



Resolution Booklet

Franco-German Session
European Youth Parliament - France
&
North East Regional Committee
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Motion for a Resolution by the Committee on Constitutional affairs - (AFCO)

Voter turnout in the 2014 European elections reached an all-time low, especially among young people. How can the EU arouse the political interest and participation of young voters in the next elections in May?

Submitted by:

Blanca BREER (DE), Anes HASANBEGOVIC (BA), Felix KÄLSSMYR (SE), Anna SCHWABE (DE), Constanze SENDLER (DE), Lorenzo SPERLICH (DE), Tim ZIMMERMANN (DE), Bente PRESSE (Chairperson, DE)

The European Youth Parliament,

- A. Concerned that voter turnout varies widely across the EU Member States, and is particularly low in the newer Member States,
- B. Recognising that young people represent an increasingly small proportion of the electorate due to changing age structures,
- C. Fully aware that electoral programmes often do not take youth into account,
- D. Realising that young voters rarely (repatriate/attribute) their everyday occurrences to decisions taken by the European Union,
- E. Recognising that young people cannot identify with the candidates due to the lack of diversity of the candidates, for example in terms of gender and age,
- F. Considering that programmes for the political participation of young people, such as "Structured Dialogue"¹, are not sufficiently accepted by young people due to insufficient awareness,

¹ The Structured Dialogue is a forum for discussion between young people and national and European politicians.



- G. Congratulating the European Parliament on the introduction of the Citizens' App²,
- H. Aware of the fact that a lack of knowledge of EU institutions and structures among young voters contributes to a low turnout,
- I. Deeply concerned that the cumbersome nature of the election through time and location limitations reduces voter turnout,
- J. Considering that due to insufficient media attention, EU politicians are not sufficiently perceived,
- K. It is regrettable that, as a result of past events which have destabilised democracy, only one third of young Europeans have confidence in the institutions of the European Union³,
- L. Alarmed about a study by the Friedrich-Ebert-Foundation⁴, according to which about two thirds of young Europeans are not informed about the upcoming European Parliament elections;
1. Calls upon the European Commission to provide financial support for field trips to European institutions and cultural sites, in particular for schools in weaker regions;
 2. Asks Member States to allow postal votes, embassy elections⁵ and primaries two weeks before the election date, according to Scandinavian example;
 3. Hopes the Council on the European Union is willing to further explore and analyse e-voting system strategies⁶ to identify possible benefits and risks;
 4. Further requests Member States to encourage parties to recruit targeted representatives of under-represented groups in order to renew their membership structure;

² The "Citizens' App", adapted to the life situation of the user, informs how the European Union influences and improves his everyday life.

³ The Tagesspiegel: Young people's approval of the EU growing (03.05.2018)

⁴ The Friedrich-Ebert-Stiftung is a foundation affiliated with the Social Democratic Party of Germany (SPD) with the aim of promoting political and social education.

⁵ Embassy elections: Citizens of some Member States, such as France, can vote in an embassy of their country of origin if they are outside the EU on the day of the election.

⁶ E-voting refers to electronic voting in elections. Voters in Estonia have been able to vote online since 2005, but it is still the only country where e-voting is used.



5. Recommends the European Commission to provide an online, clear list of all projects and programmes for the active participation of young people in politics;
6. Further recommends the European Commission to increasingly bring the Citizens' App under attention;
7. Invites Member States to integrate education about 'Europe' into national curricula as early as practically possible;
8. Urges MEPs to visit their constituencies, schools and youth centres, continue to be active on social media;
9. Encourages political parties on the electoral lists to make their election programmes more youth- and future oriented;
10. Expresses the hope that the European Parliament will resume the discussion on pan-European election lists⁷;
11. Recommends the European Commission to cooperate with influencers in order to raise awareness about programmes such as the Structured Dialogue.

⁷ The elections to the European Parliament currently consist of 28 partial elections. Transnational lists are to extend these partial elections by a pan-European constituency.



Motion for a Resolution by the Committee on Culture and Education (CULT) I

In June 2019, France plans to introduce a new form of national service consisting of a mandatory phase focused on civic culture and a later voluntary phase of military service or volunteer work. Bearing such efforts in mind, what measures can Member States take in order to foster civic responsibility and active citizenship?

Submitted by:

Théophile GAUTHIER (FR), Gianni GIANNOTTA (IT), Mariyame NDIEGUENE (FR), Simon OHME (DE), Philip HOLZMANN (DE), Benedikt PUTZ (DE), Friederike SCHMID (DE), Saviël TER HART (Chairperson, NL)

The European Youth Parliament,

- A. Bearing in mind the importance of individual freedom,
- B. Considering the persistence or re-introduction of mandatory civil work or national service in certain Member States,
- C. Recognising the varying levels of active citizenship among Member States,
- D. Having considered studies emphasising a proportional relationship between income and level of civic engagement,
- E. Noting with regret many young people's lack of interest in politics,
- F. Disturbed by the lack of the representation of youth in EU and Member States legislatures,
- G. Concerned by the importance of participation in local politics as a part of active citizenship,
- H. Taking into account the controversy caused by the introduction of new civic duties, such as conscription or compulsory voting,



- I. Stressing the lack of interest among young people to pursue a career in the military and social services,
- J. Taking into consideration the lack of awareness concerning civic responsibilities among EU citizens;
 1. Calls upon Member States with obligatory civil service to recognise European voluntary programs as fulfilment of civic duties;
 2. Requests the European Commission to increase funding through the Education Audiovisual and Culture Executive Agency (EACEA)⁸ in existing programmes, such as the European Voluntary Service and Erasmus+;
 3. Suggests the EACEA to redirect Erasmus+ funding to student exchanges for people of lower income groups across the EU;
 4. Invites the European Commission to instruct Eurostat⁹ to perform further studies on the impact of recently introduced measures to foster civic responsibilities;
 5. Asks the European Commission to support NGOs and programmes which promote political participation and understanding, such as Understanding Europe;¹⁰
 6. Proposes Member States to distinguish between null and blank votes¹¹ in the publishing of voting results for both national and European Parliament elections;

⁸ the **Education, Audiovisual and Culture Executive Agency (EACEA)** is an agency of the European Union which manages parts of the Union's programmes in education, culture and audiovisual fields

⁹ **Eurostat** is a Directorate-General of the European Commission providing statistical information to the institutions of the EU and promoting harmonisation of statistical methods across its Member States.

¹⁰ **Understanding Europe** is an educational programme about the European Union of the Schwarzkopf Foundation Young Europe, which has as aim the empowerment of young people from all backgrounds to be active European citizens.

¹¹ **null votes** are spoiled ballots, including blank votes.



7. Calls upon the European Audiovisual Observatory¹² to initiate a social media campaign to inform the population on European institutions and the importance of active citizenship;
8. Further encourages the creation of municipal youth councils by Member States;
9. Strongly urges Member States to further invest in the military and social service apprenticeships in order to make them more attractive;
10. Encourages Member States to support the introduction of student associations and councils in high schools;
11. Suggests Member States include elementary courses about politics into their general curriculum;
12. Strongly encourages Member States to implement mandatory curricular activities dedicated to the fulfilling of civic responsibilities.

¹² the **European Audiovisual Observatory** is an international organisation of the Council of Europe offering statistical and analytical information on the fields of: film, television, video/DVD, new audiovisual media services and public policy on film and television



Motion for a Resolution by the Committee on Culture and Education (CULT) II

Endangered linguistic species: Some of the EU's 60 regional and minority languages are currently facing extinction. Bearing in mind the importance of multilingualism in Europe, what can European States do to defend their rich linguistic heritage?

Submitted by :

Marlene FRITZ (DE), Lessika LANDAO (FR), Yuliia Potapenko (UA), Diana SAMBUKINA (RO), Helene SHAKOURI NIGJEH (DE), Matthieu SPINOSI (FR), Zep VAN DE VISSE (NL), Nikos KALANTZIS (Chairperson, GR)

The European Youth Parliament,

- A. Recognising that there are 60 Regional and Minority Languages (RMLs)¹³ in the EU in addition to the 24 official languages,
- B. Recalling that of the 60 European RMLs designated as RMLs in the UNESCO atlas of endangered languages,¹⁴ not all are officially recognised,
- C. Is concerned that the 60 RMLs are spoken by 40-50 million people,
- D. Deeply regrets that only 18 Member States have signed and ratified the European Charter¹⁵ for Regional and Minority Languages,
- E. Considering that many European RMLs are not officially recognised in some countries under the supremacy of other languages, such as the Cornish language in England,

¹³ Regional and minority languages (RMLs), according to the European Charter for Regional and Minority Languages, are weaker - and sometimes threatened - languages traditionally spoken in the environment of a state and different from the officially recognised languages of the state.

¹⁴ The atlas of endangered languages was designed by UNESCO and contains languages which, due to their vitality, are considered endangered, clearly endangered, severely endangered, threatened with extinction or extinct.

¹⁵ The European Charter for Regional and Minority Languages was signed by the Council of Europe on 5 November 1992 and requires the ratification and signature of certain Member States.



- F. Stresses that language acts as a cultural vehicle and that the EU, under the Treaty of Lisbon and the Treaty of Maastricht, is committed to preserving cultural and linguistic diversity as the EU's cultural heritage,
- G. Disturbed by the lack of awareness of the threatened RMLs within or outside a Member State,
- H. Believes that due to the lack of prestige of the RMLs, there is a discrepancy between the RML-speaking minority and the rest of the population,
- I. Deeply regrets the lack of learning materials, educational opportunities and institutions to preserve European regional and minority languages,
- J. Aware that national governments' feeling of endangerment hinder the promotion of RMLs,
- K. Considers that some RMLs, such as Romani, do not have their own font or fixed grammar,
- L. Notes with great concern that social inacceptance of language minorities is expressed in the form of prejudice and stigmatisation;
1. Calls upon all remaining Member States to sign and ratify the European Charter of RMLs;
 2. Encourages Member States to promote and improve the promotion of RMLs languages in all areas of education;
 3. Further encourages Non-Governmental Organisations (NGO) such as the European Language Equality Network,¹⁶ the Network to Promote Linguistic Diversity¹⁷ and the Civil Society Platform on Multilingualism¹⁸ to organise cultural events such as conferences, seminars and plays through the financial support of Erasmus+;

¹⁶ The European Language Equality Network is a French non-governmental organisation that has taken initiatives for the protection and dissemination of RMLs.

¹⁷ The Network to Promote Linguistic Diversity is a network of scientists and experts dealing with European language policy.

¹⁸ The Civil Society Platform on Multilingualism is a European civil society organisation that promotes practices and research into multilingualism and multilingual competences in Europe and beyond.



4. Welcomes the cooperation of Member States with the Community Research and Development Information Service (CORDIS)¹⁹ with the aim of
 - a. providing teaching materials such as books, videos or online courses;
 - b. documenting the grammar and history of RMLs using talking dictionaries²⁰;
5. Calls on Member States to support media operating in RMLs, following the example of Ireland;
6. Stresses the need to re-establish the autonomous post of Commissioner for Multilingualism;
7. Encourages Member States to follow the example of Luxembourg by setting up national language institutes teaching RMLs as well as issue certificates.

¹⁹ The mission of the Community Research and Development Information Service (CORDIS) is to make research results available to professionals in a discipline in order to promote open science, create innovative products and services and stimulate growth in Europe.

²⁰ Talking dictionaries is an interactive online tool that digitally preserves words and phrases to promote endangered languages.



Motion for a Resolution by the Committee on Employment and Social Affairs (EMPL)

With youth unemployment staggering, there is an increasing need for vocational training and internships in ensuring young people's smooth transition into the job market. What policies can Member States adopt in order to improve the conditions of young economically active citizens?

Submitted by:

Verona BÄHR (DE), Dina DAVAR (BE), Inessa DOBLER (DE), Mailys DOVEAU (DE), Patrick HÖVELS (DE), Chiara LUPI (IT), Elen MIKAELIAN (AM), Milena MIKAELIAN (AM), Oscar SARAZIN (FR), Pello BORDEGARAY (Chairperson, ES)

The European Youth Parliament,

- A. Observing that the EU's highest youth unemployment rate is among people with only primary education or less,
- B. Alarmed by the fact that education is not tailored to the needs of the labour market, resulting in:
 - i) the uncertainty for young people to find work after they graduate,
 - ii) the inability for employers to find young people with the required skills,
- C. Deeply disturbed by the fact that temporary forms of work such as internships, seasonal jobs and short-term contracts have led to youth's precariousness on the labour market,
- D. Deeply regretting the unsatisfactory working standards of certain internships, thereby hindering interns' acquisition of proper work experience,
- E. Contemplating employers' tendency towards avoiding hiring young people on account of:
 - i) the belief that young people do not appear as stable candidates in that they might change jobs in the short term,
 - ii) young people's innovative work approach, which may not be in accordance with certain companies' work strategies,



- F. Noting with regret the high rates of unemployment faced by young people who train for highly popular careers,
- G. Fully alarmed by many companies' lack of innovation as a result of not hiring young people,
- H. Noting with deep concern that the income assistance provided by most EU Member States for the unemployed youth renders them economically dependent upon their governments,
- I. Having considered that the increase of the youth unemployment ratio results in an increase in public spending,
- J. Further alarmed by the fact that youth unemployment can lead to social exclusion, youth criminality, drug addiction and mental health problems,
- K. Believing that youth unemployment is inscribed within a pattern of social reproduction²¹ which leads to persistent social inequality;
1. Suggests national governments cooperate with higher education institutions and private companies in designing the school curricula;
 2. Calls upon Member States to implement job application training in national school curricula;
 3. Requests the orientation offices of EU universities to offer courses at upper secondary school level informing future students on the current demands of the job market;
 4. Requests the creation of an EU-level online platform aimed at:
 - a. informing young people of the career paths which are currently in demand on the labour market,
 - b. directing them towards possible relevant training pathways;

²¹ **Social reproduction** refers to the structures and activities that transmit social inequality from one generation to the next. There are four types of capital that contribute to social reproduction in society: financial capital, cultural capital, human capital, and social capital.



5. Asks Member States to ensure scholarships for higher education are available to students from low income families;
6. Recommends Member States to create a nation-wide organisation tasked with facilitating contact between employers and young people, with the aim of:
 - a. helping young people to find a suitable job;
 - b. helping employers find workers with the required skills;
7. Invites Member States to encourage private companies to make their recruitment criteria more transparent for job applicants;
8. Proposes the extension of the German integrated degree programme *Duales Studium*²² at EU level allowing students to study and work at the same time;
9. Urges for the creation of an agency at an EU level following the example of the German employment agency *Bundesagentur für Arbeit*,²³ which consists in:
 - a. helping young people find a job through educational workshops;
 - b. cutting young people's income assistance if they do not justify that they are actively looking for a job;
10. Appeals to EU universities to validate exclusively internships which abide by a predefined set of criteria as to working as well as wage conditions;
11. Encourages private companies to implement a "buddy system", consisting in arranging older experienced workers with young workers by pairs;
12. Invites national governments to grant a financial reward to private companies which hire young people for a period of at least two years;

²² ***Duales Studium*** is a way to course a university career that includes practical assignments carried out in companies. It is distinguished from the "classical" study programmes for its practical approach and relevance, which of course varies depending on the university and the grade.

²³ ***Bundesagentur für Arbeit***. It is a German federal agency in the area of responsibility of the Federal Ministry for Labour and Social Affairs. The *Bundesagentur für Arbeit* manages job centres across Germany and administers unemployment benefits.



Motion for a Resolution by the Committee on Women's Rights and Gender Equality (FEMM)

While Nordic and Benelux countries rank high when it comes to promoting sexuality education, the latter is still either insufficient or non-existent in Eastern and Southern European States. How can Member States ensure access to and uphold adequate standards of sexuality education for both men and women?

Submitted by :

Shana BELLON (FR), Ilke CAVDAR (TR), Edonita KASHTANJEVA (XK), Elna ESHREFI (XK), Julie FEUVRIER (FR), Clara LEVENT (FR), Vasileios LIANOS (GR), Gjenisa MANDAL (XK), Ida EEROLA (Chairperson, FI)

The European Youth Parliament,

- A. Alarmed by the fact that several countries of the World Health Organisation (WHO) European Region²⁴ lack awareness of the benefits of sexuality education,
- B. Taking into consideration that sexuality education is either non-existent or not given the necessary attention in several Member States such as Ireland, Cyprus or Bulgaria,
- C. Noting with concern that pornographic contents are often easily accessible to young people, which may lead to misconceptions about sexuality on their part,
- D. Recognising that the lack of pedagogical training on sexuality education hinders its quality,
- E. Deeply concerned with the failure of current sexuality education programmes to define the meaning and establish the importance of consent,²⁵

²⁴ One of the World Health Organisation's six regions. All EU Member States are members of the WHO European Region.

²⁵ **Sexual consent** is a mutual agreement to participate in a sexual activity.



- F. Bearing in mind the possibly correlative link between inadequate sexuality education and teen pregnancies,
- G. Noting the lack of representation of LGBTI+ community in sexuality education classes,
- H. Aware that some religious institutions have a considerable influence on attitudes regarding sexuality education taught in schools;
1. Asks the Member States to include 15 hours of sexuality education per year from primary school to upper secondary school introducing topics such as the concept of consent, the importance of sexual expression and discovery, safe sex for people with all sexual orientations and the variety of contraceptives and their significance;
 2. Suggests Member States and the WHO collaborate in organising regional programs with sexual health professionals to train teachers on sexuality education;
 3. Recommends the relevant higher education entities to create common international standards for sexuality education as part of teachers' pedagogical training;
 4. Calls upon the European Commission to launch EU-wide campaigns warning against the risks of children's exposure to pornography and therefore asserting the importance of parental control on internet usage;
 5. Further suggests Member States introduce sexual consultants for students in educational institutions;
 6. Requests the European Committee of the Regions (CoR)²⁶ to facilitate the creation of alternative approaches to sexuality education tailored to different cultural and religious environments.

²⁶ The **European Committee of the Regions (CoR)** is an EU advisory board composed of representatives from all 28 Member States. EU institutions must consult CoR when drawing up legislation on matters concerning local and regional government such as education, employment and social policy.



Motion for a Resolution by the Committee on Industry, Research and Energy (ITRE) I

By 2020, the OECD expects Europe to generate 45% more waste than in 1995. On a different note, the EU has also committed to reducing its greenhouse gas emissions by at least 20% by the same year. With this said, waste-to-energy programs have become increasingly attractive as partial alternatives to fossil fuels. How can the EU and Member States further optimise energy recovery in waste?

Submitted by:

Jade CAMPAGNE (FR), Joanne ETCHANCHU (FR), Romane GIMENEZ-BAUDE (FR), Ikram J MEL (FR), Pauline PUJOL (FR), Audrey CALOZ (Chairperson, CH)

The European Youth Parliament,

- A. Alarmed by the large amount of waste produced in Europe due to overconsumption, excess packaging and insufficient waste recovery and reuse,
- B. Highly concerned by the 500,000 tonnes of waste generated each day in Europe,
- C. Preoccupied by the large area dedicated to waste and landfills, as well as their negative ecological impact on the ecosystem,
- D. Taking into consideration the depletion of fossil fuels in the near future,
- E. Noting with regret the lack of awareness and information about ecology and waste management in society,
- F. Deeply alarmed by the economic dependence of some countries on fossil fuels,
- G. Believing that cooperation between European states is difficult to achieve,
- H. Aware of the lack of energy recovery and waste treatment plants,



- I. Drawing attention to the high cost of transporting waste,
 - J. Taking into account the high initial cost of energy in the recovery of waste;
1. Calls upon the Council of the EU to limit surplus non-biodegradable packaging by developing the circular economy²⁷, zero waste shops and biodegradable and reusable packaging;
 2. Urges European states to facilitate and popularize the sorting of waste by:
 - a. making available more sorting bins,
 - b. raising awareness amongst the population through the media and education;
 3. Encourages the agri-food industry to develop a system of distribution for unsold food and food below the market standard;
 4. Suggests European states to an objects library;²⁸
 5. Calls on the European External Action Service (EEAS)²⁹ to:
 - a. carry out research on the ecological impact of energy recovery from waste,
 - b. publish its reports;
 6. Recommends that the EU Council subsidizes energy recovery companies for emerging waste;
 7. Invites the European States to:
 - a. reallocate energy recovery plants from existing unused waste,
 - b. create new plants near landfills and sorting centers if existing plants are not assignable;

²⁷ The circular economy refers to an economic concept that is part of sustainable development and aims at producing goods and services while limiting the consumption and waste of raw materials, water and sources of energy

²⁸ Object libraries are shops in which objects can be borrowed.

²⁹ The European Research Area aims to put in place a coherent and concerted European research policy based on scientific excellence, competitiveness, innovation and cooperation.



8. Proposes to the European External Action Service³⁰ the creation of a European organization with the aim of:
- a. unifying the regulations within Europe,
 - b. enabling European states to share their knowledge on waste management,
 - c. establishing a common fund.

³⁰ The European External Action Service manages the EU's diplomatic relations with non-member countries and leads the Union's foreign and security policy.



Motion for a Resolution by the Committee on Industry, Research and Energy (ITRE) II

Global warming calls for increased energy efficiency and therefore the further development of low-carbon renewable energies. However, research in and the production of green energies require larger initial investments than fossil energies. In order to achieve the 2030 Energy and Climate Framework targets, how can the EU safeguard the competitive edge of renewables on its energy market?

Submitted by:

Stefania BIANCO (IT), Anna DALMASSO (IT), Samira HANNOU (FR), Valentin LECCIA (FR), Antoine LENGES (FR), Lisa MARIN (FR), Myriam BADRI (Chairperson, FR)

The European Youth Parliament,

- A. Noting with pleasure that the energy transition promises many benefits, such as a reduction in greenhouse gases which cause pollution, a reduction in the national energy bill in the long term, job creation and energy self-sufficiency,
- B. Having considered the energy precariousness that affects many households in the EU,
- C. Realizing that the energy transition costs five times less than if it is not done,
- D. Observing a significant difference in the investment required for the energy transition between different Member States,
- E. Fully aware that some of the objectives announced by the 2020³¹ Package are not respected by some EU members, such as the 20% reduction in greenhouse gas emissions, the increase in the share of renewable energies in the EU's energy consumption or the improvement of energy efficiency by 20%,

³¹ The 2020 Package is a set of binding legislative acts to enable the EU to meet its climate change energy targets.



- F. Declaring that the remaining geopolitical differences between Member States are causing energy disparities,
- G. Guided by the various citizens' demonstrations such as the Greta Thunberg strike call which raised awareness about the ecological cause,
- H. Remembering that renewable energies are subject to intermittencies;
1. Calls upon the European Commission to set up a community investment fund for research and development of renewable energy production methods;
 2. Encourages the European Commission and the Council of the European Union to allocate a larger share of the EU budget to the development of renewable energies in Member States to the lowest Gross Domestic Product (GDP);
 3. Asks the EU Member States to democratize renewable energies by promoting tax exemption for households that contribute to the energy transition;
 4. Supports each Member State to establish a primacy of renewable energy on fossil fuels by 2025 under penalty of financial sanction that would be reinvested in the development of renewable energy.
 5. Supports each Member State to establish a primacy of renewable energy on fossil fuels by 2025 under penalty of financial sanction that would be reinvested in the development of renewable energy.
 6. Supports the inclusion of the environmental and energy issue in the European Voluntary Service (EVS) by 2025;
 7. Calls on Member States to take inspiration from the existing "Energy Check" in France and to extend it to the European level;
 8. Authorizes the European Commission to publish a ranking of Member States according to the share of renewable energy used in their energy mix every 2 months by 2024.



Motion for a Resolution by the Civil Liberties and Home Affairs (LIBE)

Both formal and non-formal education have a significant impact on the development of the youth. With this in mind, how can educational and cultural institutions promote multiculturalism within Europe while combating anti-migration, xenophobic and islamophobic sentiments?

Submitted by:

Natascha BÄHR (DE), Simona BARLETTA (IT), Valentine CRIQUI (FR), Fritz FEHLERT (DE), Dea FETIU (XK), Maïssa HABCHI (FR), Anaïs LORENZ (DE), Alexander SALLNÄS (SE), Kirsten YOUNG (DE), Defne GÜZEY (Chairperson, TR)

The European Youth Parliament,

- A. Noting with regret that national curricula often lack multicultural values,
- B. Alarmed by EU citizens' lack of awareness on the background of migration, leading to a lack of empathy towards people of diverse ethnicities and religions,
- C. Noting with regret that individuals of foreign ethnic and religious backgrounds are often stereotyped, resulting in discrimination and harassment,
- D. Concerned by the fear of cultural identity loss experienced by European citizens of both native and foreign ethnicities as well as immigrants,
- E. Firmly convinced that intercultural exchange helps facilitate efficient integration,
- F. Deeply disturbed by the rise of extreme political views regarding immigration and multiculturalism, jeopardising the unity of the EU,



- G. Believing that immigrants can contribute to the European economy and culture in a sustainable way,
- H. Keeping in mind that measures against xenophobia might reinforce tensions within and between Member States;
1. Asks Member States to encourage cultural diversification in kindergartens by including children from different ethnicities in the same environment;
 2. Hopes Member States incorporate multiculturalism into formal education by:
 - a. organising events which include traditional elements such as recipes, attire, and music,
 - b. introducing civic education classes in national curricula;
 3. Invites Member States to change national curricula, in order:
 - a. foster the development of critical thinking and debating skills;
 - b. ensure pupils' awareness and understanding of current geopolitical events, crises and controversies;
 4. Requests relevant Non-Governmental Organisations (NGOs) to establish EU-wide workshops in schools and workplaces aimed at:
 - a. educating on the importance of integration and multiculturalism as well as the reasons behind immigration;
 - b. highlighting the crucial role of immigrants in states' economy;
 5. Directs the inclusion of 'racially motivated crimes' targeting European citizens with foreign ethnic backgrounds as well as first-generation migrants, asylum seekers and refugees in research reports such as European Network Against Racism (ENAR) Shadow Reports;³²
 6. Appeals to the European Commission to establish an EU-wide platform to facilitate intercultural dialogue by inviting immigrants to take part in conferences in educational facilities;

³² The [ENAR's Shadow Reports](#) are a compilation of information and data collected by member organisations. They are produced yearly to fill the gaps in the official and academic data, to offer an alternative to that data and to offer an NGO perspective on the realities of racism with the EU and its Member States.



7. Encourages the European Commission to create intercultural exchange programmes targeting both students and adults in fields such as politics, art, sports and cooking;
8. Suggests Member States establish intercultural events at regional level in order to:
 - a. educate about the host country's culture,
 - b. promote the mutual exchange of customs;
9. Proposes the European Commission to form a workgroup tasked with:
 - a. identifying the positive effects of measures tackling xenophobia as well as potential correlations between their implementation and public or international tensions,
 - b. establishing advisory guidelines as to what measures guarantee the most success based on its conclusions.



OFAJ
DFJW

