

Committee: Young Delegates Forum (YDF)

Issue: Ensuring youth employment and education towards strengthening democracy

Student Officer: Konstantina-Maria Mexa

Position: Deputy President

PERSONAL INTRODUCTION

Dear Delegates,

My name is Konstantina-Maria Mexa and I will have the honor to serve as the Deputy President of the Young Delegates Forum (YDF) in the 5th session of the Arsakeia-Tositseia Schools Model United Nations. Regarding my MUN experience, I have attended five MUN conferences as a delegate and this will be my first time as a student officer. I am really looking forward to this session of ATS MUN, since I am aware of the fact that every single MUN conference helps you broaden your horizons by knowing other countries' problems, debating, studying, learning the art of argumentation and developing a global picture of various global problems.

It is accepted that The Young Delegates Forum (YDF) is mostly referred to younger ages, thus it is a challenge for us, the chairs to work mostly with new-comers who consist almost every year the majority of the delegates in this committee. To my point of view, the topics of the YDF this year are very intriguing and deal with a variety of issues that the modern world needs to encounter.

The topic of "Ensuring youth employment and education towards strengthening democracy" demands the delegates' full attention to their countries policies and interests. I strongly encourage you all to read this study guide and get a clearer image of the situation, and then do your own research regarding your country and any latest updates.

Serving as your Deputy Chair, my goal is to make all new-comers in the committee eager to participate and ensure that every delegate enjoys the whole experience and benefits from it. If any query arises, please do not hesitate to contact me at: konstantiamexa@gmail.com

Looking forward to meeting you all,

Kindest Regards,

Important note from the chairs' team

In order for the chairs to fully understand the dynamics of the committee, discovering any misunderstanding prior to the debate and for the better preparation of the delegates you are asked to proceed as indicated below;

- 1) Conduct your chairs via email and informing them about your mun experience so that they can know what exactly to expect of you.
- 2) Prepare and send your chairs by 11:59 of the 6th of November one position papers for each of the topics you are going to discuss during the conference. You can conduct the expert chair, of each topic for further information concerning your country's policy if needed, and for general guidance when it comes to your position papers (word limit structure etc). You are going to receive general comments during the lobbying for your position papers as well as personal feedback and grades for your papers. The points you will receive will add up to your general score which is one of the factors that determine the best delegate award. If you for any reason fail to send your papers before the final deadline you will not be eligible for any award.

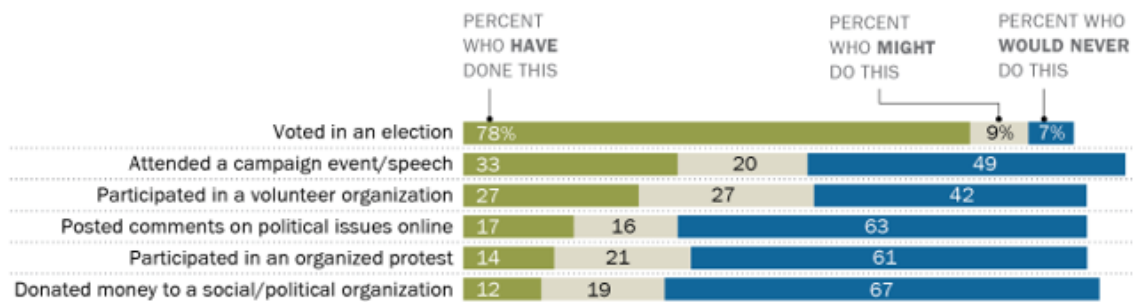
TOPIC INTRODUCTION

Young people in recent years tend to abstain from participating in conventional politics by distrusting political institutions and sometimes by voting less, whereas there is a decline in the membership in political parties. An engaged citizenry is undoubtedly connected with a healthy democracy and in general, high levels of political and civic participation contribute to making the voices of the young citizens heard.

To better understand public attitudes toward civic engagement, Pew Research Center conducted a survey in collaboration with the Center for Strategic and International Studies (CSIS) as part of their International Consortium on Closing Civic Space (iCon), which includes countries from Africa, Latin America, Europe, the Middle East and Southeast Asia. Although the study does not represent every region and cannot reflect the globe as a whole, with around 15,000 participants across such a wide variety of countries, it remains a useful snapshot of key, cross-national patterns in civic life.

Beyond voting, political participation relatively low

Median across 14 countries



Source: Spring 2018 Global Attitudes Survey. Q63a-f.

PEW RESEARCH CENTER

According to the results of the survey, aside from voting, other forms of participation such as those with more education and those on the political left and social network users are much less common.

But why is this happening? According to many researchers, this situation is due to the increasing unemployment rates and the job insecurity among the young. Also to mention, the difficulty of transitioning from school to work can be considered another reason for this decreasing political commitment.

Nevertheless, it is indicated that young people are still defending their democratic beliefs and values, they stay engaged in their civic behavior and their own way of understanding democracy although they feel marginalized from the political process. Young people's voices won't be heard unless the young get involved in political debates and the decision-making process.

Living in a democratic country and as a young and an active citizen I can guarantee that education is the soul of democracy. Besides, education produced democratic ideas and values. The young should be taught the specific knowledge, skills, and values or attitudes to become democratic citizens as well as being offered equal opportunities no matter the socio-economic and cultural backgrounds.

In other words, education and employment of the young can undoubtedly work as an instrument to enhance democracy and increase the involvement of young citizens in shaping the future. Through educational practices the young engage in politics, develop democratic abilities, ideals, principles and practices and they are being offered learning experiences to fight social discrimination. As far as youth



employment is concerned, the creation of new employment opportunities and the participation of the young in local, national and regional councils promotes, strengthens and defends democracy.

DEFINITION OF KEY TERMS

Democracy

All member States reaffirmed at the World Summit in September 2005 that democracy is: “A universal value based on the freely expressed will of people to determine their political, economic, social and cultural systems and their full participation in all aspects of their lives”. More specifically, it is a system of government where the citizens vote in order to exercise power.

Democratic education

Democratic education, according to Wikipedia, is “An educational ideal in which democracy is both a goal and a method of instruction.” It brings democratic values to education and can include self-determination within a community of equals, as well as such values as justice, respect and trust, whereas it highlights the equality that should exist between student’s and teachers’ voices.

Youth employment

Youth employment is the employment of young people, defined by the United Nations as 15–24 years old. In general, the young, through employment, realize their aspirations, improve their living conditions, fulfil their responsibilities, learn about consumerism, tax payment and saving, as productive agents and of course as citizens. Also, economies become stronger and companies benefit from a productive and motivated youth workforce.¹

Political Marginalization and Exclusion

The marginality, an effect of exclusion, is a phenomenon that prevents or limits the enjoyment of certain rights. It manifests itself in all social relations, including politics.²

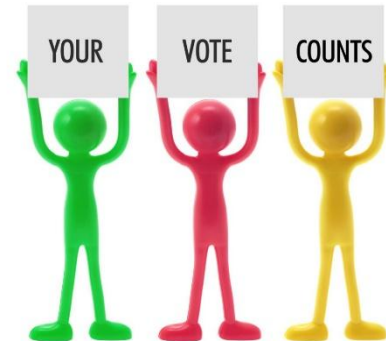
¹ <https://www.ilo.org/youthmakingithappen/YouthEmployment/index.htm>

² <https://translatingcuba.com/political-marginalization-and-the-citizen-dimas-castellano/>

Similarly, political exclusion is a form of injustice in democratic societies. To be more specific, it is the exclusion of an individual or group from participation in political processes. This exclusion may stem from law, custom, intimidation or discrimination.

Democratization

Democratization is defined by Wikipedia as “The transition to a more democratic political regime, including substantive political changes moving in a democratic direction.” The ideal result of democratization is to ensure that the people have the right to vote and have a voice in their political system.

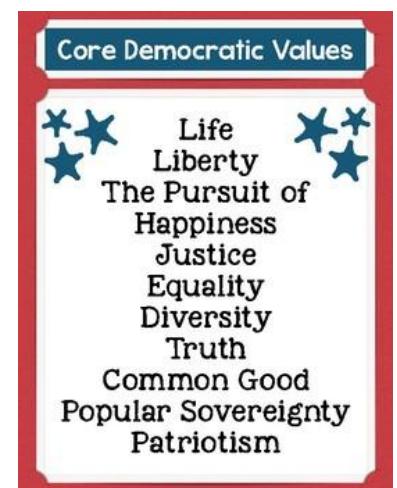


BACKGROUND INFORMATION

Core democratic values

Core democratic values are the fundamental beliefs and Constitutional principles of the American society and their goal is to assist young students in their comprehension of basic democratic concepts. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches and writings of the nation and they unite all Americans.

First of all, each citizen has the right to the protection of his or her life, which should be considered inviolable. To continue, the right to liberty should be regarded as an unalterable aspect of the human condition and everyone is free to believe what he or she wants, choose friends, have his or her own ideas and opinions and express them in public, meet in groups, and have any lawful job or business. Moreover, each citizen can find or “pursue” happiness in his or her own way, so long as he or she does not infringe upon rights of others. Furthermore, all people should be treated fairly concerning the distribution of the benefits whereas no group or person should be favored. Now as far as equality is concerned, all citizens have political, social and economic equality regardless of their country of origin, their race, their religion or their financial status. Regarding diversity, variety in sectors like culture, lifestyle, race, ethnic background and beliefs are desirable in a pluralist society. Of



A simple full color poster listing the ten Core Democratic Values

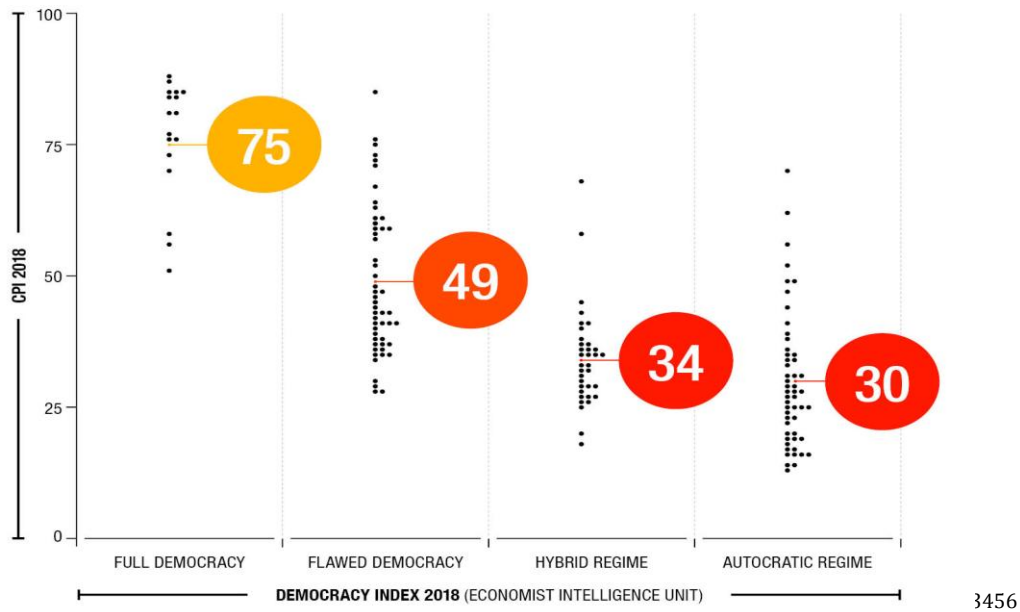
course, the government should not lie, yet make laws which are fair for everyone, whereas the citizens should also stay honest and sincere and work together for the good of all. Now, concerning popular sovereignty, the power of the government, comes from the people, which means that the citizenry holds authority over public officials and their policies. Finally, everyone should understand the importance of having devotion to our country and the core democratic values in what we say and what we do.

To conclude, the reason for civic education in a constitutional democracy is that the health and the development of the country requires the participation of its citizens. All citizens should understand their own rights and act for the common good so that they protect the rights of all individuals from unconstitutional abuses by the government.

Democracy and Corruption

According to Abraham Lincoln, democracy is 'government of the people, by the people, for the people'. However many democratic governments in today's world are not "for the people". Over the past two decades democratic backsliding has been witnessed across the world, including countries which were considered to be fully functioning democracies. This is due to corruption which can be referred as a combination of excessive government power and lack of accountability. It is rife mostly in weak democracies, where powerful politicians, also known as corrupt leaders may seek to weaken democratic checks on their power, so that they stay in power. I am referring mostly corruption for personal benefit: embezzling public funds after achieving electoral fraud, for example.

As a result democratic political institutions and the private sector are gravely affected, economic growth is weakened, basic needs and interests of a country's most underprivileged groups are jeopardized and generally speaking, democratic consolidation processes are being undermined and further democratization is prevented.



The graph shows countries around the world grouped by their level of democracy into four categories: full democracies, flawed democracies, hybrid regimes (which show elements of autocratic tendencies) and finally authoritarian states. The vertical axis of the graph shows the level of perceived public sector corruption based on the Corruption Perceptions Index, where zero is “highly corrupt” and 100 is “very clean”. Every dot in this graphic represents a country’s CPI score. The numbers in the circles represent the average CPI score for that political system.⁷

Other threats to democracy

Firstly, economic inequality is known to be a major threat to a democratic citizenship. As Branko Milanovic, an economist specializing in income inequality, says, “The higher the inequality, the more likely we are to move away from democracy”. Although in every political system, it is globally accepted that the rich tend to hold more power, the relationship between politics, economics and inequality has long been a serious bone of contention. The importance of global inequality of wealth increases as the world becomes more globalized, and capital and labor move more easily than ever in history.

Secondly, intense polarization is also said to be one of the key drivers of democratic decline in new and established democracies where political opponents think of each other as existential enemies, abusing democratic values to hinder the opposition, and as a consequence the opposition resorts to any measures to gain control.

Some citizens remain loyal to a political party even if it violates democratic norms, and as a result political polarization threatens the functioning of democratic accountability.

³ https://www.transparency.org/images/uploads/feature/cpi_vs_democracy.jpg

In search of solutions to overcome the problem, students of advanced and developing democracies have highlighted institutional reforms (e.g., electoral reforms, reforms to systems of candidate selection), and of course the importance of deeper social, economic, and even the need to rebuild democratic norms.

Thirdly, two main challenges of democracy are casteism and communalism. To be more specific, in the elections, a large number of voters choose the candidate according to their caste and religion. This can be a jeopardy since representatives elected based on their caste or religion work for the welfare of the people belonging only to their caste or religion.

Education for democracy

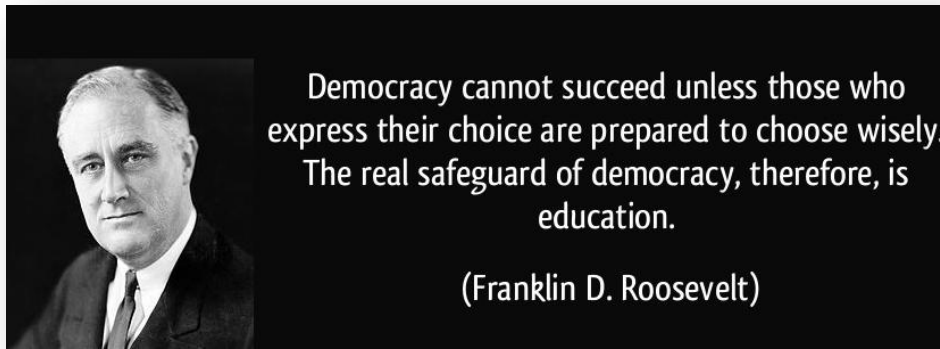
To begin with, it is very important that quality education is available to all, without any exceptions, which means that everyone including girls and women, rural inhabitants, persons with disabilities, indigenous, and persons belonging to minorities will have access to learning and thus, contribute to strengthening democracy. In this way, the development of human potential, equality and understanding among peoples are promoted, economic growth is sustained and poverty is reduced. Furthermore, education by itself cannot directly change the economic, political, or social structures of a country. However, it can reinforce democracy and democratic citizenship by offering equal opportunities to children of different socio-economic and cultural backgrounds and by preparing citizens who understand democracy by teaching them specific knowledge, skills, and values or attitudes needed to become democratic citizens.



What is really needed to make
democracy function is not
knowledge of facts, but right
education.

— *Mahatma Gandhi* —

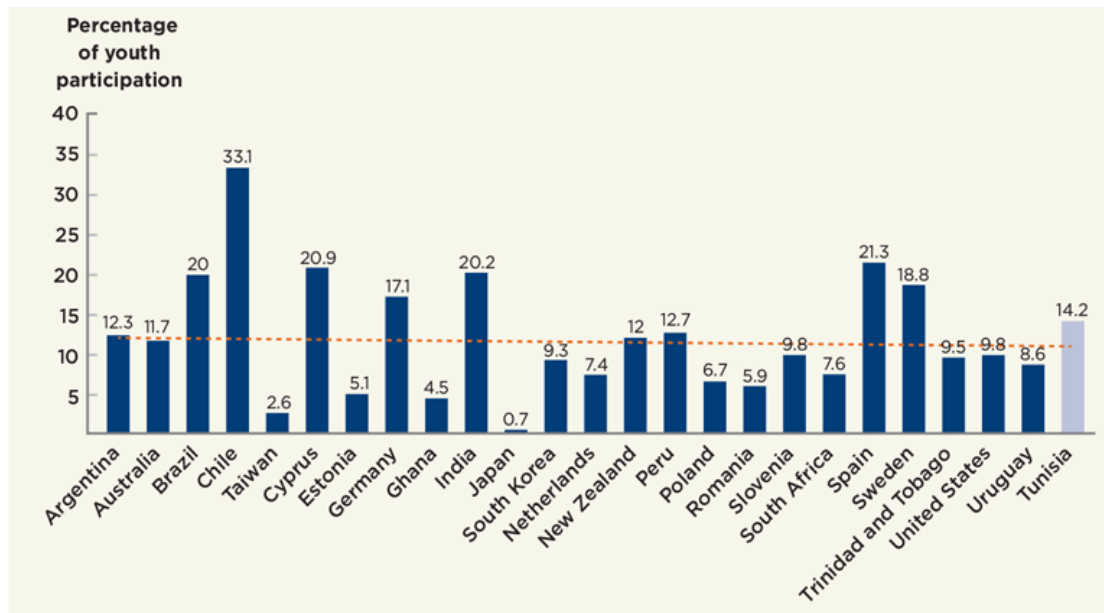
Mahatma Gandhi quote



Franklin D. Roosevelt quote

Youth employment and democracy

“Civic engagement”, “Community involvement” and “Adults as allies”. These are the key words you should bear in mind. Youth participation apart from the fact that it strengthens personal and social development, it provides expertise for children and youth programs and services, thus promoting a more democratic society. Unfortunately, as mentioned in the beginning, one of the key indicators to describe the problematic situation of young people today is their poor political participation and the rate of youth unemployment whereas the advent of the financial crisis in 2008 aggravated the situation. I would like to mention, that in most countries, according to some researchers, the long-term youth unemployment rates surpassed those of adults. So, it’s time that we foster integration, share power, offer responsibilities so that we contribute to a greater political participation of the young generation.



8

Today's percentage of youth in transitioning states and democracies who say they have participated in a peaceful demonstration

MAJOR COUNTRIES AND ORGANISATIONS INVOLVED

European Union (EU)

The Council of Europe's Revised European Social Charter underscores that "everyone shall have the opportunity to earn his living in an occupation freely entered upon" and everybody has the right to work. Although finding a job is one of the key development tasks on a young person's way to autonomy and independence, the European labor market has lost flexibility and integration into it is increasingly difficult for the young. The opportunity to gain access to stable employment is considerably reduced both for young people with low or without any academic qualifications and for an increasing number of highly qualified ones.

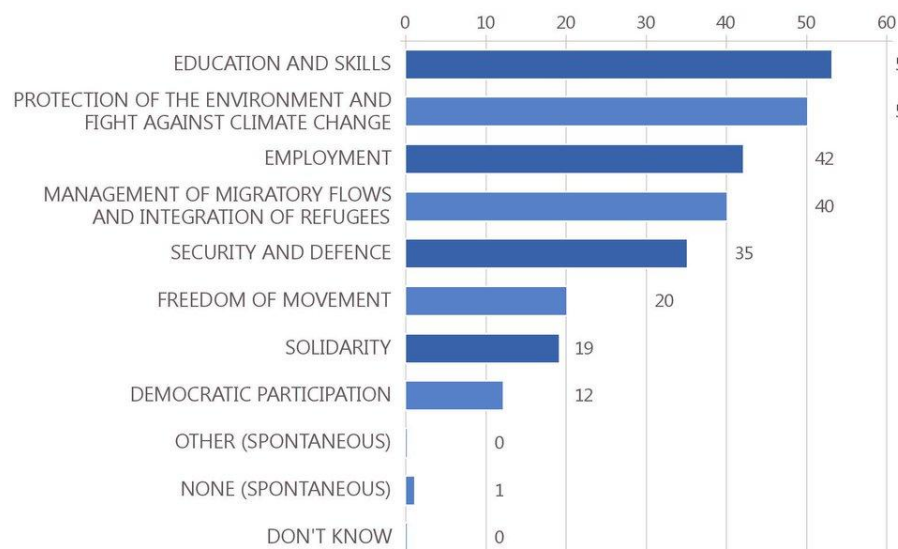
In the EU, more than 3.3 million young people are unemployed in 2019, whereas in 2018, more than 5.5 million young people were neither in employment nor in education. Unfortunately, although it has decreased, the youth unemployment rate remains very high. In other words, young people, as previously mentioned, face specific challenges regarding their transition from school, having difficulty finding a job.

⁸ https://i0.wp.com/www.brookings.edu/wp-content/uploads/2017/03/cmep_20170323_yerkes_tunisia_chart1.png?w=768&crop=0%2C0px%2C100%2C9999px&ssl=1

For these reasons, the EU supports Member States in reducing youth unemployment and increasing the youth employment rate. Through the Youth Guarantee, a commitment by all Member States, the EU is trying to ensure that young people receive quality employment and continued education. In addition, the EU, with the help of the European commission, the EU's politically independent executive arm, encourages labor market integration of young workers into decent jobs and tries to ensure that education and training systems offer young people the competences they need in the labor market.

Additionally, in the field of youth, the EU sets out a framework for cooperation among Member States through the EU Youth Strategy and provides funding, offering training and development for students, opportunities abroad for young people and youth workers, opportunities for organizations to develop partnerships for innovation in education and supporting growth, jobs, equity and social inclusion within Europe.

Q1. In your opinion, which of the following topics should be a priority for the EU? (MAX. 3 ANSWERS)
(% - EU)



Education, environmental protection and employment are considered priority topics for young people aged 15 to 30, according to a recent survey on European youth

United States of America (USA)

For decades, the United States has been at the forefront of international engagement. Advanced democracy has been settled through supporting elections, civil society development, and some educational exchanges. Nevertheless, today, America's disengagement is in the headlines. Increased corruption levels characterize America today and the national government is being suffocated under a tsunami of cash.

Furthermore, promoting democracy abroad has been one of the main elements of US foreign policy for decades. More specifically, U.S. policies directly engage with the citizens of democratizing countries. Although democracy promotion has not been particularly successful in establishing and consolidating democracy in recipient countries, it has produced many long-standing partnerships and reinforced positive perceptions of the United States. Generally speaking, democracy promotion in particular serves a key role in safeguarding U.S. interests and promoting global, long-term growth in ways fundamentally compatible with U.S. strategic interests.

Attempts such as the creation of The American Democracy Project (ADP) and the publication of a Road Map and Call to Action for 'civic learning and democratic engagement from grade school to graduate school, with special attention to the federal role and civic learning in higher education' by the US Department of Education aimed to contribute to the development of political efficacy and the preparation of the students to become informed, engaged, and active citizens.

World Bank

The World Bank Group is part of the United Nations system and has a formal relationship agreement with the UN, but retains its independence. The World Bank is a very powerful organization which provides financing and global knowledge, offers developmental assistance, especially to middle-income and low-income countries and invests in opportunity for all. Its projects and programs are supposed to help countries reform certain sectors or implement specific projects and in general help people make their lives better.

Since 2003, the Civic Engagement, Empowerment, and Respect for Diversity (CEERD) program of the World Bank Institute has included a program on Education and Respect for Diversity. This program promotes tolerance and respect for diversity through curriculum and textbook reform and pre- and in-service teacher training. It has focused on ways in which Bank-financed programs can help education systems to address the needs of all students and to promote social cohesion. Activities have included information dissemination, through workshops and papers, as well as financing for pilot programs in Colombia, the Lao People's Democratic Republic, Nigeria, Romania, and Sri Lanka. These pilots are designed to put in place strategies that can be scaled up either in the pilot country or in other programs. Youth employment issues are a major concern for many countries because they have negative effects on the welfare of young people, and may also adversely affect economic performance and social stability.

Lastly, while addressing youth employment issues is a major concern for many countries, negatively affecting the welfare of young people and potentially the rest of the economy as well, the first Independent Evaluation Group (IEG) evaluation of the World Bank Group's support to countries trying to address youth employment issues. The World Bank lending portfolio for youth employment is relatively small, although components of programs appear in 57 countries. Most projects include interventions in skills development and school-to-work transition.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Youth have always been a major focus in UNESCO's programs. It was the first agency of the United Nations System to define and develop specific programs for young people. Immediately after the Second World War for example, UNESCO, with only 20 Member States at the time, helped organize international youth-volunteer work camps to aid in the reconstruction of Europe. Youth is recognized as a priority group for the Organization's action and the UNESCO Strategy for Action with and for Youth in 1998. UNESCO understands that young people are a heterogeneous group in constant evolution and that the experience of "being young" varies enormously across regions and within countries.

Its work's overall objective on youth is to ensure that the young are engaged in policies and programs affecting them and lead action to promote peace and sustainable development in their countries and communities. The organization promotes their civic engagement as means of empowerment and preventing violence. UNESCO's cross-cutting approach focuses on building skills for successful transitions to adulthood, raising awareness of crucial issues for youth development and providing youth with opportunities to engage in development and building peace.

What does UNESCO encourage? Firstly the participation of young people in UNESCO and its various networks and partner organizations, to open up opportunities for all to listen to and engage in dialogue, secondly partnerships between UNESCO and young people's networks and organizations, to solicit and integrate their views and priorities and collaborate with them in setting up projects and programs in the areas of the Organization's competence and thirdly the integration of youth concerns and issues into the policy agendas of Member States in education, the sciences, culture and communication, in order to create

spaces and opportunities for empowering young people and giving recognition, visibility and credibility to their contributions.

Association des Etats Généraux des Etudiants de l'Europe/European Students' Forum (AEGEE)

The AEGEE is an organization that promotes and supports the engagement of the young in their communities all around Europe with the vision of creating a unified Europe, based on democracy and a respect for human rights, by bringing together students with different cultural



backgrounds. The extensive AEGEE network offers young volunteers a chance to work together through international conferences, seminars, exchanges, training courses and case study trips. AEGEE-Europe aims to spread “Eurooptimism”, improve youth mobility, increase youth employment and implement civic education as it supports that active political participation of all citizens, and especially of all young people, is the basis for a well-functioning European society and that a proper education with an emphasis on democratic participation is crucial. To conclude, in 2014, AEGEE carried out research determining how often its members participate in the democratic process, and to understand the challenges that prevent them from participating efficiently, in order to illustrate the main barriers to real political participation of young people. The research’s findings indicated that despite the increased interest and use of alternative and innovative ways of participation, voting is still seen as the main instrument of participation for young people participating in the study.

TIMELINE OF EVENTS

Date	Description of Event
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1998	The UNESCO Strategy for Action with and for Youth provides the youth with opportunities to engage in development, building peace and politics.
2008	The advent of the financial crisis which induces the increase in youth unemployment and the isolation and social exclusion of the young in many European countries.
May 2010	The Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education is adopted.
18 th April 2012	The European Commission proposes a new employment package identifying concrete measures to boost jobs.
February 2013	The European Council agrees to create the Youth Employment Initiative (YEI) to increase the EU financial support available to the regions and individuals struggling most with youth unemployment and inactivity.
April 2013	The Youth Guarantee Recommendation is formally adopted to ensure young people's successful transition into work.
2014	An AEGEE research indicates that although young people consider voting to be the main participation tool, they do not necessarily believe it is an efficient tool.
2018	The corruption perceptions index reveals that the continued failure of most countries to significantly control corruption is contributing to a crisis in democracy around the world.
8 th April 2019	The World Bank and UNICEF announce a new commitment to promote education, skills and training for young people in developing countries, boosting their employment prospects.

UN INVOLVEMENT: RELEVANT RESOLUTIONS, TREATIES AND EVENTS

- Resolution 2006/15 (26 July 2006, 40th plenary meeting). Adopted by the Economic and Social Council, the resolution focuses on promoting youth employment.
- 57th Session Resolution 57/1 in 2019 by the Commission for Social Development. Resolution on Policies and Programs involving Youth. A review of relevant United Nations plans and programs of action pertaining to the situation of social groups.
- Resolution 2006/15 (18 February 2011, 40th plenary meeting). Adopted by the Economic and Social Council, the resolution focuses on a review of relevant United Nations plans and programs of action pertaining to the situation of social groups.
- Resolution of the European Council and of the representatives of the Member States meeting within the Council establishing guidelines on the governance of the EU Youth Dialogue (3 May 2019)
- General Assembly resolutions 57/165 of 18 December 2002 and 58/133 of 22 December 2003 to the International Labor Organization, in collaboration with the United Nations Secretariat, the World Bank and other relevant specialized agencies, within the framework of the Youth Employment Network. It focused on assisting and supporting, upon request, the efforts of Governments in the elaboration and implementation of national reviews and action plans.
- General Assembly resolution 54/120 of 17 December 1999. The Assembly took note with appreciation of the Lisbon Declaration on Youth Policies and Programs adopted at the World Conference of Ministers Responsible for Youth in 1998, which set forth important commitments regarding youth employment.

PREVIOUS ATTEMPTS TO SOLVE THE ISSUE

The international organizations along with each nation's governments are constantly searching the best way to put into effect the multiple resolutions, decisions, and measures that have been the result of thousand meetings, conferences, and sessions. Steps have been made in the past in order to ameliorate the current situation. Both the United Nations and organizations involved, have made attempts and they have carried out several events and actions to promote education, prevent youth unemployment and finally strengthen democracy.

Firstly, on April 8, 2019, in Washington, the World Bank and UNICEF announced a new commitment to promote education, skills and training for young people in developing countries with the goal of boosting their employment prospects.

The European Commission proposed on 18 April 2012 a new employment package identifying concrete measures to boost jobs. The ILO (International Labor Organization) Office welcomes this renewed focus on a stronger employment and social dimension and the involvement of employers' and workers' representatives in setting and implementing EU priorities.

The Youth Employment Network (YEN), a partnership of United Nations, International Labor Organization, and World Bank, created in 2001, aimed to mobilize action on the commitment of the Millennium Summit for decent and productive work for young people. It is a global platform to prioritize youth employment on the development agendas and to exchange on policies and programs to improve employment opportunities for youth.

The Youth Employment Initiative (YEI), one of the main EU financial resources to support the implementation of Youth Guarantee schemes, was launched to provide support to young people living in regions where youth unemployment was higher than 25% in 2012. It supports young people who are not in education, employment or training (NEETs) and funds the provision of apprenticeships, traineeships, job placements and further education leading to a qualification.

To conclude, the EU proposed on 18 April 2012 an employment package identifying concrete measures to boost jobs and in its '2016 Communication Investing in Europe's Youth' the Commission proposed a renewed effort to support young people through better opportunities to access employment, through education and training, for solidarity, learning mobility and participation.

POSSIBLE SOLUTIONS

The solutions proposed below, taking into account the issue and the importance of the promotion of fundamental democratic values, principles, and practices to new generations, are mainly focused on education and youth employment.

To start with, we need to tend our focus towards schools. More specifically, delegates could propose the active role of UNESCO in cooperation with the national governments to ensure that the knowledge which young people gain from school can contribute to an effective integration into the political and social spheres and to a smooth development into adulthood. Moreover, a relevant curriculum emphasizing on democratic values should definitely be included whereas providing a well-educated and skilled teaching staff is extremely important. In addition, since one of UNESCO's main influence is on education, it is vital you further analyze new methods to be proposed, and thus provide quality educational opportunities including courses on civic and political education, leadership opportunities within the school, participation in debate and simulation exercises such as Model UN and attendance to lectures on current political issues. Other alternatives would be to promote strategies, programs for training, initial employment, and participation in the economic, social, and cultural development process, and policies that involve young people in activities that take their interests and needs into account.

Additionally, strengthening democracy through education and youth employment is a topic which requires the raising of awareness to all member states. Thus, the creation of online sites which will contain important information on the democratic values and the importance of participating in democracy and will be formatted such that they may be printed off for distribution, should be outlined, so that people are informed and they become eager to contribute to the promotion of democracy.

Furthermore, in order to fight social inequality, international organizations can get involved, promoting literacy and providing alternative methods that meet the needs of disadvantaged people or of those excluded from formal education systems, such as girls, minorities, indigenous, and children with special education needs. The sharing of information and successful experiences in encouraging educational participation and addressing student retention within certain groups can also be borne in mind.

To continue, local and regional authorities can also play a role in enabling young people to have their voice heard in decision-making processes by contributing to the elimination of sources of disillusionment and offering young people possibilities for real

participation as proposed by the Congress' Revised European Charter on the Participation of Young People in Local and Regional Life.

Last but definitely not least, how we can fight corruption and reverse the worrying trend of the global crisis of democracy? A delegate for example could propose solutions regarding the governments promoting citizen engagement for sustainable accountability and decision-making and creating an enabling environment for civil society organizations to operate freely. Support to the freedom of the press is also essential and as the Corruption Perceptions Index 2017 analysis made clear, promoting press freedoms and civil society space are directly linked to better anti-corruption and good governance results. A free and competent press is also one of the foundational pillars of well-functioning democracies.

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