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**"Youth and Social Inclusion:
Civic Engagement, Dialogue and Skills Development"**

Call for proposals of action projects
Reference guide for the specific themes

Overall, the submitted action projects should propose innovative and feasible **action for development**, by and for youth, tackling youth-related issues in a holistic approach. They should focus on the role of "youth as agents of social transformations, sustainable development and peace" and promote human rights, gender equality, a culture of peace and sustainable development.

Within this context, the action projects can address one of the specific themes proposed below:

1. Social inclusion

The 1995 Programme of Action of the World Summit for Social Development approaches an inclusive society as a "society for all in which every individual, each with rights and responsibilities, has an active role to play"[1]. Such a community is based on fundamental values of equity, equality, social justice, human rights and freedoms, as well as on the principles of embracing diversity. It is also equipped with appropriate mechanisms that enable its citizens to participate in decision-making processes that affect their lives, and ultimately shape their common future[2]. At the Summit, it was affirmed that social inclusion is part of the key goals of social development. Current international deliberations, such as those within the framework of the UN Conference on Sustainable Development (Rio+20) and the ongoing process of formulating the post-2015 international development agenda, emphasize even stronger the stringent need for inclusion and equity. The recent report to the UN Secretary-General, drawing upon main successes and challenges in the attainment of the Millennium Development Goals (MDGs), calls for (a) inclusive social development and (b) inclusive economic development to become two of the four key dimensions of the post-2015 international agenda. This orientation is also articulated in the 2012 Report of the UN Secretary-General's High Panel on Global Sustainability.

Possible fields for action projects: *access to and quality of education and learning opportunities; cultural rights, including indigenous and minority rights; advocacy for inclusive national youth policies; Science, Technology and Innovation[3]; civic and political inclusion;*

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[1] UN, 1995, chapter I, resolution 1, annex II.
[2] UN (1995), Report of the World Summit for Social Development in Copenhagen, Available at http://www.un.org/esa/socdev/wssd/text-version/agreements/index.html.
[3] Science Technology and Innovation (STI) contribute to social inclusion by producing knowledge and common understanding that connects society and strengthens the social fabric. It is a useful way of ensuring social inclusiveness and engaging groups, particularly the youth, indigenous groups and isolated members of society.

freedom of expression; youth with disabilities; social inclusion and prevention of HIV/AIDS; human rights of migrants; inclusion through sport and the arts; popularization of science[4] etc.

2. Civic Engagement and Participation

Participation in civic life is a fundamental human right. Young people have a critical role to play in social change, not just in the future as adults, but more immediately as active citizens today by designing, undertaking or contributing to individual or collective actions. Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future. Despite the fact that there are numerous existing definitions of civic engagement with no single, widely agreed-upon meaning for the term[5], civic engagement is generally viewed as focusing on participation in on-going change by advancing economic, ecologic, social and political conditions. Young women and men may contribute by informing, reforming, and building a society that will contribute to their well-being and the promotion of equity and inclusiveness. Youth civic engagement is also increasingly recognized as an important component of youth development because it can help build human and social capital as well as educate people about their political and civic rights, as well as their responsibilities as citizens.

Civic engagement and participation in civic life can be manifested in different forms: youth participation in decision-making processes, strengthening of youth leadership, volunteerism, social entrepreneurship, youth media, among others.

Possible fields for action projects: *civic education and learning (formal, informal, non-formal); participation in national or community decision-making processes (at different levels: local authorities, local elected representatives, school or community); inclusive policies affecting youth; development or enhancement of representative and inclusive youth participation structures (youth councils and others); facilitating youth dialogue with decision-makers and civil society organizations; youth-led action benefiting communities and particularly vulnerable populations; volunteerism, including in civil society organizations; youth media (including building capacities of youth to develop or participate in community media); ICTs to promote civic engagement and participation (including engaging youth through information and mobile technology); participation in scientific processes, the use of science and innovative solutions to engage members of society; youth civic engagement as a strategy to prevent violence affecting youth; civic engagement through sport; civic engagement through arts and forms of cultural expressions; employability, etc.*

3. Intercultural Dialogue

Intercultural dialogue is a process that comprises an open and respectful exchange and interaction between individuals, groups and organizations with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect. The promotion of intercultural dialogue is a priority for UNESCO and the Unites Nations, as highlighted with the recent proclamation of an International decade for the rapprochement of cultures (2013-2022)[6]. It aims to develop a deeper understanding of diverse perspectives and practices, to increase participation and the freedom and ability to make choices, to foster equality and to enhance creative processes among young people.

Possible fields for action projects: *creative cities[7]; creative industries[8]; indigenous and minority rights and participation; intercultural exchanges; respect for cultural, ethnic, religious*

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[4] (a) Community based and national efforts to improve the involvement of citizens particularly the youth, marginalized groups and children in science; (b) National celebrations and projects in recognition of world science day for peace and development; (c) Awareness and advocacy campaigns on various environmental and science related issues

[5] "What Do We Mean By "Civic Engagement"?, Journal of Transformative Education July 2005 vol. 3 no. 3 236-253, http://jtd.sagepub.com/content/3/3/236.abstract

[6] Resolution 67/104 on the Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace (http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/67/104)

[7] Referring to cities that work towards cultural diversity and sustainable urban development, and recognized as: "Creative hubs" that promote socio-economic and cultural development in both the developed and the developing world through creative industries; and "Socio-cultural clusters" connecting socio-culturally diverse communities to create a healthy urban environment" See the following link for further explanations : http://www.unesco.org/new/en/culture/themes/creativity/creative-cities-network/

and linguistic diversity; heritage awareness and preservation; role and use of media, including social media; intercultural competences, global citizenship and new identities; rapprochement of cultures and a culture of peace; the use of science and research in the promotion of culture etc.

4. Social Entrepreneurship and Innovation

Social entrepreneurship is the process of pursuing innovative solutions to social problems. It fosters wealth for society as a whole, contributes to community development, supports environmental sustainability and produces social capital. Young researchers, early career scientists, innovators and social entrepreneurs seek to serve the community's interest by creating solutions that address societal needs and by engaging in sustainable livelihoods that benefit themselves and their communities. Young people can be part of this process by using knowledge, inclusive of indigenous and traditional knowledge and creativity to find new ways of meeting pressing social needs, which are not adequately met by the market or the public sector and are directed towards vulnerable groups in society. Young people are the dynamic leaders and innovators, drivers of social innovation and developers of social enterprises which strive for an active inclusive society. Through social entrepreneurship and innovation we can meet the social needs and create social relationships or collaborations to make a change in society.

Possible fields for action projects: *social entrepreneurship and innovation in or through culture, science and technology, ICTs; youth-led research on social entrepreneurship and innovation; social entrepreneurship training; poverty reduction and sustainable livelihoods; community development; violence prevention affecting youth; social inclusion; promoting a culture of innovation[9] etc.*

5. Violence and Conflict Prevention, and Consolidation of Peace

The consolidation of peace and the prevention of conflict and violence can be best promoted through intercultural learning and dialogue, civic education and engagement, tolerance, human rights and peace education, democracy, mutual respect for cultural, ethnic and religious diversity, responsibility, solidarity and international cooperation. For this reason we need more mechanisms to promote a culture of peace and tolerance amongst young people that discourages their participation in acts of violence, terrorism, xenophobia, racial and gender-based discrimination, foreign occupation and trafficking in arms and drugs. Youth are often seen as the promise for tomorrow, the ones who will transform their communities and the world into a more secure, peaceful and just place.

Possible fields for action projects: *fight against racial and gender-based discrimination; human rights and peace education; violence and conflict prevention; building capacities of young journalists on safety issues etc.*

6. Democracy

Democracy is a system of government run by the people, for the people. Democracy guarantees separation of powers and the organization of free and fair elections, is based on the respect of human rights and fosters the participation of everyone in the decisions at all levels. Democracy creates room for agreements and disagreements and provides an environment of progress, peace, stability and tranquility. Democracy is a system of dialogue, consultation and consideration of all stakeholders regardless. The involvement of young women and men in participatory structures, the dialogue between public authorities and young people and structures or strategies to bring young people closer to political decision-making are fundamental to support young people's participation in democratic life.

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[8] Including publishing, music, cinema, crafts and design, whose international dimension gives them a determining role for the future in terms of freedom of expression, cultural diversity and economic development. See the following link for further explanations : http://www.unesco.org/new/en/culture/themes/creativity/creative-industries/
[9] Youth-led Innovative solutions (influenced both by science and traditional and indigenous knowledge) to address community and national challenges

Possible fields for action projects: *civic and rights' education and learning (formal, informal, non-formal); participation in decision-making or in governance; participation in political processes, especially in periods of democratic transition; youth-led advocacy and communication to voice up youth's aspirations; civic and political inclusion; freedom of expression; promotion of a democratic culture, including through schools ; improving the interface between Science, Society and Policy[10] etc.*

7. Skills Development

Developing skills and competencies is a key process in empowering young people to become autonomous, to make risk-free transitions to adulthood and to engage as valued social actors. It necessitates a learning environment that equips young people with essential skills and competences to go through major interconnected life transitions.. The development of their skills prepares youth for the transition to adulthood and it gives them better access to a knowledge-based society. Young people learn best through active participation in all types of settings and situations, both formal and non-formal. By investing in the skills of young people sustainable interventions and in-country capacity development are ensured. This can be vital in order to reduce unemployment, inequality and poverty, and to promote economic growth.

Possible fields for action projects: *green skills; promoting careers in science and research[11]; Technical and Vocational Education and Training (TVET)[12]; promoting Science Education among youth particularly young women in Science, Technology, Engineering and Mathematics (STEM)[13] ; arts education; physical education and training; science education; employability and school-to-work transition, including through fellowships and first job opportunities; Information and Communication Technologies and mobile apps development, etc.*

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[10] (a) Practical mechanisms to improve the involvement of youth and youth groups in science policy processes; (b) Using e-Science and emerging technologies to address societal needs
[11] Career mentorship programmes for young people in science and research related fields
[12] See the following link for further explanations : http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/
[13] (a) Summer camps and workshops for young women and men on science; (b) Encouraging science related exhibitions to visit schools particularly those in isolated communities; (c) Support for the use of UNESCO micro science kits in isolated and marginalized communities