**Committee on Culture and Education**

**Resolution on the question of key competences of education and active citizenship**

''The question of key competences in education and active citizenship'' will help us to know how the key competences are embedded in education systems and how far the competency approach has been developed to prepare the actively participating citizens and the youth empowerment and how can young people at school, work and in civil society be educated to become active citizens and to have more say in the solution and decision-making processes in their societies and in the EU.

The Youth European Student Parliament,

A. Bearing in mind that teenagers are often not taken seriously and their voices and opinions are not always taken into consideration,

B. Deeply concered by the fact that young people are often afraid to talk about their political views and to vote because they are not fully informed about national politics, the voting system and the possibilities for participation,

C. Considering that there is a lack of interest from the youth in voting, which is a result from being previously devastated and disappointed by the fact that their opinions are not taken seriously,

D. Noting with deep concern that the existing lessons in schools about politics are taught in a boring manner, prevents young people from knowing whether a political party is performing well,

E. Alarmed by the fact that society is giving a false outlook on politics – it is mostly portrayed as being connected with violence and corruption which is implementing a fear in young people, preventing them of sharing their opinions,

F. Believing that socio-economic status of the students family also plays a role in the political intelligence - politics is usually more accessible to students of wealthier families,

G. Keeping in mind that young adults often vote for the same party as their parents or think their vote is insignificant while in reality it’s very important,

H. Realizing that certain organisations that support current and potential active citizenship are not receiving proportional financial backing,

1. Requests, if teenagers want to be taken seriously, they should gather in groups and express their views in the group because it will have more power and adults will start listening to them. Keeping in mind that we should use our words and minds rather than violence;

2. Recommends, to include activities such as school trips related with politics which could be a way to instigate the students' interest and encourage their participation;

3. Considering that the youth is listening to each other and not ridiculing others for their views, a metaphorical safe space would be created where students will start to feely show their interest regarding politics;

4. Strongly urges introduction of a new position of a youth representative at the level of local municipalities;

5. Making an effort to show that politics are something good that will help us to start looking after it and dealing with it;

6. Requests having politic classes which would be less boring by:

 i) Asking a politician to talk about the subject,

 ii) Making the classes more relatable to the students,

 iii) Making the lesson more interactive;

7. Calls upon the EU to evaluate and assess the potential of politically empowering the youth, with highlighting the positive effects this can have on different sections of parliamentary topics;

8. Instructs, whether studying in a private or public school all people should be actively educated about politics, which will result in having more access to it;

9. Further recommends to fulfill the notion that students can express their opinions freely without worrying that there will be consequences;

10. Supports the investment into having at least one youth agency with its main objective to provide and promote opportunities for the youth;

11. Encouraging there should be a place where those organisations can ask for government funding and support one another.