Conference on the Future of Europe

Report: Panel 1, session 3
European Citizens’ Panel 1: “Stronger economy, social justice and jobs / Education, culture, youth and sport / Digital transformation”
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Report

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

Session 3: 25-27 February 2022, Dublin, Ireland

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 the Danish Board of Technology, Ifok, Missions Publiques, Deliberativa, and Kantar Public, in charge of the design and implementation of the Panels. European Citizens’ Panel 1: “Stronger economy, social justice and jobs / Education, culture, youth and sport / Digital transformation” Session 3 was led by ifok and co-led by Missions Publiques.

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1. Summary of Session 3

On 25-27 February 2022, 176 randomly selected European citizens from different ages, backgrounds, and coming from all across the European Union, met for the third time to discuss the topics of “Stronger economy, social justice and jobs / Education, culture, youth and sport / Digital transformation”, continuing the deliberations that took place during Sessions 1 and 2. For this final session, participants in Panel 1 were hosted at Dublin Castle by the Institute of International & European Affairs (IIEA), with the possibility to participate online. Using the orientations they developed during Session 2 as the basis of their work, citizens produced and endorsed 48 final recommendations, which will be presented and discussed in the Conference Plenary. Of the 176, 16 participants attended and intervened remotely.

Discussions and collective work were carried out in three formats:

- In subgroups. Each of the 15 subgroups was composed of around ten to thirteen citizens. Four to five languages were spoken in each subgroup, each citizen being able to speak in their own language or in a language in which they felt comfortable. Each subgroup had a dedicated professional facilitator from the deliberation group or from other external service providers. To support the work of the facilitators, the Institute of International & European Affairs (IIEA) provided one assistant per subgroup.

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In plenary with all participants. Plenary sessions were led by two main moderators from the deliberation group, with interpretation in the 24 official EU languages, at the Dublin Castle.

With the support of experts and fact-checkers, their own knowledge and experiences, and through deliberations, citizens started by examining all the orientations produced by the Panel during Session 2 in an “open forum” setting. In addition to the expertise provided, they were also supported by subgroup facilitators. Each citizen was given fifty stickers (ten fuchsia for stream 1, ten orange for stream 2, ten green for stream 3, ten blue for stream 4, ten red for stream 5) and proceeded to prioritise up to ten orientations per stream. Once this prioritisation at the Panel level was completed, citizens were allocated to join the same subgroups they worked in during Session 2 and collectively acknowledged which of their group’s orientations had been prioritised by the rest of the Panel.

For the development of recommendations, each subgroup was given an indicative range for the number of recommendations of one to three, with a maximum of five. The top 3 orientations ranked by the Panel within the substream were added in 1st, 2nd and 3rd position. The subgroup then used black stickers (five per person) to prioritise the remaining orientations and add them in 4th and 5th position.

The following subgroup work was dedicated to developing orientations into recommendations. To do so, citizens used a recommendation template:

<table>
<thead>
<tr>
<th>Description</th>
<th>Signs Limit in EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Recommendation</td>
<td>We recommend that ....</td>
</tr>
<tr>
<td>Final Justification</td>
<td>We recommend it because ....</td>
</tr>
</tbody>
</table>

Elements/questions which the group had to address (not a strict obligation but a strong recommendation) while formulating the justifications of the recommendations were:

1. Why is this recommendation important and relevant to the topics of the Panel?
2. Why is it important to take action at EU level?
3. What are the undesirable effects/trade-offs of this recommendation and why do we nevertheless think it is important to do it?

During the work in subgroups, four inter-subgroup feedback sessions of about 30 minutes each were held in order to help participants understand the work done in the other subgroups and to enrich their recommendations. For each feedback session, one participant from each subgroup moved to a different room. This participant presented the draft recommendations prepared by his/her subgroup so far and took note of the comments of his/her peers. The assistant introduced the feedback into an online spreadsheet for the subgroup that authored the draft recommendations to be able to consult it, besides the oral report by their representative.

The recommendations from each subgroup were then voted by the Panel on Sunday, 27 February. Before the vote, all participants received a document with all draft recommendations generated the day before so that they could read them in their own language (automatically translated from English). The voting took place via an online form. The voting process was divided in five slots corresponding to the five streams of the Panel. The recommendations were presented stream by stream in 30-minute slots and began with one citizen from each subgroup sharing feedback on the work produced over the

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2 Report from Session 2 of Panel 1 available at: [Panel 1 - Session 2 - Report](#)
weekend. The main facilitation read out each of the recommendations of the stream in English to allow the citizens to hear the interpretation simultaneously. The recommendations were voted one by one by all participants. All interpreters obtained in advance the written draft recommendations in English in order to ensure the most qualitative possible interpretation at the time of the vote.

With the results of the final votes, recommendations were classified as follows:

- Recommendations having reached the threshold of 70% or more of the votes cast were adopted by the Panel.
- Recommendations failing to pass the threshold were considered as not validated by the Panel and are included in Annex III of this report.

The video recordings of the Panel Plenary sessions can be found here:

- Panel Plenary session on February 25th, 2022
- Panel Plenary session on February 27th, 2022

2. Context of Session 3 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 organised to allow citizens to jointly reflect on the future they want for the European Union.

- 4 Panels of some 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.

Each Panel met three times between September 2021 and February 2022. Session 1 took place in Strasbourg, at the European Parliament. Session 2 was held online, using Interactio: an online tool allowing multilingual meetings with simultaneous interpretation in 24 languages. Session 3 was held in four different Member States: Panel 1 in Dublin at the Institute of International and European Affairs and at Dublin Castle, Panel 2 in Florence at the European University Institute, Panel 3 in Natolin at the College of Europe and at the Palace of Culture and Science in Warsaw, and Panel 4 in Maastricht hosted at the Maastricht Exhibition and Conference Center (MECC) by Studio Europa Maastricht in cooperation with Maastricht University and the European Institute of Public Administration (EIPA).

Whereas session 1 was an introductory session aimed at vision-building, agenda-setting, and prioritising the topics citizens want to concentrate on, and session 2 was aimed at delving into these topics and producing orientations, session 3 was dedicated to producing input to the Conference Plenary by formulating a set of recommendations for the Union’s institutions to follow-up on.
3. Main output of the session: Recommendations adopted by the Panel (to be taken forward to the Plenary)

Stream 1: Working in Europe

Substream 1.1 Labour Market

1. We recommend the introduction of a minimum wage to ensure similar quality of living across all Member States. We acknowledge the existing efforts in the EU directive COM(2020) 682 to standardise the way of living. The minimum wage needs to secure a minimum net income to achieve an essential objective: everyone in need should have more money to spend. The minimum wage should take into consideration the following aspects:
   - The EU should ensure the effective implementation because currently not all Member States apply worker protection adequately.
   - Special attention should be put on monitoring and tracking improvement in the standard of living.
   - The minimum wage must factor in the purchasing power in different countries. A regular review cycle is necessary to adjust for the changing cost of living (e.g. by inflation).

   We recommend this because a minimum wage enhances social justice in the labour market and improves the concrete living conditions of employees in all Member States. This is especially important in the context of a fast changing working environment, e.g. by digitalisation.

2. There is already an EU regulation (EU’s Working Time Directive - 2003/88/EC) in place. However, it is not sufficient to ensure a healthy work life balance. As a first step, we recommend that the existing framework needs a review if it is adequate for the current circumstances. Secondly, the EU should establish a stricter monitoring mechanism to ensure implementation in all Member States. Special attention needs to be paid to different sectors that have different levels of stress and burdens, both psychologically and physically. However, at the same time, other sectors rely on more flexibility from their employees to adjust for specific corporate needs.

   We recommend this because an improved work-life balance is important because it enhances social cohesion and contributes to a level playing field among employees. Also, it positively affects the individual well-being of employees.

Substream 1.2 Youth and Employment

3. We recommend the harmonisation of the level of all different education programs in the EU with acceptance of the national content. Accordingly, we recommend that the professional degrees are validated and mutually recognised in all EU Member States.

   We recommend this because we want to facilitate European labour mobility and reduce the administrative burden.
4. We recommend that high school students (from 12 years old on) should have an insight into their future labour market by giving them the opportunity to have several high quality observatory visits in profit and non-profit organisations. We propose to encourage companies to accept observing students by granting them subsidies. In remote areas where there is less opportunity, local schools, governments, organisations and companies must work closely together to realise that those observatory visits are also effective.

We recommend this because we want youngsters to gain insight into the different possibilities in the labour market so that they can make a better choice for their studies and their professional future and understand the importance of the right study. It also teaches them what responsibility is and that they should have respect for the labour market. It will help youngsters with the integration in the labour market. It is a win-win situation for both sites.

5. We recommend that practising soft skills should be integrated in all the courses in the curricula in schools. By soft skills we mean: listening to each other, encouraging dialogue, resilience, understanding, respect and appreciation for others, critical thinking, self-study, remaining curious, result-oriented. Teachers should be trained in the transmission of these skills by collaborating closely with social workers and/or psychologists. Other suggestions for execution: organise exchange programs for students between schools, organise participation in sports and cultural events cross-schools etc.

We recommend this because soft skills are basic skills needed, which are lost in the digital age and are absolutely necessary in the future life of our youth. Therefore we stress bringing them in the curriculum so it helps them to be resilient and helps them to avoid and overcome mental issues they might experience in their future life. Social skills strengthen inter-human relations and therefore help people find their place in society.

6. We recommend that in case of a serious crisis (e.g. health crisis, war, etc.) well prepared plans with detailed scenarios are ready to deploy in a flexible way to minimise the impact on our youngsters in their studies, vocational training, mental wellbeing etc. By impact we mean: higher cost of studying or training, obliged prolongation of studies, internships that could not be carried out, increase of mental health problems. The scripts have to be rolled out to minimise the impact on youngsters and their transition to the labour market.

We recommend this because the position of the youngsters is very vulnerable in times of crisis.

Substream 1.3 Digitalization at Work

7. We recommend that the EU introduces or reinforces existing legislation that regulates so-called 'smart working' [= working online and remotely, e.g. home office or from another location connected online]. Further, we recommend that the EU legislates to incentivise companies to be socially responsible and to keep high-quality 'smart working' jobs within the EU. The incentives can be financial and/or reputational, and should take into account existing internationally recognised Environmental, Social, and Governance (ESG) criteria. For this to happen, the EU should set up a working group composed of experts from all interested stakeholders to explore and strengthen such legislation.

We recommend this because we need to promote high quality 'smart working' jobs and avoid their relocation to lower-cost, non-EU countries. The Covid-19 pandemic and the global economic trends increase the urgency to protect jobs in the EU and regulate ‘smart working’.
8. We recommend that the EU guarantees the right to digital training for all EU citizens. In particular, young people’s digital skills could be boosted with the introduction of an EU certification in schools that would prepare them for the future job market. We also recommend specific training at the EU level to re-train and up-skill workers to remain competitive in the job market. Lastly, we recommend the EU raises more awareness about existing digital platforms that connect people to employers and to help them find jobs in the EU, e.g. EURES.

We recommend this because certified digital skills are fundamental for people to enter the job market and for workers to re-skill and stay competitive.

Stream 2: An Economy for the Future

Substream 2.1 Innovation and European Competitiveness

9. We recommend that the EU creates opportunities for different entities (universities, corporations, research institutes, etc.) to invest in research and innovation aiming to develop:
- new materials, intended to serve as more sustainable and biodiverse alternatives to those currently in use,
- innovative uses of existing materials (also based on recycling and state-of-the-art techniques which have the smallest environmental footprint).

We recommend this to be an ongoing, long-term commitment from the EU (at least until 2050).

We recommend this because we live on a planet with finite resources. If we want to have a future, we need to protect the climate and look for planet-friendly alternatives. We also want the EU to become a leader in this field with a strong, competitive advantage in the international arena. The intention of the recommendation is to produce innovative results that can be applied broadly and implemented across various fields and countries. It would also positively impact the economy and the labour market by creating new job opportunities in the field of sustainable innovation. It could contribute to combating social injustices by replacing current, exploitative production means with new, more ethical ones.

10. We recommend that the EU makes a long term, ongoing commitment to largely increase its share of sustainably sourced energy, using a diverse range of renewable sources that have the lowest environmental footprint (based on a holistic life-cycle assessment). Furthermore, the EU should invest in improving and maintaining the quality of electrical infrastructure and the electrical grid. We also recommend that access to energy and energy affordability are recognised as a basic right of citizens.

We recommend this because:
- Diversifying energy sources (including solar, wind, hydrogen, seawater, or any future sustainable methods) would make the EU more energy-independent,
- it would lower electricity costs for EU citizens,
- it would create jobs and restructure the energy market (especially in regions that were thus far dependent on fossil fuels),
- it could encourage scientific development of innovative techniques of energy sourcing,
- the quality of the electric infrastructure and the electrical grid are as important as energy sources, allowing for smooth, efficient, and affordable distribution and transport of energy.
11. **We recommend that the EU actively promotes greener production processes, through subsidising or otherwise rewarding companies that invest in lowering the environmental costs of their production. Furthermore, we require an effort to recultivate post-industrial sites and establish protected green zones around existing sites. Companies should be required to finance these efforts, at least in part, from their own pocket.**

We recommend this because production processes are an important element in the supply chain. Making them more environmentally friendly could greatly reduce our climate impact. We believe companies and industries should be held accountable for how they produce their products (including recultivation and environmental protection measures). Making production processes greener also prepares companies for the future and makes them more resilient (which protects jobs).

**Substream 2.2 Sustainable Economy / Substream 2.3 Taxation**

12. **We recommend that plastic containers are abandoned and to generalise reusable ones. There should be incentives for consumers and companies, so it will not be more expensive to buy goods in bulk ("en vrac" in French or "sfuso" in Italian) for a consumer as opposed to packaged ones. Companies contributing to this transition should have fiscal benefits and those that do not should pay more taxes. For those products that cannot be reused, they should be recyclable and/or biodegradable. A public or oversight institution to monitor everything is required, to set the rules and to share them with everyone. It is recommended to educate, communicate - also through social media - about these actions to both companies and consumers to change their behaviours in the long term. Companies should be encouraged and helped to find the best solutions with their own waste (construction companies for example).**

We recommend this because we all have to be responsible for our actions. So we have to rethink all production processes. Recycling requires a lot of resources (water, energy), so it cannot be the only answer. This is why we propose to commercialise bulk goods. Recycling should only be used for easily recyclable materials. And we know with the Finnish example that it is possible to recycle a very large part.

13. **We recommend having the same fiscal rules in Europe and harmonising fiscal policy across all the EU. Tax harmonisation should allow leeway for individual Member States to set their own tax rules but still prevent tax evasion. It will end harmful fiscal practices and tax competition. Taxes should concern commercial transactions in the location where they occur. When a company sells in a country they should pay taxes in this particular country. These new rules would aim to prevent delocalisation and ensure that the transactions and production take place between European countries.**

We recommend this to protect and develop jobs, economic activities in Europe and with equity between the Member States. It will bring a common understanding within Europe of the fiscal system. It intends to end the absurd monopoly situation of giant companies who do not pay enough taxes compared to smaller companies. It will also bring the money where commercial activities are carried out.

14. **We recommend getting rid of the system of planned obsolescence of all electronic devices. Change should happen both on an individual and commercial level, to guarantee that we can own, repair, and upgrade in the long term. We recommend the promotion of refurbished devices. Through regulation, it would be compulsory for companies to guarantee the right to repair, including upgrades and software updates, and to recycle all devices in the long term. It is also recommended that every company should use standardised connectors.**
We recommend this because in the modern world, products tend to last 2 years, we want them to have a much longer lifespan of about 10 years. This proposition will have a positive impact on climate change and ecology. It will also reduce costs for consumers and reduce consumerism.

15. **We recommend helping everyone to learn about our environment and its connection to everyone’s individual health through education. Educational courses will help everyone to define their own personal strategies to integrate these topics into their lives. This education should start at school with specific subjects addressing all ecological issues, and we should continue to be educated throughout our entire lives (at work for instance). It will contribute to reducing waste and protecting the environment and human health. This education will promote local consumption of healthy and non processed products, sourced from local producers. Those who do not act to reduce waste will have to take a free training course on these issues. To enable this lifestyle adaptation, prices need to be fair for the producer and the consumer. Consequently, we propose that small, local and environmentally friendly producers will have tax exemptions.**

We recommend this because we believe that many people do not yet feel concerned by these issues. This is why we need education about this for everyone. Furthermore, local and healthy products tend to be unaffordable for many. We have to ensure that locally made products are more widely available to all.

**Substream 2.4 Agriculture / Substream 2.5 Digital Infrastructure**

16. **We recommend the implementation of a common European easy-to-understand labelling system for consumption and nutrition products (the information would contain allergens, country of origin, etc), transparency about ongoing approval processes, digitalisation of product information through a standardised European app which would allow for more user friendly access and would provide additional information on products and production chain. We also see the need for a truly independent body that regulates food standards across the EU, that has legislative powers, so as to be able to apply sanctions.**

We recommend this because EU citizens should expect the same standard of food. The integrity of food products is a necessity to ensure the safety of citizens. These recommendations have been made to enhance the approval monitoring and transparency of food production in a harmonised way.

17. **We recommend infrastructure to be a state asset to prevent the rise of telecommunications and internet service monopolies. It should be a right to have access to the internet, it should be a priority to bring internet connection to ‘whitezones / dead zones’ (areas with no internet access). Children and families are a priority when it comes to accessing the internet and hardware, particularly in terms of education, and especially in times of a pandemic. An initiative is needed to help support remote working, such as office spaces with access to a reliable, fast internet connection and digital training.**

We recommend this because we must ensure that the digital transformation is done in an equitable manner. Access to the internet is fundamental to democracy and is a right of all European citizens.

18. **We recommend local insects to be respected and protected against invasive species. We also propose to incentivise and advocate for new construction developments to have obligatory green spaces. We call for the introduction of biodiversity as a mandatory subject in schools through the use of curricular activities, e.g. through practical activities. It is important to highlight awareness for**
biodiversity through the use of media campaigns and incentivised ‘competitions’ across the EU (local community scale competitions). We recommend the establishment of binding national targets across the EU Member States for reforestation of native trees and local flora.

We recommend this because biodiversity is key for the environment, the quality of life and to combat climate change.

**Stream 3: A Just Society**

**Substream 3.1 Social Security**

19. We recommend promoting social policies and equality of rights, including health, harmonised for the entire EU, which take into consideration agreed regulations and the minimum requirements throughout the territory.

We recommend this because there are big disparities between Member States regarding social policies that need to be reduced to achieve a decent life for all citizens, and to carry out the care and support needed by vulnerable people for various reasons (health, age, sexual orientation, etc.).

20. We recommend promoting research in social matters and health in the EU, following priority lines that are considered to be of public interest and agreed on by the Member States, and providing the appropriate funding. We need to reinforce collaboration across fields of expertise, across countries, centres of studies (universities, etc.).

We recommend this because there are many areas in which we need to advance and deepen our knowledge. The pandemic experience shows us an example in which research is essential to improve life and in which public-private and government-to-government collaboration is essential and financial support is necessary.

21. We recommend the EU should have stronger competences in social policies to harmonise and establish minimum rules and pension benefits across the EU based on a thorough diagnosis. Minimum pension needs to be above the poverty line of the country. The retirement age should differ based on categorisation of professions with mentally and physically demanding professions being able to retire earlier. At the same time, there should be a guaranteed right to work for the elderly who wish to continue working on a volunteer basis.

We recommend this because life expectancy is increasing and the natality is reducing. The European population is ageing which is why we need to take further measures to avoid the risk of marginalisation of elderly and ensure their decent life.

22. We recommend a set of agreed measures to encourage an increase in the birth rate as well as to ensure appropriate childcare. These measures include, among others, affordable and accessible childcare (at the workplace, overnight, reducing the VAT on child equipment), housing, stable work, supporting motherhood, specific support and protection of work for young people and parents and supporting mothers and fathers with access to knowledge at the return to work.

We recommend this because the low birth rates in the EU stand out which further contributes to the ageing of the European population and on which immediate measures should be taken. The proposed set of measures aims to ensure stability for young families necessary to provide for children.
23. **We recommend to guarantee social and health care for the elderly at home as well as in nursing homes. In addition, there is a need for improved support for those who take care of elderly (relatives).**

We recommend this because life expectancy is increasing and the natality is reducing, the European population is ageing which is why we need to take further measures to avoid the risk of marginalisation of elderly and ensure their decent life.

24. **We recommend the EU should support palliative care and assisted death [euthanasia] following a concrete set of rules and regulations.**

We recommend this because it would reduce the pain of the patients and families and it would ensure a decent end of life.

**Substream 3.2 Equal Rights**

25. **We recommend the EU to support targeted access to decent social housing for citizens, according to their specific needs. Financial effort should be shared among private funders, landlords, housing beneficiaries, Member State governments at central and local levels, and the European Union. The aim should be to facilitate the construction/repairing of the existing social housing stock, including by cooperative association, rental, and purchase. The support should be granted based on clear criteria (e.g., the max. surface/person to be subsidised, incomes of the beneficiaries etc.).**

We recommend this because improved housing access would ensure that EU citizens benefit from tangible equal rights. It would help to ease social tensions. While the EU is mainly called upon to oversee the support mechanism, national and local authorities should more actively solve the housing problems.

26. **We recommend that the EU improves the regulation and uniform implementation of support measures for families with children in all Member States. Such measures include: increasing the length of parental leave, childbirth and childcare allowances.**

We recommend this because we think that the measures would alleviate the demographic problem that the EU is facing. They would also improve gender equality between parents.

27. **We recommend that the EU takes action to guarantee that all families enjoy equal family rights in all Member States. Such rights include the right to marriage and adoption.**

We recommend this because we think all EU citizens should enjoy equal rights, including family rights. The family is the basic form of social organisation. A happy family contributes to a healthy society. The recommendation aims to ensure that all citizens enjoy family rights regardless of their gender, adult age, ethnicity, or physical health condition.

**Substream 3.3 Fairness / Substream 3.4 Access to Sports**

28. **We recommend that the 2020-2025 EU Gender Equality Strategy is strongly prioritised and incentivised as an urgent matter that is effectively addressed by Member States. The EU should (a)
define indicators (i.e. attitudes, salary gap, employment, leadership, etc.), monitor the strategy yearly and be transparent with the achievements; and (b) put an Ombudsman in place to get feedback directly from citizens.

We recommend this because we think that gender equality is far from what we would like to see in the EU. There should be harmony in gender equality and civil rights at European level, so that they are achieved in all countries, and not only in the ones with a stronger compromise with the topic. We value the presence and contribution of women in power positions, and in any kind of profession, in order to have a diverse and fulfilling EU. Women are disadvantaged in many situations (even in the case they have good/higher education or other privileges), so such a strategy is strongly needed.

29. **We recommend that the EU promotes and raises awareness of sports and physical activity in all Member States due to its health benefits.** Sport and physical activity should be included within social, physical and mental health, education and labour policies (i.e. promote sports and/or physical prescription by doctors and, when done, guarantee access to sports facilities; 1 hour of working time/week for physical activity, etc.).

We recommend this because it is an investment in the long term. Investing in sport and physical activity reduces costs and burdens to health services. For example, sport and physical activity as a health intervention would shorten treatment periods and make the treatment more effective. This is already being implemented successfully in some countries like Germany. Sports are a way to build values like commitment, effort, self esteem, respect or companionship. Sedentary lifestyles are now more common than previous generations due to more desk jobs, and/or change habits in leisure among others.

30. **We recommend that the EU should obligate every Member State to have a defined minimum wage related to the cost of living in that state and is considered a fair salary that can allow minimum life conditions, over the poverty line.** Each Member State must monitor this.

We recommend this because it is not fair that you cannot reach the end of the month if you are working. Fair salaries should contribute to life quality at a social level. Unfair wages have a high cost for the states (security, tax avoidance, higher social costs, etc.).

31. **We recommend tax harmonisation in the Member States within the EU (to avoid tax havens within EU, and to target offshoring within Europe), and a tax incentive to discourage offshoring of jobs outside of Europe.**

We recommend this because we are worried about the impact of offshoring jobs outside of Europe, and this would prevent tax competition between Member States of the EU.

**Stream 4: Learning in Europe**

**Substream 4.1 European Identity / Substream 4.2 Digital Education**

32. **We recommend promoting multilingualism from an early age, for example, starting in kindergarten. From elementary school onwards, it should be mandatory that children reach a C1 level in a second active EU language other than their own.**

We recommend this because multilingualism is a tool that connects people and is a bridge to other cultures, as it makes other countries and their cultures more accessible. It strengthens European
identity and intercultural exchange. It is important to get to know the other cultures in the context of the European Union. Therefore, being able to converse in two languages at a great level would help create a common European identity and understanding of other European cultures. The EU must ensure that there is close cooperation between itself and educational institutions to develop successful educational outcomes. In addition, there needs to be a dedicated program (e.g. digital platforms, expanded Erasmus+ programs, etc.) to exclusively promote multilingualism. The current European Schools can serve as a model in this regard. The EU should establish more such schools and actively promote them.

33. We recommend that the EU raises more awareness about the dangers of the internet and digitalisation for young people through the creation of a mandatory subject in elementary school. The EU should create tools and establish common training spaces for young people to learn together.

We recommend this because the current initiatives or programs in this area are not sufficient. Moreover, many EU citizens are not aware of existing EU initiatives in these areas. Children are not sufficiently aware of the dangers of the Internet, so we should do much more to promote and raise awareness amongst the younger generation.

34. We recommend that the EU put effort into making technology more accessible to the older generation by fostering programs and initiatives, for instance in the form of classes tailored to their needs. The EU should guarantee the right to use digitalisation for those who wish it and propose alternatives for those who do not.

We recommend this because the EU should ensure that older people can participate in the digital world and that no one is discriminated against. Simplified tools should be introduced for generations that are not as experienced with the use of certain technologies in order to integrate them into today’s world. We recommend that initiatives that already exist be better promoted, so that citizens are aware of those opportunities. The EU should not discriminate against the older generations concerning the use of computer tools. (As a side note, this means that citizens should be able to live their lives without being obligated to go through an internet network). The EU should organise and make free permanent assistance available to older generations to facilitate access to digital tools.

Substream 4.3 Cultural Exchange / Substream 4.4 Environmental Education

35. We recommend that the EU creates a platform on which teaching material about climate change, sustainability, and environmental issues will be made available for educational purposes. This information should be fact-based, checked by experts, and tailored to every Member State. The platform:

- Should include lessons for multiple target groups; for example people who live in an urban or a rural context, for all age groups, and for all levels of prior knowledge,
- Must be available to all Member States and should be easily accessible,
- In its implementation it should include a plan for promotion; this should be done in collaboration with relevant companies,
- Could be made available together with a funding program to support the usage of, and implementation, of the information on the platform. This funding should also provide support for field trips to show relevant real life examples.

We recommend this because people of all ages need access to fact-based information on how to address climate change, sustainability, and environmental issues. Important concepts, e.g. the ecological footprint, must be understood by everyone, particularly young people, since what we learn
as children is used throughout our lives. These topics are complex and misinformation is widespread. We need a source that is trustworthy and the EU has the credibility and resources to provide this. This is also important because knowledge levels and easy access to credible information differs across Member States.

36. **We recommend that the EU prioritise making exchange programs accessible for all (age groups, Member States, levels of education, and people with different financial capabilities) and allow for exchanges or internships between sectors, countries, educational institutions, cities, and companies. The EU should be responsible for initiating, mediating, and funding cultural and social exchanges across the EU - both physically and digitally. The EU must actively promote these initiatives and target people who are not already aware of cultural and social exchange programs.** The Conference on the Future of Europe, in which people were randomly selected, is the perfect example of a European exchange. We want more of this - but also initiatives of a smaller scale, as well as exchanges within sports, music, (social) internships, etc.

We recommend this because it is important to create a feeling of togetherness and cohesion, and to advance tolerance for all our beautiful differences/different perspectives, as well as for the development of individual skills. In the process this will enable the development of friendships, mutual understanding, and critical thinking. We would like to promote the engagement of all members of our communities, even those that have not been involved in such initiatives to date.

**Substream 4.5 Quality, Finance and Access to Education / Substream 4.6 Harmonisation of Education**

37. **We recommend that all Member States agree and adopt a certified minimum standard of education in core subjects commencing in primary school. This is to ensure that all citizens have equal access to a standard quality of education, ensuring fairness and equality.**

We recommend this because:
- The presence of a minimum standard would give parents, teachers and students greater confidence in their education systems while leaving capacity for initiative and diversity.
- If implemented our recommendation would reinforce and strengthen a common European identity, fostering togetherness, unity and sense of belonging.
- Implementation of this recommendation would generate greater cooperation and exchange between schools across the EU and this would improve relations between teaching staff and pupils and assist greatly with exchange programmes.

38. **We recommend that English is taught, to a certifiable standard, as a core subject in primary schools across all EU Member States in order to facilitate and strengthen the ability of European citizens to communicate effectively.**

We recommend this because:
- This would provide greater unity and equality through increasing citizens' abilities to communicate with each other and support a stronger common European identity.
- This would allow for a broader, flexible and more accessible labour market allowing citizens the confidence to work and communicate in all other Member States providing greater personal and professional opportunities.
- A commonly held European language could be achieved in a very short period of time were this to be implemented.
- The use of a common language expedites information sharing which would benefit cooperation, reacting to crises together, aid humanitarian efforts and bring Europe and Europeans closer.
39. We recommend that the EU should have more powers to deal with illegal content and cyber criminality. We recommend the strengthening of capacities in Europol/the European Cybercrime Centre including:
   - Increased financial resources and manpower
   - Ensuring punishment in similar ways in each country
   - Ensuring that enforcement should be quick and effective

We recommend this to guarantee freedom on the Internet, while ensuring that discrimination, abuse and harassment are punished. We support the idea of having a European public body because we do not want to leave the regulation of online platforms solely to private companies. Online platforms have to take responsibility for the content that is distributed, but we want to make sure that their interests do not come first. The regulation of content and the prosecution of those responsible must be effective and swift, so that it also has a deterrent effect on the criminals.

40. We recommend that the EU should invest in high-quality and innovative digital infrastructures (such as 5G being developed in Europe) in order to ensure Europe’s autonomy and prevent dependence on other countries or private companies. The EU should also pay attention to investment in underdeveloped regions of the EU.

We recommend this because digital infrastructure plays a vital role in Europe’s economy and in facilitating everyday life in Europe. Europe therefore needs high quality digital infrastructure. If Europe is dependent on others it may be vulnerable to negative influences by private companies or foreign countries. Europe should therefore invest in digital infrastructures to improve its autonomy. It is also important to ensure digital inclusion by making sure that less digitally developed regions receive investment.

41. We recommend that the EU promotes education on fake news, disinformation, and online safety across Europe’s schools. It should draw on examples of best practices from across the EU. The EU should establish an organisation specifically to promote this work and to provide recommendations to education systems. It should also promote non-formal education as well as innovative and creative teaching techniques (e.g. participative games).

We recommend this because introducing lessons on online safety and digital safety literacy (dealing with online scams, false information etc.) at school are important to give everyone the tools to protect themselves from online threats. It is important to target the younger generation as they are very exposed to online threats. Schools can also communicate with parents to promote good practices. This course can draw from examples of best practice across Europe (e.g. such as Finland) while also being adaptable for each country’s needs.

42. We recommend further limiting the misuse of data by ‘data giants’ through better enforcement of GDPR (General Data Protection Regulation) and creating more standardised mechanisms throughout the EU and by ensuring that even non-European companies that operate in the EU comply with it. The improvement should require clear and short explanation of terms of use to avoid ambiguity, provide more information on how and by whom it will be used, avoiding default consent
to re-use and resell of data. It should ensure that data is permanently deleted when a citizen requests it. It also should improve enforcement of consistent compliance around profiling of individuals based on their online activities. We propose two types of sanction: a fine proportional to the company's turnover, limitations of company's operations.

We recommend this because currently there is very limited transparency on what kind of data is collected, how it is processed, and to whom it is sold to. We need to further limit the abuse of power by data giants and make sure that consent citizens give for data processing is well-informed.

43. We recommend creating an independent pan-EU agency that would have to clearly define intrusive behaviour (e.g. spam) and create guidelines and mechanisms for how citizens can opt-out and revoke data, especially from third parties. It must have a mandate to identify and sanction fraudsters and non-compliant organisations. It should work on ensuring compliance with the EU regulations for non-EU based entities operating in the EU. It would be funded by the EU institutions and composed of a mixed council of independent bodies (i.e. experts from universities and entities representing professionals). It should have a rotation praesidium. We propose two types of sanctions: a fine proportional to the companies’ turnover, limitations of companies’ operations.

We recommend this because there is no central agency with a strong mandate that can help citizens especially when they have an issue and need help, advising, or support. There are no clear and mandatory rules for companies to follow and sanctions are either not enforced or negligible for the companies.

44. We recommend creating an EU certification system that would reflect compliance with GDPR (General Data Protection Regulation) in a transparent way and it should ensure that information on data protection is presented in an accessible, clear, and simple way. This certificate would be mandatory and visible on websites and platforms. This certificate should be issued by an independent certifier at European level, possibly existing or specially created, which is not linked to national governments or the private sector.

We recommend this because there is currently no or little transparency about how well data is protected by each company and users / customers cannot make informed choices.

45. We recommend better explaining GDPR (General Data Protection Regulation) and improving communication around it by creating standard text on compliance that uses simple and clear language understandable by everyone. This text should present a core message and/or core principles. The process of providing consent should be more visual (i.e. like an App that asks explicit permission for access on the phone). It should be accompanied by an information campaign (including on TV) and consistently providing mandatory courses (at least those who work with data) and advising those who need assistance.

We recommend this because at the moment, the language of GDPR is too vague and technical, the amount of information is overwhelming, and is not accessible for everyone. The communication is also not similar across different countries and it often excludes different cohorts mainly elderly people and non-digital natives.

Substream 5.4 Healthy Digitalisation

46. We recommend that the EU addresses the problem of “fake news” through two means:
● Legislation for social media companies to implement machine-learning algorithms that can highlight the trustworthiness of information on social media and new media, providing the user with sources of fact-checked information. We recommend that the algorithms are kept in check by experts to ensure their well-functioning;
● The implementation of a digital platform that rates the information from traditional media (e.g. television, printed press, radio) independently from political and economic interests, and informs citizens about the quality of the news without applying any kind of censorship. The platform should be open to public scrutiny and adhere to the highest standards of transparency, and the EU should ensure that the dedicated funding is used for the intended purposes.

We recommend this because different types of media need to be addressed and we believe that sanctions or removing content could lead to censorship and infringe on freedom of expression and freedom of the press. We recommend that experts check and monitor the proper functioning of the algorithm to ensure its proper working. Finally, we recommend that the platform should be apolitical and independent to ensure transparency and freedom of expression. Furthermore, since it is impossible to completely get rid of fake news, providing these tools to citizens will help to diminish their effects in Europe.

47. We recommend that the EU implements different actions in order to ensure a healthy use of internet:
● First of all, the EU must address the lack of infrastructures and devices that prevents citizens from accessing the Internet.
● Then, we also recommend that the EU encourages the Member States to implement training about the internet and its risks for all age-groups. This could be done by introducing classes in schools for children and young people, and creating different programs and curricula to reach adult and elder citizens. The content of these classes should be decided at the European level by a group of independent experts.
● Finally, we demand that the EU takes all the necessary measures to ensure that the digitalisation of society does not leave out older people, ensuring that essential services can also be accessed in person.
● The EU should ensure that the dedicated funding is used by the Member States for the intended purposes.

We recommend this because there is a lack of infrastructure and hardware (e.g. devices) in some places in Europe, and connection needs to be ensured before educating citizens, as we know there are certain regions and profiles that have limitations on internet access. We recommend classes in order to help children achieve digital literacy, to include other programs to help older generations in this digital transformation and to take the needed measures to reassure that elderly population’s rights are not diminished by the digital transformation.

48. We recommend that the European Union promotes the education of citizens in every Member State to improve critical thinking, scepticism and fact-checking in order to teach them how to evaluate independently whether a piece of information is trustworthy or not. This should be implemented in basic education as a specific class and it should also be offered in other public spaces for citizens of all ages that willingly want to profit from this training. The EU should ensure that the dedicated funding is used by the Member States for the intended purposes.

We recommend this because we think that it is impossible to completely get rid of fake news, so this training will help the citizens to recognise them by themselves. By doing so, the effects of fake news
on society and on the citizens themselves will be lessened. This would also give the individuals more agency, rather than depending on the institutions to acquire reliable information.
Annex I: How were recommendations produced?

A. An Overview of Session 3

- **Day 1**: Reconnect, prioritize, and get started
  - Welcome and objectives for the weekend
  - Open Forum: Read and prioritize orientations
  - Make orientations into recommendations

- **Day 2**: Make orientations into final recommendations
  - Feedback to other groups: Finalise recommendations

- **Day 3**: Vote on final recommendations
B. Recommendation production scheme

STEP 1 - ORIENTATIONS

STEP 2 - CLUSTERING

STEP 3 - PRIORITIZING 5 CLUSTERS

STEP 4 - RECOMMENDATIONS
C. Detailed process for the production of recommendations

Friday 25/02/2022

Plenary 1

- **Objective:** Reconnecting as a Panel and getting ready for Session 3
  - Welcome; Floor to citizens; Platform update; Agenda of the weekend; Introduction to methodology of the session

Open forum 1

- **Objective:** Prioritising orientations
  - Reading the orientations and informal discussion in the plenary and plenary foyer (no interpretation provided); prioritising orientations with stickers; Each citizen was given fifty stickers (ten fuchsia for stream 1, ten orange for stream 2, ten green for stream 3, ten blue for stream 4, ten red for stream 5) and proceeded to prioritise up to ten orientations per stream.

Subgroup work 1

- **Objective:** Start transforming orientations into recommendations
Saturday, 26/02/2022

Subgroup work 2

- **Objective 1:** Transform orientations into recommendations
  - The same methodology as in subgroup work 1 was followed.
- **Objective 2:** Giving/receiving feedback to other subgroups from the same stream.
- **Objective 3:** Giving/receiving feedback from other subgroups from different streams.
  - The same methodology as before was continued.
- **Objective 4:** Finalising recommendations
  - In this last phase, an attempt was made to integrate feedback from the other subgroups and from fact checking. The subgroups finalised their recommendations.

Sunday, 27/02/2022

Open forum 2

- **Objective:** Work on key messages for the Conference Plenary
  - The group of 20 Panel representatives to the Conference Plenary worked also between sessions to produce the key messages. To do this, they conducted interviews with other participants to try to capture these messages and to be able to communicate the Panel’s findings in a simple way. Key messages should reflect the recommendations and their justifications.

Plenary 2

- **Objective:** Voting recommendations

Instructions given to participants:

1. Press a button in the tablet
2. Scan a QR code to access the link of the form with the Stream’s recommendations
3. Check your Personal Identification Number (PIN) that is behind the tablet
4. Introduce the PIN in the form

5. Vote thumb up or thumb down for each of the recommendations in each Stream and submit

6. The recommendations with 70% or more thumbs up from the votes cast are adopted.
Annex II: Experts and Fact-checkers inputs to support the fact-checking process

The experts and fact-checkers input was coordinated by the so-called “Knowledge and Information Centre – KIC”, consisting of members of the Common Secretariat and the deliberation group. Whenever participants, facilitators, observers or attending experts detected a need for factual clarification, this was communicated to the KIC, which redirected the question to the appropriate expert and/or fact-checker.

A number of experts onsite and online followed the subgroups’ deliberations in order to be able to trigger fact-checking. Besides, experts from the three Institutions were on call in order to reply to fact-checking questions in their respective fields of expertise, in particular as regards already existing regulatory and other policy instruments.

Experts and fact-checkers were requested to respond within a very short delay by returning as clear a text as possible which could be transmitted by the facilitator to the participants upon approval by the KIC. The experts below were available, not all received questions and some could provide input under various streams.

List of experts onsite and online:

Experts for Stream 1: Working in Europe

- Barbara Gerstenberger, Head of Unit, Working Life, Eurofound
- Massimiliano Mascherini, Head of Unit (ad interim), Social Policies, Eurofound
- Sebastian Heidebrecht, (also Stream 5) Assistant Professor, Centre for European Integration Research (EIF) University of Vienna
- Leonie Westhoff, Associate Researcher, Centre for European Policy Studies (CEPS)

Experts for Stream 2: An Economy for the Future

- Daniel Gros, Member of the Board and Distinguished Fellow at the Centre for European Policy Studies (CEPS)
- Allesandro Giovannini, Team Lead Economist in the Directorate General International and European relations at the European Central Bank
- Gianluca Sgueo (also Stream 5), Senior Associate Fellow and Adjunct Professor at the Brussels School of Governance (BsoG)

Experts for Stream 3: A Just Society

- John Hurley, Acting Head of Unit, Employment Unit, Eurofound
- Nicolas Defaye, Policy Officer, European Federation for Family Employment & Home Care
- Paul Ginnell, Director of the European Anti-Poverty Network (EAPN) Ireland
- Elizabeth Gosme, Director, COFACE (Confederation of Family Organisations in the European Union)
Experts for Stream 4: Learning in Europe

- **Jimmy Jamar**, Secretary General, Europa Nostra
- **Charis Hughes**, Senior Communications & Impact Research Officer Léargas (Ireland’s Erasmus+ National Agency)
- **Jemma Lee**, Senior Support and Development Officer Léargas (Ireland’s Erasmus+ National Agency)
- **Amélia Veiga**, Assistant Professor, University of Porto
- **Andrea Lapegna**, Communication & Campaign Coordinator, Lifelong Learning Platform (LLP)
- **Altheo Valentini**, Chair of the Board “All Digital”
- **Giuseppina Tucci**, Secretary General, Organising Bureau of European School Student Unions (OBESSU)
- **Selina McCoy**, Associate Research Professor at the Economic and Social Research Institute (ESRI) and Adjunct Professor at Trinity College Dublin
- **Gabriela Martinez Sainz**, Ad Astra Fellow and Assistant Professor, University College Dublin

Experts for Stream 5: An Ethical and Safe Digital Transformation

- **Rosanna Fanni**, Associate Researcher & Digital Forum Coordinator, Centre for European Policy Studies CEPS
- **Bart Preneel**, Head of Computer Security and Industrial Cryptography group KU Leuven
- **Vasiliki Artinoupoulou**, Professor in Criminology in the Sociology Department of Panteion University of Social and Political Sciences, Athens
Annex III: Other recommendations that were considered by the panel and not adopted

Stream 3: A Just Society

Substream 3.2 Equal Rights

We recommend that the EU creates a mechanism to ensure the monitoring and enforcement of minority rights (e.g., a portal or office where people might lodge complaints).

We recommend this because we believe that every individual can express their opinion and has the right to seek and receive help. Such an office is necessary in order to reduce the tension between minorities and the majority.

Substream 3.3 Fairness / Substream 3.4 Access to Sports

We recommend that the EU should raise awareness of physical activity by "role modelling" through public figures (e.g., Parliament events should include some form of physical activity or gesture for a few seconds like stretching, walk the talk or jumping).

We recommend this because engagement from public figures on physical activity will raise awareness.

Stream 5: An Ethical and Safe Digital Transformation

Substream 5.3 Data Protection

We recommend creating a Web ID that will store personal and sensitive data but will make it available only to the authorities and the police. Online platforms and sellers will use online code associated with a Web ID and the data that is relevant for a given activity. The default setting for data sharing through this ID should be non-consent. The data should be only given to the parties directly involved and not a 3rd party. If the data is given to a 3rd party a citizen should be able to easily opt out. The data should be available only for a limited time or a specific transaction. The authorisation to use data should have expiration or clear definition on what actions that can be taken by a company with this data.

We recommend this because at the moment companies can harvest all the data including personal and sensitive data and can use it for many purposes without disclosing how and why exactly. So, the actors get more information than they actually need to provide us with services and then can re-sell or re-use other data without our consent. At the same time it will guarantee accountability of internet users while preserving their relative anonymity.
Annex IV: Grouping of Orientations

Stream 1: Working in Europe

Subgroup 01 (1.1. Labour Market)
   1. 1.1.1.1: A proactive EU economic policy to better control globalization.
   2. 1.1.1.2: A "Magna Carta" should be adopted regulating all central topics in the area of work.
   3. 1.1.1.3: National implementation of EU regulations is a problem.
   4. 1.1.2.2: Entrepreneurial freedom must not be limited too much.
   5. 1.1.2.4: Right to jobs for all.
   6. **Grouping (3 orientations)** 1.1.2.1: There should be a harmonization of workers' rights and working conditions. 1.3.1.4: Try to keep European, higher quality standards in work organization and workers’ rights. 1.3.1.7: Implement a growing coordination in labour policies between European countries.
   7. 3.2.3.2: We recommend that the EU establishes an institution to monitor working conditions in all Member States.
   8. 1.1.3.1: Support formation of trade unions.
   9. **Grouping (4 orientations)** [1.1.4: Work-life balance] 1.1.4.2: Care (children, elderly) must be improved to enable better work-life balance. 1.1.4.5: Other forms of families shall not be ignored. This also applies to families who look after disabled people. 1.1.4.1: The gap between public and private sector needs to be closed. 1.1.4.4: Great urgency in the implementation of EU guidelines in national law.
   10. **Grouping (2 orientations)** [1.1.5: EU Action Plan on social rights] 1.1.5.1: The Action Plan should be made legally binding so that national governments are obliged to implement it. 1.1.5.2: More information for citizens in these decisions.
   11. **Grouping (3 orientations)** 1.1.2.3: The EU should establish a European minimum salary - 3.2.3.1: We recommend that the EU moves towards adopting a Europe-wide minimum wage. 1.1.7.3: Before an unconditional basic income, the EU has to establish a minimum wage.
   12. 3.2.5.4: We recommend that the EU focuses on establishing a standard working time per week (shorter and uniform) to ensure improved and equal treatment of European citizens and their families.

Subgroup 06 (1.2. Youth and Employment)
   13. 1.2.1.1: We propose to give students from high school the opportunity to gain different experiences in various work environments and / or in social projects so that they gain insight into the labour market. In a later study phase, we propose that this is more focused in function of their interest and training. In this way they learn the importance of responsibility and gain insight into their possible future and get respect for the different professions.
   14. **Grouping (4 orientations)** 1.2.1.2: We propose to stimulate companies and organizations to provide internships by granting them tax and/or other benefits. 1.2.5.1: In remote areas, local schools, governments, organizations and companies must work closely together to realize that those internships are also effective. 3.3.4.1: Promote the access to the first job, and internships for professional education and higher education. 1.3.3.6: Create programs to bring young people closer to businesses.
15. **Grouping (3 orientations)** [1.2.2: *The loss of non-digital skills and social competencies needed for the labour market.*] 1.2.2.1: Social competencies are: learning to interact with each other, listening to each other, tolerance, encourage dialogue, resistance, understanding, respect and appreciation for others. 1.2.2.2: Train the trainer: Teachers must first be aware of these social skills and are trained to guide young people therein. Train the trainer. 1.2.2.4: Young people must be encouraged to be independent in society. That is why they must be encouraged to permanently do self-study, thinking critically and remain curious. With attention to all the different layers in society.

16. **Grouping (3 orientations)** [1.2.3.1: Education must be better tailored to the changing needs in the labour market. Therefore, teachers must gain a better understanding of those needs. We propose to organize regular consultations between policy, education and business to identify the needs.

17. **Grouping (3 orientations)** [1.2.3.2: Mutual recognition of diplomas and the standardization of training in the EU should be better harmonized. 3.3.3.2: That the EU academic degrees are validated in all EU countries. 2.1.2.2: We recommend that professional qualifications (such as licenses) are fully transferable and recognized across all EU Member States.

18. **Grouping (3 orientations)** [1.2.4: Which lessons can we learn for the future with regard to the missed training, internships and access to the labour market raised by the COVID-19 crisis, which are more impactful to young people and the weakest in society.] 1.2.4.1: Proposal for the reactivation of the programs that were already installed before the pandemic: Unfortunately, some links to these programs, available on the EU website, are no longer up to date. Europe should also provide programs for children under the age of 18. 1.2.4.2: The EU should communicate better about the various programs that it launches for the pandemic recovery, e.g. The ALMA program. 1.2.4.3: Due to the pandemic there is less mobility possible for young people to work in other Member States. That is why we must accelerate digital programs to promote that exchange

19. **Grouping (3 orientations)** [1.2.4.4: The disadvantages that the students have by prolonging their studies because they have not been able to do an internship should be minimized. Disadvantages are, for example: costs, study renewal, delays in accession to the labour market.]

20. **Grouping (3 orientations)** [1.2.4.5: Governments must be able to respond faster and more flexibly when urgent circumstances such as a crisis arise. We propose that lessons are learned and new scenarios are made to be more flexible at the next urgency. (regarding work, education, ...)]

**Subgroup 15 (1.3. Digitalization at Work)**

22. **Grouping (5 orientations)** [1.3.1.1: Try to retain work in Europe. 1.3.1.2: Establish incentives and draft legislation that helps keeping jobs in EU / European countries based on the European recognized quality. 1.3.1.5: Encourage European companies take charge of a greater social responsibility while maintaining headquarters in Europe. 1.3.1.8: Measure how many jobs can be relocated every year towards non-European countries. 1.3.1.6: Tax the delocalization as a last resort.

23. **Grouping (5 orientations)** 1.3.1.3: Try to achieve comparable levels of wages between producer countries at the international level.

24. **Grouping (5 orientations)** 1.3.2.1: Harmonize the smart working regulation at a European level and check its compliance. 1.3.2.8: Harmonize the smart working regulation at a
European level and check its compliance in workplaces. 1.3.2.5: Harmonize the smart working at a European level by providing the hours of operations, availability, rest (right to disconnection) and also check the regulations’ compliance. 1.3.2.6: Harmonize and check availability even in periods of holidays in the event of emergencies. 1.3.2.7: Harmonize the smart working regulations at a European level and try to avoid the exclusion of smart workers from social life.

25. **Grouping (3 orientations)** 1.3.2.2: Give decision-making power to employees in relation to their work organization at home (e.g., families with children). 1.3.2.4: Draft contracts with clear and standardized conditions indicating which tasks have to be done from home and which not. 4.2.3.1: We recommend to promote round tables with schools, companies, politics, health department, psychologists, sociologists and to regulate online education and online work by law.

26. 1.3.2.3: Reduce working time and increase its effectiveness through technology.

27. 1.3.3.7: Create new jobs in platforms management.

28. **Grouping (4 orientations)** 1.3.3.8: Create digital exchange platforms for retired people. 1.3.3.9: Encourage digitalization for the reskilling of workers (i.e. maternity). 1.3.3.10: Enrich the digital training platforms with different contents, in different knowledge fields. 1.3.3.11: Create different platforms by topic and make it easy to use.

**Stream 2: An Economy for the Future**

**Subgroup 02 (2.1. Innovation and European Competitiveness)**

29. 2.1.1.1: We recommend that the EU invests in research and innovation for developing new materials and resources, or those with the smallest environmental footprint.

30. **Grouping (5 orientations):** [2.2.1: Our production methods are too polluting. How to review our production techniques to make them more virtuous?] 2.2.1.4: Develop immediate impact actions in the short term. 2.2.1.1: We suggest new regulations for production techniques (on the life of the products, greenhouse gas emissions, adaptation to living system boundaries), including subsidies to encourage companies that wish to develop green techniques. 2.1.1.4: We recommend providing stronger support for companies that invest in lowering the environmental costs of their production process, as well as invest in developing less environmentally costly products. 2.2.1.5: Encourage a recycling economy, also in industry and energy. 2.2.2.4 We recommend actions for energy recycling.

31. **Grouping (4 orientations):** 2.1.4.1: We recommend that the EU directs more effort to implementation of research results, so that they don’t remain on paper only. 2.1.4.2: We recommend that research results are organized into publicly available, free, and centralized databases. 2.1.5.1: We recommend that there is a system for scientists who research similar phenomena to pool their resources together. 2.1.5.2: We recommend that the EU reserves funds to finance specific areas of research.

32. **Grouping (5 orientations):** 2.2.3.1: Increase the solar energy part in energy production in the EU, including by promoting small-scale energy production at the individual level. 2.2.3.2: Develop and invest in wind energy. 2.2.3.3: Develop hydrogen energy. 2.2.3.4: Use seawater
to produce electricity. 1.3.4.1: Encourage the production of primary energy from renewable sources to power digital devices.

33. **Grouping (3 orientations):** 2.2.4.1: Reduce the number of intermediaries between production and consumers. 2.1.1.3: We recommend trying to shorten the supply chains and depend less on materials imported from other parts of the globe. Invest in local resources. 1.3.4.11: Explore the opportunity to extract raw material and produce digital devices in Europe closing the production chain.

34. **Grouping (2 orientations):** 2.2.4.2: Need to change the paradigm of "supply and demand" for a paradigm of needs and limits. You have to get out of the paradigm of profit search as an economic end. 2.2.7.2: Exit the paradigm of growth..

35. 1.3.4.3: Establish incentives for energy-widespread production (companies, families)

**Subgroup 07 (2.2. Sustainable Economy / 2.3. Taxation)**

36. **Grouping (5 orientations):** 2.2.1.2: We suggest measures to reduce waste and therefore the impact on the environment of polluting industries. In particular, we suggest constraining companies to produce more intelligently (methods, ethics, materials). 2.2.4.3: Create a law on plastics containers to reduce them. 2.4.2.1: Ensure more recyclable packaging. 1.3.4.6: Check the impact of digital waste. 1.3.4.8: Establish also a compliance check of the legal framework on digital devices waste.

37. **Grouping (3 orientations):** 2.4.6.5: Legislate to prohibit the big box stores to throw away consumable food and let it benefit the people who need it. 2.4.6.1: Win-win schemes (supermarket surpluses sold at lower prices to solidarity grocery shops and then to lower income consumers) with tax benefits. 2.4.6.2: Planning, distribution and allocation ().

38. **Grouping (3 orientations):** 2.2.2.1: Promote a zero-waste program and educate consumers. 2.2.4.4: Encourage people to adopt more responsible behaviors. 2.4.6.3: Aiming at changing consumers habits and demands towards products that can be produced sustainably (on terms of quantities)

39. **Grouping (5 orientations):** 2.2.2.2: Support more recycling in Europe: In particular we suggest developing the recycling of technological tools like phones, especially with promotions on second-hand purchases. 2.1.1.2: We recommend that the EU focuses on and invests in ways to utilize existing resources in the most efficient way (for example recycling). 2.5.5.1: Finance work and research activities to adapt devices instead of replacing devices. 1.3.4.2: Invest in research, in European production, in recycling of devices (batteries, other). 1.3.4.7: Stimulate citizens to recycle digital waste.

40. **Grouping (2 orientations):** 2.2.2.3: We must fight against the programmed obsolescence, including by promoting responsible consumption, by choosing products that have a longer life (technology, clothing). 2.1.3.3: We recommend taking action against "planned obsolescence".

41. **Grouping (2 orientations):** 2.2.5.1: Regulate Bitcoin-mining. 1.3.4.12: Evaluate the environmental impact of the cryptocurrencies that require waste of energy not produced in a sustainable way.

42. 2.2.6.1: Set greenhouse gas emission targets at the regional level.

43. **Grouping (2 orientations):** 2.2.8.1: Rethinking transportation infrastructure to promote the use of public transport and soft mobility. 1.3.4.4: Encourage public transport.
44. **Grouping (2 orientations):** 1.3.4.9: Check the environmental impact of rare earth extraction. 1.3.4.10: Check the impact on labor of the extraction of rare earth, (in particular child labor).

45. **[2.3.1. Taxation is not socially just: how to make it more socially right?] 2.3.1.3:** We recommend the introduction of new taxes.

46. **[2.3.1. Taxation is not socially just: how to make it more socially right?] 2.3.1.1:** We recommend a standardization of the European tax system.

47. **2.3.1.2:** Better education around the taxation issue and better information on how taxes are used.

48. **Grouping (5 orientations):** 2.3.1.4: Use taxation on non-green energies to change production and consumption patterns and energy model. 2.1.1.5: We recommend taxing environmentally harmful and unsustainable companies higher than environmentally responsible ones. 2.3.1.5: We recommend taxing crypto currency. 2.3.1.6: We recommend taxing fuel. 1.1.6.1: Tax exemption for locally grown or produced goods.

49. **Grouping (6 orientations):** 2.3.2.1: We recommend the implementation of a tax benefit for new businesses to sustainable methods. 2.3.2.2: Creation of a progressive tax system for small and medium-sized enterprises based on business income. 2.3.2.3: A clearer European aid to the creation of new companies. 1.1.6.2: Protect SMEs better. An EU office could support here, e.g., with information, legal assistance. 1.1.6.3: Set better incentives for risky activities. 1.1.6.4: Start-ups in the local economy: System of loans supported by large banks. Also, support for local legal advice.

50. **2.3.2.4:** Legalization of soft drugs like cannabis.

51. **Grouping (4 orientations):** 2.3.3.1: Uniformize how social and environmental responsibility is implemented by private and public enterprises throughout Europe. 2.3.3.2: Penalizing taxation for companies that do not meet these standards. 2.3.3.3: A reward for companies that meet these standards and adopt a sustainable transition. 2.3.2.5: Impose criteria for transparency on multinationals.

52. **Grouping (3 orientations):** 2.3.4.1: Establish a concrete tax to avoid relocation in favor of tax evasion. 2.3.4.2: European taxation of large international companies. 2.3.4.3: European business taxation (foreign) on those who do not pay a tax in the place of production of wealth.

**Subgroup 08 (2.4. Agriculture / 2.5. Digital Infrastructure)**

53. **Grouping (2 orientations):** 2.4.1.1: Penalize less healthy foodstuffs (taxes). 2.4.1.2: Taxes on “luxury” type food.

54. **2.4.1.3:** Product evaluation should be based on 2 criteria (health and environmental sustainability).

55. **2.4.1.4:** Develop social and solidarity grocery stores reserved for low incomes.

56. **Grouping (4 orientations):** 2.4.2.2: Establish a fraud repression system at the European level. 2.4.2.3: Establish sanctions for products that do not have a compliant label. 2.4.2.4: Clearly state all ingredients all that is content in a visible way (allergies especially). 2.4.2.5: Use existing technologies to identify the production chain of foodstuff (be informed on the origin of all inputs). Carry out analyses by independent agencies for feeding livestock (establish a monitoring system); Imported products should have the same quality requirements as European products.
57. 2.4.3.1: Develop and promote sustainable crops without reducing uncultivated preserved land portion (without GMO). Precision techniques, vertical techniques.

58. **Grouping (5 orientations):** [2.4.4: *Take into account the complementary productions of the countries of the Union and the local aspect]* 
2.4.4.1: It would require coordination between farmers (production type choices, quantities, and financial impact of these choices). 2.4.4.2: Strike a balance between feature-based production and local production. 2.4.4.3: Do not do everything everywhere, adapt to the field characteristics. 2.4.4.4: Research and development on what can be cultivated according to the regions (climatic conditions). 2.4.4.5: Supporting the local producers by organizing distribution methods (direct transaction from producer to consumers).

59. **Grouping (3 orientations):** 
2.4.5.1: Plant flowers in other places to encourage biodiversity.
2.4.5.3: Implement late mowing systems on the maintenance of public spaces (roadsides, small green spaces). Wild meadows should have time to grow. 2.4.5.4: Planting plants that protect productions and promote insects that protect productions. Convince farmers to use these techniques.

60. 2.4.5.2: Reduce use of pesticides by precision techniques (e.g., use of drones) especially in large productions.

61. **Grouping (6 orientations):** 
2.5.1.1: Introduce an internet tax, for example, like the TV tax, and the state would force operators to provide internet to users. Let the states pay for the service from tax funding. 2.5.1.2: Free roaming in all European countries (access to the Internet and phone call services at the same price in another EU country). 2.5.1.3: Support/financial aids to low-income households. 2.5.1.4: Minimum service, basic at the lowest price possible. 2.5.1.5: Cyber centers: Computer relay points as free public services available to the inhabitants of the town (in buses, trains, libraries etc.). 1.3.3.4: Increase people’s access to digital devices, all children must have equal access to digitization.

62. 2.1.3.4: We recommend that the EU takes an active role to prevent the rise of tele-com monopolies and monopolies among internet providers.

63. **Grouping (5 orientations):** [2.5.3: *Infrastructures. Access to the networks must be solved before the problem of costs. There are many inequalities*] 
2.5.3.1: The objective should be to have no "white zones". There should be no area without access to network. 2.5.3.2: Promote operators who cover all territories (tax cuts, contributions). And even oblige to cover the entire territory to have the concession. With a goal in the calendar. Deadline for operators to provide network access in the entire territory. Ensure that the operator who holds the lines cannot be the operator who provides the service. 2.5.3.3: Simplify and clarify operators and services available. 2.5.3.4: Use road infrastructure to add digital infrastructures. 2.5.3.5: Accept that there are areas without access.

**Stream 3: A Just Society**

**Subgroup 03 (3.1. Social Security)**

64. 3.1.1.1: We recommend to ensure cooperation between EU Member States in health care research. At the same time, it is necessary to ensure communication and disclosure of progress in medicine at EU level.
65. 3.1.1.2: We recommend common health and social policy and allocated budget at EU level to ensure the same health and social security conditions in all Member States, equal conditions for doctors.

66. **Grouping (2 orientations)** 3.1.1.3: Allow motion of patients to be treated in other countries where treatment is available - Ensure cooperation between EU Member States. 3.1.1.8: We recommend supporting hospitals to specialize in order to limit patient transport to other countries.

67. 3.1.1.4: Full coverage of medications prescribed by doctors for socially deprived.

68. 3.1.1.5: We recommend the EU to deal with the dignified end of life: euthanasia.

69. 3.1.1.6: Pan-European right to decide on the life of an unborn child.

70. 3.1.1.7: We recommend that the EU issues a directive that orders Member States to allocate a certain budget for social services.

71. 3.1.1.9: We recommend that the EU ensure access to health and social security for victims of domestic violence.

72. **Grouping (3 orientations): [3.1.9: Mental health] 3.1.9.1: It is important that preventive programs exist. 3.1.9.2: Shortened working hours and programs for aligning personal and working life. 3.1.9.3: We recommend promoting research in the field of influence of legalization of marijuana to mental health.

73. **Grouping (4 orientations): [3.1.3: Homeless children: a lengthy adoption process within the EU, children grow up in children’s homes, faster adoption from outside the EU, an impossibility for homosexual couples adopting children]**. 3.1.3.1: We recommend that the EU ensures acceleration of adoption procedures. 3.1.3.2: Maintain a child’s rights, ensure that they have a dignified home in society. 3.1.3.3: Unification of legislation between Member States: When is the child released for adoption? 3.1.3.4: We recommend to compare best practices from elsewhere (even outside the EU) and inspire.

74. **Grouping (7 orientations):** 3.1.3.5: Support organizations that work with young people and families (give them more resources and help to better exercise their work). 3.1.5.1: We propose that the EU introduces support means for increasing natality. The European Union should promote people’s right to be parents, support them in parenting - work protection, parental support. 3.1.7.1: We propose that it is important to focus on social support for families as a whole: to ensure a “social bumper” so that young people can participate in active life as soon as possible and older people could retire. It is also needed to support younger members of the family who care about older family members, etc. 3.1.7.2: We propose to ensure support for socially weaker young families and ensure information about available support: support for education and digital literacy, education equipment, availability of interest and educational rings, etc., mention it in the media. 3.1.7.3: We propose to support women on maternity. 3.1.7.4: We propose to provide financial support for young people for housing (cheaper loans, etc.). 3.3.2.1: Support motherhood / paternity (especially in youth).

75. 3.1.4.1: Focus on mental health protection for care providers.

76. **Grouping (3 orientations):** 3.1.5.2: We need to ensure sustainability of the pension system, we propose to consider funding pensions from multiple sources. 3.1.5.3: We propose that pensions are linked to minimal income. 3.1.5.4: Harmonized pension system at European level for all.
77. 3.1.5.5: We recommend affordable retirement homes and centres for older patients with specialized care (example people with Alzheimer).

78. **Grouping (6 orientations):** 3.1.7.5: We recommend to ensure universal income and standard of living. 3.1.7.6: The problem of social exclusion of persons who could be active in society: social support for disadvantaged and ill. 1.1.7.4: The basic income must be coupled to a regulation of migration. 1.1.7.5: The basic income is meaningful as a concept and has the potential to enable decent life. 1.1.7.1: There should be a contract that takes into account different aspects. The European Union should monitor compliance. 1.1.7.2: It is of central importance to adapt this accordingly to the respective national context.

**Subgroup 11 (3.2. Equal Rights)**

79. **Grouping (6 orientations):** 3.1.8.1: Regulation of rent prices and sales price of housing. 3.1.8.2: We propose to support housing in smaller cities and villages closer to large cities where there is access to work. 3.1.8.3: We propose a way of promoting social leasing, available for young people (an example of subsidies for Member States for the construction or subsidy to support rentals) - not the construction of social flats to buy, which must be built, rather social support for rent. 3.2.2.1: We recommend that the EU supports the establishment of state mortgage guarantee mechanisms (for new homes) at the Member State level through the European Central Bank. 3.2.2.2: We recommend that the EU financially supports access to housing for European citizens who are most in need (e.g., support for young families, families with children, elderly, other categories of vulnerable citizens, etc.). 3.2.2.3: We call on the European Commission to recommend that the Member States organize local referendums on the maximum levels of rents.

80. 3.2.1.1: We recommend that the EU creates a mechanism to ensure the monitoring and enforcement of minority rights (e.g., a portal or office where people might lodge complaints).

81. 3.2.5.1: We recommend that the EU takes steps to ensure that all families, regardless of the characteristics of their members, enjoy equal rights in all Member States.

82. **Grouping (2 orientations):** 3.3.1.1: Promote fair salaries (also taking into account the offshoring of companies within the EU). 3.3.1.2: Reduce the gender salary gap.

83. **Grouping (2 orientations):** 3.3.3.1: Promote equity and gender equity in education. 3.3.3.3: Equity in access to quality and comparable education in different states.

**Subgroup 12 (3.3. Fairness / 3.4. Access to Sports)**

84. **Grouping (3 orientations):** 1.1.4.3: There is still a strong inequality between women and men. 1.1.5.4: Equal opportunities for all (sex, sexual orientation, religion, disabled persons, ...). 1.1.5.3: Gender equality must be driven forward. This also applies to equal pay. Transparency of wages is essential.

85. **Grouping (2 orientations):** 3.3.1.1: Promote fair salaries (also taking into account the offshoring of companies within the EU). 3.3.1.2: Reduce the gender salary gap.

86. **Grouping (2 orientations):** 3.3.3.1: Promote equity and gender equity in education. 3.3.3.3: Equity in access to quality and comparable education in different states.
87. **Grouping (5 orientations):** 3.4.1.1: Reduce social and gender gap in access to sport and physical activity. Encourage the use of the body in everyday life. 3.4.1.2: Awareness of the importance of physical activity. Ensure that public institutions offer quality and diversity in sports services. EU: Generate guidelines for countries to go in this direction. 3.4.1.3: Integrate sports and physical activity within the National Health Service (Physical and Mental Health). 3.4.1.4: Diversity of sports for the development of different capacities. 3.1.9.4: Promotion of a healthy lifestyle.

88. 3.4.1.5: Look for creative ways to link technological leisure and physical activity (applications that allow gathering different people to practice sports, face-to-face or online).

**Stream 4: Learning in Europe**

**Subgroup 04 (4.1. European Identity / 4.2. Digital Education)**

89. **Grouping (2 orientations)** 4.1.1.2: We recommend strengthening the sense of belonging through more information about European institutions and member states. 1.3.3.3: Strengthening identity and European culture through digital platforms.

90. 4.1.1.3: We recommend more participation opportunities, e.g. through citizens’ forums.

91. **Grouping (2 orientations):** 4.1.2.3: We recommend more digitization in classrooms (e.g. transnational classes coming together in virtual space). 4.1.3.1: We recommend making existing programs (competitions, tournaments) more European.

92. **Grouping (2 orientations):** 4.1.4.1: We recommend promoting multilingualism at a very early age. 1.3.3.5: Create platforms helping study of foreign languages connecting young people at a European level.

93. **Grouping (2 orientations):** 4.1.5.1: We recommend that an overarching European subject (history, politics, civics) be introduced in all member states. 4.1.1.4: We recommend that there are common success stories (e.g. fighting pandemics, achieving peace) and benefits from things the EU has done so far are promoted as educational materials in schools.

94. 5.4.1.4: Study and investigate whether in all Member States the infrastructure necessary for digital education is at a similar level (do all schools have computers, fiber connection etc.?)

95. **Grouping (2 orientations):** 4.2.2.1: We recommend that the EU promotes materials and training for all citizens, especially for citizens who do not have IT skills. 5.1.4.1: Teach how to use digital tools at school, but also include the media on these issues because they have an important role to play in digital awareness.

96. **Grouping (3 orientations):** 1.3.3.1: Create a common framework of training courses at a European level through digital platforms. 5.3.3.4: Establish universal baseline of what minimum digital literacy should be. 5.3.6.2 Create benchmark information for the EU and increase access to technology through educational programmes/institutions.

97. **Grouping (7 orientations):** [5.1.1: Preventing the negative impact of the digital world]

4.2.4.1: We recommend raising awareness of the dangers for young people through IT training and apprenticeships, as a school subject. 5.1.1.1: We need to integrate a pedagogy based on digital tools at school. 5.1.1.2: There is a need for education on digital tools and their issues in schools at European level. 5.1.2.1: We need clearer and more explicit pedagogy to educate people about the use of the Internet (see issue 1 on education). We recommend ethics courses on internet use. 5.3.3.2: Specific curriculum for younger
generations (in schools and at home). 5.1.4.1: Teach how to use digital tools at school, but also include the media on these issues because they have an important role to play in digital awareness. 5.1.3: Create joint training spaces for minors and their families in schools, so that they learn together.

98. 4.2.4.2: We recommend that innovations become part of digital education and are promoted more strongly.

99. **Grouping (8 orientations):** 5.3.3.1: Tailored classes for older citizens and provide assistance services. 5.3.3.3: Support of non-native tech users in acquiring up-to-date knowledge about tech use. 5.3.3.5: EU should support educational (intergenerational) programs where younger people teach older people how to operate in the digital sphere. 2.5.2.1: Awareness and information campaign initiative, training to develop their skills and competences. 5.4.1.2: An organization / institution that teaches the elderly to make healthy use of the Internet. 2.5.2.2: Mutual support as a kind of power of attorney to someone who can handle administrative activities on the Internet on behalf of someone else. 2.5.2.3: Present the computer tools as a way to keep in touch with others including with grandchildren and children. Address trust with something more playful for seniors. 2.1.3.5: We recommend that the EU puts effort into making technology more accessible to the older generations.

**Subgroup 13 (4.3. Cultural Exchange / 4.4. Environmental Education)**

100. **Grouping (4 orientations):** 4.1.1.1: We recommend strengthening the sense of belonging through cultural, professional and social exchanges (including sports), e.g. through work camps and meeting places. 4.1.1.5: We recommend that the EU promotes cultural programs and exchanges more. 4.1.2.2: We need even more exchanges (culture, music, discovery) and funding. 3.2.4.1: We recommend that the EU develops community-based programs or projects for intercultural exchanges for young Europeans in school and companies (including through online interactions).

101. **Grouping (3 orientations):** 4.3.1.1: We recommend that the EU helps enable people from less privileged economic backgrounds to have access to exchange through scholarships and budgetary support to schools. 4.1.2.1: We recommend developing programs and offers which are made accessible for all age spectrums (regardless of background, age, education) of the population. 4.5.1.3: The Erasmus program should be easily accessible to all.

102. **Grouping (3 orientations):** 4.3.1.2: Improve information (for European exchange programs) available in schools. 4.3.1.6: We propose that the EU develops a handout for information on educational systems of member states. 4.3.2.1: We recommend that the EU should use people who already went on exchange to actively promote it as ambassadors.

103. 4.3.1.3: We recommend a Common EU platform for coordinating exchange, including information on school systems of other countries, and involve companies in the structure, as they could be taking students as interns.

104. **Grouping (2 orientations):** 4.3.1.4: Build a program for schools or classes to visit other EU countries. 4.3.1.5: A Common EU format for exchange "classes".

105. **Grouping (2 orientations):** [4.4.1: There is a lack of involvement from EU citizens in climate change and sustainability] 4.4.1.1: We recommend that the EU does more to facilitate knowledge sharing on best practice in sustainable practices. Exchange of knowledge and technology across educational, government and business organizations. 4.4.1.2: We
recommend that more concrete advice comes from the EU level to citizens, on what is actually a sustainable choice as a consumer/individual.

106. **4.4.1.4:** We recommend that the EU hosts a challenge on sustainability for schools from all member states.

107. **Grouping (7 orientations):** 4.4.2.1: We recommend that educational teaching programs focus more on projects that bring kids into contact with the environment and climate, and also try to develop solutions. 4.4.2.2: We recommend that sustainability is integrated into the curricula of other subjects in schools across the EU. 4.6.2.1: We recommend that education on the environment is part of school curriculum from an early age and for every person within the EU. 2.2.1.3: Educating producers, students in these fields, so that professionals are aware of the issues and adopt more virtuous means and production techniques. In particular, we suggest inclusion in curriculums of a course on ecological education. 4.4.1.3: We recommend that more concrete and local knowledge on how citizens' behavior affect their environment is shared with them directly. 2.2.7.1: Introduce an ecological citizen education course. 2.4.6.4: Educate from the youngest age on waste and consumption of local and seasonal products.


108. **Grouping (2 orientations):** 4.5.1.4: Equal access to all for third level education. Lack of this interferes with equal access. 4.5.2.1: Equality of access to free education across the EU.

109. **4.5.3.1:** We recommend that life skills including sexual health issues, should be taught in schools at all levels. Opposing voices should be countered with voluntary classes providing factual sexual education.

110. **4.5.4.1:** Funding and access to funding or scholarships across the EU is vital to ensure equality of education and access equal technology.

111. **Grouping (4 orientations):** 4.5.5.1: Greater support to teachers as individuals. 2.1.6.1: We recommend that teachers receive continuous training and share best practices across borders. It could happen through conferences, digital platforms, etc. (on EU level). These solutions should be heavily promoted and publicized. 2.1.6.2: We recommend incorporating up-to-date scientific findings about the most effective ways of learning into teaching practices across the EU, as well as continuous research into it. 2.1.6.3: We recommend creating a coherent, European system of quality control with regards to teaching practices.

112. **Grouping (4 orientations):** 4.6.1.1: There should be a uniform standard of education across all European schools. 4.5.1.1: A uniform regulated standard of teaching across Europe. At primary and secondary level. 1.3.3.2: Harmonize training courses contents at a European level to achieve an homogeneous educational level (e.g., languages). 2.1.2.1: We recommend that the EU adopts common values in education and a unified grading system for increased student mobility.

113. **Grouping (2 orientations):** 4.6.3.1: We recommend that one common European language English was taught which would make education on the environment and all other matters across Europe much easier to deliver. 4.5.1.2: There should be one single European language taught across all primary schools in the EU, funded and paid for by the EU member states.
Stream 5: An Ethical and Safe Digital Transformation

Subgroup 05 (5.1. Democratization of Digitalization / 5.2. Cyber Security)

114. **Grouping (6 orientations):** 2.1.3.1: We recommend that the EU aims to make opportunities and technological development more equal across all member states. 2.1.3.2: We recommend sustainable and smart re-distribution of existing technology (i.e. devices).

4.2.1.1: We recommend that the EU must ensure that all citizens have technical access (network and terminals) and that the digital infrastructure is developed in the countries (taking into account the purchase of equipment that can be reused). 4.2.1.3: We recommend that the subject must be subjected to the aspect of sustainability. 5.1.3.1: We recommend investing in digital innovation so that each European can have access to equipment at the local level. 5.3.6.1: Fund support programs for those who do not have hardware and an opportunity to acquire it.

115. 4.2.1.2: We recommend that the EU enshrine the right to the internet.

116. 4.2.2.2: We recommend that the EU makes tools (writing programs, educational platform) freely available for use. For this purpose, either own programs should be developed or existing programs (e.g. Office) should be made available for all.

117. 5.1.4.2: Have a single Internet network in all EU countries.

118. 5.1.4.3: Any information present online must be able to be reported offline.

119. 5.1.5.2: Create a common cloud for European companies.

120. 5.1.5.3: Create a European social network, made by Europeans for Europeans.

121. 5.1.6.1: Simplify and explain the algorithms used by the AI to ensure better social acceptance.

122. **Grouping (2 orientations):** 5.1.2.3: We need to strengthen the fight against abuse on the Internet. We recommend creating an organization close to the police, specialized in digital aspects, that can identify people on the Internet, and detect unacceptable behaviours. 2.5.4.1: Expert organization that can guarantee security, coordinated on a European level. Intervention brigade with very important powers.

123. **Grouping (3 orientations):** [5.2: Cyber Security] 5.2.1.4: Take example of countries that have experienced solutions that have worked (example of the education system in Finland). [5.4: Healthy Digitalization] 5.4.1.1: Set up a 2-year pilot project that applies the Finnish educational model in all Member States and then evaluate its results. [5.4.2: How do we fight all the damage generated by the combination of “fake news”, the power of algorithms and poor data privacy?] 5.4.2.7: Set up a 2-year pilot project that applies the Finnish educational model in all Member States and then evaluate its results.

124. **Grouping (2 orientations):** 5.2.2.1: We suggest more cooperation between companies and countries of the European Union, and to put in place global actions and a global agreement on cybersecurity. 5.2.4.1: We propose to strengthen collaboration between websites / platforms and authorities to identify and follow these acts of cybercrime more systematically. It is important to make visible the work of all "behind the scenes" actors.

125. 5.3.2.2: New regulations on digital advertisement.

126. **Grouping (3 orientations):** [5.2: Cyber Security] 5.2.3.2: We propose the establishment of European multi-network awareness campaigns adapted to the different types of users (young people, more users). 5.3.3.6: Create special educational programs and communication campaigns on cyber-crime. 5.2.3.1: Risk awareness exists but it must be
strengthened. We suggest focusing risk awareness around concrete examples (for example, by explaining Fishing and give examples; explain that there are false advertisements and give examples, etc.).

127. **Grouping (2 orientations):** 5.2.3.3: Facilitate and clarify how abusive account reports work on social networks; to be able to spot and punish people who have abusive behaviors on the internet. 2.5.4.3: Ensure the protection of privacy on the Internet. Problem of online anonymity and harassment on the internet.

128. [2.5.4: There is still a lack of confidence in the safety of online tools (pay online for example); Risks of hospital hacking, public services]. 2.5.4.2: Expert group developing a monitoring system to strengthen the prevention aspect. Private protection system and promote information on better use. Awareness raising, education.

**Subgroup 09 (5.3. Data protection)**

129. **Grouping (4 orientations):** 4.2.4.3: We recommend that large IT platforms be held more accountable. 5.1.5.1: It is necessary to limit the number of personal information required to access the Internet and the digital platforms must be held responsible for their use of the data. 5.3.1.4: Phones, home applications (Alexa) should have more transparency in what they collect, store and share (and with whom) and that owners should have an option to erase/limit data access. 5.3.2.4: Reward companies that comply with data protection, transparency, and security regulations.

130. **Grouping (4 orientations):** 5.2.1.1: We need an entity to represent consumers, to support people’s interests against companies using their data. 5.2.1.2: We need to create one voice in Europe against digital giants who have so much influence, it should be possible to judge these companies in Europe and not only in the United States, and to force them to apply European laws. 5.3.1.1: Create an EU body that is easily accessible to citizens and that requires transparency and provides shared norms among EU states. 5.3.2.1: Clear checks and balances by the EU body [see orientation 5.3.1.1.] (non-political but expert-based) that is independent and funded by the member state.

131. **Grouping (2 orientations):** 5.3.2.3: EU certification of data protection compliance mandatory for all tech companies/providers and that should be incorporated visibly in the web presence of an organization. 5.3.4.1: Introduce criteria for certification for tech companies: have simplified summaries of information about the use of data that would be understandable by anyone.

132. **Grouping (2 orientations):** 5.3.1.2: Create a possibility for people to select what data is sensitive and which one is not. 5.2.1.3: We propose to make the texts of consent on the use of personal data, clearer and shorter when connecting to a website.

133. 5.3.4.3: Improve communication about changes in GDPR and data protection in general.

134. 5.3.1.3: Introduce digital EU ID (not just national digital ID).

135. 5.3.4.2: Introducing non-authorization (except for explicit consent) or limited authorization of personal data use as a primary principle.

136. 5.3.5.1: EU funding to expand the research efforts [on data protection].
Subgroup 10 (5.4. Healthy Digitalization)

137. **Grouping (2 orientations):** 4.2.3.2: We recommend that, in addition to digital literacy, citizens’ critical faculties need to be promoted more. Citizens must be able to deal with content critically. 5.4.2.1: Educate people to think critically.

138. **Grouping (5 Orientations):** 5.1.2.2: We must act on the subject of Fake News, and misinformation. We recommend multiplying actions such as “verified websites”. 5.4.2.2: Algorithms automatically show you the most contrasted/consensus versions of a topic as well as other points of view (fake news) so you can compare. 5.4.2.4: Use the majority consensus of the scientific community as the point of view that we consider to be true and that we use to contrast other points of view. 5.4.2.5: An organization or institution that verifies and checks the news and says whether they are real or not. 5.4.2.8: Create a European online platform displaying verified news.

139. 5.4.2.6: The media cannot be private, they must be public so that they do not make money by spreading lies.

140. 5.4.2.3: Processing and storing data on local devices, without sharing it in the cloud

141. 5.4.2.9: Set up a European digital platform that offers information and also training and education (not only about the healthy use of the Internet, but on many other aspects) and that also offers resources and professionals on mental health issues.

142. 1.3.4.5: Measure the impacts of digital technology on health and the environment