

The background features a dark blue field with abstract geometric shapes. On the left, there are light blue and red shapes. On the right, there are red and yellow shapes. The shapes are composed of triangles and hexagons, some with dark blue outlines. The overall design is modern and geometric.

# **BREDA 2021**

*Resolution Booklet*



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See [www.eyp.nl/breda2021](http://www.eyp.nl/breda2021) for all session output



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# General Assembly explained



## General Rules

### Before the GA

1. Join the Zoom call at 8:50 and mute yourself
2. Join your committee voice channel on discord

### During GA

You can talk with your committee in the discord voice call while you're in the zoom call.

### Points

If you want to make a point, tell your chair. They will “raise their hand” on zoom. Once the(vice)president tells your committee to speak, unmute yourself. You may then speak.

### Direct responses

If you want to use a direct response to a point made, tell your chair (via the voice channel on Discord). He will inform the (vice)president. A 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 two times per round of debate. If a Direct Response is misused, it still counts as used.

### Other

There is no dress code for the event, we encourage everyone to wear whatever makes them feel comfortable and confident!

## Procedure

1. The Chair of the General Assembly **reads out the topic**
2. A representative of the proposing Committee **delivers a defence speech** from the “podium” for a maximum of three minutes
3. Two delegates from other Committees **deliver position speeches** from the “podium” for a maximum of 1.5 minutes each
4. A representative of the proposing Committee **responds to the position speeches** from the “floor” for a maximum of two minutes
5. The **open debate begins**
  1. The **first round** begins with up to six points from other Committees from the “floor” for a maximum of forty-five seconds per point
  2. A representative of the proposing Committee **responds to the first round** from the “floor” for a maximum of two minutes
  3. The **second round** begins with up to six points from other Committees from the floor for a maximum of forty-five seconds per point
  4. A representative of the proposing Committee **responds to the second round** from the “floor” for a maximum of two minutes



5. The **third round** begins with up to six points from other Committees *from the floor for a maximum of forty-five seconds per point*
6. A representative of the proposing Committee **responds to the third round** *from the floor for a maximum of two minutes*
7. The **fourth round** begins with up to six points from other Committees *from the floor for a maximum of forty-five seconds per point*
8. A representative of the proposing Committee **responds to the fourth round** *from the floor for a maximum of two minutes*
6. One or two representatives of the proposing Committee **delivers the summation speech** *from the podium for a maximum of three minutes*
7. There is a **one minute break to confer** for voting purposes
8. All delegates **submit their vote** for the resolution
9. The Chair of the General Assembly **announces the results** of the vote

#### Open answers on the procedure

- GA will primarily be held on **zoom**. Everyone will join the zoom call
- Chairs and delegates can **communicate** on discord voice or written channels, while being muted on the zoom call
- Getting point during open debate etc, is done by the **chair raising their hand on zoom** on behalf of the committee
- Everyone is able to **unmute themselves** to speak
- It's encouraged to have your **camera on**, especially when delivering speeches and points
- **Direct responses** will be done via chat directly to the board member in charge of logistics
- Votes are counted by chairs speaking up and the total is announced by the board

## Speeches

### Defence speech

This speech is used by the proposing committee to explain the proposed resolution. It is used to explain the underlying goals and motives of the committee and to show how the current resolution is an efficient way to reach those goals. It is more factual and logical than emotional.

### Position speech

After the defence speech, two committees will be recognised to deliver one position speech each. One of these will be in favour, and one against the proposed resolution. The speeches should support/disagree with the goals of the committee and/or the general direction of the resolution. They should not consist of a list of points.

### Summation speech

The summation speech will consist of two main parts delivered by a member of the proposing committee. The first speaker will summarise the debate, while the rest of the time will be used to convince the Assembly to vote in favour of the proposed resolution.



# The Committee on Industry, Research and Energy (ITRE)

**A fashion forward approach** “With the EU’s 2019-adopted Circular Economy Package in mind, how can the EU ensure a competitive yet resource-efficient development of the fashion industry in Europe, working towards sustainable consumption patterns?”

Submitted by: Roemer Declercq (NL), Livia Draaisma (NL), Madelijn Gould (NL), Sophie Hellebrekers (NL), Elaine Janssen (NL), Carolina Martins (PT), Wessel Meekel (NL), Mare Vries (NL), Margarida Conceição (Chairperson PT).

## The European Youth Parliament,

- A. Regretting that inferior costs incentivise fast fashion companies’ production to often take place in [countries with low environmental standards](#),
- B. Conscious that considerable economic costs of switching raw materials refrain fashion companies from [employing environmental-friendly alternatives](#), leading to:
  - i) [Water scarcity](#) through farming and handling of natural fibres,
  - ii) Discharge of microplastics [into water resources](#) due to non-decomposable synthetic fibres,
- C. Pointing out that the location of production facilities in less-developed countries causes a significant [release of greenhouse gas emissions \(GHG\)](#) during the distribution process,
- D. Concerned by the consumer pressure to take part in fast consumption rhythms brought about by the continuous release of a [high number of collections](#),
- E. Recognising that the [lack of available information](#) regarding the fast fashion industry’s supply chain results in consumer obliviousness of the consequences of their consumption choices,
- F. Alarmed by the growing global middle-class’ [effects on](#) the increasing fast-fashion clothing demand,
- G. Aware that [deficient quality and durability combined with low prices](#) lead to a short usage time of garments,
- H. Bearing in mind that most fashion brands [destroy and dump clothing due to overproduction](#),
- I. Reminding that [fashion suppliers have little obligation](#) to recycle or reuse unsold clothing,
- J. Emphasising that consumers are [unaware of the environmental benefits](#) of recycling and reusing garments,
- K. Noting with regret that due to a [lack of available technology](#) most clothes have to be down-cycled;

## *Companies’ environmental standards*

1. Asks the European Commission to propose higher environmental standards for the production of garments sold in the EU;



2. Further asks the European Commission to oversee that these standards are followed in the countries where the clothes are manufactured;
3. Suggests the European Commission to subsidise companies who wish to switch to a production model that uses environment-friendly fibres, such as bio cotton or manmade cellulose;
4. Invites Member States to create Special Economic Zones (SEZ)<sup>1</sup> in their national territories in order to shorten companies' supply chain and decrease CO2 emissions;

### *Consumers' Conduct*

5. Further suggests the European Commission to subsidise fashion companies' transition to more sustainable business models;
6. Urges fashion companies to be more transparent regarding their supply chain;
7. Strongly recommends the European Commission to establish an eco-labelling system detailing the garments' environmental footprint;
8. Endorses the European Commission to financially support more environmental-friendly clothing products and companies;
9. Recommends the European Commission to set higher standards for the quality of garments;

### *Reusing and Recycling*

10. Further invites the European Commission to support the implementation of the Just-in-Time principle<sup>2</sup> to reduce overproduction;
11. Calls upon the European Commission to propose legislation on Extended Producer Responsibility (EPR)<sup>3</sup>;
12. Encourages Member States to inform the public through a social media campaign about the perks of recycling and reusing, incentivising it to donate or re-sell their garments;
13. Requests the European Commission to invest in research and development of upcycling methods.

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<sup>1</sup> A **Special Economic Zone (SEZ)** is a geographical area in which economic regulations differ from the rest of the country. They are usually used to attract foreign investment and/or foster production.

<sup>2</sup> The **Just-in-Time principle** is an inventory system that aligns raw material orders with production schedules, ensuring that companies only receive the goods as they need them for production. This management strategy increases efficiency and reduces waste.

<sup>3</sup> **Extended Producer Responsibility (EPR)** is a policy approach in which producers and importers are made responsible for recollecting and reusing garments.

# The Committee on Civil Liberties, Justice and Home Affairs 1 (LIBE 1)



**A free space for all** “With social media platforms becoming a breeding ground for the spread of misinformation and conspiracy theories online, influencing the offline, is there a new need for censorship? Should digital discourse remain a place of complete freedom of speech or is there a responsibility to be taken up by tech companies themselves or the EU?”

Submitted by: Costanza Emanuele (IT), Eylül Eren (TR), Benthe Hauzendorfer (NL), Storm Kamerbeek (NL), Annahita Koot (NL), Piet Pankratz (NL), Charlotte Rutte (NL), Tiemen Tolsma (NL), Tatum van Dijk (NL), Paula Vermaas (NL), Maud Wood (NL), Jochem Zandbergen (NL), Gabriele Rimkute (Chairperson IE)

## The European Youth Parliament,

- A. Concerned by misinformation<sup>4</sup> and disinformation<sup>5</sup> in media,
- B. Further concerned by the problems arising from the ambiguous difference between the terms misinformation and disinformation,
- C. Further noting with regret the lack of awareness amongst governmental experts regarding the difference between misinformation and disinformation,
- D. Deeply concerned by the influence fake news has on citizens’ decision-making process, especially in times of crisis, such as during [the Covid-19 pandemic](#),
- E. Acknowledging the delicate balance between eliminating fake news and infringing citizens’ right to freedom of expression,
- F. Realising that social media censorship can become unreliable and biased when unregulated,
- G. Taking into account the influence of filter bubbles<sup>6</sup> on social media users,
- H. Alarmed by [57% of Member States’ citizens](#) choosing social media platforms as their main source of information,
- I. Aware of the lack of transparency social media platforms provide to users regarding how their algorithms affect suggested content and censored posts,
- J. Deeply alarmed by [75% of social media users](#) coming across disinformation campaigns at least once a week;

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<sup>4</sup> **Misinformation** is false information that is released regardless of the intent to mislead.

<sup>5</sup> **Disinformation** is misleading information that is spread for economic gain or to intentionally deceive the public and may cause public harm.

<sup>6</sup> **Filter bubbles** refer to a state of intellectual isolation that can result from personalized searches when a website algorithm selectively guesses what information a user would like to see based on information about the user.





## Education

1. Requests Member States to introduce age-appropriate social media education<sup>7</sup> by:
  - a) building upon or creating curricula for primary schools,
  - b) incorporating such curricula within existing lessons in secondary schools such as computer studies, civic studies and career guidance courses;
2. Encourages the European Commission to continue funding initiatives such as the [European Media Literacy Week](#)<sup>8</sup>;
3. Further encourages the European Commission to promote educational events, such as the European Media Literacy Week, aimed at educating senior citizens on media literacy;
4. Suggests Member States improve social media literacy by:
  - a) hiring government staff with adequate knowledge,
  - b) providing further schooling to existing government staff;

## Regulation of Information in Social Media Platforms

5. Supports the Alliance of Independent Press Councils of Europe (AIPCE)<sup>9</sup> to further regulate the factuality of news posted on social media;
6. Call upon the European Commission to further build upon the [Digital Service Act](#) to create a more unbiased algorithm focusing on regulated information;
7. Congratulates social media platforms for providing factual sources alongside posts picked up by the algorithm;

## Availability of Information

8. Invites Member States to ensure the accessibility of traditional media<sup>10</sup> as a primary source of information;
9. Calls the European Commission to further expand on data protection regulations<sup>11</sup> by:
  - a) providing opportunities for users to limit the tracking of their online activity,
  - b) making information available on the workings of algorithms and active censorship;
10. Requests Member States to fund non-profit organisations such as [DisinfoLab](#)<sup>12</sup> to limit the spread of disinformation campaigns.

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<sup>7</sup> An **age appropriate social media education** would be proposed in a format similarly to the '[Sexuality Education in Europe](#)' in order to provide comprehensive and centralised resources.

<sup>8</sup> **The European Media Literacy Week** is a new initiative by the European Commission to underline the societal importance of media literacy and promote media literacy initiatives and projects across the EU.

<sup>9</sup> **The Alliance of Independent Press Councils of Europe** is a network of independent content regulators for both press and broadcast media.

<sup>10</sup> **Traditional Media** is any form of mass communication prior to the Information Age; particularly print media with the opposite being new media.

<sup>11</sup> **The General Data Protection Regulation** 2016/679 is a regulation in EU law on data protection and privacy in the European Union and the European Economic Area.

<sup>12</sup> **DisinfoLab** is an independent non-profit organisation focused on tackling sophisticated disinformation campaigns targeting the EU, its member states, core institutions and core values.

# The Committee on Security and Defence (SEDE)



“As warfare moves online, cybersecurity becomes relevant to our defence and security as a continent. With the reliability of cryptography being challenged by the potential invention of the quantum computer, coupled with the increasing threat of hackers, how should the EU proceed to ensure its cyber security?”

Submitted by: Quinten Baan (NL), Giada Chessa (IT), Goos Kuijper (NL), Harsh Mishra (NL), Jurgen Pels (NL), Victor Peutz (NL), Ruben Rosaria (NL), Jennah Said (NL), Stella Naudts (Chairperson NL).

## The European Youth Parliament,

- A. Alarmed by potential data leaks due to quantum cyberattacks in combination with the lack of potential defence mechanisms,
- B. Noting with deep concern the ever growing risk of the EU being sidelined in the race for quantum supremacy<sup>13</sup>,
- C. Concerned that the invention of quantum computers in the future may cause unfair competition between companies,
- D. Deeply disturbed by signs of computer illiteracy amongst legislators and politicians in Member States,
- E. Emphasising the need to ensure and stimulate further cooperation between Member States with regards to:
  - i) laying down a Quantum Communication Infrastructure<sup>14</sup> in order to stimulate a fully capable Quantum Key Distribution<sup>15</sup> to protect EU citizens,
  - ii) ways to protect EU citizen data from hackers and other foreign entities,
- F. Aware of the fact that the accelerating progress of the invention of the quantum computer does not currently play a comparative role in legislative decision-making;

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<sup>13</sup> **Quantum Supremacy** describes a point when the quantum computer has abilities superior to classic computers, it has a clear advantage over the classic computer.

<sup>14</sup> **Quantum Communication Infrastructure (QCI)** is an infrastructure which protects information and data, by employing the Quantum Key Distribution. The EU is currently investing heavily in the development of a QCI.

<sup>15</sup> **Quantum Key Distribution (QKD)** is a form of encryption which cannot be broken by quantum computers. Furthermore, when the QKD is under attack, a defence mechanism kicks in and the recipient will be alerted immediately to this attempt.



### *Digital Literacy*

1. Hopes that the European Commission will provide ENISA<sup>16</sup> and EuroQCI with a more prominent advisory role in decision-making on cybersecurity and quantum cryptography;
2. Strongly encourages Member States to cooperate with ENISA and EuroQCI on matters such as education of government officials on quantum technology and cybersecurity;

### *Cooperation*

3. Asks the Directorate-General for Communication Networks, Content and Technology<sup>17</sup> (DG CONNECT) to assess the risks and opportunities of quantum technology in the EU in cooperation with the Council of Europe and relevant non-governmental organisations;
4. Requests the European Commission to impose financial sanctions on Member States in the case of power abuse regarding unauthorized surveillance of citizens;
5. Calls upon the European Commission to establish an accord with the USA for exchanging knowledge on quantum computers and the QCI system;

### *Protective Infrastructure*

6. Urges the European Commission to increase funding into the [Quantum Technologies Flagship](#) project for development pivotal to quantum infrastructure and communication;
7. Implores the European Commission to strengthen the ties between Member States' cybercrime agencies by expanding ENISA;
8. Strongly urges all Member States to critically evaluate existing cyber security of government appointed organisations holding citizens' vulnerable data;
9. Requests Member States to facilitate easy and transparent access to information between European academic institutions regarding quantum technology.

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<sup>16</sup> **ENISA** is the [European Union Agency for Cybersecurity](#), which works on EU cybersecurity policies, the trustworthiness of ICT and cooperates with Member States and EU bodies.

<sup>17</sup> **The Directorate-General for Communications Networks, Content and Technology** ([DG CONNECT](#)) is a part of the European Commission which works with the aim of making Europe a global leader in data economy and cybersecurity.

# The Committee on Constitutional Affairs (AFCO)



**The Great Hack** “In recent years the potential for social media to be used as an instrument for influencing the manipulation of consequential elections has become abundantly clear. How can the EU ensure the integrity of its own and its Member States’ elections whilst keeping in mind the freedom of political parties to advertise and promote themselves?”

Submitted by: Matthieu Chiagano (IT), Roya Compier (NL), Yusuf Khalid (NL), Lesley Kwa (NL), Zara Nijzink-Laurie (NL), Christina Sandved (NL), Nynke van der Veer (NL), Hidde van Vloten (NL), Finn de Vries (NL), Joshua Kamer (Chairperson NL).

## The European Youth Parliament,

- A. Noting with regret that political micro-targeting<sup>18</sup> manipulates voters and creates unfair competition during elections,
- B. Considering that the option to opt-out of data collection becomes unavailable when data is collected anonymously,
- C. Observing the lack of digital awareness due to unclear cookie policies on social media,
- D. Seriously concerned by the lack of transparency on data usage by data analytics and social media companies,
- E. Acknowledging the [lack of enforcement](#) of the General Data Protection Regulation (GDPR)<sup>19</sup> such as the lack of application and jurisprudence,
- F. Regretting the [lack of responsibility](#) taken by social media platforms in limiting political micro-targeting,
- G. Alarmed by the number of political parties that apply micro-targeting in their campaigns,
- H. Recognising that the fast development of methods for data collection used by data analytics corporation results in legislation lagging behind,
- I. Aware of the abuse of the core principle of data mobility by data analytics companies;

## Legislation

1. Urges the European Commission to ensure that data collecting companies grant users control over their data when it is collected anonymously;
2. Advises the European Commission to amend the GDPR to differentiate between the necessary and unnecessary types of data;
3. Proposes the European Commission to initiate legislation that:

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<sup>18</sup> **Political micro-targeting** is a form of advertising by political parties that involves analysing individuals’ personal data, and weaponizing that data to tailor advertisements to their individual susceptibilities, effectively manipulating voting behaviour.

<sup>19</sup> **The General Data Protection Regulation (GDPR)** governs the protection of personal data and enhances digital privacy for people located in the EU.



- a) allows users to clearly understand that a political advertisement is micro-targeted,
  - b) gives users the option to view other advertisements that were posted by the profile that posted the advertisement;
4. Requests Member States to create legislation allowing users of social media platforms to see who paid for political advertisements, similar to the Dutch Social Media Advertising Code;
  5. Suggests the European Commission create legislation to hold social media platforms accountable for irresponsible political micro-targeting, punishable by fines;
  6. Calls upon the European Commission to create legislation obliging social media platforms to openly disclose information regarding micro-targeting of political parties on specific user groups;

### *Policy*

7. Calls upon the European Commission to increase financial support to the National Data Protection Authorities<sup>20</sup> of Member States with major European social media headquarters;
8. Invites Member States to institute a common education program on digital awareness in regards to micro-targeting;
9. Encourages the European Cooperation Network on elections<sup>21</sup> to monitor the budget political parties can spend on micro-targeted advertisements for their campaigns;

### *European Data Protection Board (EDPB)<sup>22</sup>*

10. Urges the EDPB to create a policy that obliges social media platforms to summarize and simplify the terms and conditions regarding the treatment of users' data;
11. Calls upon the EDPB to create a committee of experts in charge of revising legislation to advise Member States and companies on compliance with data protection rules.

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<sup>20</sup> **National Data Protection Authorities** are independent public authorities that supervise the application of data protection law, with investigative and corrective power.

<sup>21</sup> **The European Cooperation network on elections** brings together representatives of Member States' authorities with competences in electoral matters, and facilitates exchange of knowledge on ensuring free and fair elections in several fields including data protection.

<sup>22</sup> **The European Data Protection Board** is an independent European body that contributes to consistent application of data protection rules throughout the EU. The board consists of representatives of National Data Protection Authorities and the European Data Protection Supervisor.



# The Committee on Environment, Public Health and Food Safety (ENVI)

“Bearing in mind that an unhealthy diet while young can have long-lasting consequences throughout people’s lives, various Member States have introduced measures to address this such as regulations on products as well as education and awareness-raising campaigns. With recent talks of increasing the EU's competences in the field of health, what should be done, to further ensure children's right to a healthy life?”

Submitted by: Alex Bos (NL), Nele Brom (NL), Marjolein Groot (NL), Timin Mahajan (NL), Bart Nio (NL), Yağmur Şahin (TR), Max Valkenburcht (NL), Jente Vredenburg (NL), Maximo van Dijk (NL), Ali-Maeve FitzGerald (Chairperson IE).

## The European Youth Parliament,

- A. Noting that childhood obesity can have long term effects on physical health with obesity resulting in [8%](#) of premature deaths worldwide annually,
- B. Alarmed by the [many psychologically damaging effects](#) obesity can have on children, such as:
  - a) the increased likelihood of developing an eating disorder or mental illnesses like depression, body dysmorphia and anxiety,
  - b) the increased rates of bullying,
- C. Concerned with the [decreasing trend in physical activity](#) seen in recent years in European children,
- D. Emphasising the need for guardians to facilitate a healthy and positive environment in the homes of European children,
- E. Applauding the success of the EU Action Plan on Childhood Obesity 2014-2020 in [decreasing](#) childhood obesity rates across the EU,
- F. Acknowledging that the restrictions on [advertising unhealthy food](#) to youth outlined in the EU Action Plan on Childhood Obesity 2014-2020 were not as successful as initially envisioned,
- G. Deeply alarmed by the growing [influence fast-food chains](#) have on the health and diet of young people,
- H. Noting with concern the positive correlation found between obesity rates and lower [socioeconomic status](#),
- I. Gravely concerned by the inaccessibility of healthy foods to families of a lower socioeconomic background due to [price differences between nutritious and unhealthy foods](#),
- J. Aware of the differences in [educational policy](#) regarding a healthy and nutritious lifestyle across the EU,
- K. Recognising the lack of awareness about existing EU programs to tackle childhood obesity in schools,



- L. Conscious of the negative effects the COVID-19 pandemic has had on childhood obesity, caused by:
  - a) a [decrease in physical activity](#) due to legal lockdown restrictions across Member States,
  - b) the closure of schools and educational facilities and in turn educational health programmes;

### *Changing School Environments*

1. Invites Member States to promote physical activity across all educational institutions by:
  - a) incorporating a greater variety in the physical education curricula in primary and secondary schools,
  - b) encouraging participation in schools' sports clubs funded by the Erasmus+ Sports Programme;
2. Calls upon the European Commission to subsidise healthy school meals by increasing funding to the European Healthy School Lunches Initiative;
3. Urges Member States to promote a positive relationship with children and healthy eating in schools by:
  - a) organising gardening and agricultural awareness classes and excursions,
  - b) teaching healthy cooking classes to students from the age of eight,
  - c) providing counselling services to children suffering from bullying and mental health issues caused by obesity,
  - d) educating parents on the benefits of healthy eating through educational evenings;
4. Recommends the European Institute for Innovation and Technology in Health to facilitate the sharing of knowledge and best practices in tackling childhood obesity between Member States;
5. Directs the European Commission to propose an improved Action Plan on Childhood Obesity 2021-2026 incorporating the most successful elements of its predecessor;

### *Supporting Families to Adopt Healthier Habits*

6. Encourages Member States to implement a 'sugar tax'<sup>23</sup> on foods containing added sugar;
7. Requests the European Commission to increase funding to the European Food Banks Association to provide healthy and fresh foods to families with a lower socioeconomic status;
8. Urges the European Commission to propose legislation to restrict the targeted advertising of unhealthy foods to children between the hours of 6AM and 11PM through television and social media advertisements;
9. Requests Member States include mandatory nutritional information such as calorie counts on all fast food menus;
10. Supports Member States in the promotion of healthy eating in supermarkets by:
  - a) including healthy and affordable recipes in supermarket flyers and magazines,
  - b) reducing food waste by selling food discarded for not reaching suppliers' appearance standards at a lower cost;

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<sup>23</sup> **Sugar Tax:** a tax imposed upon foods and beverages containing added sugars to increase their retail price.

11. Authorises the European Commission to fund innovative technological projects aiming to promote physical activity through the Horizon Europe Fund and mobile apps or other streaming services.







# The Committee on Culture and Education (CULT)

**Kids of the future** “Since 1990, children have become less able to produce unique and unconventional ideas. In a generation where innovation and entrepreneurship are the keys to future development, how should the EU foster innovation in the workforce, while also promoting creativity inside its educational systems?”

Submitted by: Imme Bosman (NL), Dunya Bouzerda (NL), Isabel Denkers (NL), Esin Esendemir (TR), Ellena Geurts (NL), Wiske Grünwald (NL), Femke Kappe (NL), Key Lagerweij (NL), Alex Nowak (NL), Lucia Scotto Di Apollonia (NL), Henning Undheim (Chairperson, NO).

## The European Youth Parliament,

- A. Realising that creativity<sup>24</sup> as a skill is essential and [can be improved](#),
- B. Recognizing that the [majority of schools](#) are not actively teaching students creative thinking,
- C. Deeply alarmed that the current education system [fails](#) to stimulate creativity and curiosity in their students,
- D. Keeping in mind the importance of creativity in solving the future problems of an ever-changing world in an innovative way,
- E. Deeply troubled by the uniform expectations towards students set within the educational system,
- F. Deeply concerned by the limited flexibility for individual students to progress through the educational system according to their personal interests and passions,
- G. Acknowledging that lack of space for individuality or creativity can lead to [mental health](#) issues,
- H. Noting with concern that educational testing systems focus more on a student’s ability to reproduce information than on practical skills and creative thinking;

## *Education and curriculum*

1. Encourages the Ministries of Education in Member States to broaden the use of educational methods with:
  - a) audio-visual information,
  - b) project-based learning;
2. Hopes Member States stimulate creative thinking at a young age by:
  - a) introducing a wide range of creative activities in kindergartens and pre-schools,
  - b) providing equal funding for schools,
  - c) supporting voluntary community trips for young children;

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<sup>24</sup> **Creativity** is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.



3. Congratulates the Member States for supporting extracurricular activities and exchange programs like [Erasmus +](#)<sup>25</sup>;
4. Invites Ministries of Education to support schools in making extracurricular activities not contingent on students' grades;

### *Workforce*

5. Suggests the [Education and Training 2020 Working Group](#)<sup>26</sup> invite workers to participate in creative thinking and problem solving trainings by:
  - a) increasing the number of seminars and trainings available at the workplace,
  - b) providing funding for such programmes;

### *Standardisation and individuality*

6. Further invites Member States to accommodate for schools to provide students with the opportunity to follow courses at their own pace;
7. Advises the Member States to have the option of multi-format testing<sup>27</sup> available for students beside obligatory tests;
8. Welcomes the Ministries of Education to create more space for individuality and creativity in the educational system;
9. Further encourages Member States to shape their education systems to allow students to fully express their passions and talents.

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<sup>25</sup> **Erasmus+** started out in 1987 as one of the first European education initiatives. The Programme reaches over 9 million youth across Europe, and aims at providing alternative educational experiences in a variety of areas, such as vocational education, adult education and educational exchanges.

<sup>26</sup> **ET Working Groups** are designed to help Member States address the key challenges facing their education and training systems, as well as common priorities agreed at the European level.

<sup>27</sup> **Multi-format testing** refers to different ways of organising tests in school, such as projects, film- and audio assignments.



# The Committee on Civil Liberties, Justice and Home Affairs 2 (LIBE 2)

“A major concern of machine learning algorithms, is that they might perpetuate bias that was already in the data used to set up the algorithm. As such, to what extent should the EU intervene to ensure the fair and equal treatment of all its citizens, whilst considering the complex nature and ambiguity of many of these algorithms?”

Submitted by: Dure Afroz (NL), Amélie Beenhakkers (NL), Laura Dominicy (LU), Danielle Kok (NL), Juliëtte Kok (NL), Áron van der Meer (NL), Finn Russell (NL), Hayat Solmaz (TR), Raphael Tsiamis (Chairperson, GR).

## The European Youth Parliament,

- A. Convinced of the connection between AI bias<sup>28</sup> and existing social prejudices due to the skewed representation of socio-economic groups in AI training data,
- B. Noting the [direct correlation](#) between the limited representation of minorities in AI training data and the lack of diversity in the field of AI development and applications,
- C. Emphasising the significant [social repercussions](#) of biased AI systems on the inclusivity and the proper functioning of governmental duties such as healthcare systems and public administration,
- D. Alarmed by the limited human oversight of the output of automated decision-making by actors developing and implementing AI,
- E. Recognising the lack of transparency in the output of automated decision-making as a result of the complexity of AI algorithms,
- F. Aware of the policy challenge of regulating AI technologies due to the rapid development and intricacy of machine-learning processes,
- G. Taking into account Member States' desire to facilitate AI innovation through a preference for soft law<sup>29</sup> measures on ethical AI over direct regulation,
- H. Noting with concern that the trade secrecy policies among AI companies regarding their algorithms result in:
  - i) lack of transparency,
  - ii) unwillingness for cooperation,
- I. Concerned by the [limited action](#) of companies developing and applying AI regarding its ethical implementation and potential discrimination,
- J. Disappointed by the [limited investment](#) in ethical AI systems due to the perception of socially responsible practices as not profitable;

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<sup>28</sup> **AI bias** or algorithm bias is a phenomenon that occurs when an algorithm produces systemically prejudiced results due to erroneous assumptions or data biases in the machine learning process.

<sup>29</sup> The term '**soft law**' refers to non-binding legal instruments, such as subsidies, which aim to incentivise stakeholders towards a set goal instead of regulating their actions through specific measures.



### *Bias in AI Development*

1. Encourages companies developing AI technologies to actively combat bias in algorithms by:
  - a) working towards a more equal representation of socio-economic groups in data sets used in the development of AI algorithms,
  - b) testing the implementation of AI products on a more diverse range of training groups before releasing them in the market,
  - c) setting up departments specifically tasked with monitoring the ethical implementation of their AI algorithms and researching potential misrepresentation of minorities,
  - d) providing data to surveys on AI bias by international organisations researching ethical AI;
2. Suggests that Member States promote the engagement of minority students in the development and implementation of AI through:
  - a) scholarships funded by Erasmus+,<sup>30</sup>
  - b) public awareness campaigns about the need for diversity in AI,
  - c) educational programmes in schools developed by National Ministries;
3. Designates the Directorate-General for Communications Networks, Content and Technology (DG CONNECT)<sup>31</sup> to expand the responsibilities of the High-Level Expert Group on AI (AI HLEG)<sup>32</sup> to include:
  - a) auditing and approving datasets used in artificial intelligence projects under a non-disclosure agreement,<sup>33</sup>
  - b) supporting European AI companies in creating more diverse and representative datasets for AI projects,
  - c) ensuring the compliance of AI projects with the Ethics Guidelines for trustworthy AI,<sup>34</sup>
  - d) proposing policy updates to the [European AI strategy](#) on a biannual basis,
  - e) supplementing European AI companies in the detection of vulnerabilities and bias in their AI systems;

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<sup>30</sup> [Erasmus+](#) is the EU's programme for supporting growth, employment, and social inclusion in Europe through a focus on education and training for the youth.

<sup>31</sup> The **Directorate-General for Communications Networks, Content and Technology (DG CONNECT)** is the department of the Commission responsible for developing and implements policies to make Europe fit for the digital age.

<sup>32</sup> The **High-Level Expert Group on AI (AI HLEG)** is a group of 52 AI experts working under DG CONNECT to advise the implementation of the European AI Strategy.

<sup>33</sup> A **non-disclosure agreement** is a legal contract that renders confidential the dissemination of specified information shared between two or more parties.

<sup>34</sup> The document '[Ethics guidelines for trustworthy artificial intelligence](#)' was prepared by the AI HLEG to improve the quality, safety, and trustworthiness of AI.



### *Supervision of AI*

4. Instructs Member States to reduce their AI dependence in areas identified as ‘high-risk’<sup>35</sup> by requiring human supervision of any automated decision-making;
5. Endorses Member States to continue supporting AI innovation in areas not covered by the shared EU competences through the national promotion of the Ethics guidelines for trustworthy AI;

### *Ethical responsibility of companies*

6. Recommends that the Directorate-General for Justice and Consumers<sup>36</sup> promote socially responsible company policies for ethical AI by:
  - a) subsidising European companies developing AI in accordance with the Ethics guidelines for trustworthy AI,
  - b) funding workplace training on ethical AI,
  - c) issuing a European certification label for companies adhering to principles of ethical AI;
7. Asks the DG CONNECT to increase the transparency and reduce the vulnerabilities of AI systems by funding research in explainable artificial intelligence.<sup>37</sup>

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<sup>35</sup> The ‘**high-risk**’ areas in AI are healthcare, transport, police, recruitment, and the legal system, as considered in the [position paper](#) submitted in 2020 by 14 Member States as a response to legislative initiatives on AI by the European Commission.

<sup>36</sup> The **Directorate-General for Justice and Consumers** is the department of the European Commission responsible for European policy on justice, consumer rights.

<sup>37</sup> **Explainable AI** refers to methods and techniques in the application of AI that enable human experts to understand the output of automated decision-making.

# The Committee on Employment and Social Affairs (EMPL)



“As the application of Artificial Intelligence becomes increasingly more apparent in everyday life, how can the EU prepare the next generation for a shift in labour requirements and support the current labour market in adapting to changing demands?”

Submitted by: Sofia Boon (NL), Edel Daly (IE), Jesse Hendrickx (NL), Milan Melis (NL), Zeynep Öğütçü (TR), Madeleine Tempelman (NL), Chloé Valkenet (NL), Pepijn de Haan (Chairperson NL).

## The European Youth Parliament,

- A. Welcomes the expected positive impact of Artificial Intelligence (AI) on:
  - a. labour productivity,
  - b. lack of repetitiveness of work,
  - c. human resources spending,
- B. Recognising the need for reskilling employees due to shifting labour requirements,
- C. Pointing out the lack of funding for research focusing on the impact of AI on the labour market,
- D. Disturbed by the fact that AI systems can perpetuate existing biases whilst assisting companies in their hiring processes,
- E. Keeping in mind the financial obstacles Small and Medium-sized Enterprises (SMEs) encounter when having to reskill their employees to keep up with changing labour requirements,
- F. Deeply concerned by the lack of data sharing between Member States regarding the effects of AI on the labour market,
- G. Alarmed by the [lack of job opportunities](#) for citizens who have only finished the secondary level of education,
- H. Emphasising that basic digital education is lacking in primary and secondary levels of education,
- I. Noting with regret that an estimated [22% of current jobs](#) are expected to become redundant by 2022 due to AI,
- J. Gravely concerned that [44% of European citizens](#) between the age of 16 and 74 lack basic digital skills;



### *Hiring & Reskilling workers*

1. Suggests the European Commission financially assist SMEs to adequately reskill their employees;
2. Recommends SMEs combine their individual efforts when reskilling their employees;
3. Urges Member States to make reskilling programs more accessible to employees;
4. Asks companies to adapt their hiring process to offset the discriminatory nature of AI when using AI-based hiring systems;

### *Knowledge about AI*

5. Proposes the European Commission allocate funds towards the High-Level Expert group on AI<sup>38</sup> and their research on the effects of AI on the labour market;
6. Invites Member States to create an EU-wide data sharing programme about the impact and development of AI;
7. Encourages European companies to further adopt and further develop AI systems;

### *Education*

8. Calls upon Member States to:
  - a) prioritise digital literacy in primary and secondary levels of education,
  - b) provide teachers and educators with additional digital literacy training programmes;
9. Hopes companies will create more apprenticeships in sustainable fields of work for people with solely a secondary level of education;
10. Recommends the European Commission update the guidelines of the Digital Education Action Plan<sup>39</sup> for educational staff on teaching AI.

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<sup>38</sup> **The High-Level Expert Group on AI** consists of 52 experts who advise the European Commission on the implementation of their Artificial Intelligence Strategy.

<sup>39</sup> **The Digital Education Action Plan** outlines the European Commission's vision for high-quality, inclusive and accessible digital education in Europe. It is a call to action to make education and training systems fit for the digital age.



Gemeente Breda

Provincie Noord-Brabant



Ministerie van Landbouw,  
Natuur en Voedselkwaliteit



Ministerie van Sociale Zaken en  
Werkgelegenheid





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