4H:** Mental health at 4H farms
- **Minus One:** Underground cultural centre for youth in Ghent
- **Merhaba:** Empowering the LGBT+ community with a migrant background
- **European Commission I & II:** Towards a European degree

15:30 – 16:00	Coffee break
16:00 – 17:30	Working groups session I: Identifying desired changes
17:30 – 19:00	Break
19:00 – 23:00	Belgian cultural gala evening and dinner

MONDAY, MARCH 4th

9:00 – 10:30	Working groups session II: From visions to actions
10:30 – 11:00	Coffee break
11:00 – 12:30	Working groups session III: Preparing for a dialogue
12:30- 14:00	Lunch break
14:00 – 15:30	Dialogue session with policy makers in working groups
15:30 – 16:00	Coffee break
16:00 – 17:30	Working groups session IV: Finalising the outcomes
17:30 – 18:00	Closing of the day in plenary
18:00 – 19:00	Break
19:00 – 20:00	Silent disco walk (optional)
19:00 – 21:00	Dinner
21:00 – 02:00	Festive evening organised by the Youth Councils at Minus one



TUESDAY, MARCH 5th

9:30 – 11:00 Presentation of working groups outcomes

Reaction panel on the outcomes of the EUYC

- **Isabelle Weykmans**, Minister for Youth of the German-speaking community of Belgium
- **Olivier De Schutter**, UN Special Rapporteur on extreme poverty and candidate member of the European Parliament
- **Katrīna Leitāne**, President of the EESC Youth Group
- **Nina Grmuša**, Bureau Member of the Advisory Council on Youth

Group picture

11:00 – 11:30 Coffee break

11:30 – 13:00 Next steps in EUYC process by TRIO Presidency

Interactive panel discussion on the future of the EU youth dialogue

- **Biliana Sirakova**, EU Youth Coordinator
- **Nicholas Kujala**, Board Member of the European Youth Forum
- **Laure Verstraete**, youth delegate Belgian national youth councils

Handover to Hungary

Short closing speeches

- **María Rodríguez Alcázar**, President of the European Youth Forum
- **Sophia Eriksson Waterschoot**, Director for Youth, Education and Erasmus+ at the European Commission's Directorate General for Education, Youth, Sport and Culture
- **Benjamin Dalle**, Flemish Minister of Brussels, Youth, Media and Poverty Reduction

13:00- 14:00 Lunch break

14:00 - ... Departure of participants



Annex 2: Working Group Topics

1. Change the system - structural barriers to inclusion

Structures and systems in our society can provide advantages to one group of people and be systematically disadvantageous to other groups. Social support measures are not always tailored to the specific needs of young people with fewer opportunities. These social and economic barriers prevent the full inclusion of all young people in our societies.

This group will explore the large-scale, social, and economic issues that create social exclusion, particularly access to housing and employment, and the role of public space and infrastructure. The group will identify possible implementing measures that can help address these barriers.

2. Health and mental wellbeing - a means to social inclusion

Young people's health and wellbeing, particularly mental health, is crucial for their social inclusion and active participation in society. Challenges related to health and wellbeing can create barriers for young people and may affect some groups of young people more than others.

This group will identify possible implementing measures related to young people's access to quality health care and mental health support. It will also explore the role that youth work and the youth sector can play in promoting youth health and mental wellbeing as a means to enabling their active participation in society.

3. Inclusive learning environments – schools and formal education

Formal education environments, such as high schools and universities, are among the main spaces through which young people access learning and education. According to the consultation results, schools are not always effective at promoting the inclusion of all young people. Many groups face issues of poor access, or experience exclusion within school settings. According to the consultation results, the actions (or inactions) of teachers, problems with curricula, as well as the general environment and culture within schools can even reinforce social exclusion.

This group will identify possible implementing measures that can promote inclusive learning environments in schools, universities and other formal education settings. It will explore equitable access to quality education and learning, inclusive learning, and the role of educators in promoting social inclusion in schools.

4. Inclusive learning environments - non-formal and informal education / youth work

There are many spaces and places in which young people learn outside of formal education. Learning can occur in environments such as youth centres, youth organisations and youth structures, where it might be guided by non-formal educators or youth workers. Learning can also occur informally in our day to day lives and in public spaces. According to the consultation results, learning environments are not always effective at promoting inclusion of all young people. Some environments, and the actions (or inactions) of educators linked to them can even reinforce social exclusion.



This group will identify possible implementing measures that can promote inclusive learning environments in non-formal and informal settings. It will explore equitable access to quality education and learning, inclusive learning, and the role of educators in promoting social inclusion, within non-formal and informal settings.

5. The role of Information and social inclusion

As Europe undergoes digital transformation the ability to access, use, create and share information is becoming increasingly central to all of our lives. However, not all young people have the same access to digital tools, quality information, or possibilities to develop media and information literacy competences. Information disorder

- (disinformation, misinformation and malinformation, sometimes called “fake news”) is a major contributor towards the spread of polarisation in our society. Young people need both access to trustworthy information and the competences to identify and critically assess the information they receive.

This group will identify possible implementing measures that can make young people's access to quality information more equitable and develop young people's media and information literacy competences. It will consider the role of youth work and the youth sector in helping develop quality information that is accessible to all, and well targeted to meet the needs of different groups of young people.

6. Challenging discriminatory attitudes and cultures

According to the consultation results, experiencing prejudice, negative stereotypes and hate speech is common for many groups of young people. Young people are experiencing these things when seeking employment, within education, on social media platforms, when trying to access healthcare or other support, and in many other fields of life. Discriminatory attitudes of others lead many young people to feeling unsafe, have opportunities denied from them, and are part of many young people's experiences of exclusion.

This group will identify possible implementing measures that can challenge discriminatory attitudes and cultures across all areas of life. It will consider what practical actions are needed to promote a Europe that is welcoming, tolerant and accepting of all young people at a cultural and societal level.



Annex 3: Recommendations and Possible Implementing Measures

Recommendations

R1. Better support young people experiencing poverty and financial exclusion to transition to financial independence and security by taking steps to promote affordable housing, increasing access to quality work and employment, addressing mobility barriers, and ensuring young people's financial literacy.

R2. Ensure young people's access to affordable, youth-friendly and personalised quality health care and mental health support systems. Additionally, create safe and open environments for young people to speak freely and learn about health and mental well-being.

R3. Promote and invest in education and youth work in order to: make learning environments more accessible and inclusive for young people with fewer opportunities; tailor to young people needs; increase collaborations between formal education, non-formal education and informal learning and across other sectors.

R4. Increase funding, capacity building and other support for educators to be engaged in lifelong learning on: inclusion of young people with fewer opportunities; capitalising on diversity of young people; creating safe spaces for sharing and learning with and by young people from different backgrounds; and youth-centred personalised teaching and learning approaches.

R5. Improve the capacity of people working with and for youth to effectively disseminate youth friendly information in order to make information accessible about rights and opportunities. Additionally, strengthen media and information literacy of youth to recognise trustworthy information and safe information navigation.

R6. Put in place policies to dismantle systematic discrimination, unconscious bias, hostile attitudes and to encourage continuous learning about all kinds of diversities as well as unlearning prejudices. Such policies should be co-developed with young people with relevant lived experiences in all fields.

Possible Implementing Measures

1. CHANGE THE SYSTEM: STRUCTURAL BARRIERS TO SOCIAL INCLUSION

<i>1.1 Research about boosting mobility for young people in border regions</i> The European Commission should conduct a research on cross-border transportation in rural areas and measures to be taken to facilitate the cooperation between regional transportation. A special focus should be on the effect of creating more cohesion between cross-border pricing systems that centers on young people with fewer opportunities. ➤ A tool-box of suitable measures is to be created. This should lead to decreasing the prices, so the consumer has a more affordable ticketing system.	EU, Regional
<i>1.2 Independent Youth: Subsidies for youth housing</i> This measure targets all youth in the age group from 16 to 30 years old, that includes students, employed youth, NEETs etc. by providing them housing subsidies based on their social economic background and status. The implementation of this measure ensures the equity in for fair subsidies. This should lead to independence and well-being of youth in all aspects of social participation.	EU
<i>1.3 Digital empowerment for European youth in rural and outermost areas</i> The European Commission should encourage the member states to ensure an equal digital access for young people across Europe. This entails establishing widespread Wi-Fi availability in rural areas and providing access to laptops for underserved communities. By prioritising digital inclusion, we empower young people with the tools they need to do remote work, develop their skills, and access digital services. This should lead to Increase the employability and the access to information.	EU
<i>1.4 Free public transport for all youth</i> Provide free public transport to all youth, improving access to schools, jobs, and social opportunities, and allowing disadvantaged areas to grow around public transport major hubs. This initiative reflects the EU's acknowledgment of youth struggles and strives to address them effectively. This should lead to reduced inequalities cross-sectionally and sustainably.	National

<i>1.5 Vacancy Tax serving financial incentives for social youth housing</i> Houses unoccupied for over two years (occupied less than one month annually) qualify for <i>Vacancy Tax</i>. Collected funds with this tax are used to incentivize landlords to make their housing stock eligible as social housing market, targeting young people with fewer opportunities. This should lead to engaged landlords in youth housing schemes; broaden opportunities for youth.	National
➤ <i>1.6 High-quality financial literacy standards for all youth in the EU</i> Having a sound understanding of financial literacy empowers young people so that they can be confident in facing life's challenges and working toward their long-term goals. An integrated approach is needed to implement a comprehensive financial literacy program by involving a wide range of stakeholders such as schools, businesses, banks, and non-profit organizations. This should lead to empowering youth for financial literacy and lifelong project planning.	National

2. HEALTH AND MENTAL WELLBEING

<i>2.1 Access to a psychologist in every school</i> Member States and candidate countries should ensure psychologist availability throughout all stages of formal education. Embedding psychologists in schools can enhance mental health access and aid in early stigma reduction. Active engagement with the entire school community in preventive practices is vital. These psychologists, independent from teaching staff, should have the authority to recommend further professional support for a student without requiring parental consent. This should lead to easier access to psychologists and the prevention of mental health problems.	National
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2.2 Include diverse research groups in criteria for health research funds The European Commission should include diverse research groups in criteria for research funds in the medical field. Based on McKinsey & Company research “Closing the data gaps in women’s health”, there is a gender bias in medical research. This leads to exclusion of the majority of the population in effective functioning healthcare. This problem especially affects young women, since they are less likely to be diagnosed. This should lead to a lower mortality rate and equal healthcare system for young people.	EU
2.3 Supporting education and initiatives for youth mental wellbeing The European Commission and member states, building on the 2023 Strategy for Mental Health, should support programmes that enhance well-being and mental health awareness of young people through non-formal education, exchange of good practices and research-based information. Sharing, promoting and popularizing the existing methodologies and programmes should be conducted through diverse platforms within the Member States. EU candidates are encouraged to implement this measure as well. This should lead to raising stakeholder capacities and strengthening mental resilience of youth.	EU
2.4 Include health as a grounds of discrimination within legislation Member states should include health in the list of grounds of discrimination; health includes mental health and physical health conditions. To protect individuals from discrimination in for example the workplace and education. The legal framework shall protect (citizens) students and employees with such conditions and provide them with necessary resources to equally thrive in their environments. This should lead to equal access to education and work for all people.	EU
2.5 A mental well-being training programme for educators and youth workers Educators and youth workers should receive mandatory, initial and continuing, empathy and life-skill training to effectively communicate, provide mental well-being support and inspire awareness-raising among youth, adapted to their needs. In addition, relevant authorities should maintain continuously updated materials, taking advantage of existing EU tools and programmes. This should be properly financed by the relevant authorities. EU candidate countries are also encouraged to implement this. This should lead to youth having access to staff trained in mental health support.	EU

3. INCLUSIVE LEARNING ENVIRONMENTS - FORMAL EDUCATION & SCHOOLS

<i>3.1 Integrating non-formal education led by NGOs into formal civic education</i> Stimulate schools to involve youth-led NGOs, in collaboration with youth workers, in implementing the civic education curriculum with non-formal methods. The initiative should be supported by the EU institutions. The course should use the national curriculum and be prepared together with youth workers and teachers. The youth-led NGOs' lessons enable young people to learn about civic society, have more opportunities to engage and increase social inclusion by providing a peer-to-peer practical learning experience. ➤ This should lead to providing opportunities to engage and learn practical skills through civic education.	National, local, EU
<i>3.2 Establishing legal frameworks for nationwide and inclusive regional student representative bodies</i> Member States should implement these legal frameworks to define student self-governance, promote civic engagement, and mandate a degree of deliberative power in governance, allowing students to become significant stakeholders in decision-making processes at all levels. These structures must prioritise intersectionality in their activities and throughout their structure, ensuring the existence of inclusivity & diversity officers. The legal framework must safeguard students' freedom to voice their concerns and feedback. This should lead to strengthening student representation, self-governance and participation, and democratic confidence.	Local, Regional, National
<i>3.3 Enhancing anti-discrimination practices in vocational education and training (VET)</i> Setting up a support system for students seeking work placements and easing the path through apprenticeship recruitment procedures by: • Implementing legally binding anti-discrimination policies, to be included in agreements between VET-institutions and corporations offering apprenticeships; • Requiring employers to register apprentices for workplace liability insurance; • Anonymizing application procedures for apprentices seeking work placements, as to ensure their identity (gender, age, ethnic background) is not a cause for discrimination This should lead to reducing the likelihood of discrimination in the recruitment procedure and within work placements of VET apprentices.	Regional, national, EU

<i>3.4 Joint educational initiatives with school students of diverse backgrounds</i> Young people from diverse backgrounds, including youth with fewer opportunities (e.g. cooperation between special needs schools and other schools), collaborate in non-formal settings on joint initiatives. The schools organise joint activities with one goal, focusing on peer-to-peer learning in the process. The activities remove barriers for young people to interact and enrich one another. Funding is essential for everyone to have a fair chance at participating. This should lead to shared experiences, better knowledge and understanding between different youth groups.	Local, national
<i>3.5 Streamlined funding for young people facing fewer opportunities in education</i> Allocate specific funding to establish support programs in educational institutions for learners experiencing various forms of disadvantage at all stages of education. This funding will be earmarked for tailored support services, including the provision of assistive technologies and the development of infrastructure to meet the diverse access needs of these learners. This should lead to enhanced educational access and success for marginalized learners.	Local, national, EU
<i>3.6 Lifelong teacher-teaching on inclusion</i> Have specific Erasmus+ ‘train the trainer’ projects on inclusion and diversity for teachers, who then share their knowledge and skills with peers in their school(s). Develop national/regional programmes for schools to exchange and evaluate inclusion and diversity practices. This should enable schools to improve their approach to inclusivity and diversity and facilitate continuous reflection on their own practices. This should lead to teachers gaining a better understanding and skills on inclusion.	Regional, National, EU

4. INCLUSIVE LEARNING ENVIRONMENTS: NON-FORMAL AND INFORMAL EDUCATION AND YOUTH WORK

<i>4.1 Promote professionalised youth work across Europe by structural investments and trainings</i> Recognising informal learning and youth work in creating inclusive spaces. Encourage evidence-based academic research to support the impact of youth work. The fundings should be sustainable and structural, ensuring better youth services and inclusion trainings. Strengthen the recognition of youth workers' expertise through common standards. ➤ This should lead to safeguarding the rights of young people from disadvantaged backgrounds.	EU, national
<i>4.2 Ensure capacity building and continuous dialogue between youth workers and stakeholders</i> This measure will be achieved in three phases: (1) the consultation phase, where youth workers, non-formal and informal educators will participate in a dialogue with policymakers to create a map of their needs; (2) the action plan creation, where decision-makers agree on a set of actions in goal-oriented topics defined in the previous phase; (3) implementation and evaluation phase, where the measures are executed and their impact is assessed. This should lead to guaranteeing that youth workers' needs are achieved and continuous dialogue implemented.	National
<i>4.3 Increased access to funding opportunities at the local level</i> Introduce a localised and simplified funding framework for non-formal education and youth empowerment. This should be funded by dedicated budgets sourced by existing programs on the European and National level. This funding should enable community-driven initiatives for disadvantaged youth. Information about the framework should be easily accessible through different and relevant communication channels and structures. To access the funding, there needs to be a straightforward application process through user-friendly platforms. This should lead to disadvantaged youth accessing and benefiting from well-funded non-formal education.	Local
<i>4.4 Youth-centred participatory budgeting</i> Through non-formal approaches, data-driven results, and participatory structures, local youth are empowered to engage with various stakeholders in participatory budgeting. This fosters social inclusion, breaks down barriers, and promotes literacy among youth. Furthermore, it will stimulate knowledge in regards to non-formal education. This should lead to increased youth participation; strengthened community cohesion; enhanced economic opportunities.	Regional, local

<i>4.5 Mobile youth work</i> In order to reach young people with fewer opportunities, member states should provide resources for mobile youth work. The mobile youth work will, jointly with local stakeholders, work to provide support, information and programs to young people facing social exclusion. It will reinforce the collaboration between youth workers and local stakeholders and is aimed at providing equal access to opportunities to experience non-formal education for young people facing social exclusion. ➤ This should lead to equal access to opportunities to experience non-formal education.	National, local
<i>4.6 Formal recognition of volunteer youth work</i> Assure free training for volunteer youth workers in order to continuously gain or improve the awareness and competences necessary to create inclusive, safe spaces for youth in cooperation with youth organisations. At the end of the training, the volunteers receive certificates that are linked to benefits such as university credits, transport, cultural discounts etc. These trainings will provide the necessary knowledge and awareness about discrimination, (social) exclusion and mental health. This should lead to an increase in the amount and knowledge of volunteer youth workers.	National

5. THE ROLE OF INFORMATION AND SOCIAL INCLUSION

5.1 Implementing youth information and critical thinking workshops in schools Non-formal workshops, co-designed with young people, should be delivered in schools by youth organisations, targeting students, especially those with fewer opportunities, in order to tackle disinformation. Member States are encouraged to embed these interactive workshops within formal education. The funding for the youth organisations to implement these workshops should come from initiatives of the European Commission. ➤ This should lead to youngsters having long-term critical thinking and media literacy skills.	EU, local
5.2 Exploring reliable news, sources and verifiable information Independent Inclusion Platform where you can check facts. The platform provides inclusive tools to educate and improve media literacy. Knowing that the platform already partially exists in some member states, we encourage a peer learning activity to share good practices, especially focusing on young people with fewer opportunities. To ensure the correct inclusive implementation we encourage youth from diverse backgrounds to be involved in the drafting of the platform. This should lead to avoiding prejudices and empowering young people with fewer opportunities.	EU
5.3 Campaign for quality information and media literacy to empower youth The EU institutions in cooperation with the Member States establish a campaign with long-lasting effects by providing resources for societal, educational and informational initiatives and programmes targeting young people. It raises awareness on the quality of youth's informational and media consumption as a powerful factor for social inclusion. It produces stronger media exposure in Europe, with the UN Global media and information literacy week as a possible focal point. This should lead to youth that can identify quality information and fight disinformation.	EU, national
5.4 Establishing inclusive youth spaces working as information hubs Member states should support municipalities in establishing local youth spaces which are appealing to young people with experimental spaces for learning and well-equipped for both youth and youth workers. These spaces should be well-resourced and equipped both financially and in terms of HR. Youth workers should be well-informed & well-educated, they should be able to guide young people to reliable sources of information and to create quality programmes. This should lead to well-informed, empowered and active young people.	Regional, local

5.5 EU made simple: Information made systematically inclusive for all EU institutions should have a systematic approach to make all public EU information such as websites, policy measures and programmes, that is relevant to youth, available on easy-to-read and accessible language through audio-visual formats, sign language and all European languages. Establishing criteria and guidance on how to formulate this information. Using focus groups to make quality check for its accessibility before publishing. This should lead to empowerment to benefit from opportunities and raised trust in EU.	EU
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6. CHALLENGING DISCRIMINATORY ATTITUDES AND CULTURES

6.1 Use inclusive language in EU policy documents The EU should review active policy documents and where needed replace discriminatory phrases/terms/words with inclusive alternatives. All new policy frameworks should be formulated in inclusive language and assessed in view of representing all human beings, regardless of age, race, gender, religion, ethnicity, origin and disability. These guidelines should be followed when translating policies into other official languages, to ensure that the inclusive aspect is adhered to. This should lead to all people concerned by these documents to feel represented and included.	EU, National
6.2 Continuous learning focusing on acceptance and awareness of diversities To tackle discriminatory attitudes and cultures, continuous learning with a focus on acceptance and awareness of diversities should be promoted at all stages of a citizen's life. The learning material should emphasise cultural exchange, inclusivity, intersectionality and mixing of societal groups. It should be accessible (online/offline) and easily transferable to different areas of society, including mandatory education for children and the employment sector. This should lead to awareness of diversities which will shape people's general acceptance.	EU, national
6.3 Adopting an intersectional and representative approach to all strategies Member states should adopt an intersectional approach in every policy domain when implementing mechanisms and strategies (e.g. making the EUYD more inclusive, creating or properly implementing national plans) to counter discriminatory attitudes and cultures. This must be reached by involving people with lived experience through engaging representative structures in a sustainable participatory process, with care for those affected, and in accordance with the UNCRC and other human rights conventions. This should lead to a society that guarantees full respect for an individual's needs.	National

<i>6.4 Guaranteeing equal rights: Spreading proper Youth Test at all levels</i> Not all young people's needs are considered during policymaking processes therefore it creates difficulties in the full enjoyment of economic, social and cultural rights for youth. A proper <i>Youth Test</i> considered as an impact assessment tool should have two phases: a pre-evaluation phase on the eventual impact on youth of the proposed bill and a post evaluation monitoring short and long term effects produced by the adopted law. This should lead to respecting the needs and difficulties of young people.	EU, national, regional, local
<i>6.5 EU funding for intergenerational spaces within European municipalities</i> Organised, non-organised groups/individuals and local governments can apply for funding for safe and free spaces to connect people/groups. Communities have the opportunity to come together and learn to have value for each other. The spaces should be: free, accessible, safe and should ensure the involvement of a diversity of groups. The end-users should be participating/involved in the (re)designing of unused spaces from appliance till management and operation. This should lead to 1500 spaces being (re)designed within the EU.	EU, national, local
<i>6.6 Preventing prejudice through acceptance minority groups and educating about self-reflection</i> Promote acceptance of minority groups through increased representation in various forms of media such as textbooks, films. Support production of movies that accurately depict minority groups and ensure visibility on national TV. Promote formal education by supporting teachers to attend self-reflection teaching programs without using holiday time. Provide grants to facilitate participation and integrate self-reflection teachings in classrooms. We seek ongoing backing for activities to educate about self-reflection, along with tailored support for dormitory initiatives. This should lead to fostering mutual understanding, combatting prejudice, and empowering educators.	EU, national, regional, local

Annex 4: Policymakers Supporting Working Groups

1. CHANGE THE SYSTEM: STRUCTURAL BARRIERS TO INCLUSION

Policymaker: Biliana Sirakova

Country the expert resides in: Belgium

✔ *Institution the expert is associated with / works at: European Commission*

Role at the institution: EU Youth Coordinator

Policymaker: Hafsa El-Bazioui

Country the expert resides in: Belgium

Institution the expert is associated with / works at: City Council of Ghent

Role at the institution: Deputy Mayor of Global Solidarity, Youth, Facility Management and Personnel.

Policymaker: Katrīna Leitāne

Country the expert resides in: Latvia

Institution the expert is associated with / works at: European Economic and Social Committee (EESC)

Role at the institution: President of the EESC Youth Group

Policymaker: Merel Terlien

Country the expert resides in: Belgium

Institution the expert is associated with / works at: Flemish Administration

Role at the institution: Staff member of the Flemish Diversity Officer



2. HEALTH AND MENTAL WELLBEING

Policymaker: Tine Radinja

Country the expert resides in: Slovenia

Institution the expert is associated with / works at: Municipality of Škofja Loka, Slovenia / Committee of the Regions

Role at the institution: Mayor / Member

Policymaker: Despo Sergiou

Country the expert resides in: Belgium

Institution the expert is associated with / works at: European Commission, DG EAC, Unit 'Youth and Volunteer Solidarity'

Role at the institution: Policy Officer on SNE-Youth Policy and Programmes

3. INCLUSIVE LEARNING ENVIRONMENTS: SCHOOLS AND FORMAL EDUCATION

Policymaker: Evita Willaert

Country the expert resides in: Belgium

Institution the expert is associated with / works at: City Council of Ghent

Role at the institution: Alderwoman for Education, Family Policy and Outreach

Policymaker: Annalisa Cannoni

Country the expert resides in: Belgium

Institution the expert is associated with / works at: European Commission, DG EAC, Unit 'Schools and Multilingualism'

Role at the institution: Policy Officer

4. INCLUSIVE LEARNING ENVIRONMENTS: NON-FORMAL AND INFORMAL EDUCATION

Policymaker: Dries De Smet

Country the expert resides in: Belgium

Institution the expert is associated with / works at: Cabinet of the Flemish Minister of Youth, Benjamin Dalle

Role at the institution: Advisor Youth Policy

Policymaker: Karen Vandeweghe

Country the expert resides in: Belgium

Institution the expert is associated with / works at: European Commission, DG EAC, Unit 'Youth and Volunteer Solidarity'

Role at the institution: Deputy Head of Unit

Policymaker: Aïssatou Cissé

Country the expert resides in: Belgium

Institution the expert is associated with / works at: District Council of Borgerhout

Role at the institution: Alderwoman of Culture, Transport, Heritage and Communication

5. THE ROLE OF INFORMATION AND SOCIAL INCLUSION

Policymaker: Marta Touyková

Country the expert resides in: Belgium

Institution the expert is associated with / works at: European Commission, DG EAC, Unit 'Youth and Volunteer Solidarity'

Role at the institution: Head of Sector for Youth Policy



Policymaker: Katia Segers

Country the expert resides in: Belgium

Institution the expert is associated with / works at: Free University Brussels (VUB) / Flemish Parliament

Role at the institution: Professor of Communication Sciences / Member of Parliament

Policymaker: Katrien Herbots

Country the expert resides in: Belgium

Institution the expert is associated with / works at: Cabinet of the Flemish Minister of Youth, Benjamin Dalle

Role at the institution: Advisor Youth and Children's Rights

Policymaker: Kim Van Sparrentak

Country the expert resides in: The Netherlands

Institution the expert is associated with / works at: European Parliament

Role at the institution: Member of the European Parliament



6. CHALLENGING DISCRIMINATORY ATTITUDES AND CULTURES

Policymaker: Pascale Falek

Country the expert resides in: Belgium

Institution the expert is associated with / works at: European Commission. Unit of Fundamental Rights

Role at the institution: Policy Officer in the office of the Coordinator on combating antisemitism and fostering Jewish life

Policymaker: Leen De Bolle

Country the expert resides in: Belgium

Institution the expert is associated with / works at: Flemish Administration

Role at the institution: Vlaams Diversiteitsambtenaar (Flemish Diversity Officer)

Policymaker: Astrid De Bruycker

Country the expert resides in: Belgium

Institution the expert is associated with / works at: City Council of Ghent

Role at the institution: Deputy Mayor of Equal Opportunities, Welfare, Participation, Community Work and Public Greenery



Annex 5: Social Inclusion Practices Presented at the EUYC Ghent

Organisation name: **Betonne Jeugd vzw + Netwerk tegen Armoede**

Website: <https://betonnejeugd.org/contact/> en <https://netwerktegenarmoede.be/nl>

Good practice name: Methods to fight poverty and social exclusion

Good practice description:

The Network against Poverty is a collaboration of 61 associations with the aim of eradicating poverty and social exclusion. These associations focus on people living in poverty. The network was founded in 2003, when the Flemish Poverty Decree came into force. The network supports these organizations and plans consultations with them to hear what is going on with people living in poverty.

The Network against Poverty works closely together with other poverty networks in Brussels within the Brussels Platform Poverty, in Belgium within the BAPN (Belgian Anti Poverty Network) and with other sister organizations in the rest of Europe within the EAPN (European Anti Poverty Network).

Betonne Jeugd vzw is a youth organisation for young people in poverty, those in socially vulnerable situations, as well as homeless youth. The way we organise our society exacerbates poverty and exclusion. Poverty is facilitated by society's services. Through structural social exclusion, people's rights are at risk. Fundamental societal changes are needed to help eradicate poverty.

Betonne Jeugd pursues social emancipation and aims to boost the image of people in poverty.

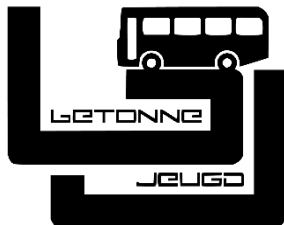
Betonne Jeugd brings together young people in their free time by offering a safe base on wednesdays, fridays and saturdays. They can chill, cook and eat together, talk, paint, play football ... be young and feel less worried. Together with the young people we work with we strive to change social structures that stand in the way of creating a fairer society.

We use following methods to fight poverty and social exclusion:

- Being present
 - The workers are reachable for the young people and listen actively to the boundaries that they experience due to poverty. Trust, respect and acceptance are vital tools. They form a bridge figure to services, schools... and mediate when necessary.
- Empowerment
 - We motivate the young people to be an active member of Betonne Jeugd by offering very accessible volunteer work. This is the first step to rebuilding the self-esteem of members.
- A safe home base: Threefold
 - A home is where you feel safe, a place to retreat or experiment. We create an atmosphere of safety for our young people
 - A home base is a place where you can go freely. Walk in and out at all moments of your life, you are always welcome, you always know someone. The young people that we first worked with now come with their children.



- A home is a family, that's what Betonne Jeugd is, one big family. We do not select the groups by, gender... We organise activities based on the interests of our young people
- Peer support
 - Challenging administration and services, our youngsters support each other and give each other the newest information. Some youngsters are buddies for other youngsters, like a big brother/sister.
- policy advice.
 - Poverty is facilitated in society's services, to change this we gather the evidence from our young people and present those that can change the situation: from policy makers such as ministers, government departments and city authorities through to schools, social organisations and services



Organisation name: **OverKop Gent**

Website: <https://gent.overkop.be/huizen/overkop-gent>

Good practice name: Low-threshold support in wellbeing, through leisure and care.

Description:

OverKop is a Belgian organisation dedicated to the well-being of young people, with a specific focus on mental health. The organisation aims to provide low-threshold and accessible support to all youngsters, and young individuals facing psychological challenges, stress, or other difficulties in particular.

The OverKop initiative focuses on creating safe and welcoming spaces called "OverKop houses," where young people can come together, talk, and seek professional assistance if needed. These houses serve as meeting places where young individuals feel understood and have access to information and support related to mental health.

OverKop collaborates with various partners, including local authorities, welfare organisations, and healthcare professionals, to establish an integrated support network. The goal is to reduce the stigma surrounding mental health and encourage young people to openly discuss their emotions and challenges.



Organisation name: **Amal vzw**

Website: <https://www.amal.gent>

Good practice name: Parkoers

Description:

Ghent is home to a large diversity of people. Every resident has their own character, origin and story. Together, they form a whole: together we are all ("Amal") Ghent. As the Agency for social and civic integration in Ghent, Amal makes diversity tangible for everyone who lives in Ghent: non-Dutch speaking newcomers, people whose families have been in Ghent for generations, companies, or organisations.

Amal has been supporting non-Dutch speaking newcomers in finding their way around for about 50 years. Together with our partners in Ghent, we guide and accompany newcomers using a tailor-made approach. We refer them to Dutch language courses, organise courses offering practical tips on practical aspects of life in Flanders, help them in their search for work, education, recreation and more. This way, people get to know each other and the city feel at home.

Integration is a two-way road. That is why we make Ghent city services and organisations more accessible to people with a migratory background. We provide advice and support for their language and diversity policies and provide social interpreters and translators. We bring Ghent residents closer to each other.

Amal is a name and as such it is very personal, but it also means 'all' or 'everybody' in the Ghent colloquial speech, and it focuses on the collective at the same time. That is why we invite everyone to be open to diversity. Because living well together in diversity is easier if we do it Amal (all) together. This is how we make Ghent a home for 'Amal' (all of us).

Parkoer is an integration programme tailor-made for young people, from the age of 17 to 19 years old, which results in a certificate that can be used when applying for Belgian citizenship. Each newcomer gets custom-made individual counselling around topics such as education, work and finances, leisure, administration and housing.

Then there's also the two-week summer programme. The teens get morning classes on about 11 themes for example work, education, health and more. In the afternoon there's a fun activity to get to know the city of Ghent. This activity is a great opportunity for them to practise their Dutch and make new friends.



- Organisation name: **Onderwijscentrum Gent , (Ghent Education Centre)**

Website: <https://stad.gent/nl/onderwijscentrum-gent>

Good practice name: Strengthening newcomer education: what we learned in Ghent from local and European collaboration

Description:

Moving to an unknown country, finding your way in a new society, learning a completely new language: being a newcomer is often a very challenging experience. It is therefore of the utmost importance to support Newly Arrived Migrant students (NAMS) in the best way possible, both in their educational trajectories, their processes of language learning and their attempts to find a place in society. As is the case in most European countries, a lot has been initiated in Flanders to help and support NAMS with respect to achieving educational success, but there are still plenty of challenges remaining.

In 2015, EDINA (EDucation of International Newly Arrived migrant pupils) was set up as an international consortium because of the challenges schools and teachers faced in including newcomers in the educational system. Education practitioners felt (and still feel) a need to improve the circumstances in which NAMS are integrated in our education systems and our society, and to improve the strategies and skills of teachers to help newcomer pupils adequately. In the course of the several EDINA projects, with the continuous financial support of the European Erasmus+ programme, the consortium has developed an online toolkit with useful information, expertise and tools for schools, teachers and municipalities. Whereas the EDINA project (2015-2018) and the EDINA GoPro project (2019-2022) focused primarily on newcomer education in itself, the currently on-going EDINA Be GRaAT project (2023-2026) shifts its focus to the transition of NAMS pupils to a form of follow-up education. moments of transition tend to be challenging for all pupils, but even more so for newcomers, who need to leave a 'safe haven' in newcomer education to transfer to the 'regular' education system. Therefore, it's vital to prepare and strengthen *all* schools in working with NAMS pupils, not just the ones offering newcomer education.

For the Ghent Education Centre (*Onderwijscentrum Gent*), NAMS have been an important target group since the start. The secondary schools in and around Ghent who organise NAMS education (called 'OKAN' in Flanders) work closely together in strengthening the education and support for newcomers, and in this talk we will focus on a few of the initiatives we take in helping (schools who help) newcomers achieve educational success and finding their way in our society. The focus will be on the domain of education, highlighting the importance of both local and European collaboration to boost professionalisation and expertise-building.



Onderwijs centrum.gent

Organisation name: **Homaar vzw**

Website: <https://www.homaar.be/>

Good practice name: Growth space for youngsters that connect creativity, youth care and youth work.

Description :

'A place to be and become who you are.'

This is how our young people describe us.

We are Homaar , 'Groeiplek voor jongeren ('space for young people to grow')).

It's a place for young people between the age of 15 to 23 years, who struggle with mental health and feel emotionally stuck. They may feel down or depressed, experience anxiety, have low self-esteem... which can make it hard to go to school, work or just lead daily life.

In our Homaar growth spaces we create a homely and warm atmosphere where everyone feels welcome and at ease. The young people come to our growth space for a two-week program, during the day, where we work together in creative workshops. Music, art, poetry, dancing... are accessible and attractive media to work through themes one is struggling with.

Next to the power of creativity, peer-to-peer learning is an essential component of our programs. We work in small groups with a maximum of 6 young people. In a non-stigmatizing atmosphere, they can connect with other youth who often experience similar problems. This sense of belonging is crucial! The conclusion often is 'it's ok not to be ok'.

In addition to the focus on the group, there is a lot of room for personal attention. Conversations happen spontaneously during a walk, cooking or doing puzzles, each at their own pace.

With our two-week programs, we create a moment to breathe, reflect, play, let go, be inspired and connect to each other as well as to talents and interests. At the end of the two weeks, we sit together with each young person and look at what is needed afterwards to grow further. We focus on their strengths and qualities to continue and facilitate (re)connection with hobbies, youth work, mental health and wellbeing. Young people start to believe in their growth potential again. It's all about agency and ownership!

In addition to the two-week program, we organise free creative workshops open to all youth, the ones that have already been on our programs or want to get to know our growth place.

Homaar provides an answer to the gap that currently exists between outpatient and residential care. We work preventively to avoid further escalation and build a bridge between youth work, youth care and welfare.



Currently, there are 4 growth spaces in Flanders and Brussels. Our ambition is to continue our growth and have a Homaar house in every province so even more youngsters can enjoy it!
We look forward to sharing more about our growth spaces with you!



Organisation name: **Youth of European Nationalities / Jugend Europäischer Volksgruppen (YEN/JEV)**

Website: <https://www.yeni.org/>

Good practice name: A multi-faceted exploration of best practices in our organisation: Exchange Market, Code of Conduct and Minority Youth Advocacy

Description:

"YEN is a youth organisation which works for the promotion and further development of language, culture, identity and rights of European autochthonous, national, linguistic and ethnic minorities. YEN's advocacy aims at maintaining this cultural heritage and promotes general understanding among nations and individuals. To achieve our goals we use a variety of activities. A main element of our work is implementing international youth exchanges, international seminars, congresses, workshops, cultural and social events. We believe that intercultural exchange is a key to achieving greater understanding and to empowering young people from minorities.

In this presentation you will discover the multifaceted landscape of our organisation's exemplary practices, celebrating a harmonious blend of values and initiatives that define our commitment towards a society that is more inclusive for all young people. From our Minority Exchange Market and Code of Conduct, to the best practices from our member organisations and the demands of minority youth in light of the European elections, this session promises a comprehensive exploration of the diverse best practices that shape our organisational ethos."





Organisation name: Public Centre for Social Welfare/Social Services of the City of Ghent/ Department for Welfare and Society

Website: <https://stad.gent/nl/samenleven-welzijn-gezondheid/ocmw-gent>

Good practice name: the Youth Support Team

Description:

The City of Ghent focuses on providing all necessary services to foster children's optimal (self) development, including proactively protecting children and their access to rights. Actively promoting children's participation is essential, as children and young people are considered full citizens.

The Social Services of the City of Ghent will illustrate this focus on 3 levels :

1. Level of policy making : local municipality – City of Ghent

We present the city of Ghent's approach to reducing child poverty, with a particular focus on young people, as youth up to the age of 25 are included in this scope. We pay special attention to the transition age of 18, where young people make their entry into adulthood, and where we perceive a gap in the continuation of services from child care towards adult care.

2. Field level : the Youth Support Team

We will illustrate how general principles regarding services for citizens are implemented. The team coach from the Youth Support Team within the public centre for social Welfare will present its specific approach and ambition. The Youth Support Team specifically targets young people, between 18 and 25, who leave institutional care or had a disturbed childhood and/or who are a teenage parent. Services offered to this group may include income support, social activation, housing support, legal advice and counselling, psychological support, etc., depending on the individual's needs and requests. The main aim of this Team's services is to foster positive identity development and a full (re)inclusion in society.

3. Case level : a testimony

Geoffrey is a young man who has a history in institutional child care and later in foster care. He became a service user when he had to live on his own at the age of 18. He will illustrate how, when and where he felt empowered by our services, and will present his recommendations based upon his own story and experiences





Organisation name: **4H Sweden - Rural Youth Europe**

Website: <https://www.ruralyouth europe.com/>

Good practice name: Mental health at 4H farms

Description:

- 4H Sweden is a youth organization bringing together 10,000 members in clubs and on city farms, with 2.5 million visitors each year. 4H is working towards meaningful free time for all youth and teaches them about leadership, democracy as well as nature and animals. 4H Sweden's vision is for all young people to develop into engaged, prosperous, responsible people with respect for their peers and the environment.

This is enabled through the motto 'learning by doing' and the four keywords: Head, Heart, Hand and Health. As a platform for many young people, it really important to ensure that everything is done with their best interest at heart. 4H requires no specific gear, people can come just as they are, and everyone is welcome.

Many young people struggle with their mental health, and it is an issue found in all levels of society, including the rural areas. Therefore, it is a topic everyone needs to consider and to prioritise. Wherever young people decide to spend their leisure time, adults and older leaders will become role models in some way, in some cases they become one of few positive role models.

To actively and deliberately work to create a safe space for the youth that attend the activities can make a big difference. A safe space where they feel heard and encouraged to be themselves. This requires safe leaders and an accepting environment. It is not uncommon that leaders receive worrying information from a child, and it is therefore crucial that leaders know what to do with that information.

There are many ways to create a safe space and to work with mental health and different rural organisations have different concepts. 4H in Sweden has initiated a project to investigate and implement practices on local 4H farms.

The project 'Mental Health at 4H Farms', funded by the Swedish Inheritance Fund "Allmänna Arvsfonden", is working to promote mental health of young people with the help of the animals on the farm and through health groups. The health groups work to destigmatize talking about mental health, both proactively and for those people who are struggling.

What happens when involving the farm's animals? The project is an upscaling of a concept from one of the city farms, which, years ago started health groups for girls. Interviews with participants made it clear that they think 4H is a safe space and therefore this is now going to be implemented on city farms all over Sweden. Within this project staff and young leaders will receive training on how to handle difficult conversations and mental health issues. Participants will get a safe space to thrive in, through free health groups for young people aged 10-16. 4H is highly aware of the importance of investments in the health of young people. This project enables us to have an impact on a new level.



Organisation name: **Urban Foxes**

Website: <https://www.urbanfoxes.org/>

Description :

Urban Foxes, is a non-profit based in Brussels, founded in 2014 with the mission of striving for sustainable, inclusive, beautiful, happy and co-created cities. We work on the cross-section of urban pedagogy, architecture, placemaking, environmental issues, and youth work. Tackling topics such as air quality, public space, urban playing, heritage and new democratic tools. By taking the role of an active & critical citizen we believe one can be an important catalyst in the co-creation of our future cities and communities. We specialise in experimental youthwork, creating non-formal tools and methodologies, and facilitate these processes to involve often forgotten stakeholders in the city making process. Thereby advocating for the SDG's in an urban environment and promoting and facilitating active youth participation and the co-creation of inclusive, beautiful and engaging places. We believe that young people should be included (more) in decision-making processes that affect them, and are convinced that non-formal education has the power to not only inform (young) people on sustainability and urban matters but also to include them in the larger scheme of the city making process.

The **Academy for Urban Action (AUA)**: With the support of the Minister of Youth, Minister Dalle, and the Brussel Fonds, a new and experimental form of urban youth work was created. With the collaboration of the VUB (Vrije Universiteit Brussel), we designed a pedagogical blueprint for a self-steering Living Lab for youngsters working on urban and environmental issues. Thereby linking youth work to the academic and socio-cultural world. In 8 phases the young people go from immersion in the topic, with the involvement of experts (both academic and creative), to the co-creation of a prototype. During the process, the young people develop their talents & reflect on their personal and our collective futures. Thanks to Erasmus+ funding this innovative blueprint was implemented in both Palermo (IT) and Oslo (NO) and has received the 2022 Oslo Triennale Award.

With **TRACK** Brussels, Urban Foxes brings to life the unutilised and decayed former Train Museum in Brussels' North Station, thanks to the financial support of the Flemish Government (Broedplekken). TRACK is an experimental crossroad linking creation, education and performance in Brussels' North station. An urban lab for research into shared and mixed space usage, new forms of collaboration and a creative economy that is social, circular and financially sustainable. **New Inherit**, our latest Creative Europe project, will create synergies between European collaboration and local implementation of innovative measures to use heritage Spaces for young creatives and innovators, thereby also focussing on collectively re-imagining, adapting and using these spaces with a focus on local and societal needs.

DURF: With DURF, the Flemish government (Coördinatie Brussel-Vlaanderen), Minister Dalle and Urban Foxes, approached youth participation from a completely unique perspective. A youth jury with youngsters between 14 and 24 was selected, with our guidance and facilitation the youngsters teamed up with policy makers and people from the administration, to not only create a project call (with a budget of 200,000 euros) aimed at projects improving Dutch



language skills, youth participation and innovation, but also to evaluate the proposals and formulate official advice for the Minister.



Organisation name: **iDROPS**

Website: <https://www.idrops.org/>

Good practice name: Inclusively Wired

Description:

AD(H)D, gifted, ASD, dyslexia, HSP, Tourette's, OCD or just ... neurodivergent. Some people see things a little differently. And that's what the world is actually always looking for: a refreshing view, a new insight, in other words - creativity.

All these different views of the world constitute the richness of neurodiversity.

With its project Inclusively Wired, iDROPS aims to create a leisure, education and work context that embraces and supports neurodiversity. Through design, we strengthen the resilience and self-confidence of neurodivergent youth. As a society, we grow richer by drawing from a broader source of ideas and creativity, collectively working toward a sustainable world.

To spread this positive message, Inclusively Wired hosts workshops, summer camps and community days where neurodivergent youth and people from healthcare, education, media, policy makers, believers and neurodivergent individuals come together to learn from each other, take action and share experiences.





Organisation name: **Le Forum Bruxelles contre les inégalités (Forum, Bruxelles against inequalities)**

Website: <https://www.le-forum.org/>

Good practice name: How to involve "at-risk" young people in a dialogue with professionals, researchers and institutional people in the goal to achieve social transformation?

Description:

The project is named "' Preventing disruption in young people's life path"

We work with young people between the ages of 15 and 25, who are experiencing or have experienced a breakdown in one or more of their social networks (family, school, employment, institutions, relationships, etc.), whatever the cause (misunderstanding, lack of motivation, delinquency, mental disorders, violence, etc.) or the consequences (placement, homelessness, legal measures, exclusion, dropping out, etc.).

How ? Through 3 axes :

- **The causes identification laboratory:** a space for young people to express themselves, with the aim of identifying and formalising the causes, situations, moments and transitions leading to precariousness, invisibilization, violence (perceived, felt, provoked, intra-familial, between peers, institutional, etc.), in other words, to break with the so-called classic spheres of participation and integration: family, school, employment, etc. To achieve this, young people's views are gathered through podcast workshops (in partnership with ASBL Comme Un Lundi).

- **The group:** made up of professionals from the social-health sector in the broadest sense, representing the different spheres linked to young people and the difficulties they face. This is a space for the collective elaboration of professional knowledge, which is put into dialogue with the young people's experience and knowledge.

- **The manufacture of preventions :** a meeting place for young people, professionals, researchers and people from relevant institutions to analyse the material produced during 2023 and create a prevention tool and political advocacy that can be adapted in various forms. This third part will be based on a methodology inspired by *ATD Fourth World , named "Merging of Knowledge".

For that, we try to reach the young people who are normally far away from any other participation programs. That requires preparation, partnerships, methods, time and at the end, improvisation and creativity.

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Organisation name: **ATD Fourth World / ATD Quart Monde**

Website: <https://www.jeunessequartmonde.be/> (Belgian youth website) and <https://www.atd-fourthworld.org/> (ATD Fourth world international)

Good practice name: Including young people experiencing poverty and social exclusion in policy making

Description:

We will share good practices on how to organise events and projects that include young people experiencing poverty and social exclusion. In order to do so, we will present a youth advocacy campaign that was organised in 2021-2023 by the ATD Fourth World european youth dynamic. We want to show how youth policies regarding poverty and inclusion can be made not only for them, but with them.



Organisation name: **JES VZW**

Website: <https://jes.be/>

Good practice name: Because it is young people that make the city!

Description:

JES is a youth organisation addressing all children and young people in the cities of Antwerp, Brussels and Ghent. We support them in different areas: leisure, education, work, training and welfare. JES has a positive view of urban life. We always seek new opportunities and possible collaborations and we are happy to share our expertise on this. Children and young people should feel at ease and at home in their town. We support them with various activities and projects in their search for the right place in the city and for their talents and competences. JES nudges them so that they feel empowered and can grow as an individual, as a group and as full inhabitants of the city. With an unconventional and constructive view of urban challenges, JES really makes the difference. Together with the children and young people and with our partners we are building the city of tomorrow. **Because it is young people that make the city!**



Organisation name: **Konekt**

Website: <https://konekt.be/nl>

Good practice name: The learning programme of Brake-Out

Description:

Konekt is a non-profit organisation with the slogan “Live life to the fullest in an inclusive society”. Konekt is radically committed to providing a world where people with and without disabilities can contribute based on their talents. We inspire and mobilise society to make inclusive learning, living and working the standard in Flanders. This is done through training, raising awareness, empowerment and collaboration with the educational and employment sectors.

One of Konekt's programmes is Brake-Out, is a three-year initiative, by Konekt where participants actively build their future with and take control of their own lives. The programme is designed for 18-30 year olds, seeking direction. It provides a potential solution for individuals with mental disabilities, ASD, or ABI seeking a fulfilling adult life. Brake-Out offers participants a place to explore their options together with peers, with talent discovery and future planning as key components. Ultimately it provides a stepping stone to a rewarding future life.

What are your talents? What do you really love to do? How can you use your strengths in different situations? At Brake-Out, the answers to these questions are discovered as a group. Brake-Out is an adventure undertaken collectively with other young adults, trainers, coaches, family, and supporters. This journey does not need to be navigated alone.

A fixed group of fellow students participate two days a week with one or more trainers. In addition they receive individual supervision of the Brake-Out coach. Participants stay for one day at the course location (in Ghent, Leuven, Antwerp, or Bruges). During workshops, thematic sessions, and projects, participants discover their talents in a group setting. They also cultivate self-confidence, gain successful experiences and become more resilient. On the second day, participants visit places where they can work or spend their free time and where they can discover new people.

Brake-Out works in different modules on talents, decision-making, dream development, learning, practice, and taking on roles. Life themes such as housing, relationships, and leisure are also addressed. Everything is linked to four learning modules: belonging, having significance, engaging talents, and doing it yourself. The programme adapts, as much as possible, to the interests and talents of the group. As the project progresses, the guidance becomes more individual. Then, the students take on active roles in learning about workplaces that match their interests and talents.



Platform-K is another subsidiary of Konekt. They create professional dance productions with dancers with and without disabilities. By offering contemporary dance training to dancers with disabilities, Platform-K fills a blind spot in the Flemish performing arts landscape.

Konekt, Brake-Out and Platform-K have won numerous (international) awards and acknowledgements in recent years. It is very gratifying for them when they manage to inspire juries and the public with their vision on talent, inclusion, and social enterprise.



Organisation name: **Merhaba**

Webiste: www.merhaba.be

Good practice name: Empowering the LGBT+ community with a migrant background

Description:

LGBTQ+ people (lesbian, gay, bisexual, transgender, queer, etc) are still being excluded, discriminated against, or faced with unequal opportunities in our society. This applies not only to LGBTQ+ people, but also to people with a migration background, and thus certainly to people who have both an LGBTQ+ identity and a migration background. Merhaba is an organisation that unites and empowers these people. Together with them, we build towards a more inclusive and caring society where each of us feel safe and at home. From this experience, we strongly believe in the practice of creating safe(r) spaces. How we create safe spaces depends on the activity. We would like to introduce you to our Merhaba, a chit chat café that illustrates the practice of how to create a safe(r) space.

merhaba



Organisation name: **Les Guides**

Website: www.guides.be

Good practice name: A movement FOR young people and BY young people

Description:

- "Since its creation (1915), The Guides have aimed to make girls autonomous and independent by giving them the opportunity to take responsibility within a group. In 1933 a Guide group was created to bring the Guiding methods for girls with health problems (blind, deaf, hospitalized, etc.). Initially attended by girls from the bourgeoisie, the Guides now reach a much more varied audience at a socio-economic level and has been open to boys since 1979. The values of solidarity and openness have always been a founding principle of Guiding, so it's not surprising that their policy of inclusion and diversity continues to be a priority and is adapting to reality today. To help our young leaders in their role as animators, each year we write an educational kit allowing members to integrate theory while discussing practical cases. Recently, we released: "Les Guides and migration", "Les Guides and mental health", "Les Guides and disability". Coming soon, we have 10 turn-key activities to sensitise the kids and/or show the possible adaptations when welcoming a child with special needs.

We also have a "diversity and inclusion trunk" that we use at our events to increase awareness on various topics (gender equality, LGBTQIA+ themes, disabilities, migration, etc.)."



Organisation name: **EDUCATION GLOBALE ET DÉVELOPPEMENT**

Website : www.peaceducation.org

Good practice name :World Workshop

Description:

Imagine a world where every young person, no matter where they come from, can feel at home. That's what we're aiming for with our innovative peace and values education project in Belgium. We create a space where young newcomers and young people from immigrant backgrounds can forge links with other young people from different



cultures, both Belgian and non-Belgian, and develop their self-confidence. We celebrate diversity and promote mutual respect.

Using non-formal education methods, we turn learning into an exciting adventure. Young people are invited to share their emotions and express their opinions on subjects such as cultural diversity, the differences and similarities between cultures, and the values common to all humanity. It's a real exploration of themselves and the world around them.

We firmly believe that education in peace and values is the key to preventing conflict and promoting a more inclusive and harmonious society. By working with young newcomers, young people from migrant backgrounds in general, and young Belgians in particular, we help them to become responsible, peaceful citizens with a view to greater social cohesion.

But our project doesn't stop there! We also offer a safe space where these young people can feel understood and accepted. We organise activities to promote exchange and dialogue between young people from different cultures. We work closely with partner schools to train teachers and educational staff, providing them with tools and innovative methods to facilitate the inclusion of young people from immigrant backgrounds.

In short, our mission is to support young newcomers in their integration process in Belgium, and young Belgians in their understanding of the migration process and cultural diversity, but in the uniqueness of universal human values, by offering them tools and skills to foster mutual understanding, solidarity and respect between cultures. We work with schools, youth centres and community centres to reach a wide audience of young people and ensure a positive, lasting impact on their daily lives and futures.

Together, we're building a more inclusive and harmonious world.



Organisation name: **Go Boom**

Website: <https://www.girlsgoboom.com/>

Good practice name: About female & queer representation

Description :

- Girls go BOOM is a feminist collective that strives to put more women and queer people on stage, mainly in the alternative music scene. We believe that female & queer representation is very important because everyone deserves to be heard and seen. Aside from concerts we also organise multiple activities in our clubhouse, situated in Ghent.



Organisation name: **JONG vzw**

Website: <https://www.vzwjong.be/>

Good practice name: Young people of Gent share their experiences about JONG vzw

Description:

Yasmin, Ranim, Sensuela, Mehmed and Levi would like to invite you into their world. They live in the vibrant neighbourhoods of Brugse Poort, Malem, Rabot and Dampoort (all colourful and lively areas of Ghent). They're all participants of activities which vzw Jong organises. They're eager to give a small snippet of their experiences.

Yasmin and Ranim, would like to talk about their participation in the girls' activities program. A safe space where girls can be themselves and participate in various fun and leisure activities and learn to shape their own identity. Mehmed, Levi, Yasmin and Ranim would like to talk about their experiences as children's animators during school holidays. They organise and participate in activities for children where the focus is on having a fun time but also on their welfare. All the activities are very accessible, meaning they do not have any requirements or costs. They'll also talk about the obstacles they encounter in their day to day lives and talk about why vzw Jong feels like a second home to them.

Finally, you'll hear from Sensuela and her experiences with a youth guidance counsellor. A more individual approach where different life welfare issues are tackled.



Organisation name: **Fundación Manos Tendidas**

Website: <https://www.extra-c-project.eu/>

Good practice name: Extraordinary Citizens (Extra-C)

Description :

“Extraordinary Citizens” is a European Project formed by partners from 5 countries (Spain, Portugal, Lithuania, Greece and France) which launched in January 2023.

The project has several objectives that aim to encourage and facilitate the inclusive participation of young people with intellectual and physical disabilities in our society, as well as to address the protection and promotion of Human Rights among this category of people. The project is particularly linked to the right to vote. As the European Parliament elections draw ever closer, it is important to raise awareness of the rights of all people and to ensure that they can be freely exercised.

Thus, this Project is mainly based on three essential pillars: Respect, Dignity, and Inclusion. Indeed, the Project goes in harmony with the fundamental principles that can be found in the EU Charter of Fundamental Rights, the Sustainable Development Goals of the 2030 Agenda and the Youth Goals developed by the European Union.

As a result, the Project is very much in line with goals such as, quality education, gender equality, decent work and economic growth, reduction of inequalities, and peace, justice and strong institutions.

To date, a study on democratic participation and rights of young people with intellectual and physical disabilities has been produced and generated in all partner countries. The study was the basis for the development of the next steps of the project. Parallel to the study, focus groups were organised with the participation of people representing those with intellectual diversity, representatives of organisations working with people with intellectual diversity and people from youth councils.

At the same time, training has also been carried out for professionals on democratic participation focused on people with intellectual and physical diversity so that they can accompany this group during the process of the elections to the European Parliament next June 2024. This training is currently being shared at national level.

For the next steps, there will be training provided for the target groups and to create spaces for dialogue in which to bring together people with diversity, decision-makers in public institutions, youth representatives and workers. We work



to make everyone's voice count and be heard. Enabling and ensuring that fundamental rights within the European Union are fulfilled.



Organisation name: **Université de Paix / University of Peace**

Website: www.universitedepaix.org

Good practice name: *Mediators' seeds, Objective: Group, and #BetterTogether*

Description:

Al Gore once said "Yes we can solve the climate crisis because we have all the technology we need to do it. But 'will we solve it' is a human-order problem and depends on **how we manage conflict** !"

At the University of Peace* we strongly believe that for improving future adults' behaviour we should start with kids. That's why we teach kids - from toddlers to teenagers - and professionals who accompany them, the socio-emotional skills they will need throughout their lives to know themselves better, to accept and include others with their differences, to communicate with words rather than with fists, and to manage conflicts in a positive way.

Starting with tools for LIVING TOGETHER, to equip them better for DOING TOGETHER !

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* Created in 1960 by D.Pire, Belgian Nobel Prize laureate for Peace





Organisation name: **Link in De Kabel**

Website: <https://www.lidk.be/>

Good practice name: A different youth work approach: improving digital and media literacy in a playful way for children and youngsters in a socially vulnerable situation.

Description :

Link in de Kabel is a youth organisation, active throughout Flanders, that works on e-inclusion.

Our mission is to strengthen social inclusion by making children, youngsters and their context digitally competent and resilient. Therefore, we organize physical activities related to and involving digital media, both at school and in the spare time of children and youth. By creating a fun and playful, informal learning environment, we offer children and youngsters opportunities to discover and learn how to use digital media in a competent, critical and creative way.

Our target group mainly consists of children and young people who find themselves in a socially vulnerable situation: children and youngsters from underprivileged families, young non-native speakers, children and youth in residential care. Research shows that these children and youngsters 1) are less represented in classical youth work, and 2) receive less support concerning digital and media literacy, both at home and in school.

Link in de Kabel reaches out to them by going to places that feel familiar and safe. Therefore, we work closely together with community work and youth welfare organisations, youth care facilities and schools that organise reception classes for non-Dutch-speaking newcomers. Contrary to most youth organisations who mainly work with volunteers, our youth workers are professionals who have experience in working with our target group or an educational background in social studies.

At the start of 2023 we opened our first youth house in the city centre of Leuven, within the walls of culture house 30CC. 'Shift' is a digital and creative youth house for youngsters between 12 and 25 years old. It is a unique mix of a high-tech lab, an artist studio and a youth house. Young people are welcome without subscription to experiment with both mainstream and high-tech digital media such as a photo camera, a 3D-printer or a motion capture suit. Our aim is to create an inclusive environment where both youngsters with a less and more privileged background feel safe and inspired, and are open to learn from each other.





Organisation name: **Youth Express Network (Y-E-N)**

Website: <https://youthexpressnetwork.org/>

Good practice name: Ties up! Reconnect with youth post-pandemic (project in Hungary, Alsotold)

Description :

- Youth Express Network is a European network of grass-root youth organisations. Our vision is to reach an inclusive society, where young people, their needs and participation are recognised, valued and appreciated. Our member organisations all work at local, regional and/or European level on the social inclusion of young people. Our Board is pan-European and composed of young people. Our coordination office is based in Strasbourg, France. We encourage young people with fewer opportunities to make their voice heard in local, regional and international institutions. Since 1993, we have organised more than 120 international activities bringing together youth organisations, social/youth workers and young people with fewer opportunities.



Organisation name: **Minus One**

Website: <https://www.minus-one.be/>

Good practice name: Underground cultural centre for youth in Ghent

Description:

Minus One is an underground youth culture centre in Ghent. An open space where young people are welcome to be themselves, step outside their daily routine and gain new perspectives on the world in a safe environment. Minus One is a party venue where young organisers have the opportunity to experiment with their events and are guided in their personal development.

Minus One supports, guides and informs young entrepreneurs and creatives, offering tailored learning opportunities. Minus One strengthens (sub)cultures and takes a critical look at society.

All these aspects are further solidified by offering networking opportunities for organisers, by setting up a citywide community project that amplifies the voices of young organisers, by organising festivals, by providing activities for the



neighbourhood, and by realising creative workshops that support and nurture the entrepreneurial spirit of young people through personalised guidance.

The methodology of Minus One is made up of several aspects focused on each individual target audience.

We provide an accessible and affordable venue for young organisers and one-on-one guidance for their first parties. In addition to the various (sub)genres that find their home in Minus One, we also provide space for proms, student clubs, theatre and other types of gatherings. Together with Democrazy and VierNulVier, we're also launching a new project to amplify the voices of younger organisers and collectives towards policy makers and give them the opportunity to host events at locations where they might not immediately have access. With Jeugd Van De Nacht (Youth of the Night), we aim for an organisation driven by young people that can address the needs of youth in nightlife. One-on-one guidance for organisers and their entrepreneurial spirit is also offered.

For artists, we offer a development trajectory. Mijn Eigen Zin (My Own Way) informs young people who want to take their first steps in the professional field and for more advanced artists, we offer support and opportunities. Additionally, artistic impulses are provided through creative workshops and networking events.

There is also a project for the neighbourhood where Minus One is located. The Rabot neighbourhood is the poorest and most densely populated area in Ghent. With our Open House, we provide a "chill space" where young people can meet, play PlayStation and talk to our youth workers. Specifically for young girls from the neighbourhood (mostly Muslim), Meisjestijd provides a safe space where they can engage in activities tailored to their interests.

Additionally, at Minus One, we strive to involve these diverse target groups in joint projects. We do this through festivals, activities, camps, and opportunities. We place a strong emphasis on a safe space policy with a focus on safe raving and inclusion. Minus One is a place where all forgotten youth can find refuge. We are there for them and listen to their needs.

MIN
US
ONE



Organisation name: **Lejo**

Website: <https://lejo.be/>

Good practice name: TEENS: activities for teenage parents and their children

Description :

TEENS is unique in Flanders as the only leisure initiative that specifically organizes activities for teenage parents and their children.

Here, they have the opportunity to exchange experiences with peers, enjoy carefree moments, and reflect together on what it means to be a (teenage) parent. The initiative aims to break the social isolation of teenage parents and their children. Relaxation, social interaction, and exchange are central to this mission.



Organisation name: **KAA Gent Foundation**

Website: www.kaagentfoundation.be

Good practice name: More Than Football

Description :

The KAA Gent Foundation uses the power of football as a tool for social development in sports-for-development programs. The KAA Gent Foundation believes that sport has the power to realize social dreams. Sports-for-development activities are organized under the leadership of community coaches to grow personal and social skills. The KAA Gent Foundation presents its methodology and shows how young people can benefit from various sports-for-development programs.



Organisation name: **Komaf**

Website: <https://komaf.be>

Good practice name: Where leisure is connected to inclusion and diversity

Description :

The "Komaf" project in Flanders aims to enhance youth participation by addressing inclusion and diversity barriers. Through an online platform and discounted training, it connects local youth workers, organizations, and governments to foster inclusivity in youth initiatives, promoting engagement among children and youngsters.



Organisation name: **Culture Goes Europe (CGE) - Soziokulturelle Initiative Erfurt e.V. (CGE e.V.) and**

Urban Foxes

Website: <https://www.cge-erfurt.org/>

<https://placemaking.4learning.eu/>

Good practice name: Placemaking for inclusion (PM4I)

Description :

Placemaking 4 Inclusion - Reviving Active Citizenship for Reshaping the Societies (PM4I) aims to empower youth work providers and youth organisations by using the placemaking methodology and practices to ensure the social inclusion



of young people from disadvantaged backgrounds in jointly shaping their local communities. In this project, Placemaking initiatives often seek to improve the well-being of local communities through creative and collaborative responses to local issues. Placemaking can be transformative for young people from marginalised groups, and consequently supportive of young work and non-formal education.

Placemaking has become influential for practitioners in numerous fields, including the arts, community development, and education. In these settings, place-based initiatives often seek to improve the well-being of local communities through creative, collaborative responses to local issues. This engagement can support youth work and non-formal education. Critical pedagogies can be transformative for young people from historically marginalised groups.

The consortium aims to utilise the placemaking approach to enable young people in local communities to take part in actively shaping the inclusive urban environment. This is done through co-creation among different stakeholders in communities of diverse cultural, religious, and socio-economic backgrounds. The project consortium brings together 7 organisations (from Belgium, Germany, Spain, Norway, Italy and Greece) across sectors with a high level of complementarity in terms of experiences and expertise, and the implementation of the project represents an opportunity to capitalise on and valorise partners' backgrounds. These initiatives open the way to new approaches to curriculum building, which are transferable to any youth organisation operating in social fields.

The consortium aims to tackle the following needs:

- Need to explore new and innovative practices, adapt the existing ones to youth organisations' context so they can adequately address the needs of young people of diverse backgrounds and, therefore, increase the quality of youth work and non-formal education provision at local, national and/or European level.
- Need for expertise transfer among (youth) organisations in the area of placemaking, creativity, culture management, architecture education and entrepreneurship of young people.
- Need for non-formal education providers to introduce innovative practices in youth leadership and education through cross-disciplinary creative solution finding through youth work, informal and non-formal approach.





Organisation name: **European Commission**

Website: https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/14077-Joint-European-degree_en

Good practice name: Towards a European degree

Description :

- The Commission is currently preparing a Communication on a Blueprint towards a European degree. The Communication will set up the vision and possible avenues for setting-up a European degree.

The initiative seeks to tackle the multiple administrative and legal obstacles within the EU to make it easier for higher education institutions to offer transnational programmes between several universities from different countries and leading to a joint degree for their students.

The European degree will be based on European criteria that will reflect the European learning experience and the skills acquired by the graduates. It will demonstrate how ready these graduates are to navigate and succeed in a world where challenges and opportunities have no borders.

It could be delivered as a label to start with, and progressively as a degree by the national or institutional authorities.

Benefits

Students' needs will be at the centre, with the opportunity to be part of different academic communities, and to make the most of an interconnected European Education Area.

European degrees will offer several benefits, including:

- More opportunities to study in different European countries, with automatic credit recognition.
- Experience innovative joint study programmes and a seamless academic experience across campuses in different countries.
- Gain skills leading to higher employability worldwide.

The proposal would create a European framework that would make it easier for universities to set up joint degrees if they wish to do so, on a voluntary basis.

Framework for the initiative

The aim is to present a European framework that would make it easier to deliver transnational joint degrees as a result of quality assured transnational programmes that are student-centred, inclusive and promote multicultural learning experiences for students.



Next steps

The Communication on a Blueprint towards a European degree will be presented in Spring 2024.

The Commission will then engage in active dialogue through 2024 with Member States, higher education stakeholders and youth organisations to prepare the next steps towards the establishment of a European degree.





Annex 6: Closing Poem by Young EUYC Facilitators

We take flight

by Kelvin Akpaloo & Gaffar Rampage
Written for EUYC Ghent 2024

▀ **Inclusion.**

What a beautiful word
it's like a beautiful bird
so beautiful
even the rainbow admires its beauty

As it flies so high
in the sky majestically
with no fear of falling
conquering the force of gravity

Inclusion.

is calling
from the top of the 404
where we see its soul soar
from the ground to the seventh floor
it's not so far

step by step
we count our implementing measures
step by tiny step
we stand on the shoulders
of everyone who has come before us
because when we go together
it's not so far

It's not so far
as it dances in the clouds
the wind blowing through its wings
hovering on the surface of the earth

Gliding from one harvester to the other



facilitating its ways around separation and segregation
freedom is what it sees

Inclusion.

is like a silent disco
demanding that we walk on
inviting us into its warm embrace
giving us a taste
of what's to come
the anticipation, the joy
the way it plays with our heartstrings like a toy

Together with the young, our voices strong
we march to the land of justice, where we belong

Our journey towards
inclusivity's summit
Guided by love
no room to plummet

—

But Kelvin, they do plummet

Who?

Young people

Young people who?

our friends back home
curiously watching our Instagram stories
it's the third week we're on the road
from Alicante to Ghent
from Budapest to all the youth capitals we went

the vegan participant
who's been stuck in a glass box all-day
with stomach rumbling she walks all the way
to lunch but amongst the salmon and chicken
she can find no vegan option



the bartender from last night's party
smiles widely as he asks What would you like?
it's the three hundred and twenty fourth beer he's served tonight
but by the time the night ends
he will still look with confusion
if you ask him about
the Council's conclusions

- the trans woman on the street
with chronically cold feet
she just moved here and doesn't know much
doesn't even speak Dutch
looking for home but she's
too migrant for the queers
too queer for the migrants

don't you see them?
don't you see them.. plummet?

Wow, Gaffar, I was so naive
blinded by the world I couldn't see
all I saw was opportunities so grand
no limitations only provisions

And the European Youth Mobilities
given to the youth and for youth
thinking that no one is left behind and that was the truth

Nowadays, we live in a world where separation
has poisoned our souls and mind
instead of celebrating our togetherness
we are too focused on our differences

Turning you and I
the youth against each other,
making us believe
that one is better than the other

—

Inclusion.

what a beautiful word



it's like a beautiful bird
so beautiful
even the rainbow admires its beauty
as it flies so high in the sky majestically
with no fear of falling.

Inclusion.

- Is calling
from the hearts of the youth
where we see their soul soar
from the grassroots to the policymaker's door
it's not so far

Step by step
we count again our implementing measures
step by tiny step
carrying the voices of everyone who is not here before us
because when we go together
it's not so far

it's not so far
as it dances in the clouds
the wind blowing through its wings
hovering on the surface of the earth
gliding from one delegate to the other
dancing its way around separation
and segregation
freedom
is what it sees

Inclusion.

Is like the Not-A-Belgian-Gala
demanding that we stay on
inviting us into its glamorous embrace
serving us a taste
of what's to come
the anticipation, the joy
the way it plays with our heartstrings
like Auntie Susan's gaze

together with the young



our voices strong

We move towards the future of the youth
where we belong

So let's soar together
hand in hand
towards a future
where we all stand

■ Inclusion, our guiding light
in an inclusive society
we take
flight

Annex 7: Biographies of EUYC Ghent Speakers

CLARA DRAMMEH - European Facilitator

Clara Drammeh is a dedicated professional in the youth and policy sector, promoting culturally sensitive and inclusive approaches in dialogue processes to foster international cooperation. In 2020, she founded [Mixed Message Moderation](#), providing facilitation, training, and consultation services to help organizations address issues related to diversity, equity, and participation. She holds a degree in International Relations and is a certified systemic facilitator trained at the German Academy for Systemic Moderation.

With over six years of experience in European youth policy and advocacy, Clara has worked as a facilitator and trainer in political and civil society contexts, contributing to shaping several political events and processes, such as the EU Youth Dialogue, the Youth 7 as one of the G7 engagement groups as well as WHO Europe #Youth4Health. She also volunteers as an External Representative to the World Organization of the Scout Movement in Europe, advocating for the needs of young people.



LOTUS LI - National Facilitator

Lotus Li is the national facilitator of the EUYC Ghent. Three years ago, she was elected as a youth advisor of the Flemish Youth Council and since then she hasn't left the field of youth policy. Her biggest passion project is Untold Asian Stories, an organisation of which she is co-founder and president. Besides, she is doing her masters in International Politics. The golden thread in her work is searching justice, at the intersections of climate justice, racial justice, mental health justice...



BEATRICE CIOBANU - Forum des Jeunes - youth delegate of the Belgian youth councils

Beatrice from Forum des Jeunes is 24 years old. One year ago she started working in the Belgian youth sector, a field that she finds inspiring and gives her hope to keep on improving our European societies.





ILIANA IVANOVA, EU Commissioner for Innovation, Research, Culture, Education and Youth

Iliana Ivanova, a Bulgarian politician and economist, served in the European Parliament from 2009 to 2012 before being appointed to the European Court of Auditors. On September 19, 2023, she became the European Commissioner for Innovation, Research, Culture, Education, and Youth.



BENJAMIN DALLE - Flemish Minister of Brussels, Youth, Media and Poverty Reduction

From 2000 to 2005, he studied law at the University of Ghent. He then obtained his LL.M. in International Legal Studies from New York University. He completed his studies with a three-month internship at the High Commissioner for Refugees (UNHCR) in Geneva.

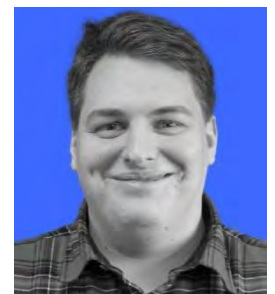
After his studies, he went to work as a lawyer at the Brussels Bar and was also a part-time assistant at KULeuven, under judge and professor André Alen. From 2007 to 2011, Dalle served as advisor to Deputy Prime Ministers Yves Leterme, Jo Vandeuren and Steven Vanackere. In December 2011, he became director of the policy cell of Servais Verherstraeten, Secretary of State for State Reform and Public Buildings Administration. From 2014 to 2016, he was deputy chief of cabinet to Justice Minister Koen Geens.



In March 2016, Benjamin Dalle was appointed head of CD&V's study department, Cedar. He would continue to hold this position until his appointment as Flemish minister in October 2019. Benjamin Dalle has long been active in Brussels politics. Among other things, he served as chairman of the party's Brussels Capital Division and was also a co-opted senator replacing Steven Vanackere from January to May 2019.

NICHOLAS KUJALA - Board member of the European Youth Forum

Nicholas started volunteering at a local youth council at the age of 13, followed by several roles in the Finnish National Youth Council Allianssi. Through volunteering, he developed his passion for advocacy and policy work as well as his expertise in youth rights equality and security topics. Nicholas currently works on aviation weather prediction for the Finnish Meteorological Institute and studies natural sciences at the University of Helsinki.





SOPHIA ERIKSSON WATERSCHOOT - Director for Youth, Education and Erasmus+ at the European Commission's Directorate General for Education, Youth, Sport and Culture

Sophia Eriksson Waterschoot is Director for Youth, Education and Erasmus+ at the European Commission's Directorate General for Education, Youth, Sport and Culture. She is in charge of European cooperation on higher education, schools and youth policy, managing Europe's flagship programme for education, training, youth and sport Erasmus+ with a budget over €26 billion 2021-2027. She launched and manages the European Solidarity Corps, an EU youth volunteering programme, and coordinated the 2022 European Year of Youth. She launched flagship actions under the European Education Area and the EU Youth Strategy, such as European Universities, Teacher Academies and DiscoverEU. She has previously held various positions within the European Commission in the field of strategy and investment in education, employment policy, European Semester, European cohesion funds, cultural policy and business statistics. She studied economics, business, political science and EU affairs in Sweden, France and Belgium, including an Erasmus student exchange.



ANTOINE BAKHASH - Student of political sciences and student representative

Antoine is a student of political sciences at the VUB and Ghent University and currently pursuing a traineeship with a war journalist. Over the past years, he has been active in student representative organisations: first as international and European officer at the Flemish Union of Students (VVS) and afterwards as Human Rights and Solidarity coordinator for the European Students' Union (ESU).

Antoine was born and raised in Aleppo, Syria and came to was recognised as refugee in Belgium since 2016. He was one of the faces of the documentary "Five Years Here" ("Vijf Jaar Hier") about asylum seekers and refugees in Belgium.

Previously, Antoine was also a trainer on gender equality, LBGT+ rights and sexual health. He is passionate about minority rights, inclusion, higher education, migration and equity policies.



SOPHIE VERBRUGGHE - Staff member Flemish Youth Council

Sophie Verbrugge is a staff member of the Flemish Youth Council (Vlaamse Jeugdraad) working on international and European youth affairs and the Belgian Presidency of the EU.





DAN MOXON - Director of People, Dialogue and Change

Dan is a researcher supporting the EUYD process and has been working on this since the 6th cycle. Outside of youth dialogue, his work focuses on how children and young people's participation can influence policy and practice, as well as the development of participatory structures and processes. Originally a youth worker at local and regional level in England, he now works throughout Europe and beyond supporting a variety of organisations and institutions to develop their approach to inclusive, meaningful youth participation.



ONDŘEJ BÁRTA - EU researcher

Ondřej is a freelance youth researcher and consultant whose assignments on national and international levels cover areas such as youth participation, youth policy, youth mobility, or volunteering. He supports youth participation processes (e.g., the EU Youth Dialogue), and he works as an expert with various international bodies. At the same time, he works in the area of evaluation and impact research, where he conducts both the macro level (youth policies) and the micro level (single projects) evaluations on both national and international levels, as well as writes open access publications. He appears regularly on various conferences and expert meetings where he tackles youth-related research findings.



SOPHIA DOLHAIN – Policy Officer - Department Youth, Culture, Media, member of the editing team

Sophia Dolhain, Policy Officer at the Department of Culture, Youth, and Media of the Flemish authorities, is a member of the Belgian EU Presidency 2024 team in the field of youth. In her role, she contributed to the introduction of Council acts on youth affairs, put on the agenda by the Belgian EU Presidency, such as the Council conclusions on inclusive societies for young people. She also actively participates in the negotiations on these policy texts, within the Council's Youth Working Party.





PIETER JAN DE GRAEVE – SALTO Inclusion and Diversity Officer

Pieter-Jan is working as SALTO Inclusion and Diversity officer since 2021. Previously he worked as researcher at the Catholic University of Leuven and the University of Ghent, focusing on the topic of poverty. He has a master in Sociology and Conflict and Development. At the EUYC in Ghent he joins the editing team as an expert.



MILAN CALLOENS - Flemish Youth Council - Facilitator and member of the editing team

Milan is currently coordinating the involvement of the three Belgian youth councils in the Belgian Presidency of the EU. He used to be the EU youth delegate of the Flemish Youth Council in the 7th and 8th cycle of the EU Youth Dialogue. At this EU Youth Conference, Milan is a facilitator and member of the editing team.



ISABELLE WEYKMANS - Minister for Youth at the German-speaking Community

After graduating from the Royal Athenaeum in Eupen, Minister Weykmans decided to study political science at the University of Notre Dame de la Paix in Namur and the ULB. At the time she specialised in international relations and European studies at the European Institute in Nice and Berlin. She gained her first experience through internships with Minister Bernd Gentges and the then Senator Berni Collas, who hired her as a political advisor after her studies. In 2004, she ran for the first time as the third substitute candidate on the PFF's European list. After the elections, she was the first woman to be elected Minister of the German-speaking Community of Belgium, making her the youngest European Minister. Since then, Minister Weykmans has been re-elected three times and confirmed as a member of the government.





NINA GRMUŠA - Bureau Member of the Advisory Council on Youth

Nina is a Bureau Member of the Advisory Council on Youth, where she focuses on the portfolio around access to rights. She is also the external representative of European Federation for Intercultural Learning (ENIL) and a volunteer youth worker, with experience and interest in mobility and sustainability in youth work. Her research interests relate to intersectionality and gender, environment, and active citizenship participation.



OLIVIER DE SCHUTTER - UN Special Rapporteur on extreme poverty and human rights; Professor at the UCLouvain and SciencePo

Olivier De Schutter is the United Nations Special Rapporteur on Extreme Poverty and Human Rights since May 2020. He is a professor at UCLouvain and SciencesPo (Paris) and a member of the Global Law School Faculty at New York University. Holder of an LL.M. from Harvard University and a PhD from UCLouvain, he taught at the College of Europe (2008-2016), Columbia University (2008-2013), and Yale University (2016-2017). He was also a visiting professor at UC Berkeley (2013-2014), where he contributed to the founding of the Berkeley Food Institute. In 2013, he was awarded the prestigious Francqui Prize for his contribution to international law in human rights and through the theory of governance.

Expert in economic and social rights, Mr. De Schutter served as the Secretary-General of the International Federation for Human Rights (FIDH) from 2004 to 2008. He was appointed the UN Special Rapporteur on the Right to Food in 2008, succeeding Swiss sociologist Jean Ziegler, and held this mandate until 2014. Elected a member of the Committee on Economic, Social, and Cultural Rights in 2015 and re-elected in 2019, he resigned from this position to accept the mandate of Special Rapporteur on Extreme Poverty and Human Rights.

Since 2015, Mr. De Schutter has co-chaired the International Panel of Experts on Sustainable Food Systems (IPES-Food), a group of experts from various disciplines developing proposals for the reform of food systems. Mr. De Schutter has numerous publications on economic and social rights, the links between human rights and development, and the conditions of ecological transition.

Long committed to the task of ecological and social transformation, he is running in the June 2024 European Parliament elections, occupying the 2nd position on the Ecolo list, the French-speaking Belgian Greens.





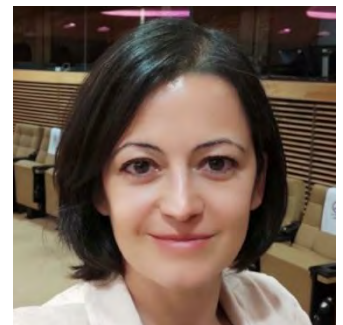
KATRĪNA LEITĀNE - President of the EESC Youth

Katrīna is President of the EESC Youth and has 10 years of experience in the youth field when she started as a volunteer in a local youth centre and now a member of the EESC. She participated in Erasmus trainings and had developed several Erasmus+ projects. Now, she is looking forward to involving more youth in the EESC and establishing fruitful cooperation aiming to improve the life quality of youth in the EU. She is Alumni of the Young Elected Politicians 2020 programme launched by the Committee of Regions: Member of the European Local Leaders (ELL), and Member of the Nation Working Group for the European Union Youth Dialogue, Ministry of Education and Science of Latvia.



BILIANA SIRAKOVA - EU Youth Coordinator – European Commission

Biliana Sirakova was appointed as the first EU Youth Coordinator in June 2021. Working in the European Commission, in the Directorate-General for Education, Youth, Sport and Culture, she aims to strengthen cooperation between all Commission services on youth issues and to integrate the youth perspective into all relevant EU policies. She has been a European Commission civil servant since 2010. Biliana's educational background is in economics and management; she holds a bachelor's degree from Ohio Wesleyan University (US) and a postgraduate certificate from Kingston University (UK). She has eighteen years of professional experience across the public, private and non-profit sectors. Biliana's work has revolved around building and managing relationships with diverse stakeholders and communicating for impact and learning. In the framework of the European Year of Youth, Biliana is responsible for the engagement of European youth stakeholders and National coordinators of the Year.



LAURE VERSTRAETE - youth delegate of the Belgian youth councils - Vlaamse Jeugdraad (VJR)

Laure Verstraete has been an active member of different youth organisations since the age of 15. She became the European Youth Representative for the Flemish Youth Council in 2022. Currently, she is coordinating the three Belgian youth councils during the Belgian presidency of the EU in youth.





RÉKA GAJÁN - EU and International Officer of the National Youth Council of Hungary

As EU and International Officer of the National Youth Council of Hungary Réka has, what she calls, “a very colourful job”. She work alongside the Vice-President, who oversees the international affairs of our Youth Council. In the NYC of Hungary, the aim is to represent the Hungarian Youth to the best of their knowledge, create international youth networks, implement international projects, and do advocacy work.

As a young person, Réka had always been convinced that she could change the world. Later, she realized that “only we, as a community, can change the world for the better”, which is what she tries to achieve, step by step.



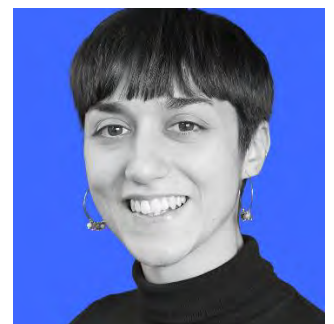
LAURENA MARX - Youth delegate of the Belgian youth councils Youth Council of the German-speaking Community (RdJ)

Laurena, 26, from Eupen, representing the Youth Council of the German-speaking Community since September 2023. Also involved in a scouts movement since 2015 (member since 2003). Currently doing a Traineeship at the Council of the EU.



MARÍA RODRIGUEZ ALCAZAR - President of the European Youth Forum

María (she/her) became an activist and advocate for human rights at 14, when she joined the secondary school union in her village in Spain. Since then, she has been representing young people in various capacities, including the Vice President of the Spanish Youth Council (CJE). She is now a PhD student at Ghent University and the United Nations University Institute on Comparative Regional Integration Studies, and she holds a bachelor’s degree in International Relations and a Masters in African Studies.





EVITA WILLAERT - Schepen van Onderwijs, Opvoeding, Gezinsbeleid en Outreachend Werk in Gent -Alderman for Education, Education, Family Policy and Outreach in Ghent

Evita Willaert is Alderman for Education, Education, Family Policy and Outreach Work in Ghent.

Evita has been committed for years to all of Ghent's citizens, especially those who sometimes lack a spokesperson. The fight against poverty and inequality is what particularly drives her engagement in politics. Evita is in very close contact with the teams on the ground and is their mouthpiece in Flanders, where there are many levers, for example Education and Childcare. Her work focuses on equal opportunities, poverty reduction and inclusion.



KATIA SEGERS - Professor Communication Sciences and Member of the Flemish Parliament

Katia Segers is professor of Communication Sciences at the Vrije Universiteit Brussel (VUB) and Member of the Flemish Parliament for Vooruit.



KIM VAN SPARRENTAK – Dutch politician – Member of the European Parliament for the Green/Europe Free Alliance

Kim van Sparrentak is a Dutch politician who serves as a Member of the European Parliament for the Greens/European Free Alliance. She is part of the Committee on the Internal Market and Consumer Protection and the Committee on Employment and Social Affairs. Kim van Sparrentak previously was a member of the GroenLinks youth organization "DWARS" and the Federation of Young European Greens, which she both temporarily led. She holds a master's degree in Urban Environmental Management from the University of Wageningen.





HAFFSA EL-BAZIOUI - Deputy Mayor City of Ghent

Deputy Mayor Hafsa El-Bazoui started her professional career as an educator, while combining it with volunteer work. She was always prepared to help out with initiatives that improved social cohesion in Ghent. In 2018, Hafsa won the award for 'most beautiful New Year's letter of Ghent', in which she asked for more tolerance and less harsh words. In that same year, she was elected into the city council, and in 2022 she became Deputy Mayor for global solidarity, youth, facility management and personnel. For her, being inclusive and making sure all Ghent citizens can participate in the way their city works are of the utmost importance.



AÏSSATOU CISSÉ - Alderwoman in Borgerhout, Antwerpen

Born in Belgium, Aïssatou Cissé, with Senegalese and Mauritanian roots, has emerged as a young political figure. At 21, she became the first black and youngest district alderwoman in Flanders, overseeing key domains such as culture, transport, heritage, and communication.



KATRIEN HERBOTS - Cabinet of the Flemish Minister of Youth, Benjamin Dalle

After finishing her Law studies and Additional Studies in Criminological Sciences at KU Leuven (Belgium), children's rights and themes such as youth (aid) and (juvenile) delinquency form a common thread in Katrien's working life. She gained professional experience and insights by working in academic settings, knowledge centres and practice and umbrella organisations. She followed additional courses including a Master class in Public and Social Profit Management (Antwerp Management School), working in and with groups and communication techniques.

Katrien currently works as an advisor on Youth and Children's Rights at the cabinet of the Flemish Minister of Brussels, Youth, Media and Poverty Reduction, Benjamin Dalle. Her assignments include the coordination of a Flemish youth and children's rights policy through a number of policy instruments, the coordination of the scientific basis of youth and children's rights policy and policy work on cross-cutting themes for children and young people such as integrity, radicalisation and polarisation, equal opportunities and suicide prevention, among others.





PASCALE FALEK - Policy Officer at the European Commission, DG Justice, Unit C2 Fundamental Rights

Dr. Falek works since 2020 as Policy Officer at the European Commission, DG Justice, in the Office of the European Coordinator for combating antisemitism and fostering Jewish life, Ms. Katharina von Schnurbein. She is in charge of files related to education, research, Holocaust remembrance, the International Holocaust Remembrance Alliance working definition of antisemitism, fostering Jewish life and leading the global fight against antisemitism. Before joining the Commission, she worked as Curator and then Director of the Jewish Museum of Belgium. As research project manager at the Belgian State Archives, she co-published an archival source guide on Jewish history 19-20thcenturies. She has a Master degree in Contemporary History (Université Libre de Bruxelles, 2003), a Master of Studies in Jewish Studies (Oxford University, 2004), a Master of Arts in European Studies (College of Europe, Natolin, 2005), and a PhD in History and Civilization from the European University Institute (Florence, 2011).



KAREN VANDEWEGHE - DG EAC, European Commission - Deputy Head of Unit 'Youth and Volunteer Solidarity'

Karen Vandeweghe has been Deputy Head of Unit of the Unit B.3 'Youth and Volunteer Solidarity' at the European Commission's Directorate-General for Education, Youth, Sport and Culture since January 2021. This unit coordinates the Erasmus+ Youth and the European Solidarity Corps programmes, and sets out the main orientations for EU youth policy as well as the 2019-2027 European Union Youth Strategy.

Prior to that, from 2018-2021, she was project manager for DiscoverEU, launching the pilot action in 2018 and developing it into a full-fledged Erasmus+ programme action. She also has experience in interregional cooperation, having worked for the INTERREG programmes at the European Commission (DG REGIO) and in the region of Bratislava (Slovakia), as well as in the areas of health inequalities, ageing and migration issues, through her work for European NGOs (EuroHealthNet and AGE Platform) and the Belgian Ministry of the Interior





MARTA TOUYKOVA - DG EAC, European Commission - Head of Sector for Youth Policy in Unit 'Youth and Volunteer Solidarity'

Marta Touykova is Head of Sector for Youth policy in the Youth and Volunteer Solidarity unit at the European Commission's Directorate-General for Education, Youth, Sport and Culture – DG EAC. She is mainly in charge of the implementation of the EU Youth Strategy, the EU Youth Dialogue and cooperation with EU Member States and youth stakeholders. She was involved in the design and implementation of the European Year of Youth 2022 and its legacy. She was also member of the negotiation team of the European Solidarity Corps programme in 2019-2020.

She was previously in the international unit of DG EAC, in charge of cooperation with Eastern Partnership and Maghreb countries in the fields of education, youth and culture. She was the coordinator of the Eastern Partnership Platform 4 Contacts between People (2011-2015). Her focus was mainly on the modernisation of higher education systems in these regions.

Before joining the Commission, Marta was in charge of education, culture and youth cooperation with the new EU Member States in the French Ministry of Foreign Affairs.

She studied law and political science in France and holds a PhD from Sciences Po Paris (Institut d'études politiques de Paris). She published peer-reviewed article on the democratic transition and political landscape of Bulgaria. She was an associated professor at Science Po Paris teaching political sciences and EU affairs.



DESPO SERGIOU - DG EAC, European Commission - Policy Officer on SNE-Youth Policy and Programmes in Unit 'Youth and Volunteer Solidarity'

Despo Sergiou is Policy Officer, SNE-Youth Policy and Programmes in Unit B3: Youth and Volunteer Solidarity, at the European Commission's Directorate-General for Education, Youth, Sport and Culture. The main areas of focus of this role are on mental health and wellbeing, inclusiveness, recovery, civil society cooperation, the legacy of the European Year of Youth, inter-generational dialogue and solidarity. She participates at the Youth Working Party and cooperates with the Presidencies of the Council of the European Union.

Prior to that, she was the Counsellor of Education, Youth, Culture and Sport, at the Permanent Representation of Cyprus to the EU (2016-2021) where she was involved in various EU priorities and actively followed the discussions in the EYCS Council preparatory bodies on inclusive education, key competences for lifelong learning, active citizenship, digital education, and smart youth work. She was member of the Youth Working Party (2016-2021) where she was involved in the preparation of the EU Youth Strategy 2019-2027 including the EU Youth Dialogue and in the negotiations of the Erasmus+ and the European Solidarity Corps.





Between 2000 and 2016, she was a primary school teacher, while for several years she actively participated in various committees and non-governmental organisations, including the Life Skills Development Association and the voluntary organization KEN.TH.E.A (addiction treatment center-preventing substance abuse).

Despo has a Master's degree in Education: Pedagogical Sciences, Intercultural Education and Psychology and a Bachelor degree in Education.



TINE RADINJA - Mayor of Škofja Loka, Slovenia

Before being elected Mayor, Tine Radinja worked for the World Bank on social development in the Middle East and North Africa, and for the League of Arab States on representative NGO platform. He served as Deputy Mayor responsible for HR and nominations, legislative and statutory issues, sports, culture, and social affairs. He was also the president of the European Youth Forum - the world's biggest youth platform; and active in the Scouts movement. Now he is a proud father of two young scouts.



MEREL TERLIEN - Policy officer diversity and inclusion at the Flemish Administration

I am working as an advisor on policies with regard to equal opportunities, diversity, non-discrimination and inclusion within the Flemish administration. The mission of our team called 'diversity policies' is to establish on a Flemish government that represents underrepresented groups in society. Therefore we undertake action to attract underrepresented groups and support them in the workplace. We are fighting discrimination and strive for inclusion."





ANNALISA CANNONI - DG EAC, European Commission, Policy officer at the Unit for Schools and Multilingualism

Annalisa Cannoni is a Policy Officer in DG Education and Culture, unit Schools and Multilingualism, responsible for policy analysis and development on educational disadvantage, underachievement in basic skills and early school leaving. Prior work experiences at the European Commission include policy development in the field of adult education policy and vocational education and training, as well as programme management.



DRIES DE SMET - Advisor Youth Policy at the Cabinet of the Flemish Minister of Youth, Benjamin Dalle

Dries has always been a member of a local youth movement, was a volunteer board member at the youth centre, participated in the local youth council as a 16-year-old, became an animator, gave training and obtained the certificate of instructor in youth work. After studying social cultural work (bachelor - UCLL) and criminological sciences (master – KU Leuven), he started his professional career in youth work. As a staff member, he co-managed the business development of a non-profit organisation with a specific focus on youth holidays and formation. Afterwards, he became coordinator of the Flemish Youth Council before going to work at the youth minister's office.



LEEN DE BOLLE - Flemish Diversity Officer

Leen is the Flemish diversity officer. She was mandated by the Flemish government to work on equal employment opportunities for underrepresented groups. Leen has a team of about 10 employees. Together they are committed to attracting underrepresented target groups, removing barriers, fighting discrimination and achieving an inclusive culture.





ASTRID DE BRUYCKER - Deputy Mayor of Equal Opportunities, Welfare, Participation, Community Work and Public Greenery (Vooruit)

Astrid De Bruycker (38, born in Ghent) studied Classical Philology at Ghent University (UGent) and multilingual communication at Université Libre de Bruxelles (ULB), and took an additional course on 'Poverty and participation' at UGent. She previously worked at Children's Rights Coalition Flanders, Child Focus and Demos vzw. Children's rights, welfare and participation are the central themes in her work.

In 2012, Astrid made her political debut at sp.a (social-democrats). She was elected as a municipal councillor and took the oath of office in January 2013. For the October 2018 municipal elections, Astrid went full steam ahead for solidarity and sustainability from position 4 on the cartel list of sp.a and the Green Party. She received almost 4,000 preferential votes and became (from January 2019) deputy mayor of Equal Opportunities, Welfare, Participation, Community Work and Public Greenery for Vooruit (formerly: sp.a).

Her life motto is: 'Anything you give attention to, grows'. That is why, instead of focusing on the problem, she always looks for what truly works. She prefers to do so in cooperation with as many Ghentians and Ghent-based organisations as possible.



SOFIE VAN ZEEBROECK - Staff member training at JINT, Coordinator EUYC

Sofie Van Zeebroeck is active in the international youth mobility field since 2007.

For JINT vzw, the National Agency for Erasmus + youth and European Solidarity Corps, she served as Deputy Head 'planning and organisation' and currently as Strategic networking and cooperation officer.

Over the years she has gained specific experience in the areas of policy planning, youth information, participation processes, quality of learning mobility, sustainability, digital youth work and creativity and innovation. In 2024 she coordinated the European Youth Conference in Ghent on behalf of the Belgian EU presidency.



OUTCOMES OF THE EU YOUTH CONFERENCE 9-10 OF SEPTEMBER, BUDAPEST

PARTICIPANTS' INPUT ON PROVIDING OPPORTUNITIES FOR RURAL YOUTH

Young people during the Hungarian EU Youth Conference in September 2024, proposed to make rural and remote areas more vibrant and attractive for young people by:

- **Promoting meaningful rural youth participation**, especially on issues related to environmental sustainability as well as mental and physical health.
- **Fostering supportive rural communities**, challenging prejudice, building accessible intergenerational dialogue, and common spaces as well as strengthening visions for the future.
- **Increasing access to infrastructure**, tailored to the needs of young people, such as internet connectivity, information, transportation, clean energy, as well as physical and mental health services.
- **Raising awareness of alternative employment pathways** such as remote working and innovative farming.

EU, national and local instruments should fit the needs, realities, capacities and resources of young people from rural and remote areas and:

- **Provide support for youth participation within rural development and decision making** for example through youth ambassadors, advisory boards, local youth councils and participatory budgeting.
- **Support rural entrepreneurship including farming** through awareness-raising on existing EU and national programmes, mentorship, promotion of digital transformation and fostering the use of financial incentives such as tax relief or co-funding opportunities.
- **Promote youth-friendly platforms** for accessing information on youth programmes, quality employment opportunities and funding as well as launching an EU-wide campaign to foster equal access to work.
- **Encourage quality learning opportunities and youth initiatives** that widen the experiences of rural youth, such as urban-rural youth exchanges, climate projects, mobile and outreach youth workers, as well as engagement in rural youth organisations.
- **Improving access to services and information** related to mental health through inspiring local action and fostering dialogue on existing funding opportunities and facilities.

PARTICIPANTS' INPUT FOR DEVELOPPING THE EU YOUTH DIALOGUE

WHAT TO KEEP?

The participants of the EU Youth Conference highlighted that over the last 10 cycles, the EUYD has effectively gathered young people's input to inform policy and foster inclusion and diversity by **enabling networking, intersectoral and international collaboration, and exchange of good practices between stakeholders across the EU, as well as within candidate and neighbouring countries**. Its well-established structure with stable funding has enhanced the involvement of young people and youth organisations in policymaking. The evaluation of the EUYD indicates it has been highly effective at reaching young people with fewer opportunities but **should aim to reach more young people who are not in education, employment, or training (NEET)** situations and from rural areas and remote areas to ensure better representation.

ROOM FOR IMPROVEMENT!

The participants of the EU Youth Conference further stressed that the EUYD's impact on Council conclusions is identifiable, but there is a potential to further strengthen it also possibly beyond youth policy. This requires better visibility monitoring, follow-up mechanisms and youth mainstreaming. There is a **need to align dialogue themes with European policy agendas and allow young people to set topics**. Increased dissemination of the EUYD outcomes, clearer feedback, and increased visibility can foster accountability and transparency as well as enhance trust in political decision-making. Better preparation of youth delegates, **continuity across cycles, and stronger engagement between youth delegates and national representatives** could also further improve the EU Youth conferences.



C/2024/7404

10.12.2024

Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri riuniti in sede di Consiglio - Offrire opportunità globali ai giovani che vivono in zone rurali e remote

(C/2024/7404)

IL CONSIGLIO E I RAPPRESENTANTI DEI GOVERNI DEGLI STATI MEMBRI, RIUNITI IN SEDE DI CONSIGLIO,

RICONOSCENDO QUANTO SEGUE

1. Le comunità rurali svolgono un ruolo essenziale nel promuovere la visione dell'Unione europea e costituiscono una parte centrale dell'identità dell'Unione. Come affermato dalla Commissione europea nella visione a lungo termine per le zone rurali dell'UE ⁽¹⁾, «le zone rurali sono il tessuto della nostra società e il cuore pulsante della nostra economia» e richiedono pertanto una maggiore attenzione. La varietà di paesaggi, cultura e patrimonio è uno dei principali e più notevoli tratti distintivi dell'Europa e delle zone rurali e remote. Vivere in queste zone può offrire numerosi vantaggi, tra cui una migliore qualità della vita, il godimento della natura e della biodiversità, un inquinamento ridotto, un costo della vita eventualmente inferiore, un ambiente più sicuro ⁽²⁾ e comunità più forti.
2. Entro il 2040 l'Unione europea (UE) aspira ad avere comunità rurali più forti, interconnesse, resilienti e prospere ⁽³⁾. Malgrado gli sforzi attuali esistono notevoli disparità tra le zone rurali e quelle urbane, nonostante 137 milioni di persone, circa un terzo della popolazione dell'UE, risiedano in zone rurali ⁽⁴⁾. Sebbene siano essenziali per lo sviluppo sostenibile e la coesione economica e sociale, le comunità rurali sono spesso colpite dallo spopolamento, in particolare dei giovani. Di conseguenza, una percentuale maggiore della popolazione che vive nelle zone rurali e remote dell'UE si trova ad affrontare sfide socioeconomiche.
3. Ai vantaggi derivanti dall'abitare in zone rurali e remote possono contrapporsi sfide quali, tra l'altro, minori opportunità di lavoro, infrastrutture più deboli (per quanto riguarda l'energia, i trasporti, la mobilità e l'informazione), minori accessibilità e disponibilità di un'istruzione e di una formazione di qualità a tutti i livelli, compresi l'educazione e la cura della prima infanzia, i servizi sociali, l'assistenza sanitaria o lo sport, le attività culturali e ricreative. Di conseguenza molte persone, spesso giovani, possono scegliere di lasciare le zone rurali e remote in cerca di migliori opportunità, il che può portare a cambiamenti importanti delle strutture demografiche in particolari aree geografiche ⁽⁵⁾.
4. Sebbene le opportunità dei giovani siano definite dalle loro realtà locali, le tendenze globali, come i cambiamenti climatici, la digitalizzazione, i problemi di salute mentale, le opportunità di lavoro e di istruzione, le disuguaglianze economiche e di altro tipo, hanno un effetto crescente sulla loro vita. Per i giovani delle zone rurali, le opportunità globali ⁽⁶⁾ offrono la possibilità di colmare il divario tra l'ambiente che li circonda e la prospettiva globale più ampia, adattando strategie e soluzioni alle loro esigenze e condizioni locali ⁽⁷⁾.
5. La ruralità non è un concetto, un contesto o una circostanza uniforme ⁽⁸⁾. Le zone rurali e remote ospitano comunità eterogenee e vivaci di giovani con esigenze e sfide differenti. Questa diversità richiede risposte e soluzioni adattate alle esigenze regionali e locali, che tengano conto delle risorse e dei bisogni specifici di ciascuna zona. In tale contesto è

⁽¹⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Una visione a lungo termine per le zone rurali dell'UE: verso zone rurali più forti, connesse, resilienti e prospere entro il 2040 (COM(2021) 345 final).

⁽²⁾ Statistiche online di Eurostat: *Urban-rural Europe - quality of life in rural areas 2022* (Europa urbana-rurale: qualità della vita nelle zone rurali 2022).

⁽³⁾ Conclusioni su una visione a lungo termine per le zone rurali dell'UE, doc. 15631/23.

⁽⁴⁾ Le zone rurali occupano 341 milioni di ettari (m ha), il che rappresenta l'83 % di tutta la superficie terrestre dell'UE. Oltre la metà di questa superficie rurale è remota, ossia è situata lontano dalle città. Le città, le piccole aree urbane e le periferie rappresentano complessivamente il 17 % della superficie terrestre dell'UE (70,3 m ha) (cfr. comunicazione su una visione a lungo termine per le zone rurali dell'UE, documento di lavoro dei servizi della Commissione - parte 1).

⁽⁵⁾ Ufficio delle pubblicazioni dell'Unione europea, *Eurostat Regional Yearbook – 2023 Edition* (Annuario regionale Eurostat, edizione 2023).

⁽⁶⁾ Il termine «globale» è ulteriormente definito nell'allegato I.

⁽⁷⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

⁽⁸⁾ Documento di lavoro dei servizi della Commissione, *Executive summary of the evaluation of the impact of the Common Agricultural Policy on territorial development of rural areas* (Sintesi della valutazione dell'impatto della politica agricola comune sullo sviluppo territoriale delle zone rurali) {SWD(2021) 398 final}.

opportuno prendere in considerazione le specificità delle regioni ultraperiferiche, poiché spesso la loro insularità e il loro isolamento tendono ad amplificare il divario tra le zone urbane e quelle rurali. È inoltre essenziale garantire un trattamento equo e il pieno coinvolgimento dei giovani nei contesti sia rurali che urbani, comprendere le differenze, e ridurre il divario tra zone rurali e urbane laddove esista, anche rafforzando i collegamenti tra zone rurali e urbane in tutti gli Stati membri.

6. Sebbene nell'Unione europea sia dedicata un'attenzione diversificata e di ampio respiro ai giovani, si rileva la percezione secondo cui la maggior parte delle politiche giovanili non porrebbe sufficientemente l'accento sugli aspetti rurali e che le politiche rurali potrebbero non rispondere alle esigenze e alle circostanze specifiche dei giovani che vivono nelle zone rurali, remote, periferiche e meno sviluppate e nelle regioni ultraperiferiche ⁽⁹⁾ , ⁽¹⁰⁾.
7. La strategia dell'UE per la gioventù 2019-2027 ⁽¹¹⁾, quale quadro di riferimento per la collaborazione europea sulle politiche giovanili, e gli obiettivi per la gioventù europea ⁽¹²⁾ si concentrano su settori fondamentali riguardanti la partecipazione, la mobilitazione e il contributo significativo dei giovani alla società. L'obiettivo per la gioventù #3 si focalizza su società inclusive, mediante la creazione di ambienti accessibili e aperti per tutti i giovani, mentre l'obiettivo per la gioventù #6 si concentra sulla creazione di zone rurali in cui i giovani possano realizzare il loro potenziale ⁽¹³⁾.
8. Nelle conclusioni del Consiglio sul tema «Aumentare le opportunità per i giovani nelle zone rurali e remote» ⁽¹⁴⁾ si sottolinea l'importanza delle opportunità locali e la promozione di approcci intersettoriali e si invitano gli Stati membri dell'UE a promuovere e facilitare la cittadinanza attiva e la partecipazione significativa dei giovani — in tutta la loro diversità — delle zone rurali e remote in tutti i processi decisionali pertinenti, specialmente sulle questioni che li riguardano.
9. Le sfide connesse all'inclusione sociale nelle zone rurali e remote possono essere legate alla disponibilità di terra, infrastrutture, tecnologie digitali, informazioni, servizi sociali e sanitari di alta qualità, opportunità di istruzione, animazione socioeducativa e occupazione e all'accesso agli stessi, nonché al livello di partecipazione a tutti i processi decisionali pertinenti. È essenziale garantire a tutti parità di accesso alle opportunità, senza alcuna forma di discriminazione.
10. Le cinque strategie dell'Unione per l'uguaglianza, adottate dalla Commissione nel 2020 e 2021 ⁽¹⁵⁾, e la comunicazione della Commissione su un approccio globale alla salute mentale ⁽¹⁶⁾ rimarcano l'importanza di un approccio intersezionale. Tali documenti sottolineano che gli individui possono appartenere contemporaneamente a uno o più gruppi in situazioni di vulnerabilità e illustrano la necessità di combattere forme multiple e intersezionali di discriminazione, che possono avere un forte impatto sui giovani, compresi quelli che vivono in zone rurali e remote, che non sono un gruppo omogeneo, e «hanno una moltitudine di identità, esigenze, risorse, contesti di provenienza, situazioni di vita e interessi variegati e si trovano dinanzi a svariate sfide e opportunità ⁽¹⁷⁾».

⁽⁹⁾ Partenariato per la gioventù UE-Consiglio d'Europa, *Young people in rural areas: diverse, ignored and unfulfilled* (Giovani nelle zone rurali: eterogenei, ignorati e insoddisfatti).

⁽¹⁰⁾ Gli articoli 174 e 349 del trattato sul funzionamento dell'Unione europea riconoscono lo status specifico delle zone rurali, delle zone ultraperiferiche, delle zone interessate da transizione industriale e delle regioni che presentano gravi e permanenti svantaggi naturali o demografici, quali le regioni più settentrionali con bassissima densità demografica e le regioni insulari, transfrontaliere e di montagna. Nel presente documento i riferimenti alle zone rurali e remote comprendono anche le zone periferiche meno sviluppate, e sono altresì prese in considerazione le regioni ultraperiferiche.

⁽¹¹⁾ Risoluzione del Consiglio dell'Unione europea e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su un quadro di cooperazione europea in materia di gioventù: La strategia dell'Unione europea per la gioventù 2019-2027 (2018/C 456/01) (GU C 456 del 18.12.2018, pag. 1).

⁽¹²⁾ Risoluzione del Consiglio dell'Unione europea e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su un quadro di cooperazione europea in materia di gioventù: La strategia dell'Unione europea per la gioventù 2019-2027 (2018/C 456/01).

⁽¹³⁾ Risoluzione del Consiglio e dei rappresentanti degli Stati membri, riuniti in sede di Consiglio, che definisce orientamenti sulla governance del dialogo dell'UE con i giovani — Strategia dell'Unione europea per la gioventù 2019-2027 (2019/C189/01) (GU C 189 del 5.6.2019, pag. 1).

⁽¹⁴⁾ Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio sul tema «Aumentare le opportunità per i giovani nelle zone rurali e remote» (2020/C193/03) (GU C 193 del 9.6.2020, pag. 3).

⁽¹⁵⁾ Strategia per i diritti delle persone con disabilità 2021-2030; strategia per l'uguaglianza LGBTIQ 2020-2025; strategia per la parità di genere 2020-2025; piano d'azione dell'UE contro il razzismo 2020-2025; quadro strategico dell'UE per l'uguaglianza, l'inclusione e la partecipazione dei Rom 2020-2030.

⁽¹⁶⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni su un approccio globale alla salute mentale, (comunicazione su un approccio globale alla salute mentale) (COM (2023) 298 final).

⁽¹⁷⁾ Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su società inclusive per i giovani (GU C, C/2024/3808, 27.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3808/oj>).

11. La comunicazione della Commissione su un approccio globale alla salute mentale e le conclusioni del Consiglio su un approccio globale alla salute mentale dei giovani nell'Unione europea ⁽¹⁸⁾ individuano la necessità di misure specifiche relative alla prevenzione, alla promozione e al sostegno nel settore della salute mentale dei giovani che vivono in zone rurali o remote ⁽¹⁹⁾.
12. Le conclusioni del Consiglio sulla salute mentale ⁽²⁰⁾ riconoscono «che i problemi di salute mentale sono associati a molte forme di disuguaglianza, che colpiscono ad esempio persone in situazioni vulnerabili, minoranze, gruppi emarginati e persone in situazioni socioeconomiche svantaggiate, tra cui quelle che usufruiscono di servizi di assistenza a lungo termine, quelle che vivono in una condizione di solitudine e di isolamento sociale, i bambini e i giovani, gli anziani, le donne, le persone LGBTI ⁽²¹⁾, i pazienti oncologici, le persone con disabilità, i rifugiati, i migranti, i detenuti e le persone senza fissa dimora».
13. Le donne e le ragazze sono essenziali per lo sviluppo sostenibile delle zone rurali e remote poiché apportano un valore aggiunto alle comunità locali. Sono spesso la forza trainante dell'innovazione, della diversificazione e dello sviluppo di nuove opportunità ⁽²²⁾. Tuttavia, questi ruoli sono spesso trascurati o invisibili. Molte donne e ragazze che vivono nelle zone rurali e remote si trovano tuttora di fronte a sfide legate all'occupazione, all'imprenditorialità, a un'istruzione di qualità e alle opportunità di formazione, all'inequiva ripartizione delle responsabilità di assistenza, all'accesso alla terra, all'educazione e cura della prima infanzia, all'assistenza a lungo termine come pure ai servizi di assistenza sanitaria, nonché a una rappresentanza insufficiente nei processi decisionali ⁽²³⁾, ⁽²⁴⁾.
14. L'UE riconosce che il cambiamento demografico è influenzato, tra l'altro, dalle scelte di vita delle persone e delle famiglie e sottolinea la necessità di politiche pubbliche che supportino i giovani nel realizzare appieno il loro potenziale. La comunicazione «Cambiamento demografico in Europa: strumento d'intervento» ⁽²⁵⁾ evidenzia in particolare la fondamentale necessità di sostenere le giovani generazioni per quanto riguarda l'accesso a posti di lavoro di qualità, ad alloggi a prezzi accessibili e a un tenore di vita dignitoso.
15. Le regioni rurali e meno sviluppate possono trovarsi a fronteggiare in particolar modo fenomeni di invecchiamento della popolazione, bassi livelli di successo scolastico, contrazione della forza lavoro ed emigrazione dei giovani nonché il rischio di cadere in una «trappola per lo sviluppo dei talenti» ⁽²⁶⁾, che compromette la loro capacità di costruire economie sostenibili e ne ostacola la competitività e la crescita. La comunicazione della Commissione «Utilizzo dei talenti nelle regioni d'Europa» sottolinea la necessità di trasformare le suddette regioni in economie dinamiche e fondate sul talento, basandosi sui punti di forza locali delle regioni rurali. Affrontare queste sfide richiede un sostegno su misura per mettere i giovani nelle condizioni di agire, migliorare l'accesso all'istruzione, alla formazione e all'occupazione, potenziare l'accesso all'innovazione e alle strutture di formazione, investire nella creazione di opportunità di lavoro di qualità e promuovere l'inclusione sociale. Per ridurre le disparità territoriali e rafforzare la coesione sociale in tutta l'UE è essenziale garantire che le persone che vivono nelle zone rurali e remote, compresi i giovani, abbiano l'opportunità di prosperare ⁽²⁷⁾, ⁽²⁸⁾.
16. La politica di coesione e, nel contesto rurale, il Fondo europeo agricolo per lo sviluppo rurale (FEASR) svolgono un ruolo importante nel sostenere gli Stati membri e le regioni nei loro sforzi volti a consentire una migliore riflessione sulle molteplici sfide in materia di sviluppo, sulle esigenze di riforma e sulle svariate disparità socioeconomiche e territoriali, convogliando un sostegno mirato e incentrato sulle esigenze specifiche di ciascuna regione. Pur tenendo presente l'impatto asimmetrico delle sfide poste dalle transizioni verde e digitale, dalla trasformazione demografica, dall'evoluzione delle tendenze economiche globali o dai cambiamenti climatici, la mappatura delle esigenze in materia di infrastrutture, capitale umano e servizi può agevolare una programmazione più efficiente dei fondi dell'UE nelle regioni ultraperiferiche, scarsamente popolate, insulari, montane e frontaliere e nelle zone rurali. Ciò può contribuire

⁽¹⁸⁾ Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri su un approccio globale alla salute mentale dei giovani nell'Unione europea (GU C, C/2023/1337, 30.11.2023, ELI: <http://data.europa.eu/eli/C/2023/1337/oj>).

⁽¹⁹⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni su un approccio globale alla salute mentale (COM(2023) 298 final).

⁽²⁰⁾ Conclusioni del Consiglio sulla salute mentale, doc. 15971/23, punto 24.

⁽²¹⁾ Si veda la strategia per l'uguaglianza LGBTIQ 2020-2025 della Commissione (COM(2020) 698 final).

⁽²²⁾ Banca europea per gli investimenti, *Support for female entrepreneurs: Survey evidence for why it makes sense* (Sostegno alle donne imprenditrici: evidenze statistiche che ne dimostrano la validità), novembre 2022, ISBN: 978-92-861-5378-5.

⁽²³⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

⁽²⁴⁾ Commissione europea, direzione generale della Politica regionale e urbana, Nona relazione sulla coesione economica, sociale e territoriale (Nona relazione sulla coesione), marzo 2024.

⁽²⁵⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Cambiamento demografico in Europa: strumento d'intervento (lo strumento demografico della Commissione) (COM(2023) 577 final).

⁽²⁶⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - «Utilizzo dei talenti nelle regioni d'Europa» (comunicazione sull'utilizzo dei talenti), COM/2023/32 final.

⁽²⁷⁾ Commissione europea, direzione generale della Politica regionale e urbana, Nona relazione sulla coesione economica, sociale e territoriale (Nona relazione sulla coesione), marzo 2024.

⁽²⁸⁾ Ufficio delle pubblicazioni dell'Unione europea, *Eurostat regional yearbook – 2023 Edition* (Annuario regionale Eurostat, edizione 2023).

a diversificare le opportunità di occupazione e a migliorare l'istruzione e la formazione formali e non formali, anche attraverso il sostegno alla digitalizzazione, rendendo le regioni rurali e remote luoghi più attraenti per vivere e lavorare e garantendo in tal modo il loro sviluppo sostenibile ⁽²⁹⁾.

17. Il piano d'azione globale delle Nazioni Unite «Decennio dell'agricoltura familiare» (2019-2028) ⁽³⁰⁾ sottolinea che, per garantire la sostenibilità generazionale dell'agricoltura familiare, è essenziale mettere i giovani, in particolare le giovani donne, nelle condizioni di agire, agevolando l'accesso alla terra, alle risorse naturali, all'informazione, all'istruzione, alle infrastrutture, ai servizi finanziari e ai mercati, nonché coinvolgerli nei processi di elaborazione delle politiche relative all'agricoltura. Agevolando il trasferimento intergenerazionale i giovani agricoltori possono combinare le conoscenze tradizionali e locali con pratiche innovative, al fine di promuovere il loro ruolo cruciale nello sviluppo rurale inclusivo. La tendenza negativa dell'invecchiamento della popolazione agricola può mettere a repentaglio la redditività delle zone rurali; pertanto, rafforzare le forme di sostegno per i giovani agricoltori e imprenditori, aiutandoli ad avviare attività agricole, incentivare il trasferimento delle aziende agricole e rendere l'agricoltura più attraente per la generazione più giovane sono misure che, unitamente alla politica agricola comune (PAC), possono svolgere un ruolo importante nel ricambio generazionale.
18. La raccomandazione dell'OCSE per creare migliori opportunità per i giovani chiede misure mirate volte a sostenere i giovani in condizioni svantaggiate e di vulnerabilità, tra cui l'offerta di servizi sociali, sanitari, abitativi e per l'occupazione integrati e adattati ai contesti locali. La raccomandazione sottolinea l'importanza degli investimenti in materia di istruzione, alloggi e salute per i giovani delle zone rurali, unitamente alla collaborazione tra i portatori di interessi, al fine di creare contesti favorevoli al loro successo ⁽³¹⁾.

TENENDO CONTO DI QUANTO SEGUE

19. In tutta Europa, l'inadeguata capacità delle regioni rurali di attrarre talenti ⁽³²⁾ o di offrire accesso a infrastrutture e servizi di qualità per la vita quotidiana pone notevoli ostacoli al benessere e allo sviluppo socioeconomico dei giovani nelle zone rurali. Ciò può limitare la loro connettività e il loro accesso a un'istruzione e formazione di qualità, all'occupazione, all'assistenza sanitaria, agli alloggi, ai servizi sociali, all'animazione socioeducativa, alla cultura, allo sport e alle attività ricreative, ostacolando le opportunità socioeconomiche e, di conseguenza, la libertà di rimanere nelle zone rurali ⁽³³⁾.
20. Molti giovani che vivono in zone rurali e remote incontrano ostacoli nell'accesso all'apprendimento e hanno una scarsa consapevolezza delle opportunità offerte dai servizi e dalle piattaforme digitali, il che determina un accresciuto livello di isolamento e un possibile divario digitale tra le zone rurali e quelle urbane. L'accesso digitale e le competenze digitali e pertinenti per il lavoro possono fungere da catalizzatore per l'emancipazione e l'inclusione a livello locale ⁽³⁴⁾ ⁽³⁵⁾. Per i giovani che non hanno un lavoro né seguono un percorso scolastico o formativo (NEET), i suddetti ostacoli possono essere particolarmente dannosi, in quanto la limitata connettività digitale riduce ulteriormente la loro capacità di cercare opportunità di istruzione, occupazione e formazione, aggravando il loro isolamento sociale ed economico. Affrontare il divario digitale è essenziale per tornare a coinvolgere i giovani NEET e dotarli delle competenze necessarie per partecipare alla forza lavoro moderna. La garanzia per i giovani rafforzata ⁽³⁶⁾ sottolinea l'importanza di sostenere l'integrazione dei giovani, in particolare dei NEET, nel mercato del lavoro a livello locale, anche nelle zone rurali e remote, garantendo che a livello locale e regionale esistano le necessarie opportunità e facilitando in tal modo la loro permanenza in tali zone.

⁽²⁹⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni sulla nona relazione sulla coesione (comunicazione sulla nona relazione sulla coesione) (COM(2024) 149 final) e nona relazione sulla coesione.

⁽³⁰⁾ FAO e IFAD, *United Nations Decade of Family Farming 2019-2028. Global Action Plan* (Decennio dell'agricoltura familiare delle Nazioni Unite 2019-2028 - Piano d'azione globale), Roma, 2019.

⁽³¹⁾ OCSE, *Recommendation of the Council on creating better opportunities for young people* (Raccomandazione del Consiglio per creare migliori opportunità per i giovani), riunione del Consiglio a livello ministeriale, 9-10 giugno 2022, JT03497457.

⁽³²⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni: «Utilizzo dei talenti nelle regioni d'Europa» (comunicazione sull'utilizzo dei talenti) (COM(2023) 32 final).

⁽³³⁾ E. Letta, *Much more than a market, Speed, Security, Solidarity Empowering the Single Market to deliver a sustainable future and prosperity for all EU Citizens* (Molto più di un mercato - Rapidità, sicurezza e solidarietà: rafforzare il mercato unico per garantire a tutti i cittadini dell'UE un futuro sostenibile e prosperità), aprile 2024.

⁽³⁴⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

⁽³⁵⁾ Comunicazione sulla nona relazione sulla coesione e nona relazione sulla coesione.

⁽³⁶⁾ Raccomandazione del Consiglio, del 30 ottobre 2020, relativa a un ponte verso il lavoro, che rafforza la garanzia per i giovani e sostituisce la raccomandazione del Consiglio del 22 aprile 2013 sull'istituzione di una garanzia per i giovani (2020/C 372/01) (GU C 372 del 4.11.2020, pag. 1).

21. Rispetto alle zone urbane, in numerose zone rurali e remote di tutta Europa i giovani, in particolare le donne e i giovani con disabilità, si trovano ad affrontare disparità per quanto riguarda l'accesso all'istruzione e alla formazione formali e non formali e alle opportunità di apprendimento informale, e incontrano notevoli ostacoli nel loro sviluppo personale e professionale. La scarsa disponibilità di programmi di istruzione e formazione di alta qualità e il limitato accesso agli stessi non solo aggravano il divario di competenze, ma possono anche portare alla fuga di cervelli e a un aumento dei tassi di disoccupazione tra i giovani delle zone rurali, che faticano a trovare in tali zone un lavoro in linea con le loro qualifiche.
22. L'accesso a informazioni glocali e complete sui programmi locali, regionali, nazionali e dell'UE e sulle opportunità di finanziamento è essenziale per lo sviluppo e l'emancipazione dei giovani nelle zone rurali. Barriere linguistiche verticali e orizzontali possono ostacolare la loro capacità di comprendere e consultare efficacemente tali documenti e limitare il loro accesso alle iniziative dell'UE ⁽³⁷⁾ ⁽³⁸⁾. A un'efficace diffusione delle informazioni può contribuire la collaborazione intersettoriale, che aiuta a superare tali barriere e promuove lo sviluppo di capacità e le reti locali. Ciò è fondamentale per garantire una partecipazione equa e per massimizzare i benefici di programmi dell'UE quali Erasmus+, il corpo europeo di solidarietà e LEADER nonché delle opportunità di finanziamento per i giovani nelle zone rurali in tutta Europa a tutti i livelli.
23. I fattori geografici possono ostacolare l'accesso dei giovani all'occupazione, a opportunità abitative a prezzi accessibili e a una migliore connettività, creando uno stato di incertezza, una maggiore dipendenza dalle risorse finanziarie e un incentivo alla mobilità e all'urbanizzazione a livello locale.
24. Le comunità giovanili rurali possono trovarsi a fronteggiare sfide quali livelli di successo scolastico più bassi, disoccupazione o mancanza di condizioni di lavoro dignitose. Inoltre, un accesso inadeguato all'animazione socioeducativa, alle organizzazioni giovanili, a spazi comunitari e ad attività sociali, culturali, sportive e ricreative di qualità può comportare difficoltà nella creazione o nel mantenimento di una comunità o nell'adesione alla stessa. Questi fattori possono ridurre le opportunità di interazione sociale, con effetti negativi sul benessere e sentimenti di isolamento e solitudine, e tradursi nel potenziale indebolimento dei sistemi di sostegno.
25. I giovani che vivono in zone rurali e remote rischiano di beneficiare di servizi di sostegno insufficienti anche nel settore della salute mentale ⁽³⁹⁾. I problemi di salute mentale possono avere ripercussioni sull'istruzione, sull'occupazione e sulla sicurezza sociale. Possono determinare, tra l'altro: un senso di esclusione che si traduce in sentimenti negativi di isolamento; bullismo e molestie online e offline da parte dei coetanei; un uso eccessivo dei social media, la paura di essere tagliati fuori e una maggiore esposizione alle dipendenze. Allo stesso tempo, questi giovani non hanno accesso a strutture che potrebbero aiutarli a evitare o a superare tali minacce; di conseguenza, gli stati di ansia e depressione persistono e molti problemi di salute mentale non vengono trattati.
26. La longevità in buona salute è determinata da un'ampia gamma di fattori, tra cui la promozione della salute e la prevenzione delle malattie, l'accesso ai servizi sanitari, le condizioni di vita e di lavoro, il tipo di occupazione e l'ambiente circostante. Sebbene le zone rurali offrano benefici per la salute, come una migliore qualità dell'aria e la vicinanza alla natura, le regioni urbane hanno generalmente un numero maggiore e una maggiore varietà di strutture sanitarie ⁽⁴⁰⁾. La mancanza di servizi sanitari di qualità è associata a difficoltà nella prevenzione e nel trattamento dei problemi di salute. Inoltre, sebbene in molte zone rurali l'agricoltura offra numerose opportunità occupazionali, le occupazioni come l'agricoltura possono avere effetti pericolosi o dannosi per la salute fisica ⁽⁴¹⁾. È pertanto essenziale investire nelle tecnologie che permettono di risparmiare e rafforzare la manodopera.

⁽³⁷⁾ D. Moxon, O. Bárta, *EU YD10 Results of the Consultation Phase: We Need Youth* (10° ciclo del dialogo dell'UE con i giovani – Risultati della fase di consultazione: abbiamo bisogno dei giovani), 2024. DOI: 10.5281/zenodo.10656746.

⁽³⁸⁾ Il piano d'azione rurale dell'UE è menzionato nella comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni dal titolo «Una visione a lungo termine per le zone rurali dell'UE: verso zone rurali più forti, connesse, resilienti e prospere entro il 2040» (COM(2021) 345 final).

⁽³⁹⁾ Comunicazione della Commissione su un approccio globale alla salute mentale (COM(2023) 298 final).

⁽⁴⁰⁾ *Eurostat regional yearbook 2023* (Annuario regionale Eurostat 2023).

⁽⁴¹⁾ Rete europea della PAC, *Supporting the health and well-being of Europe's agricultural workforce - Policy Insights* (Sostenere la salute e il benessere della forza lavoro agricola in Europa - approfondimento tematico), giugno 2023.

27. I giovani con disabilità che vivono in zone rurali e remote possono incontrare ostacoli significativi che incidono sulla loro qualità di vita e sulle loro opportunità, come un accesso limitato a istruzione e formazione inclusive e di qualità e all'assistenza sanitaria specializzata, nonché trasporti e connettività inadeguati. Queste difficoltà sottolineano la necessità di azioni mirate in loro favore ⁽⁴²⁾ ⁽⁴³⁾.
28. Sebbene rappresentino un notevole potenziale per l'innovazione e lo sviluppo economico, i giovani delle zone rurali, comprese le donne, possono incontrare difficoltà nell'accedere alle risorse finanziarie e nell'orientarsi nelle complesse procedure burocratiche e di finanziamento. Al riguardo possono pertanto essere fondamentali meccanismi di finanziamento accessibili e chiari, unitamente a investimenti mirati a sostegno dell'imprenditorialità dei giovani delle zone rurali, anche nel settore agricolo ⁽⁴⁴⁾ ⁽⁴⁵⁾ ⁽⁴⁶⁾.
29. I giovani nelle zone rurali e remote rischiano di dover affrontare sfide uniche in materia di sostenibilità, che sono esacerbate dall'aggravarsi della crisi climatica e hanno un impatto significativo sulla loro vita quotidiana. Rispetto ai loro coetanei nelle aree urbane, sono spesso più vulnerabili alle sfide ambientali o climatiche. Hanno bisogno di un maggiore accesso a risorse e soluzioni sostenibili, il che aumenta ulteriormente la loro vulnerabilità alle minacce ambientali. Come sottolinea l'Agenda 2030 delle Nazioni Unite per lo sviluppo sostenibile ⁽⁴⁷⁾, il limitato accesso a tali risorse ostacola non solo la capacità dei giovani di affrontare le pressanti preoccupazioni in materia di sostenibilità, ma anche il loro contributo alla mitigazione della crisi climatica. Inoltre, per affrontare e superare adeguatamente queste sfide nel loro contesto, hanno bisogno di accedere a un'istruzione e a una formazione formali e non formali di qualità che consentano loro di sviluppare le necessarie abilità e competenze.
30. Poiché lo sviluppo continuo attraverso la partecipazione della popolazione locale è essenziale per lo sviluppo rurale, è necessaria una solida base per una partecipazione significativa dei giovani nelle zone rurali e remote. I giovani delle zone rurali dovrebbero essere riconosciuti come attori chiave dello sviluppo rurale, e le politiche dovrebbero essere concepite in modo da soddisfare le loro esigenze e aspirazioni, garantendo la loro costante partecipazione e influenza nei processi decisionali a tutti i livelli. Come indicato nel patto rurale ⁽⁴⁸⁾, uno degli obiettivi fondamentali deve essere quello di amplificare la voce delle zone rurali e di dare loro maggiore importanza nell'agenda politica locale, regionale, nazionale e dell'UE.
31. I giovani nelle zone rurali e remote possono fungere da catalizzatori di cambiamenti positivi, in particolare all'interno delle loro comunità, promuovendo lo sviluppo sul fronte digitale, sociale ed economico. Tuttavia, nonostante il loro potenziale, i giovani delle zone rurali incontrano spesso notevoli ostacoli per realizzare pienamente le loro capacità di leadership e accedere a opportunità di crescita. Superare tali ostacoli è essenziale per sfruttare il potenziale di leadership dei giovani delle zone rurali e metterli nelle condizioni di essere una forza trainante per lo sviluppo sostenibile nelle loro comunità, promuovendo in tal modo la crescita inclusiva e la resilienza in tutta Europa.
32. Durante la conferenza dell'UE sulla gioventù, tenutasi a Budapest nel settembre 2024 ⁽⁴⁹⁾, i giovani hanno proposto di rendere le zone rurali e remote più dinamiche e attraenti per la loro generazione nei modi seguenti:
- i) favorendo una partecipazione significativa dei giovani che vivono nelle zone rurali, in particolare per quanto riguarda le questioni relative alla sostenibilità ambientale nonché alla salute mentale e fisica;
 - ii) promuovendo comunità rurali capaci di offrire un sostegno, sfidando i pregiudizi, costruendo un dialogo intergenerazionale accessibile, insieme a spazi comuni, e rafforzando le visioni per il futuro;

⁽⁴²⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Un'Unione dell'uguaglianza: strategia per i diritti delle persone con disabilità 2021-2030 (COM(2021) 101 final).

⁽⁴³⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

⁽⁴⁴⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

⁽⁴⁵⁾ Fondo europeo di sviluppo regionale, Interreg Europe, documento strategico: *How to boost entrepreneurship in rural areas?* (Come stimolare l'imprenditorialità nelle zone rurali?), aprile 2020.

⁽⁴⁶⁾ Commissione europea, *Taking stock of how CAP Strategic Plans contribute to the objectives of the long-term vision for the EU's rural areas* (Un bilancio del modo in cui i piani strategici della PAC contribuiscono agli obiettivi della visione a lungo termine per le zone rurali dell'UE), giugno 2023.

⁽⁴⁷⁾ Nazioni Unite: A/RES/70/1, *Transforming our world: the 2030 Agenda for Sustainable Development* (Trasformare il nostro mondo: l'Agenda 2030 per lo sviluppo sostenibile).

⁽⁴⁸⁾ Commissione europea, Direzione generale dell'Agricoltura e dello sviluppo rurale: *Open letter on the launch of the Rural Pact* (Lettera aperta sull'avvio del patto rurale), 17 dicembre 2021.

⁽⁴⁹⁾ O. Bárta, D. Moxon, *EU YD10 EU Youth Conference in Budapest, Hungary. Final Conference Report* (10° ciclo del dialogo dell'UE con i giovani — Conferenza dell'UE sulla gioventù, Budapest, Ungheria — Relazione finale della conferenza), 2024. DOI: 10.5281/zenodo.13836827.

- iii) migliorando l'accesso alle infrastrutture, adattate alle esigenze dei giovani, quali la connettività internet, l'informazione, i trasporti, l'energia pulita, come pure i servizi di salute fisica e mentale;
 - iv) sensibilizzando in merito a percorsi occupazionali alternativi, come il lavoro da remoto e l'agricoltura innovativa.
33. In occasione della conferenza dell'UE sulla gioventù tenutasi a Budapest ⁽⁵⁰⁾, i giovani hanno inoltre sottolineato che gli strumenti dell'UE, nazionali e locali dovrebbero rispondere alle esigenze, alle realtà, alle capacità e alle risorse dei giovani delle zone rurali e remote, nonché:
- i) fornire sostegno alla partecipazione dei giovani nell'ambito dello sviluppo rurale e dei processi decisionali, ad esempio attraverso ambasciatori per i giovani, comitati consultivi, consigli locali della gioventù e bilanci partecipativi;
 - ii) sostenere l'imprenditorialità rurale, compresa l'agricoltura, attraverso la sensibilizzazione sui programmi nazionali e dell'UE esistenti, il tutoraggio, la promozione della trasformazione digitale e del ricorso a incentivi finanziari, quali sgravi fiscali o opportunità di cofinanziamento;
 - iii) promuovere piattaforme adatte ai giovani per accedere alle informazioni sui programmi loro dedicati, sulle opportunità di lavoro di qualità e sui finanziamenti, nonché avviare una campagna a livello dell'UE per promuovere la parità di accesso al lavoro;
 - iv) incoraggiare opportunità di apprendimento di qualità e iniziative relative ai giovani che arricchiscano le esperienze dei giovani che vivono nelle zone rurali, come gli scambi di giovani tra zone urbane e rurali, i progetti in materia di clima, l'animazione socioeducativa mobile e di strada, nonché il coinvolgimento nelle organizzazioni giovanili rurali;
 - v) migliorare l'accesso ai servizi e alle informazioni in materia di salute mentale stimolando l'azione locale e promuovendo il dialogo sulle opportunità e i dispositivi di finanziamento esistenti.

INVITANO PERTANTO GLI STATI MEMBRI, AI LIVELLI APPROPRIATI, A

- 34. Se del caso, contribuire a individuare, sviluppare, monitorare e garantire ai giovani che vivono in zone rurali e remote un accesso equo e paritario alle infrastrutture, alle informazioni, alla connettività e ai servizi a livello locale, unitamente a misure per migliorare l'accessibilità nel contesto della loro vita quotidiana.
- 35. Intensificare gli sforzi per migliorare la disponibilità e l'accessibilità di infrastrutture e servizi digitali nelle zone rurali e remote, in particolare fornendo sostegno per i dispositivi elettronici e per altre questioni digitali, creando una copertura della banda larga di alta qualità, migliorando l'alfabetizzazione digitale e la sicurezza informatica, come pure condividendo le buone pratiche tra le autorità locali, regionali e nazionali, se del caso ⁽⁵¹⁾.
- 36. Sostenere ulteriormente la collaborazione intersettoriale tra strutture di qualità a livello locale per l'istruzione, la formazione, l'assistenza sociale, sanitaria, culturale, per i giovani, l'animazione socioeducativa, lo sport e il tempo libero, di cui possano beneficiare i giovani che vivono in zone rurali e remote, in modo da garantire eque condizioni di sviluppo e benessere personale nel loro contesto, promuovendo nel contempo l'accessibilità fisica e digitale a tali strutture e ai servizi correlati ⁽⁵²⁾.
- 37. Incoraggiare le autorità, in particolare nelle zone rurali e remote a livello locale, ad agevolare la partecipazione dei giovani che vivono nelle zone rurali ai processi decisionali, ad esempio istituendo consigli della gioventù, che potrebbero fungere da organi propositivi e consultivi nonché dar luogo a iniziative. Ciò può contribuire all'efficace coinvolgimento dei giovani in tutti i processi decisionali nei settori che li riguardano maggiormente, come le questioni relative all'istruzione, all'occupazione, all'inclusione sociale, alle infrastrutture, agli alloggi, alla connettività, all'assistenza sanitaria (in particolare la salute mentale) e all'ambiente, e può rafforzare la fiducia nei processi democratici.
- 38. Promuovere la creazione e il funzionamento di centri e spazi per la gioventù sicuri e inclusivi nelle zone rurali e remote e, se del caso, agevolare il sostegno continuo ai centri giovanili sicuri e inclusivi già esistenti e all'interazione intergenerazionale. Rafforzare ulteriormente le iniziative e i programmi per sostenere tutte le forme di animazione

⁽⁵⁰⁾ O. Bárta, D. Moxon, *EUYD10 EU Youth Conference in Budapest, Hungary. Final Conference Report* (10° ciclo del dialogo dell'UE con i giovani — Conferenza dell'UE sulla gioventù, Budapest, Ungheria — Relazione finale della conferenza), 2024. DOI: 10.5281/zenodo.13836827.

⁽⁵¹⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Piano d'azione per l'istruzione digitale 2021-2027 - Ripensare l'istruzione e la formazione per l'era digitale (COM (2020) 624 final).

⁽⁵²⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

socioeducativa e le organizzazioni giovanili e metterle nelle condizioni di agire, al fine di riconoscerne il ruolo cruciale nel raggiungere i giovani che vivono nelle zone rurali e remote e nelle regioni ultraperiferiche.

39. Incoraggiare il dialogo locale sullo sviluppo rurale riguardo al futuro dell'area interessata e a soluzioni sostenibili, che veda coinvolti i giovani, le istituzioni che rappresentano diversi settori d'intervento, le autorità locali e i portatori di interessi sociali ed economici, in modo da rispecchiare l'ambizione della visione a lungo termine della Commissione per le zone rurali dell'UE ⁽⁵³⁾.
40. Promuovere iniziative di sostegno ai talenti che adottino un approccio globale per coltivare e sfruttare i talenti durante tutto il loro ciclo di vita, formando gli animatori socioeducativi, gli educatori e i professionisti affinché riconoscano i diversi talenti dei giovani. Mettere i giovani nelle condizioni di sviluppare le loro competenze, i loro talenti e le loro capacità, indipendentemente dagli ostacoli specifici che possono incontrare nelle zone rurali e remote ⁽⁵⁴⁾.
41. Incoraggiare l'occupazione giovanile a livello locale e, se del caso, regionale, anche rivolgendosi ai giovani che non hanno un lavoro né seguono un percorso scolastico o formativo (NEET), con azioni di sensibilizzazione e agevolando la creazione di prospettive e inserimenti professionali diversificati nelle zone rurali e remote, concentrandosi sulla diversificazione e sullo sviluppo di opportunità in diversi settori, quali l'agricoltura, l'industria manifatturiera, il digitale, l'adattamento ai cambiamenti climatici e i servizi, nonché fornendo sostegno allo sviluppo di competenze e a programmi di formazione adattati alle attività economiche locali.
42. Promuovere l'attuazione della garanzia per i giovani rafforzata nelle zone rurali e remote, ad esempio effettuando una mappatura dei servizi disponibili per i giovani e colmando le lacune attraverso servizi mobili, online o sportelli unici.
43. Esaminare modalità per attrarre e trattenere nelle comunità i giovani che vivono in zone rurali e remote, con particolare attenzione alle giovani donne, al fine di garantire la vitalità e la prosperità economica a lungo termine di tali comunità, e prendere in considerazione, se del caso, strumenti intersettoriali per il loro sostegno.
44. Vagliare e sostenere iniziative volte alla cooperazione e alla solidarietà intergenerazionali, agevolando i dialoghi e fornendo informazioni approfondite sulle buone pratiche, al fine di favorire la prosperità dei giovani delle zone rurali a livello locale.
45. Sviluppare, migliorare e mantenere programmi di sostegno alla salute fisica e mentale adattati alle esigenze dei giovani che vivono nelle comunità rurali e remote, fornendo reti di sostegno sia online che offline, ad esempio servizi di assistenza psicologica e altri servizi di prevenzione nelle scuole e nei centri giovanili, per combattere il bullismo e la dipendenza.

INVITANO PERTANTO LA COMMISSIONE EUROPEA, CONFORMEMENTE AL PRINCIPIO DI SUSSIDIARIETÀ, A

46. Esplorare modalità per facilitare l'accesso alle iniziative e agli strumenti dell'UE destinati ai giovani delle zone rurali, dedicando particolare attenzione all'eliminazione degli ostacoli linguistici e amministrativi. Se necessario, semplificare il linguaggio affinché sia più adatto ai giovani e ridurre gli oneri burocratici superflui, garantendo che i giovani delle zone rurali possano accedere più facilmente a tali meccanismi di sostegno e informazioni, tra l'altro attraverso il Portale europeo per i giovani. Le informazioni e gli strumenti dovrebbero inoltre essere forniti in formati accessibili ai giovani con disabilità.
47. Nel quadro dell'integrazione della dimensione giovanile, aumentare la visibilità della gioventù rurale nei programmi dell'UE con una componente giovanile e nella strategia dell'UE per la gioventù per il periodo successivo al 2027 e avvalersi della verifica nell'ottica dei giovani (Youth Check) a livello europeo, se del caso, al momento di elaborare azioni specifiche e concrete rivolte a tutti i giovani, compresi quelli che vivono in zone rurali e remote.
48. Esaminare le opportunità per orientare meglio e massimizzare l'uso dei meccanismi finanziari esistenti e, se del caso, le possibilità di riorientare le iniziative in collaborazione con i portatori di interessi pertinenti per assistere i giovani imprenditori rurali, compresi, tra l'altro, i giovani agricoltori nell'avvio, nel mantenimento e nell'espansione delle loro attività, tenendo altresì conto dei limiti strutturali che potrebbero incontrare in termini di accesso alle risorse finanziarie. Promuovere inoltre gli strumenti esistenti, come il kit di strumenti per le zone rurali (Rural Toolkit) ⁽⁵⁵⁾, tra

⁽⁵³⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

⁽⁵⁴⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Utilizzo dei talenti nelle regioni d'Europa (COM(2023) 32 final).

⁽⁵⁵⁾ Comunicazione su una visione a lungo termine per le zone rurali dell'UE.

i giovani delle zone rurali e remote e sostenere la cooperazione tra tutti gli imprenditori delle zone rurali e remote. Ciò contribuirà a garantire future opportunità di lavoro nelle zone rurali, promuovendo la vitalità e la resilienza economica.

49. Agevolare l'attuazione della valutazione d'impatto territoriale inclusa la «verifica rurale», valutando l'impatto previsto delle principali iniziative dell'UE sulle zone rurali e remote e incoraggiando approcci analoghi a livello nazionale, regionale e locale al fine di garantire la coerenza, l'uniformità e la complementarità tra le politiche e gli strumenti che riguardano questioni importanti per le zone rurali.
50. Continuare a sviluppare conoscenze ed effettuare ricerche basate su dati concreti relative ai giovani che vivono in zone rurali e remote utilizzando, tra l'altro, gli strumenti esistenti come Youth wiki e gli studi in collaborazione con il partenariato per la gioventù UE-Consiglio d'Europa.
51. Continuare ad adoperarsi per sensibilizzare e aumentare la partecipazione di gruppi eventualmente sottorappresentati, come i giovani delle zone rurali e remote, al dialogo dell'UE con i giovani e ad altre iniziative pertinenti dell'UE, quali l'iniziativa INTERREG Volunteer Youth (IVY), l'iniziativa EUTeens4Green e il progetto Youth4Outermostregions.

INVITANO PERTANTO GLI STATI MEMBRI E LA COMMISSIONE EUROPEA, NEL PIENO RISPETTO DEL PRINCIPIO DI SUSSIDIARIETÀ, A

52. Sottolineare e riconoscere il ruolo strategico dei giovani che vivono nelle zone rurali e remote nella realizzazione di una transizione verde, giusta e inclusiva e nel mantenimento della sicurezza alimentare e climatica, tramite la promozione della biodiversità e del rilancio rurale, la creazione di posti di lavoro di alta qualità e il coinvolgimento dei giovani nella trasformazione ⁽⁵⁶⁾.
53. Offrire opportunità di apprendimento linguistico equo agevolando la cooperazione transfrontaliera, opportunità di apprendimento formale, non formale e informale e di formazione linguistica applicabile incentrata sull'uso quotidiano.
54. In cooperazione con i settori pertinenti, rafforzare le condizioni affinché i giovani possano prosperare a livello locale sostenendo iniziative che utilizzino efficacemente le risorse e le infrastrutture locali per creare mezzi di sussistenza sostenibili nelle zone rurali e remote, comprese le regioni ultraperiferiche, nonché promuovendo lo sviluppo di iniziative in materia di alloggi adeguati adattate alle esigenze dei giovani che vivono in tali zone.
55. Promuovere efficacemente il ricambio generazionale ⁽⁵⁷⁾ e sostenere i giovani imprenditori, compresi, tra l'altro, i giovani agricoltori delle zone rurali e remote, migliorando la disponibilità e l'accessibilità del sostegno alle start-up. Fornire informazioni specifiche, l'accesso a spazi, infrastrutture, sostegno finanziario e risorse, come pure l'accesso a programmi di formazione e tutoraggio che consentano agli aspiranti imprenditori, compresi tra l'altro i giovani agricoltori, di superare gli ostacoli iniziali e intraprendere le loro attività con fiducia, rivitalizzando così le economie rurali e promuovendo lo sviluppo sostenibile e l'innovazione in tutta Europa.
56. Rafforzare la cooperazione intersettoriale nel settore dell'istruzione e della formazione formali e non formali, ponendo maggiormente l'accento sul miglioramento delle competenze e sullo sviluppo delle risorse umane, migliorando le condizioni di lavoro e aumentando la disponibilità di strutture e attrezzature per gli istituti di istruzione e formazione e l'accesso alle stesse nelle aree che si trovano ad affrontare le maggiori difficoltà.
57. Assicurare la partecipazione attiva dei giovani delle zone rurali e delle organizzazioni pertinenti alle discussioni politiche e al processo decisionale a livello locale, regionale, nazionale e dell'UE tramite la collaborazione in sede di elaborazione, attuazione e valutazione delle politiche pertinenti e, ove possibile, fornendo dati completi, aggiornati e disaggregati sui giovani che vivono nelle zone rurali, compresi, tra l'altro, i giovani agricoltori, consentendo in tal modo ai decisori politici di orientare meglio le politiche e gli interventi e di creare soluzioni su misura per i giovani. Adottare misure adeguate per contrastare l'impatto delle tendenze demografiche negative che incidono sulla vita dei giovani che vivono nelle zone rurali e remote, compresi, tra l'altro, i giovani agricoltori.

⁽⁵⁶⁾ Rete d'informazione sulla sicurezza alimentare e rete globale contro le crisi alimentari, 2024 *Global report on food crises* (Relazione globale sulle crisi alimentari 2024), Roma, 2024.

⁽⁵⁷⁾ Relazione della Commissione al Parlamento europeo e al Consiglio - Sintesi dei piani strategici della PAC per il periodo 2023-27: uno sforzo congiunto e un'ambizione collettiva, Bruxelles, 23.11.2023, (COM(2023) 707 final).

58. Rafforzare la cooperazione transfrontaliera e gli strumenti dell'UE nel settore della salute fisica e mentale incoraggiando la ricerca sulla salute mentale, sviluppando metodi condivisi di monitoraggio e prevenzione per i territori meno sviluppati e condividendo buone pratiche relative alla diffusione di servizi per la salute mentale nelle zone rurali e remote.
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ALLEGATO I

Definizioni ai fini delle presenti conclusioni.

«Zone rurali»: le comunità amministrative locali al di fuori degli agglomerati urbani, caratterizzate generalmente da una minore densità di popolazione, da una specifica immagine socio-geografica e culturale, dalla vicinanza alle risorse naturali e quindi da prospettive economiche diverse, e che presentano allo stesso tempo esigenze precise per quanto concerne l'ulteriore miglioramento di servizi specifici destinati ai giovani e alla popolazione in generale.

Indicatori della «qualità della vita»: un'ampia gamma di tematiche/dimensioni, tra cui le condizioni materiali di vita, l'occupazione, l'istruzione, la salute, le interazioni sociali, la sicurezza, la fiducia, la discriminazione e l'ambiente.

«Verifica rurale»: revisione delle politiche in una prospettiva rurale al fine di renderle adeguate allo scopo per coloro che vivono e lavorano nelle zone rurali. La Commissione europea ha istituito un meccanismo di verifica rurale nell'ambito del programma «Legiferare meglio» per valutare l'impatto delle principali iniziative legislative dell'UE sulle zone rurali.

«Rilancio rurale»: un modo per trasformare positivamente le zone rurali per le generazioni presenti e future.

«Ruralità»: termine spesso non definito; tuttavia, ai fini del presente documento, la ruralità consta di due livelli geografici, ossia le zone rurali (classificazione a livello di unità amministrativa locale (LAU)) e le zone prevalentemente rurali (classificazione delle regioni di livello NUTS 3 nell'ambito della nomenclatura delle unità territoriali per la statistica). Sia le zone rurali che le zone prevalentemente rurali sono definite nello stesso modo: la maggior parte della popolazione vive in celle rurali della griglia. La classificazione delle LAU definisce il grado di urbanizzazione mentre la classificazione delle regioni di livello NUTS 3 fa riferimento alla tipologia regionale «urbana-rurale».

«Zone remote»: le comunità amministrative locali e regionali, situate principalmente al di fuori degli agglomerati urbani, caratterizzate da un difficile accesso fisico, soprattutto a causa di barriere geografiche/naturali (comprese, tra l'altro, isole e/o montagne), associate a un trasporto pubblico limitato o meno frequente e/o a una difficile connettività digitale. Tali zone possono presentare le stesse caratteristiche delle «zone rurali» sopra definite. Anche le regioni ultraperiferiche dell'UE di cui all'articolo 349 TFUE sono considerate zone remote.

«Glocale»: l'integrazione senza soluzione di continuità tra il livello locale e quello globale; la connettività globale prodotta da viaggi, attività imprenditoriali e comunicazioni, nonché la volontà e la capacità di pensare a livello globale e di agire a livello locale. «The concept of glocalisation captures the dynamic, contingent, and two-way dialectic between the global and the local» (Il concetto di glocalizzazione racchiude la dialettica dinamica, contingente e bidirezionale tra il globale e il locale) (Swyngedouw, 2004). Tra le tendenze globali più urgenti che interessano i giovani figurano i cambiamenti climatici, che incidono in modo sproporzionato sulle comunità rurali e sui mezzi di sussistenza agricola, e la diffusione delle tecnologie digitali, che creano sia opportunità che sfide in termini di alfabetizzazione digitale, accesso all'istruzione e occupazione. Inoltre, la disuguaglianza economica e la disoccupazione giovanile sono sfide globali, che spesso richiedono innovazioni locali in materia di creazione di posti di lavoro, sviluppo delle competenze e imprenditorialità. Anche i problemi di salute mentale, esacerbati dalle crisi globali e dalle pressioni sociali, richiedono approcci sensibili al livello locale per il sostegno e per lo sviluppo della resilienza. Inoltre, l'attuale spinta a favore della giustizia sociale e dell'inclusività richiede soluzioni su misura per affrontare le questioni della parità di genere, delle disparità razziali e dell'accesso alle risorse, rispecchiando le dinamiche culturali e sociali uniche delle diverse regioni. Affrontando queste sfide globali attraverso strategie pertinenti a livello locale, i giovani possono sfruttare il potenziale della glocalizzazione per creare un futuro sostenibile e resiliente all'interno delle loro comunità.

«Trappola per lo sviluppo dei talenti»: descritta nella comunicazione della Commissione intitolata «Utilizzo dei talenti nelle regioni d'Europa», si riferisce a una sfida multidimensionale cui devono far fronte alcune regioni dell'UE che registrano un forte calo della popolazione in età lavorativa, una percentuale bassa e stagnante di persone con un titolo di istruzione superiore e una mobilità negativa della loro popolazione di età compresa tra i 15 e i 39 anni. Ciò si traduce in inefficienze delle economie locali, dei mercati del lavoro, dei sistemi di istruzione, formazione e apprendimento per gli adulti, nonché in scarsi risultati in termini di innovazione, governance, sviluppo delle imprese e accesso ai servizi.

«Barriere linguistiche verticali e orizzontali»: espressione che descrive la complessità delle barriere linguistiche cui si trovano di fronte molti giovani delle zone rurali. Il segmento orizzontale è incentrato sulla mancanza di un accesso adeguato all'insegnamento delle lingue straniere, mentre il segmento verticale sottolinea la difficoltà nel comprendere il linguaggio complesso di alcune risorse messe a disposizione, nonché la mancanza di formulazioni adatte ai giovani.

ALLEGATO II

Riferimenti

Consiglio dell'Unione europea

- Risoluzione del Consiglio dell'Unione europea e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su un quadro di cooperazione europea in materia di gioventù: La strategia dell'Unione europea per la gioventù 2019-2027 (GU C 456 del 18.12.2018, pag. 1).
- Risoluzione del Consiglio e dei rappresentanti degli Stati membri, riuniti in sede di Consiglio, che definisce orientamenti sulla governance del dialogo dell'UE con i giovani — Strategia dell'Unione europea per la gioventù 2019-2027 (2019/C189/01) (GU C 189 del 5.6.2019, pag. 1).
- Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio sul tema «Aumentare le opportunità per i giovani nelle zone rurali e remote» (2020/C193/03) (GU C 193 del 9.6.2020, pag. 3).
- Conclusioni su una visione a lungo termine per le zone rurali dell'UE, doc. 15631/23.
- Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su società inclusive per i giovani (GU C, C/2024/3808, 27.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3808/oj>).
- Conclusioni del Consiglio sulla salute mentale, doc. 15971/23.
- Raccomandazione del Consiglio, del 30 ottobre 2020, relativa a un ponte verso il lavoro, che rafforza la garanzia per i giovani e sostituisce la raccomandazione del Consiglio del 22 aprile 2013 sull'istituzione di una garanzia per i giovani (2020/C 372/01) (GU C 372 del 4.11.2020, pag. 1).
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- Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri su un approccio globale alla salute mentale dei giovani nell'Unione europea (GU C, C/2023/1337, 30.11.2023, ELI: <http://data.europa.eu/eli/C/2023/1337/oj>).

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Commissione europea

- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Una visione a lungo termine per le zone rurali dell'UE: verso zone rurali più forti, connesse, resilienti e prospere entro il 2040 (COM(2021) 345 final).
- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Una visione a lungo termine per le zone rurali dell'UE: verso zone rurali più forti, connesse, resilienti e prospere entro il 2040 (COM(2021) 345 final), documento di lavoro dei servizi della Commissione (parti 1-3).
- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Mettere al primo posto le persone, garantire una crescita sostenibile e inclusiva, liberare il potenziale delle regioni ultraperiferiche dell'UE (COM(2022) 198 final).
- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Utilizzo dei talenti nelle regioni d'Europa (COM(2023) 32 final).
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- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Un'Unione dell'uguaglianza: il piano d'azione dell'UE contro il razzismo 2020-2025 (COM(2020) 565 final).
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- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni su un approccio globale alla salute mentale, (comunicazione su un approccio globale alla salute mentale) (COM(2023) 298 final).
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- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Cambiamento demografico in Europa: strumentario d'intervento (COM(2023) 577 final).
- Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni - Piano d'azione per l'istruzione digitale 2021-2027 - Ripensare l'istruzione e la formazione per l'era digitale (COM(2020) 624 final).
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C/2024/7402

10.12.2024

Risoluzione del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, sui risultati del 10° ciclo del dialogo dell'UE con i giovani

(C/2024/7402)

IL CONSIGLIO DELL'UNIONE EUROPEA E I RAPPRESENTANTI DEI GOVERNI DEGLI STATI MEMBRI, RIUNITI IN SEDE DI CONSIGLIO

RICORDANDO CHE

1. La presente risoluzione si basa sulla risoluzione relativa alla strategia dell'Unione europea per la gioventù 2019-2027 ⁽¹⁾, compresi l'allegato I (dialogo dell'UE con i giovani) e l'allegato 3 (obiettivi per la gioventù europea), sulla risoluzione che definisce orientamenti sulla governance del dialogo dell'UE con i giovani ⁽²⁾ e sui risultati dei precedenti cicli di lavoro di tale dialogo. La strategia dell'Unione europea per la gioventù 2019-2027 promuove un maggiore coinvolgimento dei giovani nei processi decisionali e sottolinea l'importanza di coinvolgere giovani provenienti da contesti diversi.
2. Il dialogo dell'UE con i giovani è un meccanismo di partecipazione per i giovani dell'Unione europea e, se del caso, di altri paesi europei. Funge da sede di riflessione comune permanente, di dialogo diretto e di consultazione sulle priorità, sull'attuazione e sul seguito della cooperazione a livello dell'UE in materia di gioventù tra i giovani e le loro organizzazioni rappresentative, i responsabili politici e i ricercatori. Il dialogo dell'UE con i giovani rende possibile un partenariato continuo nella governance di questi processi a livello locale, regionale, nazionale ed europeo.
3. Il 10° ciclo del dialogo dell'UE con i giovani è stato guidato dal trio di presidenza di Spagna, Belgio e Ungheria, che si è concentrato sull'obiettivo per la gioventù europea #3 «società inclusive» all'insegna del motto «Abbiamo bisogno dei giovani».
4. Lo scopo della presente risoluzione è far sì che i pertinenti portatori di interessi a livello locale, regionale, nazionale e dell'UE riconoscano e diano seguito ai risultati del 10° ciclo del dialogo dell'UE con i giovani al fine di garantire qualità e continuità nell'attuazione del processo di dialogo dell'UE con i giovani e dei relativi risultati, compresi il monitoraggio, il riscontro, la comunicazione e la valutazione. La risoluzione mira inoltre a migliorare la trasparenza del dialogo dell'UE con i giovani e a fornire un riscontro sul lavoro svolto nell'ambito del 10° ciclo e di quelli precedenti.
5. Il 10° ciclo del dialogo dell'UE con i giovani è stato coordinato a livello europeo dal gruppo direttivo europeo. I suoi risultati si basano sulle conferenze dell'UE sulla gioventù organizzate dal trio di presidenza, nonché sui riscontri dei giovani emersi da consultazioni ed eventi a tutti i livelli.
6. Le consultazioni e la fase di attuazione hanno incluso una gamma diversificata e innovativa di approcci sia qualitativi che quantitativi, tra cui sondaggi, eventi di dialogo con i giovani online e offline (come i dialoghi politici con i commissari), seminari, ricerca-azione partecipativa, tavole rotonde e attività mirate per coinvolgere diversi gruppi di giovani, compresi quelli con minori opportunità.

RICONOSCENDO CHE

7. Il dialogo dell'UE con i giovani si basa sulla leadership e sulla titolarità condivisa dei gruppi di lavoro nazionali, ove possibile, coordinati dai consigli nazionali della gioventù. In tal modo si consente a una varietà di giovani di partecipare al dialogo dell'UE con i giovani e si coinvolgono diversi portatori di interessi a livello nazionale, regionale e locale.
8. Le organizzazioni giovanili non governative internazionali apportano al dialogo politico un'importante gamma di prospettive da tutta Europa e garantiscono contributi di qualità (ad esempio informazioni pertinenti) al fine di contribuire alla dimensione transnazionale del processo di dialogo dell'UE con i giovani.
9. Il 10° ciclo del dialogo dell'UE con i giovani è stato guidato dal principio di cooperazione significativa tra le tre presidenze dell'UE coinvolte, i rispettivi consigli nazionali della gioventù, la Commissione europea e il Forum europeo della gioventù. Nel corso del 10° ciclo, un aspetto fondamentale della guida del dialogo dell'UE con i giovani è stato, ad esempio, il fatto che i consigli nazionali della gioventù della presidenza abbiano copresieduto le riunioni del gruppo direttivo europeo.

⁽¹⁾ Risoluzione del Consiglio dell'Unione europea e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su un quadro di cooperazione europea in materia di gioventù: La strategia dell'Unione europea per la gioventù 2019-2027 (GU C 456 del 18.12.2018, pag. 1).

⁽²⁾ Risoluzione del Consiglio e dei rappresentanti degli Stati membri, riuniti in sede di Consiglio, che definisce orientamenti sulla governance del dialogo dell'UE con i giovani — Strategia dell'Unione europea per la gioventù 2019-2027 (GU C 189 del 5.6.2019, pag. 1).

10. Durante il 10° ciclo del dialogo dell'UE con i giovani, le azioni presentate nella comunicazione della Commissione sul retaggio dell'Anno europeo dei giovani 2022 ⁽³⁾ e le indicazioni contenute nella relazione della Commissione sulla valutazione intermedia della strategia dell'UE per la gioventù 2019-2027 hanno contribuito agli sforzi a livello dell'UE volti a promuovere l'impegno e la partecipazione dei giovani.

CONSIDERANDO QUANTO SEGUE

11. I giovani e le organizzazioni giovanili hanno partecipato in modo significativo a tutte le fasi (preparazione, attuazione, monitoraggio e valutazione) del ciclo e a tutte le sue attività.
12. Il trio di presidenza del 10° ciclo del dialogo dell'UE con i giovani ha sviluppato un quadro ecologico ed etico del ciclo ⁽⁴⁾ al fine di riconoscere le dimensioni ambientale, sociale ed economica della sostenibilità e rendere il processo più significativo per i giovani e per i decisori.

RILEVANDO CHE

13. Il trio di presidenza ha deciso di concentrarsi sul sotto-obiettivo 3 relativo all'accesso agli ambienti di apprendimento, sul sotto-obiettivo 4 relativo alle capacità degli educatori e sul sotto-obiettivo 6 relativo al sostegno sociale nell'attuazione dell'obiettivo per la gioventù europea #3. Il sotto-obiettivo 2 sulla sensibilizzazione e l'informazione e il sotto-obiettivo 7 sulla partecipazione ai processi decisionali sono serviti da base metodologica per sostenere l'attuazione delle priorità.
14. La presidenza spagnola si è concentrata sull'integrazione della dimensione giovanile nei processi decisionali politici, promuovendo l'attuazione di una valutazione d'impatto dell'UE dal punto di vista dei giovani (*EU Youth Test*) concepita per integrare la prospettiva giovanile nella valutazione d'impatto delle politiche pubbliche e che garantirà anche la fiducia dei giovani nelle istituzioni europee. Si è inoltre posto l'accento sul benessere mentale dei giovani ⁽⁵⁾.
15. Sulla base delle priorità del trio di presidenza e dei risultati delle consultazioni nazionali durante la fase di consultazione del 10° ciclo, la presidenza belga ha posto l'accento su sei temi relativi alle società inclusive: 1) ostacoli strutturali, 2) ruolo dell'informazione, 3) salute e benessere mentale, 4) ambienti di apprendimento inclusivi formali, 5) ambienti di apprendimento inclusivi non formali e informali, 6) contrasto degli atteggiamenti e delle culture discriminatori. Dalle discussioni in seno ai gruppi di lavoro della conferenza dell'UE sulla gioventù tenutasi in Belgio nel marzo 2024 sono emerse sei raccomandazioni e trentaquattro possibili misure di attuazione riguardanti i sei temi sopracitati relativi alle società inclusive. Tali risultati sono inclusi nei punti 26 e 46, nonché nell'allegato III delle conclusioni del Consiglio su società inclusive per i giovani ⁽⁶⁾.
16. La presidenza ungherese ha cercato di promuovere soluzioni che aiutino i giovani con minori opportunità e quelli nelle zone rurali e remote a prosperare a livello locale. È stato inoltre posto l'accento sulle esperienze del 10° ciclo al fine di riflettere meglio sui problemi incontrati e individuare ulteriori opportunità di sviluppo nell'ambito del processo di dialogo dell'UE con i giovani.

RICONOSCONO CHE:

17. I partecipanti alla conferenza dell'UE sulla gioventù di Budapest hanno sottolineato che, negli ultimi 10 cicli, il dialogo dell'UE con i giovani ha raccolto efficacemente i contributi dei giovani per orientare le politiche e promuovere l'inclusione e la diversità consentendo la creazione di reti, la collaborazione intersettoriale e internazionale e lo scambio di buone pratiche tra i portatori di interessi in tutta l'UE, nonché nei paesi candidati e vicini. La sua struttura consolidata, con finanziamenti stabili, ha rafforzato il coinvolgimento dei giovani e delle organizzazioni giovanili nell'elaborazione delle politiche. La valutazione del dialogo dell'UE con i giovani ⁽⁷⁾ indica che il dialogo è stato sì molto efficace nel raggiungere i giovani con minori opportunità, ma dovrebbe mirare a raggiungere un maggior numero di giovani che non hanno un lavoro, né seguono un percorso scolastico o formativo (NEET) e di giovani provenienti da zone rurali e remote per garantire una rappresentanza migliore.

⁽³⁾ Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni sull'Anno europeo dei giovani 2022 (COM(2024) 1 final).

⁽⁴⁾ Verstappen, L., *Green and ethical framework for events during the Belgian EU Presidency in the field of youth* (Quadro ecologico ed etico per gli eventi organizzati durante la presidenza belga dell'UE nel settore della gioventù), 2023 (numero di deposito D/2023/3241/441).

⁽⁵⁾ Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri su un approccio globale alla salute mentale dei giovani nell'Unione europea (GU C, C/2023/1337, 30.11.2023, ELI: <http://data.europa.eu/eli/C/2023/1337/oj>).

⁽⁶⁾ Conclusioni del Consiglio e dei rappresentanti dei governi degli Stati membri, riuniti in sede di Consiglio, su società inclusive per i giovani (GU C, C/2024/3808, 27.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3808/oj>).

⁽⁷⁾ Moxon, D., coadiuvato da Bárta, O., *Evaluation of participant inclusion levels within the EU Youth Dialogue* (Valutazione dei livelli di inclusione dei partecipanti nel dialogo dell'UE con i giovani), Partenariato per la gioventù UE-Consiglio d'Europa, Strasburgo, marzo 2023.

18. I partecipanti alla conferenza dell'UE sulla gioventù di Budapest hanno inoltre sottolineato che l'impatto del dialogo dell'UE con i giovani sulle conclusioni del Consiglio è tangibile, ma che è possibile rafforzarlo ulteriormente, eventualmente anche al di là della politica per la gioventù ⁽⁸⁾. A tal fine è necessario migliorare il monitoraggio della visibilità, i meccanismi di follow-up e l'integrazione della dimensione giovanile, nonché allineare i temi del dialogo alle agende politiche europee e consentire ai giovani di definire i temi. Una maggiore diffusione dei risultati del dialogo dell'UE con i giovani, riscontri più chiari e una maggiore visibilità possono promuovere la responsabilità e la trasparenza e rafforzare la fiducia nel processo decisionale politico. Una migliore preparazione dei delegati dei giovani, la continuità in tutti i cicli e un dialogo rafforzato tra i delegati dei giovani e i rappresentanti nazionali potrebbero inoltre migliorare ulteriormente le conferenze dell'UE sulla gioventù.

INVITANO LA COMMISSIONE EUROPEA, IN CONFORMITÀ DEL PRINCIPIO DI SUSSIDIARIETÀ, A:

19. Rafforzare il dialogo dell'UE con i giovani aumentandone la visibilità e la portata, al fine di coinvolgere un numero maggiore e una varietà di organizzazioni giovanili, portatori di interessi e giovani con minori opportunità, migliorando l'informazione e la comunicazione sul processo, ad esempio attraverso materiali informativi sul dialogo dell'UE con i giovani, contribuendo agli orientamenti, alle banche dati complete delle politiche pertinenti e alle migliori pratiche e sviluppando un possibile quadro futuro in grado di sostenere la continuità tra i cicli del dialogo dell'UE con i giovani, nonché piani e relazioni di comunicazione coerenti e globali.
20. Promuovere l'uso del dialogo dell'UE con i giovani quale strumento per l'integrazione della dimensione giovanile, promuovendo legami più stretti con il programma di lavoro della Commissione ed esplorando modalità per collegarlo alla verifica nell'ottica dei giovani (*youth check*) a livello europeo.

INVITANO GLI STATI MEMBRI E LA COMMISSIONE EUROPEA, IN LINEA CON IL PRINCIPIO DI SUSSIDIARIETÀ E NELL'AMBITO DELLE RISPETTIVE SFERE DI COMPETENZA, A:

21. Prendere in considerazione i risultati del 10° ciclo del dialogo dell'UE con i giovani, comprese le raccomandazioni dei giovani di cui all'allegato I. Sviluppare ulteriormente e sostenere processi volti a condividere con i pertinenti portatori di interessi a tutti i livelli le raccomandazioni emerse dal dialogo dell'UE con i giovani.
22. Rafforzare e migliorare il processo di dialogo dell'UE con i giovani esaminando e, ove possibile, applicando le migliori pratiche del suo 10° ciclo e i principi che ne hanno guidato l'efficace attuazione.
23. Continuare a sostenere e consolidare il ruolo dei gruppi di lavoro nazionali e dei consigli nazionali della gioventù nonché il loro impegno a svolgere il processo di dialogo dell'UE con i giovani negli Stati membri, e riconoscerne l'importanza in termini di sensibilizzazione e diversità delle prospettive.
24. Promuovere la visibilità del dialogo dell'UE con i giovani negli eventi a livello locale, regionale, nazionale e dell'UE e la partecipazione dei giovani ai processi decisionali a tutti i livelli; sostenere e rafforzare la cooperazione tra il gruppo direttivo europeo, i gruppi di lavoro nazionali, il Forum europeo della gioventù, i consigli nazionali della gioventù e le organizzazioni giovanili non governative internazionali e altri portatori di interessi, a seconda dei casi.
25. Promuovere strumenti di informazione e comunicazione adatti ai giovani e facilitare la messa a disposizione di risorse per coinvolgere un numero maggiore e una varietà di giovani provenienti da vari contesti e gruppi sociali, nonché da organizzazioni giovanili a tutti i livelli, al fine di contribuire a proseguire il conseguimento degli obiettivi fissati per il processo di dialogo dell'UE con i giovani nella strategia dell'Unione europea per la gioventù 2019-2027.
26. Garantire un approccio più sostenibile, globale e strategico alla comunicazione sul dialogo dell'UE con i giovani e la disponibilità di informazioni pertinenti e adatte ai giovani e, ove opportuno, fornire ulteriore sostegno ai gruppi di lavoro nazionali, ad esempio attraverso la co-creazione di una strategia di comunicazione e di un manuale sotto la guida del gruppo direttivo europeo al fine di migliorare la visibilità e la trasparenza del dialogo dell'UE con i giovani, con il coinvolgimento delle organizzazioni giovanili a livello europeo, nazionale, regionale e locale, se del caso.
27. Rafforzare la memoria istituzionale a lungo termine e la continuità tra i cicli del dialogo dell'UE con i giovani (ad esempio predisponendo una struttura permanente che potrebbe fungere da eventuale segreteria del dialogo dell'UE con i giovani ed elaborando una lista di controllo per il gruppo direttivo europeo a sostegno della preparazione e dei lavori del futuro trio di presidenza). Ciò comporta la promozione di un coordinamento e di scambi regolari guidati dai giovani, adeguatamente sostenuti dal trio di presidenza, dall'ultima presidenza del trio precedente, dalla prima presidenza del trio successivo, dalla Commissione e, se del caso, dal Forum europeo della gioventù.

⁽⁸⁾ Báta O., Moxon D., *EUYD10 EU Youth Conference in Budapest, Hungary. Final Conference Report* (10° ciclo del dialogo dell'UE con i giovani — Conferenza dell'UE sulla gioventù, Budapest, Ungheria — Relazione finale della conferenza), 2024 (DOI: 10.5281/zenodo.13836827).

28. Fornire riscontri periodici ai giovani e alle organizzazioni giovanili in merito al processo di dialogo dell'UE con i giovani, ai suoi risultati e al suo seguito, al fine di garantire un dialogo significativo e la partecipazione dei giovani a tutti i livelli.
29. Tenere conto dei risultati dei precedenti cicli del dialogo dell'UE con i giovani in sede di pianificazione e attuazione dei cicli futuri e intensificare gli sforzi connessi alla valutazione e al monitoraggio, al fine di promuovere un riesame sistematico delle raccomandazioni formulate dai giovani e dar loro seguito, promuovendo così un contesto di elaborazione delle politiche per i giovani più completo, inclusivo e reattivo.
30. Al fine di sostenere il processo di allargamento, vagliare come intensificare il dialogo con i giovani dei paesi candidati e dei paesi potenziali candidati, se del caso.

OSSERVANO INOLTRE QUANTO SEGUE:

31. Il tema generale prioritario del prossimo trio di presidenza (Polonia, Danimarca e Cipro) è l'obiettivo per la gioventù europea #1, ovvero «connettere l'Unione europea con i giovani».

ALLEGATO I

RACCOMANDAZIONI CONGIUNTE DEL 10° CICLO DEL DIALOGO DELL'UE CON I GIOVANI «ABBIAMO BISOGNO DEI GIOVANI»

Le idee e le opinioni dei giovani condivise in occasione delle conferenze dell'UE sulla gioventù di ottobre 2023 ad Alicante, di marzo 2024 a Gand e di settembre 2024 a Budapest si sono concentrate sull'obiettivo per la gioventù europea #3 «società inclusive» all'insegna del motto «Abbiamo bisogno dei giovani». Le raccomandazioni riflettono sul processo avviato con la presidenza spagnola, proseguito con quella belga e terminato con quella ungherese.

La conferenza dell'UE sulla gioventù tenutasi ad Alicante dal 2 al 4 ottobre 2023 ha trattato gli ostacoli, le strutture di sostegno, i cambiamenti necessari nell'ambito dell'inclusione nonché i contributi da parte del settore giovanile.

Le principali conclusioni della Conferenza, riguardanti i temi pertinenti affrontati durante l'intero 10° ciclo, hanno riscontrato:

- una mancanza di diversità, collegamenti e risorse nei settori dell'istruzione, dell'assistenza sanitaria, delle infrastrutture, degli alloggi e dell'informazione, con l'accento sul divario digitale. Allo stesso tempo, un riconoscimento insufficiente delle competenze acquisite, in particolare attraverso l'apprendimento non formale e le attività di sviluppo delle capacità;
- la necessità di integrare le politiche per la gioventù, assicurando il coinvolgimento attivo dei giovani in tutte le fasi della loro elaborazione, con particolare attenzione alle politiche giovanili intersettoriali e basate su dati concreti cogestite dai giovani stessi;
- la necessità di riconoscere i professionisti del settore giovanile, in particolare quelli che lavorano con gruppi giovanili diversificati, ponendo l'accento sull'inclusione e l'intersezionalità, con il supporto di un ascolto attivo, l'instaurazione di un clima di fiducia e la creazione di spazi sicuri per la partecipazione dei giovani;
- le misure suggerite dai partecipanti per migliorare l'accessibilità dei programmi di mobilità dell'UE, nonché misure di attuazione quali i consigli consultivi per l'uguaglianza e l'inclusione, la valutazione d'impatto dell'UE dal punto di vista dei giovani, la sensibilizzazione della gioventù rurale, il sostegno costante ai consigli nazionali della gioventù e una maggiore interazione tra i giovani e i decisori dell'UE.

La conferenza dell'UE sulla gioventù tenutasi a Gand dal 2 al 5 marzo 2024 mirava a gettare solide basi per un'azione politica e ha prodotto sei raccomandazioni e 34 misure di attuazione sul futuro dell'inclusione in Europa, rivolte agli Stati membri e alla Commissione europea:

- sostenere meglio i giovani in condizioni di povertà e di esclusione finanziaria nella transizione verso l'indipendenza e la sicurezza finanziarie, adottando misure volte a promuovere alloggi a prezzi abbordabili, migliorando l'accesso a posti di lavoro e a un'occupazione di qualità, affrontando gli ostacoli alla mobilità e garantendo l'alfabetizzazione finanziaria dei giovani;
- garantire l'accesso dei giovani a sistemi sanitari e di sostegno alla salute mentale di qualità a prezzi abbordabili, adatti ai giovani e personalizzati. Creare inoltre ambienti sicuri e aperti che consentano ai giovani di parlare liberamente e ottenere informazioni in materia di salute e benessere mentale;
- promuovere l'istruzione e l'animazione socioeducativa e investire in tali settori al fine di rendere gli ambienti di apprendimento più accessibili e inclusivi per i giovani con minori opportunità, adattarli alle esigenze dei giovani e accrescere la collaborazione tra l'istruzione formale, l'istruzione non formale e l'apprendimento informale e altri settori;
- aumentare i finanziamenti, lo sviluppo di capacità e altri tipi di sostegno affinché gli educatori possano dedicarsi all'apprendimento lungo tutto l'arco della vita per quanto riguarda l'inclusione dei giovani con minori opportunità, facendo leva sulla diversità tra i giovani, creando spazi sicuri per la condivisione e l'apprendimento con e da parte di giovani provenienti da contesti diversi, nonché approcci di insegnamento e apprendimento incentrati sui giovani e personalizzati;
- migliorare la capacità delle persone che lavorano con e per i giovani di diffondere efficacemente informazioni adatte ai giovani, al fine di rendere accessibili le informazioni sui diritti e sulle opportunità. Inoltre, rafforzare l'alfabetizzazione mediatica e la cultura dell'informazione dei giovani affinché possano riconoscere le informazioni affidabili e accedervi in sicurezza;
- mettere in atto politiche che eliminino la discriminazione sistematica, i pregiudizi inconsci e gli atteggiamenti ostili e che incoraggino l'apprendimento continuo di tutti i tipi di diversità e il disapprendimento dei pregiudizi. Tali politiche dovrebbero essere sviluppate in collaborazione con i giovani che hanno vissuto esperienze pertinenti in tutti i settori.

In occasione della conferenza dell'UE sulla gioventù, tenutasi a Budapest dal 7 al 10 settembre 2024, i giovani hanno proposto di rendere le zone rurali e remote più dinamiche e attraenti per i giovani, concentrandosi sui seguenti aspetti:

- favorire una partecipazione e un coinvolgimento significativi dei giovani, promuovendo nel contempo comunità rurali capaci di offrire un sostegno, mettendo in discussione i pregiudizi, incoraggiando la cooperazione intergenerazionale e creando un dialogo accessibile e spazi comuni;
- migliorare l'accesso a infrastrutture su misura, compresi la connettività internet, i trasporti, l'energia pulita e i servizi sanitari;
- sensibilizzare in merito a percorsi occupazionali alternativi quali il lavoro a distanza e i metodi di agricoltura innovativi, sostenendo nel contempo l'imprenditorialità rurale attraverso il tutoraggio, la trasformazione digitale e gli incentivi finanziari;
- promuovere iniziative quali gli scambi di giovani delle zone urbane e rurali e le opportunità di apprendimento e sostenere gli animatori socioeducativi mobili per ampliare le esperienze e le competenze dei giovani delle zone rurali;
- migliorare l'accesso ai servizi e alle risorse per la salute mentale promuovendo l'azione locale, sensibilizzando in merito ai finanziamenti disponibili e incoraggiando il dialogo sul benessere mentale nelle zone rurali.

Le raccomandazioni non impongono alcun requisito formale per quanto riguarda le politiche nazionali in materia di gioventù, ma possono fungere da fonte di ispirazione per gli Stati membri.

ALLEGATO II

Riferimenti:

Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni sull'Anno europeo dei giovani 2022 (COM(2024) 1 final).

Decisione (UE) 2021/2316 del Parlamento europeo e del Consiglio, del 22 dicembre 2021, relativa a un Anno europeo dei giovani (2022) (GU L 462 del 28.12.2021, pag. 1).

Risoluzione del Consiglio e dei rappresentanti degli Stati membri, riuniti in sede di Consiglio, che definisce orientamenti sulla governance del dialogo dell'UE con i giovani — Strategia dell'Unione europea per la gioventù 2019-2027 (GU C 189 del 5.6.2019, pag. 1).

Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni sulla valutazione intermedia della strategia dell'UE per la gioventù 2019-2027 (COM(2024) 162 final).

Commissione europea, Eurobarometro Flash 502: Relazione sui giovani e la democrazia nell'Anno europeo dei giovani, 2022 (ISBN 978-92-76-51265-3).

Parere d'iniziativa del CESE - Rafforzare il seguito del dialogo dell'UE con i giovani attraverso orientamenti in materia di monitoraggio e trasparenza (SOC/795-EESC-2024).

Moxon, D., coadiuvato da Bárta, O., *Evaluation of participant inclusion levels within the EU Youth Dialogue* (Valutazione dei livelli di inclusione dei partecipanti nel dialogo dell'UE con i giovani), Partenariato per la gioventù UE-Consiglio d'Europa, Strasburgo, marzo 2023.

Moxon, D., e Bárta, O., *Desktop Analysis of the Outcomes of EU Youth Dialogue Cycles 1-10* (Analisi a tavolino dei risultati dei cicli 1-10 del dialogo dell'UE con i giovani), Zenodo, agosto 2024.

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