**R3 AM1: No Future Without Education: Facing Inequalities through Rights and Participation**

**Proposers** Young Greens of Norway

**Motion text**

**From line 15 to 16:**

~~The first problem is that education~~Education can function both as a driver of inequality and as its most powerful remedy. Nonetheless, it currently reproduces existing

**From line 23 to 58:**

~~Addressing these inequalities requires going beyond the classroom. In this sense, access to extracurricular activities, such as sports, arts, or language learning plays a key role in cognitive development, social integration, mental wellbeing and, ultimately, in the students' future. However, these opportunities are increasingly shaped by purchasing power, effectively excluding children from unprivileged backgrounds from spaces essential to their personal and social development, reinforcing class-based inequalities across generations.~~ ~~A second problem is the~~Education today lack ~~of education~~ on key aspects such as diversity, mental health, environmental and social values, and sex education. ~~Against the far-right narrative that education must be reserved exclusively for parents, we argue that schools~~SSchools must not only teach knowledge and skills but also shape humans who can form a better society in co-education with parents. Inclusion and respect of all kinds of diversity ~~are not fostered in all centers.~~, Sex education and education on sexual diversity are still not widely implemented over the EU, and faces a conservative ~~push against it~~ countermovement.. For instance, a recent policy under the Meloni government in Italy sought to ban sex education, ultimately restricting it to requiring parental consent. Sex education should be accessible to all and from a young age, ~~starting with~~where aspects such as emotional awareness and consent, respecting each other and ourselves ~~to give~~ can equip children wth the ~~ability~~right tools to communicate better ~~and be respectful with each other~~.

~~A third issue is the lack of history education on recent developments and the origins of other countries and cultures. To better understand our society and the culture of every country, it would be vital to include the histories of native peoples worldwide. Focusing mainly on European history and neglecting native people's way of life leads to harmful and~~

~~biased thinking. Addressing this requires teaching democratic values and respect for different cultures and origins.~~
The lack of education on climate change in close connection with social justice. It is essential to teach children about nature, sustainability and respect for our planet and its fragile ecosystem to understand how nature and climate connect to social and climate justice. The lack of contact with nature among urban kids is also a health and education absence that must be solved.
~~A fourth issue is the lack of education on climate change in close connection with social justice. It is essential to teach children about nature, sustainability and respect for our planet and its fragile ecosystem to understand how nature and climate connect to social and climate justice. The lack of contact with nature among urban kids is also a health and education absence that must be solved.~~

**The history education must in a higher degree teach recent developments and what we now know about the development of countries and cultures. To better understand our society and the culture of every country, it is vital to include the histories of native people worldwide. Focusing mainly on European history and neglecting native people's way of life leads to harmful and biased thinking. Addressing this requires teaching democratic values and respect for different cultures and origins.**
A ~~fifth~~persisting issue is the ~~persistent educational disparity between~~different quality of education in rural and urban areas across Europe. ~~Students~~Pupils in rural regions often face limited access to specialised teachers, essential infrastructure, libraries, laboratories, and

**From line 65 to 74:**

Europe, these structural barriers create a tangible gap in educational outcomes and future prospects between rural and urban ~~students (without prejudice to the latter and the structural short of investment in them), reinforcing generational inequalities shaped by one's dwelling.~~pupils
~~A sixth issue is the~~The working conditions of teachers~~, which~~ affects the quality of education. Many educators are underpaid and face high workloads, leading to stress and a decline in educational quality. Having overburdened teachers with less time for lesson planning and student support affects learning outcomes~~. Teachers play a huge role in our system, and many issues have to be solved through broader family and work-life balance policies~~.

**Insert from line 80 to 82:**

solid legal basis, stable funding, and institutional recognition, reducing participation to a symbolic exercise dependent on political goodwill, due to .... This is not a failure of youth engagement, but of democratic structures that concentrate

**From line 84 to 88:**

input is ignored. Without enforceable guarantees, inclusive access, and mechanisms that ensure follow-up and real impact, ~~participation risks reproducing existing inequalities and undermining trust in democratic institutions~~youth involvement can be called nothing more than tokenism. . Ensuring that all young people have a legally recognised, adequately resourced, and genuinely influential role in shaping policies is

**Reason**

make the text more coherent and shorter. When "student" is written and changed with "pupil" it's because a student in our view is a person attending university and at least done with the school years they have a right to.