

## **We, the participants of Waves of Democracy North / South Dialogue 2007 at Brandbjerg and Rhodes, present the following agenda to the European Parliament,**

As 100 young people from Europe and its neighbours we gathered to exchange ideas on the current state of the European Union and to discuss a more relevant vision for the future. Fifty years ago the vision of the first European leaders was to foster lasting peace among previously warring nations, and in this they succeeded. As the first generation bearing little or no memories of war, we must be conscious that peace can never be taken for granted. Europe needs a common base enshrined in a Constitution in order to solidify our common values such as democracy, solidarity and justice.

With these convictions in mind, we discussed five main topics concerning; citizenship and integration, education and life-long learning, the environment and urban planning, foreign policy and defence, and cultural education.

We recognise that active participation in European society is essential in creating a dynamic and cohesive Europe. In accordance with Plan-D and the project of deliberative pooling by Fishkin, we support the idea of ordinary Europeans meeting each other face-to-face in order to discuss their views. We believe that projects such as Waves of Democracy should be promoted in order to further discussion and awareness among young people.

We are particularly passionate about the quality of our environment. As the generation that will inherit today's problems we acknowledge the importance of what young people have to say. Our generation is acutely aware that current resources will soon run out and that our present way of life is unsustainable. The European Union urgently needs to change both people's attitudes and lifestyles by informing them of the devastating effect they are having on their planet.

We want Europe to play a more significant role in the international community, standing for dialogue, multilateralism and respect for differences. A common Foreign Defence Policy, European Army and competences for one EU minister concerning foreign affairs, could be real contributions towards a safer world.

In the interest of becoming capable and autonomous actors of tomorrow's Europe, every EU citizen should have the opportunity to avail of high-quality education and life-long learning. Studying abroad needs to be encouraged and financed for all students. Moreover, we suggest the promotion of free language teaching at all levels of education.

We reject the idea of a common European culture and instead wish to value and embrace cultural diversity. Social cohesion does not require the homogenisation of society but requires us to accept that each part of the European Union can contribute to the common interest despite social, economic and cultural conditions.

We want to stress the importance of promoting fundamental rights and are aware that peace is not simply the absence of war. To guard true peace we have to continue to protect our values from today's threats such as terrorism,

fundamentalism, corruption and the violation of human rights. Today more than ever it is important to begin education on responsible citizenship from an early age. Every citizen needs to be aware of their responsibility to actively take part in the democratic process in order to safe guard this democracy in the future.

We solemnly affirm that the European Union is a dream come true but that in order to achieve an ever closer union, we must continue dreaming.

**The Committee on Citizenship and Integration** submits the following resolution to the Waves of Democracy 2007 Parliament.

Resolution on the question of how to make European citizens participate actively in the society, to discuss rights and duties and strategies for the integration of foreigners in order to secure social cohesion.

The Committee on Citizenship and Integration,

- A. Recognising the importance of large-scale, face-to-face meetings between ordinary citizens in order to promote active participation and interest in European matters,
- B. Further recognising the importance of promoting ideas about European citizenship in universities,
- C. Believing that educating all European children about European society is vital in achieving long-term active participation and citizenship,
- D. Further believing that education should play a key role in the long term integration of foreigners,
- E. Deeply disturbed by the fact that governments are increasingly reluctant to discuss the "immigrant situation" and convinced that national populations are unaware of the benefits of immigration
- F. Believing that misconceptions of immigrants are hampering integration and noting with regret the often negative image of immigrants depicted in the media,
- G. Aware that a lack of reliable, basic information about a host country is a primary barrier to integration,
- H. Convinced that the promotion and protection of employee rights is essential for successful integration and social cohesion

1. Proposes that governments actively engage ordinary European citizens in European debate by supporting the development of deliberative polling in order to increase interest and knowledge on European matters

2. Further proposes governments engage European university students in debate through the creation of a student-written European university magazine that aims

to exhibit common interests, instil a sense of belonging, and promote integration using humour and fun,

3. Recommends the education of every European school child through:

- i) The introduction of a compulsory "European Studies" class in secondary schools that aims to educate pupils about European society and promote understanding between different countries.
- ii) Encouraging schools in different European countries to co-operate and promote activities such as pen-pal arrangements and foreign exchanges.
- iii) Urging all European schools to actively participate in European Day (9May) and ensure that each European country is represented through it's history, culture, music, art, sport, food, etc.,

4. Urges governments to actively engage their citizens in the 'integration debate' by:

- i) Undertaking an anonymous household-wide government research initiative that a) aims to discern native people's attitudes towards immigrants and b) record immigrants' positive and negative experiences of their host country,
- ii) Publishing the findings of this survey and in order to ignite public debate and question any negative findings,
- iii) Creating a European reality show with citizens competing against each other on European topics.

5. Calls for a balanced government-funded informative campaign that makes people aware of how immigration ACTUALLY affects them and outlines tangible benefits,

6. Recognises that EU governments must co-operate in providing immigrants with necessary information prior to arriving in their host country,

7. Further recognises the importance of providing immigrants with information on arrival by creating and providing for:

- i) A government-funded, community-based introductory course that combines language and culture classes ,
- ii) A handbook (available in many languages) that contains basic information such as employment rights and duties, a local map, useful numbers, acceptable behaviour and greetings, job agencies, embassy contact details etc.,
- iii) A multi-lingual helpline to help solve immediate problems

8. Encourages governments to inform immigrants of their employment rights and ensure that employers employing illegal immigrants are severely punished and instances of exploitation are investigated.

The Committee on Environment and Urban Planning submits the following resolution to the Waves of Democracy 2007 Parliament.

Resolution about the question of how to address the future of sustainable cities in the EU, linking the discussion to problems of pollution, climate change and waste management.

The Committee on Environment and Urban Planning,

- A. Alarmed by the effects of climate change, with extraordinary and deadly heat waves all over Europe, together with frequent and dramatic floods all over Europe,
  - B. Fully aware of the role of greenhouse gas emissions in climate change, noting also their negative effects on human health (explosion of respiratory illnesses and cancer rates),
  - C. Concerned that urban sprawl causes great damage to the social and natural environment of cities, not to mention the exodus of people from the countryside to the cities, leaving rural areas dead and empty,
  - D. Observing that traffic congestion, chaos and noise in many cities are a threat to human lives, through their negative effects on human physical health and psychological well-being,
  - E. Deeply concerned about the increasing amount of waste produced by European people and the resulting rubbish-dump mountains in certain parts of Europe,
1. Calls upon member states to support the use and research of alternative Energy (such as wind, water, solar) and alternative fuels (hydrogen, bio-ethanol) for transport, through grants, tax incentives and financial support,
  2. Highlights the benefits of building good rural-urban transport links, which allow people to live in the countryside and commute to cities when necessary,
  3. Strongly emphasizes the need to improve public transportation through more efficient transport plans (higher frequency buses, bus lanes, cheaper fares and work buses) and to create routes which connect the city centre to parking areas on the city outskirts,
  4. Draws attention to the effectiveness of multi-storey or underground car parks, which reduce on-road car-parking and thus improving traffic flow,
  5. Reminds governments of the importance of recycling all used products and insists that all non-recyclable rubbish and sewage must be incinerated/treated before being dumped,

6. Finally urges the EU to educate citizens from an early age on environmental issues through “live simply” packs of information and ad campaigns and thus promote environmentally-friendly behaviour.

The Committee on Foreign Policy and Defence submits the following resolution to the Waves of Democracy Parliament:

Resolution on the question how to maintain balanced societies and respect for human rights in the light of the threats we are facing from terrorism, wars etc. Do you see a common foreign policy in defence of the EU members?

The Committee on Foreign Policy and Defence,

- A. Emphasising the need to strengthen security between the EU and neighbouring countries,
- B. Noting with regret both the lack of one common voice and one common foreign security policy within the EU,
- C. Condemning the present lack of common representative for foreign affairs within the EU,
- D. Devoting attention to promoting Human Rights and democracy throughout the world,
- E. Confident that stimulating cooperation among EU partners in a spirit of international understanding and respect will benefit security within the EU,
- F. Declaring the need to enhance the independent position of the EU as a respected actor in global politics, international economics and military affairs, by playing a significant role in international crisis management and peace keeping,
- G. Fully believing education plays a big role in international communication, understanding and solidarity,
- H. Believing that in order to create a common culture of peace and cooperation the EU has to take into consideration the different backgrounds of each country and embrace diversity,
- I. Alarmed by the threat terrorism exposes and regretting the reactive, one-sided approach some world leaders have adopted on this problem,
- J. Deeply convinced the decision making process of the EU needs to be improved in order to create more democratic control and efficiency,
- K. Convinced that military force should be used as a last result and always in combination with preventing measures,
- L. Concerned about the possible violation of human rights through the monitoring and surveillance of suspected terrorists,

1. Recommends the establishment of common Foreign Policy guidelines so as to achieve a common voice within the EU,
2. Proposes the creation of a single European army, while national armies remain institutionally independent,
3. Calls upon the EU to create competences for one EU minister concerning foreign affairs,
4. Requests the establishment of a common EU foreign trade policy in order to achieve a common voice regarding International economics,
5. Reaffirms the important role of the EU enlargement policy towards possible future members,
6. Emphasises the importance of stabilising (where possible) and improving international relations with weak states,
7. Recognises the need to strengthen intercultural communication through education so as to promote solidarity between member states as well as between member and non-member states,
8. Realises that development and humanitarian aid are effective means of promoting democracy and peace, and calls upon EU member states to cooperate with international organisations aimed at promoting human rights throughout the world,
9. Strongly advises the further development and expansion of the rapid reaction force (RRF) to take action concerning crisis management and peace-keeping while taking the UN charter into account,
10. Views military action as an undesirable and last option,
11. Recommends the organisation of a convention on terrorism, to discuss its roots, solutions, and the question of human rights and civil liberties,
12. Urges the EU to restrict the monitoring of suspected terrorists to instances where it is absolutely necessary, noting the need to take the right to privacy into account,
13. Promotes the idea of a European Diplomatic academy.

The Committee on Education and Life-long Learning submits the following resolution to the Waves of Democracy Parliament.

Resolution on the question of how to promote mobility among young people, and how to acquire intercultural competences to be able to navigate in a globalised world,

The Committee on Education and Life-Long Learning,

- A. Affirming support for the Bologna Process,
- B. Fully aware of the disparity between the standards and quality of higher education institutions of the EU,
- C. Noting with regret the prohibitive cost of studying abroad and the lack of consistent financial support from the EU,
- D. Taking into account that the Erasmus-program is limited in its number of exchange possibilities and that its duration of financial support is restricted to two semesters,
- E. Referring to the fact that young people are often unaware of mobility projects,
- F. Realizing that language is a big barrier in terms of cultural integration and mutual understanding when it comes to student mobility.

1. Reminds member states to complete the Bologna Process by 2010, whilst maintaining the existing quality of education,
2. Requests both European and national authorities to enable all European students to study abroad and at least once during their studies to participate in a multinational student program in the sector of non-formal education,
3. Supports the opportunity to complete studies at a foreign university after the completion of Erasmus,
4. Recommends the establishment of a website in cooperation with state job agencies, monitored by the EU that coordinates information on job opportunities among all member states,
5. Encourages host universities to organize orientation courses such as sports, activities and social evenings for foreign students,

6. Calls upon schools to offer students the possibility of taking subjects in a second language,
7. Recommends that students who wish to become foreign language teachers should spend at least one semester in an appropriate native-language speaking country,
8. Recommends that every European child should be taught English from primary school as a second language alongside their mother tongue,
9. Requests the promotion of continuous, high quality, free language teaching at all levels of education.

The **Committee on Education and Culture** submits the following resolution to the Waves of Democracy Parliament,

Resolution on the question of how to look upon and value the diversity of Europe's cultures and traditions in the information society at a time of rising globalisation.

The Committee on Education and Culture,

- A. Acknowledging that democracy has become part of European values,
  - B. Observing that the understanding of democracy differs from country to country,
  - C. Noting that in some member states there are insufficient opportunities enabling citizens to get involved in the democratic process,
  - D. Further noting that such barriers facilitate bureaucracy and corruption,
  - E. Observing that many people lack an appreciation of diversity and an interest in other cultures,
  - F. Aware of the need to maintain cultural diversity within the European Union,
  - G. Alarmed by the fact that the mass media in many countries:
    - i) is owned and controlled by powerful people that use their position to further their own political goals and ambitions,
    - ii) has a massive impact on the dissemination and interpretation of information,
  - H. Noting especially the powerful role the internet plays
1. Strongly recommending the introduction of a "European Studies" program in educational curricula from early schooling up to higher education,

2. Believing that enhancing the degree of direct democracy in every European county will encourage citizens to stay alert and interested in politics on both national and European level,
3. Recommending that appropriate measures are taken to ensure that in every member state there are opportunities for citizens and permanent resident to actively participate in national and European democratic processes,
4. Believing that every citizen has a responsibility towards their national and European democracy and that member states need to emphasize this duty,
5. Recommending the creation of open democratic centres where citizens can obtain information about their government and political system from independent advisors,
6. Urging each member state to minimize corruption within their government to create a more transparent and trustworthy political system,
7. Strongly urging all member states to ensure every European film is available in its original language in all member states,
8. Calling for the internet to be :-
  - i) independent at all times from governments
  - ii) an uncensored source of information so that all member citizens can freely inform themselves about the democratic process
  - iii) used to facilitate both the preservation of national cultures and the spread of information about other cultures
  - iv) a tool available to governments to increase democratic dialogue