

Resolution

Booklet



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BAKL 2023

General Assembly Procedure

GENERAL RULES

- Each committee will be afforded two Direct Responses per debate.
- All delegates are encouraged to vote and refrain from abstaining unless they have a true moral conflict.
- Resolutions are successful if they receive a majority of votes in favour.
- Delegates should afford equal respect to all debates as if they were their own.
- A Chairperson or committee delegate will raise the committee placard and Direct Response card.
- The authority of the board is absolute.

TIMES AND PROCEDURES

1. Reading out of the topic by the Board (1 minute);
2. Silent time to view and read the resolution (1 minute)
3. Proposition speech (3 minutes)
4. Position speeches (2 speeches, 2 minutes each)
5. Answer to position speeches (2 minutes)
6. Open debate - 4 rounds & circa 4 responses to round
 - a. Round 1 on the Political Statement (Aim and Reason Clauses) (3 minutes)
 - b. Response to Round 1 (1.5 minutes)
 - c. Round 2 on specific Policy Proposals (3 minutes)
 - d. Response to Round 2 (1.5 minutes)
 - e. Round 3 on specific Policy Proposals (3 minutes)
 - f. Response to Round 3 (1.5 minutes)
 - g. Round 4 on specific Policy Proposals and overall (3 minutes)
 - h. Response to Round 4 (1.5 minutes)
7. Amendment discussion (5 minutes)
8. Amendment speech (1 minute if any)
9. Summation speech (3 minutes)
10. Voting via GA Stats

Roles

Non-proposing committees

POSITION SPEECH

The Position Speech is a speech held by any other committee but the proposing one. The speech can either agree with the proposed resolution or the speech can thoroughly disagree with the proposed resolution. In either way the rationale behind the position should be elaborated on. The Board will withhold from recognising fully positive position speeches where possible, in order to encourage presenting constructive, debatable and controversial positions.

The Position Speech should not pick at individual clauses or details but rather is used when a delegate fundamentally agrees or disagrees with the content of the resolution. Like a Proposition Speech, the Position Speech is held from the podium.

OPEN DEBATE

Any committee with a question, comment, or suggested amendment on the resolution can raise their committee placard and, when recognised by the Board, pose it to the proposing committee. The Board will take circa 4 points from the floor before allowing the proposing committee to respond to all of them. During each debate, committees must raise the placard with their committee name to show that they want to speak and wait for the Board to recognise them.

Proposing committees

PROPOSITION SPEECH

During this time one member of the proposing committee will go to the podium and deliver a speech on the resolution. The proposing committee presents the rationale and context of the resolution and their solutions rather than defending it to the GA.

RESPONSE TO POSITION SPEECH

A delegate from the proposing committee has the chance to respond to the Position Speech(es). The response will be delivered from the floor. It should last for about 90 seconds and address the main questions and concerns raised in the position speeches.

RESPONSES TO OPEN DEBATE

A delegate from the proposing committee has the chance to answer the questions, comments, and suggestions brought up in the most recent round of open debate. The responses will be delivered from the floor, including the last round, and the committee will be given one minute to prepare their responses after each round.

AMENDMENT SPEECH

The proposing committee assigns a/several Amendment Officers who during the open rounds of debate take note of any suggestions for amendments to the committee's resolution. Suggestions for amendments can come from within the committee or from other committees, but they are put forward only by the proposing committee, and approved by the chair, and the Board. One of the Amendment Officers (or the one officer), in case there is a successful amendment, delivers a 1-minute speech from the podium to justify the reasoning for the amendment.

SUMMATION SPEECH

A delegate from the proposing committee delivers a 3-minute speech from the podium to convey for one last time the committee's message for the resolution, before the voting.

Open Debate

- There will be four rounds of debate, circa 4 points per round.
- The board will recognise a varying number of committees depending on time before returning to the proposing committee for a response, depending on the time taken to make points.
- The Chairperson will raise their placard to indicate that they have a point.
- The Chairperson is responsible for ensuring the order of speakers within the committee.
- Committees may use their Direct Responses to jump the queue only in this portion of the debate.

- Points should refer to either aims, political statements, or Operative Clauses of the resolution, focusing on one singular cohesive idea.
- Delegates are encouraged to propose alternative solutions and enrich the debate rather than simply asking for clarification.
- The Board asks anyone on the Floor to refrain from very loud and distracting commotions, and has the discretion to not gather any points unless there is a respectful environment in the Assembly.

Placards

DIRECT RESPONSES

This placard can only be used to directly answer a point of the Open Debate. The Direct Response should refer to the core of the last point made and not just be on the same topic. The Direct Response can only be raised once per round of debate. If a Direct Response is misused, it still counts as used.

POINT OF ORDER

A Delegate or Chairperson feels that the Board has not properly followed this GA procedure. The placard is used by Chairpersons after a request from a Delegate.

POINT OF PERSONAL PRIVILEGE

Request for a Delegate to repeat a point that was inaudible.

COMMITTEE PLACARD

To be raised at all times a member of the committee is ready to speak to the General Assembly.

VOTING PROCEDURE

- The votes will be collected by the Chairpersons, and will be announced to the GA.
- The Chairperson will raise their placard to indicate that all votes have been collected.

BAKL 2023

(friendly) Amendments Procedure

Purpose and Goals

The goal of an amendment procedure is to raise the quality of the debate by giving delegates from all committees the opportunity to **have an impact on the resolution** by making constructive points. Delegates should be engaged and motivated to express their opinion and **let valid criticism go hand in hand with suggesting improvements**. The Proposing Committee however should **stay in charge of their own resolution** and should not have to defend something they don't stand behind. It will then be up to the GA to convince the Proposing Committee in the debate that an amended version of their resolution would better affect the change they seek. Such a procedure would combine **engagement**, a more **constructive debate** and the **possibility to shape the resolution** for delegates of other committees.

Format and Procedure

Amendment proposals can only be made during the Open Debate.

1. During the Open Debate, constructive comments and feedback should be given. The other committees can make **Amendment suggestions** to the Proposing Committee as a regular point in the debate;
2. The Proposing Committee is required to do the following throughout the rounds of Open Debate:
 - a. When a round of Open Debate finishes, they respond (nothing new here!),
 - b. During all the rounds of debate the Amendment Officer(s) picks up on and phrases the possible amendment(s);
3. Then, after the final response to open debate the Proposing Committee gets **5 minutes** to discuss if they wish to use any of the potential amendments mentioned in the GA. This time can be used by the other committees to reflect on the wider conversations on the resolution;
4. **After the 5 minutes** are done, the Chairperson raises their placard, and informs the Board about the decision;
5. The Proposing Committee proceeds to the amendment and summation speeches from the podium. The amendment speech in this case reflects why the committee chose why **they did** or **did not** have an **amendment**;

6. **If there will be an amendment**, it needs to be phrased before the end of the responses to the last round of debate and put into this file;
7. It is up to the **Chairperson's discretion** to accept the Amendment or not:
 - a. If the Chairperson accepts the Amendment, it is then **passed on to the Board**,
 - b. It is then up to the **Board's discretion** to either accept or reject the Amendment;
8. If the Amendment is accepted by the Board, then it is instantly re-phrased (if necessary) and **added to the Resolution**;
9. Following this, we move on to the amendment and summation speeches;
10. A maximum of **two Amendments** can be made by the Proposing Committee;
11. Finally, the GA votes on the resolution as a whole.

Rules and guidelines for amendments

- The purpose of amending a resolution is to improve its quality based on the debate
- The general spirit of the resolution must not be changed! (No unfriendly amendments).
- Amendments need to be a result of the debate on the resolution. Only if the general idea of the amendment was mentioned in the debate, the amendment is valid.
- An amendment can only have impact on one clause
- Amendments can change, add or replace a clause.
- The vast majority of the Proposing Committees work in phrasing and deciding on amendments should be happening **during the debate not at the end!**
- This can be achieved by the delegates who are assigned the role of **amendment officers, working silently through GA via online documents**, noting the suggestions made during open debate, deciding whether or not they are in the spirit of the resolution, and phrasing possible amendments.
- The committee's chair can also be of help to the amendment officers in this process and use their expertise to streamline their work during the debate.
- There will be assigned roles for **Amendment Officers** in the committee.



MOTION FOR A RESOLUTION BY THE COMMITTEE ON FOREIGN AFFAIRS (AFET)

TalibAN on Education: Since the 2021 Taliban takeover of power in Afghanistan, the new regime has hindered or halted completely the access of young women and children to receive an education. As the international community continues to denounce this infringement of human rights there and in other countries, should the EU use its international position to ensure the full respect of the right of education, and how?

Submitted by: Maiken Elise Bakker (NO), Sophia Biermann (NL), Ajla Bodo (AL), Anastasia Cioc (RO), Hannah Kosmala (DE), Liliko Mamutchadze (GE), Abtine Movassaghi (FR), Maya Natarajan (SE), Jay Nuriyeva (AZ), Jeevan Ravindran (UK), Daria Shvedova (PL), Francesco Viti (IT), Çağatay Büyükçaylı (Chairperson, TR)

The European Youth Parliament,

aims to ensure that the EU uses its international position to promote access to education for women and children in Afghanistan under the Taliban regime. It aims at centring the European Union in the diplomatic panorama by proposing itself as the initiator of close cooperation between other international stakeholders, inter-governmental organisations such as the UN, and independent organisations such as Amnesty International to facilitate international dialogue with the Taliban regime,

- a. Disturbed by the inefficiency of the EU's previous responses¹ to the Taliban's human rights infringements, which have been heavily criticised for not inciting adequate international action, and rather limiting the response to discourse,
- b. Recognising that seeking potential forms of cooperation between the Taliban regime and international stakeholders is hindered by a lack of recognition of the regime's legitimacy,
- c. Acknowledging that the EU's position as an international stakeholder provides it with little power outside its borders, and limited political impact² within another sovereign country,
- d. Bearing in mind that Afghanistan is the only country where women of all ages are legally prohibited from attending school or receiving an education beyond the primary level, in violation of the fundamental right to education³ outlined in Article 26⁴ of the Universal Declaration of Human Rights (UDHR),
- e. Criticising the EU's role⁵ in the lack of adequate international response of the human rights violations of the Taliban regime, as the largest financial contributor within the UN system⁶,
- f. Aware of the lack of strategic partnerships between the EU and international stakeholders in the field, caused by the lengthy process of initiating diplomatic efforts,
- g. Taking into account the sensitivity of intervening in international human rights violations, particularly considering Afghanistan's current political and socio-economic environment,

¹ [European Council, \(2023\), Afghanistan: the EU's response to the crisis](#)

² [Directorate-General for Communication, \(n.d\), Foreign and Security Policy](#)

³ [Amnesty International, \(2022\), Amnesty International Report 2021/2022 The state of the world's human rights](#)

⁴ [United for Human Rights, \(n.d\), Article 26 of The Universal Declaration of Human Rights](#)

⁵ [Directorate-General for Communication, \(n.d\), European External Action Service \(EEAS\)](#)

⁶ [Delegation of the European Union to the UN and other international organisations in Geneva, \(n.d\), The European Union and the United Nations](#)



- h. Alarmed by reports that the literacy rate in Afghanistan is estimated at only 23% of women⁷ when compared to a 52% literacy rate for men,
1. Urges the European Commission to create a customised oversight system for funds designated for Afghanistan, achieved by:
 - a. formulating a transparent process for the disclosure of financial utilisation by local non-governmental organisations (NGOs),
 - b. executing annual audits that gauge the outcomes of EU-sponsored initiatives to ensure their ongoing continuity;
 2. Calls upon the Directorate-General for International Partnerships (DG INTPA) to foster negotiation endeavours in cooperation with the Organisation of Islamic Cooperation (OIC) and the European External Action Service (EEAS), aimed at establishing a mutual agreement on the right to education for women and children in Afghanistan;
 3. Encourages the United States Agency for International Development (USAID) to collaborate with non-governmental organisations (NGOs) including Women for Afghan Women (WAW), with the aim of providing vital humanitarian assistance to those affected within Afghanistan;
 4. Strongly urges the European Commission to forge an emergency action scheme in response to the human rights violations of the Taliban regime by:
 - a. Swiftly establishing partnerships and identifying shared interests within the region, accompanied by the planning of the strategic course of action for the future,
 - b. Creating an EU-led network, allowing Member States and affiliated institutions to react in alignment with their individual capabilities and financial capacities;
 5. Strongly encourages the United Nations Entity for Gender Equality and Empowerment of Women (UN Women) to continue the dissemination of firsthand testimonials from anonymous Afghan women and share them with international news sources to initiate media campaigns that magnify the voices of Afghan women, heighten awareness, and foster international action;
 6. Urges the EEAS and United Nations Assistance Mission in Afghanistan (UNAMA) to extend the ambit of their operations through existing strategic partnerships, by:
 - a. Adjusting the method used in delivering statements by global stakeholders, moving beyond mere condemnation⁸ of the actions of the Taliban and instead instigating a reaction for internationally coordinated action,
 - b. Dissuading economic sanctions that may affect the Taliban's sustained presence in the region, such as asset freezes;
 7. Supports the potential future collaboration between the European Commission and Amnesty International, aiming to foster a more comprehensive comprehension of the present political dynamics in Afghanistan and the ongoing progress in the realm of women's education, by:
 - a. Acknowledging Afghan women and girls as key stakeholders in this issue and advocating for their effective representation and opinions in all negotiation discussions,

⁷ [OCHA, \(2022\), Afghanistan: Inter-agency Rapid Gender Analysis](#)

⁸ [Dawi, A., \(2022, 22 December\), Muslim Countries Blast Taliban for University Ban for Afghan Women](#)



- b. Recognising the potential adverse impact of trade sanctions on Afghanistan's local communities and endorsing policies that prioritise negotiation over conflict,
 - c. Reviewing and evaluating the consequences of previous EU actions and their repercussions for local communities,
 - d. Carrying out surveys involving grassroots volunteers, with a particular emphasis on Afghan women, to ascertain the challenges they encounter in their local contexts,
 - e. Enlisting the Joint Research Centre (JRC) to compile data on the prevailing socioeconomic indicators in the region and the implications of the prohibition on women's education;
8. Supports the collaborative efforts between the Islamic World Educational, Scientific and Cultural Organisation (ICESCO) and the International Assistance Mission (IAM) in order to:
- a. Present a proposal for the enhancement of existing Afghan educational curricula to the Ministry of Education of Afghanistan,
 - b. Reinitiate the offering of their educational programmes online to ensure sustained educational access for Afghan women and children.



MOTION FOR A RESOLUTION BY THE COMMITTEE ON CULTURE AND EDUCATION II (CULT II)

WALL-E to be? : As Artificial Intelligence platforms for text generation challenge the education system and the trust between teachers and students, how can European education reconsider the role and form of homework and independent research, in order to protect quality of education and assessments?

Submitted by: Azim Azimli (AZ), Mar Belda (ES), Sigrid M. N. Børtnes (NO), Mario Costache (RO), Sofia El hafidi (LU), Marlon Göbel (DE), Oskar Hallensjö (SE), Asja Ivanišević (RS), Pascal Josef Fleischhacker (AT), Elisavet Pantiopoulou (GR), Thao Anh Phuong Tran (CZ), Aline Rudin (CH), Zita Szatmári (HU), Maksim Todorov (BG), Tommaso Pellinacci (IT), Flavio Haliti (Chairperson, AL).

The European Youth Parliament,

aims to reconsider the role and form of homework and independent research in a world of accessible and fast-evolving Artificial Intelligence (AI) programs. The primary objective is to safeguard the quality of education and assessments, fostering a balanced approach that embraces AI's potential while preserving the trust between teachers and students, ensuring ethical use, and avoiding the spread of biased information. It aspires to create a progressive and future-oriented educational landscape that empowers learners and inspires educators, while also embracing the transformative capabilities of AI in the pursuit of knowledge and personal development,

- a. Alarmed by the rapid development of language models in AI, demonstrated by their numerous proven successes at University admissions exams,
- b. Concerned by the fact that the misuse of AI by students affects the fundamentals of the teacher-student relationship,
- c. Aware of the diversity in legal framework across Member States concerning their respective education systems,
- d. Acknowledging the potential benefits of teaching a moral and efficient use of AI across all education systems,
- e. Alarmed that the mismanagement of input data for AI development may lead to the danger of providing biased information to users,
- f. Concerned by the fact that tools made to detect plagiarism, such as “E.G.” from Open AI, either are unreliable or costly, resulting in the educators' uncertainty about the authenticity of their students' assignments,
- g. Regretting the negative consequences that an overwhelming educational workload causes students, leading them to the unethical usage of AI,
- h. Recognizing that the misuse of and overreliance on AI amongst students may lead to a lack of creativity and critical thinking in school environments,



- i. Noting with concern that fewer than half of European teachers report that ICT was included in their formal educational training,¹
 - j. Alarmed by the fact that less than 10% of schools and Universities worldwide have developed institutional policies that provide guidance concerning the use of generative AI applications,²
1. Urge Member States to prioritise the evaluation and fast-tracking of the integration of text-generation programs into European education systems as a means to enhance the learning experience of students;
 2. Encourages the European Schoolnet³ to provide teachers with an online platform that allows them to share their experiences on adopting AI programs into their classes to improve teacher-student relationships;
 3. Reaffirms the commitment of the European Commission to leverage its full supporting competence in integrating a pan-European plan for the adoption of AI into education systems;
 4. Urges Member States to implement AI training courses into their second and first degree school curriculums, covering the ethical and practical usage of AI among students;
 5. Requests AI research and deployment companies, such as Open AI, to decrease the spread of biased or fictitious information through their platforms by:
 - a. Following and implementing the ‘Ethical guidelines on the use of artificial intelligence and data in teaching and learning’ published by the European Commission,
 - b. Cooperating with a dedicated research group of the Joint Research Center to determine the optimal number of trainers required for language models to deliver unbiased and accurate information;
 6. Further recommends AI research and deployment companies to include detection methods, such as invisible characters, in their generated text to allow for the easier detection of AI-generated text;
 7. Recommends Member States introduce guided and supervised homework systems in primary and secondary schools, following the successes of Austria and Sweden;
 8. Suggests Member States’ Ministries of Education moderate the usage of text-generation websites in schools by:
 - a. Restricting access to websites such as ChatGPT on the school’s internet and computer network,
 - b. Permitting access to restricted, student-tailored versions of text-generation platforms to provide only guidance and feedback on their academic work;
 9. Urges Member States to incorporate AI training into the formal education of teachers, following the approach taken by Lithuania;
 10. Calls upon Member States to collaborate with schools and Universities to provide clear and understandable ethical guidelines for the use of AI by students within their respective curriculums.

¹ [Education and Training Monitor \(2020\). “Teaching and learning in a digital age”](#)

² [Unesco \(2023\). “UNESCO survey: Less than 10% of schools and universities have formal guidance on AI”](#)

³ [European Schoolnet, “Is a network of 34 Ministers of Education in Europe that aims to promote innovation in education and has been involved in various AI-related projects”](#)

MOTION FOR A RESOLUTION BY THE SUBCOMMITTEE ON HUMAN RIGHTS (DROI I)

Getting Schooled: Recognising that the right of asylum-seekers and refugees to education is equal to their right to protection, how should the Council of Europe and the European Union (EU) ensure access to mainstream education for refugee and asylum-seeking children irrespective of their status, background and current country of residence?

Submitted by: Askhab Abdolvakhabov (UN), Dalia Beridan (BH), Estelle Borella (FR), Sara Coluccia (IT), Besma Djebaili (CH), Yasmin Irena Gruden (RS), Iida Ledentsä (FI), Maximilián Mitu (HU), Jahan Omari (NL), Harini Parthasarathy (SE), Amalia Stanciu (RO), Anastasiia Stelmakh (UA), Oswin Šimánek (CZ), Anna Winkelmann (DE), Sabina Zeinalova (AZ), Doireann Brosnan (Chairperson, IE)

The European Youth Parliament,

aims to uphold the right of equal access to education for all refugee and asylum-seeking children. We acknowledge the need for education for the futures of all children, irrespective of backgrounds, and the importance of education for the process of integration. Ultimately, calls for cohesive and effective measures to be implemented regarding the funding for, quality and accessibility of education for refugees and asylum seeking children across Europe,

- a. Concerned that 239,500 individuals under 18 years of age sought asylum since 2022, the majority of whom came from Afghanistan, Syria, and Somalia,¹
- b. Aware of the complex challenges caused by prejudicial treatment and the subsequent lack of societal assimilation encountered by pre-primary refugees, alongside the insufficient financial allocation for the provision of early childhood education across the EU,²
- c. Noting with deep concern the lack of funding directed toward learning materials and auxiliary devices for refugees,
- d. Concerned by the absence of sufficient and equally distributed funding towards trauma-informed educational training for teachers of refugee students,
- e. Welcoming the work of various institutions providing mental health support for refugees' pre- and post-migration trauma, while noting with concern the lack of universal access to those programs,
- f. Recognising the challenges faced by refugees and asylum seekers in accessing affordable language instruction and the insufficiency of available language courses to adequately address the needs of this vulnerable demographic,
- g. Recognising that after achieving protection status, refugees often find themselves in residential areas with schools with a lesser access to resources, which presents challenges in accessing higher education opportunities equivalent to national citizens,

¹ [European Union Agency for Asylum \(2022\), "Data on unaccompanied minors"](#)

² [IOM, UNHCR, UNICEF, \(2019\) "Access to Education for Refugee and Migrant Children in Europe"](#).

- h. Acknowledging that insufficient access to education for refugee children limits the possibility of future career development and the opportunity to socially integrate in their host country,
 - i. Alarmed by the fact that refugee children are often pressured to forego education due to challenging financial circumstances requiring them to take up employment instead,
 - j. Concerned by the lack of statistics addressing the education of displaced people in their host countries,³
 - k. Concerned by the presence of poor educational management in many refugee camps along the EU's border countries as a result of refugee-camp overcrowding,
 - l. Acknowledging that the registration process for students being admitted to educational institutions is untimely, leading to the education of many refugees being delayed upon arrival in their recipient countries,
 - m. Applauding Member States for the recent solidarity measures adopted throughout the EU following the Ukrainian refugee influx, while noting that identical regulations should be extended to all asylum seekers regardless of their home country,
 - n. Acknowledging that refugees' right to education not being extended beyond the age of 18 in the EU reduces integration opportunities in the recipient country,
 - o. Fully alarmed by the lack of remedial education for refugees forcing them to be left behind in primary and secondary education while causing long-term consequences,
1. Requests that the European Commission provides funding to extend the number of available scholarships for refugees in conjunction with programmes such as the United World Colleges and the Heads Conference;
 2. Calls upon the European Education Area (EEA) and the EU to mandate a minimum of one year of free preschool education for all children in order to decrease discrimination and promote social integration amongst young refugee children;
 3. Calls upon the European Waste Framework Directive to facilitate recycling initiatives for learning materials and auxiliary devices, such as the RapacinOnline programme, which reduces cost barriers to provide students with a refugee or asylum seeker status with essential IT devices;
 4. Encourages Member States to provide all teachers with standardised training programmes focusing on providing trauma-based educational approaches;
 5. Calls upon the United Nations High Commissioner for Refugees (UNHCR) to expand the reach of its Mental Health and Psychological Support (MHPSS) programme to help refugees address mental health issues caused by pre- and post-migration trauma;
 6. Encourages the European Commission to expand the Erasmus+ programme of Online Linguistic Supports by increasing the number of available enrolments to asylum seekers and refugees;
 7. Calls upon Member States to increase the chances of access to higher level education for refugees by:

³ [UNESCO \(2023\), "Ukrainian refugees' pathways to inclusion in education: Insights from host countries"](#)

- a. Implementing housing policies that ensure even distribution of refugees' public housing in regional areas,
 - b. Fostering partnerships between schools from different regions, enabling them to share resources,
 - c. Developing digital learning platforms that provide accessible education options,
 - d. Creating scholarships programmes tailored to refugee students, facilitating higher education opportunities regardless of their geographic location,
 - e. Providing subsidised or free public transportation options for refugee students;
8. Urges the European University Association to reduce reliance on the provision of specialised scholarships aimed at facilitating asylum seekers' and refugees' entry into higher education by:
 - a. Waiving tuition fees, providing government study grants and access to University or college-based social assistance, thereby enhancing their accessibility within the broader geographical expanse of refugee settlements across Europe,
 - b. Advocating for the expansion of the Conditional Cash Transfer for Education (CCTE)⁴ Programme to encompass all recipient nations in the EU, with the goal of curbing child labour;
 9. Calls upon the European Council for Refugees and Exiles (ECRE) to author a report analysing the obstacles faced by student refugees and asylum seekers in seeking education;
 10. Urges Member States to expand the already existing capacities of asylum-seeking registration camps by:
 - a. Increasing their capacity to prevent overcrowding and ensure a faster registration process,
 - b. Providing psychological support for refugees on arrival,
 - c. Offering free language classes and translatory services to facilitate communication between refugees and local services;
 11. Calls upon Member States to allocate sufficient resources and personnel to shorten the processing of educational registration for refugees, including the provision of clear guidelines and information;
 12. Requests that Member States extend identical regulations and assistance as offered through solidarity measures by the Commission during the Ukrainian refugee influx to all asylum seekers;⁵
 13. Further calls upon the EU Agency for Fundamental Rights to continue promoting the protection of all refugees' fundamental rights to education, without regard to their country of origin;
 14. Requests that Member States extend the legal right to enrol in or continue secondary level education awarded to children to those who have recently reached the age of majority in

⁴ **The Conditional Cash Transfer for Education** refers to financial support for refugee families with children attending school that allows these refugee children to remain in education. It has been successfully implemented in Turkey.

⁵ [\(2022\), Communication from the Commission to the European Parliament, The European Council, The Council, The European Economic and Social Committee and the Committee of the Regions: European solidarity with refugees and those fleeing war in Ukraine](#)

order to ensure that displaced young people have a chance to complete secondary level education;

15. Calls upon Member States' regional governments to invest in the provision of supplementary educational programmes, thereby ensuring availability of remedial classes for refugees free of charge.



MOTION FOR A RESOLUTION BY THE COMMITTEE ON ECONOMIC AND MONETARY AFFAIRS (ECON)

Erasing the Red Ink: Increasing costs of higher education and greater cost-sharing by students and their families have resulted in a higher student indebtedness across Member States. Recognising the need to ensure equal opportunities for all students, what steps can the EU take to alleviate student debt and maintain the enduring financial accessibility of higher education?

Submitted by: Maqeeeta Katrina Ahmed (AT), Burhan Aliyev (AZ), Boglárka Balázsi (HU), Patrick Barthel (DE), Viktoriia Hula (UA), Weronika Janik (PL), Julia Linsi (CZ), Davide Duilio Malvestiti (IT), Pia Millet (FR), Madelief van Poelvoorde (NL) Rallou Stamatea (GR), Arianne Tanev Felip (CH), Henrik Tuastad (NO), Jinbo Wan (FI), Saviël ter Hart (Chairperson, NL)

The European Youth Parliament,

aims to actively improve the financial accessibility and affordability of higher education for students across Member States, and reduce student's indebtedness while enhancing equal opportunities for home and international students. It recognises the importance of higher education as a fundamental right, thus ensuring that individuals can pursue higher education without undue financial strain, which will contribute to a more inclusive and sustainable educational landscape in Europe.

- a. Affirming the indisputable right to higher education as enshrined in the International Covenant on Economic, Social and Cultural Rights (ICESC),¹
- b. Aware of the disparities between Member States in the financial accessibility of higher education, including differences in tuition fees and the availability of student funding,²
- c. Recognising the economic benefits of higher education for both individuals and society, expressed by higher employment and income rates,
- d. Disturbed by the increasing interest rate on student loans,³
- e. Alarmed by the diminished performance and higher dropout rate of students as a result of the pressure of student debt,⁴
- f. Notes with appreciation the increasing availability of income-contingent student grants,⁵
- g. Concerned about the increasing likelihood of students experiencing burnout as a result of combining part-time work and academic studies,
- h. Alarmed by the increasing need for maintenance loans among students, primarily due to the rising costs of rent and utility bills,⁶
- i. Noting with regret the lack of support from academic exchange and funding programmes for EU students coming from third-countries,

¹ [UN \(1999\), "General Comment No. 13: The Right to Education"](#)

² [StudyinEurope.eu \(n.d.\), "Compare tuition fees schemes in Europe"](#)

³ [24.HU \(2023\), "Rise in student loan interest rates"](#)

⁴ [GradforSchool \(2023\), "Financial Stress Is Impacting College Students"](#)

⁵ [Britton, J. \(2019\), "Income-contingent student loan design: lessons from around the world"](#)

⁶ [House of Commons Library \(2022\). "How is the rising cost of living affecting students?"](#)



- j. Disturbed by the additional burden of reduced financial aid on students from lower socio-economic backgrounds,
 - k. Fully aware of the disparities in tuition fees and available financial support between home and international students,
 - l. Regrets the increasing inability of students to become financially independent from their caretakers due to the rising cost of living,⁷
 - m. Concerned about the potential decline in young people pursuing higher education due to inadequate funding and the subsequent shortage of qualified personnel in specific fields;⁸
1. Calls upon the Directorate-General for Education, Youth, Sport and Culture (DG EAC) to formulate a uniform definition for 'economically disadvantaged students', urging Member States to:
 - a. Implement a tuition discount system designed to assist students in managing their living expenses within their respective countries,
 - b. Create targeted financial aid packages in order to ensure equal access to higher education;
 2. Suggests that Member States and financial intermediaries and guarantors reduce the burden of high interest rates on student loans by:
 - a. Capping student loan interest at 50% of the European Central Bank's (ECB) base rate,
 - b. Promoting a grace period of a minimum of three years after graduation before the repayment of student loans;
 3. Requests Member States and financial intermediaries and guarantors increase their flexibility in loan repayments in order to reduce the burden of student debt;
 4. Recommends universities lower the financial burden on students through the promotion of free digital textbooks and course materials;
 5. Invites universities to offer students the option for flexible study programmes to foster a better balance between work and academic studies through the means of additional recorded lectures and electronic learning spaces;
 6. Urges DG EAC to expand the Skills & Education Guarantee Pilot (S&E)⁹ through the identification of financial intermediaries in Member States that have yet to implement the programme;
 7. Asks DG EAC to maintain, strengthen, and expand partnerships with third-countries not associated with the Erasmus Programme;
 8. Calls upon Member States to create an 'Equal Opportunity Scholarship Scheme' in order to offer financial aid to international students for the payment of their tuition fees and living expenses;

⁷ [The Balance \(2022\), "What Does Financially Independent Mean"](#)

⁸ [MacGregor, K. \(2022\), "Falling student enrollment is a key trend in the Global North"](#)

⁹ **The Skills & Education Guarantee Pilot (S&E)** is a debt financing initiative which provides European Investment Fund (EIF) backed free-of-charge first-loss capped guarantees for student loans through financial intermediaries in Member States.



9. Appeals DG EAC to partner with Member States to increase the amount of non-profit universities¹⁰ in order to reinvest accumulated revenues into the affordability of higher education for all students;
10. Supports Member States integration of financial literacy and planning education into secondary educational curricula;
11. Calls upon the European University Association (EUA) to provide workshops and resources on loans, grants, and other financial options, and making informed decisions about the financing of their education;
12. Proposes that Member States create mentorship and peer support programmes to guide students through the financial challenges of pursuing higher education, such as the “Arbeiterkind” programme in Germany.¹¹

¹⁰ **Non-profit universities** are universities which do not distribute revenue to individual stakeholders, but reinvest tuition fees, endowments, and government funding in educational improvements.

¹¹ [ArbeiterKind.DE \(n.d.\), “ArbeiterKind Information”](#).

MOTION FOR A RESOLUTION BY THE COMMITTEE ON EMPLOYMENT AND SOCIAL AFFAIRS (EMPL)

Supporting young innovators: Entrepreneurship education has for long been a topic of discussion in how to increase skills and support talented students before they finish compulsory education. As the Eurydice report notes that curricula across Member States do not provide sufficient skills to promote entrepreneurship, how can the EU support young people who choose to pursue business and entrepreneurship early on?

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The European Youth Parliament,

aims to evaluate the current gaps in entrepreneurship education across Member States by proposing supporting strategies to nurture young innovators who demonstrate interest in business and entrepreneurship. It aims to provide adequate and accessible entrepreneurial education and skills through coordinated implementation in Member States' school curricula. It further strives to support young entrepreneurs through a collaboration with the Directorate General for the Internal Market, Industry, Entrepreneurship and SMEs (DG GROW), which promotes entrepreneurship and supports enterprises as they are created,

- a. Acknowledging the current lack of common EU legislation on Entrepreneurship Education (EE),
- b. Realising there is a lack of a common interpretation and understanding of EE across Member States,
- c. Concerned by the fact that half of the start-ups created by young entrepreneurs in the EU fail in the first three years due to the lack of adequate EE, or the lack of available resources,¹
- d. Considering that the lack of financial support and resources prevents aspiring young entrepreneurs from starting a business,
- e. Stressing that students who have not participated in any entrepreneurial projects at school are 50% less likely to have their own start-up company,²
- f. Noting that entrepreneurial thinking provided in EE equips students with knowledge essential for their future careers and provides a successful transition into the labour market,
- g. Because entrepreneurial thinking not only helps to overcome societal crises, but also identifies opportunities for development,³

¹ [Pupkevicius, M., \(2023\), *What Percentage of Startups Fails: Stats and Facts for 2023*](#)

² [EE-Hub, \(n.d\), *About Page*](#)

³ [Gillet, A., Babbie Kelterborn, K. \(2022\), *How to Inspire Entrepreneurial Thinking in Your Students*](#)

- h. Realising the importance of a network in order to start and maintain a successful business,
 - i. Noting that most school curricula enforce an employee mindset⁴ as opposed to an entrepreneurial mindset,⁵
 - j. Deeply concerned by linear teaching⁶ methods used by unqualified teachers, especially in Eastern and Southern Europe, that do not inspire entrepreneurial thinking,
 - k. Concerned by the lack of personalised support in EE, with regards to the breadth of entrepreneurship types and needs,
 - l. Further concerned by the fact that marginalised communities face financial and educational barriers which prevent them from pursuing careers in entrepreneurship,
 - m. Deeply concerned by the lack of a standardised approach regarding investment in the entrepreneurial sector by Member States,
 - n. Considering the number of administrative and legal obstacles, such as rate of taxation, that start-ups must overcome in order to flourish;
1. Suggests that the European Council agree on a common minimum percentage of their GDP allocated to entrepreneurial funding across all Member States;⁷
 2. Urges the European Commission to promote a detailed and standardised interpretation of EE, including the required skills, qualities, and types of entrepreneurship, in order to ease integration into Member States' school curricula;
 3. Urges the Directorate General for Education, Youth, Sport and Culture (DG EAC) to collaborate with a pool of successful entrepreneurs and experts to create the guidelines for EE for Ministries of Education;
 4. Asks the European Innovation Council and Small and Medium-sized Enterprises Executive Agency (EISMEA) to fund business incubators and accelerators⁸ where young entrepreneurs can receive guidance, mentorship, resources, and networking opportunities in order to start their own business without significant financial burdens;
 5. Invites the Committee on Economic and Monetary Affairs (ECON) to discuss measures that simplify the conditions to launch a start-up, such as reducing tax rates and implementing investing incentives;
 6. Strongly recommends Member States to include EE in all levels of education by:

⁴ An **employee mindset** is one that depends on others (e.g their company) to provide them with opportunities for development and growth.

⁵ The **entrepreneurial mindset** refers to a specific set of attitudes, skills, and behaviours that drive individuals to recognise, pursue, and exploit opportunities, often in the face of uncertainty and limited resources.

⁶ **Linear education** is an educational approach or system where learning is structured in a predetermined, step-by-step sequence.

⁷ [Eurostat, \(2021\), R&D expenditure in the EU at 2.3% of GDP in 2020](#)

⁸ Entrepreneurial **incubators and accelerators** are programs designed to support early-stage startups and businesses. They provide a combination of services such as workspace, mentorship, education, and sometimes investment. While incubators often focus on the initial stages of a startup, helping to nurture an idea into a viable product or service, accelerators aim to scale existing businesses through intensive mentorship and resources over a set period.

- a. Fostering EE skills such as creativity, curiosity, and problem-solving based on storytelling and team activities in primary education,
 - b. Integrating a business and entrepreneur-focused subject accessible to all interested students in secondary education,
 - c. Engaging in practical, real-world entrepreneurial activities in university coursework;
7. Encourages Member States to reform their teaching methods by integrating experimental, project-based, and practical learning;
 8. Suggests that Member States integrate EE skills⁹ in university programmes in Education and teacher-training in order to underline its importance;
 9. Asks DG EAC to launch public competitions that reward innovative business ideas in order to encourage young entrepreneurs to develop creative solutions to problems and network with like-minded people;
 10. Urges Member States to collaborate with the private sector in order to foster a deep-rooted entrepreneurial mindset among students by including long-term impact mentorship programs,¹⁰ together with business site explorations and expert guest lectures into the standard educational framework;
 11. Demands the DG Employment, Social Affairs and Inclusion (DG EMPL) to revise European policy on equitable resources allocation in order to provide financial and educational support to under-represented groups, such as female and young entrepreneurs;
 12. Encourages Member States to raise awareness about already existing initiatives in EE, such as those emerging from the Erasmus+ framework;¹¹
 13. Calls upon DG EMPL to set up a shared platform that connects young entrepreneurs with future investors and experts, and provides vital information for creating start-ups, by:
 - a. Tracking the success and impact of young European EE graduates,
 - b. Collaborating with schools to arrange meetings between students and experts,
 - c. Assisting young people in growing their start-ups;
 14. Urges DG GROW to provide efficient resources and guidelines for young entrepreneurs looking to expand their business internationally by:
 - a. Making information about foreign markets accessible in the aforementioned online platform,
 - b. Facilitating legislative assistance for projects across Member States with differing EE legislation,
 - c. Offering networking opportunities for young entrepreneurs with potential international investors;

⁹ **EE skills** include Problem-solving, Critical Thinking, Opportunity Recognition, Risk-taking, Resilience, Adaptability and Flexibility, Negotiation, Leadership, Team Management, Time Management, Productivity and Emotional Intelligence.

¹⁰ **Entrepreneurship Mentorship Programs** connect budding entrepreneurs with experienced mentors in their industry or domain. These programs can be structured, offering regular sessions over an extended period, or more casual, based on the needs of the mentee. Mentors guide the entrepreneurs through challenges, provide insights based on their experiences, offer networking opportunities, and help in refining business strategies.

¹¹ [Directorate-General For Internal Policies, \(2010\). *Improving the participation in the ERASMUS programme*](#)

MOTION FOR A RESOLUTION BY THE COMMITTEE ON FISHERIES (PECH)

Diving deep in tides of change: Since aquaculture is the world's fastest-growing food industry with the potential to supply two-thirds of the global food demand by 2030, yet having seen limited growth in Europe, how can we promote faster development of sustainable aquaculture and fisheries in European coastal communities while addressing the challenges that have hampered its growth?

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The European Youth Parliament,

aims to accelerate sustainable development in European aquaculture and fisheries, while putting an end to Illegal, Unreported, and Unregulated fishing (IUU). It includes refining regulations for long-term, accessible sustainability. Additionally, it offers financial incentives for eco-friendly fishing practices and bolster Marine Protected Areas for resource conservation. Finally it aims to lead a seamless and prompt transition towards a bluer, thus greener future,

- a. Distressed by the contribution of practices such as overfishing and bottom trawling to the depletion of 80% of marine stocks, the destruction of ecosystems and biodiversity, and the wastage of approximately 25% (5.2 million tonnes) of annual catch,¹
- b. Noting with concern that with current rates of overfishing, by 2050 the entirety of European fish stocks could become extinct, leading to destroyed ecosystems, devastating economic consequences, and mass food insecurity,
- c. Expressing concern over the stagnation in Marine Protected Area (MPA)² expansions, with 87.9%³ of European marine areas remaining unprotected, resulting in undetected overfishing and pollution,
- d. Regretting that existing MPAs suffer from inadequate protection, as evidenced by underreported illegal fishing practices and the predominant, yet largely unreported, occurrence of illicit bottom trawling⁴ within these areas,
- e. Recognising that several Member States are financially constrained in their efforts to adopt advanced technology essential for fostering sustainability within the fisheries sector and aquaculture,

¹ [Our fish. \(2020\). "Report: 20 Years of EU Overfishing Proves Need for Blue Ambition in Green Deal"](#).

² **Marine Protected Areas (MPAs)** are defined regions designated and managed for the long-term conservation of marine resources, ecosystems services, or cultural heritage.

³ [European Environment Agency \(2023\), "Marine protected areas in Europe's seas \(8th EAP\)"](#).

⁴ **Trawling** is an industrial method of fishing that involves pulling a fishing net that is heavily weighted to keep it on the seafloor, through the water behind one or more boats.

- f. Deeply concerned that half of EU fishermen earn below national minimum wage, highlighting the limited financial incentives, job insecurities, and increased burdens they face when transitioning to sustainable fishing practices,
 - g. Concerned by the disparity between the gross value generated by aquaculture (EUR 31.2 billion),⁵ and only EUR 6 billion allocation to the European Maritime, Fisheries and Aquaculture Fund (EMFAF)⁶ for the entire 2021-2027 period,
 - h. Recognising that major fishing conglomerates display reluctance in transitioning to more sustainable fishing practices, thereby prolonging detrimental environmental impacts,
 - i. Deeply concerned by an estimated 4.8 to 12.7 million tonnes of plastic⁷ entering into oceans annually, leading not only to marine pollution but also the presence of 50 to 75 trillion pieces⁸ of microplastics in food chains,
 - j. Regretting the limited cultivation of algae, despite its versatile applications in industries like food and cosmetics, and its potential as an environmentally sustainable alternative,
 - k. Fully aware of how the continued use of non-sustainable technologies within European maritime sectors poses significant risks to marine ecosystems,
 - l. Recognising the ethical concerns inherent in fish farming, where animals often endure frequent manual handling, exposure to harsh cleaning chemicals, and unnatural growth rates with potential adverse genetic consequences,
 - m. Recognising that current regulations inadvertently obstruct the expansion of Integrated Multi-Trophic Aquaculture (IMTA)⁹ in Europe, harming the transition to sustainability within the fish farming sector,
 - n. Disturbed by the deteriorating conditions of the Baltic Sea and the emergence of “dead zones” resulting from increased algal blooms,¹⁰
 - o. Observing how 70% of fish meal¹¹ derives from specific types of fish, resulting in overexploitation of smaller species, causing population declines and subsequent disruptions in marine food webs,
 - p. Concerned by the absence of standardised sustainable maritime labels, a deficit that both misleads consumers and often leaves sustainable producers unrecognised;
1. Instructs Directorate-General for Maritime Affairs and Fisheries (DG MARE) to establish and oversee stricter fishing quotas and sanctions through the Common Fisheries Policy (CFP)¹² in order to curb IUU fishing rates;

⁵ [European Commission, "Facts and figures on the common fisheries policy – External Trade".](#)

⁶ **The European Maritime Fisheries and Aquaculture Fund (EMFAF)** is the financial instrument financing the structural policy pillar of the Common Fisheries Policy of the EU.

⁷ [European Parliament \(2021\), "Plastic in the ocean: the facts, effects and new EU rules".](#)

⁸ [UNESCO, Marta Fava \(2022\), "Ocean plastic pollution an overview: data and statistics".](#)

⁹ **Multi-Trophic Aquaculture (IMTA)** is defined as a balanced system that provides the by-products of one cultured species to another, which can achieve high income and environmental remediation

¹⁰ An **algal bloom** is a rapid increase or accumulation in the population of algae in freshwater or marine water systems

¹¹ [EIT Food \(2023\), "Why alternative and sustainable fish feeds are needed".](#)

¹² **The Common Fisheries Policy (CFP)** is the fisheries policy of the EU. It sets quotas for which member states are allowed to catch each type of fish, as well as encouraging the fishing industry by various market interventions.

2. Urges the national governments within coastal Member States and the Natura 2000 network¹³ to prioritise creating more MPAs in order to reach the goal of protecting 30% of the EU waters by 2030;¹⁴
3. Encourages further collaboration between national governments, NGOs, research institutions, and local communities to pool resources for MPA management and protection;
4. Asks DG MARE to collaborate with initiatives like Team Seas,¹⁵ Save the Turtles,¹⁶ Oceana,¹⁷ etc, in order to amplify the awareness of marine conservation and sustainable solutions, such as the uses of algae;
5. Urges Member States to adopt the PhoBac project¹⁸ within local waters by 2030 in order to reduce the eutrophication¹⁹ status caused by algal blooms;
6. Recommends Member States to initiate additional breeding programs aimed at restoring endangered fish species to their native habitats, fostering ecological balance and sustainability;
7. Further, invites DG MARE to endorse and financially support initiatives such as:
 - a. The Ocean Cleanup organisation,²⁰ to extend its operations to polluted European marine areas and polluted rivers draining into European seas, combating both general pollution and phenomena such as ghost gear,²¹
 - b. The organisation HELCOM²² in the Baltic Sea, in order to increase the marine protected areas;
8. Calls upon DG MARE to support educational opportunities through the EMFAF for the people working within the aquaculture industry during the transition towards sustainability;
9. Urges the European Commission to introduce tax incentives on sustainable marine products, while increasing taxes on non-sustainable marine practices, in order to aid the EU's transition towards sustainable fisheries;
10. Encourages Member States to establish protocols that facilitate using food waste as fish feed, and, where feasible, to prioritise sustainable fish feed ingredients such as algae and plant protein;
11. Directs DG MARE to utilise the EMFAF to:

¹³ **Natura 2000** is an EU-wide network of core breeding and resting sites for rare and threatened species.

¹⁴ [European Commission Directorate-General for Environment \(2022\), "Biodiversity: Commission guidance on new protected areas to help put Europe's nature on path to recovery by 2030".](#)

¹⁵ **Team Seas** works with Ocean Conservancy and its partners to collect millions of pounds of plastic and rubbish from beaches all around the world with the help of volunteers.

¹⁶ **Save the Turtles** is a viral grassroots, all-volunteer non-profit that has been saving endangered sea turtles since 2001.

¹⁷ **Oceana** is the largest international ocean conservation organisation dedicated to protecting and restoring the world's oceans on a global scale.

¹⁸ **PhoBac** is a bacterial variant that can mop up polluting phosphate from wastewater and release it into the soil, where it serves as an important crop nutrient.

¹⁹ **Eutrophication** is the process in which a water body becomes overly enriched with nutrients.

²⁰ **The Ocean Cleanup** is a non-profit organisation developing and scaling technologies to rid the oceans of plastic.

²¹ **Ghost gear** refers to any discarded, lost, or abandoned, fishing gear in the marine environment.

²² **HELCOM** is a regional platform for environmental policy making that exists to protect the marine environment of the Baltic Sea from all sources of pollution.

- a. Help SMEs transition to sustainable practices, such as biodegradable nets, larger mesh sizes, etc. in order to help companies prioritise sustainability faster,
 - b. Aid less-resourced coastal Member States in acquiring sustainable maritime equipment and technology;
12. Further requests DG MARE to sponsor research and development in innovative fishing methods, in order to reduce pollution, number of ghost nets, unnecessary bycatch, and ecosystem harm, while also promoting alternative feed solutions for carnivorous fish;
13. Urges European aquaculture enterprises to heighten shellfish production:
 - a. In the Baltic Sea in order to help with eutrophication and cleaning up of the water,
 - b. In private establishments to encourage research of less studied food options;
14. Encourages the Member States to promote the establishment of fish and algae farms in caves, on land, and underground, in order to reduce parasites, diseases, and pollution caused by fish escape;
15. Calls upon the European Commission to simplify and streamline the intricate regulatory framework on fisheries, facilitating a more conducive environment for the adoption of IMTA practices;
16. Advises producers to diversify species produced in IMTA plantations, specifically reducing cultivation of carnivorous species;
17. Encouraging the European Commission to create and implement standardised sustainable maritime labels in order to recognise sustainable producers and better inform consumers;
18. Asks European educational facilities, enterprises, and research organisations to create scientific programmes in order to boost students' interest in researching sustainable aquaculture options;
19. Urges Member States to adopt:
 - a. Thailand's approach of cleaning up fishing nets after fishing sessions so as to lessen pollution and create new jobs,
 - b. More environmentally-friendly equipment and methods for trawling, such as electric pulse fishing,²³
 - c. The use of fish waste as biofertilizer in order to reduce waste and benefit agriculture;
20. Calls upon DG MARE to ensure adequate and continued funding for MPA management and enforcement of fishing regulations;
21. Encourages Member States to integrate fisheries and aquaculture topics into youth education programs, fostering greater awareness and promoting the importance of sustainable practices in these sectors.

²³ **Electric pulse fishing** is a fishing technique in which instead of chains, electrodes are used to lure fish into being caught.



MOTION FOR A RESOLUTION BY THE COMMITTEE ON INTERNATIONAL TRADE (INTA)

You're oil I need: Following the Strategic Partnership between EU and Azerbaijan on Green Energy, how can countries of the Black Sea further ensure a strong and sustainable electricity market in the region?

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The European Youth Parliament,

aims to satisfy the EU's energy demand by advancing the energy trade with the Black Sea countries, including Azerbaijan. It aspires to aid the transition towards sustainable energy sources while promoting economic growth through the efforts to stabilise energy prices. Simultaneously, it aims to reduce dependency on Russian energy supply, diversify the EU's energy portfolio, and strengthen political ties with the Black Sea Partnership countries,

- a. Concerned by the lack of awareness among EU citizens regarding the energy production potential of the countries in the Black Sea region,
- b. Alarmed by the increasing levels of energy poverty throughout Europe, with 9.3 % of EU citizens in 2022 unable to afford their heating bills,¹
- c. Confident that further energy policy cooperation with the countries of the Black Sea region can strengthen international ties,
- d. Concerned about the costly and time-consuming process of adopting green energy resource infrastructure,
- e. Recognising that the continuous use of gas is a necessity in order to keep up with the energy demands during the transition period from fossil fuels to green energy,
- f. Recognising the need for the allocation of greater resources for the further research and development of green energy infrastructure in the Black Sea region,
- g. Concerned by the limited transportation capabilities of gas pipelines, such as the Trans Adriatic Pipeline (TAP),²
- h. Aware of the untapped potential of the carbon neutral energy sources in the Black Sea area,
- i. Alarmed by the inadequate energy grid technology with limited capacity to support wind, solar, and geothermal energy sources,³
- j. Noting with regret that current technology, such as windmills⁴ and solar panels, can disrupt agricultural practices by occupying arable land,

¹[Eurostat, \(2023\) "Inability to keep home adequately warm"](#)

²[Trans Adriatic Pipeline, "How TAP operates"](#)

³[ThinkGeoEnergy, Global map to identify areas suitable for geothermal power plants](#)

⁴[Global Wind Atlas, "Windmill Energy Distribution"](#)



- k. Conscious about ongoing contractual obligations of European companies to pay for and import minimum quantities of gas from Russia;⁵
1. Urges Member States and countries of the Black Sea region to raise awareness about green energy opportunities, the safety of nuclear energy, and its benefits by:
 - a. Educating young people on the social and economic benefits of green energy usage,
 - b. Organising thematic fairs and exhibitions about investment opportunities in the green energy market and its benefits;
2. Suggests that the European Commission creates a task force to incentivise investment in green energy production in the Black Sea region, and thus lowering consumer energy prices, by:
 - a. Using the abundant nuclear energy potential in the Black Sea region in countries such as Bulgaria, Northern Greece, and Ukraine,⁶
 - b. Developing transmission grid infrastructure between the Black Sea region and the rest of Europe,
 - c. Repurposing the abundant biowaste present in Black Sea countries in order to create biofuels for use in the agriculture industry;
3. Encourages the Black Sea Economic Cooperation (BSEC) and the Black Sea Trade and Development Bank (BSTDB) to host meetings and increase collaboration between the private energy sector in Europe and the Black Sea region;
4. Encourages the Member States to integrate green hydrogen into the EU gas systems and repurposing existing gas pipelines for hydrogen transportation after the energy transition period;
5. Seeks to improve the Black Sea region's energy infrastructure to better accommodate increased energy production by:
 - a. Employing the Directorate-General for Economic and Financial Affairs (DG ECFIN) to host contests for private sector contracts,
 - b. Allocating funds for Public Private Partnerships,
 - c. Recommending Member States to introduce tax incentives in order to alleviate financial hardship;
6. Encourages the public sector and respective governments to invest in pumped-storage hydroelectricity⁷ in the Southern Caucasus region, closed-loop geothermal power systems⁸ and flywheel power storage⁹ in the Black Sea region;
7. Suggests that the European Commission subsidises the implementation of digital technologies that can aid in the integration of rising shares of variable renewables and increase grid reliability, like Artificial Intelligence (AI);

⁵[Dickel, R., et al. Oxford Institute for Energy Sources, \(2014\) "Reducing European Dependence on Russian Gas: distinguishing natural gas security from geopolitics"](#)

⁶[International Atomic Energy Agency, \(2018\) "World Distribution of Uranium Deposits"](#)

⁷**Pumped-storage hydroelectricity** is a system that allows energy from renewable sources to be stored for later use

⁸**Closed-loop geothermal power system** is a system that circulates water and antifreeze to create sustainable energy

⁹**Flywheel power storage** is used to save kinetic motion energy for later use



8. Encourages the DG ECFIN to support the potential use of sustainable energy in the Black Sea region by allocating increased financial and technical aid for the expansion of sustainable energy infrastructure;
9. Recommends that the countries of the Black Sea region consider the adoption of green offshore energy production methods, such as wind turbines and Floating Photovoltaic Panels (FVPs)¹⁰
10. Calls upon the European Commission to improve the transport of gas and reduce the damage done by fuel by:
 - a. Investing in the digitalisation of TAP (SCADA & CDS) real-time monitoring for fuel leaks,
 - b. Subsidising transport resources from the interconnector of TAP, Greece - Bulgaria (IGB);
11. Proposes the creation of an EU research group to work with Member States to utilise unused domestic gas resources;
12. Recommends to the European Central Bank (ECB) and European Bank for Reconstruction and Development (EBRD) to increase the allocated funds for research of novel Green Energy technologies, such as flexible, transparent perovskite solar panels¹¹;
13. Further urges the ECB and EBRD to allocate increased financial and technical aid to support the expansion of current energy infrastructure, to harness the potential new sustainable energy sources across the Black Sea region;
14. Urges the European Commission to accelerate the expansion of TAP beyond the currently planned doubling of capacity by 2027 through support, monitoring, and funding, to ensure the future-proofing of Europe's hydrogen supply.

¹⁰**Floating Photovoltaic Panels** are solar panels mounted on a structure that floats on a body of water

¹¹**Perovskite Solar Panels** a type of solar cell that includes a perovskite-structured compound and organic lead



MOTION FOR A RESOLUTION BY THE SUBCOMMITTEE ON HUMAN RIGHTS (DROI II)

Don't hate your brother: How can we ensure non-discriminatory treatment of national minorities and eliminate hate-motivated speech or actions against them, especially in European regions with ongoing divisions or conflicts?

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The European Youth Parliament,

aims to actively protect the rights of national minorities affected by ongoing conflicts and hate-motivated speech. It intends to ensure a better quality of life for minority persons by increasing their participation in the political and social life of their country. Furthermore, it aspires to develop society's views and understanding of minorities through education while protecting and embracing their culture. Finally, it wishes to tackle the spread of hate speech and stereotypes, as well as contrasting media censorship against national minorities and those who report on them,

- a. Concerned by the exclusion of minorities from taking part in the economic, political, and social life of their countries, which have been negatively related to lower life satisfaction,
- b. Commending the hate speech definition drafted by the European Commission against Racism and Intolerance for its holism and precision¹,
- c. Emphasising the lack of anti-discrimination laws that directly protect minority groups,
- d. Seriously concerned by the society and Member States' limits to the ability of minorities to effectively participate in the political life of the Member State,
- e. Keeping in mind that only 5% of the Members of the European Parliament represent national minorities, even though the latter constitute 10% of the EU's population²,
- f. Acknowledging that the parliamentary representation of minorities is vital in order to ensure these groups' effective participation in public life,
- g. Concerned by the erosion of minority cultures due to their need of integration into the mainstream national identity and to "minority-blind"³ state policies,
- h. Recognising that when schools do not integrate values of an inclusive society into lessons, there are negative consequences for minority students including lower grades, higher dropout rates, and inequalities in course provisions,

¹ [European Commission against Racism and Intolerance \(2016\), "ECRI General Policy Recommendation No. 15 on Combating Hate Speech"](#)

² [Psaledakis, D., Reuters \(2019\), "Minorities still lack a strong voice in the new European Parliament"](#).

³ **Minority-blind** refers to those State policies which do not take into account the disadvantaged position in which national minorities are, and therefore result in further obstacles being put into place for minorities.



- i. Aware that children's upbringing environment has a strong influence in creating racial biases,
 - j. Alarmed by the spread of misinformation and radical views promoted by social media algorithms, which leads to further discrimination of minorities,
 - k. Noticing with regret that national minorities still experience discrimination in the workplace due to their ethnicity, language and religion, leading to decreased financial status and opportunities,
 - l. Concerned by kin-states⁴ employing national minorities as scapegoats to justify conflicts with the aim to regain their territory,
 - m. Worried that the misrepresentation of ethnic minorities on media outlet might result in the spread and perpetuation of stereotypes;
 - n. Aware that the indiscriminated protection of hate speech as free speech, facilitated by a lack of concrete legislation in Member States, might eventually hinder the general population's free speech,
 - o. Alarmed by various forms of censorship practices carried out in Russia, such as the threatening and murdering of various journalists, and the targeted blocking of local and foreign news outlets supporting minority's rights,
-
- 1. Requests Member States to harmonise their approach against hate speech by adapting existing legislations in order to include the European Commission against Racism and Intolerance;
 - 2. Calls the European Parliament Committee on Civil Liberties, Justice and Home Affairs (LIBE) to harmonise the current anti-discrimination legislation by creating a shared definition of minority discrimination;
 - 3. Requests the Organisation for Security and Cooperation in Europe (OSCE) to collect factual and objective information on the respect of anti-discrimination laws through interviews with members of national minorities;
 - 4. Urges the European Commission to act against Member States' policies hindering the national minorities' participation in public life by launching an investigation within the framework of Article 258 TFEU;
 - 5. Tasks to the Council of European Union to ensure equal representation between national minorities and the remaining population of the EU by amending the electoral system of the European Parliament;
 - 6. Requests the Member States to improve national minorities' representation in politics by:
 - a. reviewing the participation data of national minorities in local politics and,
 - b. implementing a representation quota to ensure balanced representation of national minorities in local and national politics;
 - 7. Asks EACEA to ensure that minority members can participate as active citizens by ensuring that voting instruments are available in the minorities languages in all the European Union;
 - 8. Encourages local governments, in partnership with the European Committee of the Regions, to increase the amount of minority issues discussed by the European Parliament

⁴ A **kin-state** is the state where a minorities' people are the majority of the population. For example, the kin-state of the Serb minority in Kosovo is Serbia.



- by holding monthly town halls in which minority citizens can discuss political shortcomings and appeal them to the European Parliament;
9. Asks the European Youth Foundation to further minority representation in the European Parliament by providing scholarships to minority students;
 10. Proposes to the Member States to protect and represent the culture of minorities by:
 - a. including elements of the respective national minorities' history in the curriculum, and
 - b. providing optional courses on the culture and language of the minority communities;
 11. Asks the Member States to provide every student, regardless of their background, with equal educational opportunities by:
 - a. setting standards to monitor students' performances in school, and
 - b. providing external support, such as academic counselling and financial intervention, if the standards are not achieved;
 12. Asks DG-EAC to create a more inclusive educational environment by funding NGOs that provide educational programmes focused on inclusion and discrimination destined to teachers;
 13. Requests the European Education and Culture Executive Agency (EACEA) to remove financial barriers faced by minorities while participating in cultural activities by providing funding to local cultural groups working on minorities' topics in the Member States by 2025;
 14. Calls upon the Directorate General on Education, Youth, Sport and Culture (DG-EAC) to promote interaction between members of different communities by funding intercultural exchange opportunities on the model of Erasmus+ that focus on national minorities;
 15. Encourages the Member States in partnership with the Council of Europe to build more inclusive societies by creating national cultural days in which the minorities' communities are provided with space and resources to showcase their culture to the citizenship;
 16. Proposes to the Directorate-General on Economic and Financial Affairs (DG ECFIN) to encourage national minorities' economic self-sufficiency by creating economic development programs that consist in trainings, and funds for minority-owned businesses;
 17. Encourages the Directorate-General on Employment, Social Affairs and Inclusion (DG-EMPL) to increase the protection of national minorities in the workplace by:
 - a. creating a report system aimed at reporting discriminations suffered on the workplace,
 - b. proposing a Regulation aimed at introducing a minority quota, and
 - c. ensuring equal pay for national minorities;
 18. Urges the Council of the EU to foster the territorial integrity of States by:
 - a. calling out any illegal action committed by kin-states aimed at regaining formerly held territories and,
 - b. issuing sanctions such as travel bans, and asset freezes;
 19. Calls upon the Directorate-General on Communication (DG COMM) to promote media literacy by forming partnerships with national media outlets and non-governmental organisations, such as the Media & Learning Association, in order to correctly inform the public about freedom of speech and hate speech;



20. Calls upon social media companies to improve the fight against discrimination and hate speech by:
 - a. collaborating with Council of Europe in better determining when hate speech occurs by providing them with human rights expertise, and
 - b. working with national data protection authorities in moderating hate speech and sharing data and trends about its occurrence;
21. Asks the Member States to promote the educational exchange between minorities and citizenship by promoting media outlets owned by minorities;
22. Encouraging the Council of the EU to protect Russian journalists who report on national minorities by assigning them political refugee status in order to enter the Union's territory.

MOTION FOR A RESOLUTION BY THE SUBCOMMITTEE ON SECURITY AND DEFENCE (SEDE)

Don't mis the information: Deeply concerned by the heightened impact of disinformation during wartime and visible misrepresentation of the devastating impact of war, what can be done to ensure a truthful flow of information and nurture a culture of recognising fake and altered media content?

Submitted by: Fedor Artiushenko (DE), Ali Bagirov (AZ), Elizaveta Bugrova (FI), Anna Gudović (HR), Daniel Gurschi (MD), Andrea Horve Elle (NO), Bence Kardos (HU), Jamie Mastromonaco (IT), David Theodor Nimrichtr (CZ), Sofia Paiu (RO), Jakab Petrov (HU), Meija Persson (SE), Nikolaos Stratoudakis (GR), Nina Batinić (Chairperson, HR)

The European Youth Parliament,

aims to mitigate wartime disinformation by fostering factual information flow, supporting non-governmental organisations (NGOs), enhancing resilience against falsehoods, curbing their spread, and promoting accurate perspectives, thus safeguarding democracy, improving media literacy, and upholding the tenets of free speech in accordance with European values,

- a. Deeply concerned by the amount of misleading information that causes distrust towards official media outlets and governments, which ultimately undermines democratic processes,
- b. Concerned by misinformation worsening existing fault lines within society, which deepens socio-political polarisation,
- c. Worried that misrepresentation of images of war in mass media creates a distorted image of its consequences, for the general public,
- d. Aware of the perpetual use of disinformation campaigns as a means for political actors to manipulate and alter public perceptions, leading to a disillusioned, diffident and fatigued society,
- e. Noting the lack of a fully-fledged sanctions regime by the EU, targeted at national government that spread dis- and mal-information¹ without reprimands,
- f. Regrets that the lack of trust in media results in citizens' passive civic engagement such as voting, protests, and participation in local communities,
- g. Acknowledging that propaganda and disinformation often target political figures and governments in countries at war, in order to shift public opinion,
- h. Severely concerned by countries at war resorting to the spread of disinformation as a means of cyber warfare and mass manipulation,
- i. Expressing concern towards the lack of stable fact-checking systems optimised for filtering content on social media, and providing reliable account verification,
- j. Recognising the lack of resources and access to information for NGOs tackling mis- and disinformation,

¹ **Mal-information** is information that is based on reality but is used to inflict harm on a person, organisation or country.

- k. Concerned by the lack of general media literacy in identifying disinformation, exercising critical thinking, and evaluating sources,
 - l. Considering the predisposition of media platforms to be susceptible to exploitation as sources for the widespread dissemination of disinformation,
 - m. Highlighting the fact that attempts at countering disinformation through censorship are depriving journalists and war correspondents of their freedom of speech and right to information,
 - n. Because abuse of power causes life-threatening situations when journalists attempt to pursue their democratic liberties,
 - o. Recognising how information overload² during wartimes can desensitise citizens and pose a considerable challenge in distinguishing verified information,
 - p. Deeply concerned by mal-, dis- and misinformation worsening the perception of European soldiers amongst the general public during conflicts,
 - q. Aware of the fundamentally detrimental effects of disinformation on mental health of the general public, primarily in the context of war;
1. Further supporting the European Commission (EC)'s strengthened "Code of Practice on Disinformation"³ which should include:
 - a. Monitoring and fact-checking across a wider territorial space within Member States and regions,
 - b. Reacting faster to the uncontrolled spread of disinformation;
 2. Encourages heightened cooperation with the United Nations in order to strengthen the 2022 "Code of Practice on Disinformation" and existing protocols defined by the Geneva Convention⁴ on journalist's freedom of speech and right to access of information;
 3. Urges the Commission to activate new task forces focused on fact-checking on target areas, including at a regional level, and information spaces, while reinforcing current task forces, such as the "East Stratcom Task Force"⁵;
 4. Calls upon the UN to cooperate with the Commission on:
 - a. Furthering research on the psychological effects of war desensitisation,
 - b. Advising and informing citizens through their internationally recognised websites,
 - c. Encouraging the public to use verified platforms to receive truthful information;
 5. Asks the Member States to increase the share of funds distributed to non-governmental organisations working in the field of mis- and disinformation prevention, by ensuring a 60-40% allocation between government and the the EU respectively⁶;
 6. Encourages Member States to create regional task forces that increase accessibility and widen outreach of media literacy programmes;

² **Information overload** is a state of being overwhelmed by the amount of data presented for one's attention or processing.

³ [European Commission, \(2022\) "The 2022 Code of Practice on Disinformation"](#)

⁴ [International Committee of the Red Cross, 12/08/1949, "PROTOCOLS ADDITIONAL TO THE GENEVA CONVENTIONS OF 12 AUGUST 1949"](#)

⁵ [European Union External Action, 21/10/2021, "Questions and Answers about the East StratCom Task Force"](#)

⁶ [European Commission, "Funding opportunities for NGOs"](#)

7. Recommends to the social media platforms the use of Artificial Intelligence (AI) algorithms in order to:
 - a. Efficiently monitor disinformation trails, particularly in their early stages,
 - b. Analyse the content and patterns of disinformation sources,
 - c. Prebunk⁷ and debunk disinformation;
8. Asks the Commission to invest in providing grant opportunities for AI solutions, and ensure the development of AI tools to detect false information;
9. Calls upon the Commission to launch media campaigns to raise awareness and spread education about the dangers of mis- and disinformation;
10. Encourages the Member States to implement educational workshops in schools and organisations for younger and older citizens regarding media awareness;
11. Invites the Commission in cooperation with European NGOs to provide access to, and produce more online courses tackling mis- and disinformation, such as the EUacademy⁸;
12. Supporting NGOs' working on the dissemination and integrity of media information, in their mission to raise public awareness about the major spread of disinformation.

⁷ **Prebunking** is combating mis- and disinformation before their distribution to the public. Based on predictions, certain organisations and bodies can alert the general public about incoming false and malicious information through articles, educational videos, advertisements, and such.

⁸ [European Union, eu|academy](#)



MOTION FOR A RESOLUTION BY THE ENVIRONMENT, PUBLIC HEALTH AND FOOD SAFETY (ENVI)

Ethical Borders: While technical advances have revolutionised the possibilities of advancing medical practice, ethical barriers to the implementation of treatments such as germline gene therapy remain. How can the EU safeguard the health of patients, while also allowing for the future developments of embryonic stem cell research?

Submitted by: Martine Aam (NO), Zubin Battaglia (IT), Georgios Chatzikyriakos (GR), Ádám Demjén (HU), Erik Gapa (AL), Aava Holopainen (FI), Marcos Jara Dobon (DE), Maggie Kasembe (LU), Nutsa Mamulaishvili (GE), Aleksandra Mulewicz (PL), Jaime Rivera (ES), Kaan Şen (TR), Beyza Şenol (TR), Mohtaram Gasimova (Chairperson, AZ)

The European Youth Parliament,

aims to support stem cell research¹ and germline gene therapy² development whilst respecting and facilitating continuous and stable cooperation amongst stakeholders, keeping in mind their ethical discrepancies. We aspire to cooperate with Member States to overcome barriers that impede progress and make treatment more readily available and provide better quality healthcare. Furthermore, we aim to raise awareness through educational campaigns and enforce ethical guidelines for preventing potential harm to patients and misuse of treatment,

- a. Bearing in mind the discrepancies surrounding the ethics of cultivating embryos for research purposes and the opposing attitude of conservative and religious ideals,
- b. Concerned by the risks associated³ with stem cell therapy in patient trials to date,
- c. Alarmed by the current lack of funding for research in potentially life-saving treatments, such as stem cell therapy, which holds the potential to cure several diseases⁴,
- d. Concerned by the rising costs of disease management⁵ for certain condition, such as Rheumatoid Arthritis⁶, that research suggests could be effectively treated through stem cell therapy,
- e. Noting with deep concern the lack of both media coverage and transparency on developments in stem cell research, which leads to the circulation of misinformation on the topic,

¹ **Stem Cell Therapy** is a medical treatment that involves the utilisation of stem cells to repair or replace damaged or diseased parts of the body.

² **Germline therapy** is the process of inserting a gene into the DNA of germline cells (the body's reproductive cells) so that the patient's children will contain the modified gene, which may cure genetic diseases.

³ [Chen, J., *Ann Transl Med* \(2018\), "Safety and efficacy of stem cell therapy: an overview protocol on published meta-analyses and evidence mapping"](#)

⁴ [Nawab, K., *Cureus* \(2019\), "Stem Cell Therapies: A Way to Promising Cures"](#)

⁵ **Disease management** is an intervention designed to manage or prevent a chronic condition using a systematic approach to care and potentially employing multiple treatment modalities ([Weingarten et al., 2002](#))

⁶ [Fazal, S., *Endocrine Metabolic & Immune Disorders - Drug Targets* \(2018\), "A Clinical Update and Global Economic Burden of Rheumatoid Arthritis."](#)



- f. Alarmed by the possibility of a non-governmental body providing financial support for stem cell research, which may allow for the acquisition of patents for any medical breakthroughs and privatisation of this treatment,
 - g. Aware of the ethical issues regarding the research method and applications of germline gene therapy, such as potential misuse, commercialisation, unpredictable consequences for future generations, and the distinction between medical research and human experimentation,
1. Calls upon the European Commission to collaborate with In Vitro Fertilisation (IVF) clinics to utilise unused or excess cryopreserved embryos to procure Embryonic Stem Cells (ESC) for research;
 2. Calls upon the European Research Council (ERC) to encourage Induced Pluripotent Stem Cells (iPSC)⁷ research utilising technologies such as Clustered Regularly Interspaced Short Palindromic Repeats of genetic information (CRISPR)⁸ in all Member States, including those prohibiting ESC research⁹, in order to eliminate the ethical dilemma linked with ESC research in conservative communities;
 3. Urges the European Commission to extend the time frame for using embryos imposed by the '14 day rule'¹⁰ in Member States to allow the acceleration of progress in stem cell research;
 4. Calls upon the European Commission to support stem cell treatment by:
 - a. Increasing funding for co-financed ESC projects, such as the Horizon Europe Programme¹¹,
 - b. Incentivising Member States currently supporting stem cell research to offer other grant projects for research institutions conducting ESC research;
 5. Urges the Directorate-General on Health and Food Safety (DG SANTE) to further highlight stem cell research as a key part of their action plan and re-evaluating the benefits of embryonic stem cell therapies;
 6. Strongly recommends the European Commission to further explore the possibilities of integrating Artificial Intelligence (AI) in stem cell research processes to lower the treatment development costs;
 7. Calls upon European Stem Cell Network (EuroStemCell) to initiate larger-scale informative media campaigns aiming at raising awareness on stem cell research advancements by:
 - a. Creating age-appropriate, interactive educational resources such as infographics, videos, and visual learning aids for educators,
 - b. Facilitating expert-audience interaction through free public outreach programs and workshops organised on a regional level,
 - c. Encouraging all Member States to include up-to-date information about ESC in upper-secondary school science curricula;

⁷ **iPSCs** are created from skin or blood cells that have been reprogrammed back into an embryonic-like pluripotent state, allowing for the creation of an infinite source of any type of human cell required for therapeutic applications.

⁸ **CRISPR** is a highly precise gene editing technique that is revolutionising cancer research and therapy.

⁹ [EuroStemCell \(N/A\), "Regulation of stem cell research in Europe"](#)

¹⁰ **'14 day rule'** is the maximum period of time that an embryo could be used for research purposes.

¹¹ **Horizon Europe** is a research and innovation funding programme until 2027.



8. Encourages the European Commission to ensure the accessibility of newly-developed treatment by increasing global cooperation between major pharmaceutical companies that perform research with embryonic stem cells and Member States;
9. Calls upon the DG SANTE to adapt the updated proposals¹² of International Society for Stem Cell Research to the EU and adjust the guidelines¹³ for research in germline gene therapy accordingly;
10. Encourages EuroStemCell to endorse the model of private-public partnership in the ESC research field by following the example of Massachusetts Institute of Technology (MIT) and Polaris Partners¹⁴.

¹² [International Society for Stem Cell Research, "Guidelines for Stem Cell Research and Clinical Translation"](#).

¹³ [Genetic Literacy Project \(2020\), "European Union: Germline / Embryonic"](#).

¹⁴ [Powell, A., Harvard Gazette \(2019\), "Speeding cell, gene therapy development"](#).



MOTION FOR A RESOLUTION BY THE COMMITTEE ON CULTURE AND EDUCATION III (CULT III)

Let's talk about sex, baby: Amidst deeply politicised public debates across the world about sexual and reproductive rights, how can European countries support evidence-based education to uphold the universal rights for sexuality education, sexual and reproductive rights, and development?

Submitted by: Erza Bytyqi (CH), Amandine Ducrocq-Myles (SE), Lorenzo Gremignai (IT), Ela Hladki (HR), Anastasia Ilchukova (CZ), Jamal Karimli (AZ), Jule Kerber (DE), Gvantsa Mamulaishvili (GE), Carmen Ortega Bertomeu (ES), Kamila Pilch (PL), Xrysoula Marina Papadimitriou (GR), Ridhima Rawar (BE), Seval Deniz Tas (TR), Hanna Toivanen (FI), Amélie Pasmanns (Chairperson, DE)

The European Youth Parliament,

aims to develop and implement Comprehensive Sexual Education (CSE) in all Member States providing evidence-based, inclusive, and age-appropriate information by 2030, in accordance with the UN Sustainable Development Goals. It wishes to equip individuals with the knowledge and skills needed to make educated decisions and promote sexual and reproductive health. Further, it aspires to enable young people to foster healthy relationships and defend their right to consent. It strives to promote a reduction of stereotypes and cultural bias while eliminating the taboo surrounding discussion about sexuality,

- a. Concerned by the spread of misinformation linked to sexual education which leads to negative attitudes towards its provision,
- b. Emphasising the insufficient quality of sexual education in schools, which intensifies negative perceptions of sexuality and reinforces myths surrounding it,
- c. Deeply alarmed by the negative effects that the lack of sexual education has on physical and mental health,
- d. Noting with regret the scarcity of trained and certified sexual education teachers in schools across Member States,
- e. Apprehensive about the outdated curricula of sexual education in certain Member State schools leading to exclusion and reduced wellbeing of minorities such as the LGBTQIA+ community,
- f. Observing that conservative beliefs about sexuality influence the way sexual education is developed and delivered,
- g. Alarmed by the lack of sexual education for 16-24 year olds who are not in education, employment or training (NEETs)¹ and struggle with receiving sexual education in informal settings,
- h. Concerned by the lack of knowledge parents and guardians have on sexual education, possibly leading to the spread of harmful information to their children,
- i. Acknowledging the demand for social media content regulation due to the harmful influence it may have on its users regarding their own sexuality,

¹ [European Commission \(2018\) Education and training in the EU: Where do we stand?](#)



- j. Noting with concern the amount of harmful action portrayed in pornography, such as non-censual or dehumanising acts, which creating unrealistic standards for sexuality in adolescents;
1. Urges all Member States to create official governmental websites which rank on top of the search engine result page (SERP) containing evidence-based information for each country including:
 - a. useful information about existing support groups for people whose health has been affected by the lack of sexual education,
 - b. the option to ask sexual education experts anonymous questions via chat;
 2. Encourages the United Nations (UN) to design evidence-based advertisements by 2030, in accordance with their Sustainable Development Goals 3 and 4, about diverse representation of sexual education, in order to tackle the stereotypes and bias surrounding sexuality;
 3. Calls upon the Member States' Ministries of Education to ensure that schools' sexual education curricula adhere to the CSE guidelines, promoting inclusive learning for adolescents of all identities;
 4. Urges schools and school staff to cover topics such as the relationship between sex and mental health, sexual and gender minorities, pornography, and all available safe sex options in their sexual education classes;
 5. Calls upon the Member States' Ministries of Education to use published data collected by the UNESCO monitoring tool² in order to modify and update the curricula according to students' needs and wishes;
 6. Recommends primary and secondary schools to include sexologists during classes on sexual education in order to create a professional atmosphere for answering questions of teachers and students;
 7. Calls upon Non-governmental Organisations (NGOs) for marginalised groups working closely with schools to create bottom-up initiatives for inclusive sexuality education resources, in the form of workshops and online presence specifically targeted at NEETs;
 8. Asks the European Parliament to create programmes that entail evidence-based and accessible information on how to introduce sexual education to children, specifically targeted at current and future parents or guardians;
 9. Strongly encourages primary and secondary schools to hire teachers trained to teach sexual education, as well as hold mandatory trainings for current teachers that lack said qualifications, within the next school year;
 10. Calls upon the Council of the European Union to strengthen the existing regulations and guidelines protecting children from online pornography, such as the resolution on combating children's exposure to pornographic content³, in order to stop minors from accessing harmful and unrealistic pornography;
 11. Urges the European Safe Online Initiative⁴ to increase their coverage of pornography as an internet safety issue, specifically targeted at guardians and NEETs.

² [UNESCO Monitoring and Planning Website](#)

³ [Parliamentary Assembly \(2022\) For an assessment of the means and provisions to combat children's exposure to pornographic content](#)

⁴ [Website of the European Safe Online Initiative](#)



MOTION FOR A RESOLUTION BY THE COMMITTEE ON CULTURE AND EDUCATION I (CULT I)

Education at War: With conflicts around Europe having left many young people deprived of education and opportunities, how should the local governments with the support of the EU, ensure the provision of education at all levels for the youth of affected regions, as well as the opportunity for developing a future?

Submitted by: Sandro Abravanel (GR), Soma Csuvikovszky (HU), Kateřina Dlouhá (CZ), Shérine El Hafidi (LU), Elisabeth Gienapp (FI), Mahdiyya Hosseini (AZ), Roland Hulan (AT), Ayan Karimova (AZ), Szymon Miotk (PL), Alex O'Donovan (IE), Emily Rose Reuter (DE), Tiril Sofie Røstad (NO), Nika Šmid (SI), Andrés Trüb (CH), Mira Engström (Chairperson, FI)

The European Youth Parliament,

aims to ensure the quality of education and safety of the youth both within conflict areas and in locations where people have been displaced. It aims to achieve this by promoting cooperation between states and providing those affected with sufficient funds, materials, and guidance. It calls to ensure that students can learn in a safe and mentally healthy environment, irrespective of the outside circumstances and stress this might entail. It believes that education is a right for all and should never be jeopardised, as it is essential to build and secure a stable future,

- a. Because conflict may cause families to lack adequate financial resources, resulting in children entering the labour force to increase household-income, and limited or lack of any school attendance,
- b. Because externally displaced students experience difficulties surrounding their integration into national education systems due to language and cultural barriers, a lack of education in their home countries, and an inaccurate assessment of their educational level,¹
- c. Recognises that there is a discrepancy between the crisis response of Member States to the Ukrainian refugee influx in comparison to countries outside of Europe,
- d. Because insufficient availability of both physical and digital educational materials in conflict zones worsens educational quality, making it difficult for students and teachers to work efficiently,²
- e. Alarmed by the significant lack of skilled educators in conflict-affected areas due to displacement, disorganisation, and fear, particularly in regards to primary school teachers,
- f. Because young people deprived of education due to conflicts are particularly vulnerable to multiple forms of exploitation, manipulation, or abuse, such as propaganda, forced recruitment into the military, and sexual abuse,
- g. Recognises that due to the exposure to war and violence, young people may suffer from mental health issues, impacting their school career and later potentially negatively affecting their work life,

¹ [Ibrahim, Y., \(2023\). "The Education System in Post-conflict Syria – Examining PIRLS as an International Assessment Measure to Ensure the Quality of Students Achievements"](#)

² [Ohira, K., Saeed, T. "The struggles of a teacher amidst conflict"](#)



- h. Concerned by the correlation between the trauma experienced by teachers in areas of conflict and their ability to fulfil their responsibilities as educators, resulting in the reported increase in physical punishments and humiliation methods used on students,
 - i. Because there is a growing concern regarding the potential adverse impact on the mental well-being of students living in conflict areas when online education is employed as a substitute for traditional physical schooling,
 - j. Because stereotypes, gender-specific roles, and cultural differences, primarily from the conflict-affected homelands of female refugees, reduces their likelihood of enrolling in school when compared to male refugees, which further increase this gender-inequality,
 - k. Concerned that critical infrastructure, including electricity, telecommunication systems, and other resources are being damaged by conflict, hindering access to education and putting the lives of young people at risk,
 - l. Points out the lack of cooperation between Member States and occupying countries on the basis of the Geneva Conventions³ being upheld causes a lack of priority for the education of young people,
1. Asks the United Nations Children's Fund (UNICEF) to establish a subsidy for Member States to distribute to low income families from conflict zones to prevent children leaving the education system;
 2. Calls upon the Directorate-General for Education, Youth, Sport and Culture (DG EAC) to initiate the creation of a standardised English teaching programme for uprooted refugees based on TEFL's approaches;⁴
 3. Further calls upon DG EAC to coordinate a group of volunteers tasked with educating students about the culture of refugee groups' home countries and their host countries;
 4. Hopes Member States extend the same amount of support and implementation of emergency response policies for other conflict-affected countries as was demonstrated for Ukrainian citizens;
 5. Further hopes Member States act in cooperation with conflict-affected countries to take advantage of already existing digital platforms for hybrid and online education for young people affected by conflict, such as e-school.net in Ukraine;
 6. Welcomes the Commission to provide funding for educational institutions in conflict zones to ensure that students have access to all technological devices and resources needed;
 7. Suggests the Commission collaborates with non-governmental organisations (NGOs) and international organisations to provide incentives and subsidies for educators who continue to work in active conflict zones;
 8. Urges Member States to prevent harm caused by exploitative situations experienced by young people in areas of conflict by:
 - a. Increasing awareness about the potential risks of exploitation during conflict by integrating the topic into their national educational curricula,
 - b. Establishing helplines assisting young people that face exploitation during conflict;

³ The **Geneva Conventions** and their Additional Protocols are international treaties that regulate the manner in which armed conflicts are conducted, aiming to reduce following negative effects.

⁴ [TEFL. "Teaching English to refugees: tips & resources"](#)

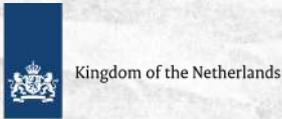


9. Welcomes local governments to include peace education, life skills, and conflict resolution skills in their national curricula in order to build resilience, critical thinking, and social cohesion among young people;
10. Further welcomes local governments integration of psychosocial support programmes, such as therapy and social activities, and the continuous assessment of students' and teachers' mental well-being through regular check-ups at educational institutions;
11. Invites the Commission to collaborate with mental health organisations, educational institutions, and experts in the field of psychological well-being to establish an online mental health programme designed for teachers focusing on post-conflict trauma response;
12. Recommends that local governments conduct hybrid education, based on UNICEF's Monitoring Hybrid Learning guide,⁵ in conflict zones wherever possible;
13. Further recommends local governments include social activities in online schooling, such as chat rooms in break times, where a hybrid education model is not possible;
14. Suggests the European Education Area to further expand their activities to allow teachers in areas of active conflict across international borders to avail of their materials;
15. Urges the Commission to provide further funding to NGOs, such as Plan International and Save the Children, empowering women and children affected by conflict to stay enrolled in education;
16. Asks Member States to collaborate to ensure the timely construction of new infrastructure in areas previously affected by conflict as soon as the threat of active conflict has dissipated;
17. Encourages the European Commission to fund the development of technological infrastructure, such as satellite internet and underground electricity, in conflict-affected areas;
18. Strongly urges Member States to uphold the Geneva Conventions and to cooperate with regard to the continued provision of education in conflict-zones.

⁵ [UNICEF, EdTech Hub. \(2022\). "A Short Guide for Monitoring Hybrid Learning Delivery Toward Long-term System Strengthening and Resilient Education Systems"](#)

NOTES

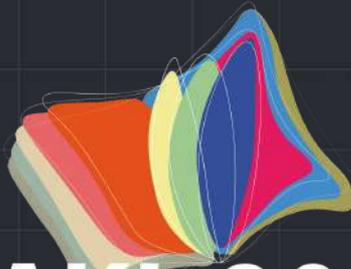
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BAKU 2023

99th INTERNATIONAL SESSION

EUROPEAN YOUTH PARLIAMENT

