

# Ateliers citoyens : l'Europe des étudiants

Propositions of the Tribunes ESCP Europe's  
Citizen consultation

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Consultations citoyennes  
sur l'Europe



**ESCP  
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# AGRICULTURE

## Student Findings

- A French cultural attachment to local produce leading to a certain wish to apply strict standards to overcome negligence and avoid certain scandals (e.g. slaughterhouses).
- No European agriculture in the broad sense owing to a limited notion of CAP which, in addition, remains relatively vague.
- Farmers who cannot set prices freely and are burdened with taxes. The young farmers have a hard time facing enormous exploiters who offer very low prices.
- Farmers are over-dependent on the CAP subsidies.
- A problem of international competition and low cost producers exploitation.

## Student Propositions (1/2)

- **Proposition 1** : create European labels that certify product quality and the respect of standards, in order to fight against non Europeans farms that produce at a lower cost.
- **Proposition 2** : develop ground-breaking initiatives like urban agriculture, adapted to the “rural exodus” context.
- **Proposition 3** : prefer local distribution networks to support farmers that suffer the pricing effects (e.g. support the creation of points of sale to avoid passing through supermarkets that take off a huge proportion of profits).
- **Proposition 4** : rebase CAP on consumer demands with regards to quality (increasing number of individuals that don't consume bovine meat anymore because of pollution, etc.).
- **Proposition 5** : make permaculture more visible

## Student propositions (2/2)

- **Proposition 6** : renovate and restructure CAP by reorienting aid towards small farmers instead of big exploiters.
- **Proposition 7** : reorient the CAP subsidies towards Eastern countries in order to encourage them to develop an agricultural activity and to make European policy in that matter more equitable.
- **Proposition 8** : enhance the image of farmers. They are often badly regarded since they're linked to populism and their demands are therefore not always heard.

# CULTURE

## Student Findings

- Cultural awareness is often limited to a small group of countries and not equal in all countries.
- Pricing policy for cultural activities is not the same in all the European countries.
- European culture seems homogenous from the outside but we realize that there is actually a myriad of cultures inside Europe.
- European aid sometimes makes it possible to preserve the culture of the countries and to highlight its value.
- The diversity and richness of European cultures are put forward without the desire to create a single and unique European culture.
- Culture is currently not the priority of the EU.
- The promotion of European culture remains a luxury accessible only to comfortable upper classes.
- European capitals of culture have minor influence.

## Student Propositions (1/2)

- **Proposition 1** : set up European exhibitions presenting the different cultures of the EU.
- **Proposition 2** : increase the European budget dedicated to culture so that the price of cultural activities is less important.
- **Proposition 3** : create a European golden star rewarding the best European film.
- **Proposition 4** : encourage Europeans to discover European culture from an early age by setting up cultural activities from primary school.
- **Proposition 5** : communicate more about cultural possibilities in Europe.

## Student Propositions (2/2)

- **Proposition 6** : create a European cultural pass that would have advantageous prices in several countries.
- **Proposition 7** : develop sport events on the basis of European championships.
- **Proposition 8** : create a European television channel that would communicate about cultural events in Europe.
- **Proposition 9** : encourage museums to develop fun activities so that the youth may have access to culture.

# DEFENCE AND SECURITY

## Student Findings

- The production of certain weapons is harmonized at the EU-level.
- Cooperation between European armies is non-existent, as is the presence of a European army.
- The creation of FRONTEX is an encouraging initiative, but the countries directly concerned are too often alone.
- The sovereignty of the Member States makes it impossible to put in place a real defence policy.
- The credibility of European defence remains weak for lack of cohesion between the different national armies.
- The European army is perceived as a utopia that can never be created.
- The NATO has more weight on cross-border security issues than any European initiative.
- Divergence of foreign policy interests makes it difficult to set up a European army.
- Some operations, such as Operation Sentinel, can not be carried out at the level of a European army.
- Terrorism is a new threat that European armies are struggling to confront.
- European defence depends largely on the United States through NATO.

## Student Propositions (1/2)

- **Proposition 1** : offer European citizens an internship in the army of another European country.
- **Proposition 2** : develop a common European industry.



## Student Propositions (2/2)

- **Proposition 3** : create a decoration on a European level to recognize a European merit.
- **Proposition 4** : mutualize secret services to better deal with common risks such as terrorism.
- **Proposition 5** : create a European identity so that citizens become ready to defend Europe within a European army.
- **Proposition 6** : establish a single counter-terrorism agency to gain more control and firmness over this threat.
- **Proposition 7** : strengthen cooperation to fight new threats such as cyber terrorism.
- **Proposition 8** : establish a European organization that progressively replaces NATO so as to no longer be dependent on the United States for security.
- **Proposition 9** : develop a ranking of "S-files" to establish better EU-wide surveillance for those posing a threat to the EU.

# ECOLOGY

## Student Findings (1/2)

- Efforts are made on an EU-level by setting up several programs (“eco-conditional” aid for CAP, the energy-climate package of 3x20, etc.).
- Many failures (e.g. the creation of a carbon market in 2005 which resulted in the 2008 “carbon crash”).
- Divergent ecological awareness according to the member countries: strong in the northern countries weaker in the eastern countries.
- Harmonization difficulties and tendency towards common directives.
- Countries with various economies that don't have the same energy needs and whose consumption in that area diverge greatly.
- A European and global market failing because of corporate speculation.
- A highly polluting European agricultural industry.
- A lack of communication at the European level on the subject.
- Lobbies that block certain reforms.
- European states that have widely helped in the establishment of the COP 21: the European Union remains far in advance on the subject.
- A failed European market in emissions quotas.
- Fruitful quotas for halieutic resources.
- A debatable prolongation of the mandate to use glyphosate (a product that contains a common napalm molecule used to burn forests during the Vietnam War).
- An ecological awareness at the existing European level but still not democratized enough, which seems to concern only a social elite, perhaps because of bad information.
- A European citizen not often consulted on the ecological problem: this European consultation initiative should be more frequent.

## Student Findings (2/2)

- Rules, laws, and European standards that are not respected enough. (E.g. shop windows that remain lit at night despite an existing law since 2011).
- Taxes put upon polluters are lower than the polluting process and are therefore not deterrent. The rights of the market to pollute is a failure due to lack of firmness and sanctions; some companies make money while continuing to pollute.
- Selective sorting which is not respected in schools, hospitals, and other public places: the sorting is done in advance, but when the waste is taken out, all the trash cans are mixed.
- A lack of governance and efficiency: the most ambitious decisions often end in failure.
- Bad methods of raising awareness about the ecological issue, perceived as unprofitable, such as "a hipster thing", etc.
- National initiatives on interesting environmental standards (e.g. in the Nordic countries, limitation of CO2 emissions, development of a 3x20 project which aims to increase the place of renewable energies, reduce greenhouse gas emissions and achieve 20% energy efficiency gain).
- Private interests that slow European ecological initiatives (e.g. removal of eco-tax metal detectors in France under the pressure of "bonnets rouges" and protest movements).
- A lack of investment in ecological innovations.
- An appearance of the ecological question in the European directives that shows the European will to take up the ecological challenge
- A biased view of this notion associated with people who can afford it, financially doing well.
- A CAP that does not focus on the real issues ("cucumber size" rather than pesticides).

## Student Propositions (1/3)

- **Proposition 1** : create a common colour code in all countries for sorting out trash cans.
- **Proposition 2** : concretely elaborate a European energy plan.
- **Proposition 3** : promote "green mobility" (e.g. Velib, Autolib, etc.).
- **Proposition 4** : change mindsets on the importance of ecology through the media.
- **Proposition 5** : legislate more to fight endocrine disruptors.
- **Proposition 6** : practice green quantitative easing
- **Proposition 7** : set up the sorting and deposit system (that we find in Germany for example) in all European countries.
- **Proposition 8** : create a European system of recycling.
- **Proposition 9** : subsidize local agriculture and local distribution.
- **Proposition 10** : standardize economic legislation in Europe to make environmental measures more effective.
- **Proposition 11** : add an article to the French Constitution mentioning the importance of environmental issues at European level.
- **Proposition 12** : ensure the consistency of commercial agreements and the European ecological will (e.g. privileging local producers rather than reaching an agreement with Latin America over the meat) and consider ecology an important criterion in the negotiations of the various agreements passed by the European Union.
- **Proposition 13** : set up a system of sanctions at European level taking into account the concept of "polluter countries" and the variable responsibility of the actors.
- **Proposition 14** : set up a synergy between economy and ecology, two concepts that are not incompatible (e.g. encouraging the agricultural transition through CAP, enhancing the competitiveness of solar energy actors, etc.).
- **Proposition 15** : work on a more local level and in particular that of the city (e.g. introduce free public transport, transpose the concept of emissions quota market at the city level, etc.).

## Student Propositions (2/3)

- **Proposition 16** : raise awareness among very young Europeans through education. It is very easy to teach respectful and sustainable habits and small everyday gestures to very young children (for example using gamification in sorting etc.).
- **Proposition 17** : take into account companies abroad in the European ecological statistics.
- **Proposition 18** : encourage businesses to reduce packaging (economic incentives).
- **Proposition 19** : develop Corporate Social Responsibility (CSR) measures.
- **Proposition 20** : set up vegetarian days in school canteens and promote the reduction of meat consumption.
- **Proposition 21** : in ESCP Europe, stop the "goodies", use recyclable cups, set up a fine for using bottles, create a vegetable garden.
- **Proposition 22** : take a step down from the scale of the ecological question at the European Union and treat it on a national level for more efficiency.
- **Proposition 23** : act first at a local level and then scale to a broader level (e.g. a cluster of actions across ESCP Europe and other schools and universities, then adapt these actions to level of the city, of the country, and finally of the European Union: increase of good practices.
- **Proposition 24** : close down marine parks.
- **Proposition 25** : set up an ecology awareness classes, including higher education students.
- **Proposition 26** : be less ambitious and promote practical initiatives (e.g. be aware that the ecological transition will not be without nuclear power, that farmers need subsidies to live, etc.).
- **Proposition 27** : carry out a shared action between regulation and incentive: a single tool per target.
- **Proposition 28** : end the principle of subsidiarity for ecological matters: European Union law should override national law.
- **Proposition 29** : hold annual forums for ecological governance: incentivising spirit, rewarding ecological projects, creation of European labels.

## Student Propositions (3/3)

- **Proposition 30** : create an independent European entity to control the respect of the environment and the European directives.
- **Proposition 31** : direct the financing of the CAP towards more environment friendly agricultural projects and towards the establishment of a training offer for farmers to raise awareness of their own farming practices.
- **Proposition 32** : subsidize products from organic farming on a European level in order to help each European household eat better.
- **Proposition 33** : conduct surveys for citizens to establish changes in consumption, meat and dairy products are nowadays less and less consumed and this should be encouraged.
- **Proposition 34** : appoint a Minister of Ecology and the European Energy Transition to lead the operations and act as an intermediary with the countries.
- **Proposition 35** : revive the carbon market under the authority of the ECB (or another institution) to set price controls and avoid speculation.
- **Proposition 36** : make a change in the consumption patterns accessible to everyone.

# ECONOMY

## Student Findings (1/3)

### *Currency*

- A questionable ECB role, especially with regards to the role of the FED.
- A teaching skill problem with regard to the quantitative easing and questionable objectives of the ECB: why prioritize the fight against the inflation rather than boosting growth?
- A strong euro that benefits stronger economies such as Germany and can be a burden on industries already in difficulty (often of medium range) as in Spain, France, or Italy with various consequences on trade balances.
- A common and unique currency that has solved many national monetary problems, for example in France where the franc fluctuated a lot and can be considered as a major advance in economic cooperation. However it remains too isolated.
- A contradiction between the monetary policy of the ECB and the budgetary policy pursued by the member states.

### *Budget*

- An insufficient European budget and a need to increase efforts.
- Some countries, such as Poland, that receive a lot of aid who finally leave for the United States.
- A budget too monopolized by the CAP which serves much more important sectors today (renewables in particular), especially since this budget is not necessarily used for organic farming that would allow the EU to stand out facing its competitors (buoyant market in Europe but also in Asia).

## Student Findings (2/3)

### *Trade*

- The single market is one of the biggest economic successes in the European Union.
- Insufficient trade protection against China and the USA.
- A trade that is essentially intra-European and a progressive interdependence of European economies in this area.
- A European willingness to negotiate trade agreements with the United States, without success (TAFTA, customs, steel taxes, etc.).
- A failure of the implementation of bilateral agreements at European level and the implementation of bilateral agreements sometimes disadvantageous with countries outside the EU.
- Commercial treaties that are completely blocked (e.g. CETA) and a sense of loss of control of European citizens who want to be able to choose the environment in which they live.
- A free trade area that constitutes a huge advantage in Europe.
- A Europe suffering from a lack of cohesion in European exchanges, which weakens it during international trade negotiations.

### *Tax*

- A lack of tax harmonization condemning Europe to tax competition (tax dumping).
- Tax credits to promote certain causes (e.g., ecology).
- Non-harmonized tax rates (Ireland) and companies relocating to tax havens even within the EU.
- An illegibility of the social and fiscal systems.



## Student Findings (3/3)

### *Other*

- No common industrial policy.
- A lack of agreement between economies (taxation, macroeconomic divergences, labor law, single currency): a clearly insufficient Pact of Stability and Growth.
- Europe as one of the most active places in many sectors (chemistry, aeronautics, luxury, agribusiness).
- A continent among the richest and most globalized, and the most integrated regionally.
- A decision unanimity criterion that is a weakness of the European Union and does not allow it to react quickly to a crisis.
- An often pessimistic assessment of Europe even though it is the first commercial area in the world, with the second world currency whose credibility makes it possible to borrow at a reduced rate.
- European policies, like the CAP, which are not accepted by commercial competitors who consider these as an unfair competition.
- A wide geographic layout acting as a lever for rapid development for many European Union countries.
- A European economy that has already allowed a lot of projects to be long-term.
- A European Union that represents a blockage for countries to advance in their own economy: the preference for competition prevents the formation of large groups that could be competitive in a globalized world, an attempt to establish regulations common to different countries.
- Too many countries in the European Union.
- Convergence criteria that no longer have any relevance.

## Student Propositions (1/4)

### *Currency*

- **Proposition 1** : move from a single currency to a common currency.
- **Proposition 2** : anticipate the economic consequences of the possible exit of a country from the euro zone and/or from the European Union.
- **Proposition 3** : converge the ECB's mandate with that of the FED.
- **Proposition 4** : go further with monetary union, especially with regard to public debts.
- **Proposition 5** : make access conditions to the euro zone more demanding.
- **Proposition 6** : introduce local currencies to buy local products with a lower VAT: this would aim to develop local production and limit the ecological impact of goods transport.
- **Proposition 7** : preserve and maintain the euro as it is.
- **Proposition 8** : take better account of the interests of countries in difficulty, particularly at the level of the ECB.
- **Proposition 9** : create a double-speed Europe in order to allow countries in need to boost their exports to eventually join the "strong euro" zone for example.
- **Proposition 10** : strengthening the economic criteria for admission to the euro zone.

### *Budget*

- **Proposition 11** : increase the European Union budget to promote harmonization by increasing the redistribution and financing of joint research projects (example of financing modality: percentage of VAT, following tax harmonization).
- **Proposition 12** : develop a financial support capacity to help countries in difficulty (e.g. Greece has appealed to the IMF, it should be able to appeal to the European Union).
- **Proposition 13** : reinforce the importance of the weak structural deficit, more important than the cyclical deficit.

## Student Propositions (2/4)

### *Budget (continued)*

- **Proposition 14** : promote tax intervention to reduce asymmetric monetary shocks.
- **Proposition 15** : favour the attribution of the european budget to development initiatives within countries suffering the most from difficulties
- **Proposition 16** : concentrate budgetary priorities on social (primarily reducing economic inequalities) and environmental reforms (build on the EU's apparently dominant position in the field of ecology).
- **Proposition 17** : create common budgets for specific purposes: infrastructure, education, defence, health.
- **Proposition 18** : reverse the project to establish a common rate and give back to each country in proportion to its participation.

### *Trade*

- **Proposition 19** : develop a commercial strategy towards emerging economies (notably Africa, for the moment France is the only one to have strong links with the Maghreb) and common economic policies.
- **Proposition 20** : create an EU-ASEAN Free Trade Agreement, capitalizing particularly on the fact that the EU is the "building model" of ASEAN.
- **Proposition 21** : take advantage of the US-led "trade war" to boost intra-European trade.
- **Proposition 22** : ensure compliance with the "best offer" clause on trade (no preferential tariffs resulting from a bilateral treaty).
- **Proposition 23** : promote the legibility and transparency of local standards to promote the movement of goods.

## Student Propositions (3/4)

### *Tax*

- **Proposition 24** : prohibit "rulings" (Starbucks, Google, Amazon, Facebook) and limit tax optimizations.
- **Proposition 25** : harmonize taxation at European level and charge taxes in the country where the revenue is actually created.
- **Proposition 26** : strengthen anti-dumping controls.
- **Proposition 27** : create a tax on the ESTA model in the United States to charge for visits, including stopovers.
- **Proposition 28** : promote drawing functionality rather than that based on rate
- **Proposition 29** : bring all corporate taxes together in a single corporate tax.
- **Proposition 30** : regulate tax competition on corporate tax and its differentiated rates.

### *Other Propositions*

- **Proposition 31** : set up a course, for example from high school, to raise awareness of European economic affairs and monitor news.
- **Proposition 32** : conclude an agreement at the level of the European countries in order to preserve the countries in difficulty following a crisis.
- **Proposition 33** : create and encourage european industrial projects.
- **Proposition 34** : work on the image of Europe so that it appears less fragmented, for example by being represented by European delegations and not by national ministers.
- **Proposition 35** : create a banking, budgetary and political union in order to move towards an overall macroeconomic policy, modulo the first need to work for the constitution of a solid European identity so that the countries see an interest in grant on their budgetary policies.

## Student Propositions (4/4)

### *Other Propositions (continued)*

- **Proposition 36** : design a more European industrial policy and encourage more "champions" like Airbus.
- **Proposition 37** : take advantage of the diversities of the European Union and do not seek to harmonize at any price: some Eastern European countries are more and more attractive (e.g. Germany is relocating more and more to Eastern Europe).
- **Proposition 38** : consider economic agreements between certain European countries only and to multiply this type of agreement: this would make it possible to overcome the problem of the inability to reach an agreement amongst the 28 countries.
- **Proposition 39** : take into account the idea of a multi-speed Europe (creating a Europe by circles) without calling into question the values of the European Union.
- **Proposition 40** : intensify economic integration within, but also outside, the EU, with partner countries such as Canada for example.
- **Proposition 41** : accelerate the digitization of the economy in order to develop other forms of economy.
- **Proposition 42** : a better representation of each member country in the European institutions, such as the ECB for example.
- **Proposition 43** : broaden harmonization across all economic domains (e.g. working conditions) and be more rigorous in redistribution so that it is fairer.
- **Proposition 44** : redefine the real objectives of contemporary Europe: democracy - monetary independence - integration.

# EDUCATION

## Student Findings

- The Erasmus program allows students to live a fully European experience.
- European classes allow high school students to discover Europe deeply.
- The age until which schooling is obligatory is different between countries, which creates differences within the education levels amongst students of each country.
- The Bologna process allows the harmonization of diplomas at European level without this having repercussions on the labour market.
- Educational programs vary in each country according to the qualifications that we are seeking to develop for the country in question.
- Rating systems differ in different countries.
- ECTS make it possible to harmonize university levels between European countries.
- The cultural background of students is different between countries.
- The European sections are perceived as too elitist which discourages the working classes from registering.
- European sections focus only on one language and do not seek to teach other European-related knowledge.
- Educational inequalities by social background seem to persist in all European countries.
- The public education system is predominant in some countries while in others the education system is dominated by private schools.
- The Brigitte Sauzay program and Voltaire program type of school exchanges do form opportunities, but these programs are not known.
- Final exams differ considerably in different countries.

## Student Propositions (1/2)

- **Proposition 1** : develop a system of correspondents between students so that they can develop language skills and discover European cultures.
- **Proposition 2** : start teaching foreign languages earlier in pupils' schooling.
- **Proposition 3** : using Education to Strengthen European Identity: Develop a sense of belonging by telling a common story.
- **Proposition 4** : teach the workings of the EU and the European institutions in high school and college so that citizens can better understand how Europe works.
- **Proposition 5** : encourage students to start an exchange program right from the middle school.
- **Proposition 6** : create a teacher exchange platform that allows language teachers to teach their language in another country.
- **Proposition 7** : consider setting up a common educational program in Europe.
- **Proposition 8** : measure, through rankings, countries performance in education, so as to be able to draw inspiration from the best-performing countries.
- **Proposition 9** : create awareness spots on the EU education and disseminate them on social networks and television.
- **Proposition 10** : create a subject for developing knowledge of European history.
- **Proposition 11** : establish a Europe-wide budget for education.
- **Proposition 12** : increase students awareness of other European cultures.
- **Proposition 13** : oblige students to do part of their education abroad.
- **Proposition 14** : propose more group work on European themes.
- **Proposition 15** : impose a student exchange with a foreign correspondent to improve the level of languages.
- **Proposition 16** : end compulsory year-repeat when returning from a stay abroad in high school.

## Student Propositions (2/2)

- **Proposition 17** : organize seminars in different European countries so that teachers can compare and learn from different education systems in Europe.
- **Proposition 18** : introduce the learning of two modern languages from primary school.



# JUSTICE

## Student Findings

- A national judiciary that has to comply with the European: national and European laws often conflict, which raises serious internal problems. For example, the CJEU has issued a judgment against the Polish government and its directives that are contrary to the EU's development and its principles of the rule of law. The relevance of such power of a supranational institution to the composition of the political landscape of the Member States therefore raises questions.
- An area of justice in Europe that remains a distant topic that is little known to citizens.

## Student Propositions

- **Proposition 1** : be informed to reinforce citizens' information in the field of European justice by explaining the issues and legal provisions concerned with these subjects.

# MOBILITY AND MIGRATION

## Student Findings (1/2)

- Mismanagement of flow (Calais Jungle, overcrowded centres, etc.) with unequal management of arrivals between countries and selfishness of states (recent example of Aquarius).
- A failure of quotas that are not respected and a lack of agreement on the numbers of refugees to host.
- A responsibility carried by only a few countries while others close their borders, with, in fact, a long-term failure of this policy: rise of populism in overburdened countries and bad reception of migrants (thus preventing a good integration).
- An intensification of differences within the EU: rise of nationalisms, development of Euroscepticism, development of a new "well-thought", primacy of national interests over the interests of the continent and consequently, fragilization of Europe.
- A real lack of cohesion: many discussions (summits, etc.) but nothing really advances because there is no real common voice, the discussions are made on a country by country basis.
- The Dublin treaty poses a problem for the host countries today with the case of Italy, which would no longer participate in the budget if no stronger aid is provided. Its abandonment is therefore a good thing because it is important for the EU to take into account the reluctance of citizens to this question.
- A biased and stereotypical image of migrants wanting to enter the EU, all wrongly perceived as low-educated and a burden the economy.
- A lack of critical thinking on the part of the European population, particularly due to the biased and partial dissemination of information by the media and a rejection by the Europeans of all migrants.
- A lack of a common policy that penalizes the EU despite attempts - to renew - with Turkey for example, and funds allocated for the management of migrants.
- A Schengen agreement that should be rethought because although it is a good project to maintain and a real advance for Europe, it also shows its limits in the current context and leads to facilities for organized crime. The absence of a more vulnerable country in the agreement may also show the need for increased mobility in Europe.

## Student Findings (2/2)

- One topic - mobility and migration – divisive factor that should be managed in a united way.
- A lack of monitoring of the "S-files" that can currently travel quite freely in the EU. Co-operation and surveillance between states is therefore unconvincing.
- Mismanagement of detached workers, however necessary for the various economies and particularly in France because they constitute a useful workforce; a lack of harmonization and a moral failure in the allocation of their rights (low wages, poor security in particular).
- Mobilities for work made difficult by administrative obscurities and a lack of standardization in the EU on this subject with the risk that standardization of norms is done from below (especially from the French point of view).
- A failure to respect the right of asylum in Europe and therefore a breach of the principles of Human Rights in contradiction with European values.
- Situations managed as an emergency while this issue requires investment and a long-term vision.
- A strong demographic growth in Africa, which, in fact, will lead to economic migrations towards Europe and therefore a more and more important need to find solutions to this problem.
- Intra-European mobility more theoretical than practical for European workers.
- Ambitious and efficient programs (like ERASMUS) that allow better mobility within the EU, but a lack of organisation and harmonization thereof (degrees, social insurance, etc.)
- A system of refugee distribution that is moving in the right direction, but all European countries must be concerned and they must care more.

## Student Propositions (1/3)

- **Proposition 1** : sensitize young people in the countries of arrival and in the countries of departure through conferences: train them and make them understand that they will be the main actors in the future.
- **Proposition 2** : determine the European aid for the member countries to the contribution at the reception and sanction the countries opposing the reception.

## Student Propositions (2/3)

- **Proposition 3** : categorize and classify people who arrive, especially between economic migrants, political refugees, war refugees, etc. ; facilitate arrival while maintaining control.
- **Proposition 4** : converge interests to accommodate migrants, using vacant housing for example.
- **Proposition 5** : establish an institutionalized and annual quota allocation, proportional to the densities and economic situations of the member countries with a sanction in case of non-compliance. Vote these quotas in the European Parliament but realize the inherent risk of the latter: the reception in the countries could be bad and worsen the situation.
- **Proposition 6** : create structures in countries of departure, reception and transit in order to regularize people's situation and facilitate their integration in their host country.
- **Proposition 7** : carry out more concrete actions in the countries of departure of the economic migrations by ensuring the good use of the economic aids sent; take up the idea of the American Trade Not Aid; to help the development of the labour market. Do not be content with financial aid but provide a real technical solution (mobilize human resources from EU countries that each have specific and useful technical knowledge).
- **Proposition 8** : sensitize the population to the migrant conditions, solidarity, European citizen identity, etc.
- **Proposition 9** : create a system of certification of diplomas for foreigners to facilitate the integration and search for a job.
- **Proposition 10** : introduce a contribution for mobile European workers in the country in which they actually work. This requires harmonization of taxation.
- **Proposition 11** : improve reception conditions for migrants, in particular by speeding up the processing of asylum seeker files and increasing efforts to integrate them (language courses, opening up to the labour market, for example).
- **Proposition 12** : make changes to the Schengen area (for example: reinforce external borders, introduce more frequent random paper checks at internal land borders and adapt to changing circumstances so as not to hinder freedom of movement but to enhance monitor movements).

## Student Propositions (3/3)

- **Proposition 13** : demand that newcomers integrate into the culture of the host country.
- **Proposition 14** : manage the issue of integration at the local level (training and work) in order to fight effectively against xenophobic opinions: create structures, schools, train staff to welcome refugees, organize migrant meetings and pupils for changing attitudes, integrating migrants (teaching in their mother tongue for example), fostering local initiatives to develop European identity and feeling, particularly in schools and youth associations to reduce xenophobic tensions and strengthen cooperation European citizens in the long term.
- **Proposition 15** : promote student initiatives and give migrants access to the higher education ecosystem: at ESCP Europe, offer language courses for migrants provided by student volunteers, allow them to participate in courses and meet other students.
- **Proposition 16** : create a supranational European authority within an independent body (binding, composed, equitably or not, of nationals of several states) able to manage the arrival of migrants, their distribution, in reception centres; this authority would be in charge of a European common fund and programs for the insertion and the reduction of administrative tasks for the host countries.
- **Proposition 17** : broaden the Schengen area, in particular to strengthen Europe and European identity (to create the idea of a true united geographical area).

# POLITICS AND CITIZENSHIP

## Student Findings

- The various European experiences (Interrail, Erasmus, Hippocrene Foundation) allow Europeans to develop a sense of citizenship.
- The European anthem is not popular enough, only few European citizens are aware of the existence of this hymn.
- The advantages of European citizenship are numerous: European health insurance card, free movement of people, reception abroad in European embassies.
- European identity is not valued enough by citizens, it is difficult to define the European identity. The lack of a common language is a barrier to a sense of identity.
- Differences between Western and Eastern Europe are too great because of the marked cultural differences.
- Citizens do not feel represented in the European institutions, they suffer from a lack of transparency.
- The Schengen area is one of the only concrete representations of the European point of view.
- EU enlargement slows political decision-making.
- National identity prevails over European identity.
- The successes of the EU are not properly valued, they are often taken for granted.
- Communication on projects that are driven by EU aid is not visible enough.
- There is indeed a European culture but it is not enough to create a European citizenship.
- The different generations live their relationship with the EU in a different way: the older ones seem more sensitive to the European project because they contributed to their establishment.
- The rise of nationalism indicates a growing rejection of the European project.
- The European project remains unclear for citizens, it suffers from a lack of clarity that leads to inactivity.

## Student Propositions

- **Proposition 1** : communicate more about Europe, that decisions and speeches are more present in the media.
- **Proposition 2** : stimulate European events at the local level, especially during Europe Day on 9 May.
- **Proposition 3** : promote the creation of European lists for the European elections.
- **Proposition 4** : democratize the elections of the European executive power with the establishment of direct universal suffrage.
- **Proposition 5** : organize debates at school around the European matter to raise the youth awareness.
- **Proposition 6** : encourage the meeting between European citizens of different nationalities to develop a sense of belonging.
- **Proposition 7** : drive a double-speed Europe so that the core can continue integration. The long-term goal must be that all countries join this hard core.
- **Proposition 8** : create an EU-wide civic service to trigger a sense of belonging.
- **Proposition 9** : prevent the accession of new members so that the idea of a European identity can grow.
- **Proposition 10** : launch a Europe-wide media to keep up with EU news.
- **Proposition 11** : simplify the functioning of the European institutions so that citizens feel more concerned about their functioning.
- **Proposition 12** : build a European story, a story-telling through culture, education to remedy the Euroscepticism amount.
- **Proposition 13** : harmonize social and tax systems in Europe to reduce economic and social disparities between EU countries and strengthen European unity and identity.
- **Proposition 14** : organize the European elections at the same time as the regional elections in order to remedy the rate of absenteeism.
- **Proposition 15** : set up a mandatory day of European awareness on the model of Citizen's Day in France

# HEALTH

## Student Findings

- A lack of information on the policies and provisions in force (e.g. difficult to know if GMO seeds are prohibited everywhere in Europe, or only in France, lack of knowledge of the various European health funds, etc.).
- A European collective action in the field of health that has already proved its worth (e.g. Ebola).
- The European health insurance card as a major advance in the field of health at the European Union level.
- An interesting co-management initiative of some health organizations (hospitals) on certain borders between two European countries.
- A lack of a single European health system, despite training and recognized diplomas at Community level.

## Student Propositions (1/2)

- **Proposition 1** : create language courses for physicians in order to provide better care for European citizens who do not speak the local language.
- **Proposition 2** : create a European research centre funded by a European budget on health.
- **Proposition 3** : reduce opacity between private and public research at European level.
- **Proposition 4** : standardize the training of doctors at the European level in order to close the differences in level between doctors coming from different countries, while facilitating the equivalences in order to allow a more European formation.
- **Proposition 5** : standardize legislation on access to certain medicines.
- **Proposition 6** : better communication on the European Union's actions and opportunities in the field of health.



## Student Propositions (2/2)

- **Proposition 7** : extend the validity of the European Health Insurance Card and put in place its automatic renewal.
- **Proposition 8** : define policies to support health infrastructures.



warmly thanks



and all the ESCP Europe students for their  
involvement and their sagacity

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