Conference on the Future of Europe

Report: Panel 1 session 1

European Citizens’ Panel 1: “Stronger economy, social justice and jobs / Education, culture, youth and sport / Digital transformation”
Conference on the Future of Europe

Report: Panel 1: “Stronger economy, social justice and jobs / Education, culture, youth and sport / Digital transformation”, session 1

European Citizens’ Panel 1: «Stronger economy, social justice and jobs / education, culture, youth and sport / digital transformation»

Session 1: 17 - 19 September 2021, Strasbourg

The European Citizens’ Panels are organised by the European Parliament, the Council of the EU and the European Commission, in the context of the Conference on the Future of Europe.

This document was prepared by the deliberation group, which is composed of Missions Publiques, Danish Board of Technology, Deliberativa, ifok and Kantar, in charge of the methodology and the roll-out of the Panels. Panel 1: “Stronger economy, social justice and jobs / education, culture, youth and sport / digital transformation”, Session 1 was led by ifok and co-lead by Missions Publiques.

Contents

1. Methodology
2. Context of Session 1 in the European Citizens’ Panel process
4. Main output of the session

The first session of the first of the four European Citizens’ Panels of the Conference on the Future of Europe was held between the 17 and 19 September 2021 in the European Parliament premises in Strasbourg. The panellists were welcomed by Co-chair Guy Verhofstadt, Member of the European Parliament. This panel is dedicated to the topics of “Stronger economy, social justice and jobs / education, culture, youth and sport / digital transformation”.

1 Disclaimer: this report is the sole responsibility of the authors and does not reflect the views of the EU Institutions
transformation”. It addresses the future of our economy and jobs, especially after the pandemic, paying due attention to the related issues of social justice. It also tackles the opportunities and challenges of digital transformation - one of the biggest future-oriented topics under debate. The Panel also deals with the future of Europe in the areas of youth, sport, culture and education.
1. **Methodology**

During session 1, discussions and collective work was carried out in two formats:

- In subgroups composed of twelve to fourteen citizens. Four to five languages were spoken in each subgroup, each citizen being able to speak in his/her own language. Subgroup work was guided by professional facilitators selected by the consortium of external service providers.
- In plenary, with all participants. Plenary sessions were led by two main facilitators.

A full overview of Session 1’s phases and key moments is included in Annex I of this document.

2. **Context of Session 1 in the European Citizens’ Panel process**

The European Citizens’ Panels are a key feature of the Conference on the Future of Europe. Four European Citizens’ Panels are organized to allow citizens to jointly think about the future they want for the European Union.

- 4 Panels of 200 European citizens each chosen through random selection, from the 27 Member States;
- Reflecting the EU’s diversity: geographic origin (nationality and urban/rural), gender, age, socioeconomic background and level of education;
- At least one female and one male citizen per Member State is part of each Panel;
- A third of each Panel is composed of young people (age 16 – 25). A special link between this youth group and the European Youth Event has been created.

Panel 1: “Stronger economy, social justice and jobs / Education, culture, youth and sport / Digital transformation”

Panel 2: “European democracy / Values and rights, rule of law, security”

Panel 3: “Climate change, environment / Health”

Panel 4: “EU in the world / Migration”

20 representatives from each European Citizens' Panel, of which at least one third shall be younger than 25, shall take part in the Conference Plenary, present the outcome of their discussions, and debate their recommendations with other participants. The panels shall take on board contributions gathered in the framework of the Conference through the multilingual
digital platform, providing input to the Conference Plenary by formulating a set of recommendations for the Union to follow-up on.


In order to support discussions and collective work, the Common Secretariat of the Conference, on behalf of the Co-chairs of the Executive Board of the Conference, invited seven acknowledged experts to the first session of this Panel. Experts gave an overview of the most relevant aspects pertaining to the overarching topic, as well as the main current and future challenges for the EU regarding the Panel’s three «topic blocs»: Stronger economy, social justice and jobs / education, culture, youth and sport / digital transformation. The Panellists also received the relevant parts and the mind maps contained in the first interim report from the Multilingual Digital Platform.

Experts for topic block 1: Stronger economy, social justice and jobs

- **Lucas Guttenberg**: Senior research fellow and Deputy Head of Research at Jacques Delors Institut – Berlin. He leads a research team on the European Monetary Union, the Single market, social Europe and digitalisation
- **Dorota Szelewa**: Assistant Professor in Social Justice, School of Social Policy, Social Work and Social Justice, University College Dublin, Ireland

Experts for topic block 2: Education, culture, youth and sport

- **Louis Godart**: Archaeologist and specialist in Mycenaean archaeology and philology
- **Pedro Nuno Teixeira**: Director of CIPES – the Center for Research in Higher Education Policies. Associate Professor School of Economics University of Porto. Expert in higher education. Adviser on Higher Education and Science to the President of Portugal since April 2016
- **Eva Jacomet**: Project Manager at Sport et Citoyenneté

Experts for topic block 3: Digital transformation

- **Pierre-Alexandre Balland**: Professor at Utrecht University
- **Francesca Bria**: President of the Italian Innovation Fund

The video recordings of the Plenary sessions can be found here:
4. Main output of the session

At the end of session 1, the citizens of this Panel adopted five work streams on the basis of the topics they raised, discussed, and prioritized in relation to the panel’s overarching topic « Stronger economy, social justice and jobs/ education, culture, youth and sport / digital transformation ». The following table shows the five streams and the respective topic clusters included in each stream:

<table>
<thead>
<tr>
<th>Working in Europe</th>
<th>An Economy for the Future</th>
<th>A Just Society</th>
<th>Learning in Europe</th>
<th>An Ethical and Safe Digital Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Labour Market</td>
<td>• Innovation and European Competitiveness</td>
<td>• Equal rights</td>
<td>• European Identity</td>
<td>• Democratization of Digitalization</td>
</tr>
<tr>
<td>• Youth and Employment</td>
<td>• Sustainable Economy</td>
<td>• Fairness</td>
<td>• Cultural Exchange</td>
<td>• Cyber Security</td>
</tr>
<tr>
<td>• Digitalization at work</td>
<td>• Digital Infrastructure</td>
<td>• Social Security</td>
<td>• Harmonization of Education</td>
<td>• Data Protection</td>
</tr>
<tr>
<td></td>
<td>• Taxation</td>
<td>• Access to sports</td>
<td>• Digital Education</td>
<td>• Healthy Digitalization</td>
</tr>
<tr>
<td></td>
<td>• Agriculture</td>
<td></td>
<td>• Quality, Finance and Access to Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Environmental Education</td>
<td></td>
</tr>
</tbody>
</table>
Overview of Session 1

Session 1: a step-by-step logic

Session 1 of all four European Citizens’ Panels consists of the following phases:

- **Step 1: Sharing what the European Union means to citizens and developing visions for the future of the EU**

Citizens started by discussing what the European Union currently means to them in their daily lives and how they relate to the EU before developing personal visions for the future of the EU by 2050.

- **Step 2: Raising and prioritizing topics related to the Panel’s overarching topic**

Using their own experiences and knowledge, as well as experts’ input, citizens identified and prioritized topics related to the Panel’s overarching topic.
Friday, 17/09/2021

Plenary

Objective: welcome citizens; explain the Conference’s « why » and the three « Ps » (platform, panel, plenary) of the Conference; present the weekend agenda

Speech by Co-chair Guy Verhofstadt

Subgroup work

Objective: citizens get to know each other and share what the EU currently means to them and how they relate to it in their daily lives

Saturday, 18/09/2021

Subgroup work 1

Objective: citizens projected themselves and developed visions for the future of the EU

Plenary 1

Objective: experts shared inputs on the topic blocs: Stronger economy, social justice and jobs / Education, culture, youth and, sport / Digital transformation. The main contributions from the Multilingual Digital Platform were described and experts commented on the relevant mind maps contained in the first interim report from the Multilingual Digital Platform.

Subgroup work 2

Objective: citizens raised topics that came to their mind when thinking of the larger topic bloc their subgroup is treating. Each subgroup prioritised five topics and discussed the challenges and questions that may arise from these five topics when working on them in more detail during session 2
Sunday, 19/09/2021

Plenary 1

Objective: the facilitation team explained the stream clustering process and presented the five proposed streams.

Subgroup work

Objective: the facilitation team gathered citizens’ feedback regarding the streams; citizens took ownership of the streams and formulated suggestions for change.

Plenary 2

Objective 1: the facilitation team shared proposed changes to the streams; citizens collectively approved the changes and the final five streams; the facilitation team explained the next steps.

Objective 2: representatives of the Panel were drawn among those who had volunteered to represent the Panel in the Conference Plenary. There were 78 candidacies, out of which 20 were extracted.
Annex II

How are the streams generated?

The “stream generation” seeks to identify work streams out of the different topics raised by the panelists in order to streamline and divide the work among the panels’ subgroups in the following panels’ sessions. It is an iterative process starting from raising different topics to adopting final work streams that was conducted in six steps by the Editorial Team with citizens approving the final work streams. The Editorial Team is composed of members of the consortium of external service providers contracted by the Commission for the organisation of the panels. The Common Secretariat of the Conference oversaw the design and the organisation of the process.

1. Topics were raised by panelists during the “Discussion of topics”, in the subgroups, and noted down by facilitators. Each citizen could raise topics that are important to her/him (within the overall topic blocks of the panel). All topics were automatically translated into English and the facilitator verified that the translation respected the meaning of the topic raised by the citizen.

2. After being consolidated, topics were prioritized in the following subgroup session. Each citizen had a maximum of 15 points that could be distributed in the order of preference. The most preferred topic was given five points, the second most preferred topic was given four points and so on. For this purpose, citizens used prioritization sheets (as anonymous ballots).

3. The facilitator counted the scores of all the topics and ranked them in order of the “topic score”, together with the citizens. The final ranking was shown on screen and transmitted to the Editorial Team.
4. The five best-ranked topics per subgroup (or more topics in case of “shared 5th ranks”) were then used for the clustering process. Across all subgroups, the Editorial Team scanned and detected which topics were similar or related to each other. Similar and related topics built clusters that were marked with a colour and/or tagged with a provisional name.

5. The next step was to allocate all those clusters into different, but coherent (maximum five) work streams. Each stream was named/titled according to the main clusters and topics assigned to this stream. The aim was to use words already raised by citizens and, therefore, to propose titles which are less technical, but more meaningful to panelists.

6. The streams were then presented as a proposal by the Editorial Team in the plenary and the subgroups. Citizens could check whether their subgroup topics had been properly considered and could ask for amendments regarding the labelling, the clustering and potential additions. If approved in the subgroups, these amendments were then integrated into the proposed streams. In a final step, the stream distribution was presented again in the plenary and approved by acclamation. Before this final validation took place, citizens in the plenary still had the chance to make minor adjustments (also to be approved in the plenary).
Annex III

Detailed list of streams, subtopics and contributions, based on the ranking assigned by the citizens in subgroups

Stream 1: Working in Europe

Labour Market
- Guaranteed Universal Income (Room 6, Rank 1)
- Combine family life and professional life (Room 7, Rank 5)
- Achieving social justice in the labour market (Room 1, Rank 5)
- Encourage the local economy as a way to promote employment (Room 11, Rank 4)
- Salaries (Pay inequality before the same work or function, worthy salaries, incentives / recognition of work) (Room 11, Rank 3)
- Access to employment and unemployment and retirement benefits (equal opportunities) (Room 11 Rank 2)
- Have a minimum standard of employment conditions and payments/wages (Room 13, Rank 4)
- Focus on a stronger economy. That all working conditions are leveled and the contracts are standard. The working conditions and equality of wages between different workers (right to unionism) (Room 7, Rank 4)

Youth and Employment
- Promote the labor market for young people (Room 3, Rank 2)
- How to implement immediate measures to fight the post-Covid juvenile unemployment? (Room 10, Rank 1)
- Transition studies-work: facilitate experience for people who join the work world (first works) (Room 11, Rank 1)
- Education: promoting the combination work and learning in collaboration with companies (Room 5, Rank 4)
- Economic-financial training in schools. (Room 8, Rank 4)
- Employment of young Europeans and non-Europeans in Europe and start of autonomous life (Room 6, Rank 3)
- Support vocational education (Room 1, Rank 4)

Digitalization at Work
- Digital working world (Room 2, Rank 3)
- Digitization and Employment: Generation Abyss and Quick Changes (Room 9, Rank 4)

Stream 2: An Ethical and Safe Digital Transformation

Democratization of Digitalisation
- Ethical guidelines for the use of AI for the EU (Room 2, Rank 4)
- Ethical and democratic standards, digital health, the right to disconnection, online algorithms (Room 4, Rank 1)
- How to do so that the digitalization of education will reach the entire European population? (Room 10, Rank 5)
- Promoting digitization throughout the education system, especially children (Room 3, Rank 1)
- Identification and monitoring of false news and misinformation (Room 14, Rank 3)
- Technology at the service of people (Room 4, Rank 5)

**Cyber Security**

- Protection of personal data and cyber security (Room 12, Rank 1)
- Security and Privacy in Online Environment (Room 14, Rank 1)
- Digital security and cybermen (Room 4, Rank 2)
- Online Security (Combat Cyber Attacks) (Room 14, Rank 2)

**Data Protection**

- Protection of personal data (Room 2, Rank 2)
- Protection of data - regulation and investment in research (Room 9, Rank 3)

**Healthy Digitalization**

- Influence of technology on mental health citizens (Room 12, Rank 5)

**Stream 3: A Just Society**

**Equal Rights**

- Gender Equality (Room 6, Rank 2)
- Equal rights in every member state (Room 13, Rank 1)
- Social Justice: Newborns Rights in Europe, life of equality without differences (more powers given to the European Parliament) (Room 7, Rank 2)

**Fairness**

- Working on cultural obstacles to a more equitarian society and respectful of differences from school (Room 8, Rank 3)
- Similar conditions for Europeans (Room 6, Rank 4)
- Education in Europe: Analysis of what goes wrong. Financial support for poor young people so that they continue to study (Room 5, Rank 1)
- Reduced income gap between the highest and lower (Room 7, Rank 5)
- Promote equal opportunities for all, taking into account existing differences (making Europe a social elevator for all persons) (Room 7, Rank 3)
- Working conditions and equal wages between different workers (right to trade unionism) (Room 7, Rank 5)
Social Security
- Availability of affordable housing and rental properties for all across the EU (Room 13, Rank 5)
- Financial relief for young people (Room 3, Rank 5)
- Help with less affluent families, fragile, women who choose to deal with children education and work. (Room 8, Rank 2)

Access to Sports
- Promotion of sporting and cultural opportunities (participation) for families / promotion of cost-effective offers for inclusion and integration of disadvantaged groups / simplification of bureaucracy for (voluntary) stakeholders in culture and sports / promotion of honorary office (Room 15, Rank 3)
- Europe has to promote sports, make information available and give opportunities to do sports to the population because it promotes social and other skills and well-being. With attention to health and nutrition (Room 5, Rank 3)

Stream 4: Learning in Europe

European Identity
- Encourage a European common identity through an academic common program (at different educational levels) and through a common European cultural program. (Room 10, Rank 5)
- Find common European values / define identity / promote mutual understanding (Room 15, Rank 1)
- Integrate European dimension in education (enlighten the political European system) (Room 15, Rank 4)
- How can culture offer an answer to nationalism which retains cultural individuality (Room 5, Rank 5)

Cultural Exchange
- Low-threshold exchange programs for pupils (Room 15, Rank 5)
- Obligatory EU exchange program 1 year young (which facilitates families with fewer resources so that European young people can live a year outside.) (Room 10, Rank 3)
- Language education in Europe to promote exchange: multilingualism (Room 5, Rank 2)

Harmonization of Education
- Update and homogenize the formative materials by adapting to the latest content even in digital platforms. (Room 8, Rank 1)
- Harmonize and homogenize training paths and not just the final results. (Room 8, Rank 5)
- Europe-wide standards for education (beyond university bidding; Berufsschool education, primary and secondary levels), recording new priorities in the education system (eg digitization, sustainable education) (Room 15, Rank 2)
**Digital Education**
- Digital Education (Room 2, Rank 1)
- Education and training (Room 4, Rank 3)
- Online education and work and impacts on society and health (risks to be faced) (Room 9, Rank 5)
- Preparation of youth for using new technologies (Blockchain, artificial intelligence) (Room 12, Rank 3)

**Quality, Financing, and Access to Education**
- Higher investment in education on all levels, including research and development that would reflect needs of the education field and in other fields (i.e. sustainability) (Room 1, Rank 3)
- How to easily facilitate access to higher education in the EU? (Room 10, Rank 2)
- Educational projects for all (Room 3, Rank 3)
- Securing free and accessible education for all (Room 1, Rank 2)
- High quality (early) education focused on social justice (Room 1, Rank 1)
- Equal rights and standards of education for all ages across the EU (Room 13, Rank 2)

**Environmental Education**
Education for environmental protection at EU level (Room 3, Rank 4)
How to integrate climate change into the educational system? (Room 10, Rank 4)

**Stream 5: An Economy for the Future**

**Innovation and European Competitiveness**
- Europe Competitiveness - Research (semiconductors and other technologies, green energy, space survey) (Room 9, Rank 1)
- Innovation for achieving technological sovereignty of the European Union (Room 12, Rank 4)
- European leadership in software and hardware (Room 14, Rank 5)
- Stronger connection from universities and companies (Room 3, Rank 5)

**Sustainable Economy**
- Climate change and the economy. Do not damage the environment (Room 7, Rank 1)
- To have an economy which respects the environment (Room 13, Rank 3)
- Impact of technological development on the natural environment (Room 12, Rank 2)
- Sustainability (digital Transformation) (Room 2, Rank 5)
- Digitalization and Climate (Resources) (Room 4, Rank 4)

**Digital Infrastructure**
- Creation of digital infrastructure (Room 2, Rank 5)
- Digital deserts (Room 4 Rank 5)
- Accessibility of electronic networks (Room 14, Rank 4)
- Infrastructure readiness (automotive and more) (Room 9, Rank 2)
Taxes
- Taxation and Taxes (Room 6, Rank 5)
- Ease for the creation of new companies (not entrepreneurial) (Room 11, Rank 5)

Agriculture

Even though agriculture was one of the topics raised in the vision building process by several participants, it wasn’t discussed in later group sessions. For this reason, no subtopics dealing with agriculture were noted down by the facilitators. However, the subtopic “agriculture” was brought up in the final plenary as an important topic by one of the participants. This was approved by a majority of citizens and therefore added to the list of subtopics.
Annex IV

Full list of the contributions from the subgroups in the original language of note taking

NB: Facilitators' notes describing the topics. Each facilitator took notes in his/her own language.

**Topic block I: “Stronger Economy, Social Justice, and Jobs”**

<table>
<thead>
<tr>
<th>Original Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High quality (early) education focused on social justice</td>
</tr>
<tr>
<td>2. Securing free and accessible education for all</td>
</tr>
<tr>
<td>3. Higher investment in education on all levels, including research and development that would reflect needs of the education field and in other fields (i.e. sustainability)</td>
</tr>
<tr>
<td>4. Support vocational education</td>
</tr>
<tr>
<td>5. Achieving social justice in labour market</td>
</tr>
<tr>
<td>6. To update the approach and content of education to reflect current needs, challenges, and opportunities</td>
</tr>
<tr>
<td>7. Ensuring quality control in the field of education</td>
</tr>
<tr>
<td>8. Solve youth unemployment</td>
</tr>
<tr>
<td>9. Exchange in the field of education</td>
</tr>
<tr>
<td>10. Fair pay in the field of education and for jobs that require high level of training</td>
</tr>
<tr>
<td>11. Eradicating discrimination in workplace (by age, by gender, by physical or mental ability etc)</td>
</tr>
<tr>
<td>12. Support women in balancing work and family life</td>
</tr>
<tr>
<td>13. Providing professional advice during school years</td>
</tr>
<tr>
<td>14. Focus on expanding education beyond current core programmes</td>
</tr>
<tr>
<td>15. Create a new form of economy</td>
</tr>
<tr>
<td>16. Support and simplify re-education track</td>
</tr>
</tbody>
</table>
### Group 6 (French)

1. Revenu universel garanti
2. L'égalité homme-femme
3. Emploi des jeunes Européens et non Européens en Europe et début de la vie autonome
4. Conditions similaires de vie pour les Européens
5. Fiscalité et impôts
6. Secteur de l'informatique: leadership et emploi
7. Droits inclusifs
8. Relocalisation de l'emploi
9. Gestion des licenciements
10. Logements abordables
11. Solidarité entre pays
12. Équilibre entre la vie professionnelle et privée
13. Couverture santé européenne
14. Programmes sociaux pour acquérir des compétences
15. Revenus des mères
16. Promotion du multiculturalisme
17. Emploi des personnes handicapées

### Group 7 (French)

1. Le changement climatique et l'économie. Ne pas endommager plus l'environnement. [Que l'économie ne soit pas un motif pour endommager davantage l'environnement.]
3. Promouvoir l'égalité des chances pour tous, en prenant en compte les différences existantes (faire de l'Europe un ascenseur social pour toutes les personnes). [Promouvoir l'équité.]
4. Privilégier une économie plus forte. Que toutes les conditions de travail soient nivelées et que les contrats soient standards. Les conditions de travail et l'égalité de salaires entre les différents travailleurs (droit au syndicalisme). [Harmoniser les conditions de travail en Europe (salaires et droits des travailleurs)]
5. Combiner vie de famille et vie professionnelle
6. Réduction de l'écart des revenus entre les plus élevés et les moins élevés (5ème rang partagé)
7. Les conditions de travail et l'égalité de salaires entre les différents travailleurs (droit au syndicalisme) (5ème rang partagé)
| **Group 11**  
(Spanish) | 8. Politique fiscale commune pour contrecarrer la fraude fiscal  
9. Justice sociale: égalité entre tous les citoyens européens. Que tout le monde se sente européen  
10. Créer un programme pour moins de violence envers les femmes. Davantage de services qui facilitent l'emploi des femmes (crèches). Aides pour permettre d'aller travailler dans le secteur désiré (revenu universel). [Créer un programme pour réduire les violences envers les femmes. Permettre avec des aides et des services que les emplois des femmes correspondent à des choix basés sur le désir et pas seulement sur le besoin (par exemple garantir un revenu universel).]  
11. Meilleure intégration des immigrés (emploi déclaré), possibles conséquences sur moins de violence. [Favoriser les emplois déclarés pour les immigrés afin de permettre une meilleure intégration et potentiellement permettre de diminuer les violences associées à l'immigration.]  
12. Plus d'égalité hommes/femmes, LGTB, jeunes/âgés (emplois)  
13. Emploi/Économie plus forte Accompagner les PME. [Accompagner les petites et moyennes entreprises pour une économie plus forte.]  
14. Cibler le développement dans les régions hors Europe (méditerranéenne) [cibler le développement avec les régions hors Europe, comme par exemple le bassin méditerranéen.] |
| **Group 13**  
(English) | 1. Transición estudios-trabajo: Facilitar experiencia para las personas que se incorporan al mundo laboral (primeros trabajos)  
2. Acceso al empleo y prestaciones de desempleo y jubilación (Igualdad de oportunidades)  
3. SALARIOS. (Desigualdad salarial por el mismo trabajo o función, Salarios dignos, Incentivos/reconocimiento del trabajo)  
4. Incentivar la economía local como forma de promover empleo  
5. Facilidad para la creación de nuevas empresas (no emprendeduría)  
6. Transparencia (en relación a los impuestos y presupuestos de la UE)  
7. Fiscalidad que beneficie las empresas sostenibles  
8. Equiparar las edades y etapas de los diferentes niveles educativos.  
1. Equal rights in every member state  
2. Equal rights and standards of education for all ages across the EU  
3. To have an economy which respects the environment  
4. Have a minimum standard of employment conditions and payments/wages  
5. Availability of affordable housing and rental properties for all across the EU |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>A common taxation policy/rates</td>
</tr>
<tr>
<td>7.</td>
<td>To create incubation hubs to promote entrepreneurs</td>
</tr>
<tr>
<td>8.</td>
<td>Affordable rent across the EU</td>
</tr>
<tr>
<td>9.</td>
<td>The polluter pays through taxation</td>
</tr>
<tr>
<td>10.</td>
<td>Combat income inequalities and reduce gender pay gap</td>
</tr>
<tr>
<td>11.</td>
<td>Job creation should be a priority in poorer countries</td>
</tr>
<tr>
<td>12.</td>
<td>Laws to hold big multinational companies and corporations accountable through regulation</td>
</tr>
<tr>
<td>13.</td>
<td>Data protection laws to be uniform across Europe</td>
</tr>
<tr>
<td>14.</td>
<td>Automatic enrolment into pension schemes</td>
</tr>
</tbody>
</table>
**Topic block II: “Education, Culture, Youth and Sport”**

<table>
<thead>
<tr>
<th>Original Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 3</strong> (German)</td>
</tr>
<tr>
<td>1. Förderung von Digitalisierung im gesamten Bildungssystem, insbesondere bei Kindern</td>
</tr>
<tr>
<td>2. Arbeitsmarkt für Jugendliche fördern</td>
</tr>
<tr>
<td>3. Bildungsprojekte für alle</td>
</tr>
<tr>
<td>4. Erziehung zum Umweltschutz auf EU Ebene</td>
</tr>
<tr>
<td>5. Finanzielle Entlastung für Jugendliche</td>
</tr>
<tr>
<td>6. Stärkere Verbindung (oder Zusammenarbeit) von Universitäten und Unternehmen (geteilter 5. Rang)</td>
</tr>
<tr>
<td>7. Schaffung eines Europäischen Sportabzeichens</td>
</tr>
<tr>
<td>8. EU als Fach in der Schule</td>
</tr>
<tr>
<td>9. Informationen digital verfügbar machen</td>
</tr>
<tr>
<td>10. Stärkere Vermittlung von technischen Fächern (STEM)</td>
</tr>
<tr>
<td>11. Mobilität in der EU fördern, vor allem für Jugendliche (z.B Interrail)</td>
</tr>
<tr>
<td>12. Kontaktmöglichkeiten auf verschiedenen Ebenen ermöglichen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group 5</strong> (Dutch)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Onderwijs in Europa: Analyse van wat er fout gaat + Financiele steun voor arme jongeren zodat ze blijven studeren</td>
</tr>
<tr>
<td>2. Taalonderwijs in Europa ter bevordering van uitwisseling: Meertaligheid</td>
</tr>
<tr>
<td>3. Europa moet sport bevorderen, infrastructuur ter beschikking stellen en kansen geven om aan sport te doen voor de bevolking omdat dit sociale en andere vaardigheden en het welzijn bevordert. Met aandacht voor gezondheid en voeding</td>
</tr>
<tr>
<td>4. Onderwijs: Bevorderen van de combinatie werken en leren in samenwerking met bedrijven</td>
</tr>
<tr>
<td>5. Hoe kan cultuur een antwoord bieden op nationalisme met behoud van de culturele eigenheid</td>
</tr>
<tr>
<td>6. Jeugd: meer uitwisseling op verschillende domeinen tussen de jongeren van de verschillende landen</td>
</tr>
</tbody>
</table>
### Group 8 (Italian)

1. Aggiornare e rendere omogenei al livello europeo i materiali formativi adeguandoli ai contenuti più recenti e metterli a disposizione in piattaforme digitali uniche europee.
2. Fornire servizi e aiuti finanziari alle famiglie meno abbienti, fragili, alle donne che scelgono di occuparsi dell’educazione dei figli e contemporaneamente lavorare.
3. Lavorare per il superamento degli ostacoli culturali verso una società più paritaria e rispettosa delle differenze già dalla scuola.
5. Armonizzare e omogeneizzare i percorsi formativi, non limitarsi a equiparare i titoli di studio ottenuti.
6. Fornire strumenti di gestione del menage quotidiano nei programmi scolastici.
7. Investire nell’aggiornamento e nell’orientamento delle donne che vanno in maternità attraverso attività in presenza e piattaforme digitali.
8. Integrare in modo più efficace lo sport nei programmi scolastici.
9. Fornire una formazione più adeguata degli insegnanti nelle materie sportive per integrare meglio lo sport nel ménage familiare.
10. Fornire servizi alle famiglie per curare l’educazione di base dei propri figli allo scopo di liberare tempo di insegnamento delle materie per i docenti a scuola.

### Group 10 (Spanish)

1. ¿Cómo implantar medidas inmediatas para luchar contra el paro juvenil post-covid?
2. ¿Cómo facilitar económicamente el acceso a la educación superior en la UE?
3. Crear un programa obligatorio en UE de intercambio para jóvenes durante 1 año (algo obligatorio y dotado económicamente que ayude a las familias con menos recursos, para que toda la gente joven europea pueda vivir un año fuera.)
4. ¿Cómo integrar el cambio climático en el sistema educativo?
5. ¿Cómo hacer para que la digitalización de la educación llegue a toda la población europea?
6. Fomentar una identidad común europea mediante un programa común académico (en los diferentes niveles educativos) y mediante un programa común cultural europeo. (compartió el quinto rango)
7. Equiparar y homologar los estudios superiores entre los diferentes países de la UE de una forma más sencilla y eficaz que la que ofrece el plan Bolonia.

### Group 15 (German)

1. Gemeinsame europäische Werte finden / Identität definieren / gegenseitiges Verständnis fördern
2. Europaweite Standards für Bildung schaffen (über Hochschulbildung hinaus; Berufsschulbildung, Primar- und Sekundarstufen), Aufnahme neuer Schwerpunkte im Bildungssystem (bspw. Digitalisierung, nachhaltige Bildung)
3. Förderung sportlicher und kultureller Möglichkeiten (Beteiligung) für Familien / Förderung kostengünstiger Angebote für Inklusion und Integration benachteiligter Gruppen / Vereinfachung von Bürokratie für (ehrenamtliche) Akteure in der Kultur und im Sport / Förderung von Ehrenamt
4. Europäische Dimension in der Bildung integrieren (Aufklären über das politische europäische System)
5. Niederschwellige Austauschprogramme für Schülerinnen und Schüler
6. Motivation für Bewegung und gesunde Ernährung für ein gesundes Europa
7. Entwicklung einer europäischen Sprache und Einführung dieser Sprache
### Topic block III: “Digital Transformation”

<table>
<thead>
<tr>
<th>Original Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Digitale Bildung</td>
</tr>
<tr>
<td>2. Schutz der persönlichen Daten</td>
</tr>
<tr>
<td>3. Digitale Arbeitswelt</td>
</tr>
<tr>
<td>4. Ethische Leitlinien für den Einsatz von Künstlicher Intelligenz für die EU</td>
</tr>
<tr>
<td>5. Nachhaltigkeit</td>
</tr>
<tr>
<td>6. Schaffung der Digitalen Infrastruktur (geteilter 5. Rang)</td>
</tr>
<tr>
<td>7. Soziale und ethische Auswirkungen der Digitalisierung</td>
</tr>
<tr>
<td>8. Zugang zur Digitalisierung/Bereitstellung finanzieller Mittel</td>
</tr>
<tr>
<td>9. Regulierung von Social Media</td>
</tr>
<tr>
<td>10. Schaffung neuer Arbeitsplätze durch die Digitalisierung</td>
</tr>
<tr>
<td>11. Nachhaltigkeit für elektronische Geräte</td>
</tr>
<tr>
<td>12. Digitale Souveränität</td>
</tr>
<tr>
<td>13. Schaffung eines europäischen Silicon Valley</td>
</tr>
<tr>
<td>14. Marktmachtmisbrauch großer Digitalkonzerne</td>
</tr>
<tr>
<td>15. Digitalisierung des Gesundheitswesens</td>
</tr>
<tr>
<td>16. Digitalisierung der Verwaltungsangebote</td>
</tr>
<tr>
<td>17. Digitales Wahlsystem</td>
</tr>
<tr>
<td>18. Cyber Security</td>
</tr>
<tr>
<td>19. Digitalisierung als Recht</td>
</tr>
<tr>
<td>20. Entfremdung und Angst vor dem Unbekannten</td>
</tr>
<tr>
<td>21. Digitalisierung der Landwirtschaft</td>
</tr>
<tr>
<td>22. Digitaler Euro</td>
</tr>
<tr>
<td>23. Förderung von Events (Hackathons)</td>
</tr>
</tbody>
</table>
| **Group 4**  
*(French)* | 1. Les normes éthiques et démocratiques, la santé numérique, le droit à la déconnexion, les algorithmes en ligne  
2. La sécurité numérique et les cybermenaces  
3. L’éducation et la formation  
4. Numérisation et climat (ressources)  
5. La technologie au service des personnes  
6. Les déserts numériques (6ème rang partagé)  
7. Le vote en ligne |
| 1. konkurenceschopnost Evropy - výzkum (Polovodiče a další technologie, zelená energetika, vesmírný průzkum)  
2. připravenost infrastruktury (automobilový průmysl a další)  
3. ochrana údajů - regulace a investice do výzkumu  
4. digitalizace a zaměstnanost: generační propast a rychlé změny  
5. online vzdělávání a práce a dopady na společnost a zdraví (ristika, kterým je potřeba čelit)  
6. digitalizace napříč sektory: propojení databází institucí (méně byrokracie) digitální zdravotnictví, sběr dat o pacientech  
7. kybernetické riziko: ochrana a prevence, vzdělání veřejnosti o kybernetické bezpečnosti  
8. monitorování ekologické stopy za použití digitálních technologií, snížení spotřeby a odpadu  
9. digitální zdraví: ergonomika, dopad technologií na naše tělo, neustálé připojení  
10. lepší informovanost a připravenost veřejnosti o umělé inteligenci pro využití plného potenciálu  
11. Závislost na digitálních infrastrukturách (zranitelnost)  
12. digitalní gramotnost: umožnit všem uživatelům používat technologie (vzděláni všech generací, přátelský design technologií), ukázat potenciál digitálnosti i odporcům digitální transformace |
| **Group 9**  
*(Czech)* | 1. Ochrona danych osobowych i cyberbezpieczeństwo  
2. Wpływ rozwoju technologicznego na środowisko naturalne  
3. Przygotowanie młodzieży do posługiwania się nowymi technologiami (blockchain, sztuczna inteligencja)  
4. Innowacje dla osiągnięcia suwerenności technologicznej Unii Europejskiej  
5. Wpływ technologii na zdrowie psychiczne obywateli  
6. Transparentne metody zarządzania danymi  
7. Utylizacja nieaktualnych urządzeń technologicznych  
8. Regulacja prawna największych korporacji technologicznych  
9. Lepszy dostęp kobiet do technologii i edukacji technologicznej  
10. Wykluczenie technologiczne starszych obywateli i mieszkańców obszarów nieurbanizowanych |
<table>
<thead>
<tr>
<th>Group 14 (Romanian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Securitatea și confidențialitatea utilizatorilor în mediul online</td>
</tr>
<tr>
<td>2. Securitatea cibernetică (combaterea amenințărilor cibernetice)</td>
</tr>
<tr>
<td>3. Identificarea, monitorizarea și combaterea știrilor false și a dezinformării</td>
</tr>
<tr>
<td>4. Accesibilitatea rețelelor și serviciilor de comunicații electronice</td>
</tr>
<tr>
<td>5. Leadership-ul european în domeniul software și hardware</td>
</tr>
<tr>
<td>6. Dependența pe care mediul online o poate crea în rândul utilizatorilor</td>
</tr>
<tr>
<td>7. Combaterea hărțuirii online</td>
</tr>
<tr>
<td>8. Educația privind utilizarea resurselor online</td>
</tr>
<tr>
<td>9. Accesul nediscriminatoriu la beneficiile progresului digital</td>
</tr>
<tr>
<td>10. Problemele vârstnicilor legate de utilizarea instrumentelor online</td>
</tr>
<tr>
<td>11. Etica interacțiunilor online prin educație</td>
</tr>
</tbody>
</table>