
Europe and Me

An educational tool
for addressing the
European Union
in the classroom



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Foreword

Whether we are aware of it or not, the European Union (EU) influences the daily lives of millions of people in myriad different ways throughout Europe. Yet in practice European citizenship education in schools across Europe varies considerably in quality. What young people learn about the EU often makes it look like a remote and abstract structure which has little direct relevance for them. Resource materials produced to tackle this problem have often been limited to promoting Europe and providing factual information about the EU institutions. This means there is a need for objective teaching tools which introduce the EU to young people in ways they can identify with and at a level that they can understand. These tools must focus on the EU's impact on the daily lives of ordinary people in different countries and help young people critically evaluate that impact.

In light of this situation, European foundations¹ joined forces within NEF (Network of European Foundations) to develop educational materials designed to help teachers make young people more aware of the European Union. It was decided that these materials would be based on real-life questions and situations which young people might encounter; they were designed primarily for students in vocational schools.

The foundations asked the Citizenship Foundation (UK), an organization with a great deal of experience in the field of democracy education, to create the materials.

The foundations would like to thank Ted Huddleston at the Citizenship Foundation for doing an excellent job in developing this tool.

Network of European Foundations – NEF

¹ The partner foundations are: the Bertelsmann Stiftung and the Freudenberg Stiftung (Germany); the King Baudouin Foundation and the Bernheim Foundation (Belgium); the Fondazione per la Scuola della Compagnia di San Paolo (Italy); the Carnegie United Kingdom Trust and the Joseph Rowntree Charitable Trust (UK). The Education Reform Initiative (Turkey) also assisted in this project. More information is available on the NEF website: www.nefic.org

Executive Summary

The European Union is central to the lives of millions of people across Europe. It affects our daily lives in a myriad of different ways, whether we are aware of them or not. Yet in practice European citizenship education in schools across Europe varies considerably in quality. Young people often learn about the EU as being a remote and abstract structure which has little direct relevance to them. Resource material produced to tackle this has often been limited to promoting Europe and providing factual information about the EU institutions. There is a need for non-partisan teaching materials that introduce the EU to young people in ways with which they can identify and at a level which they can understand – which focus on the effects of the actions of the EU on the lives of ordinary people in different countries and help them critically evaluate these.

That's why the Citizen Foundation (United Kingdom) was asked to develop this educational tool, in partnership with the Network of European Foundations and in coordination with the King Baudouin Foundation.

The resource is for teachers and other educational professionals working with young people in the 14-19 age group in EU member states and countries in Europe aspiring to become EU members. While designed with vocational education in mind, it will be found equally useful in the general secondary school setting.

The resource consists of 7 teaching units based on different 'claims' made for the EU:

Unit 1: Environment

The EU: Creating a greener planet?

Unit 2: Law & Order

The EU: Protecting us against crime?

Unit 3: Consumer Protection

The EU: Getting us a better deal?

Unit 4: Work

The EU: Creating better jobs?

Unit 5: Equality

The EU: Giving us equal rights?

Unit 6: Minorities

The EU: Helping everyone to feel they belong?

Unit 7: The World

The EU: Making the world a better place?

Do not think you need to be an expert on the EU to use this resource !

The notes at the beginning of each unit and the case studies and examples given should provide you with enough information to lead your students successfully through the activities it contains.

Europe and Me?

Europe and Me? is an educational resource designed to raise young people's awareness of the European Union (EU).

It has been developed by the Citizenship Foundation with funding from the Steering Committee of the Initiative for Learning Democracy in Europe (ILDE).

Why is this resource needed?

The EU is central to the lives of millions of people across Europe. It affects our daily lives in myriad different ways, whether we are aware of them or not. Yet European citizenship education in schools across Europe varies considerably in quality. Young people often learn about the EU as a remote and abstract structure with little direct relevance to them. Resource material produced to tackle this impression has often been limited to promoting Europe and providing factual information about the EU institutions. There is a need for non-partisan teaching materials that introduce the EU to young people in ways with which they can identify and at a level which they can understand, which focus on how the EU affects the lives of ordinary people in different countries and which help them to critically evaluate these effects.

Who is it for?

The resource is for teachers and other educational professionals working with young people in the 14–19 age group in EU Member States and in countries in Europe aspiring to become EU members. It has been designed with vocational education in mind, but will be equally useful in the general secondary school setting.

What is it for?

The resource is for teachers and other educational professionals working with young people in the 14–19 age group in EU Member States and in countries in Europe aspiring to become EU members. It has been designed with vocational education in mind, but will be equally useful in the general secondary school setting.

The aim of the resource is to raise awareness of the EU and European issues among young people, who generally have little concept or understanding of what citizenship means in the context of Europe. It does not set out to promote any particular view of the EU, but seeks to engage young people in an active exploration of the value and significance of the EU (and what the EU does) for people like themselves. It helps them to identify issues around which they think different countries could profitably work together to set common standards, and to consider the sorts of practical action the EU might take to achieve these.

How does it fit into the school curriculum?

Europe and Me? has been devised to be integrated into topics in different subjects as well as to be used in stand-alone civic education lessons, such as environmental studies in Geography, or working abroad in Economics. It also works well with an inter-disciplinary approach, helping teachers to inject a European element into topics in their different subjects.

What does it consist of?

The resource consists of seven teaching units based on different 'claims' made for the EU:

Unit 1: Environment	The EU: Creating a greener planet?
Unit 2: Law and order	The EU: Protecting us against crime?
Unit 3: Consumer protection	The EU: Getting us a fair deal?
Unit 4: Work	The EU: Creating better jobs?
Unit 5: Equality	The EU: Giving us equal rights?
Unit 6: Minorities	The EU: Helping everyone to feel they belong?
Unit 7: The world	The EU: Making the world a better place?

Each unit contains:

- a semi-animated PowerPoint story
- suggestions for classroom discussion activities
- case studies and background information – highlighted on PowerPoint slides
- an out-of-classroom practical investigation
- a student self-evaluation sheet

A recurring feature in all the units is some kind of practical problem that involves more than one country or crosses national borders, such as river pollution, football hooliganism or the rights of minority groups. Young people are asked how they would deal with this problem and the extent to which they think its solution lies in some form of cooperation between the countries concerned.

How can you use it?

The resource can be used in many different ways. You are entirely free to choose which units you would like to teach and which activities you think will work best – adapting them to meet the needs of your students where necessary. Don't worry if your time is limited: select the activities that you think will make best use of the time available.

Where time allows, it is best if you follow the activities in each unit in sequence:

- *Read* the introductory notes to get an idea of the problem it raises and what the EU is currently doing about this problem.
- *Check* the objectives and outcomes to decide what you want your students to learn.
- *Show* students the PowerPoint story, adding your own commentary and text to the slides as you think fit.
- *Lead* your students through the discussion activities, making sure they have plenty of time to consider the key questions.
- *Share* the real-life example(s) and some of the background information about current EU activity in this area, either orally or by means of the PowerPoint information slides.
- *Help* your students to carry out the practical investigation at the end to give them a more critical insight into the effectiveness of EU action.
- *Ask* students to complete and discuss the self-evaluation proforma provided.

At the end of all your work on this topic you may wish to ask your students to reflect on how the experience has affected their level of knowledge about, and their views on, the EU.

How much do you need to know about the EU to teach this resource?

You do not need to be an expert on the EU to use this resource. The notes at the beginning of each unit and the case studies and examples given should provide you with enough information to lead your students successfully through the activities.

There are, however, a few fundamental facts about the EU that it is always worth remembering:

- The EU was set up in the aftermath of the Second World War to foster peace and democracy and to create a single market for trade in Europe.
- As an organization, the EU is unique, being neither a federation (like the US) nor an organization for cooperation between governments (like the UN).
- The fundamental idea is that the countries that make up the EU (its 'Member States') remain independent sovereign nations, but pool their sovereignty in order to gain a strength and world influence none of them could have on their own.
- Pooling sovereignty means that Member States delegate some of their decision-making powers to shared institutions they have created – in particular, to the **European Parliament** (which represents, and is directly elected by, the EU's citizens), the **Council of the European Union** (which represents the individual Member States) and the **European Commission** (which proposes new laws, and implements these in and with the Member States, if they are adopted by the Parliament and Council).

Where can you find out more about the EU?

Useful sources of information about the EU online include:

- Europa
<http://europa.eu>
The portal site of the European Union
- The EU at a glance
http://europa.eu/abc/index_en.htm
A simple introduction to the EU and its work, including maps of Europe and descriptions of countries, and access to more detailed information about its history, treaties, technical language, publications and the main official websites in the Member States
- EUABC
www.en.euabc.com
A dictionary with short explanations of important EU words and links to further information
- Activities of the European Union
http://europa.eu/pol/overview_en.htm
Describes the main activities of the EU – eg agriculture, environment, research – with summaries of facts, developments and future challenges
- SCADPlus
<http://europa.eu/scadplus/leg/en/s20013.htm>
Details of all EU legislation
- Eurobarometer
http://ec.europa.eu/public_opinion/index_en.htm
Surveys of public opinion in Europe

How can young people make their voice heard on EU matters?

There are a number of means by which young people can make their voice heard on Europe and participate directly in EU policy. The most accessible include:

- Your Voice in Europe
<http://ec.europa.eu/yourvoice>
An opportunity to participate in EU consultations and discussions, find the names of MEPs and learn more about citizens' rights in Europe
- Europe Direct
<http://europa.eu.int/europedirect>
Answers questions on EU policy and on the exercise of citizens' rights
- Blogs
<http://blogs.ec.europa.eu>
Blogs of EU commissioners and representations to read and respond to

- SOLVIT
<http://ec.europa.eu/solvit>
 Direct help with problems caused by the misapplication of internal market law by public authorities – there is also a SOLVIT centre in every EU Member State
- European ombudsman
www.euro-ombudsman.eu.int
 A site where young people may request information from or lodge a complaint with the European Ombudsman
- MEPs
www.europarl.europa.eu/parliament/public.do?language=EN
 A site where young people may request information from or petition MEPs
- European Citizen Action Service (ECAS)
www.ecas.org
 Provides independent advice on citizens' rights in the EU
- European Youth Portal
<http://europa.eu/youth>
 A range of information about Europe and the EU, including studying and working abroad, citizens' rights and active citizenship opportunities
- European Youth Forum
www.youthforum.org
 A platform for over 90 National Youth Councils and European youth NGOs
- European Youth Parliament
www.eypej.org
 Represents young people's interests in Europe

How can you find out more about the European Citizenship Project?

For more information about *Europe and Me?* contact:
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For information about ILDE or other Network of European Foundations programmes, contact:

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Joseph Rowntree Charitable Trust

King Baudouin Foundation

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Europe and Me? The EU: Creating a greener planet?

Aim This unit helps young people to become more aware about environmental problems in Europe and about what the European Union (EU) is doing about them.

Focus The example of river pollution is used as a way of engaging students in wider environmental issues and showing how countries might work together to tackle them.

Context Environmental problems do not stop at national borders: radioactive fallout from the Chernobyl nuclear power plant in 1986 drifted from Ukraine across Europe and as far as the coast of North America. A clean and safe environment is essential for the health and quality of life of current and future generations. Common environmental standards are important for free trade. Countries cannot always manage environmental issues effectively on their own: a measure of cooperation is required.

Contents	Introduction	Teacher notes on environmental problems in Europe
	Objectives and Outcomes	Summary of student learning opportunities
	Activity 1	A PowerPoint story about river pollution and ideas for student discussion
	Activity 2	A PowerPoint slide sequence on river pollution and environmental issues in Europe
	Activity 3	An opportunity for students to investigate the use of the eco-label in their own neighbourhood
	Evaluation	A chance for students to reflect on their learning and turn their ideas into action

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EU: Creating a greener planet?

Introduction

Teacher notes on environmental problems in Europe and what the EU is doing about them

Environmental problems do not stop at national borders: radioactive fallout from the Chernobyl nuclear power plant in 1986 drifted from Ukraine across Europe and as far as the coast of North America. A clean and safe environment is essential for the health and quality of life of current and future generations. Common environmental standards are important for free trade. Countries cannot always manage environmental issues effectively on their own: a measure of cooperation is required.

What has the EU been doing?

The Maastricht Treaty of 1992 stated that the EU must integrate environmental protection into everything it does. Important decisions regarding transport, energy and agriculture in the EU should no longer be taken without examining their potential impact on wildlife and the countryside.

The EU has been active in a number of areas of environmental protection:

- **Improving air and water quality** – It has set targets to limit air pollutants such as sulphur dioxide, lead, nitrogen oxide, carbon monoxide and benzene produced by vehicles and other sources; launched a clean air strategy that aims by 2020 to cut deaths from air-pollution-related diseases by almost 40 per cent from the 2000 level and to reduce the area of forests and other ecosystems that suffer damage from airborne pollutants; set standards for bathing water; adopted the Water Framework Directive, whereby Member States have to identify all the river basins lying within their national territory and the areas that need special protection.
- **Managing waste** – It has introduced rules for waste disposal so that dangerous waste from Europe can no longer be dumped in poor countries; passed laws concerning the disposal of batteries, used oils and various types of hazardous materials, and also concerning the disposal of used vehicles, waste from electric and electronic equipment, sewage sludge and packaging waste.
- **Reducing noise pollution** – It has helped to curb harmful noise by requiring all Member States to complete noise maps for their major towns, roads and airports and draw up action plans to reduce noise levels and to protect quiet areas (EC Environmental Noise Directive).
- **Protecting nature and biodiversity** – It has adopted the Birds Directive, which identifies 194 endangered species and sub-species of wild bird for special care;

adopted the Habitats Directive on the conservation of natural habitats and wild fauna and flora, through which Member States must protect and preserve habitats and species that are of special interest – each Member State being responsible for identifying and designating Special Areas of Conservation (SACs) where these species can live safely; protected European markets against products containing genetically modified products elements.

- **Combating climate change** – It has signed the Kyoto Protocol in Japan and set targets for the reduction of emissions of greenhouse gases blamed for global warming; set up the EU Emission Trading Scheme on CO₂ emissions from industrial installations, whereby energy-intensive companies that cut their emissions are rewarded, and those which exceed agreed limits have to pay a penalty; promoted the adoption of similar policies around the world, in particular in industrialized countries and large emerging economies; set better building standards to cut heat loss through walls and windows.

Under the current Environment Action Programme, the European Commission will prepare different strategies that cover air pollution, the prevention and recycling of waste, the protection and conservation of the marine environment, soil, sustainable use of pesticides, sustainable use of resources, and urban environment.

What is the thinking behind these measures?

The EU policy on the environment is based on the concept of ‘sustainable development’ and guided by the ‘precautionary’ principle and the ‘polluter pays’ principle. It tries to combine:

- the need to find solutions to long-term environmental problems with the need to respond to short-term emergencies;
- environmental protection with economic development, eg by making sure that too much red tape does not stifle business competitiveness.

It also tries to place EU environmental action in a global context.

Glossary of terms	Competent authority	an organization or group given power over a particular aspect of EU decision-making within a Member State
	Directive	a law that applies to all Member States of the EU
	Member State	one of the 27 countries that make up the EU
	‘Polluter pays’ principle	the idea that those who create pollution must cover the cost of dealing with it
	‘Precautionary’ principle	the idea that every attempt should be made to avoid any potential risk
	Sustainable development	development that meets the needs of the present

generation without reducing the ability of future generations to meet their own needs

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EU: Creating a greener planet? Objectives and outcomes

A summary of student learning opportunities

Learning objectives

Students explore the problem of river pollution in Europe and some of its causes. They consider the role of inter-governmental cooperation in combating river pollution and reflect upon some of the challenges of achieving this. They look at the problem of water pollution in the Danube basin and consider how the EU has responded to this.

Students consider other types of environmental problem in Europe – including those affecting their own country. They reflect on the things the EU is doing to safeguard the environment – in particular, the use of the eco-label.

Students reflect on the effectiveness of current EU policy and practice on the environment. They express their views on this and look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will recognize how river pollution crosses national boundaries and will also be able to name several European rivers that cross national boundaries. They will be aware of different kinds of toxic waste that can pollute watercourses. They will become familiar with the problems encountered in the Danube basin and how the EU has responded to this. They will recognize how the problem of river pollution often demands inter-governmental solutions and be aware of some of the challenges of achieving these. They will know about the Water Framework Directive and what it contains.

Students will be aware of other types of environmental issues facing Europe – including noise pollution, biodiversity and climate change – and what the EU is doing about them. They will understand the working of the eco-label and what it has been designed to achieve.

Students will develop, and be able to express, a personal view about the effectiveness of current approaches to the environment in Europe – including those implemented by the EU.

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EU: Creating a greener planet?

Activity 1

A PowerPoint story and discussion tasks, taking about an hour and a half

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *A tale of two countries*. The story features a group of young people who go fishing only to find that the fish in the river have been killed by toxic waste from another country further upstream. Students consider what they think might be done to prevent pollution of this kind and who they think should be responsible for preventing it. This lays the foundation for a consideration of wider environmental issues in Europe and the role of inter-governmental cooperation in responding to them.

Method

Task 1 ▪ PowerPoint story

Show students the PowerPoint story [A tale of two countries](#). Check their understanding of the events shown and ask whether they have heard of any incidents like this.

Task 2 ▪ Advantages and disadvantages

Divide the group into pairs and ask:

- Which of these do you think would be the best way for the country downriver to stop the country upriver from poisoning the fish?

a Threaten them with force or violence?

b Pay them money?

c Offer to be more careful with their own disposal of toxic waste?

d Something else?

Tell the pairs to think about the advantages and disadvantages of each of these courses of action before reaching a final decision and writing them down.

Encourage the pairs to share their preferred course of action with the group as a whole, saying how they reached their decision and why they rejected the other possibilities.

Task 3 ▪ Who owns the water?

Ask the group as a whole:

- Who do you think the water belongs to?

(To the country it is in at the time? To both countries? To everybody? To someone

else?)

- Why do you think the country upstream is dumping toxic waste into the river?
(They don't know it is toxic? They don't care because it doesn't affect them? It would cost too much to dispose of it in a less harmful way? Some other reason?)
- How easy do you think it will be to find a solution to this problem?
(It depends whether it was a one-off accident or a long-standing problem? It depends how much it costs? It depends how much each country stands to gain or lose? Some other reason?)

Task 4 ▪ Role play – two governments

Divide the group into two halves. Explain that one half is to imagine that they are the government of the country downstream, where the young people live, and the other half is to imagine that they are the government of the country upstream, where the fish are being poisoned.

Allow the first government a little time to prepare a list of arguments they might give and offers they might make to the government upstream to stop all their toxic waste entering the river. Ask the other government to try to anticipate these arguments and offers and think of reasons why they are unable to do anything to stop the pollution. You may wish to ask students to write their ideas down as an aide-mémoire or as a record of their work.

Then allow the government downstream to present its arguments and offers to the one upstream, one at a time, to try to persuade them to prevent the pollution. Each time, allow someone from the other government to respond with reasons why they can't accept what is being said, or with an account of what they would require to change their minds on the issue.

Continue until the students have run out of ideas and a stalemate has been reached, or a mutually acceptable agreement has been reached on how to clean up the river.

Return the students to their former positions, allow them to come out of role and ask them to reflect as a group upon the experience of the role play:

- **How easy was it for your two governments to reach an agreement on this? Why do you think this was?**
- **Do you think it would have been easier if the two governments had already been working together on other environmental issues? Give reasons to explain your answer.**
- **Can you think of any situations like this in real life?**

Task 5 ▪

See if the group can think of any other environmental problems that cross the border from one country to another. Make a list. Ask if they know of anything that is being done to resolve these issues and, if so, whether it is enough.

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EU: Creating a greener planet?

Activity 2

A PowerPoint slide sequence, taking about 15 minutes

This PowerPoint slide sequence is designed to help students find out more about environmental problems in Europe and what the EU is doing about them. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

In addition to the specific topic of the environment, this activity provides a good opportunity to help students find out more about the geography of Europe – in particular, its countries and major rivers.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides, as well as the background notes at the beginning of the unit.

Slide 1 ■ European Rivers

Ask students how many European rivers, if any, they can name that flow across national boundaries.

The main European rivers and the countries they flow through are:

Danube (2,850 km): Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Germany, Hungary, Italy, Macedonia, Moldova, Poland, Romania, Serbia, Montenegro, Slovakia, Slovenia, Switzerland, Ukraine

Rhine (1,319 km): Switzerland, Germany, Netherlands, Italy, Liechtenstein, Austria, France, Luxembourg, Belgium

Elbe (1,165 km): Czech Republic, Germany

Vistula (1,086 km): Poland, Belarus, Slovakia, Ukraine

Loire (1,020 km): France

Tagus (1,007 km): Spain, Portugal

Oder (912 km): Czech Republic, Poland, Germany

Po (652 km): Italy, Switzerland, France

Rhone (485 km): Switzerland, France

Shannon (370 km): Ireland

Thames (338 km): England

Slide 2 ▪ Toxic waste

Ask students how many types of poisonous waste they can name that are likely to pollute rivers.

The main types of poisonous waste are:

- Pesticides/Insecticides
- Weedkillers/Herbicides
- Battery fluid
- Batteries
- Paints
- Oil
- Radioactive waste
- Medicines – including clinical waste such as hypodermic needles or dialysis waste
- Bleach
- Gas canisters
- Fridges/Freezers

Slide 3 ▪ The Danube Basin

Before going on to this slide, you may wish to return to the first slide in the sequence to ask whether students can identify the Danube and any countries through which it flows.

Nineteen countries share the Danube river basin, which makes it the world's most international river basin. Five major rivers and 165 million people pour pollution into the Danube river. The river absorbs raw sewage from cities, pesticides and chemicals from farmers' fields, waste from factories and bilge oil from ships. Virtually enclosed once it begins to weave its way through Europe, the Danube retains most of the pollution reaching its waters. Sewage washes up on the beaches, spreading disease and making the shores unsafe for residents and tourists. Nitrogen, phosphorus and other pollutants have spawned algae that have asphyxiated marine life and brought the river's once flourishing fishing industry to its knees.

In 1988, 364 drums of toxic waste originating in Italy were dumped into the Danube and somehow made their way on to the beaches and coastal waters of Turkey.

Slide 4 ▪ The EU Water Framework Directive

Under the EU Water Framework Directive, Member States have to identify all the river basins lying within their national territory. They have to complete an analysis of each one, noting the impact of human activity on water and areas that need special protection. All bodies of water used for human consumption by more than 50 people must be identified.

A management plan and programme of measures must be produced for each river basin district, taking account of the results of the analyses and studies carried out – making sure that the chemical and ecological status of the water is good and that pollution by hazardous substances is reduced. Member States must also introduce penalties if these provisions are infringed.

River basins covering the territory of more than one Member State will be assigned to an international river basin district. A competent authority will be designated for each of the river basin districts.

Slide 5 ▪ EU action on the environment

Ask students if they are aware of any other actions the EU is taking on the environment.

See background notes at the beginning of this unit for more details.

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EU: Creating a greener planet?

Activity 3

A practical investigation in the wider community, taking about half a day

This activity provides students with an opportunity to investigate the use of the EU flower eco-label. They look at how well known the eco-label is in their neighbourhood and the number of products available locally on which it is featured. This allows them to make a judgment on how effective it is in their local community.

You will need a copy of the eco-label for each group of students.

Before you start, you are strongly recommended to read the teacher briefing notes on the eco-label – below.

Method

Task 1 • The investigation

Show students the picture of the EU eco-label logo and ask them whether they know what it is. Then explain its purpose.

Tell students that they are going to be given the opportunity to find out more about the use of this logo in their local area. They should try to discover both the types of products the eco-label is found on and the percentage of people in their locality who recognize it.

Divide the students into groups and give them some time to decide how they will carry out their investigation and record the findings. Where will they look for the logo? On items at home, in school, in shops, or somewhere else? Where are they going to find people to survey? In school, or college, in shops, at home, on the street? Somewhere else? How will they record their findings? On paper, electronically?

When they have decided these things, the students are ready to carry out their investigation.

Task 2 • Debrief

When the groups have completed their work, bring them all together to share their findings. Then give them some time to reflect on what they have found. Useful questions to pose include:

- How many products could you find that featured the eco-label?
- What kind of products were they?
- What kind of people did you ask about the eco-label?
- What percentage of them recognized it?

- What did you learn from doing this investigation?
- From what you found, do you think the eco-label is working in your neighbourhood?
Why or why not?
- Do you think the eco-label should be given more publicity? If so, how?
- Do you think more effort should be put into solving environmental problems? If so,
who do you think should be responsible for doing it?
- Do you think it would help if European countries worked together more closely on
these? If so how?

Student resource

The EU eco-label logo



Teacher notes

EU eco-label

The EU eco-label is a voluntary scheme designed to encourage businesses to market products and services that are kinder to the environment and that European consumers can identify easily.

The same flower logo is used across different product groups and Member States, making it easier to recognize products with a superior environmental performance. This helps to avoid distortions of competition and ensures the protection of the interests of producers and consumers.

Criteria are established for individual product groups, such as paper products, textiles, detergents and paints, and for appliances such as refrigerators or dishwashers. The complete life-cycle of a product or a service is looked at in detail, from the extraction of raw materials, through the production, distribution and use of the product or service, and ending with disposal after use. When consumers see products with the eco-label, they know that these products have been carefully assessed and have been found to make less of an environmental impact than other competing products or than products with sometimes misleading environmental claims on them.

The main products for which producers may currently apply for the eco-label are:

- All-purpose cleaners
- Detergents for dishwashers
- Hand-dishwashing detergents
- Laundry detergents
- Soaps and shampoos
- Dishwashers
- Light bulbs
- Personal computers
- Portable computers
- Refrigerators
- Televisions
- Vacuum cleaners
- Washing machines
- Footwear

For more information, go to: http://ec.europa.eu/environment/ecolabel/index_en.htm

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EU: Creating a greener planet? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form – below – should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up action

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to:

- send a question to the European Commissioner of Environment
<http://ec.europa.eu/environment/env-informa>
- find out more about the Greenpeace campaign to challenge each of the CEOs of the major computer producers to be the first company to offer a computer free of the worst hazardous chemicals www.greenpeace.org/international
- think about joining Young Friends of the Earth Europe
www.foeeurope.org/youngfoee/index.htm

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s) _____

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

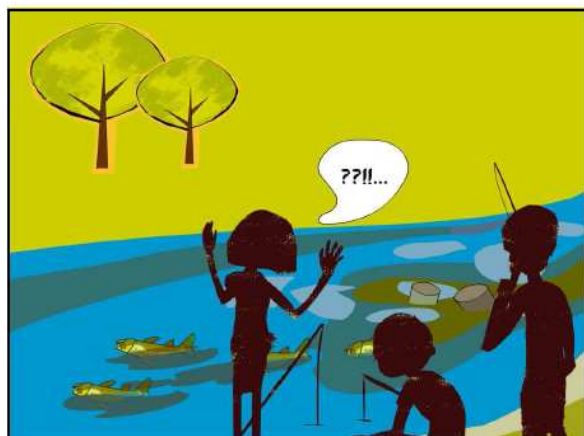
Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

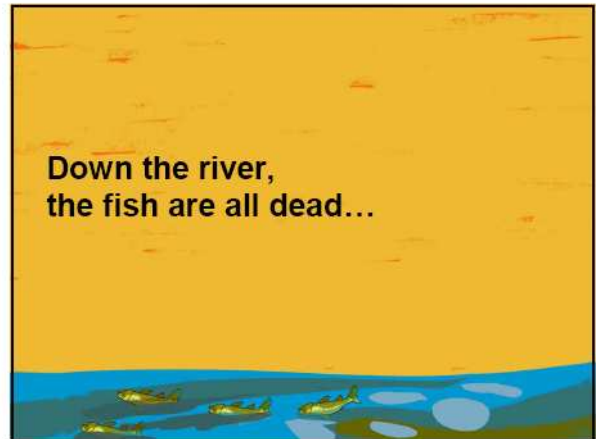
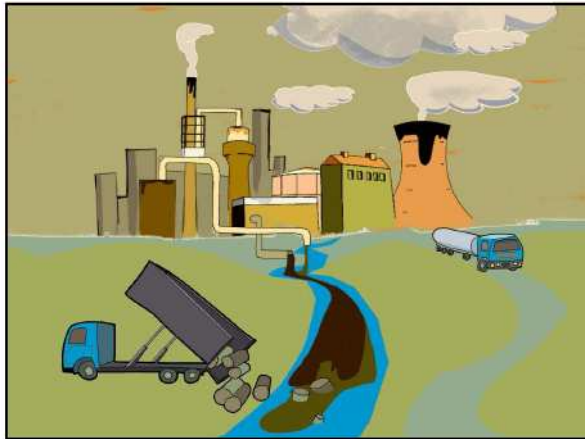
3 Your say

If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?







Did you know?

The longest European rivers to cross national boundaries are:

- **Danube** (2850 km): Albania, Austria, Bosnia and Herzogovina, Bulgaria, Croatia, Czech Republic, Germany, Hungary, Italy, Macedonia, Moldova, Poland, Romania, Serbia, Montenegro, Slovakia, Slovenia, Switzerland, Ukraine
- **Rhine** (1319 km): Switzerland, Germany, Netherlands, Italy, Liechtenstein, Austria, France, Luxembourg, Belgium
- **Elbe** (1165 km): Czech Republic, Germany
- **Vistula** (1086 km): Poland, Belarus, Slovakia, Ukraine
- **Tagus** (1007 km): Spain, Portugal
- **Oder** (912 km): Czech Republic, Poland, Germany
- **Po** (652 km): Italy, Switzerland, France
- **Rhone** (485 km): Switzerland, France

Did you know?

The main types of toxic waste are:

- pesticides/ insecticides
- weed killers/ herbicides
- battery fluid
- batteries
- paints
- oil
- radioactive waste
- medicines – also clinical, e.g., hypodermic needles or dialysis waste
- bleach
- gas canisters
- fridges/ freezers

Did you know?

- Nineteen countries share the **Danube river basin**, which makes it the world's most international river basin. Five major rivers and 165 million people in Europe pour pollution into the Danube. The river absorbs raw sewage from cities, pesticides and chemicals from farmers' fields, waste from factories and bilge oil from ships.
- In 1988, 364 drums of toxic waste originating in Italy were found to have been dumped into the Danube and somehow made their way onto the beaches and coastal waters of Turkey.

Did you know?

The EU Water Framework Directive is a set of laws that governs the care of rivers in EU Member States. It says that:

- Member States have to identify and complete an **analysis** of all the river basins lying within their national territory
- Member States have to produce a **management plan** for each river basin district, making sure that it is in a good ecological condition and that pollution by hazardous substances is reduced – with penalties if these provisions are infringed
- river basins covering more than one member state should be assigned to an **international river basin district** and a competent authority designated to look after each one.

Did you know?

The EU has been taking a number of measures to protect the environment – including:

- setting targets to **limit air pollutants** produced by vehicles
- setting **standards for bathing water**
- introducing **rules for waste disposal** so that dangerous waste from Europe can no longer be dumped in poor countries
- requiring all Member States to complete **noise maps** for their major towns, roads and airports and draw up action plans to reduce noise levels
- adopting the **Birds Directive** which identifies 194 endangered species and sub-species of wild bird for special care
- setting up an **EU Emission Trading Scheme** on CO2 emissions from industrial installations.

2

Europe and Me? The EU: Protecting us against crime?

Aim This unit helps young people to become more aware of cross-border crime in Europe and what the European Union (EU) is doing to combat it.

Focus The example of hooliganism at international football matches is used as a way of engaging learners in the wider issue of cross-border crime and of asking them to consider how countries might work together to tackle it.

Context Opportunities for all kinds of cross-border crime have grown in Europe with increasing globalization, expanding international trade and the removal of internal border controls. Organized gangs of criminals amass substantial profits from trafficking in illegal drugs, weapons and human beings, as well as from activities such as trading in counterfeit goods and international fraud. The proceeds from these crimes are often laundered and re-injected into the legal economy, leading to further organized criminal activity.

Contents	Introduction	Teacher notes on cross-border crime in Europe
	Objectives and Outcomes	Summary of student learning opportunities
	Activity 1	A PowerPoint story about violence at an international football match and ideas for student discussion
	Activity 2	A PowerPoint slide sequence on international football violence and cross-border crime in Europe
	Activity 3	An opportunity for students to investigate the issue of cross-border crime in their own country
	Evaluation	A chance for students to reflect on their learning and turn their ideas into action

2

EU: Protecting us against crime? Introduction

Teacher notes on cross-border crime in Europe and what the EU is doing about it

Increasing globalization and expanding international trade have brought new opportunities for organized crime within Europe. A further factor has been the removal of border controls between the 25 EU and 4 non-EU states currently participating in the Schengen Agreement.

In the last few years, organized crime groups have built up large-scale international networks and amassed substantial profits from illicit trafficking in drugs, human beings and weapons, and from counterfeit products and international fraud. The proceeds from these crimes are laundered and re-injected into the legal economy, which helps further organized criminal activity.

What has the EU been doing?

One of the challenges for the EU is to combine the freedom of movement of people throughout the Union (a prerequisite for the creation of a single European market) with the protection of citizens from the threat of serious crime, which this very freedom may exacerbate or, indeed, engender.

To counter this threat, the EU has called for and been active in seeking ways of achieving greater cooperation between national police forces, customs services and legal systems.

Measures that have been put in place include:

- **Europol** – staffed by police and customs officers, providing cooperation between Member States to combat terrorism, drug trafficking and other international crime, through information gathering and exchange.
- **European Police College** – training senior police officers at a European level in the police systems used in other Member States.
- **European Rapid Reaction Force** – a peacekeeping force drawn from specially trained police forces across Europe to help manage crisis situations and control conflict on European borders.
- **European Crime-Prevention Network and Crime-Prevention Forum** – aiming to spread knowledge of best-practice policing methods, and bringing together all those across Europe interested in the fight against crime.
- **Joint Police Stations and Police and Customs Co-operation Centres** – set up at many internal borders to ensure that all law enforcement forces on either side of national borders work together.

- **Schengen Information System** – a computer network system containing information on wanted persons and stolen objects and vehicles in Europe.
- **European Arrest Warrant** – valid throughout the EU, may be issued by a national court in one member state to arrest a person in another.
- **Football information points** – national football information centres set up by member states to combat hooliganism at international football matches, by gathering and sharing information and organizing cooperation between national police authorities.

What is the thinking behind these measures?

European policy on cross-border crime is based on the principle that EU citizens should have the same protection from crime and access to justice regardless of the Member State they are in at the time. It also recognizes, however, that criminals must not be allowed to find ways of exploiting differences in the legal systems of Member States.

This implies:

- joint customs, police and judicial operations;
- common standards for access to databases on criminal activity;
- compatibility between the legal systems of different Member States, eg on the level of punishment appropriate for different crimes.

Glossary of terms	Council of Europe	an organization concerned with human rights, democracy and the rule of law in Europe, drawn from 47 different European states – not part of, or to be confused with, the EU
	Cyber-crime	Internet Crime
	Derogation	opt-out (typically, of a piece of legislation)
	Europol	European Police Office
	Judicial cooperation	bringing the laws and legal procedures of EU Member States closer together
	Money laundering	converting money gained from criminal activities to apparently legitimate use by disguising where it came from, eg by passing it through a shop or business
	Schengen Agreement	agreement between European states abolishing physical borders and border controls between them
	Transnational crime	crime that crosses international borders, or takes place in one country but affects another – cross-border crime

2

EU: Protecting us against crime? Objectives and outcomes

Summary of student learning opportunities

Learning objectives

Students explore the problem of violence at international football matches and the factors behind it. They discuss different approaches to combating the problem and how these might be implemented – including the role of inter-governmental cooperation. They look at some actual examples of international football hooliganism – in particular, the Heysel Stadium disaster – and find out how the EU has responded to them.

Students consider other forms of cross-border crime in Europe, including those affecting their own country. They find out what the EU is doing to protect citizens against this kind of crime.

Students reflect, and express their views, on the effectiveness of current EU policy and practice on cross-border crime. They look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will recognize how football hooliganism crosses national borders and be aware of some of its potential causes. They will become familiar with the events of the Heysel Stadium disaster and the response of the Council of Europe. They will become aware of some of the actions taken by the EU (including the Police Handbook and Football Information Points) to deal with international football violence, and understand some of the advantages and disadvantages of different ways of tackling it.

Students will be aware of a range of different types of cross-border crime currently affecting European countries and what action the EU is taking to deal with this, including the European Arrest Warrant and the work of Europol and Eurojust.

Students will develop, and be able to express, a personal view about the effectiveness of current approaches to combating cross-border crime in Europe – including those implemented by the EU.

2

EU: Protecting us against crime?

Activity 1

A PowerPoint story and group discussion tasks, taking about an hour

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *Football friendly*. The story features a group of young football supporters caught up in violence at an international football match. Students consider what might be done to prevent violence of this kind and who should be responsible for preventing it. This lays the foundation for an exploration of wider problems of cross-border crime in Europe and the role of inter-governmental cooperation in combating it.

You will need:

- PowerPoint story, [Football friendly](#)
- [‘Preventing football violence’ cards](#)
- [‘Advantages and disadvantages’ table](#)

Method

Task 1 ▪ PowerPoint story

Show students the PowerPoint story *Football friendly*. Check students’ understanding of the supporters’ motives and of the factors behind the violence by asking: Why does violence often break out at international football matches? Does the same thing happen with other international sports? Who is to blame? What kind of people are the perpetrators? Does it involve all countries or just certain countries?

Task 2 ▪ Advantages and disadvantages

Divide students into small groups and ask the groups to think about what might be done to prevent violence at international football. Give them a few minutes to think of some ideas, and then ask them to feed these ideas back to the group as a whole.

Give each group a set of the ‘Preventing football violence’ cards and a copy of the ‘Advantages and disadvantages’ table. Ask them to look at the different suggestions on their set of cards and to try to think of one advantage and one disadvantage for each. They should note their ideas down on the table provided. Remind them that there is a blank card that they can use for a favourite idea of their own.

Encourage the groups to share their thinking with the group as a whole. Together, consider which they think is the greatest advantage and disadvantage for each suggestion.

Task 3 ▪ What is the solution?

Ask the students to return to their small groups, this time to consider which of the suggestions they think overall is likely to be the most effective. They should include

their own suggestion, if they have one – or swap it for a suggestion they have heard from another group. Ask groups to rank their cards in order, from the one they think will do most to reduce violence at international football to the one that will do least (or that will even make it worse). Then bring the small groups back to the group as a whole and ask them to share their top two or three ‘solutions’ and the thinking behind their choice. You might wish to see whether the group as a whole can reach a consensus on this.

Task 4 ▪ Whose responsibility is it?

Ask students to consider whose responsibility it is to prevent international football violence:

- Who do you think has responsibility for stopping violence at international football? Why?

(The fans? The football clubs? The town or city authority where the match takes place? The police? The media? UEFA (Union of European Football Associations)? FIFA? Someone else?)

- What can they do to prevent it?

Then ask students to think about the responsibilities of national governments:

- Do you think it would help if the governments of the different countries got together to do something? What can they do that other organizations or people cannot do?

(Share information about hooligans from their countries? Stop known hooligans from travelling? Set up international banning orders? Get their police to work together – maybe even set up a joint police force? Other?)

How easy do you think it is for governments to get together in this way? What difficulties are there?

Task 5 ▪ Crimes that cross national borders

Finally, ask students to think about other types of crime that cross national borders:

- How many other types of crime can you think of that cross over from one country to another?

(Drug crime? Human trafficking? Terrorism? Internet-related crime? Illegal immigration? Counterfeiting the euro? Arms trafficking? Other?)

- What do you think is the best way of dealing with crimes that cross borders? Why?

Preventing football violence cards

Make tickets more expensive	Hold international matches in a neutral country
Stop fans travelling to matches abroad	More police on duty on match days
Stricter punishments for football hooliganism	Stop the media stirring up hatred between different countries
More CCTV outside football stadiums	Punish the clubs if their fans cause trouble
Ban football hooligans from international matches	Restrict the number of tickets available to foreign fans
Tighter security inside football stadiums	Your own idea

Advantages and disadvantages table

	Advantage	Disadvantage
Make tickets more expensive		

2

EU: Protecting us against crime?

Activity 2

A PowerPoint slide sequence, taking about 15 minutes

This PowerPoint slide sequence is designed to help students find out more about cross-border crime in Europe and what the EU is doing about it. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

In addition to the specific topic of crime, this activity provides a good opportunity to help students find out more about the Schengen Agreement and about the difference between the Council of Europe and the EU.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides, as well as the background notes at the beginning of the unit.

Slide 1 ▪ The Heysel Stadium disaster

Ask students whether they have heard of the Heysel Stadium disaster and, if so, what they know about it.

On 29 May 1985, 39 people were killed and 670 injured in the Heysel Stadium in Brussels, Belgium, at the final of the European Cup tournament between Liverpool FC from England and Juventus FC from Italy. About an hour before the scheduled kick-off, Liverpool fans breached a fence separating the two groups of supporters and charged. Juventus fans were forced to retreat, putting pressure on a dilapidated wall, which collapsed. The resulting crush led to the deaths and injuries: 32 of the people killed were Italian Juventus fans, 4 were Belgian, 2 were French and 1 was Irish.

Following the disaster, English football clubs were given an indefinite ban by UEFA from all European competitions (lifted after five years) and Liverpool FC was excluded for an additional three years. Fourteen British fans were sentenced to three years in prison.

Slide 2 ▪ International football violence in Europe

Ask students whether they are aware of any other examples of violence at international football matches in Europe.

The examples here are self-explanatory.

Slide 3 ▪ The Council of Europe 'European Convention'

As a response to the Heysel Stadium disaster, a determined effort was made to establish European cross-border cooperation between the two main football authorities: FIFA and UEFA.

In 1985 the Council of Europe published the 'European Convention on spectator

violence and misbehaviour at sports events and in particular at football matches'. Its aims were to get organizations and authorities to work together to ensure safety and orderly conduct at sporting events. The convention suggested that measures should be taken to prevent and punish violent behaviour in sport through the coordination of police forces, governments and public agencies all over Europe.

The Convention also suggested the introduction of supporter clubs, the organization of travel arrangements and the safer design of stadiums. The Convention, the first initiative to make cooperation over football hooliganism between the police of different European states common, is still today considered the appropriate framework for such cooperation.

Slide 3 ▪ European cooperation on football violence

Although there have been a number of European Parliament resolutions and reports and several European Council resolutions and decisions relating to hooliganism at international football events, there has not been much hard EU law in this area. An EU standing committee monitors compliance with the Council of Europe recommendations and issues practical guidelines on matters such as European stadium policy, segregating rival supporters, controlling ticket sales and excluding troublemakers. A specific effort is also being made to prevent racist behaviour and discrimination at sports events.

EU initiatives have focused on two key objectives:

- improving the exchange of experiences between EU Member States in order to establish common standards of safety and public order;
- enhancing cooperation at EU level, particularly in exchanging information on football supporters, their transfer to other countries and their classification as peaceable or violent.

In particular, these initiatives have concentrated on:

- preventing hooligans from leaving their own countries;
- restricting hooligans from entering the host country or expelling them from the host country;
- policies relating to criminal convictions, stadium bans and mandatory reporting to the police.

Police handbook

In 1999 the EU Council of Ministers issued a handbook for national police forces that contains practical examples of methods for improving police cooperation and thereby preventing and controlling violence and disturbances at international football matches. The handbook includes recommendations for action before the match, information management, relations between the police and media, cooperation between police forces and event stewards, and admission and ticketing policy. These recommendations are regularly updated to take account of current practice.

Football information points

In 2002 a Council decision decreed that each Member State should set up and run a national football information centre, which would be responsible for:

- gathering, coordinating and exchanging strategic, operational and tactical information on football matches with an international dimension;
- coordinating and organizing cooperation between national police authorities;
- assessing the risks in relation to its own country's clubs and national team.

Slide 4 ▪ Cross-border crime in Europe

Ask students if they can think of other types of crime that cross over from one European country to another.

The following examples are self-explanatory.

Slide 5 ▪ EU action on cross-border crime

Europol Europol, the European Police Office, is based in The Hague in the Netherlands. Its aim is to improve the effectiveness and cooperation between the law enforcement agencies of the Member States in preventing and combating serious international organized crime. This applies where an organized criminal structure is involved and two or more Member States are affected.

Europol supports the law enforcement activities of Member States in the area of:

- illicit drug trafficking
- illicit immigration networks
- terrorism
- illicit vehicle trafficking
- trafficking in human beings, including child pornography
- forgery of money (counterfeiting of the euro) and other means of payment
- money laundering
- cyber-crime

It supports Member States by:

- facilitating the exchange of information between Europol liaison officers seconded to Europol by the Member States;
- providing operational analysis in support of Member States' operations;
- generating strategic reports (eg threat assessments) and crime analysis;
- providing expertise and technical support for investigations and operations.

At the heart of the service is a vast computer database (TECS – The Europol Computer System), which helps national law enforcement agencies across the EU share information on known and suspected criminals, and on stolen objects.

Eurojust Eurojust is an EU body set up to help Member States investigate and

prosecute serious cross-border and organized crime in a more coordinated manner, in particular by facilitating the execution of international mutual legal assistance and the implementation of extradition requests.

The first permanent network of judicial authorities to be established anywhere in the world, it hosts meetings, with translation facilities, between investigators and prosecutors from different states, dealing with cases at an individual and a strategic level and with specific types of criminality. The College of Eurojust now comprises 27 national members, one nominated by each EU Member State. The national members are senior, experienced prosecutors or judges.

European arrest warrant A European arrest warrant (EAW), valid throughout the EU, came into force in 2004, replacing extradition procedures between Member States. The warrant may be issued by a national court if the person whose return is sought is accused of an offence for which the maximum penalty is at least a year in prison, or if he or she has been sentenced to a prison term of at least four months.

The EAW means faster and simpler surrender procedures and an end to political involvement. The state in which the person is arrested has to return that person to the state where the EAW was issued within a maximum of 90 days of the arrest. It also means that Member States can no longer use the grounds that they are nationals to refuse to surrender to another Member State citizens of their own who have committed a serious crime, or who are suspected of having committed such a crime in another EU country.

Slide 6 ■ Map of the Schengen area

Ask students if they can name any European countries that have no physical border posts or checks between them. Then show them the map of the countries in the Schengen Agreement and see if they can name them. See if they can identify the countries that are not in the EU and also the EU Member States that are not Schengen countries.

The Schengen Agreement is a legal agreement between European states to abolish physical borders and border controls with each other. It currently applies to 25 EU and 4 non-EU states. The aim is to establish a common travel area without internal borders but with common external borders. Schengen countries do not normally require citizens to show their passports when they cross frontiers between one Schengen country and another. Most EU states are now involved, but Ireland and the UK are still outside Schengen, as they have a derogation of the law involved (Treaty of Amsterdam).

Ask students to reflect on what they see as the advantages and disadvantages of this arrangement and, in particular, the effect they think it might have on crime.

2

EU: Protecting us against crime?

Activity 3

A practical investigation, taking about an hour

This activity provides students with an opportunity to investigate for themselves the issue of cross-border crime within their own country. They look at how cross-border crime is reported in national and local magazines and newspapers and the extent to which EU action to deal with it is featured. This allows them to make a judgment about the effectiveness of EU action and the extent to which it is recognized in their own country.

You will need a collection of national and local newspapers and magazines, copies of the 'Crime checklist' and copies of the 'Results table'.

Before you start, you are strongly recommended to read the teacher briefing notes at the beginning of this unit.

Method

Task 1 • The investigation

Divide the students into small groups and give each group a selection of old newspapers or magazines and one copy each of the 'Crime checklist' and the 'Results table'.

Tell students that their task is to look through the newspapers and magazines to see how many articles they can find that mention cross-border crime – whether originating in or having an effect on their country. The 'Crime checklist' will give them some ideas of what to look for. Each reference they find should be noted down on the 'Results table' – in terms of the type of crime, the different countries affected and the action being taken, including action taken by the EU.

If you think that a random trawl of newspapers and magazines will be unlikely to provide sufficient examples for your students to work on, you should think about making a collection of appropriate articles yourself in advance – enough to give each of your groups a different selection to study.

Task 2 • Debrief

When the groups have completed their work, bring them all together to share their findings. Then give them some time to reflect on what they have found. Useful questions to pose include:

- What kinds of crimes were reported?
- Which countries were involved?
- What was said about the EU?

- What did you learn from the exercise?
- What did it tell you about cross-border crime in relation to your country?
- What did it tell you about the kind of things that are being done to combat cross-border crime in Europe?
- Do you think more effort should be put into combating this kind of crime? If so, what kind of things do you think need to be done and whose responsibility is it to do them? Would it help if European countries worked together more closely on these?

Crime checklist

- Drugs trafficking
- Money laundering
- Arms trafficking
- International car theft
- Terrorism
- Hooliganism at international football
- Internet porn
- Smuggling illegal immigrants
- Trafficking in endangered plants or animals
- Computer hacking or viruses
- Sex slavery
- Illegal disposal of hazardous waste
- Smuggling cultural items
- Other?

Results table

Crime	Countries	Actions

2

EU: Protecting us against crime? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form – below – should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up action

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to:

- send a question to the European Commissioner responsible for Justice, Freedom and Security

http://ec.europa.eu/commission_barroso/frattini/welcome/on-lineform/default_en.htm

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s)

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

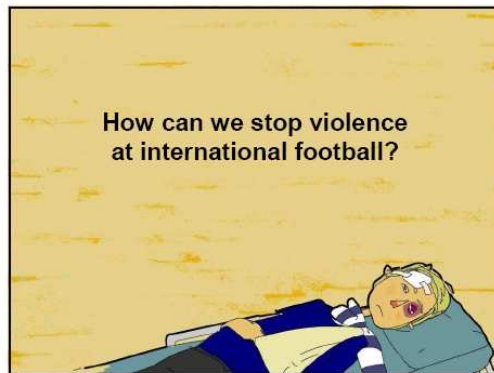
3 Your say

If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?







Did you know?

On May 29 1985, 39 people were killed and 670 were injured at the **Heysel Stadium**, Brussels, in the final of the European Cup. About an hour before the kick-off time, Liverpool fans breached a fence separating the two groups of supporters and charged. Juventus fans were forced to retreat, putting pressure on a dilapidated wall, which collapsed away from them with the resulting crush leading to the deaths. Thirty-two of the people who were killed were Italian Juventus fans, four were Belgian, two were French and one was Irish. Following the disaster, English football clubs were given an indefinite ban by UEFA from all European competitions (lifted after five years) with Liverpool F.C. being excluded for an additional three years. Fourteen British fans were sentenced to three years in prison.

Did you know?

The most serious cases of football violence in Europe in recent years have involved an **international** – for instance:

- England fans fighting Moroccans in Marseilles
- German fans severely injuring a French policeman in Paris
- English fans fighting German fans in Charleroi

Did you know?

In 1985, in response to the Heysel Stadium disaster, the Council of Europe published the **European Convention on Spectator Violence and Misbehaviour at Sports Events and in Particular Football Matches**.

This was the first serious attempt to set up **cross-border police co-operation** between European countries over football hooliganism.

It also suggested **safer travel arrangements** for football fans and the **safer design of stadiums**.

Did you know?

The EU has taken a number of measures relating to football violence – including:

- **guidelines** on stadium policy, segregating rival supporters, the control of ticket sales, and excluding troublemakers
- a **police handbook** giving advice to national police forces on ways of preventing and controlling disturbances at international football matches
- national **football information centres** run by the police in each Member State to gather and exchange information on international football matches.

Did you know?

There are many types of **cross-border crime** in Europe. These include:

- drug trafficking
- people trafficking
- international vehicle theft
- internet crime
- smuggling
- terrorism.

Did you know?

- **Europol** is the European Police Office. It is based in the Netherlands and exists to improve co-operation between the police forces of the EU Member States in combating international organised crime
- **Eurojust** is a European Union body that exists to improve co-ordination between Member States in the investigating and prosecuting serious cross-border and organised crime
- If a **European Arrest Warrant** is issued, the Member State in which a person is arrested has to return him/ her into the State where it was issued within 90 days of the arrest. This means that Member States can no longer refuse to surrender to another Member State one of its own citizens who has committed a serious crime, or who is suspected of having committed such a crime in another EU country.

3

Europe and Me? The EU: Getting us a fair deal?

Aim	This unit helps young people to become more aware about issues of cross-border consumer protection in Europe and about what the European Union (EU) is doing about them.	
Focus	The example of roaming charges for mobile downloads is used as a way of engaging learners in the wider issue of cross-border consumer protection and how countries might work together to deal with it.	
Context	With the opening-up of trading borders with the single market and single currency, the growth of internet and electronic commerce and the expansion of the service sector, new issues of consumer protection have arisen for citizens in the EU. More and more people are buying goods and services on the internet and from traders based abroad – which has led to a growing number of consumer complaints about cross-border purchases. Consumer confidence is important for the successful functioning of an internal market between European countries. Individuals must be confident that they have sufficient accurate information before making purchases and enjoy clear legal rights when transactions go wrong.	
Contents	Introduction	Teacher notes on cross-border consumer protection in Europe
	Objectives and Outcomes	Summary of student learning opportunities
	Activity 1	A PowerPoint story about mobile downloads abroad and ideas for student discussion
	Activity 2	A PowerPoint slide sequence on roaming charges for mobile broadband and cross-border consumer protection in Europe
	Activity 3	An opportunity for students to investigate problems that have been experienced in their own neighbourhood with internet purchases from other countries
	Evaluation	A chance for students to reflect on their learning and turn their ideas into action

3

EU: Getting us a fair deal?

Introduction

Teacher notes on cross-border consumer protection issues in Europe and what the EU is doing about them

In December 2006, the EU adopted a new consumer protection programme for the period 2007–13 with a budget of €157 million. It has two main objectives:

- To ensure a high level of consumer protection, notably through improved evidence, better consultation and better representation of consumers' interests
- To ensure the effective application of consumer protection rules, notably through enforcement cooperation, information, education and redress

Measures already in place relate to a wide range of consumer affairs, including:

■ **Consumer sales, guarantees and price indications**

Any consumer can send back a product if it breaks down within two years of purchase. Manufacturers often claim that they offer only a 12-month guarantee, but EU law states otherwise. If the goods are not delivered in conformity with the sales contract, consumers can ask for the goods to be repaired, replaced, and reduced in price, or for the contract to be rescinded. The final seller, who is responsible to the consumer, can also hold the producer liable in their business relationship. This is regulated in the Directive 1999/44/EC of the European Parliament.

The Unit Prices Directive, adopted in 1998, obliges traders to indicate the selling price and the price per unit of measurement on all the products which they offer to consumers. The intention is to improve consumer information and facilitate price comparison. This information must be unambiguous, clearly legible and easily identifiable. If advertising mentions the selling price, it must also indicate the unit price. For products sold in bulk, only the unit price must be indicated.

■ **Safety standards**

In addition to the General Product Safety Directive, adopted in 1992, individual safety measures are now in place for toys, personal protective equipment, electrical appliances, cosmetics, pharmaceuticals, machinery and recreational craft. A revised directive came into force in January 2004, introducing new and stricter rules on the recall of defective products. The European Commission now receives more than 1,000 notifications of dangerous products each year. The new rules set safety requirements for consumer products such as sports and playground equipment, childcare articles and gas appliances, and for most household products, such as textiles and furniture.

■ **Misleading and comparative advertising**

Directive 97/55/EC introduces the concept of comparative advertising, which is defined as 'any advertising which explicitly or by implication identifies a competitor or

goods or services offered by a competitor'. Comparative advertising is permitted if a number of conditions are met: for example, if it is not misleading, and if it compares goods or services meeting the same needs or intended for the same purpose. The directive provides for the establishment of a system for dealing with cross-border complaints in respect of comparative advertising.

■ **Redress**

The European Commission has created the European Consumer Centres Network (ECC-Net) for handling consumer complaints. There is a centre in each Member State. A parallel network, FIN-NET, fulfils the same role for cross-border complaints about financial services.

What is the thinking behind these measures?

The aim of the EU's consumer policy is to make sure your rights are protected and you have access to redress wherever you are in the EU and whether you buy your goods in a shop, by mail order or via the telephone and internet. It seeks to do this not just through legislation, but also through good practice guidelines and consumer education, eg the Europa diary for students aged 15–18, training in European consumer law for the personnel of consumer organizations, and an on-line consumer education tool: <http://www.dolceta.eu>

Glossary of terms

ECC	European Consumer Centre
Eurotariff	the price set by the European Commission beyond which mobile phone companies cannot charge for calls made or received abroad
Harmonization	making national laws consistent across all EU Member States
Redress	putting right a wrong, compensation
Regulation	an EU decision that applies directly to all Member States and citizens in the whole of the EU without having to be first transformed into a national law
Roaming	when you make or receive a mobile phone call abroad
Tariff	a set price or charge

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EU: Getting us a fair deal? Objectives and outcomes

Summary of student learning opportunities

Learning objectives

Students explore the problem of high charges for mobile broadband use abroad. They discuss what they think ought to be done about this and who should be responsible for doing it – including the role of inter-governmental cooperation. They look at actual instances where citizens of European countries have incurred unexpectedly high charges for internet downloads abroad and at the action the EU has already taken on roaming charges for mobile phone calls.

Students consider other cross-border consumer protection issues in Europe. They find out what the EU is doing about these.

Students reflect, and express their views, on the effectiveness of current EU policy and practice on cross-border consumer protection. They look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will be familiar with the problem of roaming charges for mobile broadband use for European consumers and will be aware of at least one practical example of this. They will know about action that has already been taken by the EU on roaming charges for mobile phone calls.

Students will be aware of a range of consumer protection issues that cross national borders and how the EU has dealt with them – including the work of European Consumer Centres and the EU Distance Selling Directive. They will know about some of the problems that can arise in buying goods and services from other countries over the internet, and have an idea of the extent to which these problems have been experienced in their local community.

Students will develop, and be able to express, a personal view about the effectiveness of current approaches taken by the EU to cross-border consumer protection issues in Europe.

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EU: Getting us a fair deal?

Activity 1

A PowerPoint story and group discussion tasks, taking about an hour and a half

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *An expensive holiday*. The story features a young man who incurs an unexpectedly high bill as a result of leaving his laptop computer downloading while he is swimming on holiday. Students consider what might be done to reduce roaming charges for mobile broadband use when travelling in Europe and who they think should be responsible for doing this. This lays the foundation for an exploration of wider problems of cross-border consumer protection in Europe and the role of inter-governmental cooperation in solving them.

You will need:

- PowerPoint story, [An expensive holiday](#)
- [Five sets of discussion cards](#)

Method

Task 1 • PowerPoint story

Show students the PowerPoint story *An expensive holiday*. Check students' understanding of the events in the story as you go: Do you know what mobile broadband is and how it works? Why do you think Sacha didn't switch off his computer when he went swimming? Why do you think he is surprised by the size of the bill?

Task 2 • TV simulation

Tell students that they are going to do a role-play simulation based on a TV consumer watchdog programme. The TV programme is investigating the high tariffs charged by mobile phone companies for broadband roaming charges abroad. Today it is hosting a special studio debate about what happened to Sacha. You are going to play the role of the TV host and your students are going to play all the other characters involved.

Preparation

Divide the students into five small groups and give each group a set of the discussion cards. Explain that each small group is to develop one of the main characters in the role play: Sacha, Sacha's father, Sacha's mother, Sacha's best friend, and a representative of the mobile phone company. Allocate a character to each group and give the groups some time to prepare how they think their character might respond and what they might say on the TV programme. If necessary, you can help the groups by suggesting some questions their character might be likely to have to deal with.

Next ask for volunteers – one from each group – to play the main characters.

Everyone else will play the studio audience. Explain that you – the teacher – will take

the role of the TV host. Then re-arrange the room to look like a TV studio – with five seats at the front for the five characters.

The role play

Get in role. In your role as TV host, begin by introducing the subject of the debate to the viewers and welcoming the special guests and the audience. Then ask Sacha to tell his story. Next, encourage the other characters to respond to what Sacha has said in turn. After this, encourage the different characters to respond to what each is saying – if necessary, by asking further questions yourself. You can then ask the members of audience whether they would like to put a question to any of the guests or make points of their own (it is a good idea to get them to write down possible questions and points as the programme is proceeding). Continue the debate until it looks like all the major points have been made or arguments exhausted.

Then ask the audience to take a vote on:

- Do you think it is fair for mobile phone companies to charge higher tariffs for using the internet abroad? Yes or no?

Finally, ask each of the guests to summarize in a sentence what they think and how they feel at the end of the programme. Then thank them and the audience and 'wind up' the programme – perhaps with audience applause.

Debrief

Tell the students to come out of role and re-arrange the room. Then ask the group as a whole what they now think about the situation:

- Whose side were you on? Why?
- Which did you think were the strongest arguments used in the debate, and which the weakest arguments?

Task 3 • What is to be done?

Ask the group as a whole how they think the problem of high roaming charges for mobile broadband can be dealt with:

- What kinds of thing do you think could be done to prevent situations like this happening?
(Warning posters put up in travel agents, holiday brochures, airports, ferries, etc? Shops tell customers the tariff when they buy the hardware? Manufacturers put a 'health' warning on the hardware? Phone companies charge the same tariff abroad as at home? Something else?)
- Do you think it would help if there was a law about high roaming charges? If so, what do you think the law should say?
(Phone companies should charge the same tariff abroad as at home? Phone companies have a duty to make sure everyone using their services abroad knows what the tariff is? There should be an upper limit on the tariff they can charge? Something else?)
- Do you think it would help if countries got together to do something about this? If so,

how?

(Making sure the prices were the same in every country? Putting pressure on the phone companies to do something? Something else?)

Task 4 • What about other goods and services?

Ask students as a group to brainstorm some of the other goods and services people might want to buy on holiday abroad. Write all the suggestions down.

Then ask the students to discuss in pairs:

- Imagine you want to buy one of these when you are on holiday abroad. How important would it be to you that:

it is the same price as at home?

It is the same quality as at home?

if anything goes wrong, your rights are the same as at home?

the safety standards are the same as at home?

Encourage some of the pairs to share their views with the group as a whole.

Depending upon the answers given, finish the activity by asking:

- Whose job do you think it is to make sure that these goods and services are the same wherever you buy them?

(Shopkeepers? Manufacturers? Governments? The EU?)

Discussion cards

Student resource

(1) Sacha's father

"I told him not to take his laptop on holiday with him. But did he listen to me? No. That's why he's ended up with this big bill. It would never have happened if he'd left the laptop at home like I told him. I hope he doesn't think we're going to help him pay off the bill. He'll have to sort it out for himself. He's only got himself to blame."

(2) Sacha's mother

"I don't know what made him leave his computer on when he went swimming. It must have just slipped his mind – an accident really. You can't really blame him. But it has left him with this terribly big bill. I don't know how he's going to pay it. He is still doing his training. I suppose we'll have to help him with it in some way."

(3) Mobile phone company

"I realize it is a big bill for a young person to pay, but I'm afraid he will just have to pay it. You can't just go abroad and expect everything to cost the same there as at home. Anyone thinking of using their mobile broadband abroad should check what the tariff is first. It's the sensible thing to do."

(4) Sacha's best friend

"It's not fair that Sacha and his family should have to pay this bill. It's the phone company's fault. If they are going to charge more for you downloading stuff abroad, they should make that clear. Then you know what you are doing. Anyway, I don't see why they should be charging you more in another country in the first place."

3

EU: Getting us a fair deal?

Activity 2

A PowerPoint slide sequence, taking about 15–20 minutes

This PowerPoint slide sequence is designed to help students find out more about issues of cross-border consumer protection in Europe and what the EU is doing to promote this. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides as well as the background notes at the beginning of the unit.

Slide 1 ■ €13,200 mobile broadband bill

Ask students if they have heard any stories about people coming home from holiday to find they have built up huge bills for mobile broadband use.

A man in the UK received a bill for €13,200 for his Vodafone mobile broadband usage after his wife downloaded four episodes of the TV sitcom *Friends* through his mobile phone while abroad. She used one of Vodafone's Mobile Broadband data bundles for the download, which would have been free had she done it in the UK. She started the download in the UK but completed it after flying to Germany, where roaming data fees are considerably higher. (*Broadband Watchdog*, 3 March 2008)

Slide 2 ■ €5,880 bill for watching TV abroad

An English solicitor who watched TV shows from the UK over the internet while on holiday returned home to a bill for €5,880 from her mobile phone company. The 46 year old is refusing to pay the bill after insisting she was never told that her £25 monthly tariff for 'unlimited downloads' did not apply abroad. During a long weekend in Villefranche on the French Riviera, the solicitor decided to catch up on the latest episodes of some of her favourite TV shows using the BBC's iPlayer service. She downloaded the programme to her laptop computer using a Vodafone 3G card, which enables fast internet access. She wrongly assumed that her tariff included downloading while abroad, but in fact her supplier, in common with most other telecoms firms, charges a much higher rate outside the UK. She said: 'You can imagine how I felt when I got the bill. I am refusing to pay it because when I got my phone, and when I got my 3G card, I wasn't given any information which said it was going to cost me that sort of money to download data abroad. The ironic thing is that the hotel where I was staying had Wi-Fi access which I could have used for €15 a day, but I thought I was saving myself €15 by using my 3G card.' (*Daily Telegraph*)

Slide 3 ▪ EU and roaming charges

Roaming is when you make or receive a mobile phone call when abroad, on holiday or on business. Because your home provider does not normally operate in that country, your calls are operated by a foreign network, which will charge your home operator for providing this service. This charge is passed on to you in addition to the usual cost of a national call. You can choose your foreign networks for better tariffs.

The EU Roaming Regulation has lowered charges by up to 60 per cent for consumers making or receiving mobile phone calls abroad in the EU. The regulation came into force in July 2007, thus abolishing one of the last borders in Europe's internal market. The regulation ensures that a price ceiling is set below which competition can take place. It also ensures that information is clearer and more accessible to consumers. Mobile service providers have to give free, country-specific information by SMS on retail roaming charges to their customers when they enter another Member State. The retail ceiling is called the Eurotariff.

At the moment, however, this does not cover tariffs for SMS and data roaming services. Viviane Reding, the EU commissioner for Information, Society and Media, gave phone companies until 1 July 2008 to cut their fees for downloading data and texting while abroad. She said: 'Sending a text message or downloading data in another country should not be substantially more expensive than at home. Higher retail charges abroad must be justified or they will have to disappear.'

Slide 4 ▪ EU Distance Selling Directive

Explain how the single market and single currency have led to increased mobility in Europe, and how this, allied to the use of electronic shopping and commerce, has led to increased issues of consumer protection.

This directive relates to contracts which are concluded by distance communication (without face-to-face negotiations between the seller and the buyer), such as mail order, TV shopping channels, e-mail, internet. It obliges traders to provide the consumer with certain information by e-mail or in writing, eg their right to cancel the contract and the means by which this can be done, the main characteristics of the goods or services, the price including taxes and delivery costs, and arrangements for delivery/performance. Traders who do not deliver within 30 days may find their contract automatically cancelled. If the goods ordered are not available, the trader must refund the consumer within 30 days of their being informed, unless the consumer agrees to an alternative or is made aware that they will incur no cost to return any substitute product. When purchasing goods, a consumer receives a seven-day cooling-off period, which begins the day after the goods are received as long as the information above is provided on time (before or with delivery of the goods). The cooling-off period allows the consumer to inspect and return the goods and cancel the contract for any reason.

Slide 5 ▪ EU action on consumer protection

See background notes at the beginning of this unit for more details.

Slide 6 ■ European Consumer Centres (ECCs)

The European Commission has created the European Consumer Centres Network (ECC-Net) for handling consumer complaints, by giving citizens free advice on their rights as consumers in Europe and providing easy access to redress, particularly in cases where the consumer has made a cross-border purchase. There is a centre in each Member State. The ECC-Net acts as a clearing-house to provide individuals with information and support when making a complaint. Contact details for the centre in each EU country can be obtained from

http://ec.europa.eu/consumers/redress/ecc_network/index_en.htm.

Michel, who lives in France, ordered a digital camera from a German website and paid €300 in advance. He was told that the German trader had sent the camera through the post, but the camera never arrived. Michel tried to contact the trader several times but, when he got no response, he turned for help to the European Consumer Centre (ECC) in France. The French ECC liaised with the German online consumer body, which was able to go straight to the trader. As the trader had no proof of postage, he was obliged to provide Michel with a new camera.

3

EU: Getting us a fair deal?

Activity 3

A practical investigation, taking a minimum of two hours

This activity provides students with an opportunity to investigate problems that people in their neighbourhood are experiencing when buying goods or services over the internet from another European country. Students interview a sample of local people about their experiences of internet shopping. This allows them to make a judgment about the extent to which local citizens are aware of the EU action on consumer protection in this field and its effectiveness.

You will need a copy of 'Top 10 most-popular products/services bought on-line in Europe' (see below).

Before you start out, you are strongly recommended to read the teacher briefing notes at the beginning of this unit.

Method

Task 1 ▪ The investigation

Divide the students into small groups and explain that they are going to carry out an investigation into the problems that people in their area have experienced when using the internet to buy something from another European country.

Discuss with the students how they are going to find a sample of people to interview. They will need to decide whether to restrict themselves to people in their school or college, or to include members of the public more generally. If they are not going to do a random survey, they might need to make a more formal request for interviewees, for example by advertising – in their school or community through a school or college newsletter, in a local paper, through posters in a local library, etc.

Next, help the students to formalize the questions they are going to ask. The main areas to consider are likely to include:

- the kinds of products and services people are buying from other European countries over the internet;
- what they have experienced problems with;
- the nature of the problems;
- how they dealt with the problems and what the outcome was;
- what they know about their rights as consumers in the EU.

Having formalized their questions, the students should then consider how they are going to record their findings and present them to the group as a whole later. You may wish to use 'Top 10 most-popular products/services bought on-line in Europe' as a

prompt.

The students can then carry out their interviews.

Task 2 • Debrief

When the groups have completed their work, bring them all together to share their findings. Then give them some time to reflect on what they have found. Useful questions to pose include:

- What kinds of problems, if any, are people experiencing?
 - With what kinds of goods or services are they experiencing these problems?
 - Which countries are involved?
 - What are people doing about these problems?
 - How much do they know about their rights as citizens of the EU when buying from another EU country?
 - Have any of them ever looked to a EU service, such as a European Consumer Centre for help?
 - What did you learn from the exercise?
 - What did it tell you about the need to protect consumers' rights in Europe?
 - What did it tell you about the kind of things that the EU is doing to protect consumers' rights?
 - Do you think more effort should be put into protecting consumers when they buy things from other European countries? If so, what should be done and whose responsibility is it to do it? Would it help if European countries worked together more closely on this?
- Student resource Top 10 most-popular products/services bought on-line in Europe

Top 10 most-popular product/services bought on-line in Europe	2007 (%)
Travel tickets	54
Holidays	42
Books	40
Concert/Theatre/Festival tickets	38
Clothes	33
Electrical goods	33
CDs	23
Cinema tickets	23
DVDs	21
Music downloads	19

3

EU: Getting us a fair deal? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form (see below) should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up actions

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to help someone they have met to solve a problem with internet shopping. A good place to start is the website of their local European Consumer Centre – a list can be found at:

http://ec.europa.eu/consumers/redress/ecc_network/index_en.htm

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s) _____

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

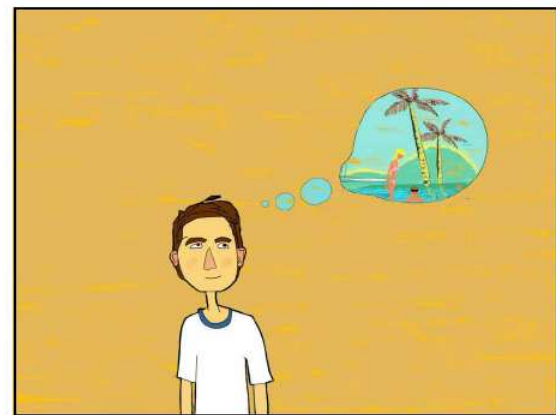
Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

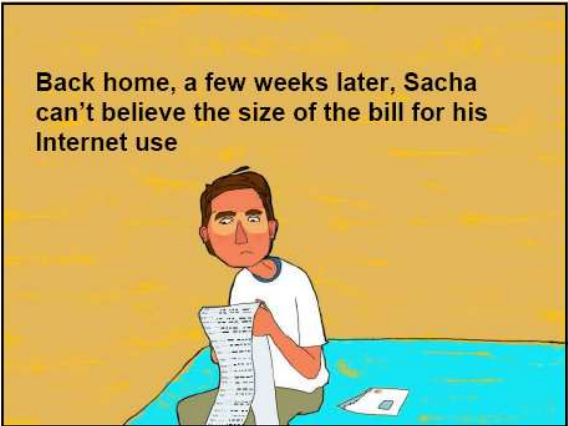
3 Your say

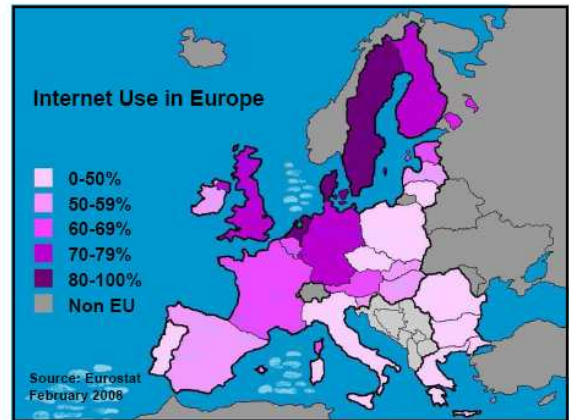
If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?







Did you know?

- A man in the UK received a 13,200 euro bill after his wife downloaded four episodes of Friends through his mobile phone. Had she downloaded the programmes in UK, it would have been free. But after starting the download in the UK, she flew on to Germany and finished it there, where the roaming data fees for mobile broadband are much higher.
- (Source: Broadband Watchdog, 3 March 2008).

Did you know?

- An English solicitor who watched TV shows from the UK over the internet while on holiday returned home to a bill for 5,880 euros from her mobile phone company. During a long weekend on the French Riviera, she decided to catch up on the latest episodes of some of her favourite TV shows, using the BBC's iPlayer service. She downloaded the programme to her laptop computer using a Vodafone 3G card, which enables fast internet access. What she didn't realise was that, in common with most other telecoms firms, her supplier charges a much higher rate outside the UK.
- (Source: Daily Telegraph)

Did you know?

- **Roaming** is when you make or receive a mobile phone call abroad. It is usually more expensive than when you are at home because the foreign network makes an additional charge.
- The **EU Roaming Regulation** sets a ceiling on roaming charges for mobile phone calls made or received within the EU. It came into force in 2007. This ceiling is called the **Eurotariff**, and it can lower your roaming charges by up to 60%.
- The problem is that, currently, this regulation does not cover SMS and data roaming services – such as sending a text message or downloading data in another country.

Did you know?

- The **EU Distance Selling Directive** sets EU-wide standards for buying and selling things at a distance, e.g., by mail order, TV shopping channels, email or the internet.
- These include requiring the seller to:
 - tell you the **full price** of what you want to buy, including taxes and delivery charges
 - tell you about your **right to cancel the contract** if you wish and how you go about this
 - give you a **7-day cooling-off period** from the day after you receive the goods, in case you want to cancel the order and return them.

Did you know?

- The EU has introduced a range of measures to protect consumers – including:
 - a **two-year guarantee** on all goods sold in the EU
 - **safety standards** on goods like toys, electrical appliances, cosmetics and household products
 - rules to prevent **misleading advertisements**.

4

Europe and Me? The EU: Creating better jobs?

Aim This unit helps young people to become more aware about issues relating to working abroad in Europe and about what the European Union (EU) is doing about them.

Focus The example of accidents at work abroad is used as a way of engaging learners in wider issues of work and how countries might cooperate to tackle them.

Context The freedom to work and live in other countries without discrimination on grounds of nationality is a prerequisite for the creation of a single market between those countries. Together with the free movement of goods, services and capital, the free movement of people makes up the so-called Four Freedoms, or four cornerstones, of the European Single Market. This freedom has existed since the foundation of the European Community in 1957, and Article 39 of the EC Treaty entails, among other things, the right to equal treatment in respect of access to employment, working conditions and all other advantages which could help to facilitate the worker's integration in the host Member State. An increasing number of young Europeans now travel abroad to work, which is giving rise to new problems.

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Activity 2 A PowerPoint slide sequence on accidents at work, and other issues relating to work abroad in Europe

Activity 3 An opportunity for students to investigate issues about working abroad in Europe from the perspective of their own local community

Evaluation A chance for students to reflect on their learning and turn their ideas into action

4

EU: Creating better jobs? Introduction

Teacher notes on issues relating to working abroad in Europe and what the EU is doing about them

The European Single Market opened up new economic and working opportunities for hundreds of millions of Europeans. One of the cornerstones of the Single Market is the freedom of EU citizens to work in another EU country on the same terms as that country's nationals. Together with the free movement of goods, services and capital, the free movement of people makes up the so-called Four Freedoms, or four cornerstones, of the European Single Market. It includes:

- the right to look for a job in another Member State;
- the right to work in another Member State;
- the right to reside there for that purpose;
- the right to equal treatment in respect of access to employment, working conditions and all other advantages which could help to facilitate the worker's integration in the host Member State.

What has the EU been doing?

The EU has been active in a number of areas in guaranteeing the equal treatment of EU citizens working in other EU countries, including:

- **Access to employment** – Any EU citizen has the right to take up work in another Member State under the same conditions as apply to that state's own nationals. EU and EEA (European Economic Area) citizens do not need work permits and are exempt from requirements concerning visas, passports and medical checks when entering another EU Member State. National provisions limiting the number or percentage of foreign workers do not apply to EU citizens. It is not permissible to prescribe special recruitment procedures for foreign EU nationals or to limit or restrict the advertising of vacancies in the press or through any other medium so that foreign nationals have less chances of being informed. National qualifications are to be recognized across the Union and professional experience acquired in different Member States should be taken into account under the same conditions as experience gained in the national territory. Periods of employment completed by workers in a comparable field of activity in another Member State must be taken into account for access to a job or for determining certain benefits (such as pay or grade) under the same conditions as experience gained in the host Member State.
- **Working conditions** – An EU national working in another Member State must be treated in exactly the same way as his or her colleagues who are nationals of that

state as far as working conditions such as pay, dismissal and reinstatement are concerned. He or she should also have equal access to training. Workers who have lost their job in the host Member State are entitled to the same unemployment allowances as nationals. The EU Working Time Directive ensures that all European workers get at least four weeks of paid holiday per year and limits the maximum length of a working week to 48 hours in 7 days, with a minimum rest period of 11 hours in each 24-hour period.

- **Social and tax advantages** – A migrant worker has the right to the same social and tax advantages as national workers (eg public transport fare reductions for large families, child allowances, minimum subsistence payments). Certain rights are extended to family members of the worker, such as the right to live with the worker in the host Member State and the right to equal treatment in terms of, for example, education.

Currently, there are several limitations on the freedom of movement of workers:

- Employers may demand a certain level of linguistic ability for a job – provided that it is reasonable and necessary for the job in question.
- A Member State may limit access to certain types of employment in its public services to nationals, eg the armed forces.
- There is a transitional period for Member States that have recently joined the EU.

What is the thinking behind these measures?

The principle of the equal treatment of workers derives from the concept of the free movement of persons, itself a prerequisite for the European Single Market. Removing the barriers that still prevent citizens and business from fully enjoying the benefits of the Single Market is a key aim of the European Commission.

Glossary of terms	European Economic Area	the 27 EU Member States plus Iceland, Liechtenstein and Norway – allowing these countries to take part in the EU Single Market without joining the EU
	European Single Market	removing the barriers that prevent European countries from trading with one other on an equal basis
	Four Freedoms	the free movement of people, goods, services and capital – the four cornerstones of the European Single Market
	Free movement of persons	the right of EU citizens to work and live in other EU countries without the need for work permits or visas
	Harmonization	making laws consistent across all the EU countries
	Member State	one of the 27 countries that make up the EU
	Principle of equal treatment	the right of foreign EU workers to exactly the same access to employment and working conditions as workers who are nationals

4

EU: Creating better jobs? Objectives and outcomes

Summary of student learning opportunities

Learning objectives

Students explore some of the risks of travelling abroad to work. They look at examples of accidents young people have had when working abroad in Europe and consider who is responsible in such situations – including the role of inter-governmental cooperation.

Students look at a range of other issues that can arise when young people travel abroad to work and consider the response of the EU to problems in this field.

Students explore the experiences of people in their neighbourhood who have worked or are currently working abroad in the EU and reflect on the effectiveness of current EU policy. They express their views on this and look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will know about their right as citizens of the EU to live and work in another EU country. They become aware of some of the issues that sometimes arise when young people go abroad to work – including accidents in the workplace – and have an understanding of where responsibility lies for the health and safety of young workers.

Students will know about key EU provisions for the health and safety of workers travelling to other EU countries, including the Framework Directive on Health and Safety and the Working Time Directive. They will be aware of a range of obligations owed by employers and the reciprocal obligations of workers.

Students will develop, and be able to express, a personal view about the effectiveness of current approaches to the health and safety of workers in Europe implemented by the EU.

4

EU: Creating better jobs?

Activity 1

A PowerPoint story and group discussion tasks, taking about an hour

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *Working abroad*. The story features a young man who is seriously injured when working abroad. Students consider whose responsibility it is to look after him. This lays the foundation for an exploration of wider issues that can arise when people travel abroad for work in Europe and the role of inter-governmental cooperation in dealing with these.

You will need:

- the PowerPoint story [Working abroad](#)
- copies of the [‘Whose responsibility?’ table](#)
- sets of [discussion cards](#)
- [discussion card answers](#)

Method

Task 1 • PowerPoint story

Show students the PowerPoint story *Working abroad*. Check students’ understanding of the story as you go: Why do you think Peter decided to go abroad to work? What different reasons might there be? How easy would it be for him to do this?

Task 2 • Whose responsibility?

Divide the group into pairs and give each pair a copy of the ‘Whose responsibility?’ table. Tell the pairs that their task is to decide who they think should bear the responsibility for looking after Peter now. Should it be just one person or organization? Or might different people or organizations have different responsibilities here? To help them decide, explain that each group has ten points to allocate. They allocate the points according to where they think the responsibility lies. They write down the points they have allocated in the ‘Whose responsibility?’ table. All ten points must be used. Warn the pairs that they will have to justify their decision later to the group as a whole, so they will need to have arguments ready.

(Possible arguments include: Peter’s mother – it is a family responsibility? The building company – he had his accident at work? The country in which he was working – he was working for its benefit? His own country – he is a citizen there? Himself – it was his own choice to go abroad?)

Encourage the pairs to share their ideas with the group as a whole and see whether it is possible for the whole group to reach consensus about where the responsibility lies.

Task 3 ▪ Card exercise

Divide the students into small groups and give each group a set of the discussion cards. Ask the groups to read the cards one at a time and to try to reach a shared answer to the question it contains. Then bring the groups together and encourage them to share their views with the students as a whole.

Then reveal the current legal situation in the EU with regard to these situations – see the discussion card answers. Ask students:

- Do you think this is fair? Why or why not?

Task 4 ▪ What kind of rules?

Ask the students to think of other problems that might be encountered when working abroad in Europe:

- How many other different sorts of problem can you think of that someone might experience when they go abroad to work?
- Whose responsibility do you think it should be to deal with these problems? Why?
- What do you think is the fairest way of dealing with people who go abroad to work? Do you think:

e they should be treated exactly the same as they would be in their own country?

f they should be treated exactly the same as the workers who are citizens of that country?

g all European countries should treat all their workers exactly the same – according to common rules?

h there shouldn't be any rules – it should be up to each country to decide what to do?

Whose responsibility?

His mother	points
The building company	points
The country he is working in	points
His own country	points
Himself	points
Someone else (who?)	points

Discussion cards

Klaudia

Klaudia is from Poland. She is working in a café in Spain when she finds she is expecting a baby. She makes an appointment to visit an ante-natal clinic. Would it be fair for the café owner to refuse to let her have time off for this during work hours?

Thomas

Thomas is from Belgium. His dream is to go to England and join the British army. He is physically fit and has all the necessary educational qualifications. Would it be fair for the British army to refuse him because he is Belgian?

Joana

Joana is from Portugal. She goes abroad for work, then loses her job there. Would it be fair for her to expect to receive unemployment benefit in the new country?

Matas

Matas is from Lithuania. He goes to France and applies for a job in a restaurant. Would it be fair of the restaurant owner to refuse him a job because he doesn't speak French very well?

Radu

Radu is from Romania. He is working in Italy when he hears that his mother has had a stroke. He wants to bring her to come and live with him in Italy. Would it be fair of the Italian authorities to stop him from doing this?

Viktoria

Viktoria is from Hungary. She spends six months working as an au pair in Germany. When the family she works for goes off to live in America, she decides to stay on in Germany for a further six months in the hope of finding a different job. Would it be fair if the German authorities refuse to let her stay in Germany to do this?

Discussion card answers

Under current EU legislation:

- 1 Klaudia is entitled to time off work for her appointment at the ante-natal clinic
- 2 Thomas may not be entitled to join the British army. Member States may reserve certain jobs for their own nationals – but only those in the public sector that involve the exercise of powers conferred by the public law and the safety of the state, including the armed forces, police and security services.
- 3 Joana is entitled to receive the same unemployment allowance as nationals.
- 4 Matas' situation depends upon the level of linguistic ability actually required for the job. The level of knowledge must be proportionate and reasonably necessary for the proper fulfilment of the tasks he would be expected to do.
- 5 Radu is entitled to bring his sick mother to live with him.
- 6 Viktoria is entitled to stay to look for work for six months.

4

EU: Creating better jobs? Activity 2

A PowerPoint slide sequence, taking about half an hour

This PowerPoint slide sequence is designed to help students find out more about issues relating to working abroad in Europe and what the EU is doing about them. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

In addition to the specific topic of work, this activity provides a good opportunity to help students find out more about the Single Market, the Four Freedoms, the Schengen Agreement and the EEA.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides as well as the background notes at the beginning of the unit.

Slide 1 ■ Accidents at Work

Ask students if they know anyone who has ever had a serious accident at work – at home or abroad.

Fruit farm

Two young migrant workers (21 and 27) died after becoming entangled in machinery used on a fruit farm. The task involved the erection and dismantling of 'poly-tunnels', which are secured using long ropes. They became entangled while using a tractor-mounted machine to wind up the rope. There had been no risk assessment, and the tractor-mounted winder was unsuitable, as it did not have an automatic cut-off in the event of entanglement. The workers had neither been adequately trained, nor made aware of the dangers posed by the task. Investigators drew attention to the fact that many of the workers on the farm were students, who might not have much understanding of safe working practices.

Warehouse fall

A serious injury to a young warehouse employee highlighted a number of important safety issues for employers in the warehousing and commercial storage sectors, including supervision of inexperienced workers. A 22-year-old employee received a crushed vertebra and fractured pelvis after he fell 3.5 metres from a temporary platform erected between two racking units in a warehouse. According to investigators, a competent supervisor would have recognized that working at such a height on unsecured boards was unsafe, and should not have been attempted.

Steel bars

A 19-year-old worker was crushed to death by falling steel bars. He had been working

underneath a suspended load, held in a sling that was operated by another relatively inexperienced worker. Neither the young worker, nor the person with whom he was working, who was in charge of the site, had received adequate instruction and training. Investigators emphasized employers' duty to ensure that workers and their supervisors are trained, and urged all construction firms to review their training and induction procedures.

Apprentice mechanic

An 18-year-old apprentice mechanic died four days after becoming engulfed in flames in an explosion. He was helping his manager empty a mixture of petrol and diesel from a dustbin into a waste oil disposal tank when the petrol exploded. A flue pipe outlet from a gas boiler was situated next to the tank and was switched on at the time: the petrol vapour ignited in a massive fireball. The young man was learning the trade, and was dependent on the duty of care owed to him by his manager and the garage owner. The attitude of the company was that health and safety was a matter of common sense, left to the experience of employees.

Slide 2 ▪ Vulnerability of young workers

Ask students if they know why young workers are often more vulnerable than older ones.

Young workers tend to be more vulnerable because they lack the experience, physical maturity, and awareness of health and safety issues that older workers have – and because employers neither provide the appropriate training, supervision and safeguards that might make up for these factors, nor place young people in work situations that are appropriate to them.

Slide 3 ▪ Map of the Schengen Area

The Schengen Agreement is a legal agreement between European states to abolish physical borders and border controls with each other. It currently applies to 25 EU and 4 non-EU states. The aim is to establish a common travel area without internal borders but with common external borders. Schengen countries normally do not require citizens to show their passports when crossing frontiers between one Schengen country and another. Most EU states are now involved, but Ireland and the UK are still outside Schengen as they have a derogation (an opt-out) of the law involved (Treaty of Amsterdam).

Slide 4 ▪ Framework Directive: Health and Safety at Work

The Framework Directive aims to improve the protection of workers from accidents at work and occupational diseases by providing preventive measures, information, consultation, balanced participation and training of workers and their representatives. The directive covers all workers in the EU employed by private companies and public institutions/organizations. Self-employed and domestic servants are not covered by the framework directive.

The Framework Directive lays the basis for a number of 'daughter directives', eg about the use of work equipment, manual handling, health, safety and welfare in the

workplace, personal protective equipment, carcinogens at work, display screen equipment, construction, safety signs, pregnant women, noise, asbestos, chemical and biological agents and explosive atmospheres.

Under this directive, employers are obliged to:

- ensure the safety and health of workers in every aspect related to the work, primarily on the basis of the specified general principles of prevention, without involving the workers in any financial cost;
- evaluate the occupational risks (among other things in the choice of work equipment and the fitting-out of workplaces) and make provision for adequate protective and preventive services;
- keep a list of, and draw up reports on, occupational accidents;
- take the necessary measures for first aid, fire-fighting, evacuation of workers and action required in the event of serious and imminent danger
- inform and consult workers and allow them to take part in discussions on all questions relating to safety and health at work;
- ensure that each worker receives adequate safety and health training throughout the period of employment.

Workers are obliged to:

- make correct use of machinery, other means of production, personal protective equipment and safety devices;
- give warning of any work situation presenting a serious and immediate danger and of any shortcomings in the protection arrangements;
- cooperate in fulfilling any requirements imposed for the protection of health and safety and in enabling the employer to ensure that the working environment and working conditions are safe and pose no risks.

Slide 5 ■ European Week for Safety and Health at Work

This is an annual information campaign backed by all Member States, the European Commission and Parliament, trade unions and employers' federations. It provides an opportunity to focus on the importance of safety and health at work in a specific area of safety and health at work. In 2007, the campaign 'Lighten the load' focused on musculoskeletal disorders. In 2006 the European Week for Safety and Health at Work raised awareness for young workers on the need to make a 'Safe start'. The campaign of 2005 focused on the issue of noise at work with the slogan 'Stop that noise!', and in 2004 safety in the construction sector was addressed.

Slide 6 ▪ Working Time Directive

The Working Time Directive, 1993, is a collection of regulations concerning hours of work that are designed to protect the health and safety of workers. Key features are the limiting of the maximum length of a working week to 48 hours in 7 days, and a minimum rest period of 11 hours in each 24-hour period. As with all EU directives, this is an instrument which requires Member States to enact its provisions in national legislation. Although the directive applies to all Member States, in the United Kingdom it is possible to 'opt out' of the 48-hour working week in order to work longer hours. In contrast, France has passed more strict legislation, limiting the maximum working week to 35 hours.

Slide 7 ▪ Equal treatment of workers in the EU

See background notes at the beginning of this unit for more details.

Slide 8 ▪ The European Single Market

The European Single Market came into force in January 1993, establishing the free movement of goods, people, services and capital. The Treaty of Rome, which established the EEC in 1957, had set its sights on creating a common market. That came into being in 1968 with the creation of a customs union, but it took much longer to take the leap towards a single market. The Single European Act, signed in 1986, finally set a deadline of 1992 for the single market to be up and running.

Slide 9 ▪ The Four Freedoms

The single market set up four freedoms:

- Goods: companies can sell their products anywhere in the Member States, and consumers can buy where they want with no penalty.
- People: citizens of the Member States can live and work in any other country, and their professional qualifications should be recognized.
- Capital: currencies and capital can flow freely between the Member States, and European citizens can use financial services in any Member State.
- Services: professional services such as banking, insurance, architecture and advertising can be offered in any Member State.

4

EU: Creating better jobs?

Activity 3

A practical investigation, taking one or two hours

This activity provides students with an opportunity to investigate the experiences of people in their local community who have worked, or are working, abroad in Europe. Students interview people in their locality on what it is like to work in another European country. This allows them to make a judgement about the effectiveness of EU action in relation to working in another country.

You will need a group of local volunteers and copies of the 'Example interview questions'. [\[hyperlink\]](#)

Before you start, you are strongly recommended to read the teacher briefing notes at the beginning of this unit.

Method

Task 1 • The investigation

Well before the activity is to take place, you need to assemble a small group of people who have recent experience of either working in another EU country or having come from another EU country to work. You can begin by asking for volunteers in school or among people associated with school, eg parents, governors, local businesses. It is not important to get a particular number of volunteers; what is more important is that they are relatively young and that they are happy to talk about their experiences of working abroad. If possible, you should try to involve your students in finding the interview sample.

Arrange a convenient time and place when your students can interview these people about their experiences. If they are not all able to come into school, you may need to make arrangements for students to go out to visit them.

Tell students that they are going to be given the opportunity to find out more about what it is really like to work in another EU country. Ask them to draw up some questions they think they might use in an interview. At this point you may wish to hand out the 'Example interview questions' to help students to draw up an interview schedule.

Divide the students into smaller groups corresponding to the number of volunteer interviewees – one or more per group – to carry out the interviews.

Task 2 ▪ Debrief

When the groups have completed their work, bring them all together to share their findings. Then give them some time to reflect on what they have found. Useful questions to pose include:

- In which countries had your interviewee(s) been working?
- What did they say about their time working abroad?
- Had they had any difficult experiences? If so, what did they do about these?
- How much did they know about their rights as workers in the EU?
- What did you learn from the exercise?
- From what you found, how easy do you think it is to work in another EU country?
- What does it tell you about the EU?
- Do you think the EU should be doing more to help people working in other European countries – if so, what?

Example interview questions

- Why did you want to work abroad?
- How easy was it to get a job abroad? What did you have to do to get one? Did you get any help with this and, if so, from whom?
- What did you expect it would be like working abroad? Was it/ has it been better or worse than you'd expected?
- What kind of job did you want? Were you able to find what you wanted or did you have/have you had to be satisfied with something else?
- Was language/Has the language been a problem – if so, how?
- How were you/have you been treated by local people?
- How were you/have you been treated in comparison with local workers, eg were you given the same pay and conditions?
- What were/have been the best things and worst things about working abroad?
- What rights do you have when you go to work in another EU country? Are they the same as at home, or don't you know?
- Do you think the EU could do more to help workers when they go to work in another EU country? If so, what?

4

EU: Creating better jobs? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form – below – should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up action

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to:

- find out more about young people's accidents at work in Europe
http://ew2006.osha.europa.eu/accident_zone/lack_of_awareness
- find out about working conditions in different EU Member States
<http://ec.europa.eu/eures/main.jsp?acro=lw&lang=en&catId=490&parentId=0>
- find out about restrictions on young workers from Eastern Europe
<http://ec.europa.eu/eures/home.jsp?lang=en>

To express their own views on employment in Europe, they may wish to visit:
www.generation-europe.eu.com/content/view/79/39

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s)

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

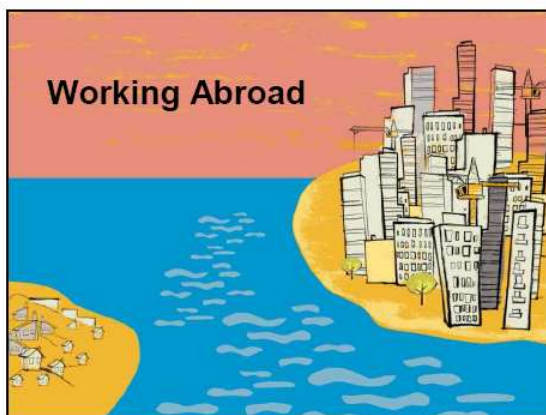
Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

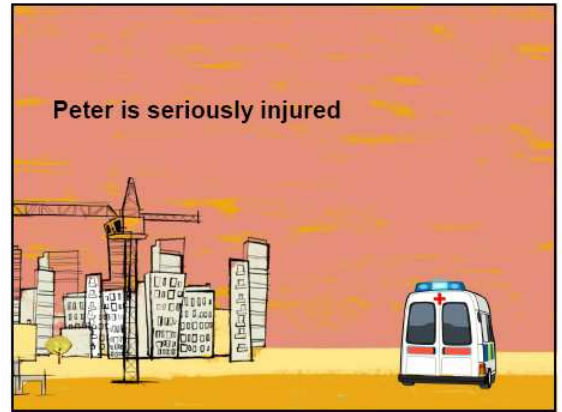
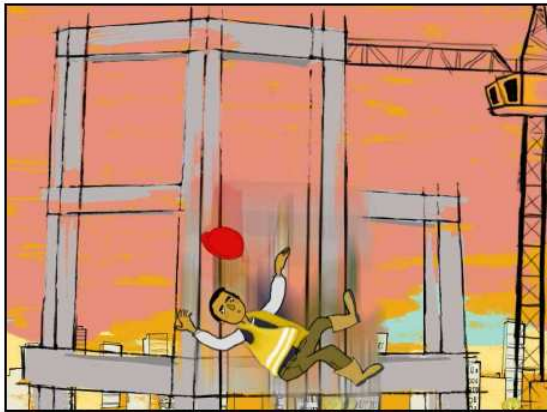
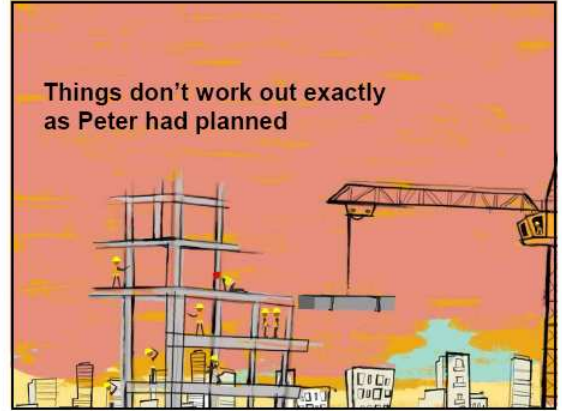
3 Your say

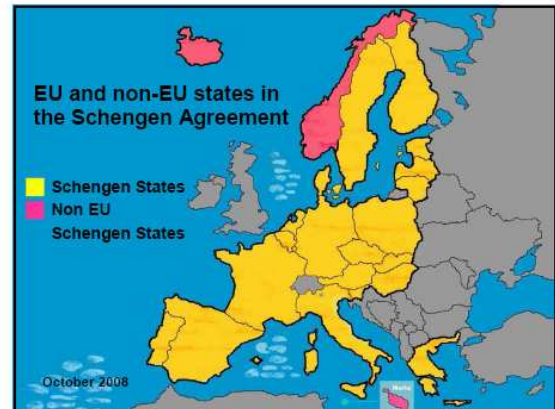
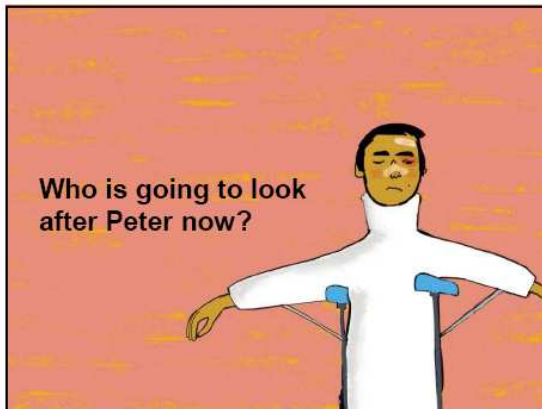
If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?







Did you know?

Many young people have had **serious accidents when working in another country** – for example:

- two young migrant workers (21 and 27) died after becoming entangled in machinery used on a fruit farm
- a young worker (22) received a crushed vertebra and fractured pelvis after he fell 3.5 metres from a temporary platform erected in a warehouse
- a young (19) worker was crushed to death by falling steel bars he was loading.
- a young mechanic (18) died four days after becoming engulfed in flames in an explosion that happened when he was emptying a mixture of petrol and diesel from a dustbin into a waste oil disposal tank.

Did you know?

Young workers tend to be more **vulnerable** than older workers because they:

- have **less experience**
- are **less physically mature**
- are **less aware of health and safety issues.**

They may also be at more risk if employers don't take these factors into account or fail to provide the appropriate training, supervision and safeguards

Did you know?

The **Framework Directive: Health and Safety at Work** exists to improve the protection of workers across the EU from accidents at work and occupational diseases.

It **covers all workers** employed by private companies and public institutions/ organisations in the EU.

It lays the basis for a number of '**daughter directives**', e.g., about the use of work equipment; manual handling; health, safety and welfare in the workplace; personal protective equipment; carcinogens at work; display screen equipment; construction; safety signs; pregnant women; noise; asbestos; chemical and biological agents; explosive atmospheres, etc.

Did you know?

- The EU organises a **European Week for Safety and Health at Work** every year.
- This is an **annual information campaign** backed by all Member States, the European Commission, the European Parliament, trade unions and employers' federations.
- It provides an opportunity to focus on the importance of a **different aspect of safety and health at work each year.**
- In 2007, the campaign focused on **musculo-skeletal disorders.**

Did you know?

The **Working Time Directive** is a collection of regulations relating to hours of work. It is designed to protect the **health and safety** of workers.

Key features include:

- limiting the **maximum length of a working week to 48 hours**
- **minimum rest periods of 11 hours in each 24 hours.**

Although this directive applies to all Member States, it is not applied the same way in every country, e.g., in the UK it is possible to opt out of the 48-hour week, whereas in France the maximum working week is 35 hours.

Did you know?

The EU has taken measures to ensure that workers are treated equally across the EU – including:

- **equal access to employment** - an EU citizen has the right to take up work in another Member State under the same conditions as apply to its own nationals
- **equal working conditions** - an EU national working in another Member State must be treated in exactly the same way as his or her colleagues who are nationals of that State as regards working conditions
- **equal social and tax advantages** – an EU citizen who is a migrant worker has the right to the same social and tax advantages as national workers.

Did you know?

- The **European Single Market** came into force in January 1993.
- It established the **free movement of goods, people, services and capital** across the EU.
- The idea of the single market began with the **common market** in 1957 and the creation of a **single customs union** in 1968.

5

Europe and Me? The EU: Giving us equal rights?

Aim This unit helps young people to become more aware of equality issues in Europe and what the European Union (EU) is doing about them.

Focus The example of wheelchair use is used as a way of engaging learners in the wider issues relating to the equality of the individual and how countries might work together to tackle them.

Context Discrimination against individuals on account of their gender, age, disability or sexual orientation not only prevents them from realizing their potential in life but also undermines social solidarity and cohesion both in the labour force and in society at large. Social and civic equality is therefore both an aspect of human rights and of the efficient operation of a free market and social cohesion across Europe. While gender equality in the workplace has a long legislative history in the EU, other forms of equality for the individual in and beyond the workplace have until recently received less attention.

Contents	Introduction	Teacher notes on equality issues in Europe
	Objectives and Outcomes	Summary of student learning opportunities
	Activity 1	A PowerPoint story about a young wheelchair user and ideas for student discussion
	Activity 2	A PowerPoint slide sequence on disability and other equality issues in Europe
	Activity 3	An opportunity for students to investigate access for wheelchair users in the their own local community
	Evaluation	A chance for students to reflect on their learning and turn their ideas into action

5

The EU: Giving us equal rights? Introduction

Teacher notes on equality issues in Europe and what the EU is doing about them

Discrimination against individuals on account of their gender, age, disability or sexual orientation not only prevents them from realizing their potential in life but also undermines social solidarity and cohesion both in the labour force and in society at large. Social and civic equality is therefore both an aspect of human rights and of the efficient operation of a free market and social cohesion across Europe.

What has the EU been doing?

The EU Charter of Fundamental Rights (2000) – which updates the European Convention of Human Rights (1950) and sets out the fundamental rights, freedoms and principles applicable at EU level – affirms equality before the law of all people (Article 20) and prohibits discrimination on any grounds (Article 21). The charter is, however, a political declaration rather than a legal document. While it may be taken into account by the courts in individual Member States, it is not legally binding. Actual EU legislation on equality has tended to focus on removing discrimination in the context of the workplace rather than on the promotion of human rights as such:

- **Gender** – Sex discrimination is covered by separate legislation. Since 1957, the EEC Treaty has contained a provision prohibiting unequal pay for men and women, which has been revised in the Treaty of Amsterdam. From 1975, the EU has issued several directives on sex discrimination, and the European Court of Justice has given a great number of judgments on sex discrimination cases. The European treats gender discrimination separately from the other forms of discrimination.

Gender mainstreaming – Current EU policy on gender equality is driven by the concept of gender mainstreaming. This is the integration of the gender perspective into every stage of policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men. It means assessing how policies affect the life and position of both women and men, and taking responsibility to re-address them if necessary.

- **Disability** – Legislation covering disability was introduced in the Employment Equality Directive 2000, establishing a general framework for equal treatment in employment and occupation. This prohibits discrimination of people with disabilities and others in the labour market, in the workplace and in vocational training. Reasonable accommodation – fitting – of the workplaces to the needs of people who have disabilities is one of the major changes in this legislation.

Subsidiarity and the High Level Group on Disability – Disability policies are essentially

the responsibility of the Member States. While respecting this subsidiarity principle, the European Commission does have an important role to play in the disability field. It strengthens the cooperation with and between the Member States and promotes the collection, exchange and development of comparable data, statistics and good practices. To this end, a High Level Group on Disability, made up of Member States and NGO representatives, has been established and functions as the main discussion and cooperation forum.

Disability mainstreaming and the Disability Unit – The Disability Unit is responsible for ensuring that disability issues are central to all levels of the policy making and legislative work of the Commission, ie through disability mainstreaming. One of the main objectives of the unit is to increase people's awareness of disability issues. In this respect, the European Year of People with Disabilities in 2003 was a major initiative for the Commission.

- **Age and sexual orientation** – The Employment Equality Directive 2000 also covers discrimination on grounds of age and sexual orientation. The Anti-Discrimination Unit works closely with the Disability Unit and the Gender Equality Unit in the Directorate-General for Employment, Social Affairs and Equal Opportunities.

What is the thinking behind these measures?

EU policy on the equality of the individual has historically been driven by the imperative to remove different kinds of discrimination from the workplace rather than on the concept of social rights and participation as such. It has also tended to deal with different forms of equality separately – raising the question of whether it is now time for a single EU anti-discrimination directive.

Glossary of terms	Accessibility	removing barriers that prevent citizens from being able to use products and services on an equal basis
	Directorate-General	a separate policy area within the EU Commission – 23 in all, each headed by a Director-General
	European Convention of Human Rights	a list of human rights and freedoms compiled by the Council of Europe in Strasbourg
	European Court of Justice	a court based in Luxembourg that tries to make sure that EU laws are applied correctly and fairly, trying cases brought by citizens, associations, Member States and EU institutions
	Mainstreaming	making a particular issue central to all levels of the policy-making and legislative work of the European Commission, eg gender equality, sustainable development
	Subsidiarity	the principle that the EU should only be involved if something cannot be better achieved at the level of the Member State

5

The EU: Giving us equal rights? Objectives and outcomes

Summary of student learning opportunities

Learning objectives

Students explore some of the problems wheelchair users have when trying to access public facilities and discuss where the responsibility lies for tackling these problems – including the role of inter-governmental cooperation. They look at actual examples of problems of this kind in other countries (eg wheelchair access in English football stadiums) and investigate issues of wheelchair accessibility in their local community.

Students look at what the EU is doing about problems of equality of access for people with disabilities and other forms of discrimination, including gender discrimination.

Students reflect on the effectiveness of current EU policy and practice on the equality of the individual. They express their views on this and look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will recognize some of the problems wheelchair users have in accessing public facilities. They will become aware of how access for people with disabilities can vary from country to country. They will become aware of some of the things the EU is doing about this, including the Employment Equality Directive and the work of the Disability Unit. They will also become aware of the European Disability Forum and its role in lobbying the EU for change in this area.

Students will be aware of the different types of discrimination affecting European countries and what the EU is doing to deal with them, including the work of the Gender Equality Unit.

Students will develop, and be able to express, a personal view about the effectiveness of current approaches to discrimination in Europe – including those implemented by the EU.

5

The EU: Giving us equal rights?

Activity 1

A PowerPoint story and group discussion tasks, taking about an hour

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *Wheelchair access*. The story features a young wheelchair user who travels to a neighbouring country to see her favourite rock group but finds much less provision for wheelchair users there than in her own country. Students consider what they think equal treatment means for a wheelchair user and whether provision for people with disabilities should be standardized across Europe. This lays the foundation for an exploration of wider issues relating to the equality of the individual in Europe and the role of inter-governmental cooperation in dealing with them.

You will need:

- PowerPoint story, [Wheelchair access](#)
- Copies of [the statement bank](#)
- Sets of [discussion cards](#)
- Four large signs for the classroom wall

Method

Task 1 ▪ PowerPoint story

Show students the PowerPoint story *Wheelchair access*. Check students' understanding of the events in the story as you go: Why do you think facilities for wheelchair users are different in neighbouring countries? Why does she have to have her wheelchair carried on top of a taxi? Why is it a problem getting into the concert?

Task 2 ▪ Equal treatment

Ask students to think about the way Anna was treated in the story:

- Some people might say that Anna wasn't being treated fairly. What reasons could they give for this?

(No ramp from the train? She can't get her wheelchair on a tram, so has to pay for a taxi? Wheelchair access to the stadium is up some stairs? She has to sit at the back and can't see the band? Wheelchair access is different in different countries?)

Write down all the suggestions and ask:

- What do you think? Do you agree? Do you think Anna has a right to be treated better than this? Why, or why not?

Task 3 ▪ Physical voting

Attach some large, prepared signs on the wall, one on each of the four sides of the room: on the left, on the right, at the front and at the back. The signs should read 'IN

NO CASES', 'IN SOME CASES', 'IN ALL CASES' and 'NOT SURE'.

Explain that you will be asking for the students' views on a series of statements about wheelchair users that you will read out to them. In each case, students may answer 'in no cases', 'in some cases', 'in all cases' or 'not sure'. In order to do so, they should move – without speaking – to the side of the room that best represents their thinking about the statement.

Read out the statements one by one and encourage students to go to the side of the room that best expresses their view.

After each statement, ask one or two students to justify their opinion or, if they are not sure, to explain why they are not sure about it. Encourage students on different sides of the room to try to persuade the others to their view (one at a time), and those who are not sure to question the others about their opinion. Finally, give students a minute to review their first thoughts and, if their opinion has changed, move to another side of the room accordingly. Then read out the next statement.

Bring all the students back together and write up a summary of the group's views on the different rights to which they think wheelchair users are entitled.

(An alternative to 'physical voting' is to ask students to discuss the statements and try to agree a common position in small groups – using prepared statement cards and an answer sheet.)

Task 4 • Whose responsibility?

Divide the students into small groups and give each group a set of discussion cards. Tell the groups they are to think about where the responsibility lies for making sure that wheelchair users enjoy the rights to which they should be entitled – based on the students' conclusions from the previous task. Groups look at the cards one by one and decide whether they think the people or body mentioned on them ought to bear some responsibility for wheelchair users and, if so, what sort of responsibility they think they have.

Encourage the small groups to feed their thoughts back to the group as whole. See whether it is possible for the whole group to reach consensus on this.

Task 5 • Common standards?

Ask the students to think about the situation in different countries:

- Do you think that wheelchair users should be able to expect the same standards in different countries? Why, or why not?
- What do you think might be preventing this from happening at the moment?
(Some countries aren't as sympathetic towards wheelchair users as others?
Wheelchair access costs money – there are other priorities? Some other reason?)
- Do you think it would help if different countries got together on this? If so, what kind of things could they do? How easy do you think this would be?

Task 6 • Thinking more widely

Ask students if they can think of other forms of inequality in Europe that they feel

ought to be taken more seriously:

- Can you think of other sorts of people who are not always treated equally in your country or in other countries in Europe? Which of these cases do you think is the most serious form of discrimination?

(Racial or ethnic groups? Migrants or immigrants? Women? Lesbian and gay people? Old people? Mentally ill people? Homeless people? Ex-prisoners? Drug abusers? Others?)

Write down the students' suggestions. Focus on the ones they think are most serious and ask:

- Do you think it would help if all the European countries got together on these? If so, what do you think they should do?

Statement bank

Do you think wheelchair users should have a right to:

- Travel on the same buses, trams and trains as other people?
- Sit in the same seats at concerts as other people?
- Be given the same standard of medical treatment as other people?
- Use the same streets and footpaths as other people?
- Do the same jobs as other people?
- Go into the same shops as other people?
- Visit the same public places as other people, eg parks, libraries, courts?
- Go on holiday to the same resorts as other people?
- Take part in the same sporting events as other people?
- Attend the same classes in school or college as other people?

Discussion cards

Family	Friends
Shops and businesses	Local and municipal authorities
Government	EU
Your own suggestion?	

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The EU: Giving us equal rights?

Activity 2

A PowerPoint slide sequence, taking about 15–20 minutes

This PowerPoint slide sequence is designed to help students find out more about equality issues in Europe and what the EU is doing about them. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

In addition to the specific topic of equality, the activity provides a good opportunity to help students find out more about the European Convention on Human Rights and the Court of Human Rights.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides, as well as the background notes at the beginning of the unit.

Slide 1 ■ Wheelchair access at English football matches

Ask students who are football fans how many wheelchair users they see at the football matches they attend.

In 1998 the Minister for Sport in the UK government introduced guidelines on wheelchair space provision, worked out on a sliding scale:

Under 10, 000	A minimum of 6 spaces or 1 in 100 of seated capacity (whichever is the greater)
10,000–20,000	100, plus 5 per 1000 above 10, 000
20,000–40,000	150, plus 3 per 1000 above 20,000
40,000 or above	200, plus 2 per 1000 above 40,000

Ten years later, in 2008, the *Sun* newspaper reported that 18 out of 20 Premier League clubs were still providing too few places for wheelchair fans. The only sides not flouting the guidelines for their stadiums were Blackburn Rovers and Hull City. Spurs and Fulham were the worst offenders.

The *Sun* drew up a 'disabled places league':

- 1 Hull City
- 2 Blackburn Rovers
- 3 Arsenal
- 4 Newcastle United
- 5 West Bromwich Albion
- 6 Chelsea
- 7 Manchester City
- 8 Sunderland

- 9 Bolton Wanderers
- 10 Everton
- 11 Stoke City
- 12 West Ham United
- 13 Middlesbrough
- 14 Manchester United
- 15 Liverpool
- 16 Aston Villa
- 17 Wigan
- 18 Portsmouth
- 19 Tottenham Hotspur
- 20 Fulham

Slide 2 ▪ Disability in Europe

Disabled people represent 50 million people in the EU (10 per cent of the population), the equivalent to the population of Belgium, the Czech Republic, Greece, Hungary and the Netherlands together. There are two to three unemployed disabled people to every one unemployed non-disabled person. Only 16 per cent of those who face work restrictions are provided with some assistance to work. Inaccessible premises and services have meant that one-third of the disabled population has never travelled abroad or even participated in day-excursions.

Slide 3 ▪ Map

Shows examples of variations between Member States in the percentage of GDP spent on disability benefits.

Slide 4 ▪ EU and disability

See teachers' notes in the Introduction.

Slide 5 ▪ European Disability Forum

The European Disability Forum (EDF) is the European umbrella organization representing the interests of 50 million disabled citizens in Europe. EDF membership includes national umbrella organizations of disabled people from all EU/EEA countries, as well as European NGOs representing the different types of disability, and the organizations and individuals committed to disability issues. The mission of the European Disability Forum is to ensure disabled people full access to fundamental and human rights across Europe by trying to influence EU disability law and policy proposals, eg by collecting one million signatures across the EU in favour of comprehensive disability legislation.

Slide 6 ▪ EU and gender equality

See teachers' notes in the Introduction.

Slide 7 ▪ European Convention on Human Rights

The European Convention on Human Rights is a list of human rights and fundamental freedoms established by the Council of Europe in Strasbourg and inspired by the UN

Declaration of Human Rights. It was signed in Rome in 1950 and took effect from 1953. Citizens of states that have signed up to the Convention may bring cases against their own governments in the Court of Human Rights, alleging breaches of human rights under the Convention. All the EU Member States and applicant countries are signatories, but the EU institutions are not yet bound by it, and the EU as a whole has not signed it.

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The EU: Giving us equal rights?

Activity 3

A practical investigation, taking a minimum of about one or two hours

This activity provides students with an opportunity to investigate problems of wheelchair access in their own local community. Students shadow a real wheelchair user or simulate wheelchair use around their neighbourhood and monitor any problems of access that arise. This allows them to make a judgement about the effectiveness of EU action on disability in the context of their own country.

You will need a wheelchair – failing this, you could use a child's buggy filled with something heavy enough to simulate the weight of an adult wheelchair user.

Method

Task 1 • The investigation

Tell students that they will be carrying out an investigation into access for wheelchair users in their neighbourhood. This will involve either shadowing a real wheelchair user or simulating wheelchair use and recording the problems encountered by someone in a wheelchair when trying to move around the neighbourhood and do some of the things that non-disabled people do.

Encourage students to decide the most effective way of carrying out the investigation. If they do not have a volunteer wheelchair user, they could use a non-disabled volunteer. If there is no wheelchair available, they can simulate wheelchair use by using a child's buggy and filling it with something heavy. They will then have to decide the places they are going to investigate: their school or college, shops, places of work, public buildings, roads and footpaths, public transport, etc. If they are to use a volunteer, they will also have to decide whether, for the sake of the experiment, they themselves are simply going to be observers or whether they will be allowed to help the volunteer, should it be thought necessary. They will also have to decide how they are going to record their findings. Then they are ready to carry out the investigation.

(If you wish you can replicate this investigation by simulating other forms of disability, eg blindfolding a volunteer to simulate sight impairment.)

Task 2 • Debrief

When the groups have completed their work, bring them together to share their findings. Then give them some time to reflect on what they have found. Useful questions to pose include:

- What problems did you find for wheelchair users?
- What were the worst problems?
- Do you think someone should be told about these problems? If so, who?

- What did you learn from the exercise?
- Do you think that wheelchair users are treated equally in your community?
- Do you think that more could be done to provide access? If so, who should be making this happen? Is it something you think the EU should be more involved in? If so, how?

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The EU: Giving us equal rights? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form – below – should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up action

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to:

- see pictures of the results of disability surveys in other countries
http://news.bbc.co.uk/1/hi/in_pictures/3939729.stm
- e-mail the Disability Unit: empl-pwd-info@ec.europa.eu – or write to European Commission, DG Employment and Social Affairs, Unit 'Integration of People with Disabilities', B-1049 Brussels, Belgium;
- e-mail the European Disability Forum: secretariat@edf-feph.org – or write to 39–41 Rue du Commerce, 1000 – Brussels, Belgium.

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s) _____

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

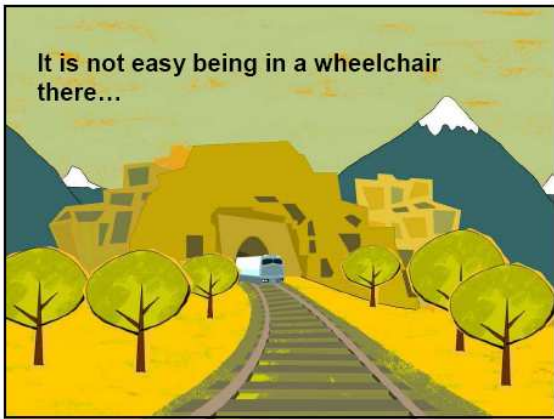
3 Your say

If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

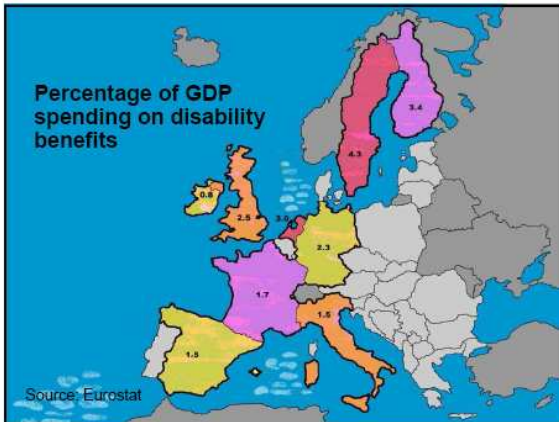
4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?









Did you know?

- In 1998 the Minister for Sport in the UK Government produced guidelines on numbers of **wheelchair spaces** at football stadiums.
- Ten years later, in 2008, the Sun newspaper reported that eighteen out of 20 Premier League clubs were still providing too few places for wheelchair fans.
- The Sun drew up a **disabled places league** listing the best providers. The top three were:
 - Hull City
 - Blackburn Rovers
 - Arsenal

Did you know?

- There are over 50 million disabled people in the European Union.
- This represents about 10% of the population, the equivalent of the total populations of Belgium, the Czech Republic, Greece, Hungary and the Netherlands together
- Disabled people in the EU are two to three times more likely to be unemployed than non-disabled people
- One third of the disabled population of the EU has never travelled abroad or even gone on a day excursion to another country.

Did you know?

- At the moment, policy on disabled people in the EU is left up to the Member States. But the EU has taken a number of measures to defend the rights of people with disabilities – including:
 - the **Employment Equality Directive** which prohibits discrimination against people with disabilities and others in the labour market and in the workplace
 - setting up a **High Level Group on Disability**, made up of Member States and NGO representatives, to act as a forum for discussion and cooperation forum.
 - setting up a **Disability Unit** to make sure that disability issues are considered in all EU policy and law making, i.e., **disability mainstreaming**
 - held a **European Year of People with Disabilities** in 2003.

Did you know?

- The **European Disability Forum** is an independent body that represents the interests of over 50 million disabled citizens in Europe.
- Its mission is to make sure that disabled people have full access to fundamental and human rights across Europe
- It does this by trying to influence EU disability law and policy proposals
- It has collected over one million signatures across the EU in favour of bringing in EU-wide laws to give disabled people equality with non-disabled people.

Did you know?

- The EU has taken a number of measures to increase **gender equality** – including:
- **separate laws** on sex discrimination
- **prohibiting unequal pay** for men and women
- **gender mainstreaming**, i.e., making sure that gender equality is built into all the work of the EU.

Did you know?

- The **European Convention on Human Rights** is a list of human rights and fundamental freedoms established by the Council of Europe
- It was inspired by the **UN Declaration of Human Rights** and was signed in Rome in 1950
- Citizens of countries that have signed up to the Convention may bring cases against their own governments in the **Court of Human Rights** if they think their human rights under the Convention have been breached
- All EU Member States and applicant countries have signed the Convention.

6

Europe and Me?

The EU: Helping everyone to feel they belong?

Aim	This unit helps young people to become more aware of issues relating to minority rights in Europe and what the European Union (EU) is doing about them.
Focus	The example of discrimination at work is used as a way of engaging learners in the wider issue of minority rights and how countries might work together to tackle them.
Context	Europe is a region with a culturally diverse population. This diversity is the result of ethnic, religious and linguistic minorities created by centuries of conflict and migration. However, while cultural diversity is often seen as a benefit and can lead to richer and more economically successful forms of life, unequal relations between minority and majority groups can lead to social and political tension and to significant numbers of people feeling 'outsiders', or 'second-class citizens', in the countries in which they live and work.

Contents	Introduction	Teacher notes on minority groups in Europe
	Objectives and Outcomes	Summary of student learning opportunities
	Activity 1	A PowerPoint story about discrimination at work and ideas for student discussion
	Activity 2	A PowerPoint slide sequence on disability and other equality issues in Europe
	Activity 3	An opportunity for students to investigate the issue of minority rights in their own country
	Evaluation	A chance for students to reflect on their learning and turn their ideas into action

6

The EU: Helping everyone to feel they belong? Introduction

Teacher notes on minority rights in Europe and what the EU is doing about them

Europe is a region with a culturally diverse population. This diversity is the result of ethnic, religious and linguistic minorities created by centuries of conflict and migration. Some minority groups – such as the Sami in Norway, Finland and Sweden – straddle national borders and are subject to different national policies. Governments don't always treat their minority groups equally. Indigenous and non-indigenous minorities in Europe can be confronted by discrimination and even denial of citizenship. Across the continent, for example, Roma and Sinti remain the most vulnerable group, often excluded from employment, housing, education and access to health services or justice.

What has the EU been doing?

The protection of people belonging to minority groups is part of the EU policy on human rights. Article 6 of the Treaty on European Union refers to the European Convention for the Protection of Human Rights and Fundamental Freedoms. Article 14 of the Convention states that the rights and freedoms set forth in the Convention, which has been ratified by all Member States and candidate countries, should 'be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The EU Charter on Fundamental Rights, proclaimed in 2000, affirms the equality before the law of all people (Article 20), prohibits discrimination on any ground (Article 21), and requests the Union to protect cultural, religious and linguistic diversity. It is a political document, not a legally binding one.

- **Laws to combat discrimination** – EU policy on minority groups to date has largely taken the form of pan-European anti-discrimination laws rather than the establishment of 'minority' rights as such. In 2000 two directives were adopted which created an EU-wide set of rules on the prohibition of discrimination by setting up certain minimum legal requirements.

European Racial Equality Directive – This directive implements the principle of equal treatment between persons irrespective of racial or ethnic origin. It gives protection against discrimination in employment and training, education, social protection (including social security and healthcare), social advantages, membership and involvement in organizations of workers and employers, and access to goods and services, including housing. It also gives victims of discrimination the right to make a complaint through a judicial or administrative procedure, associated with appropriate penalties for those who discriminate. The directive provides for the establishment in

each Member State of an organization to promote equal treatment and provide independent assistance to victims of racial discrimination.

Employment Equality Directive – This directive implements the principle of equal treatment in employment and training irrespective of religion or belief, disability, age or sexual orientation in employment, training and membership and involvement in organizations of workers and employers.

- **National Equality Bodies** – All Member States are required, according to the European Community's Racial Equality Directive of 2000, to designate 'National Equality Bodies' for the promotion of equal treatment. The bodies are expected to provide independent assistance to the victims of discrimination, conduct surveys and studies, and publish independent reports and recommendations.
- **Accession criteria** – In June 1993 EU leaders meeting in Copenhagen agreed criteria for countries wishing to join the EU, specifically highlighting the protection of minorities. These criteria state that 'membership requires that the candidate country has achieved stability of institutions guaranteeing democracy, the rule of law, human rights and the respect for and protection of minorities'. Candidate countries' records concerning the treatment of minorities are assessed in annual reports presented by the European Commission to the European Parliament and to the Council. Based on these reports, the Commission recommends measures the candidate countries can take to improve their records.

What is the thinking behind these measures?

The EU approach to minority groups has respect for diversity, multiculturalism and tolerance as its fundamental principles. In recent years, the policy of multiculturalism has come under some pressure: there has been evidence that minority groups still feel outsiders and are not participating in civic and social life. Newer initiatives have therefore tended to be based on intercultural dialogue – getting groups in touch with each other's culture, leading to an environment of tolerance and mutual respect.

Glossary of terms	Accession criteria	rules for countries wishing to join the EU
	Ethnic minority	a minority group distinguished from the majority population by common racial, linguistic or religious characteristics
	Intercultural dialogue	creating ways of helping people from different groups to get in touch with each other's cultures
	Multiculturalism	treating all cultures and groups in a country equally, not treating any one as more important than another
	National minority	a minority group that lives in another nation, eg Danes living in Germany, or Hungarians in Romania
	Victimization	where someone is treated badly for having made a complaint, say, about discrimination

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The EU: Helping everyone to feel they belong? Objectives and outcomes

Summary of student learning opportunities

Learning objectives

Students explore the problem of ethnic discrimination at work and its consequences. They discuss the feelings that go with being treated like a second-class citizen and the different ways that individuals can deal with the experience. They consider different approaches to combating the problem and how these might be implemented – including the role of inter-governmental cooperation. They look at the example of race riots in Paris in 2005 and how the EU has responded to issues of minority rights in Europe.

Students consider other forms of discrimination in Europe and some of the minority groups involved, including the way ethnic and other minorities are treated in their own neighbourhood.

Students reflect on the effectiveness of current EU policy and practice on minority–majority relations in European countries. They express their views on this and look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will recognize how the experience of injustice and discrimination can lead to feelings of frustration and anger. They will become familiar with events of the race riots in Paris in 2005. They will understand some of the advantages of inter-governmental cooperation on issues relating to minority rights and become aware of what the EU has done to deal with them – including the directives on racial equality and employment equality, and the establishment of National Equality Bodies.

Students will be aware of the difference between ethnic and national minorities and know about some of the different minority groups in Europe, in particular the Roma and Sinti.

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The EU: Helping everyone to feel they belong? Activity 1

A PowerPoint story and group discussion tasks, taking about an hour

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *Race riot*. The story features two young women who work together in the same office – one white, one black. When the black woman finds she is being given much more work to do than her friend, she complains to the boss. As a result, she loses her job and has to live in a poorer part of the town, where there is considerable ethnic tension. Students consider some of the current sources of ethnic tension in society and what they think might be done to alleviate them. This lays the foundation for an exploration of wider problems of minority rights in Europe and the role of inter-governmental cooperation in tackling them.

You will need:

- PowerPoint story, [Race riot](#)
- Copies of the [‘Consequences’ table](#)

Method

Task 1 ▪ PowerPoint story

Show students the PowerPoint story *Race riot*. Check students’ understanding of the motives and factors involved as you go: Why do you think one of the young women has been given more work to do than the other? Why do you think she loses her job? How do you think she felt when she had to go and live somewhere else?

Task 2 ▪ Feeling like a second-class citizen

Ask students on their own to think of any time when they have felt they were being treated like a second-class citizen. To begin with, do not ask them for details of the actual incident, but ask them to say how the experience felt and what effect it had on their attitudes:

- How did you feel at the time?
- Did this affect your attitude towards the person or persons who you felt were treating you like this? If so, how?

At this point you may ask students to volunteer details of some of the actual incidents they were recalling, if they wish.

Task 3 ▪ Put yourself in her position

Then ask the students to think about the young woman in the story who lost her job unfairly through discrimination:

- How do you think she felt when she lost her job?
- What are the options open to her now?
(Sulk? Take revenge? Do nothing – write it off to experience? Make an official complaint? Something else?)
- Which do you think will be the easiest? Why?

Task 4 ■ What if ... ?

Divide the students into small groups and give each group copies of the 'Consequences' table. Ask them to discuss each of the options available to the young woman in turn. For each one they should consider, in as much detail as they are able, the possible consequences of taking this form of action. They should think about long-term as well as short-term consequences, and the consequences for other people as well as for the woman herself. In each case, students should try to decide whether they think the consequences they have identified are good or bad ones and fill in the 'Consequences' table accordingly.

Bring the students back together as a whole group and encourage them to share their thinking.

See if it is possible for the group to reach consensus on what the young woman should do now:

- What do you think she should do? Why?

Task 5 ■ Whose responsibility is it?

Ask students to consider whose responsibility it is to make sure that minority groups are not discriminated against at work:

- Whose job do you think it is to make sure that people are not treated like second-class citizens at work? Why?
(The people themselves? Their friends at work? The boss? The government? Someone else?)

- What kinds of thing do you think could be done to stop this kind of discrimination happening?
(New laws? Stricter punishments? Helping people to stand up for their rights more? Making it easier to make an official complaint? Teaching people to stick up for their fellow citizens more?)

Encourage them to consider whether some form of inter-governmental action on minority issues might be beneficial:

- Do you think it would help if different countries got together to try to stop discrimination happening? If so, how? What could they achieve by working together?
(They could set the same standards everywhere? They could put pressure on other countries to do this? They could share their experiences of different types of discrimination and how these might be prevented?)

Task 6 ■ Discrimination in Europe today

Ask students if they are aware of different minority groups that currently suffer

discrimination in Europe:

- How many different groups of people can you think of who are treated like second-class citizens in Europe today?
- What do you think are the best ways of dealing with this? Why?

Consequences table

	Good	Bad
Take revenge?		
Do nothing?		
Make an official complaint?		
Something else?		

6

The EU: Helping everyone to feel they belong? Activity 2

A PowerPoint slide sequence, taking about 15–20 minutes

This PowerPoint slide sequence is designed to help students find out more about issues relating to minority groups in Europe, and what the EU is doing about them. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

In addition to the specific topic of the treatment of minorities in the EU, this activity provides a good opportunity to help students find out more about the European Convention for the Protection of Human Rights and Fundamental Freedoms and the EU enlargement process, including accession criteria.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides as well as the background notes at the beginning of the unit.

Slide 1 ■ Race riots in France

Riots ignited late in October in 2005 in a small town called Clichy-sous-Bois just outside Paris. Within days the riots had spread to other suburban towns and, before they ended, no fewer than 300 neighbourhoods had become involved. Lives were lost and numerous properties – cars, business and houses – were destroyed.

The riots occurred in places with large concentrations of minority families from North Africa. They represented a revolt by those minority communities, triggered by a sense of generations of injustice and racial discrimination, and by the frustration and anger that they felt as a result.

The spark that ignited the riots was the electrocution, on 27 October 2005, of two French teenagers of African origins who had taken refuge in an electric power substation while being chased by police in Clichy-sous-Bois. A third boy was also reported to have been injured in that incident. Following the death of the teenagers, other youths began to protest against, and clash with, the police. The youths' feelings were further inflamed by comments attributed to Nicholas Sarkozy, the French Interior Minister, who according to newspaper reports had called the rioters 'riffraff'. He was also said to have promised to 'clean out the suburbs with a power hose'. The rioters became implacable after the police lobbed a teargas bomb into a neighborhood mosque.

Slide 2 ■ The Roma and Sinti

The Roma and Sinti make up the largest minority in Europe today with their own traditional language, Romany, and some 10 to 12 million members, mainly concentrated in central and eastern Europe and the Balkans. Those of eastern European descent are called 'Roma' and those of central European origin are referred to as 'Sinti'. Accurate figures of the size of their population are unavailable, but the suggested estimates for the countries of eastern Europe are: Romania, 2 million; Bulgaria, 800,000; Slovakia, 600,000; Hungary, 600,000; Greece, 300,000; Czech Republic, 250,000; former Yugoslavia, 250,000; and Poland, 50,000.

The Roma and Sinti are probably Europe's most downtrodden minority. They have been subject to entrenched harassment, discrimination and ghettoization – supported in some cases by media racist stereotyping, particularly through the portrayal of criminals as 'Roma' or 'Sinti'. Moreover, right-wing extremists are increasingly using the World Wide Web as a platform for the dissemination of hate propaganda against Roma and Sinti, as well as Jews. This propaganda is directed at people who rarely have an adequate water supply, electricity, heating or sewage system, and who have to live on demarcated housing estates. In addition, the discriminatory practice of sending Roma children to special schools for learning-disabled students or concentrating them in special Roma classes, which have worse facilities even than those schools, has been deemed an international scandal.

Although many people still consider Roma and Sinti to be homeless 'nomads', the historical fact is that members of this minority group have been integrated in, and citizens of, their respective countries of nationality for many centuries. Confronted with abuse and prejudice, Europe's Roma are beginning to fight back. Getting organized politically for the first time, they are engaging in grassroots, national and regional campaigns, in some ways recalling the black civil rights movement in the US – contesting segregation in schools, tenancy rights, legalization of settlements, and demanding political representation in local councils, national parliaments, and governments.

One trigger has been the EU itself. When Romania and Bulgaria expanded the Union to 27 countries in January 2007, up to 8 million Roma became EU citizens, the bloc's biggest ethnic minority and a community that outnumbers the populations of at least eight EU states.

Slide 3 ■ EU and discrimination

Charter on Fundamental Rights

Officially proclaimed in 2000, this charter affirms equality before the law of all people (Article 20), prohibits discrimination on any ground (Article 21), and requests the Union to protect cultural, religious and linguistic diversity. It is a political document, not a legally binding one.

Also in 2000, two directives were adopted that created an EU-wide set of rules on the prohibition of discrimination by setting up certain minimum legal requirements.

European directives oblige all EU countries to introduce or update their laws to make sure that all Europeans have the same protection against unfair treatment:

Racial Equality Directive

This directive implements the principle of equal treatment between persons irrespective of racial or ethnic origin. It gives protection against discrimination in employment and training, education, social protection (including social security and healthcare), social advantages, membership and involvement in organizations of workers and employers, and access to goods and services, including housing. It also gives victims of discrimination the right to make a complaint through a judicial or administrative procedure, associated with appropriate penalties for those who discriminate. The directive provides for the establishment in each Member State of an organization to promote equal treatment and provide independent assistance to victims of racial discrimination.

Employment Equality Directive

This implements the principle of equal treatment in employment and training irrespective of religion or belief, disability, age or sexual orientation in employment, training and membership and involvement in organizations of workers and employers.

National Equality Bodies

All Member States are required, according to the European Community's Racial Equality Directive of 2000, to designate 'National Equality Bodies' for the promotion of equal treatment. The bodies are expected to provide independent assistance to the victims of discrimination, conduct surveys and studies, and publish independent reports and recommendations.

Slide 4 ■ Map of minority language groups

After looking at this map of different language groups in Europe and the extent of minority language groups, students who wish to find out more about official minority languages in different countries can go to:

http://www.nationsonline.org/oneworld/european_languages.htm

Slide 5 ■ What if you are a victim of discrimination?

If you are a victim of discrimination under the terms of racial or employment equality directives, you must take your case before a national court using the law of your country. The National Equality Body in your country – you will need to find out its name and contact details – will be able to give you independent assistance. They can tell you about the procedures you can follow, the legal remedies and financial support available, and other sources of advice and help.

Slide 6 ■ Accession criteria and minority groups

Ask students whether they are aware of any rules countries wishing to join the EU have to keep before they are allowed in the Union.

In June 1993 EU leaders meeting in Copenhagen agreed criteria for countries wishing to join the EU, specifically highlighting the protection of minorities. These criteria – sometimes known as the 'Copenhagen criteria' – state that 'membership requires that the candidate country has achieved stability of institutions guaranteeing democracy, the rule of law, human rights and the respect for and protection of minorities'.

Candidate countries' records concerning treatment of minorities are assessed in annual reports presented by the European Commission to the European Parliament and to the Council. Based on those reports, the Commission recommends measures that the candidate countries can take to improve their records.

6

The EU: Helping everyone to feel they belong? Activity 3

A practical investigation, taking at least a full day

This activity provides with an opportunity for students to investigate the treatment of racial and ethnic minority groups in their neighbourhood.

They look at how citizens from ethnic and other minority groups are treated in their own neighbourhood. This allows them to make a judgement about the effectiveness of EU action in this field.

You will need a table of the results of the 2006 and 2007 Gallup opinion polls on the perceived quality of life for racial and ethnic minorities in different European countries. [hyperlink]

Before you start out, you are strongly recommended to read the teacher briefing notes at the beginning of this unit.

Method

Task 1 ▪ The investigation

Tell students about the survey conducted in Europe by Gallup in 2006 and 2007 on citizens' perceptions of how good a place their city or area is to live for racial and ethnic minorities. Gallup carried out telephone and face-to-face interviews with approximately 1,000 people aged 15 and over in each European country. The question asked was:

'Is the city or area where you live a good place or not a good place to live for racial and ethnic minorities?'

The results of the survey were categorized under three headings: 'Good place', 'Not a good place' and 'Don't know/Refused'. You can find more information about this survey at:

<http://www.gallup.com/poll/103258/Europe-Good-Place-Racial-Ethnic-Minorities.aspx>

Ask students to speculate about what they think the results might have been for their country and why they think this. Show them the table of results for the survey and ask them to compare the figures for their country with those for other countries, encouraging them to discuss what they find.

Then suggest that they carry out a similar survey themselves – using the same question as the Gallup survey, but this time questioning only people (aged 15 and over) living in their own neighbourhood. They could aim, if possible, to involve 1,000 people – the same number as in the Gallup survey.

Give them some time to decide how they are going to carry out their survey and, in particular, how they are going to find the people to survey. Should they just use staff and students from their school or college? Could they capitalize on a parents' event or

some sporting or cultural event in their area? Or would it be better to ask people at random on the street? They should also consider how they are going to administer the survey and record the results. Do they, for instance, think it is a good idea to produce individual questionnaires or would it be easier to ask people face to face? At the same time, they should consider whether it would be a good idea to ask one or two additional questions, say, about the respondent's gender, how long they have lived in the neighbourhood or whether they consider themselves to belong to a racial or ethnic minority in the student's country.

Having made all the appropriate preparations, they should be ready to carry out their survey.

Task 2 • Debrief

When the students have completed their survey and processed their results, bring them together to share their findings. Then give them some time to reflect on what they have found. Useful questions to pose include:

- How do the results you obtained from your neighbourhood compare with the national result for your country obtained by Gallup?
- What explanation can you give for the results you obtained?
- What did you learn from the exercise?
- What did it tell you about:
 - *the way minority groups are treated in your neighbourhood and in your country?*
 - *what the EU is doing about minorities in European countries in general?*
- Do you think more effort should be put into preventing different groups of people from being treated like second-class citizens in your neighbourhood? If so, what kind of things do you think need to be done, and whose responsibility is it to do them?

Is the city or area where you live a good place or not a good place to live for racial and ethnic minorities?

Asked of Europeans in 2006 and 2007

	Good place	Not a good place	Don't know/Refused
United Kingdom	80%	11%	9%
Sweden	76	12	11
Spain	76	16	8
Ireland	76	12	12
Serbia	76	16	8
Netherlands	74	16	10
Denmark	74	14	12
Montenegro	72	17	11
Italy	70	19	11
Norway	67	16	17
France	66	18	16
Bulgaria	65	15	20
Germany	65	17	17
Belgium	65	16	19
Macedonia	63	32	4
Romania	62	22	17
Hungary	62	20	19
Switzerland	60	25	15
Portugal	60	21	20
Latvia	59	18	23
Finland	59	24	17
Greece	59	33	8
Croatia	59	27	14
Albania	57	17	27
Moldova	54	25	21
Bosnia Herzegovina	54	31	15
Slovakia	53	29	18
Slovenia	52	33	15
Belarus	50	10	40
Poland	50	27	23
Kosovo	48	36	17
Czech Republic	46	28	27
Ukraine	45	24	33
Austria	44	30	27
Russia	44	20	35
Estonia	43	24	33
Lithuania	40	19	40

GALLUP POLL[®]

6

The EU: Helping everyone to feel they belong? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form – below – should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up action

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to:

- find out more about the official minority groups in different Member States
www.eurominority.eu/version/eng/minority-state.asp
- find out the details of, or address an enquiry to, the National Equality Body in their country
http://ec.europa.eu/employment_social/fundamental_rights/rights/neb_en.htm
- e-mail a question or comment to the Anti-Discrimination Unit at the European Commission
empl-antidiscrimination@ec.europa.eu

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s) _____

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

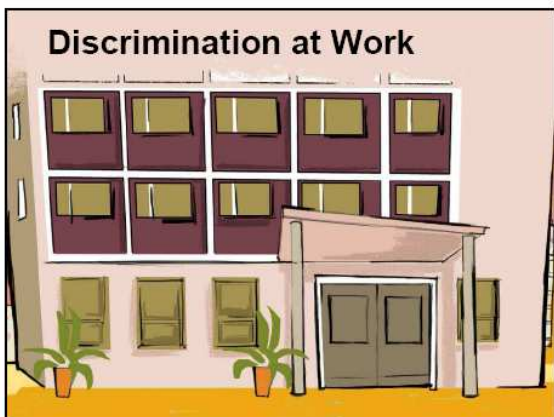
Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

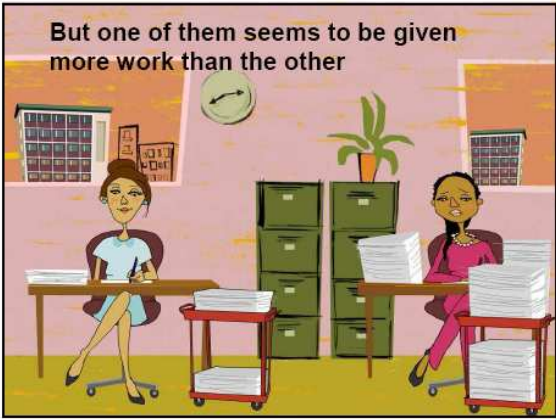
3 Your say

If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?









Did you know?

- Riots broke out in 2005 in a small town near Paris in an area where there is a large concentration of **minority families** from North Africa.
- The riots started after two French teenagers of African origins died. They were electrocuted as they took shelter in an electric power substation when being chased by the police. Following these deaths, a number of young people protested and clashed with the police. Their feelings were further inflamed when newspapers reported that the French Interior Minister had called them "riffraff" and threatened to "clean out the suburbs with a power hose."
- Within days, the riots had spread to other suburban towns in France. No fewer than 300 neighbourhoods were involved. Lives were lost and cars, business and houses were destroyed.

Did you know?

- With some 10-12 million members, the **Roma and Sinti** are the largest minority in Europe today. They live mainly in central and east Europe and the Balkans. Those of eastern European descent are called "Roma" and those of central European origin are referred to as "Sinti".
- When Romania and Bulgaria expanded the European Union to 27 countries, up to 8 million Roma became EU citizens.
- For many years they have been subjected to **harassment, discrimination, ghettoisation, racial stereotyping and hate propaganda.**
- The practice of sending Roma children to special schools for the mentally handicapped or concentrating them in special Roma classes with worse facilities has been said to be an international scandal.

Did you know?

- The EU has taken a number of measures to prevent discrimination against minority groups – including:
- the **Charter on Fundamental Rights** which states that all people are equal before the law, prohibits discrimination and requests the EU to protect the cultural, religious and linguistic diversity of minority groups
- the **Racial Equality Directive** which prohibits discrimination against people because of their racial or ethnic origin in terms of employment and training, education, social security, health care and access to goods and services, including housing
- the **Employment Equality Directive** promotes the equal treatment of all people in employment and training regardless of religion or belief, disability, age or sexual orientation

Did you know?

- Every Member State of the EU has a **National Equality Body** that gives you independent advice if you think you have been the victim of discrimination.
- If you want to take your case to court using the laws in your country, your National Equality Body can tell you about:
 - the **procedures** you have to follow
 - what the **law** can do for you
 - any **financial support** that is available

Did you know?

- In June 1993 EU leaders meeting in Copenhagen agreed rules for **new countries wishing to join the EU.**
- These rules are sometimes known as the **Copenhagen criteria.**
- They state that to qualify as members of the EU candidate countries must have institutions in place to guarantee **democracy, the rule of law, human rights and respect for and protection of minorities.**
- Candidate countries' records concerning the treatment of minorities are assessed in annual reports presented by the European Commission to the European Parliament and to the Council of Ministers. Based on these reports, the European Commission recommends measures the candidate countries can take to improve their records.

7

Europe and Me?

The EU: Making the world a better place?

Aim This unit helps young people to become more aware of the twin issues of poverty and suffering in developing countries and of what the European Union (EU) is doing to combat them.

Focus The example of conflict in Africa is used as a way of getting students to consider the wider problems in developing countries and how richer countries might work together to tackle them.

Context Problems of poverty and oppression do not stop at national boundaries. They affect rich countries, too. Violence arising out of hopelessness and despair can spill over into other countries, disrupting business and trade. Countries whose governments fail to meet the most basic needs of their people can become havens for international crime and terrorism.

Contents	Introduction	Teacher notes on developing countries and Europe
	Objectives and Outcomes	Summary of student learning opportunities
	Activity 1	A PowerPoint story about conflict in Africa and ideas for student discussion
	Activity 2	A PowerPoint slide sequence on developing countries and Europe
	Activity 3	An opportunity for students to investigate the current involvement of the EU in developing countries
	Evaluation	A chance for students to reflect on their learning and turn their ideas into action

7

The EU: Making the world a better place? Introduction

Teacher notes on developing countries and what the EU is doing to support them

If poverty is to be alleviated in the developing world, support from richer countries is crucial – not just in the form of money but also in help with structural change within poorer countries themselves. The EU is likely to have more influence on the world stage when it speaks with a single voice on international development.

What has the EU been doing?

The EU is the world's largest donor to poorer countries and, with its Member States, accounts for more than half of the world's official development assistance. This assistance is delivered through:

- **Humanitarian aid** – The European Commission channels its relief funding outside the EU through its European Community Humanitarian Aid department (ECHO). Since it was set up in 1992, ECHO has provided emergency assistance (funding for medical teams, mine-clearance experts, transport and logistical support) to the victims of natural disasters and armed conflict in more than 100 countries around the world. The aim is to get help to victims as quickly as possible, irrespective of race, religion or the political convictions of their government. The Commission works closely with a number of partners – non-governmental organizations (NGOs), UN specialized agencies and other international organizations – to deliver food and equipment, provide rescue teams, set up emergency field hospitals and install temporary communications systems.
- **Development aid** – In addition to short-term emergency aid, the EU also provides longer-term development assistance to poorer countries in the form of direct technical or financial assistance. The aim is to help partner countries to develop their own resources to tackle and eradicate poverty. Initially concentrated in Africa, development aid has been extended to Latin America and the southern and eastern Mediterranean countries. The aid programmes themselves are designed by other directorates-general of the European Commission, including DG Development for the African, Caribbean and Pacific (ACP) regions and DG External Relations for the other regions and countries of the world. EuropeAid is the Directorate-General of the European Commission responsible for implementing the EU's external aid programmes and projects across the world.
- **Trade** – Promoting trade is another way in which the EU aims to help poorer countries – by opening up its own market to goods from developing countries and encouraging developing countries to open up their own markets to European products. As early as 1971, the EU began reducing or removing tariffs and quotas on its imports from

developing countries. Furthermore, through the 'Everything but arms' initiative launched in 2001, the Union grants the 49 least-developed countries free access to the EU market for all their products, except weapons.

The 2000 Cotonou Agreement between the EU and the African, Caribbean and Pacific (ACP) countries linked trade with aid in a new way, enabling the EU to suspend or cancel trade or aid if the partner country violates human rights. In 2003 the EU additionally decided that all new agreements must include a clause in which its partners commit themselves to the non-proliferation of weapons of mass destruction. The EU has granted special trading concessions to the least developed countries, 39 of which since 2005 have been able to export practically any type of product to the EU duty free.

Through its participation in the World Trade Organization (WTO) the EU also aims to remove obstacles to trade, and thereby to benefit poorer countries. The World Trade Organization lays down a set of rules to help open up global trade and ensure fair treatment for all participants.

- **Conflict prevention** – Under the European Security and Defence Policy, military or police forces can be sent to areas of crisis to carry out humanitarian operations, peacekeeping, crisis management and even peacemaking. They can also support and train local police. The EU has also created a Rapid Reaction Force, based on what is called the battle-group concept. At any one time, the EU now has two battle-groups on permanent standby, enabling the EU to respond rapidly to emerging crises by military means. Battle-groups are multinational, consist of about 1,500 soldiers, and are available for a period of six months under a system of rotation.

What is the thinking behind these measures?

The EU's approach to fighting poverty in the developing world has been based on the twin pillars of aid and trade. Critics, however, have sometimes suggested that the emphasis on assistance through trade might have been as much to the EU's advantage as to that of the poorer countries it is designed to help.

Glossary of terms	African Union	an international organization founded to promote cooperation between African countries
	Development aid	long-term aid designed to remove the root causes of poverty or suffering
	ECHO	the European Commission's humanitarian aid department
	Embargo	a government ban on sales, eg of arms
	European Youth Forum	a body that brings together many of the largest youth organizations in Europe
	Humanitarian aid	short-term emergency help given to relieve suffering caused by natural or man-made disasters
	NGO	a non-governmental organization, run separately from the government of any country

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The EU: Making the world a better place? Objectives and outcomes

Summary of student learning opportunities

Learning objectives

Students explore problems caused by conflict in a developing country. They discuss different approaches to dealing with problems of this kind – including the role of inter-governmental cooperation – and consider how young people might be involved in some of the solutions. They look at the example of the conflict in Darfur and find out how the EU has responded to it.

Students consider issues arising in poorer countries in general and find out what the EU is doing to help deal with these.

Students reflect on the effectiveness of current EU policy and practice in the field of international aid. They express their views on this and look at ways in which they can turn their ideas into action. They consider how work on this issue has affected their understanding of, and views on, Europe and the EU.

Learning outcomes

Students will become more aware of the problems in developing countries. They will recognize some of the things that young people in richer countries can do to help, and they will understand the role of richer countries and inter-governmental cooperation in helping countries in the developing world to find solutions to their problems.

Students will recognize the difference between development and humanitarian aid. They will become more aware of the range of developing countries with which the EU has relations – in particular, Sudan – and gain an impression of some of the practical ways in which the EU is currently involved, including the work of ECHO, EuropeAid and the Rapid Reaction Force.

Students will develop, and be able to express, a personal view on the effectiveness of the EU's current policy on international aid.

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The EU: Making the world a better place? Activity 1

A PowerPoint story and group discussion tasks, taking about an hour

This activity consists of a series of group discussion tasks based on the PowerPoint slide story *African aid*. The story features a group of young people who are moved by stories of suffering caused by conflict in an African country and try to raise some money in school to help. Students consider what they think might be done to prevent suffering of this kind and who they think should be responsible for doing so. This lays the foundation for an exploration of wider problems of poverty and suffering in developing countries and the role of inter-governmental cooperation in solving them.

You will need:

- PowerPoint story, [African aid](#)
- Sets of [‘Suggestion cards’](#)
- Copies of the [‘Impact matrix’](#)

Method

Task 1 ▪ PowerPoint story

Show students the PowerPoint story *African aid*. Check understanding of the story as you go along: Why are the people in Africa suffering? How do the young people raise money to help? Why do you think their own government doesn't help them?

Task 2 ▪ How can they help?

Ask students to consider what the young people in the story might do with the money they have raised:

- How can the young people use the money to help the situation in Africa? How many different ways of using it can you think of?

Then ask if they can think of other things the young people could do that wouldn't need any money:

- Are there any other things they can do to help? If so, what are they?

Task 3 ▪ Weighing up the options

Divide the students into small groups. Give each group a set of [‘Suggestion cards’](#) [hyperlink] and a large paper copy of the [‘Impact matrix’](#) [hyperlink].

Explain to the groups that their task is to discuss the things that young people in their own country could do to help people in situations such as the one featured in the story. Each student in the group should turn over one of the [‘Suggestion cards’](#) in turn. Then, together with the others in their group, they should give the suggestion a score

on the 'Impact matrix', based on:

- how easy it would be for someone of their age to put it into action;
- the size of the impact they think it would have on the problem.

Any additional suggestions they have of their own should be written on the blank 'Suggestion cards' and scored accordingly.

When the groups have scored all the suggestions, ask them to present and justify their decisions to the rest of the students. See whether it is possible for the whole group to reach consensus on the effectiveness of the different suggestions.

Task 4 ▪ Wider issues

Then encourage the group as a whole to consider some of the wider issues relating to aid for developing countries:

- Do you think there are things politicians can do – and which ordinary citizens and charities cannot do – to help situations in developing countries? If so, what are they? How many different things can you think of? Do you know of any places in the world where this is happening?
- Do you think it would help if wealthier countries got together to help – instead of each 'doing its own thing'? If so, what kind of help could they give?

Task 5 ▪ On the other hand

Finally, ask students whether they are able to see any problems with European aid for developing countries:

- Do you think it is always a good thing for richer countries to help poorer ones? Can you think of any ways in which the kind of help given might actually be bad for the people in the other country?
(When the help just goes to the rich people in the country and the poor ones get nothing? When it makes poorer countries too dependent on help from abroad? When the richer countries give the help simply in order to make more money for themselves through trade? Something else?)
- Do you think there is anything that can be done to make sure that European aid for poorer countries actually gets to the people who need it? If so, what?

Suggestion cards

<p>Suggestion 1 Give the money to a charity</p>	<p>Suggestion 2 Start up a blog</p>
<p>Suggestion 3 Write to a newspaper or take part in a phone-in programme</p>	<p>Suggestion 4 Contact a politician</p>
<p>Suggestion 5 Organize a march or demonstration</p>	<p>Suggestion 6 Start up a petition</p>
<p>Suggestion 7 Run a leaflet or poster campaign</p>	<p>Suggestion 8 Form a local support group</p>
<p>Suggestion 9</p>	<p>Suggestion 10</p>

Impact matrix

	Low impact	Moderate impact	Big impact
Easy to do			
Moderately difficult to do			
Hard to do			

7

The EU: Making the world a better place? Activity 2

A PowerPoint slide sequence, taking about 15–20 minutes

This PowerPoint slide sequence is designed to help students find out more about problems in developing countries and what the EU is doing about them. Ideally, it should be used in conjunction with Activity 1, but it may also be used separately.

In addition to the specific topic of the Darfur conflict, this activity provides a good opportunity to help students to find out more about the European Youth Forum.

Before you use these slides in the classroom, you are strongly advised to read the notes accompanying the slides, as well as the background notes at the beginning of the unit.

Slide 1 ■ Conflict in Darfur

Ask students whether they have ever heard of Darfur and, if so, what they know about it.

Darfur is a region of Sudan, the largest country in Africa. A conflict between ethnic and tribal groups began there in 2003. On one side is the Janjaweed, a group of armed citizens recruited from Arab tribes that move from place to place, herding camels. The other side is made up of a number of rebel armies, including the Sudan Liberation Movement and the Justice and Equality Movement. These armies are recruited from black ethnic groups who make a living farming the land.

The conflict has been caused by the fact that the Arab tribes, needing to find water for their camels, have gone further and further south and taken over land occupied by the black farming communities. Droughts over the last few years have made the problem worse.

The government of Sudan says it does not support the Janjaweed, but it has provided them with money and assistance and even participated in joint attacks. It has jailed some witnesses to the conflict and may have killed others. It has also obstructed and arrested journalists, apparently to hide what has been going on. The government says that 9,000 people have been killed in the conflict, but the United Nations says about 200,000 people have been killed and as many as 2.5 million people have had to flee the area, while unknown numbers have fallen victim to rape or enslavement.

Hundreds of thousands of people are in refugee camps in Chad, and millions are displaced inside Darfur. Rape, inflicted on countless thousands of women, continues to be used as a weapon of war. Thousands of villages have been razed, crops and livestock have been stolen or destroyed, and water has been polluted in a scorched-earth policy of ethnic cleansing. Splintered and splintering rebel groups are no saints either when it comes to human rights, but the overwhelming responsibility for the war

crimes and crimes against humanity in Darfur rests with the government of Sudan.

Slide 2 ▪ European Youth and Darfur

Fifty-one European youth organizations signed a joint statement calling for the international community and the EU to take action on Darfur. The statement was initiated by the European Union of Jewish Students (EUJS) and signed during the General Assembly of the European Youth Forum (EYF) in Azerbaijan. In cooperation with Amnesty International and several other NGOs (non-governmental organizations), EUJS organized a whole-day event in the centre of Brussels marking the Third Global Day for Darfur. Many Belgian and European politicians attended. The aim was to call upon the international community to take action to challenge and stop the perpetrators who carry out atrocities there.

See the EYF call for action below. [[hyperlink](#)]

Slide 3 ▪ EU and Darfur

The EU has repeatedly criticized the human rights abuse in Darfur. It has appointed a special representative for Sudan and applied an arms embargo. It has also provided at least €500 million in humanitarian aid.

The policy of the EU has been to try to help but without interfering in a conflict that belongs to Africa. (The African Union and the United Nations have both sent peacekeeping troops to Sudan.) To this end, it has trained African troops, helped with tactical and strategic transportation and provided police assistance and training. To try to achieve a peaceful resolution of the conflict, EU officials have hosted meetings in Brussels between representatives from the United States, Sudan, the African Union and the United Nations.

The EU approach from the beginning has been to support African solutions to African problems, although some critics say that the EU has been standing behind the African Union because it doesn't have the political will itself to take the tough action needed to deal with the government of Sudan.

Slide 4 ▪ EU and developing countries

See the teachers' notes at the beginning of the unit.

European Youth Forum call for action in Darfur

The undersigned member organizations of the European Youth Forum present at the Council of Members in Baku, Azerbaijan are outraged by the genocide in Darfur. We welcome and support the 29th of April as the Global Day for Darfur and we call for action to protect the people of Darfur and stop the ongoing genocide! We believe this is an important step for resolving the crisis in Sudan that has led to the death and suffering of millions of people.

Since 2003, Darfur in Western Sudan has been embroiled in a deadly conflict. Several hundred thousand people have been killed or seriously injured. More than two million people have been displaced and live in displaced-persons' camps in Sudan or in refugee camps in Chad; more than 3.5 million people rely on international aid for survival.

Since the conflict began, more than 200,000 deaths have been reported, and the conflict is now spreading to neighbouring countries. Young people are especially vulnerable in the Darfur conflict. Every day young women are victims of rape and sexual violence – systematically used as weapons of war in Darfur. The use of children and youths recruited as soldiers in the conflict is alarming, as it is harming their personal development as well as the long-term development of the region.

Despite all those facts, the international community has so far not been able to improve the situation.

The EU has issued a statement on 23 April calling on Sudan to accept more UN peacekeepers in the province. Unfortunately European Governments have been quick to call for an end to the violence, but slow to act in response to it. UN resolutions have not been implemented and six rounds of peace talks over almost two years have failed to resolve the crisis.

The undersigned member organizations of the European Youth Forum, representing the voice of youth across the continent, are committed to working towards raising awareness and, through education, to effectively helping to end the genocide in Darfur. We count on European governments as well as international institutions to intervene and act to put an end to the conflict. The action taken must raise awareness of the situation young people are facing and the way the conflict harms their lives. Further, they must make sure that young people are not used as instruments in the conflict but seen as partners in its resolution.

7

The EU: Making the world a better place? Activity 3

A practical investigation, taking about an hour

This activity provides students with an opportunity to investigate EU relations with developing countries for themselves. They research different countries and the kind of development aid currently being offered them by the EU. This allows them to make a judgment about the effectiveness of EU action in this field.

You will need to have internet access for this activity.

Before you start out, you are strongly recommended to read the teacher briefing notes at the beginning of this unit.

Method

Task 1 • The investigation

Tell students you are giving them an opportunity to find out for themselves what the EU is doing in developing countries and to express their own opinion about this. Divide them into small working groups according to the number of computers you have available and direct them to the European Commission web address on humanitarian development aid: http://ec.europa.eu/world/where/index_en.htm

Ask each of the groups to choose a country they would like to investigate. Explain that, to find out about EU relations with this country in terms of development or humanitarian aid, they will need to click first on the world region, then on the country of their choice. Give the groups time to read and extract information about their chosen country and make a note of what they have found. Ask them also to note down any aspects of this activity they do not properly understand or any questions they would like to ask about it.

Repeat the process with two or three other countries, ensuring that at least one is an African country.

Then ask working groups to present their findings on one of their chosen countries to the group as a whole. Encourage them to include issues about which they would like to know more and questions they would like to ask.

Task 2 • Debrief

When the groups have completed their work, bring them all together to share their findings. Give them some time to reflect on what they have found. Useful questions to pose include:

- What did you find out about the kinds of things the EU is doing in developing countries?

- Was this different in different countries?
- How easy was it to understand the information on the website?
- Did it tell you what you wanted to know?
- What did you learn from the exercise?
- How did it make you feel about what the EU is doing in these countries?
- Do you think more effort should be made to help people in poorer countries? If so, what kind of things do you think need to be done, and whose responsibility is it to do them? Would it help if European countries worked together more closely on these?

7

The EU: Making the world a better place? Evaluation

An opportunity for students to reflect on their learning and to turn their ideas into action

At the end of the unit, it is important to give your students an opportunity to reflect on what they have learned from the unit as a whole and to consider its effect on their ideas about Europe and the EU. It is also important to give them a chance to consider how they might turn what they have learned into action.

Method

Task 1 ▪ Self-evaluation

The easiest way to encourage students to reflect on their learning is to ask them to do so orally as a group. The questions on the self-evaluation form – below – should help you to structure their reflections. Where possible, it is a good idea to ask students to write down their answers first on the form provided – individually or in pairs or small groups. This could lead to a whole-group discussion.

Task 2 ▪ Follow-up action

Students may not be aware that there are things that they themselves can do to take further the issues they have been discussing. It is important to tell them about this possibility and ask if there is anything they would like to follow up, either with further research or action.

For example, students may wish to:

contact the European Youth Forum
www.youthforum.org

send a general question to the EU Directorate-General for Development – using the online request form

send a question on humanitarian aid issues to the EU Directorate-General for Humanitarian Aid http://ec.europa.eu/echo/contact_en.htm via e-mail – a query – or by writing to: DG Humanitarian Aid, A/5 Information Unit, AN88 2/49, European Commission, B-1049 Brussels, Belgium;

contact the European Commissioner for Development and Humanitarian Aid direct at http://ec.europa.eu/commission_barroso/michel/Policy/about_me/index_en.html

You can find a general list of people and organizations to which students may address their comments or enquiries on Europe and the EU in the introductory notes to this resource.

Student self-evaluation form

Name(s) _____

1 Your learning

What kinds of things do you think you have learned from this unit?

2 Your views

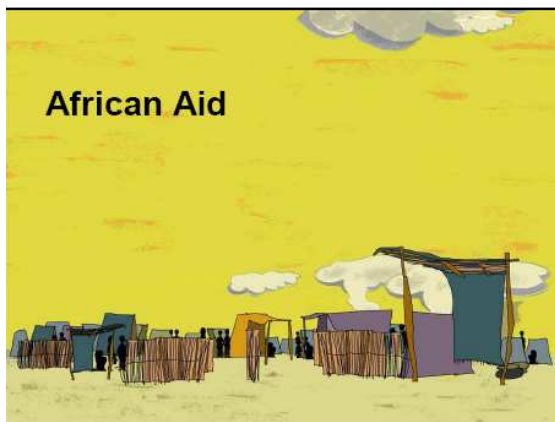
Has working on this unit affected your views about Europe or the EU in any way? If so, in what way?

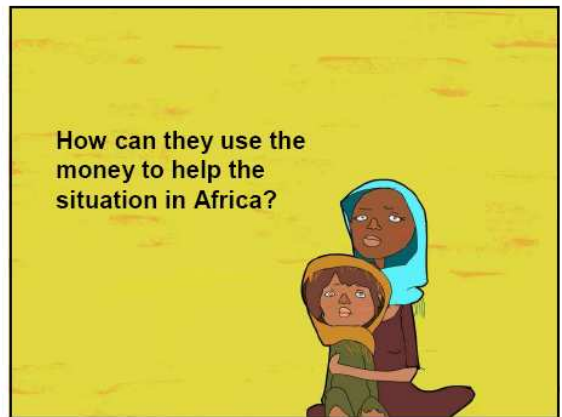
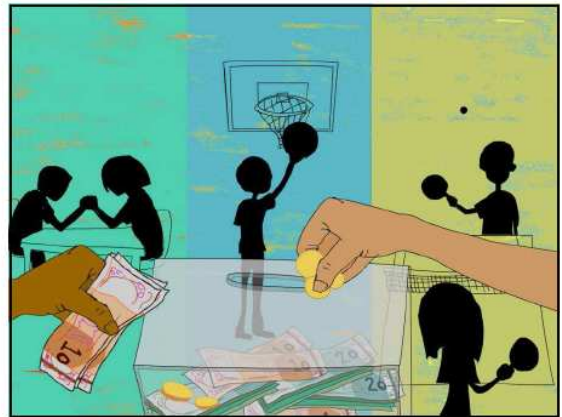
3 Your say

If you were given a chance to speak to someone connected with one of the EU institutions about an issue raised in this unit, who would you choose and what would you say?

4 Your action

If you could do something about one of the issues raised in this unit, what would you do? Why?







Did you know?

- Hundreds of thousands of people have been killed and women raped, and many more have fled their homes as the result of a conflict between ethnic and tribal groups in **Darfur**.
- Darfur is a region of Sudan, the largest country in Africa. The conflict began in 2003. On one side is the Janjaweed, a group of armed citizens recruited from Arab tribes that move from place to place with their herds of camels. On the other side are a number of rebel armies, recruited from the black ethnic groups who make a living farming the land. The conflict started when by Arab tribes needed to go into the land of the black farmers to get water for their animals.
- The government of Sudan says it does not support the Janjaweed – but it has helped them and given them money, and even participated in joint attacks. It has also obstructed journalists trying to find out what is going on and jailed witnesses to the conflict.

Did you know?

- Fifty-one European youth organisations **signed a joint statement** calling for the international community and the EU to take action on **Darfur**. The statement was initiated by the European Union of Jewish Students (EUJS) and signed during the General Assembly of the **European Youth Forum** in Azerbaijan.
- In co-operation with Amnesty International and several other non-governmental organisations, EUJS organised a whole-day event in the centre of Brussels marking the **Third Global Day for Darfur**. Many Belgian and European politicians attended.

Did you know?

- The EU has taken a number of measures to help the people of Darfur – including:
- **criticising the human rights abuse there**
- **applying an arms embargo**
- providing over €500 million in **humanitarian aid**
- appointing a **Special Representative** for Sudan
- **training** African peace-keeping troops.
- EU policy has been to try to help without interfering in the conflict - on the grounds that it is an African not a European conflict. Critics say it should get more involved.

Did you know?

- The EU and its Member States is the **world's largest donor to developing countries** and accounts for more than half of the world's official development assistance.
- The main ways it does this are through:
- **humanitarian aid** – by giving emergency help to victims of natural disasters and armed conflict in more than one hundred countries
- **development aid** – by giving longer-term help to poorer countries in the form of direct technical or financial assistance
- **trade** – by opening up its market to goods from developing countries and encouraging developing countries to open up their own markets to European products
- **conflict prevention** – by sending military or police forces to areas of crisis to carry out humanitarian operations, peacekeeping or crisis management.

