Conference
on the **Future**
of **Europe**

Conference on the Future of Europe

Report: Panel 2, session 2

European Citizens' Panel 2 : "European democracy/values and rights, rule of law, security"

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Report

European Citizens' Panel 2 : «European democracy/values and rights, rule of law, security»

Session 2: 12-14 November 2021, Online

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[1], which is composed of Missions Publiques, the Danish Board of Technology, Deliberativa, Ifok, and Kantar, in charge of the methodology and the roll-out of the Panels. Panel 2: "European democracy / Values and rights, rule of law, security" Session 2 was led by Deliberativa and co-led by Ifok and Missions Publiques.

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1. Summary of Session 2

On 12-14 November, some 200 randomly selected European citizens from different ages, backgrounds and coming from all across the EU met for the second time - in a virtual format - to discuss the topics of "European democracy / Values and rights, rule of law, security", in the continuity of the deliberations of the first session. During session 1, the citizens had raised around 75 topics linked to their Panel's overarching topic. These topics were organized into 5 work streams composed of several substreams [see the report from Session 1]. The topics raised by the Panel served as the basis of citizens' work during session 2.

- Stream 1: Ensuring rights and non-discrimination
- Stream 2: Protecting democracy and the rule of law
- Stream 3: Reforming the EU
- Stream 4: Building European identity

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[1] Disclaimer: this report is the sole responsibility of the authors and does not reflect the views of the EU Institutions.

- Stream 5: Strengthening citizen participation

During this second session, they drafted "orientations" to prepare concrete recommendations (in their third session), in each of the five streams they had identified during the first session.

With the support of experts' and their input on these topics, their own knowledge and experiences, and the deliberations during session 2, citizens began by identifying and discussing *issues* related to the topics allocated to them. *Issues* were defined as problems that need solutions or situations that need to change (example of an issue from Panel 2 session 2: *Women often have to deal with combining work and family duties and are often disadvantaged with respect to men).*

Citizens then addressed these *issues* by drafting *orientations* for the future of Europe. *Orientations* are the first step towards producing recommendations, which will be the objective of Session 3 (example of an orientation from Panel 2: *Teleworking makes it easier for women to develop their careers, especially when they have to take care of their children*).

Additionally, citizens were asked to formulate *justifications* for the *orientations* to explain why they think that these *orientations* can address the *issues* properly (example of a justification from Panel 2: *people are more productive when working from home and at the same time are able to reconcile work-life balance more effectively*).

Discussions and collective work were carried out in three formats:

- **In subgroups**. Each of the 15 subgroups was composed of around twelve to fourteen 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 feel comfortable. Each subgroup had a dedicated professional facilitator from the deliberation group or from other external service providers.
- **In stream plenaries**. Stream plenaries gathered the three subgroups working within the same stream. The five stream plenaries were moderated by professional facilitators, most of them from the deliberation group.
- **In plenary**, with all citizens. Plenary sessions were led by two main moderators from the deliberation group.

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

- [Plenary session on 12 November 2021](#) with welcome, agenda and report by Conference. Plenary Ambassadors
- [Plenary session on 14 November 2021](#) with feedback and outlook to Session 3

2. Context of Session 2 in the European Citizens' Panel process

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

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

Each Panel meets three times between September 2021 and January 2022. Session 1 took place in Strasbourg at the European Parliament. Session 2 was held online. Citizens, moderators, facilitators, and experts used Interactio, an online tool allowing multilingual meetings with simultaneous interpretation in 24 languages.

Whereas session 1 was an introductory session aimed at vision-building and agenda-setting, session 2 was aimed at delving into the subject and producing orientations for the future of Europe. During the opening plenary of session 2, the panels' respective 20 representatives ("ambassadors") were invited to take the floor and to give feedback to their fellow citizens on the first Conference Plenary, in which they participated on 22-23 October 2021 [see Annex 3 for more information on the Conference Plenary]. Their presentations were followed by a Q&A.

3. Main output of the session : Orientations

At the end of session 2, the participants in Panel 1 produced the following issues and orientations[2]:

English version

Stream 1 Ensuring rights and non-discrimination

Substream 1.1 Non-discrimination

issue 1.1.1: Diversity and minority groups are stigmatized and prejudged (LGBTIQ, migrants, etc.)

- 1.1.1.1 orientation: Uniform rules must be applied equally in all EU countries and monitored by the EU. It is precisely the vulnerable who need more protection.

- 1.1.1.2 orientation: Minorities must be more involved and better represented. They need to get involved in the formulation of laws and society must listen to them more carefully.

- 1.1.1.3 orientation: Representatives of minorities should have a solid, self-determined representation in the EU institutions.

- 1.1.1.4 orientation: A realistic picture of minorities must be shown in schools, fears must be addressed, information must be provided with facts and dialogue with minorities must be established. This also applies to the workplace. This must be underpinned by a law.

issue 1.1.2: Human and minority rights in the EU member countries are not enforced.

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[2] Translated with the help of machine translation.

- 1.1.2.1 orientation: There is a need for clear EU sanctions against Member States that are effectively enforced and act as a deterrent. One possibility is the cancellation of EU funds.

- 1.1.2.2 orientation: In the case of serious violations, EU countries must leave the EU.

- 1.1.2.3 orientation: More data about discrimination must be collected in the Member States. It also requires effective reporting, in which States are obliged to gather and forward data on discrimination. The data should be anonymised and made public. In addition, there should be access to help. Multiple discrimination must also be clear on the platform. (There must be control against abuse).

- 1.1.2.4 orientation: Better structures are needed so that minorities can actively participate.

issue 1.1.3: People are discriminated against because of their age.

- 1.1.3.1 orientation: The EU should improve access to the labour market for younger and older people and reduce discrimination.

- 1.1.3.2 orientation: Lower the voting age to 16.

Substream 1.2 Gender equality

Issue 1.2.1 : Women often have to deal with combining work and family duties and are often disadvantaged with respect to men.

- 1.2.1.1 orientation: Training needed when women return from parental leave.

- 1.2.1.2 orientation: Teleworking makes it easier for women to develop their careers, especially when they have to take care of their children.

- 1.2.1.3 orientation: Single parents should have the option to work less hours to be able to dedicate themselves to the family.

- 1.2.1.4 orientation: Companies need more kindergartens to facilitate employee work-life balance.

- 1.2.1.5 orientation: Parental leave for fathers should be more attractive.

issue 1.2.2: Patriarchal mentality as an obstacle to gender equality.

- 1.2.2.1 orientation: Cultural battle, acknowledge and understand the privilege of being "male" so that awareness is raised about the implications of being a woman.

- 1.2.2.2 orientation: The media should play an important role in exposing the issues deriving from traditional conceptions of inequality and normalise equal distribution of household chores.

- 1.2.2.3 orientation: Young people can contribute towards normalising differences, to prevent these from being the cause of discriminations.

- 1.2.2.4 orientation: The EU must help to rethink constructs of masculinity and femininity.

issue 1.2.3: Intersectional discrimination.

- 1.2.3.1 orientation: Need to also acknowledge other struggles that people go through, such as conditions of disability.

- 1.2.3.2 orientation: Creation of an EU platform whereby people can access court more easily and get advice, such as an ombudsman.

- 1.2.3.3 orientation: Sanctions should apply in cases of discrimination.

issue 1.2.4: Femicide.

- 1.2.4.1 orientation: The cultural battle mentioned above should also tackle the abuse and threats that women experience from a close relative or partner.

issue 1.2.5: Discrimination at the work place.

- 1.2.5.1 orientation: Anonymous interviews for employment, so that gender is not a factor in the selection. Interviews could also be recorded so that it can be verified that they are effective.

- 1.2.5.2 orientation: Men should share responsibilities that have traditionally always been allocated to women.

- 1.2.5.3 orientation: European legal framework to tackle the work rights violations. The EU should ensure that Member States implement the rules against discrimination so that we can achieve gender equality. Legal counselling by the EU to aid with legal advice to fight discrimination.

- 1.2.5.4 orientation: In order to avoid discrimination, employment agencies should be responsible for hiring.

- 1.2.5.5 orientation 5: Provide more flexible working hours.

Substream 1.3 Protecting human rights and the rights of nature and animals

issue 1.3.1: Member States have different emphasis on freedoms, equality and human rights and different from what was written in the original treaty.

- 1.3.1.1 orientation: Combine sanctions and bonus systems and define Member State groups according to their level of implemented human rights, freedoms and equality.

- 1.3.1.2 orientation: Education and communication could be another more sustainable orientation to help share perspectives on rights and freedoms and keep a unified EU.

issue 1.3.2: Individuals and minorities are often victims of violence, threats and violation of rights without the EU protecting them.

- 1.3.2.1 orientation: Strengthen the mandate of the European Union Fundamental Rights Agency with tools to protect vulnerable individuals and minorities in all Member States.

- 1.3.2.2 orientation: Independence and capacity building of media and journalists could help to ensure a balanced reporting on, for example, minorities and migrants, reflect the positive sides and reduce the exaggeration of stereotyping of migrants and refugees.

issue 1.3.3: People do not always take good care of wild animals, pets or animals in mass agriculture.

- 1.3.3.1 orientation: EU should establish common regulations with regards to protection of well-being for animals in farming.

- 1.3.3.2 orientation: Animal rights are secondary to issues on Human Rights and Environmental protection.

- 1.3.3.3 orientation: An orientation could be at EU level to stop subsidising a large part of the agricultural market that produces and breeds animals as part of mass production under bad animal welfare conditions.

- 1.3.3.4 orientation: Taxing climate negative factors like methane and CO2 emissions from agriculture and harmonising taxation to encourage local meat production as another orientation would help the climate and reduce transport of animals over long distances.

Substream 1.4 Right to privacy

issue 1.4.1: There is not a reasonable relation between the costs of ensuring your own rights (e.g. knowledge; money; time; energy) and the subjective value of your rights (i.e. relevance of data protection & privacy).

- 1.4.1.1 orientation: Regular audit of online services to prevent and check breaches and/or abuse of privacy rights/data protection.

- 1.4.1.2 orientation: Put a fine on companies that breach and abuse privacy rights / data protection; the fine should be proportionate to the market value of the company.

issue 1.4.2: It is difficult for users to understand and access easy/good quality information on data protection/privacy.

- 1.4.2.1 orientation: Regulate providers to share user-friendly and easy-to-understand documentation and consent requests about data protection with users.

- 1.4.2.2 orientation: Raise awareness of the existence of national and EU bodies in charge of data protection.

issue 1.4.3: It is difficult to put limits when it comes to data protection/privacy, i.e. there is a trade-off between sharing data or information for security & better organization of services AND privacy/data protection (risk of manipulation of choices and freedom by misusing users' data). This is particularly relevant when it comes to electoral decisions, i.e. for a healthy democracy.

- 1.4.3.1 orientation: Prevent websites from sharing "cookies" information with third parties.

- 1.4.3.2 orientation: Review and update current legislation so as to make the use of data proportionate to the actual needs.

- 1.4.3.3 orientation: Initiate a specific EU-wide decision making process to get clarity on the trade-off between sharing data and prevention of its abuse (with appropriate distinction for each specific sector, e.g. health, security, etc).

issue 1.4.4: EU institutions (at EU level and in Member States) in charge of data protection are not well coordinated.

- 1.4.4.1 orientation: Allow EU's accession to the European Convention of Human Rights so as to guarantee all EU Member States comply with the right to privacy and data protection equally.

issue 1.4.5: Children and minors deserve special attention to protect their privacy rights.

- 1.4.5.1 orientation: Provide clearer and stricter rules about the use of social media by minors in order to prevent their privacy risks.

- 1.4.5.2 orientation: Dedicated school programmes.

Stream 2: Protecting democracy and the rule of law

Substream 2.1 Protecting rule of law

issue 2.1.1: Some media outlets are using the "freedom of the press" to defend themselves against accusations of unethical behaviour (such as spreading misleading and false information, slander, etc.).

- 2.1.1.1 orientation: The EU should urge Member States to actively address this within their national jurisdictions.

- 2.1.1.2 orientation: The EU should take measures to combat weaponized anonymity (anonymity that is used to enable unethical practices in publishing).

issue 2.1.2: Democracy is not equally developed across all EU Member States

- 2.1.2.1 orientation: The EU should invest in grassroots efforts to strengthen democratic values in Member States.

- 2.1.2.2 orientation: The EU should invest in measures (projects) that foster cooperation and exchange between different groups/regions/nations.

- 2.1.2.3 orientation: Creating non-judgemental spaces where countries can learn from each other with the aim of improving their democratic practices.

- 2.1.2.4 orientation: Continuously and consistently incorporating information about EU values/citizenship/structure, etc. into school curricula on all education levels. Investing in European civic education.

issue 2.1.3: There is not sufficient transnational debate on the EU level, between both governments and citizens

- 2.1.3.1 orientation: Creating transnational, European political parties that all European politicians would be able to join.

- 2.1.3.2 orientation: Encouraging national media outlets to cover more EU-level developments.

- 2.1.3.3 orientation: The EU should be receptive to ideas coming directly from citizens, not only national governments. For example: creating an EU-wide platform for starting petitions and civic initiatives.

issue 2.1.4: Non-compliance of some Member States with EU-level regulations that aim to protect citizens.
- 2.1.4.1 orientation: The EU should pursue amicable dialogue with non-compliant states first. As a second step, Article 7 of the Treaty on European Union should be used. Finally, EU funds should be withdrawn from non-compliant states.

Substream 2.2 Protecting and strengthening democracy

issue 2.2.1: There is a need for more transparency in the process of identifying corruption cases.

- 2.2.1.1 orientation: A common basis in terms of understanding and identifying a case of corruption is needed. When is lobbying appropriate and when does it become corruption?

- 2.2.1.2 orientation: Protect those who fight corruption. It is necessary to protect them and then protect the process by which we can do so. We need to identify how we can do that.

issue 2.2.2: How are sanctions taken? We need to have sanctions for issues that are really relevant for the European Union. We need a common and transparent process in taking these decisions.

- 2.2.2.1 orientation: We need to approach this subject by thinking about the social aspect, namely human rights. At the moment the approach is more often connected with economic areas.

- 2.2.2.2 orientation: We need to have a common regulatory framework. If this regulatory framework is not respected, then we can use sanctions.

issue 2.2.3: The inequality between countries. There is no balance in fiscal policies. There is a need for a balance between salaries that are awarded for the same type of work at European level. Now, for the same type of work citizens are paid differently.

- 2.2.3.1 orientation: All EU countries should be required to introduce a minimum European income, but also a minimum European wage in order to have a decent life. A support for people who need to be reintegrated into the labour market.

Substream 2.3 Security

issue 2.3.1: Balance between security and freedom of expression
- 2.3.1.1 orientation: The issue of balance between security and rights, in particular freedom of expression, is a central problem for security, but also a very complicated problem to address. As citizens, we struggle to position ourselves and to provide specific guidelines.

- 2.3.1.2 orientation: We know that security threats are serious but we think that Europe should avoid taking authoritarian measures and should instead work more at the level of prevention and dissuasion.

- 2.3.1.3 orientation: The EU should work in coordination with the big corporations of the web and social networks (Facebook, Google and Twitter) and with police forces of different member countries, to dissuade those who publish dangerous content and to carry out police investigations of the origin of these dangerous content and threat level.

issue 2.3.2: Violence against and abuse of individuals (including domestic violence, violence from alcohol abuse, psychic violence, gender violence, violence on the basis of ethnicity and religious belonging, violence against minors, cyberbullying, etc)

- 2.3.2.1 orientation: The EU should play a stronger role in ensuring the security of the LGBTI + population against violence and discrimination

- 2.3.2.2 orientation: The EU should push national governments to introduce education against violence in schools, such as lessons on respect for ethnic and religious minorities but also sexual and gender education, because directly linked to the problem of sexual abuse, violence and homophobia.

- 2.3.2.3 orientation: The EU should improve inclusion, diversity and increase visibility space and voice for people belonging to minorities, because they are not sufficiently represented in public and private institutions and in national and European level events. Today public and private organizations are still too homogeneous and still show too little diversity and inclusion.

- 2.3.2.4 orientation: The EU should invest resources to support good practices to combat violence that exist in the Member States. For example by supporting public and private support centres that exist in different countries.

- 2.3.2.5 orientation: In education and awareness on violence, we must not focus only on children, but also on the general population.

- 2.3.2.6 orientation: The EU should encourage Member State education ministries to guarantee psychological aid in schools for all children and families and not only for those who require it or that are addressed by social workers.

issue 2.3.3: Data security (against hacker attacks, privacy violation, social media, personal data theft, artificial intelligence, etc)

- 2.3.3.1 orientation: Apply and comply with the General Data Protection Regulation for data protection.

- 2.3.3.2 orientation: Education and prevention are a priority. The EU should invest resources in the Member States to educate and raise awareness of children in schools to protect their personal data.

- 2.3.3.3 orientation: The EU should promote citizens' awareness and use awareness campaigns on the subject of personal data protection.

- 2.3.3.4 orientation: The EU should offer mechanisms to protect personal data that can be easily accessible for all citizens.

- 2.3.3.5 orientation: The EU institutions and Member States should be more coordinated to protect their citizens, their democracy and their values against the new threats coming from the outside, such as cybersecurity and the criminal use of artificial intelligence.

issue 2.3.4: Security outside the European Union

- 2.3.4.1 orientation: The EU should strengthen its commitment to exporting its model of democracy and its values out of its borders. Not with weapons but with diplomacy, by sharing best practices internationally and by raising awareness.

- 2.3.4.2 orientation: The EU institutions and Member States should be more coordinated to protect their citizens, their democracy and their values against the new threats coming from the outside, such as cybersecurity and the criminal use of artificial intelligence.

- 2.3.4.3 orientation: The EU should strengthen its coordination to make dialogue, mediation and negotiation with neighbouring countries more effective for issues concerning borders.

issue 2.3.5: Security and work environment

- 2.3.5.1 orientation: Protect European citizens against accidents at work and prevent unhealthy or dangerous work environments.

- 2.3.5.2 orientation: The EU should introduce a minimum wage at European level.

Issue 2.3.6: Tax and financial fraud

- 2.3.6.1 orientation: The EU should do more to impose the transparency of banking and financial transactions.

issue 2.3.7: Terrorism and organized crime

- 2.3.7.1 orientation: It is necessary that EU institutions do more to control and contain the structural phenomena of terrorism and organized crime.

- 2.3.7.2 orientation: We propose to constitute a European agency for the fight against terrorism and organized crime (including mafias and new forms of organized crime as international gangs).

- 2.3.7.3 orientation: Establish a real European police.

<u>Substream 2.4 Media and disinformation</u>

issue 2.4.1: The media ends up being financed by politicians. The press cannot be independent if this continues. Thus, the press works for the interests of investors. So for the interests of the political class.

- 2.4.1.1 orientation: Politicians should not be able to hold shares in the media.

- 2.4.1.2 orientation: There is a need for a European verification process to prove the impartiality of media companies financed by politicians.

- 2.4.1.3 orientation: We need to create a space of neutral news. News that no longer receives emotional attachments.

issue 2.4.2: The information we receive from the authorities are limited, incoherent and contradictory. There is no transparency in this selection process and the process of spreading the news. In this way, sources of information are no longer trustworthy.

- 2.4.2.1 orientation: There is a need for a European verification process to prove the impartiality and objectivity of news. We need to create a space of neutral news.

- 2.4.2.2 orientation: It is necessary for new users to be better educated in understanding this informational space. We need to educate children from school and make them understand how news is created. There is an informational illiteracy and we need to work on this problem. We need media education.

issue 2.4.3: We do not have several media or television channels, which have a strict European topic and transmit news at European level. If we do not have enough information about Europe, this leads to a level of scepticism and a passivity among citizens in terms of participation in the voting process.

- 2.4.3.1 orientation: We need training sessions in schools about this subject, educating young people to be properly informed.

- 2.4.3.2 orientation: We need more training events. Events especially dedicated to citizens living in rural areas, through which they can understand the flow of information.

Stream 3: Reforming the EU

<u>Substream 3.1 Institutional reform</u>

issue 3.1.1: EU accession criteria and process of accession - are they still appropriate?

- 3.1.1.1 orientation: Increase the transparency of the reasons why some candidate countries get accepted into the EU and others are not accepted.

- 3.1.1.2 orientation: For EU accession criteria, the criterion on the values and democracy should be given priority (as compared to economic development).

issue 3.1.2: Accession support from the EU to the EU candidate countries

- 3.1.2.1 orientation: Increase EU's support for the candidate states so that they can strengthen their institutions and economies (in a manner that is closely supervised by the European Union)

issue 3.1.3: European Parliament elections - how to make them more relevant?

- 3.1.3.1 orientation: European Union citizens should have the right to vote for transnational party lists during European Parliament elections (either a single transnational election list or two lists - one national and one transnational).

issue 3.1.4: Political parties at the EU level - how to make them stronger?

- 3.1.4.1 orientation: European level political parties and candidates should be able to campaign widely in different EU Member States before the European Parliament elections.

issue 3.1.5: European Parliament - does it need new powers?

- 3.1.5.1 orientation: There should be a broad review of competences of the European Union and European Union institutions.

- 3.1.5.2 orientation: There should be more powers allocated to those EU institutions that are elected directly by the EU citizens.

issue 3.1.6: Eliminating confusion regarding the institutional structure of the EU (including confusion of EU with similar international organisations).

- 3.1.6.1 orientation: EU institutions should be renamed so that their names are less confusing for citizens.

- 3.1.6.2 orientation: The European Union should have more distinct symbols (such as logo) that would not be so similar to other international organisations (such as the Council of Europe).

- 3.1.6.3 orientation: The European Union should be precise in its communications - it should use the word "European Union" rather than "Europe", because Europe is not just the European Union, it is a broader term.

Substream 3.2 Decision-making

issue 3.2.1: There is not enough information and communication with European citizens about how decisions are being made. There is too little transparency.

- 3.2.1.1 orientation: The media should be strongly encouraged to provide greater air time to European issues, and activities within the European Union.

- 3.2.1.2 orientation: The existing European TV channel or news agency which discusses issues related to EU activities (council, parliament, decisions, etc.) should be expanded from covering around one third of the EU citizens to all EU citizens who would wish to use it. All information released by the EU should be factual and unbiased.

issue 3.2.2: There is also the issue of credibility when it comes to information that the EU gives out about the decision-making process (corruption issues, etc.)

- 3.2.2.1 orientation: There could be a scoring system or metric which evaluates the credibility of news providers and information released by the EU (articles that have proven to be false, etc. as the metric).

- 3.2.2.2 orientation: Create an online platform where citizens can publish information which they are not sure about, and experts can fact-check the information.

issue 3.2.3: There has to be greater participation of citizens when it comes to decision-making. There is not enough use of technology to engage with citizens - for example, to vote, or to recommend ideas for decision-making.

- 3.2.3.1 orientation: There should be an EU-wide referendum held whenever it comes to an issue of extreme significance to all European citizens.

- 3.2.3.2 orientation: There should be greater thought put into online voting and online citizen input to affect the decision-making process.

- 3.2.3.3 orientation: There should be a system of greater or total parliamentary control and accountability in relation to decisions on financial help / welfare / and how community funds are spent in the EU.

- 3.2.3.4 orientation: Public debates broadcasted by the EU could be a potential solution. There could be newspapers and news agencies that deliver this information to the people

- 3.2.3.5 orientation: Citizen participation and deliberation like the Citizens Assembly should be held at the local level.

issue 3.2.4: Unanimous voting presents a serious issue to decision-making in the EU. The current system is too complex.

- 3.2.4.1 orientation: An alternative system of voting should be used instead. Voting 'weight' should be calculated fairly so that small countries' interests are protected.
    - *Note from the deliberation group: the sub-group had no clear views on this orientation. To be clarified in session 3.*

- 3.2.4.2 orientation: There needs to be structural change to the existing treaties, or alternatively, a new constitution which is agreed upon by Member States.

- 3.2.4.3 orientation: It is very important that whatever system is created provides relatively fair voting power or 'weight' to smaller countries when it comes to decision-making.

issue 3.2.5: Decision-making in the EU is too slow - too many institutions slow down progress in emergency situations.

- 3.2.5.1 orientation: There should be a mechanism where Parliament is temporarily bypassed and decisions are made immediately by the EU Council.

- 3.2.5.2 orientation: There should be a representative body of citizen experts which provides information and guidance to the European Parliament in emergency situations.

Substream 3.3 Closer integration

issue 3.3.1: Absence of common economic structure

- 3.3.1.1 orientation: An expert group first proposes how such a common economic structure could look like and what consequences the suggested common economic structure would have - before we start discussing if we want to have a common economic structure or not.

- 3.3.1.2 orientation 2: It is important to establish a common basis for all Member States (same opportunities, same level) in order to reach a common economic structure.

issue 3.3.2: Difference in economic power of Member States

- 3.3.2.1 orientation: We suggest having more public investments in order to improve the quality of life of people (infrastructure, roads, but we could also consider housing/social housing).

- 3.3.2.2 orientation: Taxation of big corporations/income from big corporations to contribute to public investments, use the taxation to invest into education and development of each country (R&D, scholarships - Erasmus etc.)

- 3.3.2.3 orientation: Progressive taxing of financial transactions and of banks to get income from big financial transactions.

issue 3.3.3: Need to decide on the type of state/framework: Do we want to be a federation or a union of independent states? This influences everything else: Common taxation, constitution.

- 3.3.3.1 orientation: Improve informing of citizens about the EU: A channel where we find all information about the EU, PR team of EU informing about activities of EU using diverse channels to reach different target groups, also a possibility to engage Member States in active informing about EU activities, include it in school curriculum, easy and fun format.

- 3.3.3.2 orientation: Pan-EU survey by random sample of informed citizens on which direction to take, pan-EU Information campaign about possible outcomes of such changes prior to it.

- 3.3.3.3 orientation: Prepare a crisis scenario in which EU powers would be increased.

issue 3.3.4: Necessary conditions for a further integration and a constitution: Respect of different values and cultures, human rights.

- 3.3.4.1 orientation: Need to establish what we are in Europe first, only then we can say what we are not (suggestion: It can be done through a survey among citizens).

Stream 4: Building European identity

Substream 4.1 Education on Democracy

issue 4.1.1: There would clearly be difficulties associated with translating the same content into 24 different languages.

- 4.1.1.1 orientation: Use artificial intelligence to assist the translation process.

- 4.1.1.2 orientation: Utilise a master language (such as English) in order to communicate.

- 4.1.1.3 orientation: Create an app that could disseminate information about democratic issues and translate this to the language of the user.

issue 4.1.2: There is not enough engagement within the education system to introduce European children to democratic processes and values.

- 4.1.2.1 orientation: The encouragement of democratic-style processes within schools - such as student councils which vote on basic administrative matters in school. Using the internet and computer technology (on-line polls) for raising issues.

- 4.1.2.2 orientation: Including EU studies as part of the curriculum across EU-Member States.

- 4.1.2.3 orientation: Schools could be incentivised through grants or gifted equipment to encourage schools to implement EU democratic studies.

issue 4.1.3: It should be decided when exactly the education process on democracy should begin, and when it is appropriate for it to end.

- 4.1.3.1 orientation: The sooner this education process starts the better. Suggestion made from beginning from ages 10-12 +. The pupil Council concept should start at 12. Below that age there should be age appropriate engagement.

- 4.1.3.2 orientation: Subsidies should be paid to schools who introduce democratic practices as part of school life. It should not be mandatory but schools should be incentivised.

issue 4.1.4: Each EU Member State considers education within its own margin of appreciation and has its own views as to implementation.

- 4.1.4.1 orientation: We should not teach political views but teach about the democratic processes of the EU and how it works. The difference should be clear to both teachers and students.

- 4.1.4.2 orientation: Not all citizens agreed that a cross European syllabus could be agreed between Member States.

- 4.1.4.3 orientation: We should have a simple process on how to explain the EU to all.

issue 4.1.5: An issue arises as to discrepancies between different curriculums and education systems within the national schools system.

- 4.1.5.1 orientation: Education systems in the EU should not be uniform.

<u>Substream 4.2 European values and identity</u>

issue 4.2.1: Nationalism and protectionism attitude of some Member States undermine EU legitimacy, trust in EU and solidarity within the EU.

- 4.2.1.1 orientation: Search for the causes of nationalism and protectionism of some Member States, especially through the dialogue on values and correct understanding of the related concepts.

- 4.2.1.2 orientation: Address the issue of political extremism, which often exploits anti-European sentiment for its own ends.

- 4.2.1.3 orientation: Improve continuous communication with Member States' citizens. Involve citizens more in the process. Citizens should be given the opportunity to participate as much as possible.

- 4.2.1.4 orientation: Enforce sanctions just as a last resort. If everything else fails - including dialogue. Have a framework and sequence of use of sanctions.

- 4.2.1.5 orientation: Coordinate the compliance with European rules at all levels, also at national and local level.

issue 4.2.2: To ensure that EU citizens regardless of their social status identify with what the EU brings and means, how the EU relates to their day-to-day lives, and endorse the EU's values. A specific focus on the socially and economically vulnerable is essential.

- 4.2.2.1 orientation: Ensure that every citizen could have access to information (smartphone, internet).

- 4.2.2.2 orientation: Customize information for certain groups. Change and simplify the terminology.

- 4.2.2.3 orientation: Uniform school curriculum about the EU already in primary schools.

- 4.2.2.4 orientation: Engage all groups of citizens in different innovative ways.

- 4.2.2.5 orientation: Allow people to travel more, meet and discuss various issues within the EU. Even those who are not financially well-off. Create a special fund for that (like Erasmus).

issue 4.2.3: Economic and political threats coming from within and from outside the EU threaten European identity and undermine European integrity.

- 4.2.3.1 orientation: Tackle disinformation problem. Pay increased attention to the source of misinformation.

- 4.2.3.2 orientation: Support actively Member States in their local problems with disinformation campaigns.

- 4.2.3.3 orientation: Solve the migration crises.

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- 4.2.3.4 orientation: Increase internet security - protection against hacking.

- 4.2.3.5 orientation: Create a common EU foreign policy. Coordinate steps in foreign policy between the EU and Member States.

issue 4.2.4: Actions by public officials contrary to EU values. The lack of protection of EU taxpayers and EU citizens from corruption undermines moral and public integrity in the EU.

- 4.2.4.1 orientation: Improve tax collection process from major multinational companies. Address also the problem of tax havens.

- 4.2.4.2 orientation: Improve the transparency of EU funds - in Member States and EU institutions

- 4.2.4.3 orientation 3: Better rules for lobbying in the EU in order to reduce loss of money due to corruption.

Substream 4.3 Information about EU

issue 4.3.1: The media do not provide enough information about the EU.

- 4.3.1.1 orientation: There should be a news block on public television news programmes about Europe, in the same way as there is a block on sports or other subjects.

issue 4.3.2: Biased information by politicians and the media conditioning public debate on Europe.

- 4.3.2.1 orientation: Create an independent European information channel or agency to transmit true information and counteract fake and biased news.

issue 4.3.3: There is a lack of interest, as citizens we do not inform ourselves enough about Europe.

- 4.3.3.1 orientation: To create more European exchange programmes or activities, such as the Erasmus programme or this conference, so that people can travel to other countries, meet the people of other countries and have a dialogue about their life and their relationship with Europe.

- 4.3.3.2 orientation: Create online forums and meeting places where citizens can listen, ask questions and engage in dialogue with European representatives, with multilingual translation.

issue 4.3.4: Citizens lack technical means (internet, devices, etc) and/or training on how to use these technologies to better inform themselves about Europe.

issue 4.3.5: The use of technical-bureaucratic language by the European institutions makes it difficult to access and understand information.

- 4.3.5.1 orientation: Use communication strategies that communicate in a simpler and more accessible language, accompanying this communication with more detailed, more technical reports, so that whoever wants to can go deeper

- 4.3.5.2 orientation: In the media there should be programmes, slots, that specifically report on the EU.

- 4.3.5.3 orientation: Broadcast EU advertising spots at major events (Eurovision, sporting events, etc.) and in prime-time programmes.

issue 4.3.6: The EU's lack of legitimacy generates disinterest among citizens + EU institutions are closed to citizens and this generates disinterest.

- orientation 4.3.6.1: Getting the EU government to be more open to citizens.

issue 4.3.7: The EU does not communicate what it does and why it does it, especially with regard to things that have to do with the daily lives of citizens.

- 4.3.7.1 orientation: We need an information channel that can transmit that information.

- 4.3.7.2 orientation: Make better use of the key role of social media today.

- 4.3.7.3 orientation: Analyse who the target audience is, what kind of channels they use to communicate and adapt the communication to those channels (adding links for those who want to go deeper).

- 4.3.7.4 orientation: Include in TV news a block of information on the EU, as is done for sports and other issues.

issue 4.3.8: There is little EU-related content in the education system, both in terms of processes and EU responses to social conflicts.

- 4.3.8.1 orientation: Create a new subject for secondary education that introduces content on the current functioning of the EU and the measures it takes and how they affect citizens.

Stream 5: Strengthening citizen participation

Substream 5.1 Citizen participation

issue 5.1.1: Transparency on surveys and hearings of citizens: We need transparency about what was discussed in citizen participation processes.

- 5.1.1.1 orientation: We need transparency about what was discussed in citizen participation processes.

- 5.1.1.2 orientation: All the decisions of the EU should be transparent so that citizens feel involved.

- 5.1.1.3 orientation: Political decision-makers must proactively create transparency and citizens must be proactively informed.

issue 5.1.2: More closeness and understanding between politicians and citizens required! More understanding of the citizens from the politicians. Politicians do not understand the everyday life of the citizens.

- 5.1.2.1 orientation: As a basis for citizen participation, more information about the EU and more communication to citizens is required. People need to learn more about the EU and European policy (pedagogy, education and training).

- 5.1.2.2 orientation: Use citizens' panels! Prerequisite: Politicians must give detailed feedback on the results of the panels.

- 5.1.2.3 orientation: We must make it attractive to vote. We do not want a mandatory vote.

- 5.1.2.4 orientation: Constant representation of citizens in the EU Parliament / European Commission; Citizens should be involved in the decision-making process.

- 5.1.2.5 orientation: The linking of expert knowledge and policy should be institutionalized. It should be set and transparent, such as consulting or how governmental experts are selected.

- 5.1.2.6 orientation: Separation of politics and media and control of that separation. Among other things: The parties should not be owners of media platforms.

issue 5.1.3: Use direct democracy, but make it more concrete how and in which cases direct democracy should be used.

- 5.1.3.1 orientation: Direct democracy: Define concretely the topics on which direct democracy should be used.

- 5.1.3.2 orientation: All citizens should be able to vote on the European constitution.

issue 5.1.4: General requirement: The further development of the EU should be based on an analysis. We first need an analysis of the actual state before we can develop measures.

- 5.1.4.1 orientation: The cooperation of the Member States and the EU should improve in some policy fields. The EU's action fields / competences should not be expanded without reason ("not blindly").

- 5.1.4.2 orientation: Analyse why a loss of confidence between politics and citizens is created.

issue 5.1.5: Transparency on violations or non-compliance with the rules set by the EU.

- 5.1.5.1 orientation: Information platform for violations or non-compliance with EU directives and regulations.

Substream 5.2 Citizen participation

issue 5.2.1: Absence of relationship between citizens and politicians and reduced accountability of politicians.

- 5.2.1.1 orientation: Greater involvement of members of parliament with the proposals and participation of citizens with specific time allocation in Parliaments' agenda for involvement with citizens.

- 5.2.1.2 orientation: Creation of citizens panel with seat in Parliament. Establish the rights and duties of citizens who are part of the panels, in particular the turnover of the places and selection of citizens to be based on random mechanisms. Citizens' panels must be supported by a structure to support dialogue between citizens and elected representatives.

- 5.2.1.3 orientation: Exchange platform between citizens and elected representatives. With feedback mechanisms and registration of interactions.

- 5.2.1.4 orientation: Consultation extended to citizens before decisions are taken.

- 5.2.1.5 orientation: Improvement of the reporting mechanisms of politicians to citizens and not just their parties. It is necessary to go beyond the annual reports. As preparation of the elections each representative should give a report of what he did.

issue 5.2.2: Lack of education for participation.

- 5.2.2.1 orientation: Programmes for schools and companies on what is being done in relation to mechanisms for participation and existing instruments.

issue 5.2.3: Increase the effectiveness of mechanisms of transparency and citizens' decisions in the EU.

- 5.2.3.1 orientation: Involve the municipalities, local and regional entities to call citizens and promote their participation in EU decision-making mechanisms. Have special involvement of schools and young people. Not forgetting the adults.

- 5.2.3.2 orientation: Involve the media in promoting EU transparency mechanisms.

- 5.2.3.3 orientation: Reduction of the time and requirements to apply transparency and participation mechanisms in decision making.

- 5.2.3.4 orientation: Mandatory mechanisms for citizens' consultation when there is a proposal for a reduction in citizens' rights.

Substream 5.3 Citizen participation

issue 5.3.1: Lack of knowledge and motivation on participation in the European Union (by European citizens).

- 5.3.1.1 orientation: Promote education in participation (at a EU level).

- 5.3.1.2 orientation: Citizens should be able to have practical experiences of citizen participation at different moments of their lives.

- 5.3.1.3 orientation: To have more options of trustworthy political parties (no corruption).

- 5.3.1.4 orientation: Creating a European curriculum (on citizen participation for a subject on citizenship/ ethics, and also for general curriculum).

issue 5.3.2: Politicians don't take seriously what citizens say.

- 5.3.2.1 orientation: Ensure commitment of the politicians with citizens' participation.

- 5.3.2.2 orientation: In case citizens' proposals are rejected, ask politicians to be accountable for that, justifying the reasons why the proposal did not go any further.

issue 5.3.3: Lack of citizen participation.

- 5.3.3.1 orientation: Define for which political topics a citizen panel/involvement is necessary (priority topics), for example that no citizen rights should be restricted without the consent of the citizen panels (this happened in the pandemic).

- 5.3.3.2 orientation: Organise citizens panels to enrich political opinion.

- 5.3.3.3 orientation: Ensure the citizens chosen for the citizen discussion are representative of the population (socio-demographic diversity and also minorities).

- 5.3.3.4 orientation: The UE must promote local offices in municipalities, to get training to be informed and have digital access to EU information and decision making processes.

- 5.3.3.5 orientation: Provide access to the internet to all European citizens (to guarantee digital citizen information and participation).

issue 5.3.4: Need of more publicity on decision making and citizen participation processes (warranty of truthfulness of political information in the media).

- 5.3.4.1 orientation: Spread the word (also in mass media) about the participation mechanisms the EU has (more specifically when a consultation is open).

- 5.3.4.2 orientation: Review the criteria of the documents that cannot be public.

- 5.3.4.3 orientation: Information available in different languages of the EU (not only in English, German and French).

Annex I: How were the orientations generated?

A. An overview of Session 2
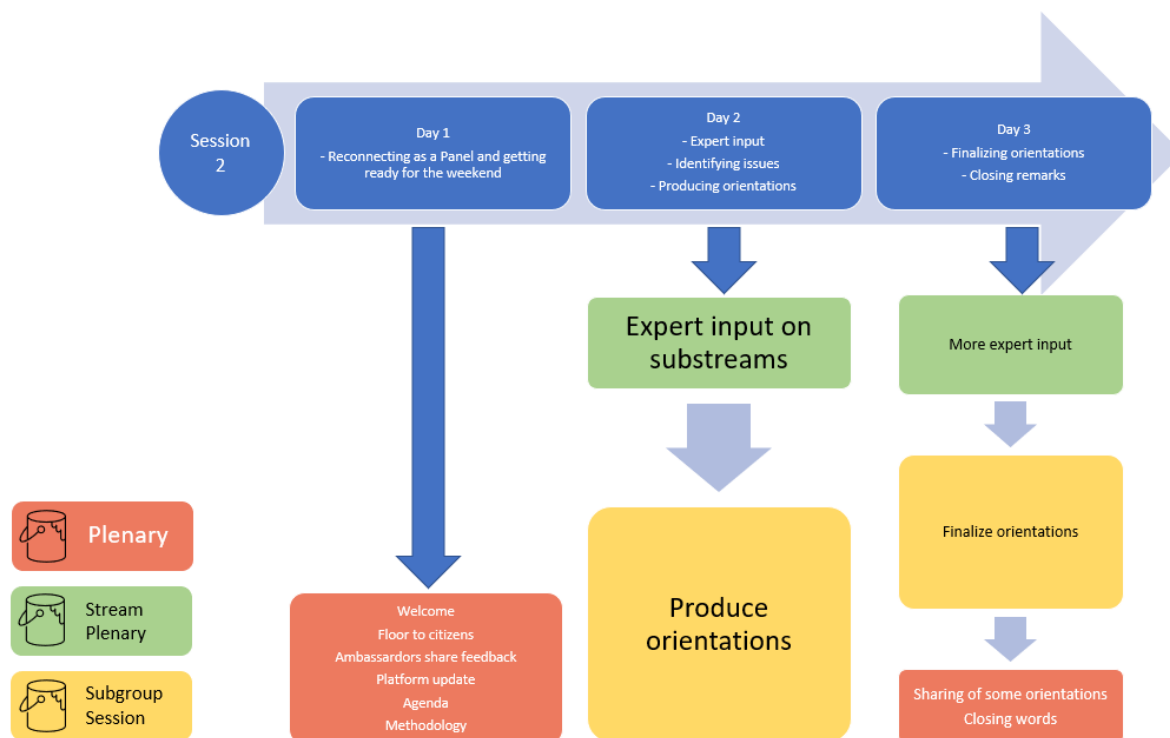
Friday, 12/11/2021

Plenary 1

Objective: Reconnecting as a Panel and getting ready for the second session

Welcome; Floor to citizens; Report by Conference Plenary Ambassadors; Platform update; Agenda of the weekend; Introduction to methodology of the session

Saturday, 13/11/2021

Stream Plenaries 1

Objective: experts shared inputs on the topics of the substreams

Subgroup work 1

Objective 1: citizens identified issues within a specific substream based on the topics of the substream, experts´ input, own knowledge and deliberation

Objective 2: citizens produced orientations and justifications on each issue

Objective 3: citizens gave feedback about other groups' issues, orientations and justifications[3]. They also examined and took into account the suggestions made by other groups.

Sunday, 14/11/2021

Stream Plenaries 2

Objective: experts shared more inputs on the topics of the substreams

Subgroup work 2

Objective 1: depending on the stream the citizens either formulated new issues, orientations and justifications or further elaborate on Saturday´s work.

Objective 2: the citizens finalized the orientations and justifications.

Objective 3: citizens gave feedback about other groups' issues, orientations and justifications. They also examined and took into account the suggestions made by other groups.

Plenary 2

Objective 1: group rapporteurs reported on the discussions in subgroups

Objective 2: citizens gave feedback on session 2

Objective 3: main moderation gave an outlook on session 3

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[3] Indicated in the Annex on Detailed issues, orientations and justifications

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B. Detailed Process of Generation of Orientations

- Initial situation: During session 1, each European Citizens' Panels raised around 75 topics linked to their Panel's overarching topic. These topics were organized into 5 working streams composed of substreams. The topics raised by each Panel served as the basis of citizens' work during session 2. Prior to session 2, citizens were assigned to a specific stream as well as to the substream they will work on.

- On Saturday morning, citizens began the day by participating in one stream plenary according to their assigned stream. For each stream one stream plenary exists composed of the three subgroups working within the respective stream. During the stream plenary, the moderation presented the topics of the substreams and the panellists heard one or two experts giving input on each substream. Experts' inputs were followed by short Q&As. At the end of the stream plenary, 20 minutes were dedicated for subgroups to collectively engage in an initial broad discussion on how they understand linking the topics to issues.

- Following the stream plenary, citizens went into subgroup work. The objective of this first subgroup work was for citizens to use their own knowledge, the experts' input and the topic from their substream as a working basis and guide for discussion in order to formulate clear issues. An issue is a problem that needs to change/be challenged. If one of the topics was close to being an issue already, it could be reused as a basis. If a topic was very broad, it was possible to make an issue out of it.

- The citizens could raise as many issues as they wanted in this first time slot of 45 minutes. After the stream plenary on Sunday they had the possibility to rearrange the remaining issues as the new expert input could bring a new perspective.

- Citizens remained in subgroups for the rest of Saturday and started drafting orientations on the issues they had raised. Orientations are the first step towards drafting recommendations, which will be the objective of Session 3. The orientations produced in session 2 wil be the basis to develop the recommendations in session 3.

- At the end of the day on Saturday, subgroups received the work produced during the day by another subgroup in their stream and were asked to react and provide their feedback.

- Sunday began with a stream plenary, where citizens received input from new experts on topics they already had worked on Saturday or on a new substream allocated to the subgroup.

- Following the stream plenary, citizens went into subgroup work to either finalize their orientations from Saturday, integrating the expert's feedback or raise new issues and formulate new orientations. At the end of the day on Sunday, each subgroup received the work (issues, orientations and justifications) produced during the day by another subgroup in their stream, reacted and gave feedback. Afterwards, each group received the suggestions on their orientation.

Annex II: Experts' input and fact checking

In order to inform discussions and the collective work, the Common Secretariat of the Conference invited 38 experts to the second session of Panel 2.

Experts were allocated to the five work streams based on their area of expertise. They were invited to give a brief overview on the different substreams' topics, outline the relevant challenges regarding these topics as well as existing different positions and proposals for solutions within the field. When needed, citizens could directly ask for clarification, definitions or additional information on the content of the experts´ input. Several experts were also available for answering questions raised by the citizens in subgroups. The experts received these questions by phone or email and the answers were then forwarded to the subgroups. In addition, fact-checkers were available to clarify basic questions, so that the discussions could be based on factual information.

Experts for Stream 1 Ensuring rights and non-discrimination

Substream Non-discrimination

- Costanza Hermanin: Policy Leader Fellow at the European University Institute in Florence
- Linda Senden: European network of legal experts in gender equality and non-discrimination. Law Department and Europa Institut of Utrecht University where she holds the chair in EU law.
- Koen Slootmaeckers: Senior Lecturer in International Politics at the Department of International Politics at City, University of London

Substream Gender equality

- Birte Siim: Emeritus professor at University of Aalborg. Political scientist specializing in gender studies.
- Gabriele Abels: Jean Monnet Professor for Comparative politics and European Integration, Tuebingen University. Director of the Jean Monnet Center of Excellence PRRIDE since 2015

Substream Protecting human rights and the rights of nature and animals

- Caroline Regard and Cedric Riot: Teachers and researchers at the Faculty of Law at Université de Toulon. Founders and directors of the University Diploma in Animal Law.
- Alexis Deswaef: Vice-President of the FIDH International Federation For Human Rights

Substream Right to privacy

- Hielke Hijmans: President of the Litigation Chamber/Member Executive Board of the Belgian Data Protection Authority

Experts for Stream 2: Protecting democracy and the rule of law

Substream Protecting rule of law

- **Barbara Grabowska-Moroz: Research fellow at CEU Democracy Institute in Budapest**
- Carlos Closa Montero: Professor, EUI School of Transnational Governance/IPP-CSIC Spain.

- Laurent Pech : Professor of European Law, Jean Monnet Chair of European Public Law and Head of the Law and Politics Department at Middlesex University London.
- Petra Bárd: Professor at Legal Studies Department of the Central European University Wien and Eötvös Loránd University Budapest.

Substream Protecting and strengthening democracy
- Paul Blokker: Associate professor in Sociology, University of Bologna.
- Elias Dinas: Swiss Chair in Federalism, Democracy, and International Governance, EUI.

Substream Security
- Gilles de Kerchove: Former EU Counter-terrorism Coordinator
- Martin Scheinin: Professor of International Law and Human Rights at EUI Florence.
- Raphael Bossong: German Institute for International and Security Affairs.

Substream Media and disinformation
- Elda Brogi: Professor at EUI Center for Media Policy and Media Freedom. Member of the Executive Board of EDMO, European Digital Media Observatory.

Experts for Stream 3: Reforming the EU

Substream Institutional reform
- Sergio Fabbrini: Dean of the Luiss Political Science Department, where he holds the Intesa Sanpaolo Chair on European Governance.
- Wouter Wolfs: Senior Researcher at Public Governance Institute KU Leuven on European political parties and transnational cooperation.
- Katrin Auel: Head of the Research Group European Governance, Public Finance and Labour Markets at Institute for Advanced Studies, Vienna.

Substream Decision-making
- Teresa Freixes: Professor Jean Monnet ad personam. 'Citizens Pro Europe'
- Dusan Sidjanski: Member of the Governing Board of the Dusan Sidjanski Competence Center in European Studies, University of Geneva.
- Federico Fabbrini: Full Professor of European Law at the School of Law & Government of Dublin City University (DCU), where he is the Director of the Law Research Centre.
- Ariadna Ripoll Servent: Professor for Politics of the European Union at the University of Salzburg and Director of the Salzburg Centre of European Union Studies.

Substream Closer integration
- Kalypso Nicolaïdis: Professor at the School of Transnational Governance and Professor of International Relations at the University of Oxford.
- Steven Van Hecke: Associate professor at Faculty of Social Sciences, Public Governance Institute KU Leuven.

Experts for Stream 4: Building European identity

Substream Education on Democracy

- Sebastien Maillard: Director of the Jacques Delors Institute.
- Lukas Macek: Director of the Sciences Po campus in Dijon

Substream European Values and identity
- Theresa Kuhn: Associate Professor in Political Science at the University of Amsterdam, co-director of the faculty research priority area ACES (Amsterdam Center for European Studies).

Substream Information about EU
- Hans-Jörg Trenz: Professor of Sociology of Culture and Communication at Scuola Normale Superiore in Pisa/Florence/Italy.
- Giorgia Nesti: Associate Professor of EU policy-making at the University of Padova. Associate Professor of Public Policy at University Ca' Foscari, Venice.
- Chiara Valentini: Assistant Professor at the Department of Language and Business Communication, Aarhus School of Business at Aarhus University (Denmark)

Experts for Stream 5: Strengthening citizen participation

Substream Citizen participation
- Daniele Caramani: Professor of European Governance and Politics at the European University Institute in Florence
- David Farrell: Professor of politics at the School of Politics and International Relations, University College Dublin.
- Alberto Alemanno: Professor in European Union Law & Policy at HEC Paris.
- Assya Kavrakova: Executive Director of the European Citizen Action Service (ECAS)

Annex III: Detailed issues, orientations and justifications

English version
Facilitator original language (if it is not English)

Stream 1 Ensuring rights and non-discrimination

English + Original Language
Substream 1.1 Non-discrimination (Room 1, German facilitator) *issue 1.1.1: Diversity and minority groups are stigmatized and prejudged (LGBTIQ, migrants, etc.)* *Vielfalt und Minderheitsgruppen werden stigmatisiert und vorverurteilt (LGBTIQ, Migranten etc.)* ● 1.1.1.1 orientation: Uniform rules must be applied equally in all EU countries and monitored by the EU. It is precisely the vulnerable who need more protection. *Einheitliche Regeln müssen in allen EU-Ländern gleich angewendet und von der EU überwacht werden. Gerade die Verletzlichen müssen mehr geschützt werden.* ● 1.1.1.2 orientation: Minorities must be more involved and better represented. They need to get involved in the formulation of laws and society must listen to them more carefully. *Minderheiten müssen stärker einbezogen werden und sich selbst mehr repräsentieren. Bei der Formulierung der Gesetze bringen sie sich ein und erhalten von der Gesellschaft mehr Gehör.* 　○ notes: It still has to be worked out who defines a minority. A mix of a bottom-up and top-down approach appears meaningful. 　*Es muss noch herausgearbeitet werden, wer eine Minderheit definiert. Ein Mix aus Bottom-Up und Top-Down erscheint sinnvoll.* ● 1.1.1.3 orientation: Representatives of minorities should have a solid, self-determined representation in the EU institutions. *Vertreter von Minderheiten sollten einen feste, selbstbestimmte Repräsentanz in den EU-Institutionen haben.*

- 1.1.1.4 orientation: A realistic picture of minorities must be shown in schools, fears must be addressed, information must be provided with facts and dialogue with minorities must be established. This also applies to the workplace. This must be underpinned by a law.
  In den Schulen muss ein realistisches Bild von Minderheiten gezeigt werden, Ängste müssen adressiert werden, es muss mit Fakten informiert werden und Dialog mit Minderheiten muss aufgebaut werden. Das gilt auch für den Arbeitsplatz. Das muss von einem Gesetz untermauert werden.
  - justification 4: Many people do not know minorities. In the dialogue prejudices can be reduced.
    Viele Menschen kennen Minderheiten nicht. Im Dialog können Vorurteile abgebaut werden.

Feedback on issue 1.1.1 from room 15:
  - feedback 1 room 15: Who defines who belongs to a minority group and based on what criteria? Top-down or bottom-up?
  - feedback 2 room 15: Make sure the minority list is open to new minorities.
  - feedback 3 room 15: Pay special attention to people who belong to multiple minorities at the same time (cross-sectional)

issue 1.1.2: Human and minority rights in the EU member countries are not enforced.
Menschen- und Minderheitenrechte in den EU-Mitgliedsländern nicht durchgesetzt werden.

- 1.1.2.1 orientation: There is a need for clear EU sanctions against Member States that are effectively enforced and act as a deterrent. One possibility is the cancellation of EU funds.
  Es braucht klare EU-Sanktionen gegenüber Mitgliedsländern, die effektiv durchgesetzt werden und abschreckend wirken. Eine Möglichkeit ist die Streichung von EU-Geldern.

- 1.1.2.2 orientation: In the case of serious violations, EU countries must leave the EU.
  Bei schweren Verstößen müssen EU-Länder die EU verlassen.
  - notes: Minority opinion: The option should not exist because it is at the expense of the minority in the affected country.
    Minderheitenmeinung: Die Option sollte es nicht geben, da sie zu Lasten der Minderheit im betroffenen Land geht.

- 1.1.2.3 orientation: More data about discrimination must be collected in the Member States. It also requires effective reporting, in which States are obliged to gather and forward data on discrimination. The data should be anonymised and made

public. In addition, there should be access to help. Multiple discrimination must also be clear on the platform. (There must be control against abuse).

Es müssen mehr Daten über Diskriminierung in den Mitgliedsländern erhoben werden. Dafür braucht es auch ein effektives Berichtswesen, bei dem Staaten verpflichtet werden, Daten über Diskriminierung zu erheben und weiterzuleiten. Die Daten sollen anonymisiert öffentlich sein und es soll einen Zugang zu Hilfe geben. Auch Mehrfachdiskriminierung muss auf der Plattform deutlich werden. (Es muss Kontrolle vor Missbrauch geben).

- ○ justification 1: Affected people see that they are not alone.
  Betroffene sehen, dass sie nicht alleine sind.

- 1.1.2.4 orientation: Better structures are needed so that minorities can actively participate.
  Es braucht bessere Strukturen, damit Minderheiten aktiv mitwirken können.

Feedback on issue 1.1.2 from room 15:

- ○ feedback 1 room 15: The EU Member State should not leave the EU because it can be counterproductive as it will not allow people and minorities living in that country to feel protected and it will punish them most of all
- ○ feedback 2 room 15: Consider the Eurobarometer (EU-wide survey) as a way to collect EU citizens' data to tackle discrimination

issue 1.1.3: People are discriminated against because of their age.
Menschen werden aufgrund ihres Alters diskriminiert

- 1.1.3.1 orientation: The EU should improve access to the labour market for younger and older people and reduce discrimination.

  Die EU soll den Zugang für Jüngere und Ältere zum Arbeitsmarkt verbessern und Diskriminierungen abbauen.

- 1.1.3.2 orientation: Lower the voting age to 16.
  Die Hälfte will das Wahlalter auf 16 senken, die andere Hälfte nicht (bei einer Enthaltung).
  - ○ *Note: Half want to lower the voting age to 16, the other half do not (with one abstention).*

Feedback on issue 3 from room 15:

	○ feedback 1 room 15: Reduce voting age to 16 across the whole EU.

<u>Substream 1.2 Gender equality (Room 1, English facilitator)</u>	*issue 1.2.1: Women often have to deal with combining work and family duties and are often disadvantaged with respect to men.*
	
	● 1.2.1.1 orientation: Training needed when women return from parental leave.
	    ○ Feedback room 6: Training should be offered but not be required that would put parents at risk if they do not want training
	
	● 1.2.1.2 orientation: Teleworking makes it easier for women to develop their careers, especially when they have to take care of their children.
	    ○ justification: People are more productive when they work from home and, at the same time, are able to better reconcile work and personal life.
	    ○ Feedback room 6: Telework is an illusive solution. Mothers as a word should always be substituted by parents to ensure equality of men and women as parents. In orientation 4 on kindergartens - also municipalities and public authorities should be included
	
	● 1.2.1.3 orientation: Single parents should have the option to work less hours to be able to dedicate themselves to the family.
	    ○ Justification: Flexible working hours will make it easier for single parents to reconcile work and family life.
	
	● 1.2.1.4 orientation: Companies need more kindergartens to facilitate employee work-life balance.
	
	● 1.2.1.5 orientation: Parental leave for fathers should be more attractive.
	    ○ Feedback room 6: Eventually use facilitated return. Parental leave for fathers should not only be more attractive but also organised. What can the EU do?
	
	Feedback on issue 1.2.1 from room 6:
	    ○ feedback 1 room 6: Parents or partners should not only have training but also be supported when they come back to work without being disadvantaged including also traditional families.
	    ○ feedback 1 room 6: Women in orientation 1 should be substituted by parents.
	
	issue 1.2.2: Patriarchal mentality as an obstacle to gender equality.

- 1.2.2.1 orientation: Cultural battle, acknowledge and understand the privilege of being "male" so that awareness is raised about the implications of being a woman.
  - justification: Men do not realise what it means to be a woman, they have cultural filters and cliches which do not allow them to understand what the current disadvantages of being women are. Women always have to justify themselves.
  - notes: Education for young generations can be effective in raising awareness, but discipline at school is not sufficient to reach the population overall.
  - feedback 1 room 6: Difficult to talk about from an EU perspective. does EU have

- 1.2.2.2 orientation: The media should play an important role in exposing the issues deriving from traditional conceptions of inequality and normalise equal distribution of household chores.
  - justification: Men are given more responsibilities in the labour market, while the unpaid work that mostly women carry out goes unnoticed and is taken for granted.

- 1.2.2.3 orientation: Young people can contribute towards normalising differences, to prevent these from being the cause of discriminations.

- 1.2.2.4 orientation: The EU must help to rethink constructs of masculinity and femininity.

issue 1.2.3: Intersectional discrimination.

- 1.2.3.1 orientation: Need to also acknowledge other struggles that people go through, such as conditions of disability.
  - justification: Gender discrimination is sometimes aggravated for women or men affected by conditions of disability for example, or other factors for which people are discriminated.
  - notes: Prejudices should not cause discrimination.

- 1.2.3.2 orientation: Creation of an EU platform whereby people can access court more easily and get advice, such as an ombudsman.
  - justification: Vulnerable people often suffer abuse. The platform would reduce the burdens posed by the red tape to signal abuse or discrimination while at the same time securing anonimity.
  - notes: The platform should share specific examples to explain what can be done and how issues will be dealt with.

- 1.2.3.3 orientation: Sanctions should apply in cases of discrimination.

- ○ notes: However, sanctions, spanning from warnings to fines, should target the author of discrimination without producing collateral damage to the company.

issue 1.2.4: Femicide.

- 1.2.4.1 orientation: The cultural battle mentioned above should also tackle the abuse and threats that women experience from a close relative or partner.

issue 1.2.5: Discrimination at the work place.

- 1.2.5.1 orientation: Anonymous interviews for employment, so that gender is not a factor in the selection. Interviews could also be recorded so that it can be verified that they are effective.
  - ○ justification: Men are not employed for positions such as secretary, and women are often underrepresented in sectors of science and technology.
  - ○ notes: It is difficult to prove that an employer has been discriminated against in the selection of an employee, as there are many factors that lead to the selection of a candidate, which cannot necessarily be standardised.

- 1.2.5.2 orientation: Men should share responsibilities that have traditionally always been allocated to women.
  - ○ justification: Women are having less children. For this reason, it is important to facilitate their participation in the labour market to prevent their careers from being penalised when having children. This targeted support would be beneficial for society as a whole.
  - ○ feedback room 6: What is done or who does something to give more responsibility? Not a real orientation.

- 1.2.5.3 orientation: European legal framework to tackle the work rights violations. The EU should ensure that Member States implement the rules against discrimination so that we can achieve gender equality. Legal counselling by the EU to aid with legal advice to fight discrimination.
  - ○ justification: Women are often not protected, for example they are only employed on temporary contracts and fired when they get pregnant.

- 1.2.5.4 orientation 4: In order to avoid discrimination, employment agencies should be responsible for hiring.

- 1.2.5.5 orientation: Provide more flexible working hours.

Substream 1.3 Protecting human rights and the rights of nature and animals (Room 6, English facilitator)	*issue 1.3.1: Member States have different emphasis on freedoms, equality and human rights and different from what was written in the original treaty.*
	
	● 1.3.1.1 orientation: Combine sanctions and bonus systems and define Member State groups according to their level of implemented human rights, freedoms and equality.
	   ○ justification: With different levels of implemented human rights, freedoms and equality undermining the one European standard, financial mechanisms could help motivate and enforce to keep the common standard of the treaty.
	   ○ notes: Sanctions may provide a short-term response, while other tools like communication and education could strengthen sustainable solutions.
	
	● 1.3.1.2 orientation: Education and communication could be another more sustainable orientation to help share perspectives on rights and freedoms and keep a unified EU.
	   ○ justification: Education may help shape positive attitudes towards rights and freedoms for children and young people. Through (Erasmus) exchanges on human rights education young people and adults may inspire each other's living values. Communication through media collaboration across EU and Member States may help strengthen uniform European attitudes towards rights and freedoms because of the media's influence with people and with decision makers.
	   ○ notes: Young people are key to building long lasting bridges of knowledge. The long perspective may be particularly useful when considering the influence of diverse national historical interests and cultures.
	
	Feedback on issue *1.3.1* from room 15:
	   ○ feedback 1 room 15: We should not compare human and animal rights: both are important and one does not exclude the other; on the contrary they support each other. Consider supranational authorities beyond the EU, i.e. Council of Europe to suggest better coordination on human rights.
	   ○ feedback 2 room 15: Orientation missing: EU Member States are different (EU is united in diversity) and the EU should consider whether or not to accept these differences and evolve and work based on this reality.
	
	issue 1.3.2: Individuals and minorities are often victims of violence, threats and violation of rights without the EU protecting them.
	
	● 1.3.2.1 orientation: Strengthen the mandate of the European Union Fundamental Rights Agency with tools to protect vulnerable individuals and minorities in all Member States.

- ○ justification: By bringing the European Fundamental Rights Agency (FRA) from an advisory support and coordination function towards tools that can protect citizens in Member States it may also reduce violence and violation of rights in the EU.
- ○ notes: It is a challenge that the fundamental rights are not enforceable in the Member States. And the European Court of Human Rights is not a realistic way to go for vulnerable citizens and minorities.

- 1.3.2.2 orientation: Independence and capacity building of media and journalists could help to ensure a balanced reporting on, for example, minorities and migrants, reflect the positive sides and reduce the exaggeration of stereotyping of migrants and refugees.
  - ○ justification: By building independent, professional and balanced media it helps reduce stereotyping and scapegoating of migrants and minorities. This can be an important measure to reduce hatred, discrimination and threats.
  - ○ notes: Support to independent and professional democratic media and the countering of fake stories could maybe happen through the EU's European Action Democracy Plan.

Feedback on issue 1.3.2 from room 15:
  - ○ feedback 1 room 15: Consider adding an orientation especially for children's and minors' human rights protection.

issue 1.3.3: People do not always take good care of wild animals, pets or animals in mass agriculture.

- 1.3.3.1 orientation: EU should establish common regulations with regards to protection of well-being for animals in farming.
  - ○ justification: Animal protection is important, some countries may have an advantage over others if they do not have to respect animal welfare.
  - ○ notes: Important to note that Animal Rights was formulated and prioritised by other groups of citizens in session 1 - suggested in feedback from group 1 and 15. A vote in this group was in favour of protection but not giving rights to animals.

- 1.3.3.2 orientation: Animal rights are secondary to issues on Human Rights and Environmental protection.
  - ○ justification: It is more important to put forward orientations and recommendations on Human rights and environmental protection than on animals.
  - ○ notes: This seems more to be a tactical priority from the group.

- 1.3.3.3 orientation: An orientation could be at EU level to stop subsidising a large part of the agricultural market that produces and breeds animals as part of mass production under bad animal welfare conditions.
  - justification: EU subsidies have significant influence on the prices and production of meat and seem to favor industrialised production.
  - notes: Such changes could probably have significant influence but would also lead to structural changes with economic consequences.

- 1.3.3.4 orientation: Taxing climate negative factors like methane and CO2 emissions from agriculture and harmonising taxation to encourage local meat production as another orientation would help the climate and reduce transport of animals over long distances.
  - justification: By regulating at EU-level the taxation of animals' influence on climate and long transports of animals could reduce negative impact on the climate and animals well-being.
  - notes: By producing less meat and under better conditions for animals there is a risk that only the wealthier part of the population can afford eating as much meat as they wish. Poorer citizens cannot afford it.

Feedback on issue 1.3.3 from room 1:
  - feedback 1 room 1: Nutritional habits and changes of habits must be discussed.
    Ernährungsgewohnheiten und Veränderungen von Gewohnheiten müssen thematisiert werden.
  - feedback 2 room 1: Further topics: Veganism finishes the possibility of meat talent, predator, plastic.
    Weitere Themen: Veganismus beweist die Möglichkeit auf Fleischverzicht, Raubbau, Plastik
  - feedback 3 room 1: Problem: Meat is very cheap (objection: When prices are increased for food, only the poorests are affected. Families should have the opportunity to buy meat).
    Problem: Fleisch ist sehr billig (Einwand: Wenn die Preise für Lebensmittel erhöht werden, werden nur die Ärmsten betroffen. Familien sollten die Möglichkeit haben, Fleisch zu kaufen)
  - feedback 4 room 1: It needs rules for farmers, for example a law that prohibits bulk farming and creates standards for animal husbandry. Managing sustainable, species-appropriate attitudes of animals.
    Es braucht Regeln für Landwirte, zum Beispiel ein Gesetz, das Massentierhaltung verbietet und Standards für die Tierhaltung schafft. Förderung nachhaltiger, artgerechter Haltung von Tieren
  - feedback 5 room 1: Strengthening the circular economy.
    Stärkung der Kreislaufwirtschaft

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○ feedback 6 room 1: Agricultural modernization.
Landwirtschaftliche Modernisierung

○ feedback 7 room 1: Promoting the production and purchase of regional foods (objection: CO2 is also expelled even in local meat production, therefore rather eat less meat) / local meat production increases prices and leads to less meat consumption.
Förderung der Produktion und des Kaufs von regionalen Nahrungsmitteln (Einwand: Auch bei der lokalen Fleischproduktion wird CO2 ausgestoßen, daher lieber weniger Fleisch essen) / Lokale Fleischproduktion erhöht die Preise und führt dadurch zu weniger Fleischkonsum

○ feedback 8 room 1: Who protects animal rights? Suggestion: health insurance for animals (possibly as uniform health insurance), ticket system as in Italy.
Wer schützt Tierrechte? Anregung: Krankenversicherung für Tiere (eventuell als einheitliche Gesundheitsversicherung), Ticketsystem wie in Italien

○ feedback 9 room 1: Conversion of methane in biogas and fertilizers.
Umwandlung von Methan in Biogas und Düngemittel

Feedback on issue 1.3.3 from room 15:

○ feedback 1 room 15: We should not compare human and animal rights: both are important and one does not exclude the other; on the contrary they support each other.

○ feedback 2 room 15: Consider rights of nature, especially given the link with environmental issues.

○ feedback 3 room 15: Stricter and updated rules against mass animal farming, also related to environmental and economic costs (also linked to the quality of food we eat).

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<u>Substream 1.4 Right to privacy (Room 15, English facilitator)</u>

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issue 1.4.1: There is not a reasonable relation between the costs of ensuring your own rights (e.g. knowledge; money; time; energy) and the subjective value of your rights (i.e. relevance of data protection & privacy).

● 1.4.1.1 orientation: Regular audit of online services to prevent and check breaches and/or abuse of privacy rights/data protection.
   ○ justification: To make companies accountable.
   ○ notes: Some argue that there should be a suspension of the service if the breach and/or the abuse persist - but this can be ambiguous as it could favour autocratic regimes.

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- 1.4.1.2 orientation: Put a fine on companies that breach and abuse privacy rights / data protection; the fine should be proportionate to the market value of the company.
  - justification: To incentivise companies so they comply with proper data protection and privacy rights.
  - note: Some argue that these big companies (social media/tech) do not care about money so it may not be effective.

Feedback on issue 1.4.1 from room 6:
  - feedback 1 room 6: It is hard to quantify the value people put in privacy. However it is quite easy to quantify the potential data-sharing can have. Personalized advertisements, or algorithms which predict people needing help can be of benefit to people. There should be surveys done to quantify the first.

issue 1.4.2: It is difficult for users to understand and access easy/good quality information on data protection/privacy.

- 1.4.2.1 orientation: Regulate providers to share user-friendly and easy-to-understand documentation and consent requests about data protection with users.
  - justification: To make data protection easy to happen & increase individuals' ability to protect their privacy/data.

- 1.4.2.2 orientation: Raise awareness of the existence of national and EU bodies in charge of data protection.
  - justification: So that people can ask and benefit from the support of these institutions.

Feedback on issue *1.4.2* from room 6:
  - feedback 1 room 6: Create an EU organism to protect data. This organisation should also promote education and communication about safely managing data

issue 1.4.3: It is difficult to put limits when it comes to data protection/privacy, i.e. there is a trade-off between sharing data or information for security & better organization of services AND privacy/data protection (risk of manipulation of choices and freedom by misusing users' data). This is particularly relevant when it comes to electoral decisions, i.e. for a healthy democracy.

- 1.4.3.1 orientation: Prevent websites from sharing "cookies" information with third parties.
  - justification: So that users have better control on their own data and there is more transparency.

- 1.4.3.2 orientation: Review and update current legislation so as to make the use of data proportionate to the actual needs.
  - justification: Strengthening the right to privacy and preventing data abuse.

- 1.4.3.3 orientation: Initiate a specific EU-wide decision making process to get clarity on the tradeoff between sharing data and prevention of its abuse (with appropriate distinction for each specific sector, e.g. health, security, etc).
  - justification: There is no EU-wide clarity on sharing data tradeoff policies and this requires an EU wide debate and related EU wide coherent guidelines.

issue 1.4.4: EU institutions (at EU level and in Member States) in charge of data protections are not well coordinated.

- 1.4.4.1 orientation: Allow EU's accession to the European Convention of Human Right so as to guarantee all EU Member States comply with the right to privacy and data protection equally.
  - justification: This would help ensure EU coordination and to enforce the right to privacy as this is part of human rights.

issue 1.4.5: Children and minors deserve special attention to protect their privacy rights.

- 1.4.5.1 orientation: Provide clearer and more stricter rules about the use of social media by minors in order to prevent their privacy risks.
  - justification: It is necessary to increase the responsibility of service providers and not to put the full responsibility on families/parents in order.

- 1.4.5.2 orientation: Dedicated school programmes.
  - justification: Minors are young, not always responsible enough and they can also be more easily influenced so they need to get education on their privacy rights & appropriate use of their data from other institutions/authorities rather than (only from) parents/family.

Stream 2: Protecting democracy and the rule of law

English + Original Language
<u>Substream 2.1</u> *issue 2.1.1: Some media outlets are using the "freedom of the press" to defend themselves against accusations of unethical behaviour (such as spreading misleading and false information, slander, etc.).*

Protecting rule of law (Room 2, English facilitator)	2.1.1.1 orientation: The EU should urge Member States to actively address this within their national jurisdictions. - justification: The EU should get involved because "the internet has no borders" - it is a common issue for everyone. - notes: What should be made clear is the difference between unethical behaviour and possible crime. 2.1.1.2 orientation: The EU should take measures to combat weaponized anonymity (anonymity that is used to enable unethical practices in publishing). - justification: Anonymous publishing is a grey zone that allows the publisher (author) to get away with spreading any kind of information, even that which is considered unethical, incorrect, hateful, etc. (this does not apply to protecting the identity of informants, only the publishers). - notes: This is an aspect that was raised at the very end of subgroup work and sparked a lot of discussion that had to be cut short. Feedback on issue 2.1.1 from room 8: - feedback 1 room 8: This problem is very important and we are talking about it even in our group. It is important that Europe occupies, especially if with "new media" means social media, because these are international companies (corporations) that can be better influenced at European level than of individual states. *Questo problema è molto importante e ne stiamo parlando anche nel nostro gruppo. E' importante che l'Europa se ne occupi, soprattutto se con "nuovi media" si intende i social media, perché si tratta di compagnie internazionali (corporations) che possono essere influenzate meglio a livello Europeo che dei singoli stati.* *issue 2.1.2: Democracy is not equally developed across all EU Member States* 2.1.2.1 orientation: The EU should invest in grassroots efforts to strengthen democratic values in Member States. - justification: All EU citizens should enjoy the same democratic rights. If the EU allows for inequality in this regard, it is no longer a unified institution in terms of its values and loses credibility. It's important to strengthen civic participation - otherwise the European project doesn't work. Grassroot initiatives help promote participation. 2.1.2.2 orientation: The EU should invest in measures (projects) that foster cooperation and exchange between different groups/regions/nations.

- 2.1.2.3 orientation: Creating non-judgemental spaces where countries can learn from each other with the aim of improving their democratic practices.
  - justification: We have to try to work together as a union in order not to drift apart. It is also important not to point fingers when we strive for improvement. It is extremely important that the nations truly know each other (culturally etc.) - it promotes understanding and friendship, and reduces prejudice.
  - notes: These spaces are based on our understanding of the democratic values and in that sense they involve judgement, but they are not supposed to evaluate or shame countries

- 2.1.2.4 orientation: Continuously and consistently incorporating information about EU values/citizenship/structure, etc. into school curricula on all education levels. Investing in European civic education.
  - justification: When people understand the EU better and know more about it, it strengthens democracy and encourages participation.

Feedback on issue *2.1.2* from room 8:
  - feedback 1 room 8: This is very true but it is also a difficult problem because democracy is linked to states. What can Europe do to influence the sovereignty of individual states? Perhaps if there was a European constitution it would be easier to intervene.
    Questo è molto vero ma è anche un problema di difficile soluzione perché la democrazia è legata agli stati. Cosa puo' fare l'europa per influenzare la sovranità dei singoli stati? Forse se ci fosse una costituzione Europea sarebbe più facile intervenire.

issue 2.1.3: There is not sufficient transnational debate on the EU level, between both governments and citizens

- 2.1.3.1 orientation: Creating transnational, European political parties that all European politicians would be able to join.
  - justification: It would help to foster a broader political debate/conversation.
- 2.1.3.2 orientation: Encouraging national media outlets to cover more EU-level developments.
  - justification: Citizens need to know more about Europe. We must promote EU-level civic initiatives like this one.

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○ notes: Idea: centralized system for disseminating information, such as a newsletter that EU citizens could subscribe to, or an EU television channel.

- 2.1.3.3 orientation: The EU should be receptive to ideas coming directly from citizens, not only national governments. For example: creating an EU-wide platform for starting petitions and civic initiatives.
  ○ justification: We need a space to express our opinions in a meaningful way and influence decision-making, rather than just create noise (for example on social media).

Feedback on issue *2.1.3* from room 8:

    ○ feedback 1 room 8: This is a very important problem. There is a problem of legitimacy of Europe at the cross-border level, yes as regards politicians and citizens. The politicians of the Member States give Europe yet too little importance. Citizens know too little about Europe. We must work more to communicate initiatives like this that promote the exchange and debate beyond national borders.

      Questo è un problema molto importante. C'è un problema di legittimità dell'Europa a livello transfrontaliero, sia per quanto riguarda politici che cittadini. I politici degli stati membri danno all'Europa ancora troppo poca importanza. I cittadini conoscono troppo poco l'Europa. Bisogna lavorare di più per comunicare iniziative come questa che promuovono lo scambio ed il dibattito oltre le frontiere nazionali.

issue 2.1.4: Non-compliance of some Member States with EU-level regulations that aim to protect citizens.

- 2.1.4.1 orientation: The EU should pursue amicable dialogue with non-compliant states first. As a second step, Article 7 of the Treaty on European Union should be used. Finally, EU funds should be withdrawn from non-compliant states.
  ○ justification: The EU's power to influence non-compliant states is vital. The EU needs to be able to protect its citizens from their national governments, if those governments refuse to comply with EU regulations.
  ○ notes: Important problem to consider: withdrawing funds could hurt citizens instead of decision makers. It's important to target sanctions.

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<u>Substream 2.2 Protecting</u>

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issue 2.2.1: There is a need for more transparency in the process of identifying corruption cases.

E nevoie de mai multă transparență în ceea ce privește procesul de identificare a cazurilor de corupție.

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<u>and strengthening democracy (Room 7, Romanian facilitator)</u>	● 2.2.1.1 orientation 1: A common basis in terms of understanding and identifying a case of corruption is needed. When is lobbying appropriate and when does it become corruption?
	O bază comună în ceea ce privește înțelegerea și identificarea unui caz de corupție. Când este o activitate de lobby și când această activitate devine una de corupție?
	   ○ justification: Corruption is a risk to our security and ensures benefits for restricted groups.
	     Corupția reprezintă un risc pentru securitatea noastră a tuturor și asigură beneficii pentru grupurile restrânse.
	
	● 2.2.1.2 orientation: Protect those who fight corruption. It is necessary to protect them and then protect the process by which we can do so. We need to identify how we can do that.
	Protejarea celor care luptă împotriva corupției. E necesar să-i protejăm și, apoi, să protejăm și procesul prin care reușim să facem asta. E nevoie să identificăm cum putem să facem asta.
	   ○ justification: Regardless of the type of corruption, these people who warn us on corruption cases are afraid of their security. It is necessary to have a clear process to protect them.
	     Indiferent de tipul de corupție, acești oameni care ne avertizează asupra cazurilor de corupție se tem pentru securitatea lor. E necesar să avem un proces clar pentru a îi proteja.
	
	Feedback on issue 2.2.1 from room 2:
	   ○ feedback 1 room 2: Possible orientation: creating an effective mechanism for accessing deep and detailed information about lobbying campaigns and legal processes. Citizens need to have a legal right to request all of that information.
	
	issue 2.2.2: How are sanctions taken? We need to have sanctions for issues that are really relevant for the European Union. We need a common and transparent process in taking these decisions.
	Cum sunt luate sancțiunile? E nevoie să avem sancțiuni pentru subiectele cu adevărat relevante pentru comunitatea europeană. Avem nevoie de un proces comun și transparent în luarea acestor decizii.
	
	● 2.2.2.1 orientation: We need to approach this subject by thinking about the social aspect, namely human rights. At the moment the approach is more often connected with economic areas.
	E nevoie să abordăm acest subiect gândindu-ne și la aspectul social, respectiv drepturile omului. În acest moment, abordarea este conectată mai des cu domeniile economice.
	   ○ justification: Sanctions and recommendations are relevant to ensuring European democracy.
	     Sancțiunile și recompensele sunt relevante pentru asigurarea democrației europene.

- ○ notes: It is necessary to offer incentives to those who seek to meet recommendations or rules.
  E necesar să oferim și stimulente celor care caută să îndeplinească recomandările sau normele.

- 2.2.2.2 orientation: We need to have a common regulatory framework. If this regulatory framework is not respected, then we can use sanctions.
  E nevoie să avem un cadru de reglementare comun. Dacă acest cadru de reglementare nu este respectat, atunci putem să folosim sancțiunile.
  - ○ justification: We need a set of common rules - a European Constitution to be respected by each Member State. And through this set of rules, we manage to inform the community about this regulatory framework.
    Avem nevoie de un set de reguli comun - o constituție europeană care să fie respectată de fiecare stat membru. Și prin acest set de reguli să reușim să informăm comunitatea despre acest cadru de reglementare.
  - ○ notes: The difference between corruption and lobby = transparency.
    Diferența dintre corupție și lobby = transparență.

Feedback on issue 2.2.2 from room 2:
  - ○ feedback 1 room 2: The difference between lobbying and corruption is transparency. When things happen in a dark room without anyone knowing - that's corruption. It's also about knowing where money is coming from. Possible orientation: creating an effective mechanism for accessing deep and detailed information about lobbying campaigns and legal processes. Citizens need to have a legal right to request all of that information.
  - ○ feedback 2 room 2: Possible orientation: creating an effective mechanism for accessing deep and detailed information about lobbying campaigns and legal processes. Citizens need to have a legal right to request all of that information.

issue 2.2.3: The inequality between countries. There is no balance in fiscal policies. There is a need for a balance between salaries that are awarded for the same type of work at European level. Now, for the same type of work citizens are paid differently.
Inegalitatea dintre țări. Nu există un echilibru la nivelul politicilor fiscale. E nevoie de un echilibru între salariile care se acordă pentru același tip de muncă la nivel european. Acum, pentru același tip de munca cetățenii sunt plătiți diferit.

- orientation 2.2.3.1: All EU countries should be required to introduce a minimum European income, but also a minimum European wage in order to have a decent life. A support for people who need to be reintegrated into the labour market.

Toate statele europene ar trebui obligate să introducă un venit minim european, dar și un salariu minim european pentru a putea avea o viață decentă. Un sprijin pentru persoanele care au nevoie să fie reintegrare pe piața muncii.

- ○ justification: A useful solution for those who want to remain active in the labor market. If we guarantee a minimum income, then we can solve the problems of those who face financial problems.
  O soluție utilă pentru cei care își doresc să rămână activi în piața muncii. Dacă garantăm un venit minim, atunci o să putem rezolva din problemele celor care se confruntă cu probleme financiare.
- ○ notes: It is not clear how the EU is currently contributing to a minimum European income or common benefits.
  Nu este clar cum contribuie în acest moment UE la realizarea unui venit minim european sau a unor beneficii comune.

Feedback on issue 2.2.3 from room 2:
- ○ feedback 1 room 2: Some countries have their own specific methods of establishing a minimum wage. In some cases an EU-level minimum wage would make the situation worse. However, everyone should be able to receive a decent, livable wage for their work - it's a human right.

<u>Substream 2.3 Security (Room 8, Italian facilitator)</u>	*issue 2.3.1: Balance between security and freedom of expression.*
	Equilibrio tra sicurezza e libertà di espressione.
	
	● 2.3.1.1 orientation: The issue of balance between security and rights, in particular freedom of expression, is a central problem for security, but also a very complicated problem to address. As citizens, we struggle to position ourselves and to provide specific guidelines.
	Il problema dell'equilibrio tra sicurezza e diritti, in particolare il diritto alla libertà di espressione, è centrale per quanto riguarda la sicurezza oggi, ma è anche un problema molto complicato a affrontare. Come cittadini facciamo fatica a posizionarsi sul tema e dare linee guida specifiche.
	    ○ justification: The issue of the balance between security and rights, in particular freedom of expression, is a very complicated problem, because even experts are faced with conundrums on safety and rights and do not have clear solutions. It is also difficult because as users and citizens, we live in "bubbles" in which we only meet people that think like us. How to understand who are those people that pose a serious threat to our security and how to understand what to, while respecting the fundamental rights of all?
	    Il problema dell'equilibrio tra sicurezza e libertà di espressione è di difficile soluzione, perché anche gli esperti si trovano di fronte a dei dilemmi che riguardano il rapporto tra sicurezza e diritti e non hanno soluzioni chiare. E' difficile anche perché come utenti e cittadini, viviamo in "bolle" in cui incontriamo solo persone che la pensano come noi. Come fare a capire chi sono le persone che attentano alla nostra sicurezza e come capire cosa fare nel rispetto della libertà di espressione di tutti?
	
	● 2.3.1.2 orientation: We know that security threats are serious but we think that Europe should avoid taking authoritarian measures and should instead work more at the level of prevention and dissuasion.
	Sappiamo che il problema è serio ma pensiamo che l'Europa dovrebbe evitare di prendere misure autoritarie e dovrebbe invece lavorare di più a livello di prevenzione e dissuasione di queste minacce.
	    ○ justification: It is important to avoid authoritarian measures because even if it is tempting, it would take away from what we are.
	    È importante evitare misure autoritarie perché anche se è tentante, ci porterebbe lontano da quello che siamo.
	
	● 2.3.1.3 orientation: The EU should work in coordination with the big corporations of the web and social networks (Facebook, Google and Twitter) and with police forces of different member countries, to dissuade those who publish dangerous content and to carry out police investigations of the origin of these dangerous content and threat level.

L'Europa dovrebbe lavorare in coordinamento con le grandi corporations del web e dei social network (facebook, google e twitter) e con forze di polizia dei diversi paesi membri, per dissuadere chi pubblica contenuti pericolosi e per effettuare investigazioni di polizia sulla provenienza di questi contenuti pericolosi e sul livello di minaccia.

- ○ justification: It is important to work on deterrence and investigations, because if you automatically suppress dangerous content with algorithms and artificial intelligence, the criminals that produce them will move to another channel or another platform. Deterrence and investigation make it possible to understand the threat origin and entity and intervene more effectively.

  È importante lavorare sulla dissuasione e le investigazioni, perché se si sopprimono automaticamente contenuti pericolosi con algoritmi e intelligenza artificiale , i criminali che le producono si sposteranno su un altro canale o un'altra piattaforma. Deterrence e investigazioni permettono di capire origine e entità della minaccia e intervenire più efficacemente.

issue 2.3.2: Violence against and abuse of individuals (including domestic violence, violence from alcohol abuse, psychic violence, gender violence, violence on the basis of ethnicity and religious belonging, violence against minors, cyberbullying, etc).
Violenza e abusi sugli individui (inclusa violenza domestica, violenza da abuso di alcol, violenza psichica, violenza di genere, violenza sulla base dell'etnia e dell'appartenenza religiosa, violenza sui minori, cyberbullismo, etc).

- 2.3.2.1 orientation: The EU should play a stronger role in ensuring the security of the LGBTI + population against violence and discrimination
  L'Europa dovrebbe avere un ruolo più forte nel garantire la sicurezza della popolazione LGBTI+ contro violenze e discriminazioni.
  - ○ Justification: It is important to have strong European guidelines, because it is not right that people are legally protected in a country and not in another.
    È importante avere forti linee guida europee, perché non è giusto che le persone siano legalmente protette in un paese e non in un altro.

- 2.3.2.2 orientation: The EU should push national governments to introduce education against violence in schools, such as lessons on respect for ethnic and religious minorities but also sexual and gender education, because directly linked to the problem of sexual abuse, violence and homophobia.
  L'Europa dovrebbe spingere i governi nazionali a introdurre educazione contro la violenza nelle scuole, quali lezioni sul rispetto delle minoranze etniche e religiose ma anche l'educazione sessuale e di genere, perché collegata direttamente al problema di abusi sessuali, violenza e omofobia.

- ○ justification: Working on prevention and education against violence and respect in schools is very important, because we have to start from the youngest to prevent these phenomena of violence.
  Lavorare sulla prevenzione e l'educazione contro la violenza e per il rispetto nelle scuole è molto importante, perché dobbiamo partire dalla più giovane età per prevenire questi fenomeni di violenza.

- 2.3.2.3 orientation: The EU should improve inclusion, diversity and increase visibility space and voice for people belonging to minorities, because they are not sufficiently represented in public and private institutions and in national and European level events. Today public and private organizations are still too homogeneous and still show too little diversity and inclusion.
  L'Europa dovrebbe migliorare inclusione, diversity e aumentare la visibilità, lo spazio e la voce per le persone appartenenti a minoranze, perché non sono sufficientemente rappresentate nelle istituzioni pubbliche e private e negli eventi di livello nazionale ed Europeo. Oggi le organizzazioni pubbliche e private sono ancora troppo omogenee e mostrano ancora troppo poca diversità e inclusione.
  - ○ justification: Because there are categories of people who are not represented and violence against them also originates from marginalization and invisibility.
    Perché ci sono categorie di persone che non sono rappresentate e la violenza contro di loro origina anche dall'emarginazione e dall'invisibilità.

- 2.3.2.4 orientation: The EU should invest resources to support good practices to combat violence that exist in the Member States. For example by supporting public and private support centres that exist in different countries.
  L'Europa dovrebbe investire risorse per sostenere buone pratiche di lotta alla violenza che già esistono negli stati membri. Ad esempio sostenendo i centri di supporto pubblici e privati che esistono nei diversi paesi.
  - ○ justification: Because before creating new structures, it is important to support the things that already work in different Member States.
    Perché prima di creare nuove strutture, è importante sostenere le cose che già funzionano nei diversi stati membri.

- 2.3.2.5 orientation: In education and awareness on violence, we must not focus only on children, but also on the general population. Nell'educazione e sensibilizzazione sulla violenza, non dobbiamo focalizzarci solo sui bambini, ma anche sulla popolazione in generale.
  - ○ justification: Adult education and sensitization are important because there is too much weight put on the child population, which is tomorrow's generation. We also have to work on adults who are responsible for these children.
    L'educazione degli adulti e la sensibilizzazione sono importanti perché c'è troppo peso messo sulla popolazione infantile, che è la generazione di domani. Dobbiamo lavorare anche sugli adulti che sono responsabili di questi bambini.

- 2.3.2.6 orientation: The EU should encourage Member State education ministries to guarantee psychological aid in schools for all children and families and not only for those who require it or that are addressed by social workers.
L'Europa dovrebbe incoraggiare i ministeri dell'istruzione degli stati membri a garantire aiuto psicologico nelle scuole per tutti i bambini e le famiglie e non solo per quelli che lo richiedono o che vi sono indirizzati dagli assistenti sociali.
    - justification: It is important to offer psychological help to all children and families in schools to avoid stigma and discrimination of children and families who access the service and because psychological support is beneficial for everyone.
È importante offrire aiuto psicologico a tutti i bambini e le famiglie nelle scuole per evitare stigma e discriminazioni dei bambini e famiglie che accedono al servizio e perché il supporto psicologico è benefico per tutti.

issue 2.3.3: Data security (against hacker attacks, privacy violation, social media, personal data theft, artificial intelligence, etc).
Sicurezza dei dati (contro attacchi hacker, violazione privacy, social media, furto dei dati personali, intelligenza artificiale, etc).

- 2.3.3.1 orientation: Apply and comply with the General Data Protection Regulation for data protection.
Fare applicare e rispettare il GDPR per la protezione dei dati.
    - justification: GDPR, although not perfect, is important because it is a regulation already approved by Europe.
GDPR, sebbene non perfetto, è importante perché è un regolamento già approvato dall'Europa.

- 2.3.3.2 orientation: Education and prevention are a priority. The EU should invest resources in the Member States to educate and raise awareness of children in schools to protect their personal data.
L'educazione e la prevenzione sono una priorità. EU dovrebbe investire risorse negli stati membri per educare e sensibilizzare i bambini nelle scuole alla protezione dei propri dati personali.
    - justification: Education and prevention are fundamental because one of the great problems is that there is less and less awareness of the importance of personal data of what it means to share very personal information in social networks.
L'educazione e la prevenzione sono fondamentali perché uno dei grandi problemi è che c'è sempre meno consapevolezza dell'importanza dei dati personali di cosa significa condividere informazioni molto personali nei social network.

- 2.3.3.3 orientation: The EU should promote citizens' awareness and use awareness campaigns on the subject of personal data protection.
EU dovrebbe promuovere attività e campagne di sensibilizzazione dei cittadini sul tema della protezione dei dati personali.

- ○ justification: It is important to raise awareness and educate European users of all ages, because this is a widespread problem not only among children. We are less and less aware of what it means to share your data online.
  È importante sensibilizzare ed educare utenti Europei di tutte le età, perché questo è un problema diffuso non solo tra i bambini. Siamo sempre meno consapevoli di cosa significa condividere i propri dati online.

- 2.3.3.4 orientation: The EU should offer mechanisms to protect personal data that can be easily accessible for all citizens.
  EU dovrebbe offrire meccanismi di tutela dei dati personali che siano accessibili facilmente per tutti i cittadini.
  - ○ justification: It is important to simplify and make data protection mechanisms accessible, because citizens often do not understand how to protect their data and do not know who to rely on to protect their data.
    È importante semplificare e rendere accessibili i meccanismi di protezione dei dati, perché spesso i cittadini non capiscono come fare per proteggere i propri dati e non sanno a chi affidarsi per proteggere i propri dati.

- 2.3.3.5 orientation: The EU institutions and Member States should be more coordinated to protect their citizens, their democracy and their values against the new threats coming from the outside, such as cybersecurity and the criminal use of artificial intelligence.
  Le istituzione Europee e gli stati membri dovrebbero essere più coordinati per proteggere i loro cittadini, la loro democrazia ed i loro valori contro le nuove minacce che vengono dall'esterno, quali la cybersecurity e l'uso criminale dell'intelligenza artificiale.

  - ○ justification: It is important to fight in a coordinated way against new digital threats, because the European model must be actively defended, not only exported. There are more and more frequent attacks to our services and systems that come from outside the European borders and the answer must be European if you want to be effective. There are countries like China who are much more advanced than us in the study and work on these threats and we cannot be less.
    È importante lottare in un modo coordinato contro le nuove minacce digitali, perché il modello Europeo va difeso attivamente, non solo esportato. Ci sono sempre più frequenti attacchi ai nostri servizi e sistemi che vengono da fuori i confini Europei e la risposta deve essere Europea se vuole essere efficace. Ci sono paesi come la Cina che sono molto più avanzati di noi nello studio e nel lavoro su queste minacce e non possiamo essere da meno.

Feedback on issue 2.3.3 from room 7:
  - ○ feedback 1 room 7: Our personal information is kept by social networks, for example, which can be used by those who want to benefit from them. There is also information that is not visible but is targeted by people who want to use them. It is necessary to consider all the risks of information technology.

Informațiile noastre personale sunt păstrate de către rețelele sociale, de exemplu, care pot fi folosite de către cei care-și doresc sa beneficieze de pe urma lor. Sunt și informații care nu sunt vizibile, dar care sunt vizate de către persoanele care vor sa le folosească. E necesar sa avem în vedere toate riscurile pe care le oferă tehnologia informației.

- ○ feedback 2 room 7: We need to educate users in the use of social environments and managing data stored by these entities.

  E necesar sa educam utilizatorii în ceea privește utilizarea mediilor sociale și gestionarea datelor stocate de către aceste entități.

- ○ feedback 3 room 7: We should be informed about all the risks we face in this digital world. My freedom ceases where your freedom begins> it is necessary to respect the private life of other people. It is important to learn about these things since school. It is necessary for the authorities to have sufficient resources to protect our right to privacy.

  Ar trebui sa fim informatii în legatura cu toate riscurile cu care ne confruntăm în lumea aceasta digitală. Libertatea mea încetează acolo unde începe libertatea ta > e necesar sa respect viata privata a celorlalți oameni. E important sa invatam despre lucrurile acestea încă din scoala. E necesar ca autoritățile să aibă suficiente resurse prin care sa ne protejeze dreptul la viață privată.

- ○ feedback 4 room 7: It is necessary that digital platforms are transparent about the types of data they collect.

  E necesar ca platformele digitale să fie transparente referitor la tipurile de date pe care le colecteaza.

Feedback on issue 2.3.3 from room 2:

- ○ feedback 1 room 2: Something to look at specifically is big media such as Facebook and their compliance with GDPR, because at the moment it is not working very well.
- ○ feedback 2 room 2: It's worth looking into the selling of data between big companies, also in the context of advertising.
- ○ feedback 3 room 2: Possible orientation: companies need to be pushed to make their data-protection agreements much more understandable for users.

issue 2.3.4: Security outside the European Union.
Sicurezza fuori dall'Unione Europea.

- ● 2.3.4.1 orientation: The EU should strengthen its commitment to exporting its model of democracy and its values out of its borders. Not with weapons but with diplomacy, by sharing best practices internationally and by raising awareness.

L'Europa dovrebbe rafforzare il suo impegno nell'esportare il suo modello di democrazia ed i suoi valori fuori dalle sue frontiere. Non con le armi ma con la diplomazia, dando l'esempio, la sensibilizzazione.

- justification: Because we are a model for the whole world, there are people who flee from their own countries to come to us, we have built an important model that we must promote out of our borders.
  Perché siamo un modello per il mondo intero, ci sono persone che fuggono dai propri paesi per venire da noi, abbiamo costruito un modello importante che dobbiamo promuovere fuori dalle nostre frontiere.

- 2.3.4.2 orientation: The EU institutions and Member States should be more coordinated to protect their citizens, their democracy and their values against the new threats coming from the outside, such as cyberSecurity and the criminal use of artificial intelligence.
  Le istituzione Europee e gli stati membri dovrebbero essere più coordinati per proteggere i loro cittadini, la loro democrazia ed i loro valori contro le nuove minacce che vengono dall'esterno, quali la cybersecurity e l'uso criminale dell'intelligenza artificiale.

  - justification: It is important to fight in a coordinated way against new digital threats, because the European model must be actively defended, not only exported. There are more and more frequent attacks to our services and systems that come from outside the European borders and the answer must be European if you want to be effective. There are countries like China who are much more advanced than us in the study and work on these threats and we must do more.
    È importante lottare in un modo coordinato contro le nuove minacce digitali, perché il modello Europeo va difeso attivamente, non solo esportato. Ci sono sempre più frequenti attacchi ai nostri servizi e sistemi che vengono da fuori i confini Europei e la risposta deve essere Europea se vuole essere efficace. Ci sono paesi come la Cina che sono molto più avanzati di noi nello studio e nel lavoro su queste minacce e dobbiamo fare di più.

- 2.3.4.3 orientation: The EU should strengthen its coordination to make dialogue, mediation and negotiation with neighbouring countries more effective for issues concerning borders.
  L'Europa dovrebbe rafforzare il suo coordinamento per rendere più efficace il dialogo, la mediazione e la negoziazione con i paesi vicini per questioni che riguardano le frontiere.

  - justification: This is important because leaving individual member countries to deal with these issues alone does not work.
    È importante perché lasciare i singoli paesi membri gestire queste questioni da soli non funziona.

Feedback on issue 2.3.4 from room 2:

- ○ feedback 1 room 2: It's important to emphasize the role of a UNIFIED European voice in the UN (all Member States should stand together)
- ○ feedback 2 room 2: It is a good idea to advertise the European model to show the world that the values of unity and democracy really work.
- ○ feedback 3 room 2: Unified front in terms of EU foreign policy is nice, but Member States should be free to decide about foreign policy for themselves. They should be able to keep their autonomy.
- ○ feedback 4 room 2: Maybe you should specify what you mean by "outside the EU". Do you mean the whole world, specific countries, or neighboring countries?

issue 2.3.5: Security and work environment.
Sicurezza e lavoro.

- ● 2.3.5.1 orientation: Protect European citizens against accidents at work and prevent unhealthy or dangerous work environments.

  Proteggere i cittadini Europei contro gli incidenti sul lavoro e prevenire ambienti di lavoro malsani o pericolosi.
  - ○ justification: It is important to deal with safety at work because it concerns us all and the situation is critical in many different contexts.
    È importante occuparsi di sicurezza al lavoro perché ci riguarda tutti e la situazione è critica in tanti contesti diversi.

- ● 2.3.5.2 orientation: The EU should introduce a minimum wage at European level. L'Europa dovrebbe introdurre un salario minimo a livello Europeo.
  - ○ justification: It is important to introduce a measure that protects the income of EU citizens, because security does not only mean avoiding accidents but also fighting exploitation, combat unfair treatment, and promoting economic security.
    È importante introdurre una misura che tuteli il reddito dei cittadini Europei, perché sicurezza non significa solo evitare incidenti ma anche combattere lo sfruttamento, combattere il trattamento iniquo, promuovere la sicurezza economica.
  - ○ notes: Discussion in the group between the idea of adjusting the minimum wage on the cost of living in the different countries and the idea instead of equalizing the minimum wage at European level.
    Discussione nel gruppo tra l'idea di aggiustare il salario minimo sul costo della vita nei diversi paesi e l'idea invece di parificare il salario minimo a livello Europeo.

Issue 2.3.6: Tax and financial fraud.
Frode fiscale e finanziaria.

- 2.3.6.1 orientation: The EU should do more to impose the transparency of banking and financial transactions. L'UE dovrebbe fare di più per imporre la trasparenza delle operazioni bancarie e finanziarie.

  - justification: There are tools and pacts developed or under development at European level on the subject of financial transparency, but it seems to concentrate less on the subject of banking transparency. Bank operations seem to us very opaque.
    Ci sono strumenti e patti sviluppati o in corso di sviluppo a livello Europeo sul tema della trasparenza finanziaria, ma ci sembra che si concentrino meno sul tema della trasparenza bancaria. Le operazioni delle banche sembrano a noi molto opache.
  - notes: The group is aware that there are other sub-groups on this issue and therefore proposes to transfer this proposal to these groups.
    Il gruppo è consapevole che ci sono altri sotto-gruppi su questo tema e quindi propone di trasferire questa proposta a questi gruppi.

issue 2.3.7: Terrorism and organized crime.
Terrorismo e criminalità organizzata.

- 2.3.7.1 orientation: It is necessary that EU institutions do more to control and contain the structural phenomena of terrorism and organized crime.

  È necessario che istituzioni Europee facciano di più per controllare e contenere i fenomeni strutturali di terrorismo e crimine organizzato.
  - justification: It is important because terrorism and organized crime are structural problems and rooted in all our countries, without exception and as citizens we cannot do much.
    È importante perché terrorismo e criminalità organizzata sono problemi strutturali e radicati in tutti i nostri paesi, senza eccezioni e come cittadini non possiamo fare molto.

- 2.3.7.2 orientation: We propose to constitute a European agency for the fight against terrorism and organized crime (including mafias and new forms of organized crime as international gangs).

Proponiamo di costituire una agenzia europea per la lotta al terrorismo e alla criminalità organizzata (incluse mafie e nuove forme di criminalità organizzata come gang internazionali).

- ○ justification: A strong agency for the fight against organized crime and terrorism is important because Member States agencies fail to manage these problems and communicate with each other, cross databases and information. Because terrorists and criminals manage to escape control passing from one state to another. A European approach would certainly be more effective.
  Una forte agenzia per la lotta al crimine organizzato e al terrorismo è importante perché le agenzie degli stati membri non riescono a gestire questi problemi e a comunicare tra loro, incrociare database e informazioni. Perché terroristi e criminali riescono a sfuggire al controllo passando da uno stato all'altro. Un approccio europeo sarebbe sicuramente più efficace.
- ○ notes: The idea of the European Agency comes from the platform and a participant proposed the discussion and was received very well by the other participants. Some participants brought the example of terrorist attacks in Paris, where it was discovered that terrorists had passed from other countries. Others brought the example of difficult negotiations with countries like Dubai, where they believe that a single European voice would be more effective than that of individual Member States.
  L'idea dell'Agenzia Europea viene dalla piattaforma e una partecipante ne ha proposto la discussione ed è stata ricevuta molto bene dagli altri partecipanti. Alcuni partecipanti hanno portato l'esempio degli attacchi terroristici a Parigi, dove si è scoperto che i terroristi erano transitati da altri paesi. Altri hanno portato l'esempio dei difficili negoziati con paesi come Dubai, dove ritengono che una unica voce Europea sarebbe più efficace di quella dei singoli stati membri.

- ● 2.3.7.3 orientation: Establish a real European police.
  Istituire una vera e propria polizia Europea.
  - ○ justification: A unique police at European level would be important because we are very fragmented. A European police force would instead be based on the principle of Europe to optimize efforts and act in a coordinated manner. A European police could even help make us find a new sense of belonging to Europe.
    Una polizia unica a livello Europeo sarebbe importante perché siamo molto frammentati. Una polizia europea sarebbe invece basata sul principio dell'Europa di ottimizzare gli sforzi e agire in maniera coordinata. Una polizia europea potrebbe persino contribuire a farci trovare un nuovo senso di appartenenza all'Europa.
  - ○ notes: This type of security agency must be able to access our personal data (at least in part) to use them to prevent crimes and fight against terrorism and organized crime. The Agency must be able to carry out interceptions beyond

immunities. At the same time, the agency must protect the data to which it has access, which should not be disseminated in any way.

Questo tipo di agenzia per la sicurezza deve poter accedere ai nostri dati personali (almeno in parte) per utilizzarli per prevenire i crimini e lottare contro terrorismo e crimine organizzato. L'agenzia deve poter realizzare intercettazioni al di là delle immunità. Allo stesso tempo, l'agenzia deve tutelare i dati a cui ha accesso, che non devono essere diffusi in alcun modo.

Feedback on issue 2.3.7 from room 7:

- feedback 1 room 7: If we focus on prevention, then the consequences would be smaller. The effects of terror will diminish. Prevention of these phenomena is a solution. The resources involved will also be lower.
  Dacă ne axam pe prevenire, atunci consecințele ar fi mai mici. Efectele terorismului se vor diminua. Prevenirea ancestor fenomene reprezinta o solutie. Resursele implicate vor fi și ele mai mici.

<u>Substream 2.4 Media and disinformation (Room 7, Romanian facilitator)</u>	*issue 2.4.1: The media ends up being financed by politicians. The press cannot be independent if this continues. Thus, the press works for the interests of investors. So for the interests of the political class.*
	Trusturile media ajung să fie finanțate de oamenii politici. Presa nu are cum să fie independentă, dacă situația acesta continua așa. În felul acesta, presa lucrează pentru interesele investitorilor. Deci, pentru interesele celor din clasa politică.
	
	● 2.4.1.1 orientation: Politicians should not be able to hold shares in the media.
	E necesar ca politicienii să nu mai aibă calitatea de investitori în domeniul media.
	  ○ justification: Media companies should remain on the free market just like other companies. Parties should not finance information. In this way, politicians will no longer have a double function (public function and investors in the media).
	  Companiile media ar trebui să rămână pe piața liberă la fel ca celelalte companii. Partidele nu ar trebui să finanțeze informația. În felul acesta politicienii nu vor mai avea dublă funcție (funcție publică și investitor în domeniul media).
	
	● 2.4.1.2 orientation: There is a need for a European verification process to prove the impartiality of media companies financed by politicians.
	E nevoie de un proces european de verificare care să dovedească imparțialitatea acestor companii media.
	  ○ justification: In this way, we can better understand the flow of information. It is necessary to know where the information comes from. We need to understand, first of all, who are the creators of this news.
	  În felul acesta putem să înțelegem mai bine fluxul informației. E necesar să cunoaștem de unde vine informația. E necesar să înțelegem, în primul rand, cine sunt creatorii acestor știri.
	
	● 2.4.1.3 orientation: We need to create a space of neutral news. News that no longer receive emotional attachments.
	E necesar să creăm un spațiu al știrilor neutre. Știri care nu mai primesc atașamente emoționale.
	  ○ justification: In this way, we can ensure the impartiality and objectivity of these.
	  În felul acesta putem să asigurăm imparțialitatea și obiectivitatea acelor știri.
	
	Feedback on issue 2.4.1 from room 8:
	
	  ○ feedback 1 room 8: Media companies should stay on the free market like other companies. Parties should not finance information.
	  Le aziende media dovrebbero stare sul libero mercato come le altre aziende. I partiti non dovrebbero finanziare l'informazione.

- feedback 2 room 8: Enter a test system scoring system at European level as it is done for food products, so that everyone knows how transparent they are and those financed.
  Inserire un sistema di scoring delle testate a livello Europeo come si fa per i prodotti alimentari, così che tutti sappiano quanto sono trasparenti e da chi sono finanziati.
- feedback 3 room 8: Create a European average channel managed by the EU that shares impartial information (proposal that had also emerged in Strasbourg).
  Creare un canale media Europeo gestito da UE che condivida informazioni imparziali (proposta che era emersa anche a Strasburgo).

issue 2.4.2: The information we receive from the authorities are limited, incoherent and contradictory. There is no transparency in this selection process and the process of spreading the news. In this way, sources of information are no longer trustworthy.
Informațiile pe care le primim de la autorități sunt limitate, incoerente și contradictorii. Nu există transparență în procesul acesta de selecție și în procesul de răspândire al știrilor. În felul acesta, sursele de informare nu mai sunt demne de încredere.

- 2.4.2.1 orientation: There is a need for a European verification process to prove the impartiality and objectivity of news. We need to create a space of neutral news.
  E nevoie de un proces european de verificare care să dovedească imparțialitatea și obiectivitatea acestor știri. E necesar să creăm un spațiu al știrilor neutre.
  - justification: News that no longer receive emotional attachments. It is important for young people to benefit from news that has trusted sources.
    Știri care nu mai primesc atașamente emoționale. E important ca tinerii să beneficieze de știri care au surse de încredere.

- 2.4.2.2 orientation: It is necessary for new users to be better educated in understanding this informational space. We need to educate children from school and make them understand how news is created. There is an informational illiteracy and we need to work on this problem. We need media education.
  E necesar ca noi utilizatorii să fim mai bine educați în ceea ce privește înțelegerea acestui spațiu informațional. Este necesar să educăm copiii încă din școală și să îi facem sa înțeleagă modul în care sunt create știrile. Exista un analfabetism informațional și e nevoie să lucrăm asupra acestei probleme. Avem nevoie de educație media.
  - justification: Citizens need media education in order to understand this information flow.
    Cetățenii au nevoie de educație media pentru a putea înțelege fluxul acesta de informații.

Feedback on issue 2.4.2 from room 8:

- ○ feedback 1 room 8: It is central to educate children from schools to understand how news is built and to verify their credibility. There is a lot of functional illiteracy on checking information and we have to work on this.
  È centrale educare i bambini sin dalle scuole, per capire come sono costruite le notizie e a verificarne la credibilità. C'è molto analfabetismo funzionale sulla verifica delle informazioni e dobbiamo lavorare su questo.

issue 2.4.3: We do not have several media or television channels, which have a strict European topic and transmit news at European level. If we do not have enough information about Europe, this leads to a level of scepticism and a passivity among citizens in terms of participation in the voting process.
Nu avem mai multe canale media sau televiziuni, care sa aibă o tematică strict europeană și să transmită știri la nivel european. Dacă nu avem suficiente informații despre Europa, asta duce la creșterea nivelului de scepticism și la o pasivitate în rândul cetățenilor în ceea ce privește participarea la procesul de votare.

- ● 2.4.3.1 orientation : We need training sessions in schools about this subject, educating young people to be properly informed.
  Avem nevoie de sesiuni de pregătire în școli referitoare la acest subiect, prin care să educăm tinerii să se informeze corect.
  - ○ justification: So we will increase the interest of young people on European topics. *Astfel o să creștem interesul tinerilor asupra subiectelor europene.*

- ● 2.4.3.2 orientation: We need more training events. Events especially dedicated to citizens living in rural areas, through which they can understand the flow of information.
  Avem nevoie de mai multe evenimente de pregătire. Evenimente dedicate în special cetățenilor care locuiesc în mediul rural, prin care aceștia pot înțelege fluxul informației.
  - ○ justification: It is the right of citizens to interact with the information on the European Union.
    E dreptul cetățenilor de a interacționa cu informațiile referitoare la Uniunea Europeană.
  - ○ notes: This works helps the way people collaborate on European topics.
Acest lucru ajută la felul în care oamenii colaborează pe subiectele europene.

Stream 3: Reforming the EU

	English + Original Language

Substream 3.1 Institutional reform (Room 3, English facilitator)	*issue 3.1.1: EU accession criteria and process of accession - are they still appropriate?*
	
	● 3.1.1.1 orientation: Increase the transparency of the reasons why some candidate countries get accepted into the EU and others are not accepted.
	   ○ justification: It seems that some Member States have been accepted without real commitment.
	   ○ feedback 1 room 12: Is it a problem of transparency or is it a problem that the media doesn't talk about - information may be there but we do not know where to look for it, EU should have a progressive/active communication policy to actively disseminate the information, and have reliable sources of information.
	   ○ feedback 2 room 12: related to transparency: Simplification of regulations and directives to make it more accessible (easier to read) to people
	
	● 3.1.1.2 orientation: For EU accession criteria, the criterion on the values and democracy should be given priority (as compared to economic development).
	   ○ justification: Sometimes even a poor society/country merits to be invited into the EU, if it respects the common European values (democracy, human rights).
	   ○ feedback room 12: Remaining Member States should make a decision if they are ready to support an economically poor country.
	
	Feedback on issue 3.1.1 from room 12:
	
	   ○ feedback 1 room 12: We should also think about minimum standards to stay in the EU - not only to enter the EU.
	   ○ feedback 2 room 12: If the EU is perceived as a political union and not only economic, the criteria related to democracy and values are crucial - this is also valid for the criteria for countries to stay in EU, e.g. Poland, when countries do not respect human rights/democracy.
	
	issue 3.1.2: Accession support from the EU to the EU candidate countries.

- 3.1.2.1 orientation: Increase EU's support for the candidate states so that they can strengthen their institutions and economies (in a manner that is closely supervised by the European Union).
  - justification: Currently it seems that the candidate states do not receive sufficient help.

issue 3.1.3: European Parliament elections - how to make them more relevant?

- 3.1.3.1 orientation: European Union citizens should have the right to vote for transnational party lists during European Parliament elections (either a single transnational election list or two lists - one national and one transnational).
  - justification: European Parliament elections are too much dominated by national interest. The election campaigns should be on topics that are of interest to more than one country.
  - notes: There are differing views among participants whether it would make more sense to have one list or two lists. The argument for one list: less national thinking, more European thinking. Argument for 2 lists: more interest from citizens regarding European Parliament elections, because they will vote for more people who they know because of national context.

issue 3.1.4: Political parties at the EU level - how to make them stronger?

- 3.1.4.1 orientation: European level political parties and candidates should be able to campaign widely in different EU Member States before the European Parliament elections.
  - justification: EU citizens do not currently know what are the political parties at the European level (Europarties).

Feedback on issue 3.1.4 from room 11:
  - feedback 1 room 11: This issue was similar to ours - and the point was raised that it would be great to have more cooperation and communication about these issues, potentially in a stream plenary (something to consider for next time).

issue 3.1.5: European Parliament - does it need new powers?

- 3.1.5.1 orientation: There should be a broad review of competences of the European Union and European Union institutions.
  - justification: The current institutional structure of the European Union is confusing and does not seem to be appropriate for the modern age.

	● 3.1.5.2 orientation: There should be more powers allocated to those EU institutions that are elected directly by the EU citizens.
	    ○ justification: Right now the national interests of EU Member States make the European Union ineffective, especially during a crisis.
	
	Feedback on issue 3.1.5 from room 12:
	    ○ feedback 1 room 12: This issue was similar to ours - and the point was raised that it would be great to have more cooperation and communication about these issues, potentially in a stream plenary (something to consider for next time).
	    ○ feedback 2 room 12: More power for what? What type of power do we want to give them?
	    ○ feedback 3 room 12: What power for the EU Commission and Council?
	    ○ feedback 4 room 12: Why do we need to increase the power of EP if the MEPs do not attend their meetings? Would that increase their attendance?
	
	issue 3.1.6: Eliminating confusion regarding the institutional structure of the EU (including confusion of EU with similar international organisations).
	
	● 3.1.6.1 orientation: EU institutions should be renamed so that their names are less confusing for citizens.
	    ○ justification: EU citizens are confused about different councils, presidents, commissions.
	
	● 3.1.6.2 orientation: European Union should have more distinct symbols (such as logo) that would not be so similar to other international organisations (such as the Council of Europe).
	    ○ justification: The symbols (but also institutions) of these two organisations are very similar and therefore confusing for citizens.
	
	● 3.1.6.3 orientation: The European Union should be precise in its communications - it should use the word "European Union" rather than "Europe", because Europe is not just the European Union, it is a broader term.
	    ○ justification: The participants felt that the European Union is sometimes misusing the term "Europe".

<u>Substream 3.2 Decision-</u>	*issue 3.2.1: There is not enough information and communication with European citizens about how decisions are being made. There is too little transparency.*

<u>making (Room 11, English facilitator)</u>	3.2.1.1 orientation: The media should be strongly encouraged to provide greater air time to European issues, and activities within the European Union. - justification: The more information we have - the more prepared we will be to make good decisions. - notes: There should be greater transparency about parliament members' control of subsidy allocation and parliament member finances more generally. The media should be factual and neutral while broadcasting information about EU activities. 3.2.1.2 orientation: The existing European TV channel or news agency which discusses issues related to EU activities (council, parliament, decisions, etc.) should be expanded from covering around one third of the EU citizens to all EU citizens who would wish to use it. All information released by the EU should be factual and unbiased. - justification: This could be used to fight disinformation in society. Feedback on issue 3.2.1 from room 12: - feedback 1 room 12: Monitor media for disinformation (agency stopping spread of misinformation). - feedback 2 room 12: Availability of expert council that can respond citizens questions about EU *issue 3.2.2: There is also the issue of credibility when it comes to information that the EU gives out about the decision-making process (corruption issues, etc.)* 3.2.2.1 orientation: There could be a scoring system or metric which evaluates the credibility of news providers and information released by the EU (articles that have proven to be false, etc. as the metric). - justification: This could verify the credibility of the news source. 3.2.2.2 orientation: Create an online platform where citizens can publish information which they are not sure about, and experts can fact-check the information. - justification: It is a way to fight fake news in practice - which is a crucial task in today's world. *issue 3.2.3:* There has to be greater participation of citizens when it comes to decision-making. There is not enough use of technology to engage with citizens - for example, to vote, or to recommend ideas for decision-making.

- 3.2.3.1 orientation: There should be an EU-wide referendum held whenever it comes to an issue of extreme significance to all European citizens.
  - justification: Issues which dramatically affect EU citizens should be decided directly by citizens.
  - notes: Economic issues in particular were considered very important (e.g. taxes, EU budgets, etc.).

- 3.2.3.2 orientation: There should be greater thought put into online voting and online citizen input to affect the decision-making process.
  - justification: This would facilitate the voting process.
  - notes: There are potential cyber risks / security risks that should be considered.

- 3.2.3.3 orientation: There should be a system of greater or total parliamentary control and accountability in relation to decisions on financial help / welfare / and how community funds are spent in the EU.
  - justification: Economic issues in particular should be dealt with within the elected EU Parliament.

- 3.2.3.4 orientation: Public debates broadcasted by the EU could be a potential solution. There could be newspapers and news agencies that deliver this information to the people
  - justification: The more information people have, the more people can participate in the debates about European topics.

- 3.2.3.5 orientation: Citizen participation and deliberation like the Citizens Assembly should be held at the local level.
  - justification: The more bottom-up input from EU citizens the better.

Feedback on issue 3.2.3 from room 12:
  - feedback 1 room 12: Re referendum: logistic complication, expensive, challenging - it should be only used as a last resort.

issue 3.2.4: Unanimous voting presents a serious issue to decision-making in the EU. The current system is too complex.

- 3.2.4.1 orientation: An alternative system of voting should be used instead. Voting 'weight' should be calculated fairly so that small countries' interests are protected.
  - Justification: This will protect the interests of small countries.
  - Notes: There could be more than one system of voting for different issues - issues which affect all countries for example should remain unanimous, while others can be based on a majority system.

- o Note from the deliberation group: the sub-group had no clear views on this orientation. To be clarified in session 3.

- 3.2.4.2 orientation: There needs to be structural change to the existing treaties, or alternatively, a new constitution which is agreed upon by Member States.
  - o justification; In order for important decisions to be made more generally fundamental change is required.
  - o notes: Technically, legally, and politically, this could be very hard to achieve. And this should be done in such a way as to minimise instability in the process. Some of the citizens felt that they did not have the necessary expertise to make such a decision.

- 3.2.4.3 orientation: It is very important that whatever system is created provides relatively fair voting power or 'weight' to smaller countries when it comes to decision-making.
  - o justification: This would make sure that smaller countries have an equal say in matters which affect them.

Feedback on issue 3.2.4 from room 3:
  - ○ feedback 1 room 3: The majority view in our groups is that even in exceptional circumstances Member States should not have veto power. But we had other views in our discussion as well, so good luck with this orientation!

issue 3.2.5: Decision-making in the EU is too slow - too many institutions slow down progress in emergency situations.

- 3.2.5.1 orientation: There should be a mechanism where Parliament is temporarily bypassed and decisions are made immediately by the EU Council.
  - o justification: There must be flexibility for quick responses in crisis situations.

- 3.2.5.2 orientation: There should be a representative body of citizen experts which provides information and guidance to the European Parliament in emergency situations.

Feedback on issue 3.2.5 from room 12:
  - ○ feedback 1 room 12: Need to be careful about speeding up the decision-making process as those are some important decisions (careful about abuse of power).
  - ○ feedback 2 room 12: Important to define the crisis situation that would allow for the speed up decision-making process.

| Substream 3.3 Closer integration (Room 12, English facilitator) | *issue 3.3.1: Absence of common economic structure*

 • 3.3.1.1 orientation: An expert group first proposes how such a common economic structure could look like and what consequences the suggested common economic structure would have - before we start discussing if we want to have a common economic structure or not.
 ○ justification: Driving force for states to go into a closer integration will be that they will see benefits behind it: It is important to have an idea first how such a common economic structure could look like.
 ○ notes: Everything is linked to everything else (taxation, economic structure, format of the union/federation etc.).

 • 3.3.1.2 orientation: It is important to establish a common basis for all Member States (same opportunities, same level) in order to reach a common economic structure.
 ○ justification: We will only be able to advance at a faster pace when we are all at the same level.
 ○ notes: Disagreements within the group regarding minimum wage as there are differences in economic power of states, and perception of some challenges regarding common basis as there are already difficulties to overcome certain differences between regions within states, there are going to be even more challenges to overcome these differences between states. This orientation is also related to issue 2 (orientation on public investments from taxation of corporations which will help to reduce inequalities between Member States).

 Feedback on issue 3.3.1 from room 11:
 ○ feedback 1 room 11: The creation of a policy for the protection of national economies would be helpful - not full protection, but at least partial protection. - note of R12 - quite abstract, we do not like protectionism much.
 ○ feedback 2 room 11: When we create such policies to benefit specific countries, we will hurt countries who do not produce such products. It will produce inequalities. There are policies that can try to correct imbalances, however.

 issue 3.3.2: Difference in economic power of Member States

 • 3.3.2.1 orientation: We suggest having more public investments in order to improve the quality of life of people (infrastructure, roads, but we could also consider housing/social housing).
 ○ justification: Improvement of quality of life , access to housing should be one of the indicators for establishing the common ground/basis.
 ○ notes: Related to orientation 2 in issue 1. |

- 3.3.2.2 orientation: Taxation of big corporations/income from big corporations to contribute to public investments, use the taxation to invest into education and development of each country (R&D, scholarships - Erasmus etc.)
  - justification: Adequate taxes by big corporations that have a lot of money and make sure they contribute to public good, elimination of tax havens.
  - notes: Related to the orientation 2 on common basis in Issue 1. We are only talking about big corporations and fair taxations, not SMEs.

- 3.3.2.3 orientation: Progressive taxing of financial transactions and of banks to get income from big financial transactions.
  - justification: Another revenue for public investments allowing to reduce the difference in economic strengths of states.
  - notes: Doubts of one participant: Not sure about concrete measures, it is a complicated issue, make sure we do not affect small savers, also how it works with banks working in different countries of the EU. question: Only international or national transactions? - we need experts to advise on this topic.

issue 3.3.3: *Need to decide on the type of state/framework: Do we want to be a federation or a union of independent states? This influences everything else: Common taxation, constitution.*

- 3.3.3.1 orientation: Improve informing of citizens about the EU: A channel where we find all information about the EU, PR team of EU informing about activities of EU using diverse channels to reach different target groups, also a possibility to engage Member States in active informing about EU activities, include it in school curriculum, easy and fun format.
  - justification: Lack of information is a problem we need to solve, access to information will increase a sense of European belonging, people need to have access to this information (this keeps coming back throughout panel 2).
  - notes: Vicious circle: Some people will not be interested to receive the information - hence importance of different channels. Issue with the role of Member States in informing citizens as some political representations do not want - hence importance of EU channels accessible to all as well.

- 3.3.3.2 orientation: Pan-EU survey by random sample of informed citizens on which direction to take, pan-EU Information campaign about possible outcomes of such changes prior to it.
  - justification: We need to get an idea regarding which direction most EU citizens would like to take but before such a survey, it is important to inform citizens about possible scenarios and their consequences so that citizens take an informed decision.

- ○ notes: Before, need to clearly define the possible options between which to choose - only between status quo and more integration? Or is there even a possibility to give more freedom to states than now? Initially the discussion was about referendum instead of survey, eventually the group decided to go with a survey to get the idea of what citizens prefer but to avoid the risk of taking a decision by non-informed citizens.

- ● 3.3.3.3 orientation: Prepare a crisis scenario in which EU powers would be increased.
  - ○ justification: Need to define exact crisis scenarios before giving EU extra powers, need to be specific, have close control.

Feedback on issue 3.3.3 from room 11:
- ○ feedback 1 room 11: A citizen agreed with the idea of a federation with more centralised powers.
- ○ feedback 2 room 11: It is very important how we define such a federation - e.g. with a constitution; united foreign policy; united army? Etc.

Feedback on issue 3.3.3 from room 3:
- ○ feedback 1 room 3: Our group suggests organizing a Convention (with participation of citizens) to decide the future direction of the European Union institutions (whether the EU should become a federation or confederation). Our group believes that at least such functions as defense, climate, healthcare should be federalized. Maybe some additional functions. By the end of this process, there needs to be a referendum in all EU Member States to make sure that citizens agree with a more federalised European Union. R12 reaction: re convention - many doubts - which citizens, how would be the decision taken etc., a lot of deployed energy if there is a convention, then a referendum and need of a unanimous decision - risk there will be no results at the end, it is very complex re federalization of certain topics - different levels (federation, union) for different topics are ""a half baked solution"", fragmentation, we should decide which direction to take".

issue 3.3.4: Necessary conditions for a further integration and a constitution: Respect of different values and cultures, human rights.

- ● 3.3.4.1 orientation: Need to establish what we are in Europe first, only then we can say what we are not (suggestion: It can be done through a survey among citizens).
  - ○ justification: Find out what people think, what views they have, "who we are'' and "who we don't want to be", my freedom ends where freedom of others starts, it needs to be defined.
  - ○ notes: This issue and orientation resulted from a discussion about the possibility of having a commun constitution.

Feedback on issue 3.3.4 from room 11:   ○ feedback 1 room 11: The citizens from table 11 unanimously agree with this point.

Stream 4: Building European identity

English + Original Language	

<u>Substream 4.1 Education on Democracy (Room 4, English facilitator)</u>	*issue 4.1.1: There would clearly be difficulties associated with translating the same content into 24 different languages.*
	
	● 4.1.1.1 orientation: Use artificial intelligence to assist the translation process.
	    ○ justification: This could overcome the barriers associated with language differences between states and bolster European identity.
	
	● 4.1.1.2 orientation: Utilise a master language (such as English) in order to communicate.
	    ○ justification: This would create a stronger sense of European identity and overcome language difficulties.
	
	● 4.1.1.3 orientation: Create an app that could disseminate information about democratic issues and translate this to the language of the user.
	    ○ justification: To encourage young people to engage with democratic processes.
	    ○ notes: The content within such an app would have to be exciting enough to engage young people otherwise the app would never be accessed or used.
	
	Feedback on issue 4.1.1 from room 14:
	    ○ feedback 1 room 14: Is it possible to use artificial intelligence for translation? -> Yes, it is possible to do it, although it is true that you have to train it so that it does well. I did not know that this was possible, if it can be done, I find it interesting.

¿Es posible utilizar la inteligencia artificial para la traducción? -> sí, es posible hacerlo, aunque es verdad que hay que entrenarla para que lo haga bien. No sabía que esto era posible, si se puede hacer, me parece interesante.

- ○ feedback 2 room 14: Use only English or other languages I do not see it necessary, we have the technology to do the translations.
Utilizar sólo inglés u otros idiomas no lo veo necesario, tenemos la tecnología para hacer las traducciones.
- ○ feedback 3 room 14: Automatic translations do not work well enough, the human factor is necessary to do it completely. I feel skeptical that this will work well.
Las traducciones automáticas no funcionan lo suficientemente bien, es necesario el factor humano para hacerlo del todo bien. Me siento escéptica de que esto vaya a funcionar bien.
- ○ feedback 4 room 14: To what extent will it be useful if people do not use it? Why not use what exists and we use it more frequently?
¿Hasta qué punto será útil si la gente no la usa? ¿Por qué no usar lo que existe y usamos con más frecuencia?

Feedback on issue 4.1.1 from room 13:
- ○ feedback 1 room 13: There are minimum three "EU main languages": English, German and French, which could perform the role of Master Language EU.
Existujú minimálne tri "hlavné jazyky EÚ": angličtinu, nemčinu a francúzštinu, ktoré by mohli plniť úlohu master language EÚ.
- ○ feedback 2 room 13: Artificial intelligence works best with English. With other languages can have greater problems.
Umelá inteligencia pracuje najlepšie s angličtinou. S inými jazykmi môže mať väčšie problémy.

issue 4.1.2: There is not enough engagement within the education system to introduce European children to democratic processes and values.

- ● 4.1.2.1 orientation: The encouragement of democratic-style processes within schools - such as student councils which vote on basic administrative matters in school. Using the internet and computer technology (on-line polls) for raising issues.
  - ○ justification: This would give young people an opportunity to engage with democratic voting processes early on (in education).
  - ○ notes: This model has worked successfully within schools in Denmark and could work in all European schools.

- ● 4.1.2.2 orientation: Including EU studies as part of the curriculum across EU-Member States.
  - ○ justification: This would create uniform education on important democratic matters.

- ○ notes: Challenge: It will be necessary to agree to topics that the children can vote on. It will have to be made exciting and fun to ensure they are engaged. It's a challenge to make it applicable, relevant and interesting to all schools across Europe.

- ● 4.1.2.3 orientation: Schools could be incentivised through grants or gifted equipment to encourage schools to implement EU democratic studies.
  - ○ justification: This would encourage children to have their voice heard and that their opinion counts or is important. They learn that they can effect change by using their voice.

Feedback on issue 4.1.2 from room 14:
- ○ feedback 1 room 14: An EU Communication Department that analyzes, reports and validates whether the information is correct or not.
  Un departamento de comunicación de la UE que analice, informe y valide si la información es correcta o no.
- ○ feedback 2 room 14: I understand that this department already exists, the EU has it, why should a new tool be created for this?
  Entiendo que ese departamento ya existe, la UE lo tiene, por qué habría que crear una herramienta nueva para esto?
- ○ feedback 3 room 14: The EU cannot revise itself.. Would the countries themselves review what the EU says? Do you have an external company to review it? I understand the concern and where it comes from, but I think any actor who checked this could make mistakes / not do well.
  La UE no puede revisarse a sí misma. ¿Serían los propios países quienes revisarán lo que dice la UE? ¿Pones una empresa externa a revisarlo? Entiendo la preocupación y de donde viene, pero creo que cualquier actor que revise esto podría cometer errores / no hacerlo bien.
- ○ feedback 4 room 14: Who watches the watchman? It seems more interesting to have tools to contrast with someone (or an institution) to tell us what is true. Because there can always be hidden interests behind.
  ¿Quién vigila al vigilante? Me parece más interesante tener herramientas para contrastar a que haya alguien (o una institución) que nos diga lo que es verdad. Porque siempre puede haber intereses ocultos detrás.

Feedback on issue 4.1.2 from room 13:
- ○ feedback 1 room 13: How is it with those people who don't go to school anymore? Adults must also be included.
  Ako je to s tými ľuďmi, ktorí už nechodia do školy? Treba zahrnúť aj dospelých.
- ○ feedback 2 room 13: The problem of indoctrination and manipulation of certain political ideology for uniform curriculum. It should be approved at EU levels not at the level of national states.

Problém indokrinácie a manipulácie určitých politických ideológii v prípade jednotných učebných osnov. Malo by sa to schváliť na úrovni EÚ, nie na úrovní národných štátov.

- ○ feedback 2 room 13: EU civil education in the EU for migrants coming into the EU. But it should not concern religion.
  Občianska výchova o demokracii v EÚ pre migrantov prichádzajúcim do EÚ. Ale nemalo by sa to týkať náboženstva.
- ○ feedback 2 room 13: As regards different approaches of Member States, is it possible to create a uniform approach to education currently? If not, we may be prepared for the future when it may be realistic.
  Čo sa týka rozdielnych prístupov členských krajín, je to realizovateľné vytvoriť jednotný prístup k vzdelávaniu v súčasnej dobe? Ak nie, možno by sme sa mali pripraviť na budúcnosť, kedy to možno bude zrealizovateľné.

issue 4.1.3: It should be decided when exactly the education process on democracy should begin, and when it is appropriate for it to end.

- 4.1.3.1 orientation: The sooner this education process starts the better - Suggestion made from beginning from ages 10-12 + The pupil Council concept should start at 12. Below that age there should be age appropriate engagement.
  - ○ justification; It would be age-appropriate to introduce children to these concepts at such an age.

- 4.1.3.2 orientation: Subsidies should be paid to schools who introduce democratic practices as part of school life. It should not be mandatory but schools should be incentivised.
  - ○ justification: It makes education about the EU something fun and practically interesting.

Feedback on issue 4.1.3 from room 14:
- ○ feedback 1 room 14: What is considered a democratic school? How would this be in practice? Would it be for students to vote on their teachers or something similar?
  ¿Qué se considera una escuela democrática? ¿Cómo se pondría esto en práctica? ¿Sería que los alumnos votan a sus profesores o algo parecido?
- ○ feedback 2 room 14: I, I'm baccalaureate, I can manage to some extent my training, choosing some classes, voting for the food we want to have in the canteen, choosing furniture, etc. For me I would go more for the daily functioning of the school.
  Yo, que estoy Bachillerato, puedo dirigir en cierta medida mi formación, eligiendo algunas clases, votando por los alimentos que queremos tener en la cantina, por el mobiliario, etc. Para mi iría más por el funcionamiento cotidiano de la escuela.

- ○ feedback 3 room 14: In school there must be an authority that teaches knowledge. I understand this proposal not as eliminating authority at school, but to teach the principles and functioning of democracy, its values, etc.
  En la escuela debe haber una autoridad que imparta conocimiento. Entiendo esta propuesta no cómo eliminar la autoridad en la escuela, sino de enseñar los principios y el funcionamiento de la democracia, sus valores, etc
- ○ feedback 4 room 14: I do not agree that the teaching of democratic practices is not mandatory. So, what would the rest mean meanwhile? Is it a translation error?
  No estoy de acuerdo en que la enseñanza de las prácticas democráticas no sean obligatorias. Entonces, ¿qué haría el resto mientras tanto?¿Se debe a un error de la traducción?

Feedback on issue 4.1.3 from room 13:

- ○ feedback 1 room 13: Children could start as soon as they are in a group with other children - already from nursery.
  Deti by sa mohli začať hneď, ako sú v skupine s ostatnými deťmi - už od škôlky.
- ○ feedback 2 room 13: Educational packages for schools. The subsidies could be too much administration.
  Vzdelávacie balíčky pre školy. Problém s dotáciami by mohol byť prílišná administratíva.

issue 4.1.4: Each EU Member States considers education within its own margin of appreciation and has its own views as to implementation.

- ● 4.1.4.1 orientation: We should not teach political views but teach about the democratic processes of the EU and how it works. The difference should be clear to both teachers and students.
  - ○ justification: general concerns that teachers would have to be re-educated as they might hold their own political views and use their own political agendas.
  - ○ notes: All educational materials regarding the EU should be agreed at EU level by the education departments of Member States. It could be as a fixed and agreed programme which has been thoroughly planned. Removing responsibility from individual teachers.

- ● 4.1.4.2 orientation: Not all citizens agreed that a cross European syllabus could be agreed between Member States.
  - ○ justification: Teachers should be trained accordingly on matters of the EU before they can teach classes on the topic.

- ● 4.1.4.3 orientation: We should have a simple process on how to explain the EU to all.
  - ○ justification: As sometimes education is a regional competence, and Member States can utilise their margin of appreciation a cross european platform would assist a european identity.

	issue 4.1.5: An issue arises as to discrepancies between different curriculums and education systems within the national schools system. ● 4.1.5.1 orientation: Education systems in the EU should not be uniform. 　○ justification; It is a good thing that there are variations in education in schools across the EU. There should be a minimum standard. 　○ notes: It was noted that EU governments have education within their margin of appreciation and it would be difficult to implement.
<u>Substream 4.2 European values and identity (Room 13, Slovak facilitator)</u>	*issue 4.2.1: Nationalism and protectionism attitude of some Member States undermine EU legitimacy, trust in EU and solidarity within the EU.* *Nacionalizmus a uzavretosť národných štátov podkopáva legitimitu EÚ, dôveru v EÚ a solidaritu v rámci EÚ.* ● 4.2.1.1 orientation: Search for the causes of nationalism and protectionism of some Member States, especially through the dialogue on values and correct understanding of the related concepts. *ľadať príčiny nacionalizmu a protekcionizmu niektorých členský štátov, a to hlavne prostredníctvom dialógu o hodnotách a korektno chápaní pojmoch.* 　○ justification: It is important to understand why countries are closing and how the different principles of how the EU works are understood. Because sanctions as a means of enforcement could make the situation worse). 　*Pochopiť, prečo dochádza k uzatváraniu krajín a ako sa chápu jednotlivé princípy fungovania EÚ. Pretože sankcie ako donucovací prostriedok by mohli znamenať zhoršenie situácie.* ● 4.2.1.2 orientation: Address the issue of political extremism, which often exploits anti-European sentiment for its own ends. *Riešiť otázku politického extrémizmu, ktorý často využíva protieurópske nálady pre svoje vlastné ciele.* 　○ justification: Sanctions could reinforce political extremism. 　*Sankcie by mohli posilniť politický extrémizmus.* ● 4.2.1.3 orientation: Improve continuous communication with Member States' citizens. Involve citizens more in the process. Citizens should be given the opportunity to participate as much as possible.. *Zlepšiť kontinuálnu komunikáciu s občanmi členských štátov. Viac zapojiť občanov do procesu. Občania by mali mať možnosť v čo najväčšej miere participovať.*

- o justification: Citizens do not always agree with their government. The EU must be able to explain to the citizens why it introduces sanctions for example - so that it is not perceived as a counter-European propaganda. Citizens do not often have all the information. This will help build a European identity.
  Občania nie vždy súhlasia so svojou vládou. EÚ musí vedieť vysvetliť občanom, prečo napr. zavádza sankcie. Aby to nebolo vnímané ako protieurópska propaganda. Občania nemajú často všetky informácie. Toto pomôže vybudovať európsku identitu.
  - o notes: To engage different segments of citizens.
  Angažovať rozdielne segmenty občanov.

- ● 4.2.1.4 orientation: Enforce sanctions just as a last resort. If everything else fails - including dialogue. Have a framework and sequence of use of sanctions.
  Presadzovať sankcie len ako poslednú možnosť. Ak všetko ostatné zlyhá - vrátane dialógu. Mať vypracovaný rámec a postupnosť používania sankcií.
  - o justification: The country's entry into the EU is a commitment to comply with certain common rules and values.
  Vstup krajiny do EÚ predstavuje záväzok dodržiavať určité spoločné pravidlá a hodnoty.
  - o notes: Dilemma of sanctions as a coercive means versus sanctions as an effective means.
  Dilema použitia sankcií ako donucovacieho prostriedku versus sankcie ako účinný prostriedok.

- ● 4.2.1.5 orientation: Coordinate the compliance with European rules at all levels, also at national and local level.
  Koordinovať možnosti dodržiavania európskych pravidiel na všetkých úrovňach, aj na národnej a lokálnej.
  - o justification: Sanctions always don't work as we would like. It is necessary to connect forces at all levels.
  Sankcie vždy nefungujú tak, ako by sme si želali. Treba spojiť sily na všetkých úrovniach.

Feedback on issue 4.2.1 from room 4:
  - o feedback 1 room 4: Countries behaving in an isolationist way should be held to account through reasonable sanctions. They are happy to derive the benefits so must accept the responsibilities that come with membership.
  - o feedback 2 room 4: Note: Legislative punishment would affect countries differently based on their economic strengths.

Feedback on issue 4.2.1 from room 14:
  - o feedback 1 room 14: Okay, if the EU adopts a hard position based on sanctions, the legitimacy of the EU will not increase. It seems more interesting to work with dialogue.

De acuerdo, si la UE adopta una posición dura basada en las sanciones, la legitimidad de la UE no aumentará. Me parece más interesante trabajar con el diálogo.

- ○ feedback 2 room 14: Sanctions are the last option, but should be implemented if nothing else works. Countries must remember the agreements they took when entering the EU.
  En general estoy de acuerdo, pero hay algunos temas, como aquellos que tienen que ver con la libertad de las personas y los derechos humanos, considero que son importantes y aquí sí me parece adecuado poner sanciones.
- ○ feedback 3 room 14: On the other hand, Nationalist Gov are democratically elected (Poland), so what's the problem?
  Si no hay sanciones, a veces será difícil conseguir algunas cosas. Las sanciones a veces ayudan a retomar el camino adecuado y a recordar a los gobiernos los acuerdos que aceptaron cuando entraron a la UE. Yo soy de un país que ha recibido sanciones y lo entiendo. (persona de Polonia)
- ○ feedback 4 room 14: Sanctions especially when dealing with issues related to Freedom and Human Rights.
  Yo no estoy de acuerdo con las sanciones, alimentan la lucha política. Además, el gobierno ha sido elegido en unas declaraciones democráticas. (persona de Polonia), necesitamos aceptar los resultados y las políticas que está haciendo. Nuestro modelo interno ha dividido al país en dos. Además, los ciudadanos europeos recibís noticias falsas y tergiversadas sobre lo que ocurre en Polonia.
- ○ feedback 5 from room 14: Sometimes people from UE receive Fake News about what's happening in our country (poland speaker). Sanctions would increase political fights. Let's dialogue.
  Pensar la UE como un todo, pensar en sus valores y trabajar desde ahí, no enfocándonos en lo que pasa en un país en concreto.

issue 4.2.2: To ensure that EU citizens regardless of their social status identify with what the EU brings and means, how the EU relates to their day-to-day lives, and endorse the EU's values. A specific focus on the socially and economically vulnerable is essential.
Ako zabezpečiť, že občania EÚ bez ohľadu na ich sociálne postavenie sa lepšie stotožnia s tým, čo prináša EÚ a čo EÚ znamená. Nerozdeľovať ľudí na víťazov a porazených (často ekonomicky zraniteľných) občanov EÚ.

- ● 4.2.2.1 orientation: Ensure that every citizen could have access to information (smartphone, internet).
  Zabezpečiť, aby každý človek mohol mať prístup k informáciám (smartphone, internet).
  - ○ justification: These vulnerable groups are prone to political and ideological extremism.
    Tieto zraniteľné skupiny sú náchylné na politický a ideologický extrémizmus.

- ● 4.2.2.2 orientation: Customize information for certain groups. Change and simplify the terminology.
  Prispôsobiť informácie pre určité skupiny. Zmeniť a zjednodušiť terminológiu.

- justification: That everyone had the opportunity to understand.
  Aby tomu všetci mali možnosť porozumieť.

- 4.2.2.3 orientation: Uniform school curriculum about the EU already in primary schools.
  Jednotné učebné osnovy výuky o EÚ už na základných školách.
  - justification: In order to all have the same information.
    Aby všetci mali rovnaké informácie.
  - notes: This changes only the perception of the younger generation.
    Toto zmení len vnímanie mladšej generácie.

- 4.2.2.4 orientation: Engage all groups of citizens in different innovative ways.
  Angažovať všetky skupiny občanov rôznymi inovatívnymi spôsobmi.
  - justification: Citizens must feel that someone is listening to them. Including the older generation.
    Občania musia mať pocit, že ich niekto počúva. Vrátane staršej generácie.
  - notes: The question of whether a larger amount of information will change the opinion of the eurosceptics. Different hierarchy of interests and values of some people leads to the fact that some groups of people do not feel European and do not live up to the European values.
    Otázka, či väčšie množstvo informácií zmení názor euroskeptikov. Rozdielna hierarchia záujmov a hodnôt niektorých ľudí znamená, že nie všetci ľudia sa cítia byť Európanmi a chcú napĺňať európske hodnoty.

- 4.2.2.5 orientation: Allow people to travel more, meet and discuss various issues within the EU. Even those who are not financially well-off. Create a special fund for that (like Erasmus).
  Umožniť ľuďom viac cestovať, stretávať sa a diskutovať o rôznych témach v rámci EÚ. Aj tým, ktorí na tom nie sú finančne dobre. Vyčleniť na to špeciálny fond (ako Erasmus).
  - justification: It is proven that Erasmus participants have a positive opinion on the EU. It also works well, for example, in the similar schemes between EU partner cities.
    Je dokázané, že účastníci programu Erasmus majú pozitívny názor na EÚ. Funguje to dobre aj napríklad v podobných schémach medzi partnerským mestami EÚ.
  - notes: But people should not be forced to anything.
    Ale ľudia by nemali byť k ničomu nútení.

Feedback on issue 4.2.2 from room 4:

- ○ feedback 1 room 4: Values in the EU are a vague concept.
- ○ Justification: WE are a value based system so failure to engage with same should result in sanctions
- ○ feedback 2 room 4: It should be acceptable to have differing values. Negotiating better is preferred to pushing countries harder

Feedback on issue 4.2.2 from room 14:
- ○ feedback 1 room 14: According to what they have proposed. The more we understand what is happening at the EU level, the better for everyone and all.
  De acuerdo con lo que han propuesto. Mientras más entendamos lo que ocurre a nivel de la UE, mejor para todos y todas.
- ○ feedback 2 room 14: Likes that training is included in school, for example by modifying subjects such as knowledge about society (teaches how the government, the judicial system, rights and duties of citizenship, etc.) that there are in Poland, introducing content related to Le UE.
  Gusta que se incluya formación en la escuela, por ejemplo modificando asignaturas como la de Conocimiento sobre la Sociedad (enseña como funciona el gobierno, el sistema judicial, derechos y deberes de la ciudadanía, etc) que hay en Polonia, introduciendo contenidos relacionados con la UE.
- ○ feedback 3 room 14: There is some class in Spain at school about the EU, but above all, they tell us about history (when Spain entered the EU, etc) but they do not tell us about how it works now, its institutions, etc.
  Hay alguna clase en España en el colegio sobre la UE, pero sobre todo nos cuentan de la historia (cuando entró España en la UE, etc) pero no nos cuentan sobre cómo funciona ahora, sus instituciones, etc.

issue 4.2.3: Economic and political threats coming from within and from outside the EU threaten European identity and undermine European integrity.
Ekonomické a politické hrozby prichádzajúce z vnútra a z oblasti mimo EÚ ohrozujú európsku identitu a podkopávajú európsku integritu.

- ● 4.2.3.1 orientation: Tackle disinformation problem. Pay increased attention to the source of misinformation.
  Riešiť problém dezinformácií. Venovať zvýšenú pozornosť zdrojom dezinformácií..
  - ○ justification: In Slovakia, for example, a disinformation campaign was launched in connection with the pandemic after the rejection of the Sputnik vaccine.
    Napr. na Slovensku sa rozbehla dezinformačná kampaň v súvislosti s pandémiou po odmietnutí vakcíny Sputnik.

- 4.2.3.2 orientation: Support actively Member States in their local problems with disinformation campaigns.
  Aktívne podporovať členské krajiny v ich lokálnych problémoch s dezinformačnými kampaňami.
  - justification: In Poland, for example, the EU's support in the crisis on the Belarusian border is appreciated. Or gas supplies, for example.
    Napr. v Poľsku sa oceňuje podpora EÚ v kríze na bieloruských hraniciach. Alebo napr. dodávky plynu.

- 4.2.3.3 orientation: Solve the migration crisis.
  Vyriešiť migračnú krízu.
  - justification: The migration crisis is a threat to the construction of European identity. In Poland, for example, it is a new problem that until recently it has not had to face.
    Migračná kríza predstavuje hrozbu pre budovaniu európskej identity. Napr. v Poľsku je to nový problém, ktorému donedávna nemuselo čeliť.

- 4.2.3.4 orientation: Increase internet security - protection against hacking.
  Zvýšiť bezpečnosť na internete - ochrana voči hackovaniu.
  - justification: Hacking can be used by states such as Russia, China, or different terrorist groups.
    Hackovanie môže byť využívané štátmi ako Rusko, Čína, prípadne rôzne teroristické skupiny.

- 4.2.3.5 orientation: Create a common EU foreign policy. Coordinate steps in foreign policy between the EU and Member States.
  Vytvoriť spoločnú zahraničnú politiku EÚ. Koordinovať kroky v zahraničnej politike medzi EÚ a členskými krajinami.
  - justification: If Member States' governments are not informed of EU activities in foreign policy, it does not affect favorable European identity.
    Ak sú vlády členských krajín neinformované o aktivitách EÚ v zahraničnej politike, nepôsobí to priaznivo na budovanie európskej identity.

Feedback on issue 4.2.3 from room 4:
  - feedback 1 room 4: Mistakes from WITHIN the EU are more dangerous than provocation or problems outside the EU. Others felt corruption should be publicised and sanctions should be severe.

Feedback on issue 4.2.3 from room 14:

- ○ feedback 1 room 14: A good example of disinformation was Brexit. British citizens received a lot of false information and the EU did not contradict all that false information. Brexit has had an important impact for the EU.
  Un buen ejemplo de desinformación fue el Brexit. Los ciudadanos británicos recibieron mucha información falsa y la UE no contradijo toda esa información falsa. El Brexit ha tenido un impacto importante para la UE.
- ○ feedback 2 room 14: Listening to the different groups it is perceived that the problem of misinformation is present in many areas. In the end I think I can not trust any means. For example, here in Spain the national news has been broadcasting for weeks the story of a person who claimed to have been in a coma for 22 years, but in reality it was a lie. It is a very big problem.
  Escuchando a los diferentes grupos se percibe que el problema de la desinformación está presente en muchos ámbitos. Al final pienso que no me puedo fiar de ningún medio. Por ejemplo, aquí en España las noticias nacionales han estado semanas difundiendo la historia de una persona que decía haber estado 22 años en coma, pero en realidad era mentira. Es un problema muy grande.
- ○ feedback 3 room 14: (personal note)I remember that when I was a student I had some subject to recognize propaganda, perhaps because in my country, Poland, there was a lot of propaganda for a long time. That subject I think then disappeared, so I think that young people are more exposed to misinformation.
  I am not in complete agreement. It is true that we young people use a lot of technology and maybe that's why we are more exposed (although I also see it in some older people). On the other hand, as it is best known, we handle more tools to filter and we are more aware that there is much irrelevant information.
  (nota personal) Yo recuerdo que cuando era estudiante tuve alguna asignatura para reconocer propaganda, quizá porque en mi país, Polonia, hubo mucha propaganda durante mucho tiempo. Esa asignatura creo que luego desapareció, así que pienso que la gente joven está más expuesta a la desinformación.
  No estoy del todo de acuerdo. Es verdad que nosotros los jóvenes usamos mucho la tecnología y quizá por eso estamos más expuestos (aunque también lo veo en alguna gente mayor). Por otro lado, como también nos resulta más conocido, manejamos más herramientas para filtrar y tenemos más conciencia de que hay mucha información irrelevante.
- ○ feedback 4 room 14: It seems impossible to transmit messages that are only based on facts, there will always be interest, biases, etc. It would be necessary to work on transparency and clarity.
  Me parece imposible transmitir mensajes que solo estén basados en hechos, siempre habrá intereses, sesgos, etc. Habría que trabajar sobre la transparencia y la claridad.

issue 4.2.4: Actions by public officials contrary to EU values. The lack of protection of EU taxpayers and EU citizens from corruption undermines moral and public integrity in the EU.

	Konanie verejných činiteľov v rozpore s hodnotami EÚ. Nedostatočná ochrana daňovníkov EÚ a občanov EÚ pred korupciou podkopáva morálnu a verejnú integritu v EÚ.
	
	● 4.2.4.1 orientation: Improve tax collection process from major multinational companies. Address also the problem of tax havens.
	Zlepšiť proces výberu daní od veľkých nadnárodných spoločností. Venovať sa tiež otázke daňových rajov.
	    ○ justification: If this issue is not treated properly, it will undermine moral and public integrity of the EU.
	    Neriešenie tejto otázky podkopáva morálnu a verejnú integritu v EÚ.
	    ○ notes: We should distinguish tax evasion (which is a crime) and tax avoidance (which deals more with reporting of the origin of property).
	    Treba rozlišovať tax evasion (trestný čin) and tax avoidance (vykazovanie pôvodu majetku).
	
	● 4.2.4.2 orientation: Improve the transparency of EU funds - in Member States and EU institutions
	Zlepšiť transparentnosť narábania s finančnými prostriedkami EÚ - v členských štátoch a v inštitúciách EÚ
	    ○ justification: Communication in this area is not properly aimed at the target group it should be.
	    Komunikácia v tejto oblasti nie je správne zameraná na cieľovú skupinu, na ktorú by mala byť.
	
	● 4.2.4.3 orientation: Better rules for lobbying in the EU in order to reduce loss of money due to corruption.
	Jasnejšie pravidlá lobingu v EÚ s cieľom redukovať straty peňazí v dôsledku korupcie.
	    ○ justification: E.g. in the Recovery Plan or Green Deal. Lobing often serves to enforce (hidden) narrow interests. There is an increased risk of losing European money.
	    Napr. v pláne obnovy a green deal. Lobing slúži na presadzovanie úzkych záujmov. Je tu zvýšené riziko straty európskych peňazí.
	
	Feedback on issue 4.2.4 from room 4:
	    ○ feedback 1 room 4: This point was generally supported in our group.
	    Note: It's becoming increasingly apparent that corruption damages those that engage in the same way.

<u>Substream 4.3 Information</u>	*issue 4.3.1: (5th priority) The media do not provide enough information about the EU.*

<u>about EU (Room 14, Spanish facilitator)</u>	*(Prioridad 5) Los medios de comunicación no transmiten suficiente información sobre la UE.*
	
	● 4.3.1.1 orientation: There should be a news block on public television news programmes about Europe, in the same way as there is a block on sports or other subjects.
	Que en los telediarios de las cadenas de televisión públicas haya un bloque de información sobre Europa, de la misma manera que hay un bloque sobre deportes u otros asuntos.
	    ○ justification: Tapping into the media that people see most regularly is better than trying to create something new.
	    Aprovechar los medios de comunicación que la gente ve de manera más habitual es mejor que intentar crear algo nuevo.
	
	issue 4.3.2: (Priority: 8th) Biased information by politicians and the media conditioning public debate on Europe.
	(Prioridad 8) Información sesgada por parte de políticos y medios de comunicación que condiciona el debate público sobre Europa.
	
	● 4.3.2.1 orientation: Create an independent European information channel or agency to transmit true information and counteract fake and biased news.
	Crear un canal o una agencia europea de información independiente que transmita información verdadera y contrarreste las noticias falsas o sesgadas.
	    ○ notes: How can we do that? If this new media is public, the information may be politicised. If it is private, how can we ensure that a company does not focus on disseminating what makes them profit instead of disseminating truthful information?
	    What about language? What language would this channel report in?
	    ¿Cómo podemos hacerlo? Si ese nuevo medio es público, puede ser que la información esté politizada. Si es privado, ¿cómo hacer para que una empresa no se centre en difundir lo que le da beneficios en vez de difundir información veraz?
	    ¿Qué pasa con el idioma? ¿En qué idioma informaría este canal?
	
	issue 4.3.3: (Priority: 4th) There is a lack of interest, as citizens we do not inform ourselves enough about Europe.
	(Prioridad 4) Hay falta de interés de la ciudadanía, no nos informamos lo suficiente sobre Europa.
	
	● 4.3.3.1 orientation: To create more European exchange programmes or activities, such as the Erasmus programme or this conference, so that people can travel to other countries, meet the people of other countries and have a dialogue about their life and their relationship with Europe.

Crear más programas de intercambio europeos o actividades, como el programa Erasmus o como esta Conferencia, para que la gente viaje a otros países, conozca la población de otros países y pueda dialogar sobre su vida y su relación con Europa.

- justification: This makes the most of the great value of personal experience, of the physical, face-to-face exchange with other people. When you participate in such a programme and meet other people, curiosity and the desire to know more about the EU increases. Doing so enhances word of mouth, which at least in Poland is the best (most reliable) method of sharing information and recommendations. Design exchange programmes and/or activities for different sectors and profiles of the population and adapt these programmes to each of these contexts (activities by work sectors, by age, etc.).

  Sirve para aprovechar el gran valor de la experiencia personal, del intercambio físico, presencial, con otras personas. Cuando participas en algún programa de este tipo y conoces a otras personas, la curiosidad y las ganas de saber más sobre la UE aumentan. Al hacerlo así se potencia el boca a boca, que al menos en Polonia es el mejor método (el más fiable) para compartir información y recomendaciones. Diseñar programas de intercambio y/o actividades para diferentes sectores y perfiles de población y adaptar estos programas a cada uno de estos contextos (actividades por sectores de trabajo, por edades, etc).

- 4.3.3.2 orientation: Create online forums and meeting places where citizens can listen, ask questions and engage in dialogue with European representatives, with multilingual translation.
  Crear foros y espacios de encuentro online donde la ciudadanía pueda escuchar, preguntar y dialogar con representantes europeos, con traducción multilingüe.

Feedback on issue 4.4.3 from room 4:

- feedback 1 room 4: It's generally a great idea. But it could be very expensive. Perhaps start early with school and college student exchange programmes to include children and adults.
- feedback 2 room 4: There is a difference between interest in the EU and interest in our fellow europeans.

issue 4.3.4: (Priority: 9th) Citizens lack technical means (internet, devices, etc) and/or training on how to use these technologies to better inform themselves about Europe.
(Prioridad 9) La ciudadanía carece de medios técnicos (internet, dispositivos, etc) y/o de formación sobre cómo usar esas tecnologías para informarse mejor sobre Europa.

- notes: A participant does not agree "in Europe we all have access to these media." Perhaps it is something that experts can contribute in the third session.

Un participante no está de acuerdo "en Europa todos tenemos acceso a estos medios". Quizá es algo sobre lo que los expertos pueden aportar en la tercera sesión.

Feedback on issue 4.3.4 from room 4:
  - ○ feedback 1 room 4: It clearly depends on where you are. Europe doesn't have a big necessity to do something more. It may be reflected by a disproportionate negative effect for older citizens of the EU.

issue 4.3.5: (Priority: 1st) The use of technical-bureaucratic language by the European institutions makes it difficult to access and understand information.
(Prioridad 1) El uso de un lenguaje técnico-burocrático por parte de las instituciones europeas dificulta el acceso y el entendimiento de la información.

  - ● 4.3.5.1 orientation: Use communication strategies that communicate in a simpler and more accessible language, accompanying this communication with more detailed, more technical reports, so that whoever wants to can go deeper.
    Utilizar estrategias comunicativas que comuniquen en un lenguaje más sencillo y accesible, acompañando esa comunicación de informes más detallados, más técnicos, para que quien quiera pueda profundizar.
      - ○ justification: The overly cultured and technical language that is often used divides people. The language is "for experts". It would be better to use simpler, more accessible language. Accompanied by reports, annexes, etc. Everyone needs to be able to read it.
        El lenguaje excesivamente culto y técnico que se suele utilizar divide a las personas. El lenguaje es "para expertos". Sería mejor utilizar un lenguaje más sencillo, accesible. Acompañado de informes, anexos, etc. Se necesita que todo el mundo lo pueda leer.

  - ● 4.3.5.2 orientation: In the media there should be programmes, slots, that specifically report on the EU.
    Que en los medios de comunicación haya programas, espacios, que específicamente informen sobre la UE.
      - ○ notes: A participant doubts that people will watch that channel, there is no pre-existing interest.
        Un participante duda que la gente vaya a ver ese canal, no hay interés preexistente.

  - ● 4.3.5.3 orientation: Broadcast EU advertising spots at major events (Eurovision, sporting events, etc.) and in prime-time programmes.
    Emitir anuncios de publicidad sobre la UE en los grandes eventos (Eurovisión, eventos deportivos, etc) y en los programas de máxima audiencia.

- ○ justification: By doing this we take advantage of what people tend to see on a massive scale.
  Haciendo esto aprovechamos lo que la gente suele ver de forma masiva.
- ○ notes: How would it be financed? Advertising is expensive.
  ¿Cómo se financiaría? La publicidad es cara.

Feedback on issue 4.3.5 from room 13:

- ○ feedback 1 room 13: Avoid the new-speak and the EU jargon. Use Clear and Simple Language. Or at least translate the EU jargon to understandable speech.
  Vyhnite sa tzv new-speak a EU žargón. Používajte clear and simple jazyk. Alebo aspoň preložiť EU žargón do pochopiteľnej reči.
- ○ feedback 2 room 13: Advertising will be a large mining of money - no one does not check their efficiency. The need for an anti-corruption brake.
  Reklama bude veľké míňanie peňazí - nikto nekontroluje ich efektívnosť. Potreba protikorupčnej brzdy.
- ○ feedback 3 room 13: EU money for advertising is propaganda. It will be the water on the e-Mill of EurosKeptics. No transparency, no money.
  Peniaze EÚ na reklamu sú propaganda. Bude to voda na mlyn euroskeptikov. Žiadna transparentnosť, žiadne peniaze.
- ○ feedback 4 room 13: Improve visibility of what is already done. The EU contributes to a number of projects, but people do not know about it.
  Zlepšiť viditeľnosť toho, čo sa už robí. EÚ prispieva do množstva projektov, ale ľudia o tom nevedia v dostatočnej miere.

issue 4.3.6: (Priority: 7th) The EU's lack of legitimacy generates disinterest among citizens + EU institutions are closed to citizens and this generates disinterest.
(Prioridad 7) La falta de legitimidad de la UE genera desinterés en la ciudadanía + Los gobiernos nacionales y las instituciones de la UE están cerrados a la ciudadanía y eso genera desinterés

- ● 4.3.6.1 orientation: Getting the EU government to be more open to citizens.
  Conseguir que el gobierno esté más abierto a la ciudadanía.
  - ○ justification: It would generate more sense of belonging and interest.
    Generaría más sentido de pertenencia e interés.

Feedback on issue 4.3.6 from room 4:

- ○ feedback 1 room 4: The Eu institutions are too removed from the citizens

issue 4.3.7: (Priority: 2nd) The EU does not communicate what it does and why it does it, especially with regard to things that have to do with the daily lives of citizens.
(Prioridad 2) La UE no transmite lo que hace ni por qué lo hace, especialmente con aquellas cosas que tienen que ver con la vida cotidiana de la ciudadanía.

- ● 4.3.7.1 orientation: We need an information channel that can transmit that information.
  Necesitamos un canal de información que pueda transmitir esa información.
  - ○ justification: I don't think ordinary citizens make much effort to look for information, it's too scattered. If a channel were created, it would be simpler, we would make it easier for people.
    No creo que el ciudadano de a pie se esfuerce mucho en buscar información, la información está muy dispersa. Si se crease un canal, sería más sencillo, se lo pondríamos más fácil a la gente.

- ● 4.3.7.2 orientation: Make better use of the key role of social media today.
  Aprovechar más el papel clave que tienen las redes sociales hoy en día.
  - ○ notes: But people use many different social networks, which one?
    Pero la gente usa muchas redes sociales diferentes, ¿en cuál?

- ● 4.3.7.3 orientation: Analyse who the target audience is, what kind of channels they use to communicate and adapt the communication to those channels (adding links for those who want to go deeper).
  Analizar quién es el público diana, qué tipo de canales usa para comunicarse y adaptar la comunicación a esos canales (añadiendo enlaces para ofrecer más información a quien quiera profundizar).
  - ○ notes: This proposal comes after an interesting debate on whether it is more convenient to use television or social media. Although there is no explicit consensus from the group, in some ways this proposal overcomes the previous discussion and offers common ground.
    Esta propuesta llega tras un interesante debate sobre si es más conveniente utilizar la televisión o las redes sociales. Aunque no hay un consenso explícito del grupo, de alguna manera esta propuesta supera la discusión anterior y ofrece un terreno común.

- 4.3.7.4 orientation: Include in TV news a block of information on the EU, as is done for sports and other issues.
  Incluir en los informativos televisivos un bloque de información sobre la UE, al igual que se hace con los deportes y con otras cuestiones.

Feedback on issue 4.3.7 from room 13:
- feedback 1 room 13: Problem of Effective and Efficient Information Campaign of the EU.
- feedback 2 room 13: Need For Feedback After The Action Has Been Done - Was It Efficient and Effective?
- feedback 3 room 13: Better To Have More Smaller Projects - This Would Increative Both Efficiency and Effectiveness of These Activities. This WOULD ALSO HELP TO ENGAGE AND CONNECT CITIZENS More and Strengthen EU Identity. Question IF this is Manageable.
- feedback 4 room 13: This Create and National EU Information Center in Member States. People Do Not Know How to Ask for EU Funding. These Centres Would Make This Easier. QUESTION OF EFFICIENCY OF THESE CENTERS AND ADEQUATE COMPETENCE OF "ADVISORS".

issue 4.3.8: (Priority: 3rd) There is little EU-related content in the education system, both in terms of processes and EU responses to social conflicts.
(PRIORIDAD 3) En el sistema educativo se dan pocos contenidos relacionados con la UE, tanto en cuanto a los procesos como en cuanto a las respuestas que la UE da a los conflictos sociales.

- 4.3.8.1 orientation: Create a new subject for secondary education that introduces content on the current functioning of the EU and the measures it takes and how they affect citizens.
  Crear una asignatura nueva para la educación secundaria que introduzca contenidos sobre el funcionamiento actual de la UE y sobre las medidas que toma y sobre cómo afectan a la ciudadanía.
  - justification: Perhaps a subject on the EU is not enough. It would be better to make it about democracy and to include national and European issues, linking them together. It should also include training in values, civic behaviour, etc.; the most essential. Looking at the way the education system works and being realistic, I think it is difficult to introduce a new subject. In Poland we have a subject of Polish history. If this subject could be given more space and time during the course, it could be adapted to add these kinds of issues. Maybe better within the Social Science subjects. We would have to study the system in each country and see what is the best option.

	Quizá no sea suficiente una asignatura sobre la UE. Sería mejor hacerla sobre democracia y que incluya asuntos nacionales y europeos, conectándolos entre sí. *Que incluya también formación en valores, comportamiento cívico, etc; lo más esencial. Viendo cómo funciona el sistema educativo y siendo realista, me parece difícil introducir una nueva asignatura. En Polonia tenemos una asignatura de Historia de Polonia. Si esta asignatura pudiera ocupar más espacio y tener más tiempo a lo largo del curso, se podría adaptar para añadir este tipo de cuestiones.* *Quizá mejor dentro de las asignaturas de Ciencias Sociales. Habría que estudiar el sistema de cada país y ver cuál es la mejor opción.* ○ notes: There is a debate about whether it is better to create a new subject or adapt any of those that already exist. *Hay un debate sobre si es mejor crear una nueva asignatura o adaptar alguna de las que ya existen.* Feedback on issue 4.3.8 from room 4: ○ feedback 1 room 4: The content that is already there is sufficient. Young people should develop their own interests to pursue

Stream 5: Strengthening citizen participation

English + Original Language
<u>Substream 5.1 Citizen participation (Room 5, German facilitator)</u>

<u>Substream 5.1 Citizen participation (Room 5, German facilitator)</u>	*issue 5.1.1: Transparency on surveys and hearings of citizens: We need transparency about what was discussed in citizen participation processes.* *Transparenz über Befragungen und Anhörungen der Bürger: Es braucht Transparenz darüber, was in Bürgerbeteiligungsprozessen diskutiert wurde.* ● 5.1.1.1 orientation: We need transparency about what was discussed in citizen participation processes. *Es braucht Transparenz darüber, was in Bürgerbeteiligungsprozessen diskutiert wurde.*

- ○ justification: Transparency is not given in all citizens participation processes (including e.g. in citizen panels at a national level). Politicians lead the decisions and manipulate the outcomes. Participation is only possible with absolute transparency, also over the background. Transparency is the prerequisite for any useful citizen participation. Transparency must also be wanted by the EU's leaders. The trust of citizens in European politics is missing.
  Transparenz ist nicht in allen Beteiligungsprozessen (auch z.B. in Bürgerpanels auf nationale Ebene) gegeben. Politiker lenken die Entscheidung oder manipulieren die Ergebnisse. Beteiligung ist nur möglich bei absoluter Transparenz, auch über die Hintergründe. Transparenz ist die Voraussetzung für jede sinnvolle Bürgerbeteiligung. Die Transparenz muss auch von den Verantwortlichen der EU gewollt sein. Das Vertrauen der Bürger in die europäische Politik fehlt.

- 5.1.1.2 orientation: All the decisions of the EU should be transparent so that citizens feel involved.
  Über alle Entscheidungen der EU sollte Transparenz bestehen, damit sich die Bürger beteiligt fühlen.
  - ○ justification: The trust of citizens in European politics is missing.
    Das Vertrauen der Bürger in die europäische Politik fehlt.

- 5.1.1.3 orientation: Political decision-makers must proactively create transparency and citizens must be proactively informed.
  Politische Entscheidungsträger müssen proaktiv Transparenz schaffen und Bürger müssen sich proaktiv informieren.
  - ○ justification: Both sides contribute to the fact that citizens are informed and participate in the political process.
    Beide Seiten tragen Verantwortung dafür, dass Bürger informiert sind und sich am politischen Prozess beteiligen.

Feedback on issue 5.1.1 from room 9:
  - ○ feedback 1 room 9: Could they give an example of what they refer to?
    Será que podiam dar um exemplo do que referem?
  - ○ feedback 2 room 9: The mechanisms exist. It is necessary to use them more. Citizens should be proactive.
    Os mecanismos existem. Há que utilizá-los mais. Os cidadãos devem ser proactivos.
  - ○ feedback 3 room 9: One suggestion there may be cabinets for citizens.
    Uma sugestão pode ser haver gabinetes de participação dos cidadãos.

issue 5.1.2: More closeness and understanding between politicians and citizens required! More understanding of the politicians for the citizens. Politicians do not understand the everyday life of the citizens.
Mehr Nähe und Verständnis zwischen Politikern und Bürgern erforderlich! Mehr Verständnis der Politiker für die Bürger. Politiker nehmen Alltag der Bürger nicht wahr.

(The following justification refers to the entire issue. It is the reason why the following orientations should be addressed).
(Die folgende justification bezieht sich auf das gesamte issue. Es ist der Grund, warum die folgenden orientations adressiert werden sollen).

- ○ justification: Politicians do not perceive the everyday life of the citizens. Citizens should be at the center of political life. There is also a gap and distance between citizens and politicians, also because politicians are financially belonging to the elite.
  Politiker nehmen den Alltag der Bürger nicht wahr. Bürger sollten im Mittelpunkt des politischen Lebens stehen. Zudem gibt es eine Kluft und Distanz zwischen Bürgern und Politikern, auch weil Politiker finanziell zur Elite gehören.
- ○ notes: Citizens have no confidence to be heard. There is no information about whether a mandate carrier actually represents citizens.
  Die Bürger haben kein Vertrauen, gehört zu werden. Es gibt nach der Wahl keine Information darüber, ob ein Mandatsträger die Bürger tatsächlich repräsentiert.

- ● 5.1.2.1 orientation: As a basis for citizen participation, more information about the EU and more communication to citizens is required. People need to learn more about the EU and European policy (pedagogy, education and training).
  Als Grundlage für Bürgerbeteiligung braucht es mehr Information der Bürger über die EU und mehr Kommunikation. Man muss mehr über die EU und europäische Politik lernen (Pädagogik, Erziehung und Ausbildung).
  - ○ justification: Not all citizens are equally informed about the EU. Citizens should have the desire to participate. Citizens have to feel responsible. To make decisions, citizens must be informed. For example, EU representations can communicate locally directly with the citizens.
    Nicht alle Bürger sind gleichermaßen über die EU informiert. Bürger sollten Lust haben, sich zu beteiligen. Bürger müssen sich auch verantwortlich fühlen. Um Entscheidungen zu treffen, müssen die Bürger informiert sein. Beispielsweise können EU-Vertretungen vor Ort direkt mit den Bürgern kommunizieren.
  - ○ notes: Not all participate, but are also affected. Many do not know what happens in the EU.
    Nicht alle beteiligen sich, sind aber auch betroffen. Viele wissen nicht, was in der EU passiert.

- ● 5.1.2.2 orientation: Use citizens' panels! Prerequisite: Politicians must give detailed feedback on the results of the panels.
  Panels einsetzen! Voraussetzung: Politiker müssen zu den Ergebnissen der Panels ausführliches, fundiertes Feedback geben.
  - ○ justification: There is a gap between the claim and reality of political decision-makers. Panels at national level work well.
    Es gibt eine Lücke zwischen Anspruch und Realität bei politischen Entscheidungsträgern. Einige Panels auf nationaler Ebene funktionieren gut.

- ○ notes: Good example: Panels in Belgium. If the COFE causes a change, then we also get a long-term solution to restore the proximity between political decision-makers and citizens. Idea: More citizen panels with smaller topics; Question: Do the panels actually have power? Are the results taken into account?
  Gutes Beispiel: Panels in Belgien. Wenn die COFE eine Veränderung bewirkt, dann bekommen wir auch eine langfristige Lösung hin, um die Nähe zwischen politischen Entscheidungsträgern und Bürgern wieder herzustellen. Idee: Mehr Bürgerpanels mit kleineren Themen; Frage: Haben Panels tatsächlich Macht? Werden die Ergebnisse berücksichtigt?

- ● 5.1.2.3 orientation: We must make it attractive to vote. We do not want a mandatory vote.
  Wir brauchen Maßnahmen dafür, dass Wählen attraktiv wird. Wir wollen keine Pflicht, zu wählen.
  - ○ justification: It is important to make the voting/ elections attractive. e.g. to clarify that elections are important for our future. Show that it is important to vote. There are reasons for and against election obligations: To make it mandatory to vote could further strengthen the distance between citizens and to politics. --> Do not make it mandatory to vote, but encourage participation in elections.
    Es ist wichtig, das Wählen attraktiv zu machen. z.B. zu verdeutlichen, dass es bei der Wahl um unsere Zukunft geht. Zeigen, dass es wichtig ist, zu wählen. Es gibt Gründe für und gegen eine Wahlpflicht: Eine Wahlpflicht könnte den Abstand zur Politik auch bestärken./ Kein Zwang zur Wahl, sondern animieren, zur Wahl zu gehen.
  - ○ notes: There were also positive opinions on making it mandatory to vote.
    Es gab in der Diskussion auch Meinungen für eine Wahlpflicht.

- ● 5.1.2.4 orientation: Constant representation of citizens in the EU Parliament / EU Commission; Citizens should be involved in the decision-making process.
  Ständige Vertretung von Bürgern im EU-Parlament / der EU-Kommission; Bürger sollen am Beschlussfassung Prozess beteiligt sein.
  - ○ notes: Requirements: Medium that the citizen participation is taken seriously. Composition must be clarified. Diversity (e.g., not only academics). Order for Session 3: It should be defined more precisely, in what form and to what extent.
    Voraussetzungen: Mittel, dass die Bürgerbeteiligung ernst genommen wird. Zusammensetzung muss geklärt sein. Diversität (z.B. nicht nur Akademiker). Auftrag für Session 3: Es sollte genauer definiert werden, in welcher Form und in welchem Umfang.

- ● 5.1.2.5 orientation: The linking of expert knowledge and policy should be institutionalized. It should be set and transparent, such as consulting or how governmental (see note) experts are selected.

Die Verknüpfung von Expertenwissen und Politik sollte institutionalisiert werden. Es sollte festgelegt werden und transparent sein, wie beratende oder regierende (siehe Notiz) Experten ausgewählt werden.

- ○ justification: Expert knowledge is important so that politics can make informed decisions. Expert knowledge must be influenced in the development of measures. Experts have different opinions.
  Expertenwissen ist wichtig, damit die Politik informierte Entscheidungen treffen kann. Expertenwissen muss in die Entwicklung von Maßnahmen einfließen. Experten haben unterschiedliche Meinungen.
- ○ notes: There were different opinions as to whether experts should govern themselves or whether experts should advise the government. In Austria and Hungary there are positive experiences with expert governments (factual informed decision, citizens are satisfied). It was discussed that the procedure, how experts are selected, must be determined and must be transparent. There was the idea to determine advisory experts by lot.
  Es gab unterschiedliche Meinungen dazu, ob Experten selbst regieren sollten oder ob Experten die Regierung beraten sollten. In Österreich und in Ungarn gibt es positive Erfahrungen mit Experten Regierungen (sachliche informierte Entscheidung, Bürger sind zufrieden). Es wurde thematisiert, dass die Prozedur, wie Experten ausgewählt werden, festgelegt sein muss und transparent sein muss. Es gab die Idee, beratende Experten per Los zu bestimmen.

- ● 5.1.2.6 orientation: Separation of politics and media and control of that separation. Among other things: The parties should not be owners of media platforms.
  Trennung Politik und Medien und Kontrolle dessen. unter anderem: Die Parteien sollten keine Medienplattformen besitzen.
  - ○ justification: There is a lot of misinformation and lying by politicians. Politicians want to be re-elected and do not always tell the truth. If politics / political decisions own and control the media, information is no longer objective.
    Es gibt viel Fehlinformation und Lügen durch Politiker. Politiker wollen wiedergewählt werden und sagen nicht immer die Wahrheit. Wenn Politik sich der Medien ermächtigt, wird nicht mehr objektiv informiert.

Feedback on issue 5.1.2 from room 9:
  - ○ feedback 1 room 9: A reasonable reason for distancion can be the difference in the financial situation of common politicians and citizens. European deputies are an elite.
    Uma razão possível para o distanciamento pode ser a diferença da situação financeira dos políticos e dos cidadãos comuns. Os deputados europeus são uma elite.
  - ○ feedback 2 room 9: More efficient participation mechanisms. Permanent presence of citizens' panels (although places are rotating) in decision-making institutions.

Mecanismos de participação mais eficientes. Presença permanente de painéis de cidadãos (embora os lugares sejam rotativos) nas instituições de decisão.

issue 5.1.3: Use direct democracy, but make it more concrete how and in which cases direct democracy should be used.
Direkte Demokratie nutzen, aber Einsatz direkter Demokratie muss konkretisiert werden.

- 5.1.3.1 orientation: Direct democracy: Define topics concretely, to which direct democracy should take place.
  Direkte Demokratie: Themen konkret definieren, zu denen direkte Demokratie stattfinden soll.
  - justification: Attention: Referenden also opens up the possibility of demagogy. Politicians try to influence the citizens.
    Achtung: Referenten eröffnen auch die Möglichkeit zur Demagogie. Politiker versuchen, die Bürger zu beeinflussen.

- 5.1.3.2 orientation: All citizens should be able to vote on the European constitution.
  Über die europäische Verfassung sollten alle Bürgerinnen und Bürger abstimmen können.
  - justification: Citizens in all Member States should vote on the European constitution.
    Bürger in ALLEN Mitgliedstaaten sollten über die Europäische Verfassung abstimmen.

Feedback on issue 5.1.3 from room 9:
  - feedback 1 room 9: Explore the possibility of creating mechanics online to facilitate the vow of all citizens.
    Explorar a possibilidade de criação de mecanismos online para facilitar o voto de todos os cidadãos.
  - feedback 2 room 9: The European Constitution may not be the most suitable example for direct participation mechanisms.
    A Constituição Europeia pode não ser o exemplo mais adequado para mecanismos de participação directa.

issue 5.1.4: General requirement: The further development of the EU should be based on an analysis. We first need an analysis of the actual state before we can develop measures.
Allgemeine Forderung: Die Weiterentwicklung der EU sollte sich auf eine Analyse stützen. Wir brauchen zunächst eine Analyse des Ist-Zustandes, bevor wir Maßnahmen entwickeln können.

- 5.1.4.1 orientation: The cooperation of the Member States and the EU should improve in some policy fields. The EU's action fields / competences should not be expanded without reason ("not blindly").
  Bei einigen Themen sollte die Zusammenwirken der Mitgliedstaaten und der EU verbessert werden. Es sollte keine "blinde" Erweiterung der Kompetenz der EU geben.

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○ justification: Competence / responsibility for decision-making is at different levels. The EU should not exceed its responsibility / competence. (Subsidiarity principle)
Kompetenz /Zuständigkeit zur Entscheidungsfindung liegt auf unterschiedlichen Ebenen. Die EU sollte ihre Kompetenz /Zuständigkeit nicht überschreiten. (Subsidiaritätsprinzip).

● 5.1.4.2 orientation: Analyze why a loss of confidence between politics and citizens is created.
Analysieren, warum ein Vertrauensverlust zwischen Politik und Bürgern entsteht.
    ○ justification: Trust is difficult to capable and difficult to influence. First touch better, then measures.
    Vertrauen ist schwer fassbar und schwer beeinflussbar. Zunächst besser fassen, dann Maßnahmen.
    ○ notes: Mistrust exists when experts are involved in citizen participation. This also affects the experts with the COFE: Were these selected because they represent certain positions?
    Misstrauen besteht, wenn Experten bei Bürgerbeteiligung eingebunden werden. Das betrifft auch die Experten bei der COFE: Wurden diese ausgewählt, weil sie bestimmte Positionen vertreten?

Feedback on issue 5.1.4 from room 10:
    ○ feedback 1 room 10: This issue is not understood (maybe because of translation issues).

issue 5.1.5: Transparency on violations or non-compliance with the rules set by the EU.
Transparenz über Verstöße oder Nichteinhalten der durch die EU festgesetzten Regeln.

● 5.1.5.1 orientation: Information platform for violations or non-compliance with EU directives and regulations.
Informationsplattform zu Verstößen oder Nicht-Einhaltung von EU-Richtlinien und Verordnungen.
    ○ justification: For non-compliance, citizens carry the consequences (sanctions!).
    Bei Nichteinhaltung tragen Bürger die Konsequenzen (Sanktionen!).

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<u>Substream 5.2 Citizen participation (Room 9, Portuguese Facilitator)</u>

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issue 5.2.1: Absence of relationship between citizens and politicians and reduced accountability of politicians.
Ausência de relação entre cidadãos e políticos e reduzida responsabilização dos políticos.

● 5.2.1.1 orientation: Greater involvement of members of parliaments with the proposals and participation of citizens with specific time allocation in Parliament's agenda for involvement with citizens.
Maior envolvimento dos membros dos parlamentos com as propostas e participação de cidadãos com alocação de tempo específico na agenda do parlamento para envolvimento com os cidadãos.

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- ○ feedback 1 from Room 5: Orientation 1 positive, reflects again that politicians should give feedback to citizens (point from room 5). The orientation is very concrete, that's good!
  Orientation 1 positiv, spiegelt wieder, dass Politiker Rückmeldungen an die Bürger geben sollten (Punkt aus Raum 5). Die orientation ist sehr konkret, das ist gut!

- 5.2.1.2 orientation: Creation of citizens panel with seat in Parliament. Establish the rights and duties of citizens who are part of the panels, in particular the turnover of the places and selection of citizens to be based on random mechanisms. Citizens' panels must be supported by a structure to support dialogue between citizens and elected representatives.
  Criação de Painel de cidadãos com assento no parlamento. Estabelecer os direitos e deveres dos cidadãos que fizerem parte dos painéis, nomeadamente a rotatividade dos lugares e a seleção dos cidadãos ser baseada em mecanismos aleatórios. Os painéis de cidadãos devem ser suportados por uma estrutura de apoio ao diálogo entre cidadãos e representantes eleitos.
  - ○ notes: We need to discuss and better define how to maintain the common citizen nature while defining responsibilities and voting rights and standards of conduct.
    É preciso debater e definir melhor como manter a natureza de cidadão normal (common citizen) e ao mesmo tempo definir responsabilidades e direitos de votos e normas de conduta.
  - ○ feedback 1 from Room 5: Orientation 2: approval! Concrete formulation is good.
    orientation 2: Zustimmung! konkrete Formulierung gut.

- 5.2.1.3 orientation: Exchange platform between citizens and elected representatives. With feedback mechanisms and registration of interactions.
  Plataforma de intercâmbio entre cidadãos e representantes eleitos. Com mecanismos de feedback e registo das interações.
  - ○ justification: The platform is to facilitate participation. The treatment of each interaction should be appropriated to the nature of the issues placed.
    A plataforma é para facilitar a participação. O tratamento de cada interação deve ser apropriado à natureza das questões colocadas.
  - ○ feedback 1 room 5: Orientation 3: idea of an exchange platform well; Important that citizens can express their problems.
    Orientation 3: Idee einer Austauschplattform gut; wichtig, dass Bürger ihre Probleme äußern können.
  - ○ feedback 1 room 10: Orientation 3: Creating an exchange platform is something new. Is it meant to be an independant exchange platform, not bound to a certain decision? for general dialogue? Challenges: time to participate (specially members of parliament. Spokespeople?)

- 5.2.1.4 orientation: Consultation extended to citizens before decisions are taken.
  Consulta alargada aos cidadãos antes das decisões serem tomadas.
  - justification: To increase the guarantees that decisions are in the sense that citizens desire.
    Para aumentar as garantias que as decisões sejam no sentido que os cidadãos desejam.
  - feedback 1 room 5: Orientation 4: Consultation not defined for all questions, but a concrete catalog which decisions must be consulted. Otherwise not feasible and too long political processes. & Feedback to Orientation 5: It is easily invalidated by politics with reference to homepages.
    Orientation 4: Konsultation nicht für alle Fragen, sondern einen konkreten katalog definieren, welche Entscheidungen konsultiert werden müssen. Sonst nicht umsetzbar und zu lange politische Prozesse. & Rückmeldung zu Orientierung 5: ist leicht durch die Politik zu entkräftigen mit Verweis auf Homepages.

- 5.2.1.5 orientation: Improvement of the reporting mechanisms of politicians to citizens and not just their parties. It is necessary to go beyond the annual reports. As preparation of the elections each representative should give a report of what he did.
  Melhoria dos mecanismos de reporte dos políticos aos cidadãos e não apenas aos seus partidos. É preciso ir além dos relatórios anuais. Como preparação das eleições, cada representante deve dar um relatório do que fez.
  - justification: Politicians report to citizens should be more frequent, they can even do it on a daily basis, but the mechanisms and how to do it should be subject to more detailed discussion.
    O report dos políticos deve ser mais frequente, até pode ser diário, mas o mecanismo como o fazer deve ser sujeito a maior discussão.
  - notes: It is necessary to detail better how to incorporate group feedback 5. One suggestion could be that EU MEPs report to the national settlers.
    Necessário detalhar melhor como incorporar o feedback do grupo 5. Uma sugestão poderia ser haver report dos eurodeputados aos parlamentos nacionais.
  - feedback 1 room 10: it is not clear at which moment, during negotiations? decision power that citizens might have? Information should be priori, from the start, not after.

Feedback on issue 5.2.1 from room 5:
  - feedback 1 room 5: Question / Skepticism: Will politicians follow the recommendations of the COFE and from panels? - Politics must accept responsibility, but it is difficult to force politics.
    Frage/Skepsis: Werden die Politiker den Empfelungen der COFE und von Panels folgen? - Politik muss Verantwortung annehmen, aber schwierig, die Politik zu zwingen.

issue 5.2.2: Lack education for participation.
Falta educação para a participação.

- 5.2.2.1 orientation: Programs for schools and companies on what is being done in relation to mechanisms for participation and existing instruments.
  Programas para escolas e empresas sobre o que se tem feito relativamente a mecanismos de participação e dos instrumentos existentes.
  - notes: Comment Apox The Session: This problem was considered as very repeated with 4.
    Comentário após a sessão: Este problema foi considerado como muito repetido com 4.
  - feedback from room 10: Orientation #1: Make sure that the translation to english gets the nuance of "what is BEING done" (portuguese to english translation skips this nuance)
    Orientación # 1: asegúrese de que la traducción al inglés obtenga el nuane de "lo que se está haciendo" (portugues a la traducción del inglés salta este matiz)

Feedback on issue 5.2.2 from room 10:
  - feedback 1 room 10: Add in "civic education / ethics" to teach students what is already available to them
  - feedback 2 room 10: Common policy among the Member States to do/ participate in this programme (same knowledge of the institutions), harmonize this policy with minimum requirements

issue 5.2.3: Increase the effectiveness of mechanisms of transparency and citizens' decisions in the EU.
Aumentar a eficácia dos mecanismos de transparência e decisão dos cidadãos na UE.

- 5.2.3.1 orientation: Involve the municipalities, local and regional entities to call citizens and promote their participation in EU decision mechanisms. Have special involvement of schools and young people. Not forgetting the adults.
  Envolver os municípios, entidades locais e regionais para chamar os cidadãos e promover a sua participação nos mecanismos de decisão da UE. Ter especial envolvimento de escolas e dos jovens. Não esquecendo os adultos.
  - justification: To enable greater participation of citizens in exercising the existing transparency mechanism. The model of citizens' involvement programs, namely its optional or compulsory character should be more discussed.
    Para permitir uma maior participação dos cidadãos em exercitar os mecanismos de transparência existentes. O modelo dos programas de envolvimento dos cidadãos, nomeadamente o seu carácter facultativo ou obrigatório deve ser mais discutido.

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○ notes: The mandatory or optional character of school programs must have greater discussion.
O carácter obrigatório ou facultativo dos programas escolares deve ter maior discussão.

- 5.2.3.2 orientation: Involve the media in promoting EU transparency mechanisms.
Envolver os meios de comunicação social na promoção dos mecanismos de transparência da UE.

- 5.2.3.3 orientation: Reduction of the time and requirements to apply transparency and participation mechanisms in decision making.
Redução do tempo e das exigências colocadas à implementação de mecanismos de transparência e de tomada de decisão participativa.
  ○ justification: Lack of trust between citizens and the EU.
  Falta de confiança entre cidadãos e UE.

- 5.2.3.4 orientation: Mandatory mechanisms for citizens 'consultation mechanisms when there is a proposal for a reduction in citizens' rights.
Obrigatoriedade de mecanismos de consulta dos cidadãos quando há proposta de redução de direitos dos cidadãos.
  ○ justification: When there are fundamental issues in question.
  *Quando há questões fundamentais em caus*a.

Feedback on issue 5.2.3 from room 10:
  ○ feedback 1 room 10: Useful and helpful proposal to approach parliamentarians more closely

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<u>Substream 5.3 Citizen participation (Room 10, English Facilitation)</u>

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issue 5.3.1: Lack of knowledge and motivation on participation in the European Union (by European citizens).

- 5.3.1.1 orientation: Promote education in participation (at a european level).
  ○ justification: If there is no knowledge, no skills, no culture of participation, it is difficult to make it happen. This is not to say that having this ensures that it will happen, but it is necessary for it to happen.

- 5.3.1.2 orientation: Citizens should be able to have practical experiences of citizen participation at different moments of their lives.
  ○ justification: If it is put into practice, it is easier for people to know how it works and what it is for.

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- 5.3.1.3 orientation: To have more options of trustworthy political parties (no corruption).
  - justification: If politicians and political parties are trustworthy, people can have more confidence to participate and to trust politicians/ politics. One way of being trustworthy is to have no corruption in politicians nor political parties. Also, if there is diversity of political parties, diverse people can feel identified/ represented by a political party.
  - notes: There is NO AGREEMENT on this point, because some people think it is the EU that should be controlling corruption, and other people think this control should take place within the political parties.

- 5.3.1.4 orientation: Creating a European curriculum (on citizen participation for a subject on citizenship/ ethics, and also for general curriculum).
  - justification: If citizen participation (processes, skills) are integrated in all European education systems, it is easier that people can get involved later on in their lives.
  - notes: Topic related to panel 1- education.

Feedback on issue 5.3.1 from room 9:
  - feedback 1 room 9: Lack of who? Youth? citizens? Politicians?
    Falta de conhecimento de quem? Dos jovens? dos cidadãos? Políticos?
  - feedback 2 room 9: Propose solutions to motivate and encourage participation
    Propor Soluções para motivar e incentivar a participação
  - feedback 3 room 9: Add Education, for example workshops or stages (internships) for young people. Note: If this is possible at legal level, the EU proposes this at European level
    Acrescentar Educação, com por exemplo workshops ou estágios (internships) para jovens. Nota: averiguando se isso é possível a nível legal, a UE proporá isso a nível europeu.

Feedback on issue 5.3.1 from room 5:
  - feedback 1 room 5: The issue is important. It shows that the problem is on both sides: politicians and citizens
    Das Problem ist wichtig. Es zeigt, dass das Problem auf beiden Seiten ist: Politiker und Bürger
  - feedback 2 room 5: Approval. Specifically: also inform about formats like the COFE.
Die Genehmigung. Speziell: Informieren Sie auch über Formate wie den Cofe.

issue 5.3.2: Politicians don't take seriously what citizens say.

- 5.3.2.1 orientation: Ensure commitment of the politicians with citizens' participation.
  - justification: If citizens actively participate but their voice is not heard, it feels nonsense, and it makes citizens less or not motivated in further participation.

- 5.3.2.2 orientation: In case that citizens' proposals are rejected, ask politicians to be accountable for that, justifying the reasons why it did not go any further.
  - justification: If politicians justify why they reject citizens' proposals, it builds a sense of dialogue and that the citizens' voice is heard and taken into account, even if it is not followed.

Feedback on issue 5.3.2 from room 9:
- feedback 1 room 9: Can be achieved with a panel of citizens in Parliament
  Pode ser conseguido com um painel de cidadãos no parlamento
- feedback 2 room 9: It concerns what time? Today? Or the future?
  Diz respeito a que tempo? Hoje? ou do futuro?
- feedback 3 room 9: More detail please in the subject
  Mais detalhe por favor no assunto
- feedback 4 room 9: There is the challenge of understanding how citizens can be taken seriously
  Há o desafio de compreender como os cidadãos podem ser levados a sério

Feedback on issue 5.3.2 from room 5:
- feedback 1 room 5: Consent. Politicians should take Ganau comment on what citizens demand.
  Zustimmung. Politiker sollten Ganau kommentieren, welche Bürger verlangt.

issue 5.3.3: Lack of citizenship participation.

- 5.3.3.1 orientation: Define for which political topics a citizen. panel/involvement is necessary (priority topics), for example that no citizen rights should be restricted without the consent of the citizen panels (this happened in the pandemic).

- ○ justification: It is necessary to define and prioritize in which topics/ issues/ priorities is citizen participation more needed/ prioritized.
- ○ notes: There was not enough definition about this topic. It seemed to be an agreement that social issues and rights should be with citizen participation. There were doubts on whether budgets should also be with citizen participation.

- 5.3.3.2 orientation: Organise citizens panels to enrich political opinion.
  - ○ justification: Contributing to political decision making.
  - ○ notes: There were proposals about at which moment, but there was no conclusion. This can be further discussed in session 3.

- 5.3.3.3 orientation: Ensure the citizens chosen for the citizen discussion are representative of the population (socio demographic diversity and also minorities).
  - ○ justification: Make sure that not only some parts of society are being part of the citizen participation, more specifically, that not only people with more privilege have access to these spaces. Take into account that minorities might not be numerically represented, but need to be considered.

- 5.3.3.4 orientation: The UE must promote local offices in municipalities, to get training to be informed and have digital access to EU information and decision making processes.
  - ○ justification: Avoid digital gap. Having close access to all citizens.
  - ○ notes: It is seen as an expensive and maybe not feasible measure, but it is kept because there might be a way to find it a go.

- 5.3.3.5 orientation: Provide access to the internet to all European citizens (to guarantee digital citizen information and participation).
  - ○ justification: It is a condition to make the digital access to information, basic to be able to participate.

issue 5.3.4: Need of more publicity on decision making and citizen participation processes (warranty of truthfulness of political information in the media).

- 5.3.4.1 orientation: Spread the word (also in mass media) about the participation mechanisms the EU has (more specifically when a consultation is open).
  - justification: In the example of daylight saving, given by the expert, most of the participants were german. Maybe in other countries there was no information about this process happening. This is against the idea that we can all participate.
  - notes: Define in which topics this is more important.

- 5.3.4.2 orientation: Review the criteria of the documents that cannot be public.
- justification: (Ombudswoman says many documents are not public).
  - notes: There was NO AGREEMENT in this point, because one part is the lack of transparency, but on the other hand there is too much information in which any average citizen might get lost.

- 5.3.4.3 orientation: Information available in different languages of the EU (not only english, german and french).
  - justification: Avoid language gap.
  - notes: (Being aware that there is automatic translation, that if there is no other option it can be a resource).

Annex IV: Feedback from the Conference Plenary

The Conference Plenary

In Session 2, during the opening plenary, the panels' respective 20 representatives were invited to take the floor and give feedback to their fellow Panellists on the first Conference Plenary, in which representatives from the European Citizens' Panels participated, on 22-23 October 2021. Their presentations were followed by a Q&A.

The Plenary is composed of a total of 449 representatives: Members of the European Parliament (108), representatives of the Council of the EU (54, or two per Member State), Commissioners (3) national parliaments (108), European Citizens' Panels (80), representatives from national events or panels (27), the European Committee of the Regions (18), European Economic and Social Committee (18),), social partners (12) and civil society (8) and elected local (6) and regional representatives (6).

The 80 representatives of European Citizens' Panels, 27 representatives of national panels and events and the President of the European Youth Forum form one single component in the Plenary, referred to as the citizens' component.

The Conference Plenary debates and discusses the recommendations from the national and European Citizens' Panels, and the input gathered from the Multilingual Digital Platform. Nine thematic Working Groups have been established, based on the topics on the Digital Platform, and will give input to prepare the debates and the proposals of the Conference Plenary. The Plenary will on a consensual basis (at least between the representatives of the European Parliament, Council, Commission, and the national parliaments) put forward its proposals to the Executive Board. If there is a clear diverging position from representatives of citizens from national events and/or European or national citizens' panels, this should be expressed in the report by the Executive Board.

The October Plenary was the second Plenary, yet the first one with citizens representing the European Citizens' Panels. It was the first time citizens from the national events/panels and European panels and the President of the European Youth Forum came together to form the citizens' component.

On Friday 22 October, two citizens' component meetings were organised to introduce citizens to the rules of procedure of the Plenary, prepare the Working Groups and the Plenary and designate speakers. In-between, citizens participated in their first Working Group meetings with other members of the Plenary. On Saturday 23 October, the Plenary discussion kicked-off in the Strasbourg hemicycle with the presentations by eight citizens of the results of the first session of the four European Citizens' Panels. 13 representatives of the European Citizens' Panels took the floor in the morning debate on the European Citizens' Panels and seven in the afternoon in the debate on the Multilingual Digital Platform.

In their intervention in the plenary hemicycle, many European Citizens' Panels representatives expressed their gratitude to take part in the exercise: for most of them it was the first time attending a political event of this magnitude. Similarly, almost all panellists stressed the importance of citizens' participation in the Conference. However, many citizens (both from national events/panels and the European Panels) regretted the insufficient level of real dialogue between Panels' representatives and other components, especially in terms of spontaneous interventions and exchanges. They made a number of proposals in this regard ahead of the December Plenary.