EYP School Session 2012

April 28-30

DELEGATES' PREPARATION KIT

European Youth Parliament - Georgia

DELEGATES' PREPARATION KIT

1. Overviews

The overviews are written by the Committee chairpersons to serve as background material. They aim to identify the key issues at stake while synthesizing the topic area. It should be noted that EYP strongly encourages independent thinking, so feel free to disagree with the statements in the topic overview.

2. Keywords

The non-exhaustive list of keywords intends to facilitate searching for information, may it be documents, news items or articles, at different types of search engines, news websites and encyclopaedias.

3. Research links

As regards for suggestions for research links, the list is by no means exhaustive. Please, note that EYP takes no responsibility for the contents of various websites; the text reflects the opinion of their authors only.

We also encourage you to research not only your, but also other topics, in order to be able to debate on other issues.

We wish you successful preparation and interesting reading!

Ani Nozadze	**Davit Makashvili**	**Tatuli Tchubabria**
(Vice President)	(President)	(Vice President)

Committee on Security and Defence (SEDE)

Concerns over Iran's nuclear programme are growing: How should Europe act in order to guarantee peace, stability and security in the region?

Overview

Iran launched its nuclear programme in the 1950s with the help of the United States. This assistance developed as a part of the Atoms for Peace program. The participation of the United States and Western European governments in Iran's nuclear program continued until the 1979 Iranian Revolution that overthrew the Shah of Iran. After the 1979 revolution, the Iranian government temporarily disbanded elements of the program, and then revived it with less Western assistance than during the pre-revolution era.

Nuclear weapons are still reasonably a delicate subject. This is caused by fairly shocking and historically not so old fact when during the final stages of World War II in 1945, the Allies of World War II conducted two atomic bombings against the cities of Hiroshima and Nagasaki in Japan.

Despite having horrific memories, in the last half a century more and more countries have been warming to the idea of **nuclear energy as a sustainable power source**, what means, that nuclear energy can be used for such peaceful aims as contributing to the development of the societies in a various ways. This concept is expanded in the stated principles of the **Rio Declaration.**

In an attempt to find a guarantee that this technology would be used safely became a priority, and in 1968, Irish and Finnish ambassadors proposed a Treaty aimed to ensure the peaceful usage of the nuclear energy. **This Nuclear Non Proliferation Treaty** has since been ratified by most nations, including all members of the European Union. The treaty calls upon two main things: it persuades countries with no nuclear energy not to develop it and urges the countries with already developed nuclear power not to bring it into play.

As mentioned above, after the 1979 revolution, the Iranian government continued to develop its nuclear programme with less Western assistance than during the pre-revolution era. Iran acceded to the Nuclear Non Proliferation Treaty the same year of its adoption, but has since been found to be in contravention of the safeguards imposed by the **International Atomic Energy Agency** (IAEA). The Iranian government claims that all enrichment is to provide energy for the country and its peaceful development. Other sources argue that this claim may be false. However, it is certainly likely that the Iranians have the capabilities to develop such weapons. The IAEA reported in 2003 that they had found no evidence of a nuclear weapons programme, but noted that this did not necessarily mean one did not exist.

It can be claimed as a fact that one of the greatest problems that the IAEA and the EU have with Iranian nuclear development is that it exists behind a veil of secrecy. It means that Iranian government does not permit observers to obtain enough evidence and be sure that Iranian nuclear programme has enriched uranium to less than 5%, what is consistent with fuel for a civilian nuclear power plant and peaceful usage.

The discovery of an unknown reactor at Qom in 2009 serves as an example of keeping its nuclear programme in secrecy. President Mahmud Ahmadinejad argues that this secrecy is necessary because of past US attempts to interfere with the nuclear contracts with other nations, but many commentators suspect that this may be an act of non-cooperation as a revenge to a request by the United Nations Security Council to Iran to postpone its enrichment program.

In an attempt to move forward, Iran, in 2003, voluntarily agreed to sign an additional protocol that allowed for more frequent and more intensive searches of the country for nuclear sites, and to temporarily suspend all enrichment while involved in the so called EU-3 (France, Germany and the United Kingdom) talks. It was determined that, in return, Iran's nuclear rights would be recognised. While involved in talks, Iran failed to disclose information about previous experiments and the purchase of nuclear materials. At the same time, the EU-3 countries delayed talks, with some observers alleging that this was at the request of the US, and disregarded Iran's requests for accelerating the negotiation process. Talks collapsed and since then many other deals have been offered to Iran, but none have culminated in any agreement, having been either rejected by Iran, or blocked by the US. Series of sanctions have been imposed, with the US again as the major driving force. None of these have resulted in any real agreement.

Today Iran exists in an unstable situation, with tensed diplomatic relations with many of its closest neighbours and an absolute refusal to recognise the existence of Israel, or what Iran terms "the Occupied Territories".

Considering the fact that the EU has a potential to play major role in the creation of a sustainable agreement, how can it initiate or advance the process, and ensure Iranian development is peaceful, and transparent?

By Asmat Naskidashvili

Links

1. Introductory material:
- Nuclear Power as a source of sustainable development
  http://www2.ans.org/pi/brochures/pdfs/power.pdf
- Questions and answers about Iran's nuclear program
  http://www.bbc.co.uk/news/world-middle-east-11709428
- Iran's Nuclear Programme and its implications for the Region
  http://www.eurasiacritic.com/articles/iran%E2%80%99s-nuclear-program-and-its-implications-region
- A diplomatic solution to Iran's Nuclear Programme
  http://www.antiwar.com/orig/sahimi.php?articleid=10581

2. Official sources:
- IAEA Iran portal
  http://www.iaea.org/newscenter/focus/iaeairan/
- European Union Action –Iran
  http://eeas.europa.eu/iran/nuclear_en.htm

3. News articles, papers and other material:
- Iran's nuclear program
  http://www.spiegel.de/international/topic/iran_nuclear_program/
- Efficacy of sanctions
  http://www.economist.com/node/16321536
- Talks and their failures
  http://www.bbc.co.uk/news/world-middle-east-12258067
- Futility of sanctions
  http://www.economist.com/node/16483587
- The possibility of Middle Eastern countries developing weapons because of Iranian capabilities
  http://www.foreignaffairs.com/articles/66738/johan-bergenas/the-nuclear-domino-myth
- Israeli-Iranian relations
  http://www.guardian.co.uk/world/2008/sep/25/iran.israelandthepalestinians
- Iranian relations with Israel and other Arab nations
  http://www.npr.org/series/12885085/iran-and-its-neighbors

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

> Measures to ensure equal treatment of the students with physical disabilities can be different. Would it be better for them to attend public educational institutions instead of the specialized ones, in order to fully integrate into society? What should the civil society do to contribute to the academic development of physically handicapped students?

Overview

Right to education has been guaranteed by several human rights conventions, as well as by the Universal Declaration of Human Rights. It has been noted by the European Court of Human Rights that "*in a democratic society, the right to education, […] is indispensable to the furtherance of human rights.*" However, implementing these provisions into real life is sometimes a challenge.

Students with physical disabilities are often isolated from others. They are usually shut off the day to day activities and denied the company of other people. Physically disabled children too often lack opportunities to develop a self-image socialized to the expectations of society. What is more, they have a low self-esteem and perceive less control over their own performance than others.

A handicapped child of average intelligence who attends a public educational institution can face certain problems. That is why it is suggested by one part of specialists that most young physically handicapped children of average intelligence would benefit from starting in a specialized school, to ensure their early development. However, this view is opposed by a number of educational authorities, who advise that children with physical disabilities should go to ordinary schools if possible, so that they can socialize more with and feel equal to their peers.

One can never imagine how difficult the life is for physically disabled students without some special conditions. Due to this fact, these students might feel abandoned; lose the motivation to study and to become the full-fledged members of the society. Governments and the civil society carry the responsibility to care about the handicapped people and give them the

opportunity to express their abilities and help them realize their potential of involvement in the progress of civilization.

By Ani Nozadze and Salome Kandelaki

Keywords: Physically handicapped students, Right to education, Zero rejection policy, Inclusive education.

Links

1. Introductory materials:
  ➢ Physical disability
    http://en.wikipedia.org/wiki/Physical_disability
  ➢ Inclusion
    http://en.wikipedia.org/wiki/Inclusion_(education)

2. Official sources:
  ➢ The needs of the students with Physical Disabilities
    http://www.nsnet.org/start/physical.pdf
  ➢ Social adjustment among physically handicapped persons
    http://www.eurojournals.com/ejss_15_1_07.pdf

3. News articles, papers and other material:
  ➢ Educational platform for physically disabled people
    http://www.adam-europe.eu/prj/4226/project_4226_en.pdf (2nd Page only)
  ➢ Experience of students with physical disabilities
    http://www.nda.ie/cntmgmtnew.nsf/0/B1ECAA4DCC0AE28180257419003B60AD/$File/eslreport_05.htm

Committee on Regional Development (AGRI)

> What kind of policies and measures are necessary for maintaining balance between regions and capital of Georgia in terms of youth inclusion? What steps can be undertaken in order to guarantee equal opportunities for the youth living in rural areas?

Overview

During the past decade, youth development in Georgia has been considerably growing and improving; numerous new governmental and non-governmental organizations have been established for providing opportunities for the young people of the Georgian community. The Ministry of Sports and Youth Affairs of Georgia has recognized youth as an important part of the society, with its fundamental role in the development of the country as a whole.

However, there still exists a considerable gap between the development of those who live in the municipal cities and those who do not. Unfortunately, most of the events and activities are held in the capital of Georgia, making it very difficult for those who do not live in Tbilisi to participate. There are not many student-friendly hostels in the cities, which also imposes accommodation problems on those who are participating in projects outside their hometowns. The issue of information deficit exists as well in small towns where the internet is not provided in most of the households; taking into consideration, that today social networks are almost the only medium of information delivery to the public, one can see the disadvantages that students have to face when living in rural areas of Georgia. In addition, unemployment problems also arise for those who do not live in the main cities of the country, considering that most of the vacancies are announced on the internet.

Also it's very noticeable that the youth of Georgia, who are willing to get a better education, after graduating school are moving to Tbilisi, since the best universities of the country are located there. This kind of imbalance between, opportunities of the capital and the regions raises the problem of demography. In Tbilisi, population grows much faster than in any other region. This is mostly caused by internal migrations.

International organizations, such as Education for Rural People (ERP), have recognized the importance of having equal opportunities and accessibility to resources for all the young members of the society, including the ones with disabilities and ones who live in rural areas, realizing that the youth is the future of any country. Today, approximately one third of Georgian population live in the capital. Therefore, more than half of the Georgian youth, who do not live in the city, face the above mentioned disadvantages of not having the same opportunities as those who live in Tbilisi. Understanding that the growth of a country depends much on its youth, Georgia's future development appears questionable, when the half of its youth does not have access to many of the provided resources and opportunities.

Realizing the existing problem at hand, what measures should be taken to ensure equal and balanced youth development in rural areas and major cities of Georgia?

By Ana Makharashvili & Davit Makashvili

Keywords: Rural development, rural youth, regions of Georgia, Georgian youth policy, Youth organizations in Georgia.

Links

1. *Introductory material:*
   - Rural Development
     http://en.wikipedia.org/wiki/Rural_development
   - Rural Youth
     http://www.fao.org/sd/erp/ERPYstories_en.htm

2. *Official sources:*
   - National statistics of Georgia 2010
     http://youth.gov.ge/wp-content/uploads/2011/12/Georgia-in-figures-2010.pdf
   - EU Youth policy indicators 2011
     http://youth.gov.ge/wp-content/uploads/2011/12/EU-Youth-Policy-Indicators-Georgian-data.pdf
   - Regions of Georgia
     http://www.mrdi.gov.ge/?page=map&lang=2

- Directory of Youth Organizations
  http://youth.gov.ge/wp-content/uploads/2011/08/Participation-of-Youth-in-Democratic-Processes.pdf
- National Youth Policy of Georgia
  http://msy.gov.ge/files/Ministry/Youth/axalgazrduli_politikis_II_samushao_versia.pdf
- Action plan for the 2010-2017 state strategy for regional development of Georgia
  http://www.lsg.gov.ge/files/550_2361_622634_MANUALENG..pdf

3. *News articles, papers and other material:*
   - Why go international with rural youth?
     http://www.salto-youth.net/rc/inclusion/inclusionresources/inclusiongroups/inclusionrural/InclusionRuralBenefits/
   - Regional Development – Davit Basiashvili
     http://www.lsg.gov.ge/files/375_1823_169358_regionaluriganviTraeba.pdf

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

> **While Hate Speech is widely used within the Georgian media outlets, how can civil society organisations contribute in promoting ethical standards?**

Overview

Hate speech is a humiliating form of communication used against individual or a group of people based on their skin colour, ethnic difference, religious conviction, sexual orientation, gender identity, disability or other characteristics.

According to Article 14 of the Georgian Constitution "Everyone is born free and is equal before the law, regardless of race, skin colour, language, sex, religion, political and other beliefs, national, ethnic and social origin, property and title of nobility or place of residence."

Despite constitutional and other legal guarantees, problems of tolerance and acceptance of differences is still a serious issue in Georgia. The role of media in raising public awareness, as well as in inculcating democratic values into the society, is vital. Traditional media still remains a main source of receiving information in Georgia. Accordingly, while carrying out a journalistic activity, it is important to adhere to basic journalistic standards, such as balance, objectivity and respect for fundamental human rights.

Georgia does not have strictly defined legislative framework on Hate Speech. As the result, the law does not regulate discriminatory language in media and existing Journalists' Ethic Charter or internal regulations in certain media outlets are relatively inefficient to prevent hate speech usage. At the same time, possible regulatory mechanisms might impact freedom of expression and worsen the situation regarding to media freedom in Georgia.

How can Civil Society Organisations ensure that Georgian media adheres to the basic journalistic standards? What should be the mechanisms of regulating hate speech? What role should the government play in the process of fighting hate speech and to what extent would it be justified to introduce strict legislative mechanisms regarding this issue? Who should

actually observe and assess whether a certain expression qualifies as hate speech or not and might this effort lead to the restriction of freedom of expression?

By Ia Tserodze and Giorgi Tabagari

Keywords: Hate Speech, Media Freedom, Journalistic standards, Freedom of expression.

Links

1. *Official sources:*
   - The Georgian Charter of Journalistic Ethics
     http://qartia.org.ge/
   - The Georgian Charter of Journalistic Ethics – Preamble. Civic Development Institute
     http://cdi.org.ge/eng/library/publications?info=165
   - The Georgian Charter of Journalistic Ethics (full document of agreement)
     http://mediasabcho.blogspot.com/2010/02/blog-post_25.html

2. *Introductory material:*
   - Project to address hate speech in Georgia begins
     http://georgien.boell-net.de/web/110-1020.html
   - Monitoring of Media coverage. 2nd Quarterly Report
     http://georgien.boell-net.de/downloads/Media_Monitoring-English_1September_30November(1).pdf
   - Hate speech of free speech?
     http://www.nytimes.com/2008/06/11/world/americas/11iht-hate.4.13645369.html?pagewanted=all
   - Journalists dismissed because of Facebook hate speech
     http://theyounggeorgians.wordpress.com/2011/03/20/georgia-journalists-dismissed-because-of-facebook-hate-speech/

3. *News articles, papers and other material:*
   - Hate Speech
     http://shokoladi.ge/content/sizulvilis-ena
   - Hate speech in Georgian press
     http://www.media.ge/content/sidzulvilis_ena_qarthu_0
   - Hate Speech
     http://www.radiotavisupleba.ge/content/article/2320435.html
   - Hate speech in press
     http://netgazeti.ge/GE/85/News/7542/.htm?NrImage=200NrArticle%3D26&ls-art0=3
   - Hate speech is not foreign language
     http://www.media.ge/node/42394

Committee on Legal Affairs (JURI)

Counterfeited and pirated goods are spreading more increasingly around the world markets. As it harms the companies, individuals and economies, EU struggles to raise global standards of enforcement of intellectual property rights. What measures should EU undertake to protect IP rights and ensure its compatibility with fundamental rights such as freedom of expression and information?

Overview

Innovation, creativity, quality and brand exclusivity have direct impact on the world's economy and sustainable development. Multiple nations try to encourage creative activity by ensuring protection of intellectual property (IP) rights. The EU's national customs authorities have registered that counterfeit goods entering the EU have tripled between 2005 and 2010. As billions of Euros are lost annually through counterfeit goods flooding world market, many jobs and significant commerce across many industries are at stake.

As a result of growing concerns about massive infringements of IP rights throughout the world, EU commission has negotiated the Anti-Counterfeiting Trade agreement (ACTA) that aims to establish international standards for IP rights enforcement. ACTA is a multinational treaty signed on October 1, 2011 by Australia, Canada, Japan, Morocco, New Zealand, Singapore, South Korea, United states; in January 2012 by EU and 22 member states.

ACTA addresses the problem of infringement of IP rights including infringement taking place in digital environment as it deals with the new tools targeting "internet distribution and information technology". ACTA states that securing copyright and related rights should be carried out in a manner that balances rights and interests of the relevant right holders, service providers and users. ACTA allows criminal procedures and penalties to be applied in cases of

counterfeiting and piracy, such as unauthorized copying of movies. Penalties would be applied to offenders as well as those guilty of "aiding and abetting" the crime.

The agreement has several features that raise significant potential concerns. Opponents say that the convention adversely affects fundamental rights, including freedom of expression, right to information and education, the right to accessible health care, the right to privacy and protection of personal data. Critics also claim that the secret nature of negotiations has excluded civil society groups, developing countries and the general public from the agreement's negotiation process. Thus countries were unable to choose policy options that best suit their domestic priorities and level of economic development.

Since the Stop Online Piracy Act (SOPA) was abandoned, public attention has been turned towards ACTA. Tens of thousands of protesters took part demonstrations across Europe against a controversial anti-piracy agreement. Opposition to ACTA in Eastern Europe is especially strong and spreading rapidly. Protesters have compared it to the Big Brother-style surveillance used by former Communist regimes. European Parliament's president has also criticized it, stating that it lacks balance between copyright protection and the individual rights of internet users.

How can EU avoid the controversial provisions and maintain the balance between IP rights and fundamental human rights?

By Tamar Samkharadze and Giorgi Gvenetadze

Keywords: Intellectual property, Copyright, Anti-Counterfeiting Trade Agreement, Compatibility, Fundamental rights, Freedom of expression, Piracy, Demonstrations against ACTA.

Links

1. *Introductory material:*
   - Anti-Counterfeiting Trade Agreement
     https://www.eff.org/issues/acta
   - Stop ACTA
     http://www.stopacta.info/
   - Update on ACTA's referral to the European Court of Justice
     http://trade.ec.europa.eu/doclib/press/index.cfm?id=795&serie=509&langId=en
   - Anti-Counterfeiting Trade Agreement (ACTA) – United States Trade Representative
     http://www.ustr.gov/acta

2. *Official sources:*
   - Anti-Counterfeiting Trade Agreement (official document)
     http://trade.ec.europa.eu/doclib/docs/2011/may/tradoc_147937.pdf

> ➢ What ACTA is about?
>   *http://ec.europa.eu/trade/tackling-unfair-trade/acta/*
> ➢ Opinion of European Academics on ACTA
>   *http://www.iri.uni-hannover.de/tl_files/pdf/ACTA_opinion_110211_DH2.pdf*

3. *News articles, papers and other material:*
   > ➢ If you think SOPA was bad, just wait until you meet ACTA
   >   *http://www.forbes.com/sites/erikkain/2012/01/23/if-you-thought-sopa-was-bad-just-wait-until-you-meet-acta/*
   > ➢ Protest erupt across Europe against web piracy treaty
   >   *http://www.reuters.com/article/2012/02/11/us-europe-protest-acta-idUSTRE81A0I120120211*
   > ➢ ACTA criticized after thousands protest in Europe
   >   *http://www.guardian.co.uk/technology/2012/feb/13/acta-protests-europe*
   > ➢ Some arguments against ACTA
   >   *http://christianengstrom.wordpress.com/2012/02/21/some-arguments-against-acta/*
   > ➢ ACTA: facts, misconceptions and questions
   >   *http://www.zdnet.co.uk/blogs/communication-breakdown-10000030/acta-facts-misconceptions-and-questions-10025310/*

Committee on Human Rights (DROI)

In 2005, Georgia ratified the European Social Charter. It protects the rights, such as labour, social, security, health etc. 2011 research demonstrates that Georgia's current national labour legislation is not in conformity with the Social Charter.

How can EU cooperate with the Georgian government to improve labour rights in the country?

Overview

Georgian Parliament adopted a new Labour Code in 2006, its provisions are poorly protecting labour rights and no better than the prior Code (1973 – law of the supreme council). This Code became organic law in 2010 and it is argued that the Parliament, elected by people, deliberately gives advantage to the employers' interests.

'The black holes' in the Labour Code are said to be the articles 37 and 38. Pursuant to the clauses within the mentioned Articles, Employment Agreement can be terminated upon the initiative of either party. An employer is not obliged to explain substantive reasons for dismissal to an employee or any other person.

The labour code also violates the European Social Charter on such fundamental points such as the number of hours of overtime allowed.

The report by the European Commission about the application of the European Neighbourhood Policy in 2007 has given a very clear warning to the Georgian government that the labour code would have to be revised if Georgia wanted to continue to enjoy the trade

benefits granted under the GSP+.[1] Since then, there were number of amendments in the code but it still gives priority to the employer's interests.

According to the 2010-2011 CRRC survey, only 52 % of employees feel valued at the work and labour rights remain one of the main problematic issues in the country.

Another important issue is the absence or total passiveness of professional unions protecting workers' rights.

By Tatuli Chubabria and Mariam Takaishvili

Keywords: Social Charter, Labour Code, labour rights, CRRC, professional unions.

Links

1. *Introductory material:*
   - Georgian Labour Code *(revised)*
     http://www.parliament.ge/_special/kan/files/1909.pdf
     (English version) ge.mofcom.gov.cn/accessory/200611/1164756979314.doc
   - European Social Charter *(revised)*
     http://conventions.coe.int/Treaty/en/Treaties/html/163.htm

2. *Official sources:*
   - Caucasus Research Resource Centre
     http://crrc.ge/oda/
   - Union View - Georgia: labour code tears fundamental rights to shreds http://www.ituc-csi.org/IMG/pdf/VS_georgia_EN.pdf*www.yourlink.eu*

3. *News articles, papers and other material:*
   - The Georgian Labour Code: Shining Success of Stunning Failure?
     http://www.investor.ge/issues/2008_6/03.htm
   - Flexibility in the Labour Code: a positive sign for the European integration?
     http://dwvg.ge/wp-content/uploads/2012/01/Gvinadze-Partners_article-on-Georgian-labor-law.pdf
   - Labour Code Kills
     http://goo.gl/lOJi9

---

[1] Union View - Georgia: labour code tears fundamental rights to shreds http://www.ituc-csi.org/IMG/pdf/VS_georgia_EN.pdf.

Committee on Youth Affairs (YOUTH)

How should the Government of Georgia in cooperation with individual schools ensure that a larger number of Georgian high school students connect and interact with their peers in the European Union?

Overview

In an increasingly interconnected and multi-cultural world, human interactions are the core basis for ensuring peaceful coexistence of nations. Creating the cultural synergy among the next generation of leaders is an absolute necessity. In achieving this, Georgian society has to take a more active role. Although in recent years more and more exchange programs, conferences, seminars, trainings and study abroad schemes have emerged for Georgian citizens, younger generation of Georgians are still relatively passive when it comes to interacting with their European peers. Thousands of university students embark upon exchange, study abroad, summer and internship programs in foreign educational and professional institutions, whereas the schools remain relatively passive in that regards.

High Schools students in the European Union take advantage of the various opportunities supported by the European Union, High School exchanges, and comparative freedom in moving to neighbouring countries and often interact with their counterparts in Europe. The wealth of programs that the EU citizens are eligible for, create the next generation of leaders who are comfortable about living abroad and in completely different environments. Moreover, the networks of young Europeans create the long-lasting friendships that in coming years will become not only a good foundation for their career and academic growth, but also a good basis for the future cooperation between the brightest students of Europe.

The absence of an integrated state policy, the lack of knowledge on the various opportunities that the European institutions, universities and NGOs offer, relatively expensive flight costs and the geographic distance from the rest of the European continent hinder high school students to travel abroad and engage in intercultural dialogue. Nevertheless, Georgia should stay at the forefront of the European processes and keep up with the pace of development with their European counterparts. Nowadays, neither the government of Georgia nor individual schools has a plan to launch programs and projects that would increase the communication of Georgian high school students with their European peers. With this

scenario in mind, you must respond the two very important questions: "Which programs/initiatives should the government of Georgia introduce to ensure stronger and more comprehensive cooperation between high school students in the European Union and Wider Europe" and "What should the individual schools and high school students do to interact with their counterparts in a more intensive pace?"

By Tornike Zurabashvili

Keywords: High Schools, Government of Georgia, Youth, Exchange Programs, Study Abroad, Conferences, European Union.

Links

1. *Introductory material:*
    - Youth Publications
      http://ec.europa.eu/youth/pub/publications_en.htm
    - Program for International Student Assessment
      http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html
    - PISA 2009 Results
      http://www.pisa.oecd.org/document/61/0,3746,en_32252351_32235731_46567613_1_1_1_1,00.html
    - European Youth Parliament
      http://www.eypej.org/
    - Intercultural learning through youth exchange
      http://eacea.ec.europa.eu/llp/projects/public_parts/documents/comenius/com_am_135489_move%20beyond.pdf
    - European youth portal
      http://europa.eu/youth/allnews.cfm?l_id=EN
    - Summer schools in Oxford
      http://www.oxbridgeprograms.com/index.php

2. *Official sources:*
    - Scholarships – East Chance
      http://www.eastchance.com/index.asp
    - Youth conference outcomes
      http://europa.eu/youth/index.cfm?l_id=EN
    - Youth Programs
      http://youth.gov.ge/?page_id=59
    - Teach and Learn with Georgia
      http://www.tlg.gov.ge/