

## **Cluster Group 1: ISSUES OF DEMOCRATIC GOVERNANCE AND YOUTH PARTICIPATION:**

This cluster group will address the broad theme of “good” governance against the backdrop of the novel social and political dynamics that have developed within the context of globalisation. The extent to which globalisation is having an effect on the way governance takes place, its effectiveness and its transparency remains elusive for many citizens and for young people. While there is significant debate and some controversy over the power and significance of the nation state in the global economy and in international relations today (for example, as faced with the ongoing threat of international terrorism), in particular as concerns representative democracy as a system of governance, institutions of democratic governance at the world level have not yet been put in place. Indeed, there is no consensus at the global or national level as to the desirability or potential practicability of such institutions. Instead, much energy has been spent on looking at systems of governance that involve multiple stakeholders beyond the multilateral approach of international relations. Nevertheless, the “international community” has become palpably more important in recent years. Localised manifestations of political action that are triggered by global problems or concerns have been gaining ground. Further, the question of the relationship between the global and the local continues to be posed: how can the local level and the development of democratic institutions and practices at the local level contribute to the development of good governance?

As a starting point for the discussions in the small working units the cluster group panel discussion will explore some perspectives for youth within larger questions, such as:

- What effects (positive or negative) are global processes having on global governance (transparency, accountability, effectiveness, participation);
- How do young people perceive their position in society? Has globalisation changed their situation or influence? Do they feel more powerful / powerless than in the past? Are the current changes in governance relevant to their life world and are they able to understand these processes going on? Do they consider themselves being relevant to politicians' agendas and do these agendas mean anything to them?
- What effects is globalisation having on the ways in which young people and other population groups participate in society? How is individual activism and associative involvement developing in relation to the continuing importance of historical or spontaneous collective social movements (peace movement, anti-globalisation movement, etc). Does the context of globalisation make it possible to speak of and identify new forms of participation (including youth participation)?
- What do young people expect from political institutions and political actors / leaders? Do they perceive them as responsible and capable enough to address the main problems of the future?
- Given the realities of the lives of youth and other population groups worldwide, what kind of governance does the world need?
- What role should Europe, its institutions and its young people play in the development of global governance?

### **Small Working Units:**

#### **Global civil society**

- How is civil society adapting to global processes?, Various experiments like participatory budgets, alternative approaches to globalization, good practices; Does global civil society represent public opinion?, unequal access to political processes, “representation”, legitimacy; Media manipulation and agenda setting; Youth networks – code of conduct, New Social Movements.

#### **Building Global Democracy**

- Global political and economic architecture; reform of international institutions, democratic deficit, accountability, transparency, corporate accountability, power imbalances; global partnerships and resource transfer, debt relief, development aid, trade regimes, Democracy and New ICTs (World Summit on the information society – possibilities and limits).

#### **Youth Participation in Global Decision Making Processes**

- Different levels at which youth can participate (local to international), Youth policies at global level, Youth Caucuses in World Summits; development of youth policies (praxis), thematic priorities for youth policies, methodology of the youth policy development process

## **Cluster Group 2: ISSUES OF HUMAN RIGHTS AND GLOBAL RESPONSIBILITIES**

This cluster group will address the broad theme of human rights and responsibilities against the backdrop of the novel social and political dynamics developing within the context of globalisation. In the context of the global economy and inter-dependence, many people are deprived from access to fundamental human rights and dignity. The diminishing access of everyday people, and in particular, those who are most marginal including the young, to public goods in Europe and beyond is a challenge to universality and indivisibility of human rights worldwide and in particular in Europe

As a starting point for the discussions in the small working units the cluster group panel discussion will explore some perspectives for youth within larger questions, such as:

- In terms of human rights, which kinds of rights need to be better assured for young people so that the universality of human rights can be truly universal?
- What does the contemporary debate on human rights tell us about emerging rights? How has globalisation affected this debate and the emergence of new categories of rights and new claims for rights?
- In which ways does globalisation threaten or foster the universality of human rights?
- More and more, protection of Human Rights is used to legitimise actions that directly violate people's human rights and fundamental freedoms? How to prevent those abuses?
- In which ways do certain kinds of rights clash (e.g. environmental and cultural rights). What do these clashes mean for solidarity? What do they mean for the HR movement and actors in the field?
- Conflicts of human rights: moral and legal challenges in a globalised economy?
- The challenges to the equality of all human beings in human dignity – discourse and reality.
- Exploration of a 'global' citizenship (which rights and obligation are integrated)
- A new global ethics – is it necessary, what may it include, how can it be promoted?

### **Small Working Units:**

#### **Human Rights in Focus**

- Meaning of human rights, Different kinds of rights, (economic, social, cultural, individual, collective, etc), respect and implementation, universality, human rights education, awareness raising.

#### **Society Counteracting Violence**

- Street violence, family violence, authoritarian regimes and and new mechanisms of oppression, terrorism and security measures.

#### **Human dignity versus social exclusion**

- Poverty, access to public goods, development aid.

#### **Globalisation of responsibility**

- Ethical economics, corporate social responsibility / corporate Social Accountability, global justice and equitable distribution of wealth.

#### **Disability and Positive Discrimination Policies**

### Cluster Group 3: ISSUES OF CULTURE AND DIVERSITY:

This cluster group will address the broad but linked themes of culture and diversity against the backdrop of the novel social and political dynamics that have developed within the context of globalisation. Through history culture has had different kinds of weighted meaning and has been variously instrumentalised in political projects as far reaching as nation building and the prosecution of wars. The cluster group will attempt to reflect upon the ever-changing concept of culture in the global reality. It will attempt to address issues of national and global identity, "westernisation" of traditions, "Trendy and Brandy" youth, and the way which diversity is often posed as an obstacle for inclusion.

The concept of culture is a complex one that in diverse circumstances represents different realities. In its core function Culture provides youngsters with space for personal identity and sense of life; at the same time and exactly for this reason the notion of culture is often misused and instrumentalised for political reasons. However, culture is both a flexible tool for social change and a resource for stability and continuity and youth / the young generation is the main field/actors of cultural change. Therefore, fundamental and evident to explore what is going on in the field of culture from a youth perspective in a globalising world to understand new/future developments.

Further, throughout history, culture has had different kinds of meanings and has been variously valued by different generations. The term culture represents significantly different ideas and concepts for a variety of people. Culture refers to both the customs of individuals and ethnic groups, full of diversity beauty as well as contradiction: culture can be seen in both ballet and rap music. There is a need to redefine the notion of culture in the ever-changing global context. Moreover, what is the role and new meaning of culture for political and social realities?

Finally, there are questions related to the global outreach and quality of cultural production. Does growing cultural outreach (music, movies, etc.) shows the level of cultural poverty and standardisation? What are the links between religion and culture, how important is intercultural dialogue and inter-religious sensitivity for the debate on globalisation? The notion of Diversity is variously conceptualised as something to celebrate (this is often the case among young people), as something to manage, as an obstacle to peaceful and harmonious social relations and in many other ways. And while diversity has been a feature of European societies for time immemorial, the debate on how diversity is to be conceptualised and internalised in politics and society is very much on the cards again.

The widespread currency that the "clash of civilisations" theory has gained recently raises questions that individuals need to answer for themselves: questions of identity, belonging and entitlement. The increasing level of negative judgements on the part of society in relation to the nationality, religion and race of certain persons has become alarming. The rise of Islamaphobia and anti-Semitism, growing intolerance towards non-Nationals and foreigners, the growing fear of immigration and policies that express this fear, the growth of a political and social rhetoric of "with us or against us", makes diversity very difficult to live for many communities of immigrant or minority background.

As a starting point for the discussions in the small working units the cluster group panel discussion will explore some perspectives for youth within larger questions, such as:

- What effects (positive or negative) are global processes having on the way in which people, and in particular young people, conceptualise notions like culture and diversity and how do they live them?
- Does it make sense to talk about common culture in the light of globalisation?
- In which ways is culture as a concept used and misused in the international / global political and social discourse today?
- How can the notion of "culture" be placed appropriately in the debate on diversity and vice versa? And what should be their uses?
- How are international events and global processes affecting the way in which policies regarding culture and diversity are being enacted?
- How do different communities affected by the debates on cultural belonging and diversity react to contemporary developments – echoes from the field?
- What does intercultural dialogue mean in the post-September 11<sup>th</sup> context and against the backdrop of other global processes and phenomena?
- What is the relationship between "culture" and "diversity", intercultural and inter-religious dialogue?

- What is the role of the media in the propagation of prejudicial and discriminatory images of different communities? What positive role might it play and how?

### Small Working Units:

#### Global life style

- Media, brands, cultural attitudes, identity, meaning of local tradition for young people today.

#### Inter-Religious Dialogue

- "Co-existence", "tolerance", making sense of the world, "clash of civilisations", new age movements, spirituality.

#### Multi-culturalism and diversity (So different! Still equal?)

- Racism, xenophobia, discourse vs. experience of diversity, treatment of and policies towards immigration, self identification of national and other minorities.

#### Youth version of the universal declaration on cultural diversity

UNESCO offered working unit – not to be advertised as part of the open call

#### **Cluster Group 4: ISSUES OF SUSTAINABILITY:**

This cluster group will address the broad theme of sustainable human development against the backdrop of the novel social and political dynamics that have developed within the context of globalisation. Sustainable development has become a buzzword in recent years. International institutions and civil society from local to international level claim that without sustainable approaches to human development, the human species is in danger of extinction. On the other hand, national governments, regional groups, and international or multi-national corporations claim that without economic liberalisation there can be no sustainable development. What is the pace of solidarity and global interdependence in a world where so many live under the poverty line and so few hold both the reigns of power and the financial and political resources to stay in power? Is there another kind of globalisation? Do the "alter-mondialistes" as they are called in French have a viable alternative – can their approach bring with it gains for social and economic justice and a change in the direction of ethical economic globalisation?

As a starting point for the discussions in the small working units the cluster group panel discussion will explore some perspectives for youth within larger questions, such as:

- What effects (positive or negative) are global processes having on the way in which sustainable development is conceptualised and practiced in Europe and the world?
- How are international events and global processes affecting the way in which policies regarding development are being enacted?
- How do and can the different communities affected by development policy react and participate in contemporary developments – echoes from the field?
- What challenges in terms of development and sustainability are particularly pressing and how do these affect young people?
- How do and can social movements such as that represented by the "anti-globalisation" faction or the "alter-mondialistes" affect the way in which sustainable development is pursued at different levels of responsibility (from individual through international)?
- How is global economic justice conceptualised by the different actors involved in the movements dealing with issues of sustainability?
- Ethical Economics – is there such a thing? How can it be promoted?
- How does the world conceptualise development? Is economic growth sustainable? What about "decroissance durable"?

#### **Small Working Units:**

##### **Combining economic growth with poverty reduction, social justice and environmental balance**

- The different dimensions of modernisation and development; Definition of Sustainable Development, appropriate balance, and local mix of the key elements of sustainable development, how and when do they clash; short term economic growth vs. long term sustainability, the orthodox concepts and modernisation of the approaches of international institutions (c.f. IMF, WB...).

##### **Health and Sustainable Development**

- Fighting HIV/AIDs (One of the major threats to Sustainable Development in developing countries with clear impact on education, health care, employment, public budgets, preventative education, prejudice and how to combat it), Malaria and other diseases; Preventive and curative infrastructure.

##### **Sustainable consumption and the global market**

- Consumption as one of the main vehicles of dependency on and the push for economic growth through neo-liberal globalisation policies, personal responsibility vs. corporate bottom lines.

##### **Youth and the World Summit on Sustainable Development**

- Implementing the Johannesburg Plan of Action

## Cluster Group 5: ISSUES OF PEACE

This cluster group will address the broad theme of Peace. Peace, not only in terms of the absence of violent combat, but social peace, not as an elusive ambition. Views of the new generations of young people are highly affected by the environment and the way their community live. Violence prevails in the everyday life of a lot of young people, violence in the streets, in family, in school. Building up peace is not an easy process in itself, especially in the societies torn apart by war, mistrust and hatred. Peace, as a personal and social attitude has to be cultivated and developed: in conflict and in apparently peaceful situations, in personal relations and at the international relations. Conflicts have to be dealt with constructively. Violence must be condemned and conflicts transformed in a driving force for social change. Peace is an active process and requires a deep involvement and changes in personal and collective behaviours. Global security paranoia after the events of September 11<sup>th</sup>, challenges fundamental freedoms of individual and opens a debate on the use of human rights as a pretext for the violation of human rights, restrictions on travelling in the name of the security and safety. All these challenges need counteraction, response, and common stand. How can a culture of peace become more prevalent in both world politics and in relations among different people? What role do attitudes play in building a culture of peace and how can attitudes be developed, changed and reshaped? How can peace education in formal, informal and non-formal environments contribute to the threats faced by the societies?

As a starting point for the discussions in the small working units the cluster group panel discussion will explore some perspectives for youth within larger questions, such as:

- How are international events and global processes affecting the way in which international relations are being pursued?
- What attitudes or approaches would foster the development of a culture of peace worldwide (in individuals but also in the political sphere)?
- How would you describe the concept "culture of peace"?
- What are the effects of reconciliation processes on the life of the civil society and young people in particular?
- What is the role, if any, of the peace movement? How can it develop a pro-active approach to its core issue? What can be learned from the past? Is protest enough to sustain the development of a culture of peace and lasting peace itself?
- What is the place of culture and religion in the debate on peace and conflict?
- How to sustain appropriate respect to human rights in relation to the heated security debate?
- What is the role young people and their organisation play with regards to the promotion of culture of peace?

### Culture of Peace

- Individual and personal approaches to living the culture of peace (psychology, philosophy, values), non-violence, tolerance, UNESCO manifesto, intercultural learning.

### Conflict transformation and reconciliation

- Post-war reconstruction of society, trauma, peace building, how to live together?, memory. The roots and causes of forced migration, consequences of forced migration, problem of the perception and treatment of asylum seekers and refugees, awareness raising, the threat of trafficking and oppression.

### Security Paranoia vs. Fundamental Freedoms

- Humane security concept (ecological, social, economical dimension, individual, global, community level), social peace for prevention of conflict, threats to individual freedom, security business, privacy versus technology.

### Peace education

- Education for peace attitudes with young people, good practices

## Cluster Group 6: ISSUES OF EDUCATION AND EMPLOYMENT

This cluster group will address the broad theme of education – whether formal or non-formal – arising from the challenges of the social and political dynamics that have developed within the context of globalisation. In terms of content and methodology, objective and outcome, education is being challenged to reform by processes of global significance. However, educational inequalities world wide remain obvious: inequalities between young people from different social groups, of different genders, between those from minority and majority communities in a given country, between North and South, religious and secular and at different levels of the educational system. In some countries the challenge remains to ensure basic primary education and literacy for all children of school going age. In others, it is the technological revolution and new teaching methods that pose a challenge. And in still others, education as an agent of socialisation is under question. The question of education as a fundamental and free right is once again questions ideas and efforts to privatise it. Questions are asked about the role and value of education in teaching and providing a sense of responsibility for the world and solidarity to others particularly as a result of school violence, segregation and failure. The role of the state in forming school policy and practise has also been raised as a result of overt racism and discrimination against young people and teachers from particular religious communities. As an example, the crossroads between the right to education and that of freedom of religion has produced controversial and heated debates in many parts of Europe and the world. Further, recent developments in the world of work, have also put into question the education-labour contract. In many countries today, it is not possible to speak of a good education as being a life long insurance for employment and security. The level of youth unemployment in the world is once again rising, having been reduced significantly in many European countries until recently. On the other hand, access to suitable education remains one of the prime indicators for individual life chances.

As a starting point for the discussions in the small working units the cluster group panel discussion will explore some perspectives for youth within larger questions, such as:

- What effects (positive or negative) are global processes having on the educational needs of young people today? How does that relate to the global labour market and its needs in terms of qualification?
- What about the comodification of education? How has that process been affected by global change dynamics and to which extent is it a positive / negative development?
- How are international events and global processes affecting the way in which education systems and educational methodologies are being developed? To which extent is education still a matter of national competence? and to which extent should that be the case?
- How can education maintain its position as a positive agent of socialisation in young people's lives?
- How can young people affect change according to their needs and wishes in education?
- What educational indicators are most tightly linked with the life chances of young people in different parts of the world? What can recent research in new educational fields, such as that of life long learning tell us?

### Small Working Units:

#### Importance of Non-Formal Education

- Not recognized enough, added opportunity for education (access and quality)) complementary in the global system of education, building skills and self confidence, peer education, validation of non formal education

#### Information and Communication Technologies : the digital gap and opportunities

- Access, skills, effective use, inequality, cost, new ways and of communication, new medias, catch-up syndrome, virtuality/reality, information society? World Summit on the Information Society – possibilities and limits.

#### From Education to Employment

- brain drain, transition from education to employment, elite education, marginalization through education, gender discrimination, decreasing expenditure, social inequality and instability, changing patterns of age/family/independence, unemployment, growing vulnerability of youth.

#### “Avoiding Marginlisation of non-nationals: the example of the socialisation of young refugees through education and employment”

UNHCR offered working unit not to be included in the call for proposals