



EUROPEAN YOUTH PARLIAMENT
ევროპის ახალგაზრდული პარლამენტი
GEORGIA საქართველო



1st Telavi Regional Session
SETTING DIRECTIONS FOR A BETTER FUTURE

Topic Preparation Kit

1st Telavi Regional Session of EYP Georgia

May 18-20, 2013

Delegates Preparation Kit

a. Committee Topics

For your information you will find a list of 5 Committee Topics. Always be aware of the work of other Committees, since everybody will participate in the final discussions of the General Assembly.

b. Committee Topic Preparation

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. The objective is naturally to keep these overviews as balanced as possible, yet they may not receive unanimous consent. It should be noted that the EYP strongly encourages independent thinking so feel free to disagree!

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 encyclopedias.

Research links: As regards the suggestions for research links, the list is by no means exhaustive. Rather than citing individual links, we have preferred indicating links to websites where several relevant documents and articles can be found. Please note that the EYP is not responsible for the contents on various websites; the texts reflect the opinions of their authors only.

We wish you successful preparation and interesting reading!

Mariam Tirkia

Tamar Chubabria

President of the Session

Vice-President of the Session

Committee Topics

1. FEMM- Committee on Women's Rights and Gender Equality

Achieving greater gender equality and promoting women's empowerment have been concerning issues for different societies Europe-wide. Creating an equal society is a responsibility that women as well as men have to take upon. Taking into consideration that men do not fully take responsibility for their social and family roles, what measures need to be taken by various stakeholders to engage more men in the gender related issues?

2. ENVI-Committee on Environment, Public Health and Food Safety

Young males and females in Georgia lack adequate information from any source about sex education. Consequences of not having relevant knowledge in this field result in numerous health problems related particularly to reproduction. What measures should be taken on local and administrative levels to tackle the problems related to reproductive health?

3. CULT 1-Committee on Culture and Education

Linguistic diversity as a resource for the EU: what measures should the EU adopt to protect its multilingual heritage while balancing it with the efficiencies of a lingua franca at the institutional level?

4. DROI- Committee on Human Rights

Building inclusive societies and addressing discrimination: How should European countries tackle growing discrepancies in attitudes and policies towards LGBT marriage and adoption in an increasingly diversifying Europe?

5. CULT II- Committee on Culture and Education

Considering the ongoing debates in Georgia on future development of higher education system, what measures should be taken in order to guarantee academic freedom both inside and outside the classroom and substantial autonomous university life? What type of legal and institutional systems is required to provide intellectual space for conducting academic research and supporting knowledge exchange within the university? How can European expertise be supportive in this regards?

FEMM- Committee on Women's Rights and Gender Equality

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Overview

Gender equality is far from being achieved. Women outnumber men in universities and doctoral degrees but have unequal economic opportunities. Women earn less than 60 % of men's income in Georgia. Women are also under-represented in decision making. They make up 59 % of voters but have little say in decision-making positions. Share of women in Parliaments in the European Union is equal to 25 % and only 11 % in Georgia. In addition to that, among all the OSCE countries, Georgia has one of the lowest representation of women in Parliament.

Gender equality and reproductive health cannot be achieved without the engagement and cooperation of men. Men have significant leverage over various aspects of women's lives. In different societies Europe-wide, men do not take responsibility for their family roles and therefore women continue to do more child care work and domestic activities. Many men grow up to believe that dominant behavior towards women is part of being a man.

Based on the survey conducted by the Public Opinion Monitoring Unit of the European Union conducted in 2011 on the occasion of the 100th Anniversary of Women's day, the European Parliament has expressed a favorable approach towards a maternity leave in all the Member States, which would last at least 20 weeks and those concerned, would be paid 100 % of their salary. The establishment of paternity leave (2 weeks on average, either fully or partially paid) is equally supported by men and women in those 11 countries of the EU where paternity leave does not exist. (Germany, Austria, Cyprus, Greece, Italy, Ireland, Luxembourg, Malta, Czech Republic, Slovakia, Sweden).

Over the past 15 years, engaging men in efforts to achieve gender equality and help improve women's health, economic and social status has gained increasing recognition from civil society organizations to the United Nations. Towards this end, many United National Population Fund (UNFPA) programs seek to increase men's sense of ownership over new initiatives that promote gender equity, equality and women's empowerment. UNFPA's work in the field also shows that male leaders can become valuable allies in addressing reproductive health issues, from maternal mortality to violence against women.

A key element of this global agenda to create more equal societies involves trying to change the social norms that influence men's use of violence, how they participate in family life and how they treat women overall. Some men accept the notion of gender equality and understand it, they don't necessarily change their behaviors. Taking into account the efforts by international organizations towards ensuring gender equality, what measures need to be taken by various stakeholders to ensure men's engagement in promoting equal society?

By Mariam Tirkia and Zurabi Pirtskhalaishvili

Keywords: Gender equality, men's engagement, UNFPA, representation of women, equal society, women's empowerment.

Introductory material

EU

Equality between women and men is one of the European Union's founding values.
<http://ec.europa.eu/justice/gender-equality/>

UN

The United Nations has the responsibility to ensure that all its actions promote and protect gender equality and women's empowerment.
<http://goo.gl/ctygw>

UNICEF

UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.
<http://www.unicef.org/gender/>

Official sources

Engaging Men and Boys

<http://www.unfpa.org/gender/men.htm>

The Role of Men and Boys in achieving behavior equality

<http://goo.gl/BtLOE>

The involvement of men in gender equality initiatives in the European Union

<http://goo.gl/6MjEA>

News articles, papers and other material

Men's involvement in gender equality –European perspectives

<http://goo.gl/OIGFA>

An Introduction to Gender Equality Issues in the Marketing and Design of Goods for Children.

<http://goo.gl/9wwO1>

'Men also have to be involved in the process of gender equality'

<http://goo.gl/5PN60>

Background Paper: 'The role of men and boys in gender equality'

The Commission on the Status of Women (CSW) will hold its forty-eighth session, tentatively scheduled to take place from the 1-12 March 2004, in New York. One of the two theme issues the Commission will examine is: 'the role of men and boys in gender equality.'

<http://goo.gl/wI9wp>

ENVI-Committee on Environment, Public Health and Food Safety

Young males and females in Georgia lack adequate information from any source about sex education. Consequences of not having relevant knowledge in this field result in numerous health problems related particularly to reproduction. What measures should be taken on local and administrative levels to tackle the problems related to reproductive health?

Overview

While the population within EU27 is aging we are in Georgia observing significant improvements in demographic dynamics. But despite the fact that during the last decade in Georgia the fertility rate has noticeably risen and abortion rates has gone down the country faces huge problems related to reproductive health.

Reproductive health is defined by WHO as a state of physical, mental, and social well-being in all matters relating to the reproductive system at all stages of life. Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when, and how often to do so. Implicit in this are the right of men and women to be informed and to have access to safe, effective, affordable, and acceptable methods of family planning of their choice, and the right to appropriate health-care services that enable women to safely go through pregnancy and childbirth

Interest in sexual health has been increasing worldwide in recent years. Complex approaches are required to prevent or reduce the rates of sexually transmitted infections and early or unwanted pregnancies. Currently, in Georgian society we face the problem that many adolescents do not know which contraceptive methods can be in use, plus which are more effective (that has lowest failure rates) or associated with less risks. Few percent pursues family planning, a practice so prevalent within other European states. According to the recent surveys of UNFPA in Georgia there is a high demand from adolescents in our Country for more information about the reproductive health.

Health behavior in Georgia must be improved. With given medical care institutions, insurance strategies and normative foundations how the state of reproductive health shall be improved nation-wide? Who within our society should be kept most responsible for eradicating the deviations and how the statistics can be improved?

By Tamar Chubabria and Vasil Khurtsilava

Key words:

Reproductive health, abortion, pregnancy, contraception, sex education, STIs, HIV/AIDS

Research links:

1. Introductory material

Improving reproductive health

<http://www.unfpa.org/rh/>

Reproductive behaviour and needs of young women in Georgia

<http://www.calameo.com/read/0007135296c482e65bc9a>

2. Official sources

UN Population Fund Georgia Publications

<http://www.georgiaunfpa.ge/en/publications/Publications1>

World Health Organization Europe

<http://www.euro.who.int/en/what-we-do/health-topics/Life-stages/sexual-and-reproductive-health>

3. Other

Statistical information:

http://www.modernpublishing.ge/view_post.php?id=16&pub=12&year=2009

Reproductive health and demographic challenge:

http://ec.europa.eu/health/population_groups/gender/reproductive/index_en.htm#fragment1

European Union promoting sexual health: http://ec.europa.eu/health-eu/my_lifestyle/sex/index_en.htm#tab_eu_activities

CULT 1-Committee on Culture and Education

Linguistic diversity as a resource for the EU: what measures should the EU adopt to protect its multilingual heritage while balancing it with the efficiencies of a lingua franca at the institutional level?

Overview

“Language skills are unevenly spread across countries and social groups in Europe. Only if multilingualism is an aim and – to a certain degree – becomes a reality for every citizen, will it become what it has to be: a bridge to mutual understanding”. 1 - Leonard Orban

Every language is the product of a unique historical experience, each is the carrier of a memory, a literary heritage, a specific skill, and is the legitimate basis of cultural identity.

The EU is a truly multilingual institution that fosters the ideal of a single Community with a diversity of cultures and languages. Its mission historically is to preserve, harmonize, strike a balance and get the best out of this diversity. The EU believes that using the different languages spoken by its citizens is a major factor in ensuring greater transparency and legitimacy, as well as an important element of European competitiveness and life-long learning.

The EU has 23 official working languages, ranging from the old diplomatic tongue in French, to the current *lingua franca* English. The EU is also the home to more than 60 indigenous regional or minority languages, spoken by around 40 million people. Reality, however, looks different: at the European Commission level, all documents are translated into French, English and German. The Council of European Union states that English and French as the “most widely understood languages” are used for communication. At the European Parliament level translations are made at the request of parliamentarians.

English has established its position as a lingua franca beyond any doubt. Nowadays, it is by far the most widely spoken foreign language in the EU: 13% of the EU’s population are English native speakers, while 38% speak it as a foreign language. Many countries perceive English to be a threat to their own languages. France, for example, is afraid of French losing its hegemonic status to English, whereas some other Member States are concerned that their

languages will become 'impoverished', as their terminology will not be properly developed and that the language will be limited to certain contexts.

At the same time, English has been welcomed as an instrument to facilitate effective communication at the institutional level. Running meetings of the European Parliament committees or Council working groups in one common language ensures quicker and more efficient decision making. Negotiations with many stakeholders in the room are easier to follow and more transparent when the languages are not constantly switched. Additionally, translations of texts of legal nature (interpretation) risk losing a part of the meaning of formulations, often with serious legal or formal consequences. Running a multilingual EU comes at a price too. The translations are costly and time-consuming. The annual cost of translation and interpretation is approximately 300 million Euros , which is about 1 % of the EU budget.

Is it worth spending such a huge amount of money for translations, bearing in mind that EU documents are nowadays drafted and then published in English? Do we need to consider that this legislation may never be read or used, for example, in Maltese or in Irish? Is it possible to balance EU multilingual heritage with the efficiencies of a lingua franca? Ultimately, what measures should be adopted to protect multilingualism in the EU? These are all matters of feasibility that the Committee will have to address in order to define actions that can be directly applied.

By Koka Kapandze and Erekle Chanchibadze

Keywords: Multilingualism, EU language policy, English as lingua franca, cultural diversity, Regional and Minority languages, European strategy for multilingualism

Official Sources:

http://ec.europa.eu/languages/languages-of-europe/index_en.htm

http://ec.europa.eu/education/languages/pdf/doc3275_en.pdf

http://ec.europa.eu/languages/documents/2008_0566_en.pdf

http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf

<http://www.euractiv.com/culture/language-use-eu-links dossier-188332>

DROI- Committee on Human Rights

Building inclusive societies and addressing discrimination: How should European countries tackle growing discrepancies in attitudes and policies towards LGBT marriage and adoption in an increasingly diversifying Europe?

Overview

A 2006 Commission Poll highlighted the vast differences in opinions across Europe towards the LGBT community; especially considering the questions of marriage and adoption. There is currently considerable opposition to same sex adoption and marriage, and also a large geographic split in views between Eastern and Western Europe. The question of gay rights is our generation's civil rights battle, and one that is rising to the fore of both National and International converse.

Advancing LGBT rights regarding adoption and same sex marriage is a hugely important not only as a matter of principle, but also as a practical issue; defining a same sex relationship differently can have huge consequences regarding tax, inheritance and visas. In many Eastern European countries there are many cases of violent opposition to LGBT demonstrations; the most prominent happening in Russia (which only declassified homosexuality as a mental illness in 1999) as it banned 'homosexual propaganda', effectively ending LGBT's right to publicly speak about their sexuality. With such policies, and opposition to LGBT rights, being vastly different from those promoted within more socially liberal European States, The EU Charter of Fundamental Rights makes it clear that "the right to marry and the right to found a family shall be guaranteed in accordance 10 with the national laws governing the exercise of these rights". Thus the notion of the EU imposing the right to gay marriage across its territory would clearly be outside of its competences.

Beyond the apparently self evident logic of such a proposition there seems to be considerable support for its principles from Member States. In 2009, the Swedish presidency of the European Council tried to push forward proposals which included the recognition across EU

countries of all forms of marriages and civil unions. However, what came to be called the Stockholm Programme was amended and ratified without the inclusion of this “controversial” element. Whilst it is clear that the EU cannot overstep its boundaries in dictating policy belonging to National Governments, the committee will still need to provide a European response to the differences in opinion and legislation regarding LGBT marriage and adoption.

By Lasha Vashakidze and Davit Lomidze

Keywords

LGBT; LGBT community; Discrimination; Attitudes; Policies; Same sex marriage; Same sex adoption; Hate crime; Europe; Inclusive;

Research Links

Gay marriage in Britain:

<http://www.guardian.co.uk/education/video/2013/mar/21/gay-marriage-britain-history-student-film-video>

Recognition of same-sex unions in Europe:

http://en.wikipedia.org/wiki/Recognition_of_same-sex_unions_in_Europe

EP Debates:

<http://www.lgbt-ep.eu/press-releases/european-parliament-debates-recognition-of-same-sex-unions/>

LGBT People in the EU:

<http://www.lgbt-ep.eu/parliamentary-work/equal-rights-in-eu-ep-takes-one-further-step/>

Annual Report:

http://web.archive.org/web/20130308205501/http://ilga-europe.org/home/publications/annual_review

EU Poll:

http://ilga-europe.org/home/news/latest/eu_attitudes_towards_same_sex_marriage_adoption_significantly_vary

Mass Paris rally against gay marriage in France:

<http://www.bbc.co.uk/news/world-europe-21004322>

Russian LGBT protests:

<http://www.humanrightseurope.org/2013/01/assembly-expert-dismayed-by-violent-disruption-of-russian-lgbt-protests/>

European Court: Moldova's ban on LGBT demonstration violated human rights:

https://webcache.googleusercontent.com/search?q=cache:C2Nn7kfdqkkJ:www.ilga-europe.org/home/news/for_media/media_releases/european_court_moldova_s_ban_on_lgbt_demonstration_violated_human_rights+&cd=1&hl=en&ct=clnk

CULT II- Committee on Culture and Education

Considering the ongoing debates in Georgia on future development of higher education system, what measures should be taken in order to guarantee academic freedom both inside and outside the classroom and substantial autonomous university life? What type of legal and institutional systems is required to provide intellectual space for conducting academic research and supporting knowledge exchange within the university? How can European expertise be supportive in this regards?

Overview

Academic freedom and autonomy is considered to be a central tenet in university life. However, recent processes in Georgia have spawned debates regarding the merits of academic freedom and the mechanism that protects it, *Tenure*. Group of the author, led by Gia Dvali (preeminent Georgian Physicist at New York University) developed a concept note of the future development of Georgia's Higher Education system and particularly promoted the idea of introducing American experience of Tenure (sometimes referred as lifetime tenure) in Georgia. Authors discuss two types of higher education institutions: private for-profit universities and nonprofit public institutions, and how they situate themselves in the public dialogue when controversies arise. The authors argue that academic freedom and tenure permit postsecondary institutions to act as vehicles for public engagement, whereas its absence only serves to curtail thoughtful discussions of complex and controversial issues. The concept of bringing tenure system to Georgia has been the subject to criticism claiming that it is not relevant to Georgian education structure and might cause further complications in case it will be carried out in practice.

Georgian higher education has numerous problems. Institutions are often subjects to the political manipulations and influence of various political forces. Sometimes, government intervenes in the life of universities and/or creates framework which leaves no maneuver for the institutions itself. Political parties are trying to keep control on student self-governments and other elective bodies within the universities. Role of the university as a research institution is in

stagnation and shows no signs of improvement. Furthermore research centers and laboratory are not functioning and no funds are available to carry on intellectual activities.

Up to the date, Georgia is the part of the Bologna Process (Common Education System among between European States), under which Magna Charta Universitatum has been developed. Academic freedom and institutional autonomy is main pillar on which the agreement between European governments stands. European high education has shown to be successful. For instance, in Georgian system most of the expenditures are the administrative costs while in European one biggest part of the cost share are mainly research activities. Throughout the history European countries directed significant resources and money to the higher education development and reached significant progress during last decades.

In today's word, everybody agree that colleges and universities make a unique contribution to the public good through teaching, research, and scholarships. Academic freedom has played a significant role in promoting democratic values by fostering independent research and the open exchange of ideas. Commenting about the importance of academic freedom in the development of a democratic society, John Dewey (1936) asserted that "the social significance of academic freedom lies in the fact that without freedom of inquiry and freedom on the part of teachers and students to explore the forces at work in society... the habits of intelligent action that are necessary to the orderly development of society cannot be created."In short, academic freedom is inexorably linked to the formation of democratic values.

Education as a Public Good

Over the last decades, there has been a great deal of discussions about the role of higher education in fostering development of individuals and society. Scholars maintain that colleges and universities are failing to prepare individuals for participation in a democratic society, thus diminishing our ability to grow better environment for progress. There is also widespread debate what kind of education system works better and which models should be chosen by developing nations like Georgia.

Higher education is seen as a central player in the advancement of a civic society. Contradictions about the methods of teaching exist. For example, Robert Hutchins (1953), argued that the purpose of education was to produce responsible citizens rather than to teach individuals a specific set of skills to earn a living. He was also a staunch critic of academic specialization in the social sciences and a proponent of using the “great books” as an education tool.

Traditional colleges and universities are thought to contribute to the public good by preparing citizens for participation in a democratic processes, preserving and advancing knowledge through teaching and research, providing a skilled workforce, preparing leaders for various public roles, fostering the arts and humanities, providing the means to social mobility, etc.

Academic freedom is the vehicle by which individuals in academic environment participate in and influence public discourses, and it serves as the foundation for democratic society. It is primarily defined within the context of a professor’s right of independent research without external hindrances. It mean that public agrees to grant the right to professorate to pursue their research without interference from political and economic interests or other individuals and that academic autonomy is in the best interest of society.

Taking into account all above-mention elements, there are several question politicians, civil servants and civil society has to address in Georgia, including following ones: What is the best way for the higher education system development in Georgia? What role can international actors play in this process? Which models should be discussed while working on higher education reform? What is the European Practice in this regard and how can it be relevant for our education system?

By Ani Chkhikvadze and Mate Gabitsinashvili

Keywords: Academic Freedom; Tenure System; Democratic Society; Autonomous University; Public good; European Experience; Bologna Process;

Research Links:

Introducing Materials:

1. Tenure System in Georgia - Reality, Perils and Perspectives

<http://www.liberali.ge/ge/liberali/articles/113301/>

2. Project of Higher Education and Science Reform Conception in Georgia

<http://www.netgazeti.ge/GE/105/opinion/14626/>

3. Academic Freedom and 21st Century European Universities

<http://opus.bath.ac.uk/23278/>

4. A Brief History Of Tenure

<http://www.time.com/time/nation/article/0,8599,1859505,00.html>

Official Sources:

1. Academic Freedom and University Autonomy, Council of Europe

<http://assembly.coe.int/ASP/XRef/X2H-DW-XSL.asp?fileid=17469&lang=EN>

2. Academic Freedom and Educational Responsibility, American Association of Colleges and Universities

http://www.aacu.org/about/statements/academic_freedom.cfm

3. Higher Education Systems in European Union

http://ec.europa.eu/education/lifelong-learning-policy/higher_en.htm

4. United Nations Global Compact for Higher Education Institutions

<http://www.unprme.org/resource->

<docs/APracticalGuidetotheUnitedNationsGlobalCompactforHigherEducationInstitutions.pdf>

5. Bologna Process, European Commission

http://ec.europa.eu/education/higher-education/bologna_en.htm

6. [Academic Freedom and the Law, Chatham House](#)

<http://www.chathamhouse.org/sites/default/files/public/Research/International%20Law/iI081210summary.pdf>

Academic/magazine/newspaper articles, news and other sources:

1. Open Access: Four Ways it Could Enhance Academic Freedom
<http://www.guardian.co.uk/higher-education-network/blog/2013/apr/22/open-access-academic-freedom-publishing>
2. Tenure System Policies
<http://www.hr.msu.edu/promotion/facacadstaff/TenurePolicies.htm>
3. Academic Freedom in Europe, Centre for Educational Research and Development, University of Lincoln
<http://www.palgrave-journals.com/hep/journal/v20/n3/full/8300159a.html>
4. On The Origin, Importance and Vulnerability of Academic Freedom
http://www.iau-aiu.net/conferences/Utrecht/presentations/B2_Yeshurun.pdf
5. Rethinking Academic Traditions for Twenty-First-Century Faculty
<http://www.academicfreedomjournal.org/VolumeOne/Gappa-Austin.pdf>
6. Academic Freedom and Educational Responsibility
http://www.aacu.org/about/statements/academic_freedom