Coloured Glasses by

YFU YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

Manual for Active Citizens Living European Values (ACLEV)

EEE-YFU is an international non-profit organisation under Belgian law (AISBL) and is the umbrella organisation of Youth for Understanding in Europe. YFU advances intercultural understanding, mutual respect, and social responsibility through educational exchanges for youth, families, and communities. EEE-YFU works to support its member organisations to grow as quality and sustainable organisations. Through educational activities, advocacy and networking, EEE-YFU supports member organisations to develop stronger volunteer networks and leadership, have a greater influence on policy, increase the recognition of YFU, and be relevant and innovative in response to an evolving European society.

1. The Project

1.1. Aim of this Project and the Coloured Glasses Adaptation:

The aim of the *Active Citizens living European Values (ACLEV)* project is the empowerment of young people across Europe to become active citizens engaged in the strengthening and advancement of the European project. Through the ACLEV Project we want to raise **awareness**, stimulate **reflections** and encourage **critical thinking** about **European values** and the **European project**. Together we want to create connections and a **"sense of unity"** among young people across Europe. Another aim is to inspire people **to take actions** as responsible and engaged **European citizens** and to build and strengthen transnational networks between organizations and youth workers for mutual learning and development. **Coloured Glasses Workshops** are intended to increase the awareness of the following topics:

- **The European Project**
- **European Values & Rights**
- **Active Citizenship**

Key Learning Points:

- Having an **idea of the European Union institutional structure** and the **european member states**
- Knowing your **rights as an european citizen**
- **Awareness** and **reflection** of the **european values**
- Discussing the **"Sense of Unity"** among EU-Citizens
- **Critical thinking** about the **EU and the reaching of its goals**
- Take action as an **active and critical european citizen**

1.2. Target Group of the Coloured Glasses ACLEV Workshops

Due to the project proposal the target group of these adapted workshops are young people between **18 and 25 years**, who are eligible to participate in the **European Elections in 2019**. This target group is **very diverse**, including university students, youth clubs' affiliates, youth workers, but also students from a variety of social-economic and educational backgrounds. All these young people **will be triggered** to **reflect** their **mind-set** and **become (more) aware** of the **European project** and the **European values**. They will be encouraged to **become active citizens**, and be connected with other young people across Europe, the young people targeted by this project will ultimately develop a **positive attitude** towards the European project and a willingness to **be part of it as active citizens** and **voters** in the next European elections.

The following part is a **summary of the theoretical background.** All facilitators of the ACLEV Project will need to deliver Workshops about the three main themes. **More detailed information** about the theoretical background will be available in the **E-Learning Modules** for Facilitators of the ACLEV project by ECYC.

2. Theoretical Background

2.1. The European Project

Goals

The goals of the European Union:

- promote **peace**, its values and the well-being of its citizens

- offer **freedom**, **security** and **justice** without internal borders

- sustainable development based on **balanced economic growth** and **price stability**, a highly competitive market economy with full employment and social progress, and environmental protection

- **combat** social exclusion and **discrimination**

- **promote** scientific and **technological progress**

- enhance economic, social and territorial cohesion and **solidarity among EU countries**

- **respect** its rich cultural and linguistic **diversity**

- establish an economic and **monetary union** with the Euro as a currency.

Historical Background

1945-1959 A peaceful Europe – 6 founding Countries

The **European Union** was established with the aim of ending the frequent and bloody wars between neighbors, which culminated in the Second World War. As of **1950**, the **European Coal and Steel Community** begins to unite European countries economically and politically. The **six founding countries** are **Belgium**, **France**, **Germany**, **Italy**, **Luxembourg** and the **Netherlands**. In **1957, the Treaty of Rome creates the European Economic Community (EEC), or 'Common Market'.**

1960-1989 A growing Community – 12 Members

Denmark, **Ireland** and the **United Kingdom** join the European Union on 1 January **1973**, raising the number of Member States to **nine**. The European Parliament increases its influence in EU affairs and for the first time, all citizens can **elect their members directly in 1979**. In 1981, **Greece** becomes the 10th member of the EU, and **Spain** and **Portugal** follow in 1986.

1990-1999 A Europe without frontiers – 15 Members

The 1990s are the decade of two treaties: the **'Maastricht' Treaty** on European Union in 1993 and the **Treaty of Amsterdam** in **1999**. In **1995** the EU gains three more new members: **Austria, Finland** and **Sweden**. A small village in Luxembourg gives its name to the **'Schengen'** agreements that gradually allow people to travel without having their passports checked at the borders. Millions of young people study in other countries with EU support. **Communication** is made **easier** as more and more people start using mobile phones and the internet.

2000-2009 Further expansion - 27 Members

The **Euro** is now the **new currency** for many European Countries. During the decade more and more countries adopt the Euro. **2004** 10 countries join the EU: **Estonia**, **Latvia**, **Lithuania**, **Cyprus**, **Malta**, **Poland**, **Slovakia**, **Slovenia**, **Czech Republic**, **Hungary**, followed by **Bulgaria** and **Romania** in **2007**. The **Treaty of Lisbon** is ratified by all EU countries before entering into force in 2009. It provides the EU with modern institutions and more efficient working methods.

2010- today A challenging decade - 28 Members

The **global economic crisis** strikes hard in Europe. The EU helps several countries to confront their difficulties and establishes the 'Banking Union' to ensure safer and more reliable banks. In **2012, the European Union is awarded the Nobel Peace Prize**. **Croatia** becomes the **28th member** of the EU in **2013**. **Climate change** is still high on the agenda and leaders agree to reduce harmful emissions. European elections are held in 2014 and **more Eurosceptics** are elected into the European Parliament. A new security policy is established in the wake of the annexation of Crimea by Russia. **Religious extremism increases** in the Middle East and various countries and regions around the world, leading to unrest and wars which result in many **people** seeking **refuge in Europe**. **The EU is not only faced with the dilemma of how to take care of them, but also finds itself the target of several terrorist attacks.**

Although we are living in challenging times and **Euroscepticism** is growing in our society, we should never forget that the lasting **period of peace** in Europe is the **longest we have ever had.** At least two generations could and can live here **without war**. The European Union played and plays a huge role in **peace keeping** and putting an **end** to a **thousand years of wars** in a great parts of Europe. What is often taking for granted is a result of the **collaboration** between the **European countries.**

Overview of the Structure of the European Union

Members:

The EU is currently composed of 28 Member States:

Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom (U.K.).

On 23. June, 2016, the United Kingdom voted in the so called "Brexit" referendum to leave the EU. On March 29, 2017, the U.K. officially informed the European Council of its intent to leave. The U.K. will remain a member of the EU for exactly two years from the date of notification, i.e. 29. March, 2019.

Key Institutions: Who does what in the EU?

European Council:

The European Council is composed of the **Heads of State or Government of the EU's Member States**. It defines the **general political direction** and priorities of the EU but it is **not a legislating body**. The European Council elects its own **President** for a term of 2.5 years, renewable once. In December 2014, **Donald Tusk** was elected President of the European Council. His mandate was renewed in March 2017.

European Commission:

The European Commission is the EU's **executive organ** and represents the **interests of the EU as a whole**. It is composed of "the College of Commissioners", i.e. **28 Commissioners one from each Member State** including the President and Vice Presidents. The European Commission **President** is appointed by the European Council with the approval of the European Parliament. Current European Commission President, **Jean Claude Juncker**, took office in November 2014. The full College of Commissioners is also approved by the European Parliament for a five years term period. The Commission has the sole **right of legislative initiative** in most policy areas and monitors the Member States' **application and implementation of EU legislation**. In the event of any violation of EU law, it institutes infringement procedures or refers matters to the European Court of Justice.

Council of Ministers / Council of the European Union:

The Council of Ministers is a separate entity from the European Council and represents the

national governments of the 28 EU Member States. Ministers from each Member State defend their **national interests** in "sectoral" Council meetings. The main priority of the Council is to pass legislation based on proposals presented by the European Commission, in most cases jointly with the European Parliament. The **Presidency** of the Council **rotates** among the 28 Member States **every six months**. The Council also concludes agreements with third countries or international organizations.

European Parliament:

The European Parliament is the **only directly elected EU institution**. The EP is a multinational parliamentary assembly representing over 500 million EU citizens from 28 Member States. The Lisbon Treaty limits the number of **Members of the European Parliament (MEPs)** to **751** including the EP President. MEPs are elected for **five years terms**. The next elections will take place in **May 2019. Current European Parliament President Antonio Tajani** will remain in office until July 2019. Each Member State has a number of seats allocated on the basis of "digressive proportionality" which means that the **allocation of seats** is roughly **proportional to the size of the Member State's population** but smaller Member States have more seats than strict proportionality would imply. MEPs form "union wide" **political groups according to ideologies rather than nationality**. The EP elects the European Commission President and approves the full college of Commissioners. It shares **legislative power with the Counci**l to adopt legislative proposals under the "ordinary legislative procedure" (co-decision) and its consent is needed to conclude international trade agreements. It also decides on the allocation of the EU budget jointly with the Council.

Key-Institutions in Short:

- European Council - Heads of Member states set general political direction via consensus;
- European Commission - Guardian of the Treaties - takes Council conclusions and proposes legislation;
- Council of Ministers / Council of the European Union - Upper House - Ministers of Member states governments meet to amend or approve legislation. Bicameralism. Approval required;
- European Parliament- is directly elected and amends, approves or rejects commission proposals. Elects commission;
- Courts of Justice - Ensures application of EU Law;

HOW THEY WORK TOGETHER

EUROPEAN COMMISSION

supervises   appoints

proposes legislation and budget

EUROPEAN PARLIAMENT   COUNCIL OF MINISTERS

Citizens   co-decision   National Governments

EU Law   EU Budget

arbitrates   supervises

COURT OF JUSTICE   COURT OF AUDITORS

2.2.   European Values & Rights

The EU values are common to the EU countries in a society in which inclusion, tolerance, justice, solidarity and non-discrimination prevail. These values are an integral part of our European way of life:

Human dignity

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual liberties such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

Democracy

The functioning of the EU is founded on representative democracy. Being a European citizen also means enjoying political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as candidate and to vote in their country of residence, or in their country of origin.

Equality

Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957. Although inequalities still exist, the EU has made significant progress.

Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice whose judgments have to be respected by all.

Human rights

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and or the right to get access to justice.

These goals and values form the basis of the EU and are laid out in the Lisbon Treaty and the EU Charter of fundamental rights. In **2012**, the EU was **awarded the Nobel Peace Prize** for advancing the causes of peace, reconciliation, democracy and human rights in Europe

The Rights of EU citizens

Treaty on the functioning of the European Union gives EU citizens the right to

- **non-discrimination** on the basis of nationality

- **move** and **reside freely** within the **EU**

- **vote for** and **stand as a candidate** in **European Parliament** and **municipal elections**

- **consular protection** (help from the embassy or consulate of any other EU country to EU citizens in distress in a country outside the EU where they have no embassy or consulate of their own country)

- **petition** the European Parliament and complain to the European ombudsman

- **contact** and receive a **response** from any **EU institution** in one of the Eu's official languages

- **access European Parliament**, **European Commission** and **Council documents** under certain conditions

2.3. Active Citizenship

Active citizen can participate in the following areas:

Civil participation: about people getting involved with each other to pursue their own goals and interests. It includes participation in residents' associations, sports clubs, faith groups, etc. (NCVO 2005).

Civic engagement: tends to refer to the more formal routes of public participation in the process of governance. This could be through user panels, citizens' juries, citizen governors, non-executive board members, advisory groups, etc. Active citizens are afforded numerous rights and obligations (voting, role in the community/volunteering, donating, recycling, justice movements, etc.) "With rights comes responsibility"

A useful way to consider **'citizenship'** is through a **3 part typology** developed by **Westheimer and Kahne** (2004) which identifies three separate models of **citizenship and citizenship education**:

1. the **'personally responsible citizen'**, for whom citizenship education increases their awareness of individual rights and responsibilities; the citizen as a 'voter' and 'volunteer'
2. the **'participatory citizen'**, for whom citizenship education also enhances their knowledge of participatory structures and rights; the citizen as an individual within a group(s), actively participating in existing structures, taking up opportunities for participation, including participation in the planning and delivery of services
3. the **'justice-orientated citizen'** for whom citizenship education also adds a high level of awareness of collective rights, more widely, and a high level of collective political and social responsibility, including responsibilities to engage with issues of social justice and equality; participates within group(s), actively challenging unequal relations of power, promoting social solidarity and social justice, both locally and beyond, taking account of the global context

Critiques on the European Project / Euroscepticism

The main sources of **Euroscepticism** have been notions that **integration weakens national sovereignty** and the **nation state**; that there is a **democratic deficit** in the EU; that the EU is too **bureaucratic** that it encourages high levels of migration; or perceptions that it is a neoliberal organization which benefits the business elite at the expense of the working class. Euroscepticism is found in **political parties across the political spectrum**. Recently, the rise in **radical right-wing parties** in Europe is strongly linked to a rise in Euroscepticism on the continent. The criticisms to European integration can more or less be categorized into 2 main accusations: Bureaucratic Inefficiency, Democratic Deficit.

Bureaucratic Inefficiency

The most commonly used accusation thrown against the EU is that it is a **massively inefficient bureaucracy**, with EU civil servants **earning super inflated salaries**. This criticism is generally expressed by comparing the EU to of sort of **bloodsucker** that sucks out **EU economies**. But this critics can be seen as unfair. Because the EU is an extremely lean bureaucracy. As a matter of fact, it costs 1% of the added GDP (gross domestic product) of all member states to finance all of the institutions of the EU. Another point can be that we need that amount of institutions in the EU to grantee a fair and secure democratic process. Of course can be still improvements and adjustments be done in order to have a stable European Union and Institutions. While there are huge, surprising differences in how much Europeans in different countries pay to the **EU**, the union **costs citizens less than half a cup of coffee daily** — and as little as a tenth of a cup — in most of the 28 member countries.

Democratic Deficit

Critics see the democratic deficit as cause of the indifference of the citizens of the Union, insinuating that the citizens **do not participate in the European decision-making process**, which is therefore **undemocratic** and causes the estrangement of the citizens from European institutions. They overlook the fact that European **citizens already have almost the same influence** on the shaping of European law as they have on the shaping of national law. They **indirectly influence** it through the choice of the political parties, which make up the **national governments** and which therefore are involved in all European decisions adopted by the **Council of Ministers**. In addition, citizens have a **direct say** in the election of the members of the **European Parliament**, which has an important participation in the legislative process, thanks to improvements brought by successive European Treaties.

Sources:
- http://ec.Europa.eu/commfrontoffice/publicopinion/archives/eb/eb77/eb77_value_en.pdf
- http://europaeischewerte.info/fileadmin/templates/Documents/ewdef_en.pdf
- http://www.oecd.org/innovation/research/2381883.pdf
- http://changesuk.net/themes/active-citizenship/
- https://placeduluxembourg.wordpress.com/2010/11/28/evaluating-the-criticisms-against-the-eu/
- http://www.europedia.moussis.eu/books/Book_2/4/09/05/index.tkl?all=1&pos=115

3. Workshop outlines

3.1.   Workshop Outline on European Project / Values & Rights

Energizer: Unity Circle

Space	1 Room
Number of Players	Minimum of 5 PAX
Age Group	8-99 years
Duration	7-10 Minutes
Material	
How to play:	In the beginning the PAX stand in a circle all facing their front-man's back. The PAX now give their hands on their front-man's shoulders. When the facilitator says so they have to sit down on the lap of the person behind them. The goal for the group is not to fall down in the process of sitting down and have a stable „sitting circle" in the end. Tip for the facilitator: You can count from 3 to 1 to guide the sitting down process. If it is not working with the counting from 3-1, which is very fast and difficult, it works better if they sit down very slowly, but simultaneously. Count from 8-1 or from 10-1.

Theme(s)	European Values&Rights / Active Citizenship	
2-3 Facilitators	**Simulation Objectives**	**Learning Outcomes**
Age	18+ (18-25)	• reflect and combine group knowledge of the EU project • reflect on unifying and differing values • increase awareness and sensitivity of the EU as an enabler of our rights and liberties	• Having an idea of the European Union's institutional structure and the european member states • Knowing your rights as an european citizen • Awareness and reflection of the european values
Duration	80-90 minutes		
Number of Players	12-35 PAX of European Member States		
Space	1 Room		
Material	Pens, flip-charts, markers, post-its, 3 printed sheets of the empty EPT		
Handouts	Group Question Cards		

Important Notes	
	As a facilitator of this simulation you have to be prepared that questions about the EU institutions, law and rights will come up. You should be very comfortable with the content of the „Theoretical Background" and the structure of the EP-Tree. Read also through the group questions in your preparation meeting to clarify which information you need to know and what questions can come up! Tipp for Facilitator: Try to stay flexible in the discussion and keep in mind that Coloured Glasses Workshops are reflections on ourselves and specific themes and not a knowledge test. You don't need to be an expert that knows everything the discussions shall still be on the same eye-level.

Time	Phase	Description	Key Questions / Announcements	Aim
10-15 minutes	**Introduction of the EU tree and brainstorming**	Before the PAX are divided in 3 groups. Come together in a big circle, introduce the PAX to the EPT by using a flip-chart. Explain, starting from the bottom, the different parts and how they are intertwined.	• What values come to your minds when thinking of the European Project? (What are the most important in your opinion) • The EU has 28 (27 Brexit) member states. Let's try to enumerate all member-states together! • When thinking of the institutions of the EU, which ones come to your mind? What liberties and rights do you have as a European citizen?	Getting to know the structure of the tree
20-25 minutes	**Gain and summarize knowledge in small groups**	Divide the PAX in three different groups: (1) values and member states (2) EU institutions (3) EU Rights and citizen's liberties Give the 3 groups the question cards related to their topics and let them discuss about them. With the input of the questions and their discussions the PAX should prepare a small presentation for the other groups. Each group should come up with a question for the rest of the group to ask them after their presentation. Starting from this question there can evolve a short discussion. PAX can ask questions and share opinion. Tell the PAX that they have 15-20 Minutes to discuss in their groups. The groups can use a flipchart for their presentations – if needed.	*See Question cards!*	Getting aware of the EU-project /EU by discussing the EPT in groups

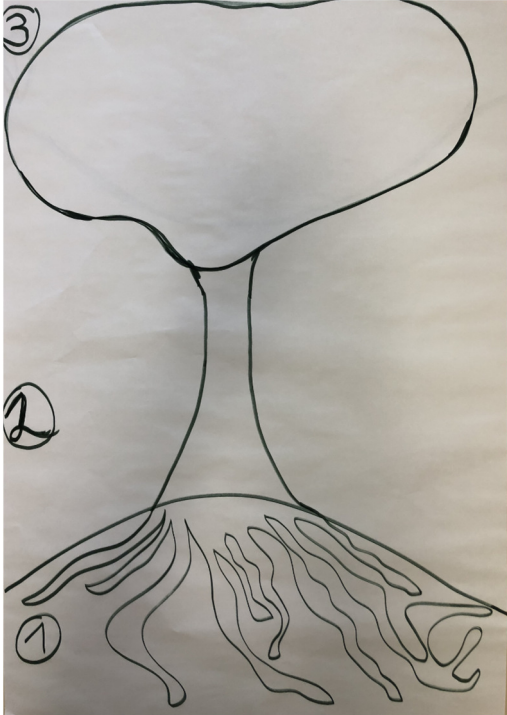| Time	Phase	Description	Key Questions / Announcements	Aim
20-30 Minutes	**Presentations of the 3 groups**	With the input of the questions and their discussions the PAX have prepared a small presentation for the other groups. Start with group 1-3 with the presentations of their EPT parts. After each presentation each group comes up with their question for the big group. Tip for Facilitator: If the groups presentation seems to be too short or unclear, ask some Key Questions.	Question for all after each presentation: • Is there anything unclear? • How do you feel about this part of the tree, is something missing? Question for each presenting group: • Which Question was the hardest to answer in your group? And Why? • In your Opinion what is the most important Point/Institution/Value etc. in your groups European Project Tree field?	Getting all on the same information level Starting discussions on the different fields Getting to know individual opinions
Time	**Phase**	**Description**	**Key Questions / Announcements**	**Aim**
5-10 minutes	**Summarization and Closing**	Come back together in a big circle. Ask the PAX if they have unanswered questions from the presentations before by using the Key Questions. If everything is clear continue with the Pointmaker on the EU motto „Unity in diversity " OR close the session.	• Do you have any questions on that topic? • Has your opinion towards the EU changed? • What will you do to support the values of the European Project?	Getting aware of your own opinion on the EU and how to get active.

QUESTION CARDS

Groupe 1	Groupe 2	Groupe 3
QS1: Which values are not or not that much represented in one of the MS? Discuss why and where you got this impression from?	**QS1:** How is the Council of the European Union structured? (members, election process, tasks, etc.) Discuss the power and legitimacy of this institution.	**QS1:** Which role play liberties and rights of the EU in your life? Discuss different fields like: health care, travel, economics, environment, education etc.
QS2: Do you know which member states where the 6 founding countries of the EU and when?	**QS2:** How is the European Parliament structured? (members, election process, tasks, etc.) Discuss the power and legitimacy of this institution.	**QS2:** Discuss critically about the EU laws and rights. Advantages and disadvantages! Next to liberties, which restrictions has the EU given us?
QS3: Of which 3-member states do you know at least about their politics, citizens, culture? **QS4:** Which EU value are you most proud of?	**QS3:** Discuss the statement: "The most commonly used accusation thrown against the EU is that it is a **massively inefficient bureaucracy.** This criticism is generally expressed by comparing the EU to a sort of **bloodsucker** that sucks out **EU economies**." • What are your opinions on that statement, when thinking of the EU institutions? • How much do you think the EU costs you each day?	**QS3:** Who is responsible for the application of the EU law? Discuss about this important role!
QS5: Decide together which value is the most important for a functioning European project?	**QS4:** Which EU institution is the most visible for you and which one is the most important to you?	**QS4:** How should the EU institutions react when EU fundamental rights are not respected in a member state?
QS6: Where do you see difficulties when thinking of different member states and common values? (Do you have examples?)	**QS5:** Discuss the word Eurosceptism?	**QS6: Your Question for the whole Group:**
QS7: Your Question for the whole Group:	**QS6: Your Question for the whole Group:**	

Tip: Give the Groups the questions you think are most important! So not all questions have to be part of the simulation!

POINTMAKER "Unity in Diversity" for the European Project Tree

Theme(s)		Active Citizenship / European Rights&Values		
1-2 Facilitators		**Simulation Objectives**		**Learning Outcomes**
Age	18+ (18-25)	Reflecting the European Project and the structure of the European union by talking about the European Motto „Unity in diversity ".		• Awareness about the values, institutions and right/liberties of the European Project/EU • reflect on the topic „Unity in diversity" and what it means in everyday life
Duration	10-20minutes			
Number of Players	10-35 PAX of European Member States			
Space	1 Room			
Material	EPT flipchart, post-its, markers			
Time	**Phase**	**Description**	**Key Questions / Announcements**	**Aim**
8-10 Minutes	***If you haven't done the EPT simulation before:*** **Introduction of the European Project Tree**	1. I*f you haven't done the EPT simulation before:* Come together in a big circle, introduce the PAX to the EPT by using a flip-chart. Explain, starting from the bottom, the different parts and how they are intertwined. Fill the fields of EP by asking the whole group the Key Questions.	• What values come to your minds when thinking of the European Project? (What are the most important in your opinion) • The EU has 28 (27 Brexit) member states. Let's try to enumerate all member-states together?! • When thinking of the institutions of the EU, which ones come to your mind? • What liberties and rights do you have as a European citizen?	• Getting to know the different Parts of the Euopean Project • reflecting how much we know or don't know about EU

Time	Phase	Description	Key Questions / Announcements	Aim
8-10 Minutes	**Reflection on "Unity in diversity"**	Introduce the topic by asking the first Key Question. "Unity in Diversity" is the EU's motto and it represents what the EU's values are all about. While each EU country has its own culture, language and traditions, they all share the same common values and must respect them if they want to be part of the European Union. For its works for peace the European Union was nominated for the Nobel Peace Prize in 2012. After a short discussion start placing post-it's from the bottom up next to the according segment of the tree: (1) countries with different cultures, traditions and languages (2) come together in the form of the EU (3) for peace and prosperity	**Have you ever heard about the phrase "Unity in Diversity"?** • Do you think this phrase fits to the EU? • How does this motto apply to your everyday life as an European citizen? • What are the advantages/disadvantages of the EU, when thinking of the different cultures, traditions, and languages? • Can OR what can the EU do better to protect the member-states diversity?	• Reflecting and straightening the "sense of unity" • getting aware of your role as an European Citizen to support this Motto • Refect the difficulties of living in such a diverse unity

(1) Values and Member States

Values: Human-dignity, **Freedom**, **Democracy**, **Equality**, **Rule of Law**, **Human Rights**, Peace, Stability, Solidarity, Respect, Security, Justice, Transparency, Tolerance;

MS: Austria, Belgium, Bulgaria, Croatia, Cyprus,Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom (U.K.).

(2) EU and its Key institutions

- **European Council** - Heads of Member states set general political direction via consensus;
- **European Commission** - Guardian of the Treaties - takes Council conclusions and proposes legislation;
- **Council of Ministers / Council of the European Union** - Upper House - Ministers of Member states governments meet to amend or approve legislation. Bicameralism. Approval required;
- **European Parliament-** is directly elected and amends, approves or rejects
- commission proposals. Elects commission; 751 members
- **Courts of Justice -** Ensures application of EU Law;

Pointmaker Post-its: place them from the bottom up

(1) countries with different cultures, traditions and language

(2) come together in the form of the EU

(3) for peace and prosperity

(3) EU Rights and Citizen's Liberties

EU specific:

- **vote for** and **stand as a candidate** in **European Parliament** and **municipal elections**
- **consular protection** (help from the embassy or consulate of any other EU country to EU citizens in distress in a country outside the EU where they have no embassy or consulate of their own country)
- **petition** the European Parliament and complain to the European ombudsman
- **contact** and receive a **response** from any **EU institution** in one of the Eu's official languages
- **access European Parliament**, **European Commission** and **Council documents** under certain conditions

Freedoms:

- **freedom to move and reside freely within the EU**
- **freedom** to choose an occupation and right to engage in work
- **freedom** to conduct a **business**
- **freedom** of **thought**, **conscience** and **religion**
- **freedom** of **expression** and **information**
- **freedom** of **assembly** and of **association**
- **freedom** of the **arts** and **sciences**

Rights and Protections:

- all **human rights**
- **non-discrimination on the basis of nationality**
- **right** to **education**
- **right** to **marry and right to found a family**
- **right** to **property**
- **right** to **asylum**
- **protection** of **private** and family **life**
- **right** to **liberty** and **security**
- **protection** in the event of **removal**, **expulsion** or **extradition**
- **protection** of **personal data**

3.2.   Workshop Outline on European Values & Rights / Active Citizenship

Energizer: European Union Salad

Space	Indoors with a circle of chairs
Number of Players	10-30
Age Group	All ages
Duration	10 minutes
Material	1 chair per player
How to play:	All players sit in a circle. Every participant is assigned a member state of the EU by the facilitator. Pay attention, depending on the size of the group, 4-8 people should be given the same country. The facilitators ask/facilitator asks one student to stand in the middle and takes away the student's chair. The student who stands in the middle must attempt to get a seat. To do this, the student calls out a country and all people with that country must get up and move to another seat. Alternatively, the student in the middle can call „EU salad ", which means everyone must swap places (yet they cannot take the seat of their neighbour).

Simulation Circle of European Society

Theme(s)		European Values&Rights / Active Citizenship	
2-3 Facilitators		Simulation Objectives	Learning Outcomes
Age	18+ (18-25)	In a safe environment, provide an experience that mirrors the difficulty of living a "sense of unity" in a Union with citizens from 28 (27Brexit) member states with different historical and cultural backgrounds.	• Discussing the "Sense of Unity" among EU-Citizens with different backgrounds
Duration	45-55 minutes		
Number of Players	5-35 PAX of European Member States		• Support the idea of an active and critical European citizen
Space	1 Room		

Material	Role Cards, Stickers		• reflecting Values and Rights of European citizen
Handouts	Role Cards		

Important Notes	→ Pay attation • The role cards should be modified according to the needs and backgrounds of the PAX! -> Variations of the Activity: • If you have more PAX than role cards, you can give some role cards twice to different PAX. Make sure to mention this in the debriefing. There may be some differences in the end. • Instead, or in addition to distributing stickers to everyone after the first part of the debrief, you can have a small "free hugs energiser": tell the group that they have 30 seconds to hug as many people as possible. It will help you lighten up the atmosphere. • If you do not have enough space to make a big circle, you can do the variation "One Step Up", where the PAX stand in a line instead and take steps forward towards the facilitators. Advantage of this variation: It is very clear to see at the end, how far ahead some PAX stand, while others have not taken more than two small steps forward. Disadvantage: PAX sometimes take a step forward, so as not to be too far behind. -> Tips for Facilitation: • you can also let them modify the size of their steps. If they agree 100%, they should take a big step, and if they are unsure, they can take a very small step. • It is very helpful to use marks on the floor (tiles, parquet patterns etc.) to standardize the size of the steps. • In order to answer questions and to link the simulation closely to daily life, it is recommended, that facilitators know what is going on in the world and have some up-to-date examples ready. • You can modify the amount of questions to read to the PAX depending on the time you have for the workshop, and the size of the space. You can order the questions in terms of priority: If you really want to ask this one question put it first. So that if there is no more space for the PAX to move, you do not miss a question that you think is important.

Time	Phase	Description	Key Questions / Announcements	Aim
5-10	**Introduction Preparation**	All participants get a role card but are not allowed to show it or speak about their role. If a PAX wants to change their role card, this is okay (only, if they don't feel comfortable, and not because they don't know a lot about this person, as this is the point of the simulation) Everybody lines up in a big circle with one facilitator in the middle.	Does anybody not feel comfortable with his/ her role?	The PAX get into their roles.
5	**Transition to the simulation**	The PAX get a moment, to think about their roles, put themselves in the shoes of the person on the card. Then give the instructions and ask the questions (see key questions).	Imagine that you are the person on this card. You only have the information in the cards, so you can create the rest yourself. Take a short moment to think about the following questions. You don't have to tell us your answer or write them down: • How was your childhood? • In which political environment did you grow up? • How is your life today? • What do you enjoy? • What are you afraid of? • What does your daily routine look like? • What or who supports you in life? • Where do you see yourself in 10 years? • What is your feeling towards the EU? • In which situation did you benefit or do you currently benefit from the EU?	The PAX create the information that is missing about their roles.

Time	Phase	Description	Key Questions / Announcements	Aim
15	**Simulation**	PAX are now standing in a large circle each facing the facilitator who is in the middle. The PAX should have enough space to take steps forward as well as backwards. They are asked statements to agree or disagree to according to their role. They should answer as if they were the character on the role card. If they agree to the statement/ answer with "yes", they go one step ahead. If they answer with "not sure"/"maybe", they do not move. If they disagree/ answer the question with "no", they go one step backwards. After the statements have been read everybody stays in the final position.	Statements: You can vote in local, national and European elections You can expect fair treatment by the executive organs of your home country. In a poor situation, you can expect financial and psychological support from the state. You have once benefited or you benefit currently from the EU. You are in regular contact with members of other EU member states. You feel like home in the EU. You feel your language, religion and culture are respected in the society where you live. You can go on holiday once a year without restrictions. You can kiss your partner on the street. You can celebrate the most important religious festivals with your relatives and your close friends. You are not afraid of being harassed or attacked on the streets or by the media. You have a clear vision of your future. You are an open-minded person and treat other people with respect. ☐ Your life standard increased through the joining of your home country to the EU	The PAX answer the questions according to their roles and use stereotypes and existing knowledge about social structures to do so.

Time	Phase	Description	Key Questions / Announcements	Aim
5	**End of the simulation transition to debriefing**	The facilitator in the middle says a code word (for example "Active") with a low voice, so that only those who are in the inner circle can hear it. Everybody who can hear the word can go to a facilitator and get some candy when whispering the code word to him/her.	Listen very closely: The code word is … (in a low voice)	The PAX in the middle experience privileged treatment, while the ones outside the circle experience discrimination/ exclusion.

15-20	**Debriefing**	The role-play ends and the PAX can de-role. Key questions are asked. Take your time with the debrief and pay close attention to the answers and connect them to your next questions.
		
		After you finish the first debriefing, distribute stickers to the ones that did not get any. You will need the emotions that emerge from the simulation to do an effective first debriefing.
		
		However, you should pay careful attention to see if anyone is really upset and maybe somehow "shutting down", so you may need to "shake up" and change the atmosphere already before the first part of the debriefing, before moving on.
		
		May the PAX see the nationality as something not important or the have stereotypes towards the roles nationality. Pay attention to that point, because we should talk critically about the point that we think in nationalities and not in European Unity. One Goal of the EU is the "Sense of Unity"
		
		The focus of the debriefing can be on the topic of labelling/ stereotyping inner the EU and the "sense of unity", on European Rights&Values as European
			Questions for reflecting on the simulation:
			  What happened?
			  How do you feel?
			  How did you feel when you stepped forwards/backwards?
			  Was it hard for you to step in the other person's shoes?
			  Did the nationality of your role influence your answers?
			  Which questions where hard for you to answer?
			  What is the impact of your response in real life?
			
			Question focusing the European Union:
			  What comes first to your mind when you think about the EU?
			  Are you aware of your EU rights and values?
			  How often do you think about them?
			  What comes to your mind when you hear "sense of unity" according to the EU?
			  When do you feel a EU "sense of unity" in your everyday life?
				The PAX translate their experiences into real life as European citizen.

		citizen, Active Citizenship. You will see, which theme is more important to the PAX than give them the space to discuss this topic more detailed than the others.	Questions related to active Citizenship: Now we have seen our individual circle of the EU society. How would your „perfect EU circle" look like? How can we reach that? What can you do? What can be done on a national level? What can be done on an European level? What means active citizenship?	

local politician from a right wing party, 40 years old, has no family, from France	Homosexual parent, 2 children, in a relationship, from Romania	Farmer, gay, 45 years old, gets financial support from EU-agricultural projects, from Spain	Manager of a hotel chain, 35 years old, Eurosceptic, Single, from Luxembourg
Person,who takes care of her sick mother because professional care is not affordable, 35 years old, from Estonia	Unemployed person with financial difficulties, 40 years old, lives with financial help oft the state, no graduation, from the Netherlands	Student, on Erasmus in Lithuania, wants to stay for work, worries about the consequences from Brexit, from the United Kingdom	Person,who takes care of her sick mother because professional care is not affordable, 35 years old, from Estonia
Critical musician, 18 years old, first time eligible to vote for EU elections, making traditional music, from Cyprus	University professor of history, 75 years old, from Germany	Highschool girl, 17 years old, pregnant, no support by her family, from Slovenia	Person, 45 years old, member of the European Parliament, political direction lrather eft/liberal, from Poland
Judge, married, 50 years old, 2 children, from Hungary	Volunteer, 22 years old, helping an NGO to rescue refugees coming by ship to Europe, from South Italy	Asylum seeker from Syria, 25 years old, in Greece	Asylum seeker from Syria, 25 years old, in Greece
Architect, politically active, against the current government, 45 years old, from Austria	Lybian person, working in a kitchen in Czech Republic, strictly religiouse, residence permit for 2 years, 18 years old	Model, 20 years old, left school early (did not graduate), from Bulgaria	Homeless person with a dog, 50 years old, from Malta
Young parent of 3 kids, working parttime, seeking financial help from the state, from Sweden	Person, 45 years old, member of the European Parliament, political direction lrather eft/liberal, from Poland	Homeless person with a dog, 50 years old, from Malta	Muslim girl, 18 years old, wearing a burka, living in Finland
Manager of a hotel chain, 35 years old, Eurosceptic, Single, from Luxembourg	Person, 55 years old, who is working at an European Embassy in Turkey, from Denmark	Journalist of a critical media-platform, 28 years old, from Hungary	Electrician, 35 years old, sitting in a wheelchair, from Slovakia

Active Citizenships Model

Theme(s)	Active Citizenship / European Rights&Values	
1-2 Facilitators	**Simulation Objectives**	**Learning Outcomes**

		Simulation Objectives	Learning Outcomes
Age	18+ (18-25)	Provide a simple image and game to get people to talk about their role as an active European citizen.	Awareness about the types of active citizenship and getting active to become a active european citizen.
Duration	25-35 minutes		
Number of Players	5-35 PAX of European Member States		
Space	1 Room		
Material	Picture of the Citizenship model 3 different Coloured Sheets fitting to the 3 types of Citizenship (3 Flipshartsheets and 3 pens)		

Time	Phase	Description	Key Questions / Announcements	Aim
5-10	**Introducing the model**	Introduce the participants to the 3 part typology of Active citizenship (see Theoretical background and the following side). Westerheimer an Khane 2004	• What are the important points when talking about active citizenship in the EU? • What do you think about this model? •	Support reflection on active citizenship.
1-3 Minute	**Starting to think about their role**	Prepare in each corner of the room a sign for one of the citizen types. Ask the students to go to the corner according to their personal answer.	• Which active citizen would you call yourself? • Which model is the most popular in European society in your opinion?	Thinking about the personal Opinion on Active Citizenship. Clear picture of the group's decision.

Time	Phase	Description	● Key Questions / Announcements	Aim
	Starting to think about their role	If some students don't want to go to a specific corner that is okay as well. They shall position their-self in the middle of the room. You can use their decision in the following reflexion. Give the students 5 seconds for each question to make their decision. It should be a spontaneous answer without overthinking. Count from 5 to 1 and then everybody should stand in a corner.	● Which one would be important to be more accounted by people? ● If you agree with the following sentence place yourself in the middle of the room:"With Rights comes Responsibility	
15-20	**Debriefing**	Come back together in a circle and reflect what happened and how to get active. Talk about the Rights they have as European Citizen. Depending on the time and the activity of the group you can let them discuss some specific questions in 3 groups and afterwards you can reflect the results together. They can use flip charts to write their ideas/comments/answers down.	• What happened? Do you want to comment the last part? • What comes to your mind by talking about sense of unity and active citizenship? • When thinking of the Callout: "With Rights comes Responsibility" what comes to your mind regarding the EU? • Is voting important for you when thinking of active citizenship? • Is volunteering an action everyone should make? • What means participation in society for you? • What can we do to support active citizenship?	Support the idea of getting active on a local, national and european level. Discussion Rights as an European Citizen.

Time	Phase	Description	Key Questions / Announcements	Aim
	Debriefing	Talk with them about the Rights that are signed by the EU and how they can use them to be an active citizen. (maybe in 3 Groups)	• Is there something that can be done by the EU to support active citizenship? Are you aware of your Rights according to the EU? European Union gives EU citizens the right to: • **non-discrimination** on the basis of nationality • **move and reside freely/freely** within the EU • **vote** for and **stand as a candidate** in European Parliament and municipal elections • **consular protection** (help from the embassy or consulate of any other EU country to EU citizens in distress in a country outside the EU where they have no embassy or consulate of their own country) • **petition the European Parliament** and complain to the European ombudsman • **contact and receive a response from any EU** institution in one of the EU's official languages **access European Parliament, European Commission** and Council documents under certain conditions	