

# Associazione Parlamento Europeo Giovani

## Preselezione nazionale 2019/2020

Prima di procedere alla stesura della proposta, si prega di leggere attentamente la “Guida alla Preselezione”, in cui sono elencate tutte le istruzioni da seguire scrupolosamente. In essa sono inoltre riportati alcuni esempi di come dovrà apparire la risoluzione finale. La guida è reperibile all’indirizzo: <http://www.eypitaly.org/eventi>

Il presente documento deve essere utilizzato per impaginare le versioni definitive della risoluzione oggetto del Bando di Preselezione PEG. Si prega di compilare tutti i campi di seguito riportati di inviare l’elaborato entro il **16 dicembre 2019** all’indirizzo e-mail: [preselezione@eypitaly.org](mailto:preselezione@eypitaly.org)

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<i>Probabilmente impegnati in febbraio e marzo, disponibili in aprile e maggio 2020</i>			

### *Istruzioni per l’uso del presente documento*

- 1) impaginare la versione inglese nel presente documento ed eventualmente quella italiana (altrimenti eliminare il modello);
- 2) inserire i nomi degli allievi partecipanti nell’apposito spazio;
- 3) digitare il testo delle clausole introduttive utilizzando il primo elenco (lettere maiuscole);
- 4) digitare il testo delle clausole introduttive utilizzando il primo elenco (numeri arabi);
- 5) inserire il testo nello spazio occupato dalle istruzioni comprese fra parentesi quadre, che sono da cancellare;
- 6) per aggiungere una clausola, posizionare il cursore alla fine della precedente, quindi premere “invio”;
- 7) per le clausole che comprendono elenchi, utilizzare i modelli B (clausole introduttive) e 2 (clausole operative);
- 8) per spostare il modello della clausola comprensiva di elenchi, evidenziare il testo col cursore e trascinare fino alla posizione desiderata;
- 9) non aggiungere nulla (logo o intestazione della scuola, bandiere europee, etc.) al di fuori di quanto richiesto;
- 10) non modificare alcuna parte della presente impaginazione, salvo quanto necessario alla redazione della risoluzione;
- 11) non modificare il formato del presente documento (es.: non metterlo in formato pdf);
- 12) nominare il seguente file NomeIstituto\_Risoluzione\_19-20.

## Versione in lingua inglese

*The costs of higher education: with students from disadvantaged backgrounds half as likely to attend university, how should European countries try to increase the accessibility of tertiary education, whilst fairly sharing the costs across society?*

Submitted by: Bisaro Gloria, Blasoni Lara, Buttignon Ivan, Luchini Leonardo, Masini Sara, Parmesan Fabiola, Pecile Asia, Silani Eden, Tosolini Diego, Zoratti Riccardo, Esposito Anna (coordinatrice, V anno), Tolazzi Raffaele (coordinatore, V anno)

### **The European Youth Parliament,**

- A. Recalling the importance of the right to education guaranteed by the European Union, Articles 14 and 26 of the Charter of Fundamental Rights<sup>1</sup> (CFR), Article 165 of the Treaty on the Functioning of the European Union<sup>2</sup>(TFUE) and stated in the 4.3 goal of the Agenda for Sustainable Development<sup>3</sup> of the United Nations,
- B. Appreciating the role of the European Social Fund (ESF) to promote social inclusion by financing numerous vocational training projects in order to guarantee work even to disadvantaged people,
- C. Realizing that in relation to their Gross Domestic Product (GDP) the Member States significantly reduced, ineffectively allocated investment in education in the period 2008-2015<sup>4</sup> and devoted only 10% of per capita income to tertiary education<sup>5</sup> in 2017,
- D. Expecting that by 2025 39%<sup>6</sup> of job availability will require higher qualifications<sup>7</sup>,
- E. Observing that in most Member States tertiary education does not meet the specific technological skills required by business companies (mismatch)<sup>8</sup>, making it more difficult for youth to find a qualified job<sup>9</sup>,
- F. Considering that every Euro invested in higher education returns 9.84 Euro in wealth and work<sup>10</sup>, the brain drain<sup>11</sup> phenomenon can be reduced by a specific employment policy,
- G. Recognising that the rate of unemployment is inversely proportional to the level of education, with 12.5% for those without a diploma compared to 3.9% for those with a degree<sup>12</sup>,
- H. Regretting that 26 million children in Europe are at risk of poverty (21% live with an income 60% lower than the average national income<sup>13</sup>, 10% experience severely deprived family backgrounds<sup>14</sup>),

<sup>1</sup> <https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:12012P/TXT&from=IT>

<sup>2</sup> [https://eur-lex.europa.eu/legal-content/IT/TXT/?uri=uriserv:OJ.C\\_.2016.202.01.0001.01.ITA&toc=OJ:C:2016:202:TOC#C\\_2016202IT.01004701](https://eur-lex.europa.eu/legal-content/IT/TXT/?uri=uriserv:OJ.C_.2016.202.01.0001.01.ITA&toc=OJ:C:2016:202:TOC#C_2016202IT.01004701)

<sup>3</sup> <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

<sup>4</sup> [http://dati-capumano.istat.it/Index.aspx?DataSetCode=CU\\_SPEISTROCSE](http://dati-capumano.istat.it/Index.aspx?DataSetCode=CU_SPEISTROCSE)

<sup>5</sup> [https://osservatoriocpi.unicatt.it/cpi-Nota\\_istruzione\(1\).pdf](https://osservatoriocpi.unicatt.it/cpi-Nota_istruzione(1).pdf)

<sup>6</sup> [https://www.isfol.it/refernet-italia/notizie-refernet/versolaripresa\\_it.pdf](https://www.isfol.it/refernet-italia/notizie-refernet/versolaripresa_it.pdf)

<sup>7</sup> Higher Education qualifications obtained at university or college.

<sup>8</sup> Gap between the skills acquired by a student with education and those required by the labour market.

<sup>9</sup> <https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special%3ASearch&search=mismatch>

<sup>10</sup> <https://www.youtube.com/watch?v=ZUWdLEm3Dws>

<sup>11</sup> Brain drain is the emigration of talented people or people with an elevated professional specialties, who were educated in their homeland.

<sup>12</sup> Taken from: "Guida agli ITS", Il Sole 24 ore, 24<sup>th</sup> October 2019, page 3 and page 8 and following.

<sup>13</sup> Average national income is the amount of GDP hypothetically produced by a person in a certain time.

- I. Aware that the parents' low educational level negatively influences the children's will to attend tertiary courses and presently 10.7% of young people under 18 run the risk of social exclusion<sup>15</sup>,
  - J. Taking into account that in the present decade 125 million Europeans have not attended secondary education<sup>16</sup>,
  - K. Stressing that nowadays women have more chances to complete tertiary education, but unlike men, only a small percentage study the sciences<sup>17</sup>, despite Articles 21 and 23 of the CFR<sup>18</sup> which are strongly against any form of gender discrimination and in favour of sexual equality in employment,
  - L. Noting with concern that in European universities the students' selection system depends mostly on the grade obtained at their final exam<sup>19</sup> rather than on any real skills,
1. Invites the Member States, the European Commission, the European Parliament to transfer more money from the European Social Fund to tertiary education in order to improve the specific skills of students and to overcome the youth unemployment problem;
  2. Asks the European Commission and the Member States for a more even distribution and use of financial resources for the education and social inclusion of the handicapped, whose training is more expensive;
  3. Considers it necessary for the European Commission and the European Parliament to develop more effective and reliable communication systems between the business world and the academic sector:
    - a) via a network system which facilitates the relationship between employers and school leaders,
    - b) by sharing annual reports that match required working skills with acquired school qualifications;
  4. Calls for the European Commission and the European Parliament to propose guidelines to the Member States in order to make use of unproductive real estate, both public and private, in favour of the tertiary education sector;
  5. Recommends to the Member States the objectives listed in the Europe 2020 Strategy<sup>20</sup>, in particular 40% of young people between 30 and 34 should finish with a higher education diploma;
  6. Encourages the Member States and the Council of the European Union to implement policies applicable to any business company so as to enact cooperation with the tertiary education sector providing:
    - a) tax benefits for more investment into tertiary schools,
    - b) free patents if a business company joins in innovative research projects in partnership with some of these schools

<sup>14</sup> <https://www.savethechildren.it/sites/default/files/files/uploads/publicazioni/sconfiggere-la-poverta-educativa-europa.pdf>

<sup>15</sup> <https://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>

<sup>16</sup> <https://eddieplayfair.com/2016/05/28/educational-inequality-in-europe/>

<sup>17</sup> <https://www.oecd-ilibrary.org/docserver/5k9csf9bxzs7-en.pdf?expires=1575665887&id=id&accname=guest&checksum=58228A68637C607D7D45106B2DB3FE18>

<sup>18</sup> [http://www.europEurostatarl.europa.eu/charter/pdf/text\\_it.pdf](http://www.europEurostatarl.europa.eu/charter/pdf/text_it.pdf)

<sup>19</sup> <https://www.youtube.com/watch?v=ZUWdLEm3Dws>

<sup>20</sup> [https://www.google.com/url?sa=t&source=web&rct=j&url=https://ec.europa.eu/eu2020/pdf/COMPLETE%2520EN%2520BARROSO%2520%2520%2520007%2520-%2520Europe%25202020%2520-%2520EN%2520version.pdf&ved=2ahUKewi1vNDCyo\\_mAhXE6qQKHd18DmIQFjAAegQIBBAB&usg=AOvVaw2vSdv5EcWXEKhq-KGXYzeu](https://www.google.com/url?sa=t&source=web&rct=j&url=https://ec.europa.eu/eu2020/pdf/COMPLETE%2520EN%2520BARROSO%2520%2520%2520007%2520-%2520Europe%25202020%2520-%2520EN%2520version.pdf&ved=2ahUKewi1vNDCyo_mAhXE6qQKHd18DmIQFjAAegQIBBAB&usg=AOvVaw2vSdv5EcWXEKhq-KGXYzeu)

or universities;

7. Further invites the European Parliament and the Member States to adopt regulatory measures to make schools and universities more “globally engaged”<sup>21</sup> by boosting close collaboration between research centres and business companies with the introduction of:
  - a) internships and training periods during the course of studies,
  - b) more investment in research, according to the InvestEU Programme 2021-2027,
  - c) preferential post-internship recruitment of deserving students;
8. Asks the European Commission and the Member States to adopt measures to overcome the economic barrier of underprivileged and disadvantaged students by means of:
  - a) non-repayable disbursements linked to the results,
  - b) interest-free loans,
  - c) an increase in the number of scholarships;
9. Establishes that the Member States, in order to reduce economic disadvantage, should engage in the following actions:
  - a) Children’s Savings Account (CSA)<sup>22</sup>, where families set money aside annually for their tertiary education,
  - b) Asset Building<sup>23</sup>, family long-term saving investment programme (experiment carried out in Turin which has increased by 17% access to tertiary education);
10. Expresses its wish that the European Parliament will promote awareness campaigns to spread the importance of tertiary education and convince disadvantaged youth to take up a higher course of study;
11. Requests the Member States and the Council for Education to guarantee the effective attendance of primary and secondary schools so that everybody can reach the required skills to complete their education at tertiary level;
12. Suggests Member States to launch campaigns for social inclusion, against prejudices and stereotypes which prevent women’s access to higher qualifications;
13. Further recommends Member States to start online courses and network systems to facilitate the continuation of studies of the handicapped;
14. Calls for a new criterion of access to tertiary education based on effective skills and a more objective and impartial assessment system;
15. Draws attention to the need for Member States and the Council for Education of enriching tertiary education with more investment for Higher Technical Colleges, as an alternative to the traditional university with solid links to the business world.

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<sup>21</sup> Taken from: Il sole 24 ore, 7<sup>th</sup> December 2019, page 19 and following.

<sup>22</sup> [https://assetfund.org/wp-content/uploads/Childrens\\_Savings\\_Accounts\\_Primer\\_Brief.pdf](https://assetfund.org/wp-content/uploads/Childrens_Savings_Accounts_Primer_Brief.pdf)

<sup>23</sup> Asset building is how individuals, families and communities gather the resources for their economic well-being (i.e.college savings, retirement accounts). It is also a sort of social investment for Public Administrations to implement new social protection systems.

