WE ARE EUROPE!

European civic education for high school students

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EU & YOU - JEAN MONNET EU LEARNING INITIATIVE project number 101084891

In the photo: students from the Liceo Veronese visiting the Parliament in Strasbourg last February 2024.

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FOREWORD

This document aims to address the need to develop a curriculum for teaching European civic education in high schools. Following last year's manual, which focused on the history and institutions of the European Union, this year's work concentrates on exploring European identity and values, with a particular emphasis on democracy.

In these pages, we have gathered the educational experiences of teachers and students from the Liceo Statale Angela Veronese in the second year of the EU & YOU project implementation. This second year has also seen close collaboration with Professor Vincent Della Sala, Director of the Jean Monnet Centre of Excellence at the University of Trento, to whom we extend our heartfelt thanks. This year, the seminars held by Professor Della Sala enabled teachers to deepen their understanding of the concepts of citizenship and European identity, investigating the existence of a value framework that can be genuinely described as European. The meetings then inspired the development of teaching units on European civic education aimed at the classes in the last three years of our high school.

Classroom lessons were followed by three study trips to the heart of EU institutions. The first, which took place from December 4 to 7, 2023, took 20 fifth-year students to the European Parliament in Brussels; the second, at the end of February 2024, involved another 20 students from the fourth-year classes who were able to visit the European Parliament in Strasbourg. Finally, in May 2024, another 20 students had the opportunity to participate in the EYE in Forlì, the first EYE organized in Italy in anticipation of the elections in June 2024.

The approaching European elections in June 2024 provided an important opportunity to reflect on the foundational values of the European Union, among which democracy occupies a central position. In a time when this principle is challenged by internal and external threats, we believe it is essential to engage the younger generations in a deep reflection on the meaning and importance of democratic participation. Together with our students, we explored how democracy, a pillar of civil coexistence and individual rights, is never to be taken for granted, but must be protected and strengthened through the conscious engagement of every citizen. To make this reflection even more concrete, we organized a simulation activity of the European Parliament vote, allowing the students to directly experience the functioning of a democratic process.

The aim of this document is to raise awareness among our youth about the values that inspired the creation of a united Europe. The new generations have inherited from the founding fathers the fruits of a project that promotes peace, freedom, and democracy, often taking for granted the free and barrier-free world in which they live, study, and travel. If they can enjoy these opportunities today, it is because someone had the courage to imagine a Europe different from that marked by war, death, and destruction. It is time for young people to reclaim that dream, starting from the awareness of sharing common values and visions that can guide them towards a better future.

PART ONE

GEN Z #USE YOUR VOTE!

Young generations often show disinterest in politics, perceiving it as a distant and incomprehensible world. Many young people see politics as an opaque and sometimes corrupt system, disconnected from their needs and aspirations, and feel that their voices cannot influence the decisions made at higher levels. This perception leads them to feel alienated from a context that, in fact, deeply impacts their lives, fueling disillusionment that drives them away from active participation and the desire for change.

Understanding politics cannot be the privilege of a few but is a necessity for every citizen, as the decisions made in the political arena have a significant impact on everyone's life. This civic education path aims to help secondary school students understand the importance of making their voices heard, not only through voting but also, more generally, through active participation.

The idea of developing a teaching unit on European voting arose in anticipation of the elections for the renewal of the European Parliament, held between June 6 and 9, 2024. This occasion represented a valuable opportunity to actively engage the students of our school, especially those in the final years who would be participating in an electoral consultation for the first time.

Young people are less likely to vote than older people

Share of people in each age group who voted.

Our World in Data

France, 2022

Ages 18-24	76%
25-29	78%
30-39	79%
40-49	90%
50-59	92%
60-69	91%
70-79	87%
80+	69%

United Kingdom, 2019

Ages 18-24	55%
25-34	54%
35-44	61%
45-54	71%
55-64	73%
65+	79%

United States, 2020

Ages 18-24	51%
25-34	60%
35-44	65%
45-54	69%
55-64	73%
65-74	76%
75+	72%

Germany, 2021

Ages 18-24	71%
25-29	72%
30-39	74%
40-49	77%
50-59	80%
60-69	80%
70+	75%
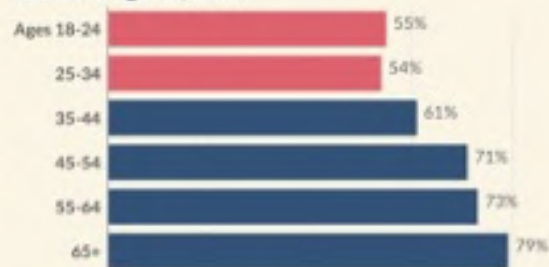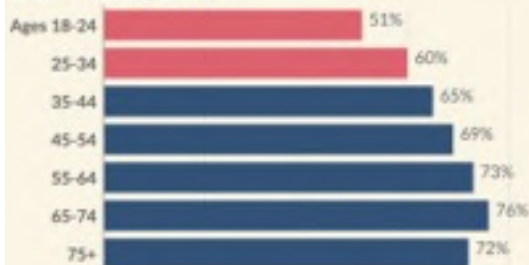
Data source: Insee; British Election Study; US Census Bureau; Federal Returning Officer   OurWorldInData.org/democracy | CC BY

Note: Voters as a share of registered voters in France and the UK, eligible voters in Germany, and citizens in the US. For France, voting at least once across presidential and legislative elections is considered turning out.

taken from

https://www.weforum.org/agenda/2024/07/global-democracy-charts-2024-trends-insights-election/

LEARNING OBJECTIVES

At the end of the lesson, we expect to achieve the following educational objectives aimed at developing civic, social, and critical skills:

1. Promoting the value of democracy: Introduce students to how an election for the European Parliament works (the only institution directly elected by EU citizens every five years), from candidacies to voting, up to the counting of votes and the announcement of results.
2. Development of critical thinking: Stimulate the ability to analyze and compare electoral programs, ideas, and candidates, encouraging students to make informed choices.
3. Active and conscious participation: Educate on active citizenship, raising awareness among students about the importance of voting and the role that every citizen can play in a democracy.
4. Promotion of dialogue and debate: Encourage debate and discussion among different political opinions, teaching respect for others' ideas and collaboration even in the face of divergent views.
5. Education on responsibility: Teach students that their electoral choices have consequences and that democratic participation involves rights and duties.
6. Media literacy: Teach students to recognize and evaluate reliable sources of information, combat misinformation, and develop media analysis skills, especially in electoral contexts.

2024: ELECTION YEAR

2024 will go down in history as the year of elections. By the end of 2024, elections will have taken place in **76 countries**, involving **more than 4 billion people** who will have had the opportunity to vote for the new government of their country. In which countries will elections be held throughout 2024? How many citizens will be called to the polls around the world? The lesson can begin with these two questions to pose to the students. After consulting the internet, the students can present their comments in a plenary session. The teacher can also suggest reading various online articles from both Italian and foreign press discussing the global election landscape in 2024. We list a few below:
https://www.corriere.it/esteri/elezioni-mondo-2024/
https://www.ilpost.it/2024/01/06/tutte-elezioni-2024/
https://www.economist.com/interactive/the-world-ahead/2023/11/13/2024-is-the-biggest-election-year-in-history
https://edition.cnn.com/2024/07/08/world/global-elections-2024-maps-charts-dg/index.html

Will it result in a more democratic world?

It seems that things are not so simple and automatic because the countries where elections are truly free and conducted properly are still few. To measure and classify the state of democracy in different countries, the magazine *Economist* developed the Democracy Index, a tool that considers five fundamental criteria: 1) Electoral process and pluralism 2) Functioning of government 3) Political participation 4) Democratic political culture 5) Civil liberties. The Democracy Index allows for the classification of different countries into four main categories:

Full Democracies – Countries with a stable democratic system, strong guarantees of civil liberties, and a functioning representative government.
Imperfect Democracies – Countries with free elections but significant weaknesses, such as limitations on civil liberties or inefficiencies in government functioning.
Hybrid Regimes – Countries where elections are not completely free or fair, and where there are strong political interferences or problems with the transparency of the electoral system.
Authoritarian Regimes – Countries characterized by the absence of democratic elections, censorship, and the repression of civil liberties.
It is interesting to note that, according to this classification, **only 43 of the 76 countries involved in the electoral renewal will enjoy fully free and fair elections, and 27 of these are EU member states**. The other 28 do not meet the essential conditions

for democratic voting. Eight of the ten most populous countries in the world—Bangladesh, Brazil, India, Indonesia, Mexico, Pakistan, Russia, and the United States—will hold elections in 2024. In half of these, the elections will be neither free nor fair, lacking many other fundamental requirements of democracy, such as freedom of speech and association. Elections in Bangladesh, Mexico, and Pakistan (all hybrid regimes that combine elements of democracy and authoritarianism) and Russia (an authoritarian regime) are almost certainly not going to lead to a change in regime.

In November, candidates from the Republican and Democratic parties in the United States will compete for the presidency of the most powerful state in the world, whose political culture has recently reached one of its lowest levels.

This first part of the unit can conclude with a fun group activity. In light of what has been learned above, and by researching on the internet (it is suggested consulting the following Wikipedia page: List of countries by system of government), students will have to color a blank map of the world using four different colors according to the classification proposed above.

YOUNG PEOPLE AND DEMOCRACY

The second part of the lesson focuses on the **relationship between young people and democracy.** As a warm-up activity, the teacher engages the students in a brief group discussion around the following questions:

At what age can you vote in Italy? Which institutions and political positions are elected in Italy?
Using the internet, research the history of voting rights in Italy. When was universal suffrage introduced?
In your opinion, how important is it to vote in political elections? Justify your answer.
In your opinion, how important is it to vote in the European Parliament elections? Is it more or less important than national elections? Justify your answer.
In your opinion, how important is the vote of young people compared to more mature voters? Justify your answer.
What is your opinion on the possibility of lowering the voting age to 16? Provide appropriate justification.
Using the internet, research the voting age in the 27 member states. What comparisons and reflections can you make?
How can social media and new technologies influence voting participation among young people?
If less than half of eligible voters participate in an election, do you think the vote can still be considered "democratic"?

Connecting back to this last question, the teacher proposes that the students view the following graphs regarding **voter turnout** in Italian political elections from 1948 to 2022 (fig. 1), voter turnout in American political elections from 1789 to 2022 (fig. 2), and voter turnout in European political elections from 1979 to 2019 (fig. 3). Other graphs related to other Western countries can also be viewed. The teacher then invites the students to comment on the graphs, encouraging them to hypothesize possible causes for the **constant decline in voter turnout** in most countries defined as full or imperfect democracies.

In the last graph, concerning the European elections, there is an observed **reversal of trend** in 2019 with an 8-point recovery. In this case, students can be given space to discuss possible reasons for this result. It is also interesting to point out to the students the percentages of voters recorded in European consultations over the decades since 1979 and have them compare these with national figures. Where is the highest turnout recorded? Why?
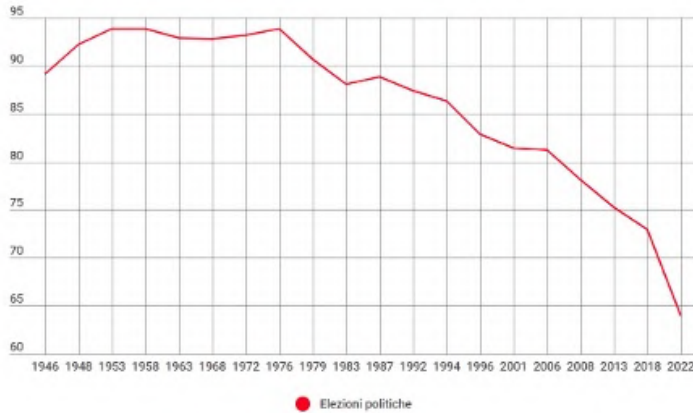
FIG.1 taken from https://www.truenumbers.it/affluenza-elezioni-politiche/

FIG. 2 taken from https://www.electproject.org/national-1789-present

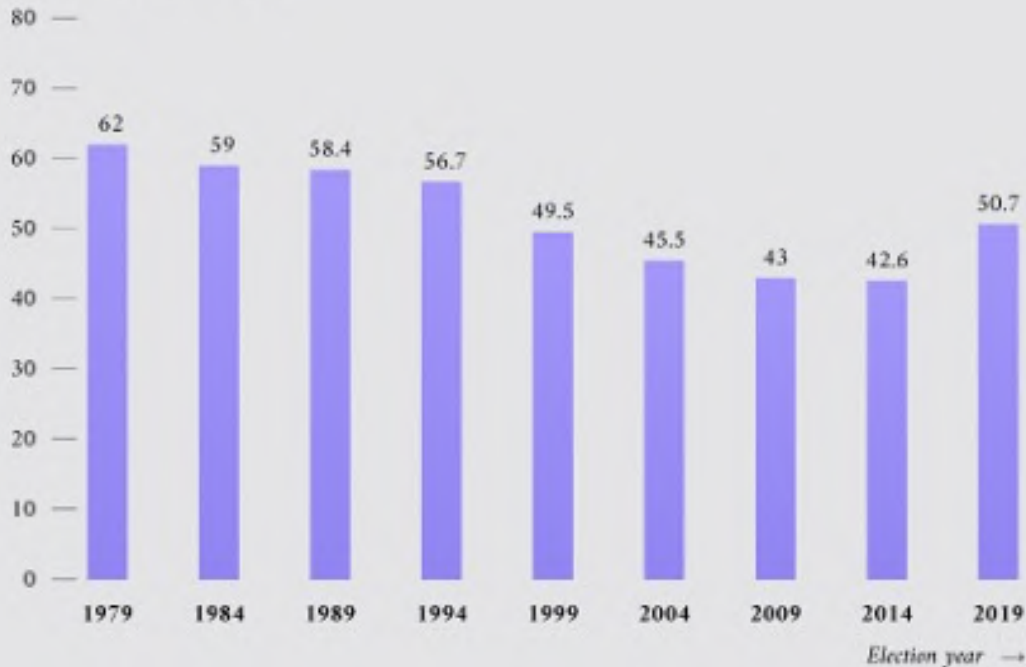**VOTER TURNOUT PERCENTAGES FOR EUROPEAN PARLIAMENT ELECTIONS – EUROPEAN UNION (%)**

FIG. 3 taken from
https://data.europa.eu/en/publications/datastories/preparing-2024-european-parliament-elections-open-data

YOUR VOTE COUNTS

The third part of the lesson focuses on the upcoming elections of the European Parliament. The teacher can start by asking the students whether they believe the European Parliament elections are important for their current lives and future. In addition to answering yes or no, the students will be asked to provide concrete examples of how the lives of European citizens have changed thanks to a united Europe. The teacher can enhance the students' contributions by suggesting the following situations: buying affordable flights to many cities in the 27 EU countries, easily paying with the same currency, discovering Europe by traveling for free by train thanks to the Discover EU program, studying and training in European schools and universities with an Erasmus grant.

The teacher then proceeds with the presentation of the essay **"Youth Participation in European Elections"** by Micaela Del Monte, published by the European Parliamentary Research Service in December 2023 and available at the link https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI(2023)754634.

Using data - including many drawn from Eurobarometer surveys, such as the report "Youth and Democracy" published in May 2024 https://europa.eu/eurobarometer/surveys/detail/318 - the researcher demonstrates that **the increase in voter turnout in 2019 was largely due to greater participation among young people (aged 16-24)**. This dispels the myth of youth apathy towards active politics. In conclusion, the researcher states that when given the opportunity, young people make their voices heard. Below is the proposed reading of the abstract:

Between June 6 and 9, 2024, the tenth European elections will take place in the 27 EU member states, and approximately 366 million EU citizens will be called to the polls. The elections to the European Parliament represent a crucial moment for EU democracy: they offer citizens the opportunity to influence the political direction of the Union. After a constant decline since the beginning of European elections in 1979, voter turnout in the 2019 elections reached an unprecedented level of 50.7% (an increase of 8 percentage points compared to 2014).
This increase was largely the result of greater youth participation, demonstrating young people's desire to actively engage in politics, including through voting. *This desire was also repeatedly expressed during the Conference on the Future of Europe, an important innovative exercise in participatory democracy.*
In 2024, four member states (Belgium, Germany, Malta, and Austria) will allow their citizens to vote from the age of 16, while in Greece, the voting age is 17. *(In 2019, the minimum voting age was 17 in Greece and 16 in Austria and Malta, editor's note).* ***Lowering the voting age is one way to increase youth participation in elections;*** *other tools include*

introducing youth quotas, allowing online or mail-in voting, lowering the age to run for office, or promoting civic education in school curricula. Some also argue that a higher minimum age for candidacy could be a key barrier to youth participation. European democracy goes beyond mere voting—it also involves civic engagement and participation in the democratic process. Over the years, political participation has evolved, especially among young people. Large-scale protests and demonstrations, engagement in the digital sphere, and the emergence of unconventional forms of activism—such as clicktivism, grassroots activities, and boycotts—have become commonplace.

Evolution of turnout, by age range (2014-2019)
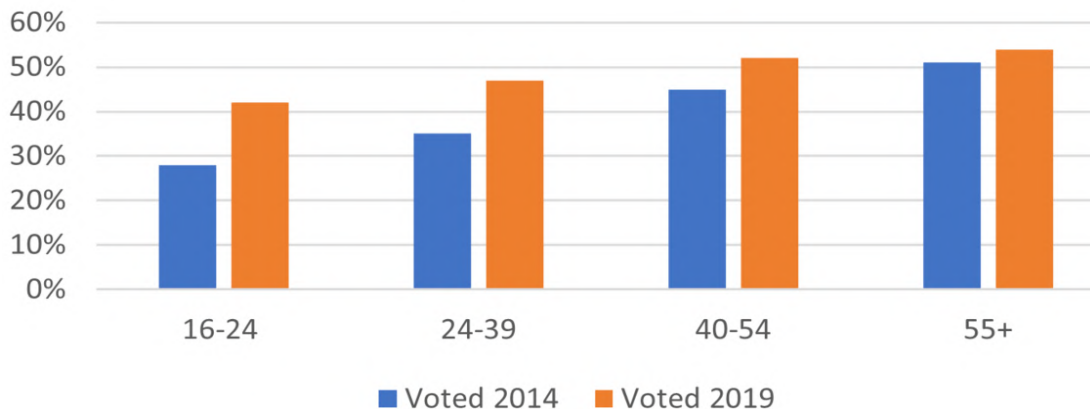
taken from https://commons.wikimedia.org/wiki/File:Evolution_of_turnout_by_age_range_(2014-2019).png

The graph above illustrates how, compared to the 2014 elections, the age group that increased its voter turnout the most in 2019 was that of 16 to 24 years (14 percentage points). When young people are given the opportunity to vote, as was the case in 2019 in Austria and Malta for 16-year-olds and in Greece for 17-year-olds, the response has been very positive.

The teacher can then propose that the students read the complete short essay (12 pages) available at the link https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI(2023)754634. To make the activity more engaging, students can work in small groups. Each group will be assigned to read one of the nine sections of the document, and each group will then report back to the class.

The essay provides an in-depth analysis of youth participation in politics, examining their attitudes, expectations, and frustrations. It debunks some myths about alleged youth disinterest in politics, instead highlighting the various forms of **youth activism** that have emerged in recent years, such as the role of social platforms, movements to combat climate change like Fridays for Future, clicktivism, and the Conference on the Future of Europe. It also emphasizes the impatience of young people regarding the **over-representation of older generations in politics**. The essay discusses the importance of lowering the voting and candidacy age, underscoring how **a reduction in the voting age is related to increased electoral participation**. Supporting this trend, it is noted that in 2024, two more member states (Belgium and Germany, in addition to Malta and Austria) will allow citizens to vote from the age of 16.

Figure 1 – Voting in the Member States

Voting age
for European elections
16
17
18

As of 20 July 2023
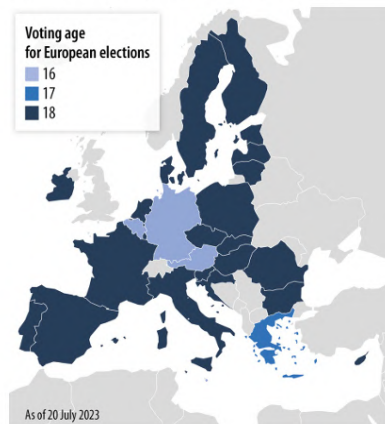
Source: Compiled by EPRS, May 2023, updated August 2023. Graphic by Samy Chahri.

NOW IT'S YOUR TURN!

The fourth part introduces the actual voting simulation. The teacher, by answering a series of questions, clarifies many practical aspects of the electoral process. For many students, this will be the first time they hear concrete information about how political elections work.

The European Parliament is the only transnational legislative assembly elected by citizens and is also one of the largest in the world: starting in 2024, it will have 720 members. In Italy, all adult Italian citizens can vote in their place of residence. Voting is also available for Italians abroad, and for the first time, students living away from home in Italy will be able to participate.

In the photo:
students from the Liceo Veronese visiting the Parliament in Brussels in December 2023.

How does the electoral law work?

It is **a proportional system** with the possibility of choosing up to three preferences and a **4% threshold**. This means that if a party does not reach at least 4% of votes on a national basis, it does not elect any deputies to the European Parliament. Italy is divided into five electoral constituencies: North-West, North-East, Center, South, and Islands. Italian parties present themselves on single lists, not in coalitions, and therefore, the allocation of seats is proportional to the votes received by each list. So, if a party gets 12% of the votes, it will be entitled to 12% of the total seats allocated to Italy (the total number of seats is 76). The candidates with the most preferences on the list will then be selected.

SISTEMA ELETTORALE PROPORZIONALE = ASSEGNAZIONE SEGGI IN BASE A VOTI OTTENUTI

5 CIRCOSCRIZIONI ELETTORALI:

1) NORD-OVEST
2) NORD-EST
3) CENTRO
4) ISOLE
5) SUD

Per ciascuna circoscrizione i PARTITI hanno presentato le loro liste elettorali di candidati

SOGLIA DI SBARRAMENTO AL **4%**

How do you vote?

There will be a single ballot where all the party symbols will appear, arranged in an order determined by a draw. Here is an example of the sample ballot for the North-East II constituency:

taken from /https://dait.interno.gov.it/documenti/europee2004-fac-simile-circ-2-scheda-voto.pdf

You vote by marking an X on the symbol you have chosen (only one). Next to each party symbol, on the three dotted lines, the voter can express up to three candidate preferences. If 2 or 3 preferences are expressed, the candidates must be of different genders, otherwise, the second and third preferences will be annulled. There is no split voting, so candidates can only be selected from within the chosen list. The electoral lists can be consulted here.

What documents do you need in order to vote?

An identity card or another form of identification, as long as it has a photo, and your voter registration card, which can be requested from the Municipality of residence or even during the voting process. It's also important to check where you need to go to vote. The address is indicated on your voter registration card.

ELEZIONI EUROPEE 2024

RINNOVO DEL PARLAMENTO EUROPEO

720 EUROPARLAMENTARI

76 EUROPARLAMENTARI ITALIANI

8 e 9 GIUGNO 2024

TESSERA ELETTORALE IN COMUNE

18 ANNI

How are the elected candidates distributed in the European Parliament?

The 76 Italian members elected to the European Parliament are not distributed in the assembly according to their territorial affiliation, but rather according to their membership in one of the seven political groups currently present in the European Parliament. From left to right in the assembly, we find respectively: The Left (GUE/NGL), the Socialists and Democrats (S&D), the Greens and the European Free Alliance (The Greens/EFA), Renew Europe, the European People's Party (EPP), the European Conservatives and Reformists (ECR), Identity and Democracy (ID), and finally the non-attached members (NI), those who have not joined any political group. The figure below shows the composition of the European Parliament for the 2019-2024 legislature (there were 705 MEPs).
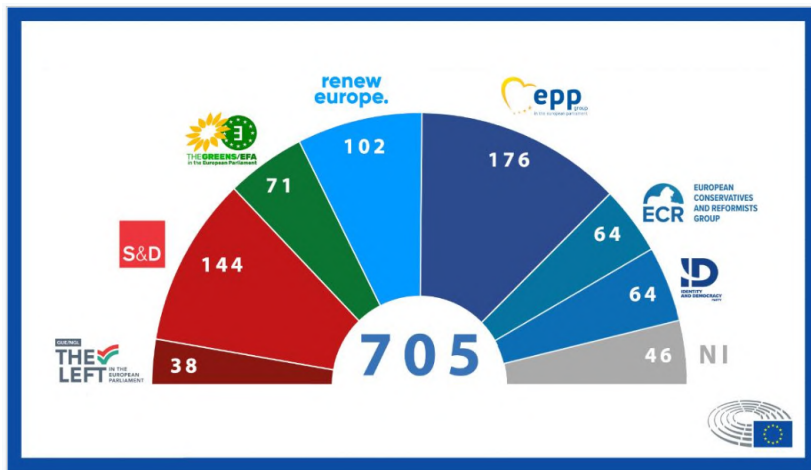
To better illustrate the characteristics of the different political groups and the values on which their proposals are based, the teacher can engage students in small group work where they will need to match each group with the description that best identifies it using the worksheet provided below. This may seem like a simple matching exercise, but in reality, it requires a solid understanding of political basics, such as the distinction between conservatives and progressives, right and left, the

concept of social cohesion, and the meaning of terms like liberal or neoliberal, and market economy. Therefore, the teacher will allow each group sufficient time to ask for explanations and clarifications regarding the words, concepts, or expressions used in the worksheet.

EUROPEAN PEOPLE'S PARTY / SOCIALISTS & DEMOCRATS / THE LEFT / THE GREENS / EUROPEAN CONSERVATIVES & REFORMISTS / IDENTITY & DEMOCRACY / RENEW EUROPE

This is the most left-wing group in the assembly. Its primary goals for achieving European integration focus on creating new jobs and educational opportunities to foster security and social solidarity, cultural exchange, diversity, and a coherent and strong peace policy. Central to their vision is respecting and preserving diverse opinions. What unites the group is the vision of a socially fair, peaceful, and sustainable European integration process based on international solidarity.

European citizenship is one of the key themes of this party's policies, advocating for social cohesion through a dynamic and educated Europe. Being a European citizen should offer the opportunity to embrace an inclusive society where solidarity, equality, diversity, freedom, and justice are safeguarded. Only a strong EU, speaking with one voice, can protect European interests, maintain global influence, secure jobs, improve living standards, reduce poverty, and create a safer world. Global challenges require a coordinated and efficient European response.

This group is committed to a green, fair, and peaceful Europe. Top priorities include environmental protection and the transition to a renewable energy-based economy with sustainable practices. They promote social equity, defending human rights, cultural diversity, and transparency in policies. They aim for global cooperation to tackle challenges like climate change and inequality, advocating diplomacy for peace and respect for regional identities.

This party believes that the European Union is more than a market: it has been and must remain, above all, a community based on values. It is our shared values, even more than our common interests, that bind us together. Therefore, it is essential to safeguard democracy, the rule of law, and fundamental rights. The party is committed to a progressive, innovative, and inclusive Europe. It promotes the digital economy and competitiveness while ensuring environmental protection and citizen rights. The top priority is international cooperation to address global challenges, with a particular focus on peace, security, and social justice.

One of the most important European parties. Pro-European and center/center-right, this party brings together moderates, Christian Democrats, and conservatives. They believe Europe is a vast space of values, principles, and freedoms. Among them are responsibility, justice, security, respect for human life, and equality between men and women. Their goal is to build a healthy model of European society based on solidarity between European citizens, who can live in a stronger, more democratic, and decentralized European Union. The objectives for European citizens and institutions include promoting the free market, renewable energy, labor policies, and social inclusion.

This group firmly believes in free enterprise, free trade, and competition with lower taxation. Personal freedom, the family as the foundation of society, and democratic accountability are central to their policies. They support the sovereignty of individual European states, considering all equally important and opposing European federalism. However, the party respects the principle of subsidiarity (national sovereignty where possible, European Union involvement where necessary). They defend Europe's internal economy, the single market, and the rights of European workers.

This is the far-right Eurosceptic group in the European Parliament. It believes in the total national sovereignty of member states and close cooperation between them, rejecting any idea of a supranational European model. No state matter should be transferred to the exclusive competence of the European Union and its institutions. The citizens of European states must retain their identity and specificity, as well as their economic, political, social, cultural, and territorial models. The group opposes uncontrolled immigration and defends border security.

Which European political group will my vote in Italy go to? Where will the candidate I voted for sit?
A final essential step is helping students understand how the candidates elected in Italy are integrated into the seven European political groups. For example, if candidate Pinco Pallino from the Italian XYZ party is elected, in which European political group will they find their seat? This depends on the agreements each Italian party has made with European political groups. A very useful and interesting exercise is to research the affiliation of each Italian party with its respective European political group. Using the Internet, students will need to find out which European group each Italian party belongs to and then associate the different Italian parties with the various European parliamentary groups, discovering some surprising pairings along the way.

The European Parliament has **legislative power**, meaning it creates laws, a responsibility shared with the Council of the European Union, which is made up of ministers from member states, and its composition varies depending on the subject being legislated. The European Parliament does not have the power of legislative initiative, meaning it cannot propose laws. This task is the responsibility of the European Commission. The Parliament, therefore, discusses, amends, and approves

proposed laws. To become law, a proposal must receive the approval of both the European Parliament and the Council of the European Union.

European Commission

Legislative proposal

Co-decision

European Parliament   **Council of the EU**
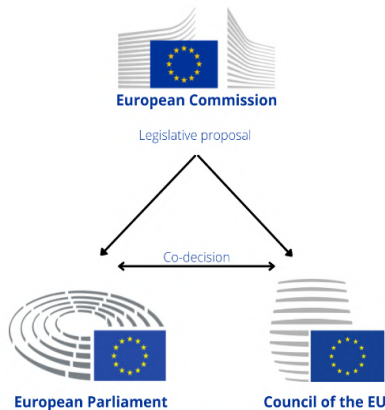
Why is it important to vote?

By taking part in the European elections, you are engaging in a democratic process that shapes the future of an entire continent, Europe, where just 70 years ago wars and divisions caused death and devastation. Today, around 450 million people can decide the fate of their community together. Voting is not only a civic duty but also the greatest form of freedom we have, a right that was hard-won by the generations that came before us. Voting consciously means contributing to this extraordinary democratic process. Hence the call to use your vote and not let others decide for you. USE YOUR VOTE!

At the end of the teaching unit, the classroom transforms into a real polling station, where the voting simulation takes place. This moment is particularly engaging for the students, as they have the opportunity to experience the democratic process firsthand. Through this direct experience, they learn to make informed decisions, applying what they have learned during the lessons.
Students are faced with choosing between different parties and candidates, just like in real elections. Each student receives a ballot, a sample taken from the Ministry of the Interior's website. Regarding the candidates, the list of candidates along with their resumes can be consulted on the Ministry of the Interior's website at the link

. Through this information, students can get a clearer idea of the individuals they will vote for.

Once the voting is concluded, the counting of the votes proceeds. To make this phase more interactive, the teacher will involve the students in scrutinizing the ballots, counting the votes, and writing the results on the board for greater clarity and transparency. At the end, the elected representatives will be announced.

FAKE NEWS

In an increasingly connected world, information travels rapidly, but it is not always reliable. Fake news can distort public opinion by manipulating facts to promote specific interests or polarize political debate.

In contexts like the European elections, where millions of people must make informed decisions about the future of Europe, it is essential to distinguish trustworthy information from false or manipulated data. Fake news can undermine trust in democratic institutions, fuel misinformation, and, in some cases, directly influence electoral outcomes. Knowing how to defend oneself against it is crucial for preserving the transparency and integrity of the democratic process.

In anticipation of the elections, the communication team of the European Parliament has created three videos exploring strategies to recognize fake news, tools for verifying its truthfulness, and the importance of a critical approach to information sources. Only in this way can we make informed choices and contribute to a truly democratic and informed electoral process.

The three informational videos alert us to three communication traps:

The Emotion Trap
The first video focuses on how our emotions are exploited online. It is important to be particularly aware of sensationalist content, strong language, and dramatic images. Before posting any content, check its veracity.

The Polarisation Trap
Misinformation online often takes the form of extreme opinions expressed aggressively, which divide the public. Instead, it is more productive to explore common ground and the many nuances between two extremes.

The Flooding Trap
Online bots and trolls flood communication channels with an enormous quantity of messages, often contradictory to each other. This creates confusion, doubt, inaction, and apathy among the audience. It is important to always check the sources of the news and to trust quality information.
How disinformation works | Episode 1: Playing on emotions
How disinformation works | Episode 2: Sowing division
How disinformation works | Episode 3: Flooding the information space

DEBRIEFING

It is appropriate to include a few final minutes for debriefing, during which students can comment on the activities carried out. Specifically, the students are invited to reflect on what happened during the activity, sharing their observations and personal impressions. This can include what went well, what was challenging, and how they felt. The results of the activity are analyzed in relation to the set objectives. The discussion revolves around whether the goals were achieved and why. Additionally, the lessons learned during the activity are explored. Participants reflect on what they have learned, both in terms of content and in relation to skills or behaviors.

I VOTE IN THE EUROPEAN ELECTIONS BECAUSE...

We interviewed three of our fifth-year students who have just turned 18 and asked them why they voted in the European elections. Here are their contributions:

Camilla Bastasin

I went to vote because I firmly believe that voting is one of <u>the most powerful tools ever given to citizens</u>: only through voting and expressing my preference can I make my voice heard and show that I want to have a role in the decisions that affect my present and hope for <u>a better future</u> and a better society. Although it may seem to many that a single vote does not make a difference, for me, <u>every vote counts</u>, and participating in elections is a sign of maturity as it represents the ability to make decisions for the world around me. Lastly, voting is a right that is often taken for granted, but it is not so. In many parts of the world, even today, in 2024, people do not have the right to freely express their political opinions, and I have decided not to miss this opportunity as a sign of respect for those who fought to secure this right and for those who have fewer opportunities than I do.

Rachele Santos Pacheco
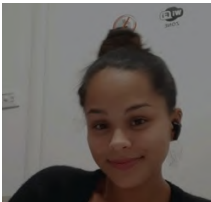
I vote to <u>honor all the women</u> who, challenging their families and the limits imposed by the society of their time, fought to obtain a right that should have been theirs since ancient times. I vote because, despite being in 2024, there are still countries where women are not allowed to express their opinions. I vote because I firmly believe that, even if my voice is just a drop in an ocean, it can still make a difference and contribute to making the world a better place.

Nicolò Pellizzari

I vote because voting is a <u>right</u> that not everyone has, and as such, it should be exercised. This year, being of age, I had this <u>privilege</u>. Because I think it is a privilege, I believe it requires <u>responsibility and awareness</u>. Indeed, voting should be a thoughtful and rational choice, which takes time. Since I am not very informed in the political sphere, I decided to look at the proposals of each party and then choose the one that is closest to my ideas.

<u>This year, I also voted to be an example for my mother, who hasn't voted in years because she claims she does not feel represented by the Italian political movement.</u> She is not the only one abstaining from voting; for the 2024 European elections, more than 50% of Italians have decided not to vote. I believe this choice to refrain from voting is completely wrong: one reason for this self-exclusion is not fully aligning with a party's ideas, but I believe there will never be a party whose ideas are 100% shared by the voter. This can only happen if one runs for office and expresses all their ideas by founding their own party. For this reason, even though I do not feel completely represented by any party, I chose to vote.

SECOND PART

Talking about European identity and values is a complex challenge, as these are abstract concepts that can be difficult to define precisely. Similarly, understanding national identity, such as the Italian or the French one for example, presents exactly the same difficulties. Defining the identity of a people or a state is a process that must respond to the interests of those who speak about it and must reflect the social, historical, and political references of the community to which they belong.

In this context, it is essential to identify the fundamental values of the European Union and to understand whether these values are actually shared within the community of 27 member states, despite their historical and cultural diversity. These values, which include human dignity, democracy, freedom, equality, the rule of law, and human rights (Article 2 of the Lisbon Treaty), form the foundation of the Union and influence its political structure.

Being aware of being part of a larger community such as the European Union, which offers numerous opportunities in areas such as education, rights, and mobility, is crucial for understanding one's role as young citizens within this reality. Reflecting on such aspects helps to develop a sense of belonging and active participation in European political and social life.

WHAT IS EUROPEAN CITIZENSHIP?

European citizenship, introduced by the Maastricht Treaty in 1992, is **a legal concept** that identifies every citizen of a member state as a citizen of the European Union. However, it is not the European Union that "grants" citizenship directly, but rather the individual member states, which attribute European citizenship in addition to national citizenship.
At the European level, there are also rights that are protected by the Union. The Charter of Fundamental Rights of 2000 already lists various protections. In particular, Union citizens can appeal to European courts to protect themselves from forms of discrimination. There are also political rights, such as the right to vote in European Parliament elections, which can be exercised in any member state where the citizen resides, without having to return to their country of origin. In some cases, it is also possible to vote in local elections, if the host state allows it.
From a legal standpoint, therefore, European citizenship offers a series of concrete protections, including the right to receive consular assistance. If a citizen finds themselves in a member country where there is no consulate of their state, they can turn to that of another state in the Union.

But citizenship is not just a legal construct. For it to have a real impact, it must be lived and practiced. **Feeling like European citizens means acting and living according to the values and common history of Europe.** Starting from the Treaty of Rome in 1957 and increasingly with the establishment of the internal market in 1992, the free movement of people, goods, capital, and services (the so-called four freedoms) has become a reality that has brought great benefits and greater cohesion not only in economic terms but also in terms of political integration among different European peoples. The progressive implementation of the four freedoms has indeed favored the exchange of values and ideas, key elements for the creation of a European identity.
In particular, the free movement of people has been and remains essential for building a political community. Today, European citizens can live, work, and study in any of the 27 member states.
In conclusion, European citizenship should be understood both as a legal structure and as a concrete practice of participation in community life.

Closely connected to the concept of European citizenship is the concept of European identity. **Does a European identity exist?** How is it formed, based on what values? And what are the values shared among the approximately 450 million European citizens, each with their own history and culture? We will seek to answer these questions in the following pages by involving our students in a series of activities.

To introduce the concept of European identity, students are proposed to view and analyze **two videos** produced by the European Commission in 2012 to celebrate the success of the eastern expansions of the European Union that took place in the previous years (the first video "The more we are, the stronger we are") and to promote the future enlargement to the southeast (the second video, "So similar, so different, so European").

Both videos (and many other materials produced and published by the European Commission) clearly show that, at the institutional level, there is an awareness of the importance of the concept of identity in building a sense of belonging to a political community. The institutions of the Union demonstrate a strong willingness to build a European identity that reflects the values emerging from the integration process. Identity and values are indeed fundamental elements for creating **a sense of belonging** to the European Union, capable of uniting citizens who are not only not related to each other but often consider each other as strangers. This sense of belonging to a common political community justifies the "sacrifice" for that community, such as paying taxes or fighting together against common enemies in times of war. Furthermore, the sense of belonging helps shape the perception of the destiny of a people, suggesting the idea of a common path that embraces both the past history and the future.

As clearly illustrated by the Irish sociologist **Benedict Anderson** in his works, the sense of belonging of a people is not something intrinsic to a society, but is the result of conscious choices made by individuals to create a reference community. This community can vary from family, to extended family, to local, national, and even continental communities.

In his book *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Benedict Anderson argues that nations are **"imagined communities"**. According to Anderson, a community is "imagined" because members of a nation will never know most of the other members, yet they share a sense of belonging and connection. This imagination is made possible through common symbols, founding myths, and above all through the media and press, which spread national ideas and create a sense of collective identity. Anderson sees the nation as a social entity built and maintained through culture, language, and shared narratives. "Imagined communities" are also "invented" in the sense that they are the result of historical and political processes that select and value certain cultural elements at the expense of others. These communities, although built on intangible and symbolic concepts, have a real and tangible impact on people's lives, influencing their actions and perceptions of themselves and others.

"THE MORE WE ARE, THE STRONGER WE ARE": STORIA DI UN INSUCCESSO

The first video, "The more we are, the stronger we are" produced by the European Commission in 2012 in order to celebrate the gradual enlargement of the European Union, was not very successful and was removed from the Commission's website just one month after its release. Despite the high production cost, the video received numerous negative comments from viewers, who felt it did not adequately reflect the identity and values of the Union. Many criticized the portrayal of foreigners, depicted as uncivilized peoples, while the female figure, an allegory for the European Union, appeared with a paternalistic and culturally superior attitude, evoking an image of colonialism. According to many, the video's narrative suggests that "the others" are violent and armed, while "we Europeans" distinguish ourselves by our civilization, resolving conflicts through dialogue, sitting around a table. The video was also criticized for its sexist elements, particularly regarding

the female protagonist, symbolizing the European Union, whose appearance seems inspired by the heroine from Quentin Tarantino's film *Kill Bill*.

The video can be used in various educational ways to promote the development of critical, communicative, and analytical skills. A collective viewing can be introduced to a group of students, illustrating the motivations that led to its creation by the Commission in 2012, but without revealing at this stage the reasons for its failure and the nearly immediate removal from the website. It will be the students themselves, after analyzing the video, who will seek to identify the possible causes of the flop.

After the viewing, the teacher will engage the students in a collective discussion. Below are some specific questions to guide the students in analyzing the video. All or only some of these questions can be proposed, depending on the students' age,

the time available, and the level of analytical depth intended. The students can work in small groups and then report back in a plenary session:

1. What impact does the video have on you? Do you like it/dislike it? Justify your answer.

2. Summarize the plot of the video.

3. In your opinion, what audience was the video intended for? Identify who the primary target might be and explain why you think the video was made for this specific group.

4. How are the different characters represented in the video? Analyze the roles, costumes, and actions of the characters. What stereotypes or symbolic images are used, and what do they represent? Below are some frames with the various characters.
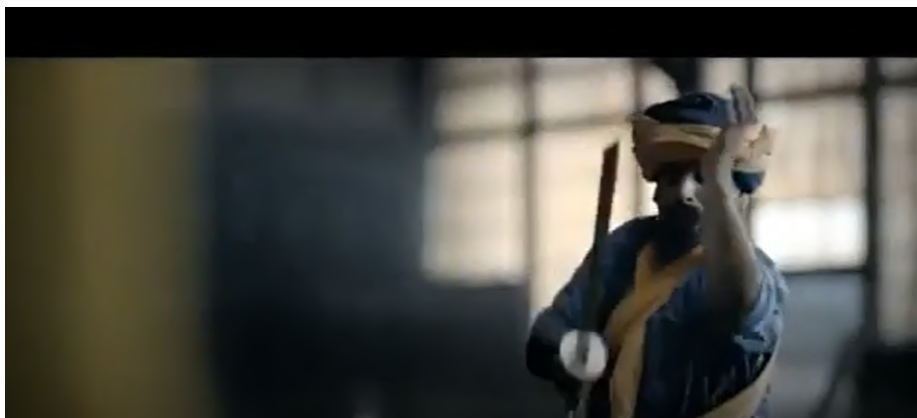
5. What is the role of the setting in the video, and how is it represented? Examine the visual elements that describe the setting. How does it contribute to the interpretation of the story?

6. How is color used to emphasize the message of the video? Identify the dominant colors and discuss their symbolic meanings. How does color influence the message of the video?

7. What is the importance of sound in the video? Analyze the soundtrack, sound effects, and silences. How does sound emphasize the message of the video?

8. How do camera movements contribute to telling the story? Discuss particularly the speed of cuts and the sequence of images. How is editing used to build tension, convey the message, or guide the viewer's attention?

9. How is the climax of the video constructed through images, sounds, and editing? Identify the point of maximum emotional impact and analyze how visual and auditory techniques lead to this moment.

10. What symbols or visual metaphors are used in the video, and what meaning do they convey? Identify any symbolic or metaphorical images. How do these visual elements contribute to the narrative and understanding of the video's message?

11. What is the main message of the video? Discuss what ideas and values the video seeks to communicate to viewers.

12. What emotions does the video evoke in viewers? Discuss what emotions the video seems to aim to provoke and how it achieves this through storytelling and imagery.

13. What cultural or symbolic references are present in the video? Identify symbols, cultural or historical references, and discuss their significance in the context of the video's message.

14. Is there a dominant point of view or perspective in the video? Recognize the point of view from which the video is narrated and analyze how this perspective might influence the understanding of the message.

15. Does the video exhibit any kind of bias or prejudice? Consider whether there are representations that could be seen as partial or that exclude certain groups or viewpoints. How do these choices influence the message?

16. In your opinion, was the video successful or not? Justify your opinion appropriately. Question 16 is the most important, and each student group will report the group's opinion in plenary.

Below are some particularly significant frames taken from the video. They can be projected during the collective reflection in plenary to encourage discussion and direct the students' attention to the most meaningful visual elements.

Follow-up
As a follow-up activity, we suggest that students read an article from *The Guardian* commenting on the European Commission's withdrawal of the video "The more we are, the stronger we are" in 2012. After reading, students will discuss the reasons that led to the controversy and withdrawal of the video, exploring how different media and audiences reacted to its content. They will be encouraged to critically reflect on the cultural and political impact of the video and to express their opinions on how visual and narrative representations can influence public perception. At the end of the discussion, each group will present their conclusions to the class, articulating their viewpoint coherently.

https://www.theguardian.com/world/2012/mar/06/european-commission-criticised-racist-ad

European commission criticised for 'racist' ad
Nicholas Watt*, chief political correspondent* Tue 6 Mar 2012 15.11 CET

The European commission has been forced to withdraw a high-budget video promoting the EU amid accusations that it depicts other cultures in a racist manner.

A row broke out after the enlargement directorate of the European commission, which is responsible for the expansion of the EU, released a video clip that was designed to appeal to young voters.

The video, entitled Growing Together, features a white woman dressed in yellow – the colour of the stars of the EU – walking calmly through a warehouse. As a gong sounds, she looks behind her as an aggressive Chinese-looking man shouting kung fu slogans jumps down in the style of the film Crouching Tiger, Hidden Dragon.

As he moves towards her, an Indian-looking man in traditional dress wielding a knife levitates towards her. He is a master of kalaripayattu, a martial art from the southern Indian state of Kerala. As she deals with him, a black man with dreadlocks cartwheels towards her in the style of capoeira, the Brazilian martial art.

The woman stares at the men. She then multiplies herself to form a circle around the men who drop their weapons and sit down. The woman's yellow outfit then turns into the stars of the EU.

The video shows the words: "The more we are, the stronger we are." It then says: "Click here to learn more about EU enlargement."

Raoul Ruparel, of Open Europe, said: "This was an ill-advised move by the European commission. It is strange because normally there is something of the Kum Ba Yah about the commission. But it has produced a video which shows a white female being threatened by foreign men with weapons. This is in dubious taste and judgment.
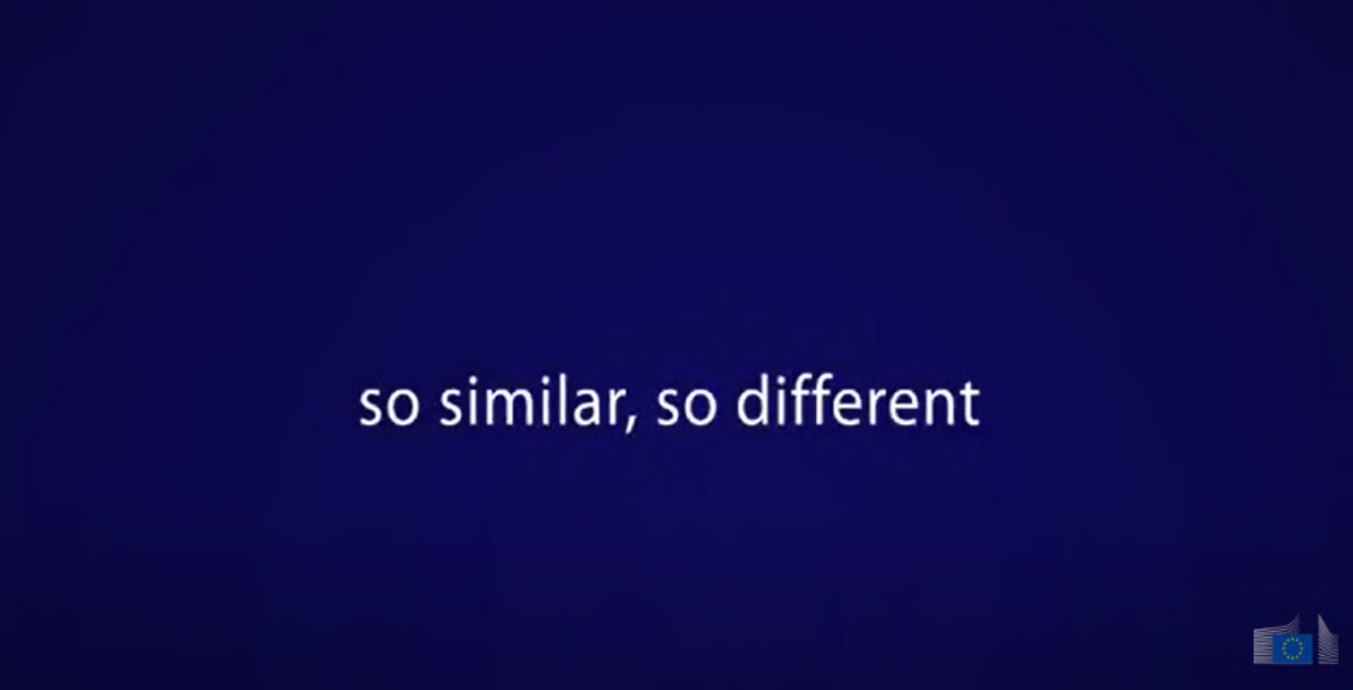
"We also question whether it was necessary to produce the video in the first place. We are in favour of EU enlargement but we are not sure that making viral videos is the best way to go about that."

Stefano Sannino, the director general of the enlargement division of the European commission, said: "We have received a lot of feedback on our latest video clip, including from people concerned about the message it was sending. It was a viral clip targeting, through social networks and new media, a young audience (16-24) who understand the plots and themes of martial arts films and video games. The reactions of these target audiences to the clip have in fact been positive, as had those of the focus groups on whom the concept had been tested.

"The clip featured typical characters for the martial arts genre: kung fu, capoeira and kalaripayattu masters; it started with demonstration of their skills and ended with all characters showing their mutual respect, concluding in a position of peace and harmony. The genre was chosen to attract young people and to raise their curiosity on an important EU policy. The clip was absolutely not intended to be racist and we obviously regret that it has been perceived in this way. We apologise to anyone who may have felt offended. Given these controversies, we have decided to stop the campaign immediately and to withdraw the video."

"SO SIMILAR, SO DIFFERENT, SO EUROPEAN"

After the failure of "The more we are, the stronger we are," the European Commission proposed a second video titled "So similar, so different, so European" https://youtu.be/R_jRjPl9iRQ?si=iKp_8yYX2Ngr3B18 , which was received with more sympathy from the public compared to the first one, although it still faced criticism. The video is still available on the Commission's YouTube channel and is presented as follows:

"With the slogan 'So similar, so different, so European,' the video showcases how fascinating and surprising Southeast Europe can be. Yes, the region is diverse, and it is precisely this diversity that makes it so vibrant, exciting, and intriguing. But is it really that different? One thing is certain: Southeast Europe has undergone enormous changes in the last 20 years, not to mention the last decade. On the road to the European Union, the countries in the region have transformed their societies by implementing a series of profound reforms. Anyone who does not know Southeast Europe would likely be surprised to discover how many treasures it holds, how much potential it possesses, and how much beauty there is to uncover. Croatia became the 28th EU member state on July 1, 2013. Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Kosovo, Montenegro, Serbia, and Turkey are candidates or potential candidates for EU membership."

The video was created to encourage the audience to question their perception of the Southeast European countries aspiring to join the European Union, highlighting the many elements that Albania, Bosnia and Herzegovina, North Macedonia, Iceland, Kosovo, Montenegro, Serbia, and Turkey share with other European countries that have a strong cultural identity, such as Greece, Spain, and Italy. The message of the video clearly emphasizes the EU slogan "United in Diversity." As mentioned earlier, the public reception was better compared to the previous video, although there was still some criticism and controversy. Among some viewers, the video sparked heated debate, with polarized opinions reflecting concerns about the stereotypical representation of European countries, the perception of propaganda from the Commission, the lack of real diversity, and the superficiality of the message. These controversies highlight the different sensitivities regarding the construction of European identity and cultural differences within the European Union.

Again, the video can be used educationally in various ways to promote the development of critical, communicative, and analytical skills. The collective viewing of the video can be proposed after a brief introduction from the teacher that only outlines when the video was made and for what purpose. In this initial phase, it is advisable not to reveal to the students the controversies and issues raised by watching the clip. It will be the students themselves, in a second phase and appropriately guided by the teacher, who will critically reflect on the content of the clip.

Below are some guiding questions designed to stimulate critical and in-depth reflection on the content of the video, encouraging students to consider different points of view and analyze the underlying messages. The students can work in small groups and then report back in a plenary session:

1. What is the main message of the video?
Reflect on what the European Commission aims to achieve by promoting this video and how it tries to communicate the idea of European unity.

2. How does the video represent the idea of "unity in diversity," the EU motto?
Analyze how the video shows the similarities and differences among European citizens and discuss whether you think this representation is effective.

3. What cultural stereotypes are present in the video, if any?
Identify any stereotypes about nationalities or European cultures that appear in the video and discuss how these might influence viewers' perceptions.

4. Does the video adequately reflect the cultural and social diversity of Europe?
Consider whether the video manages to represent the variety of cultures, ethnicities, languages, and histories present in the European continent. Explain why or why not.

5. How are the countries of Eastern Europe presented compared to those of Western Europe?
Analyze whether there are differences in how Eastern European countries are represented compared to Western European countries, and what this might imply.

6. How does the video address the theme of European identity?
Discuss whether the video offers a coherent and inclusive vision of European identity or if it seems to promote a more limited idea of what it means to be European.

7. What do you think about the aesthetics and style of the video? How does it influence the message it seeks to convey?
Reflect on how the music, images, and editing affect the reception of the message and whether they contribute to reinforcing or weakening the video's message.

8. Can the video be considered a form of propaganda? Why or why not?
Examine the elements of the video and discuss whether you believe it was created to influence public opinion on certain issues, such as European unity or a common identity.

9. How do you think people of different ages, cultural backgrounds, and European countries might react to this video?
Reflect on how the video might be perceived differently by people with varied experiences and perspectives.

10. What elements would you add or modify in the video to make it more representative of European reality?
Think about how the video could be improved to better reflect the complexity and diversity of contemporary Europe.

11. Take a moment to consider the closing image of the Albanian girl waving. **What meaning and emotional impact do you attribute to this scene? What further considerations and reflections can be made?**
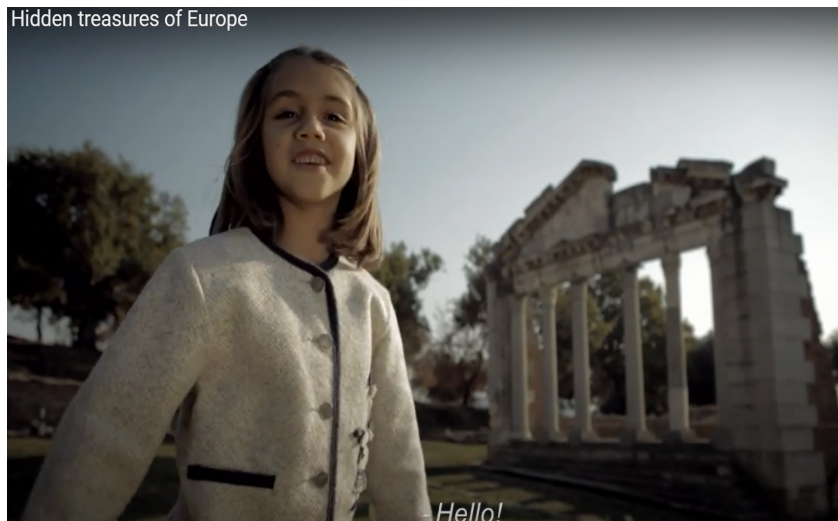
As with the previous video, here are some particularly significant frames presented below. These can be projected during the collective reflection in plenary to stimulate discussion and help students focus more on the themes addressed. Additionally, the teacher can invite students to comment on the different pairs of countries compared, asking questions such as: Why were those specific countries chosen? What do they have in common? What do students know about each country? Have they ever visited them, do they know the language, or do they know people from there?

Hidden treasures of Europe
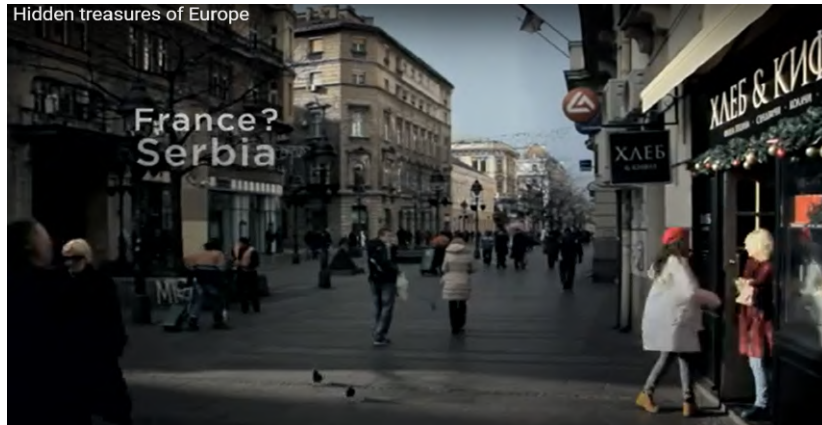
Italy?
Bosnia and Herzegovina

Hidden treasures of Europe

United Kingdom?
The former Yugoslav Republic of
Macedonia
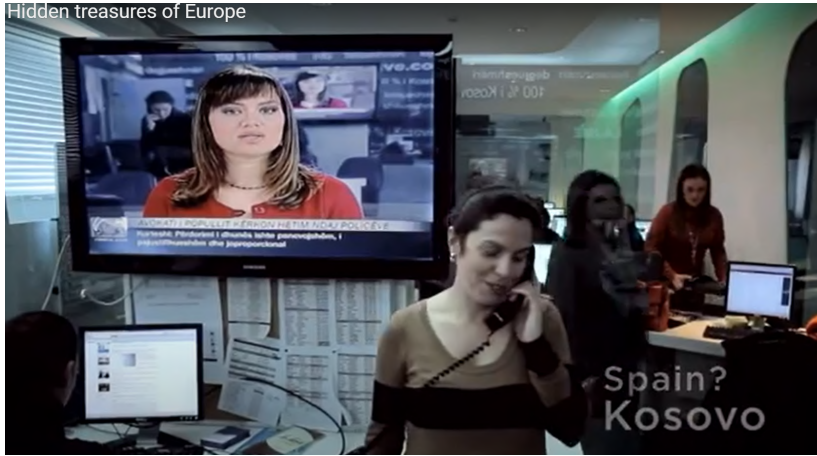
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Follow-up: THE FUTURE OF THE EU

It could be useful as a follow-up activity to consider the current state of integration of Southeast European countries and other candidate countries in the EU. The lesson can begin with a summary of the six successive enlargements of the Union that have occurred throughout history. First, the teacher can focus on the accession criteria to the EU as formalized at the Copenhagen European Council in 1993. To this end, it is recommended using the European Council's website https://www.consilium.europa.eu/it/policies/enlargement/, where the political, economic, and administrative/institutional criteria are described. The stages of the membership process and the role played by the Council will then be explained. It is also advisable to read the following Wikipedia page https://it.wikipedia.org/wiki/Allargamento_dell%27Unione_europea for additional context.

Futuro – Possibile allargamento: Macedonia del Nord, Montenegro, Albania, Serbia, Kosovo, Bosnia ed Erzegovina, Ucraina, Moldavia, Georgia e Turchia
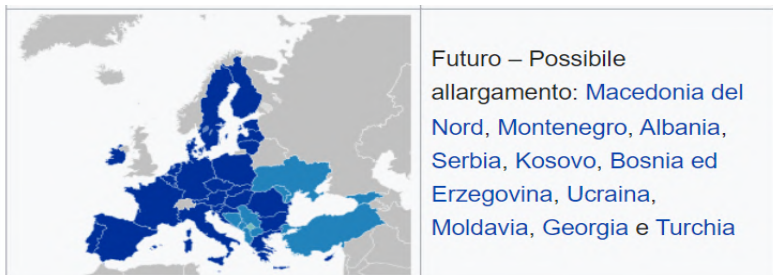
Subsequently, the teacher will ask the students to consult the EU portal or Wikipedia with the aim of discovering which countries are currently candidates for membership to the Union (Montenegro, Serbia, Turkey, North Macedonia, Albania, Ukraine, Moldova, Bosnia and Herzegovina) and which have applied for membership (Georgia).

The students will be divided into small working groups. Each group will choose one of the countries listed above and conduct research on its current socioeconomic situation, as well as the status of its application to join the EU. To this end, the teacher will provide a list of websites (official sites of the Council and the European Commission, and Wikipedia) to start the research. In particular, students will be asked to highlight any specific critical issues and the progress made by the country in question. They should assess how close or far the country is from EU membership. The final product will be a multimedia presentation to be presented in plenary to the other classmates.

IN SEARCH OF A EUROPEAN IDENTITY

The concept of identity within a political community like the European Union is complex and multifaceted. Generally, three fundamental principles can be identified as its foundation:

1. **The vision of a common future**: It is essential for the EU to nurture the idea of a shared and collectively built future. The vision of a common destiny has already shown its unifying strength in multicultural contexts, such as the United States. In this sense, imagining and working towards a future where all European nations contribute to the creation of a common political project can become a fundamental glue.
2. **The intrinsic value of diversity**: The European Union should view diversity not just as a value to be respected but as a resource to be protected and enhanced. To achieve this, it is necessary to institutionalize tolerance and mutual recognition so that each cultural identity within the Union is respected and safeguarded. This principle implies that understanding and accepting differences are at the heart of European identity.
3. **Inclusivity**: The European identity should be based on a civic conception of citizenship, understood as active participation and belonging to the community, rather than on dubious historical or ethnic myths. This means that anyone who respects democratic values and actively participates in community life can feel part of the Union, regardless of their cultural or ethnic background.

These principles reflect **an idea of open and evolving European citizenship**. Unlike the traditional notion of nationality, which often relies more on shared cultural and historical elements, European identity must be seen as **a dynamic process capable of adapting and including new identities as the Union expands**. This open and inclusive approach is crucial for the future enlargement of the Union towards the Balkans, Georgia, Ukraine, and other countries.

However, problematic aspects arise: how much diversity can be sustained within a community without losing cohesion? What are the essential elements that hold together such diverse peoples? The challenge lies in finding a balance between the unity necessary to function as a political entity and the diversity that enriches the community.

In the past, the debate on European identity has raised complex issues. For example, in the early 2000s, before the signing of the Lisbon Treaty, there was discussion about adopting a **European Constitution** that explicitly affirmed the Judeo-Christian roots of the Union. This proposal was dismissed as too exclusive, as it did not reflect the religious and cultural diversity of Europe, where a significant part of the population professes different religions, such as Islam. This episode illustrates how difficult it is to reach a consensus on what constitutes European identity and on which values it should be based.

The current problem for the European Union is that it lacks formative structures that can cultivate a sense of common belonging. Without an educational system that teaches European history and citizenship, it is hard to envision the construction of a true European identity. Indeed, some citizens see the European Union as a foreign entity or even as an occupying force, as evidenced by farmers' protests in Brussels in the spring of 2024. The absence of a shared identity also limits the possibility of developing common policies in crucial areas such as taxation, justice, and foreign policy.

A parallel can be drawn with Italian history: first, the Italian state was built, and only later was there an effort to create a sense of national identity among Italians ("Italy has been made, now we must make Italians!" is the famous phrase generally attributed to Massimo D'Azeglio after the birth of the Italian state in 1861). The EU was born from common economic interests that led to the creation of supranational institutions, which in turn led to increasing political integration. However, this process has yet to result in the formation of a true community with a defined identity.

In conclusion, to strengthen the European Union and make it more cohesive, it is necessary to promote greater mutual understanding among its citizens, build common educational structures, and find a balance between unity and diversity. Only then can the EU continue to expand and include new members without losing sight of the fundamental values that characterize it.

HOW EUROPEAN DO YOU FEEL?

To introduce the concept of European identity and citizenship, it is important to first reflect on the students' sense of belonging to the European Union community, how European they feel, and what concrete impact the Union has on their daily experiences. Only by starting from personal awareness can a path of knowledge and deepening begin.

Additionally, it is equally important to propose practical activities that stimulate critical thinking, personal engagement, and collective debate. Below are three "exercises" that were conducted with groups of high school students in their third and fourth years during the 2023-2024 school year. These activities yielded good results in terms of active participation, engagement, and adherence to the task by the students.

The proposed activities aim to achieve the following educational objectives:
- Stimulate personal awareness about the EU
- Promote understanding of European identity
- Develop critical thinking and collective debate
- Encourage interaction and collaboration
- Apply knowledge to real life

1. 100% EUROPEAN CITIZENS
Using scotch tape, students trace a line on the classroom floor approximately 7 meters long, ideally representing their sense of belonging to the European Union, in a continuum extending from "I feel European at 0%" to "I feel European at 100%." The line can be marked with tens in sequence (10, 20, 30, etc.). The teacher then asks students to indicate what percentage of feeling like European citizens they identify with and to physically position themselves along the line at the point that represents their sense of citizenship. It is important to give students a few minutes to reflect on the question **"How European do you feel?"** before they take their position on the line drawn on the floor. This simple activity not only encourages reflection on their own "Europeanness" but also requires students to take a position and thus engage with their peers, putting themselves on the line and interacting with others.

2. SAY IT WITH A POST-IT
Based on their chosen percentage, students are invited to form small, relatively homogeneous groups in terms of "Europeanness." Each group then positions itself around a table with a poster and some Post-Its. Students will discuss among

themselves and indicate on each Post-It the reason that leads them to feel European, providing a concrete example of a situation in which they feel European. The stronger the sense of citizenship among the students, the more Post-Its will be stuck to the poster. All groups must produce at least one Post-It. Only the group that identifies with 0% may abstain. In a plenary session, each group will then present its examples of "Europeanness" to the others. This phase can become an important learning opportunity for students, and the teacher's role is crucial as they can confirm, specify, correct, or deepen the various examples produced by the students. It is also important to stimulate discussion among the students themselves, asking them to clarify, specify, or compare the various responses.

3. PERSONAL MAP OF THE EUROPEAN UNION

Working in small groups (the same groups as in the previous activity), students will now reflect on their concrete "experience" within the European Union. Each group is provided with a blank map of the Union. Students must identify the different member states and then color those they have visited and what they know about the country (language, cultural aspects, significant people or places, traditions, foods, etc.). They will then take turns sharing their experiences with their classmates, and each group must identify the "most European" student within the group. Finally, in plenary, the class can elect **the most European classmate**.

DEBRIEFING

At the end of this lesson, it is also appropriate to allow for a few final minutes of debriefing, during which students can comment on the activities they completed. In particular, students are invited to reflect on what happened during the activity, sharing their observations and personal impressions. This can include what went well, what was difficult, and how they felt. The results of the activity are analyzed concerning the set objectives. It is discussed whether the goals were achieved and why. The lessons learned during the activity are explored, with participants reflecting on what they learned both in terms of content and in terms of skills or behaviors.

EUROPEAN UNION: WHAT VALUES?

This section delves into the debate on European values. Drawing from their personal experiences, students will reflect on the values they consider important and compare them with those promoted by the European Union.

Addressing the values of the European Union in class with secondary school students is a delicate and complex task, as it requires them to consider not only their own value horizon but also to try to envision themselves as part of a broader community of which, at best, they have only a fragmented knowledge. Therefore, it is crucial to gradually introduce students to the topic, starting from their lived experiences before exploring the communal dimension, thus ensuring a deeper and more conscious understanding.

Furthermore, the methodological-didactic approach we deem most effective with secondary school students is active learning, where students construct their knowledge through experiences, interactions, and reflections. Instead of focusing exclusively on theoretical concepts, we begin by analyzing concrete data drawn from a selection of slides based on the latest **Eurobarometer surveys**. Utilizing these materials will allow us to explore the opinions and perceptions of EU citizens in a tangible and realistic manner. This approach aims to avoid abstract discussions and to make the conversation more anchored in reality, providing students with relevant and stimulating content. The lesson will not only provide a reasonably in-depth understanding of European values but also foster the development of essential skills such as reading, critical analysis, and the ability to interpret and compare charts and data. Thus, the goal is to embark on a practical and engaging journey that helps us better understand what it means to be citizens of the European Union.

The values of the EU are articulated in Article 2 of the Treaty of Lisbon and in the Charter of Fundamental Rights of the EU. They are outlined below:

The European Union is founded on the following values:
Human Dignity
Human dignity is inviolable. It must be respected and protected and constitutes the very foundation of fundamental rights.
Freedom
The freedom of movement grants citizens the right to move and reside freely within the European Union. Individual freedoms, such as respect for private life, freedom of thought, religion, assembly, expression, and information, are safeguarded by the Charter of Fundamental Rights of the EU.

Democracy

The functioning of the EU is based on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand for election and to vote in the European Parliament elections. EU citizens have the right to run for office and vote in their country of residence or in their country of origin.

Equality

Equality means recognizing all citizens the same rights before the law. The principle of equality between men and women is the cornerstone of all European policies and the element upon which European integration is based. It applies across all sectors. The principle of equal pay for equal work was enshrined in the Treaty of Rome in 1957.

Rule of Law

The EU is founded on the rule of law. All its powers rest on treaties freely and democratically agreed upon by EU countries. Law and justice are safeguarded by an independent judiciary. EU countries have entrusted the Court of Justice of the European Union with the authority to make definitive rulings, and all must respect the judgments issued.

Human Rights

The Charter of Fundamental Rights of the European Union protects human rights, including the right not to be discriminated against on the grounds of sex, race or ethnic origin, religion or personal beliefs, disability, age, or sexual orientation, the right to protection of personal data, and the right of access to justice.

LEARNING OBJECTIVES

In a teaching unit focused on European values, the following objectives can be identified:

1. Knowledge of the fundamental values of the EU: To familiarize students with the fundamental values of the European Union, such as human dignity, freedom, democracy, equality, the rule of law, and respect for human rights.

2. Development of critical thinking: To promote critical thinking by inviting students to reflect on the importance of these values in their daily lives and in society.

3. Awareness of the European community dimension: To enhance students' awareness of the community dimension and their identity as European citizens.

4. Promotion of inclusion and respect: To foster inclusion and respect for cultural and social diversity, strengthening the sense of belonging to a broader community.

5. Development of civic competencies: To teach students the importance of actively participating in democratic life and understanding their rights and duties as European citizens.

WHAT IS EUROBAROMETER?

Eurobarometer is a fundamental tool of the European Union for understanding what nearly 450 million European citizens think and feel about various issues such as politics, the economy, the environment, and human rights. It can be imagined as a large survey, regularly conducted in all member countries, collecting the opinions of thousands of people on issues that impact our daily lives and the future of Europe. Thanks to Eurobarometer, EU institutions can directly hear the voice of citizens, understand their concerns, hopes, and needs, and use this information to make decisions that are more aligned with the realities of those living in Europe. This tool also allows for comparing different opinions across countries and observing how they change over time, clarifying how our society evolves and which values are important to us as Europeans.

Eurobarometer conducts its surveys through a series of structured and rigorous polls administered in all EU member states. The surveys are designed to collect a wide range of opinions and perceptions on specific topics such as the economic situation, trust in European institutions, social issues, the environment, and much more.

To ensure that the data collected are representative, Eurobarometer selects a random sample of citizens from each member state. The sample is carefully balanced to reflect the demographic composition of the population in terms of age, gender, education level, employment, and geographical area. This way, the survey results can accurately represent the opinions of the entire European population

WHAT IMAGE DO YOU HAVE OF THE EUROPEAN UNION?

D78 In general, does the EU conjure up for you a very positive, fairly positive, neutral, fairly negative or very negative image?
(% - EU)
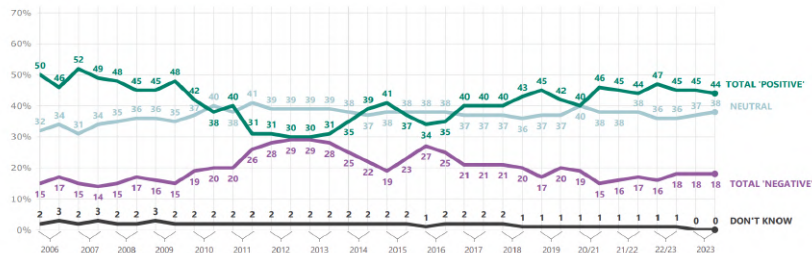
taken from file:///C:/Users/Utente/Downloads/Eurobarometer_Standard_100_Autumn_2023_presentation_en.pdf

The D78 chart above is taken from Standard Eurobarometer 100 Autumn 2023 and can be used to kick off the lesson. It illustrates the perception of the European Union by its citizens over the time span from the early 2000s to 2023. The teacher can propose reading the data together with the class and ask the students when a positive attitude towards the European Union prevailed and when a more negative attitude was dominant, also trying to identify possible reasons for these changes in attitude. The four moments of greatest positivity and negativity will then be appropriately highlighted on the slide.

The chart shows that there were two periods when there was a lot of positivity in perception: in the early 2000s following the expansion of the Union and after 2020. Conversely, at two points, the extreme attitudes (total positive and total negative) come closer together, corresponding to two difficult moments for the Union: the effects of the economic and financial crisis in 2012-2013 and the migration crisis in 2015-2016. It will be useful to try to identify with the students the reasons for these changes in perception of the EU by its citizens, focusing on the recent history of the European Union and possibly delving into the main events. Timelines available in the EU's Learning Corner are particularly useful in this regard.

Students, depending on their age, will likely be more familiar with the most recent events, having experienced them firsthand. The teacher can start from the students' knowledge and possibly fill in the gaps. Between 2020 and 2021, many factors contributed to a positive view of the EU, such as Brexit, the response to the COVID-19 pandemic, the approval of the Next Generation EU, and the swift response to the Russian invasion of Ukraine.

THE EU: A PLACE OF STABILITY IN A TROUBLED WORLD

QB4.4. For each of the following statements, do you totally agree, tend to agree, tend to disagree or totally disagree. :-The European Union is a place of stability in a troubled world (%)

ST100 Oct/Nov 2023

● Total 'Agree' ● Total 'Disagree' ● Don't know
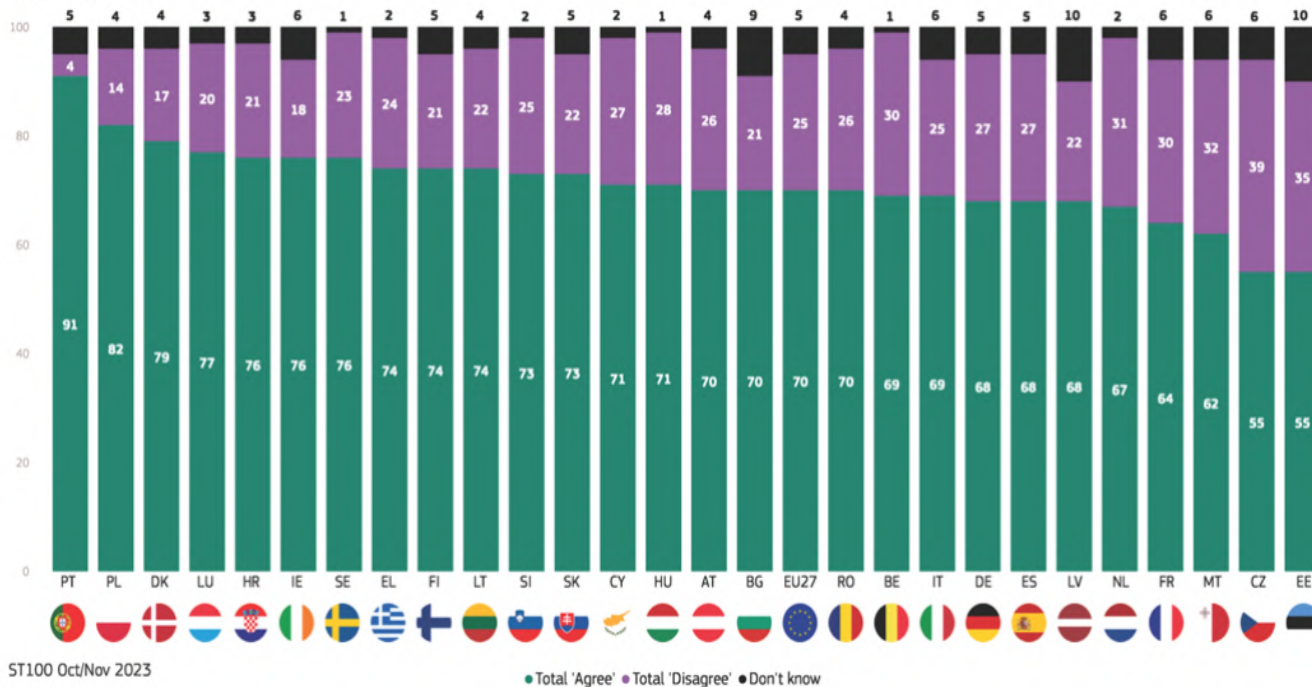
taken from Standard Eurobarometer 100 - Autumn 2023
https://europa.eu/eurobarometer/surveys/detail/3053

The teacher displays the slide above, asks the students to read it, and encourages them to share their thoughts about the data presented (this work can be done individually or in small groups). The chart illustrates that in autumn 2023, the perception of the EU by European citizens is decidedly positive, with 7 out of 10 European citizens (70%) believing that the EU is a place of stability in a turbulent world. In all member states, more than half of the respondents agree with this.

It is very useful for the teacher to consider with the students the possible reasons behind this perception of stability in the Union. The questions to pose to the students are as follows:

- Why do you think the European Union is considered by many to be a calm place in a restless and conflict-filled world?
- Do you agree with the 70% of European citizens? Why or why not
- What other observations can be made by looking at the data on the slide?

It is important for the teacher to listen to the students' contributions, as the opinions expressed can vary greatly, depending on the cultural background of the students and whether or not they have a migration situation in their past. The multicultural dimension is now a reality in classrooms across Italy.

Another element to encourage students to reflect on is the geographical distribution of the data. In which member states is the percentage higher? In which is it lower? Why? One reason may certainly be related to the proximity or distance from the Russia-Ukraine conflict, where the more distant member states show much higher percentages.

Garden versus Jungle?
An interesting activity could be to explore with the students the idea of a "garden" underlying the European situation, while the rest of the world is represented as a place marked by conflict. This representation brings to mind the famous phrase spoken in 2022 by Josep Borrell, the High Representative of the European Union for Foreign Affairs and Security Policy: Europe is like a "garden, inhabited by 'privileged people,' but surrounded by the 'jungle,' meaning the rest of the world."

What Did Borrell Say?
In 2022, during a speech at an academic event for students at the College of Europe in Bruges, Borrell made a controversial statement. He said that the European Union is like a "garden" and that the rest of the world is like a "jungle." Here is the full text of the speech that can be read or even listened to by the students:

"Here, Bruges is a good example of the European garden. Yes, Europe is a garden. We have built a garden. Everything works. It is the best combination of political freedom, economic prosperity, and social cohesion that humankind has been able to build - the three things together. And here, Bruges is maybe a good representation of beautiful things, intellectual life, wellbeing.

The rest of the world – and you know this very well, Federica – is not exactly a garden. Most of the rest of the world is a jungle, and the jungle could invade the garden. The gardeners should take care of it, but they will not protect the garden by building walls. A nice small garden surrounded by high walls in order to prevent the jungle from coming in is not going to be a solution. Because the jungle has a strong growth capacity, and the wall will never be high enough in order to protect the garden.

The gardeners have to go to the jungle. Europeans have to be much more engaged with the rest of the world. Otherwise, the rest of the world will invade us, by different ways and means.

Yes, this is my most important message: we have to be much more engaged with the rest of the world. We are privileged people. We built a combination of these three things – political freedom, economic prosperity, social cohesion – and we cannot pretend to survive as an exception. It has to be a way of supporting the others facing the big challenges of our time."

Students can be encouraged to engage in critical comprehension and analysis of this passage through a series of questions:

What did Borrell mean with this metaphor?

Garden = EU: Borrell described Europe as a well-kept, organized, and peaceful place, where law and order prevail. The "garden" represents European values such as democracy, the rule of law, human rights, and political and economic stability.

Jungle = Rest of the world: In contrast, he described the rest of the world as a "jungle," where there is disorder, chaos, and conflict. This represents places where there is political instability, armed conflict, and less respect for human rights.

Why do you think it sparked controversy and criticism?

Borrell's statement was seen as problematic for several reasons:

1. **Sense of superiority:** Some interpreted his words as a sign of arrogance, suggesting that Europe is superior to the rest of the world. This idea of superiority can be offensive to other cultures and nations.

2. **Stereotypes and preconceptions:** Describing the non-European world as a "jungle" perpetuates negative stereotypes, implying an intrinsic difference between "civilized" Europe and other less developed regions.

3. **Diplomacy and tact:** As the head of the EU's diplomacy, Borrell should promote global cooperation and understanding. His comment, however, was seen as divisive and inappropriate for someone representing Europe on the global stage.

How Was Borrell's Speech Received?

After the speech, there was significant criticism, both from within Europe and from other parts of the world.
Some governments and leaders expressed their discontent, stating that Borrell's language does not help to build positive relationships.
Others defended Borrell, saying he was simply using a metaphor to describe the differences between societies.
Borrell later clarified his comment, stating that he did not intend to offend anyone and that his goal was to highlight the necessity for Europe to be active in maintaining peace and stability even beyond its borders.
In conclusion, Borrell's episode reminds us of **the importance of words**, especially when used by leaders representing large institutions like the European Union. Words can unite or divide, and in an interconnected world, it is essential to use them carefully to promote mutual understanding and international cooperation.

European Union and Foreign Policy

The European Union has limited competences in foreign policy, but it still plays an important role in the world through the High Representative of the Union for Foreign Affairs and Security Policy. Here's how it works:

1. **Limited competences in foreign policy:** Foreign and defense policy is primarily the responsibility of member states. This means that individual countries in the Union decide their own foreign and defense policies. The Union as a whole cannot independently decide on military or diplomatic actions for its members.

2. **Role of the High Representative:** The High Representative is a figure who represents the EU in international relations and coordinates foreign policy among member states. This person acts as the "foreign minister" of the Union, representing it in international negotiations, presenting the common positions of member states, and working to coordinate their actions.

3. **European External Action Service (EEAS):** To support the High Representative, the EU has a diplomatic service called the EEAS. This service helps to coordinate the foreign and security policies of the EU and represents the European Union in third countries.

Thus, while foreign policy is primarily a competence of individual member states, the European Union, through the High Representative and the EEAS, seeks to present a unified voice and coordinate common actions on the international stage.

WHAT ARE MY VALUES?

As was done previously, in this section, the activities will start from Eurobarometer surveys and the concrete data that emerge from the analysis of some significant slides. Before introducing the images, however, it is advisable for the teacher to start the discussion by drawing from the students' personal experiences and perceptions, proposing the two questions below: indicate from the list the values that are most important to you personally, and indicate from the list the values that, in your opinion, best represent the European Union. A paper form or an online version can be used. If necessary, the teacher clarifies the meaning of any unclear concepts.

1) In the following list, **which are the most important values for you personally**? *Max. 3 answers.*	2) In the following list, **which values best represent the EU**? *Max. 3 answers.*
Peace Human rights Respect for human life Respect for other cultures Democracy Individual freedom Solidarity, support for others Equality The rule of law Tolerance Respect for the planet Self-fulfilment Religion	Peace Human rights Respect for human life Respect for other cultures Democracy Individual freedom Solidarity, support for others Equality The rule of law Tolerance Respect for the planet Self-fulfilment Religion

Once the students' data has been collected and organized on the board, it can be presented and discussed in a plenary session. The teacher can guide the students' reflection by asking them the following questions:
Consider the answers to the first question. What are the three most important personal values according to the class? What reflections can be made?
Are you surprised by the results? If yes, why?
What percentages did they receive? What considerations can be made about the percentages obtained?
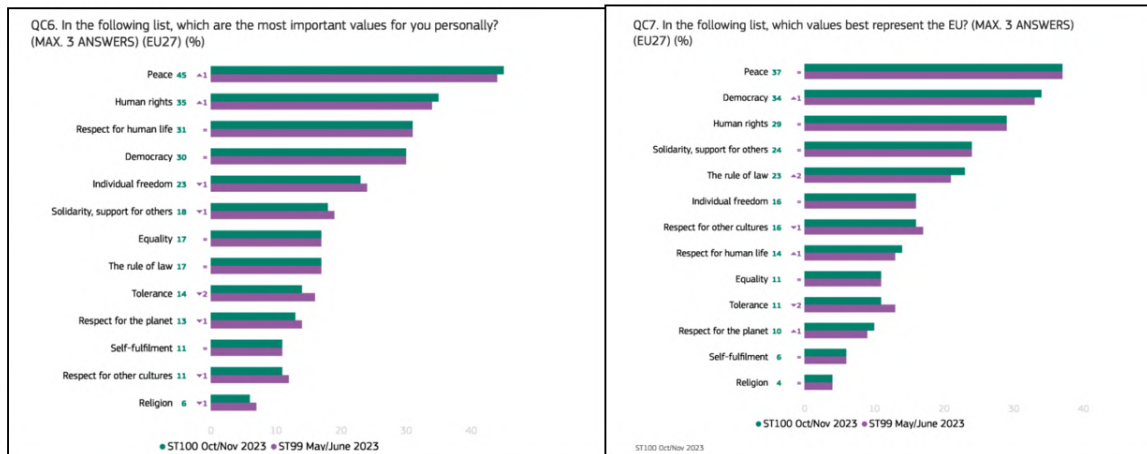When do you think a value is truly shared?
Now compare the two surveys. What differences or similarities do you observe between personal values and those representative of the European Union?
What reflections emerge from this comparison?
What other values would you add to the list? Justify your suggestion.

WHAT ARE THE MOST IMPORTANT VALUES FOR EU CITIZENS?

QC6. In the following list, which are the most important values for you personally? (MAX. 3 ANSWERS) (EU27) (%)

Value		
Peace	45	▲1
Human rights	35	▲1
Respect for human life	31	=
Democracy	30	=
Individual freedom	23	▼1
Solidarity, support for others	18	▼1
Equality	17	=
The rule of law	17	=
Tolerance	14	▼2
Respect for the planet	13	▼1
Self-fulfilment	11	=
Respect for other cultures	11	▼1
Religion	6	▼1

● ST100 Oct/Nov 2023 ● ST99 May/June 2023

QC7. In the following list, which values best represent the EU? (MAX. 3 ANSWERS) (EU27) (%)

Value		
Peace	37	=
Democracy	34	▲1
Human rights	29	=
Solidarity, support for others	24	=
The rule of law	23	▲2
Individual freedom	16	=
Respect for other cultures	16	▼1
Respect for human life	14	▲1
Equality	11	=
Tolerance	11	▼2
Respect for the planet	10	▲1
Self-fulfilment	6	=
Religion	4	=

● ST100 Oct/Nov 2023 ● ST99 May/June 2023

ST100 Oct/Nov 2023

At a later stage, the teacher introduces the two slides above from Eurobarometer Standard 100 Autumn 2023 https://europa.eu/eurobarometer/surveys/detail/3053. The slides can be projected on the interactive whiteboard, and the discussion can be held in a plenary session. Alternatively, students can work in small groups and present their findings later. Students should be made aware of how the slides also highlight the variation in responses from interviewees between May and June 2023 and October and November of the same year. The two green and purple bars refer to these two different moments and can therefore reveal a trend.

What will likely attract students' attention the most is the strong emphasis on the value of **peace**, indicated as important by 45% of respondents on a personal level and by 37% as the most representative value of the European Union. The return of war in Europe, which began in February 2022, and the conflict in Israel, which broke out on October 8, 2023, have reignited this desire for peace. It is interesting to note how, from its inception in the 1950s, the history of European integration was based on the idea of a community of peace born from the ashes of war. In recent years, however, as early as the 1990s after

the fall of the Berlin Wall, the focus on peace seemed to diminish, so much so that in 2013 the then-President of the European Commission, José Manuel Barroso, launched the initiative "A New Narrative for Europe" in an attempt to find a new way to tell the story of Europe, updating the narrative to align with citizens' perceptions, who were then grappling with the economic crisis, unemployment, rising inequalities, populism, nationalism, and the difficulty of understanding European institutions. Today, it is unfortunately painful to realize that **the achievement of peace can never be considered a definitive milestone.**

The teacher can begin with an initial **comparison** on the first survey question regarding personal values, encouraging students to compare the class's personal values with those of the sample of European citizens interviewed.
- Are you surprised by the results? If yes, why?
- What similarities or differences can be found? How much do the results differ? How can similarities and differences be explained?
- What are the three values that best represent the European Union? Are they the same as in slide QC6? What reflections can be made, also in relation to current European events?
- What percentages did the most popular European values receive?
- Do you think the percentages obtained make these values truly shared?
- In your opinion, what percentage does a value need to reach to be considered truly shared? Justify your answer.

SPECIAL EUROBAROMETER 508 VALUES AND IDENTITY OF EU CITIZENS

Values and identity are concepts that shape the characteristics of every political community. Identifying them is therefore very important for the Union to guide its actions in the most appropriate way. But what exactly are these values? To what extent are they shared among Union citizens? How do they differ across the various Member States? How do they relate to citizens' identity? To what extent do traditionally relevant socio-demographic factors, such as gender, age, education, financial situation, Internet use, political inclinations, or other determinants, influence people's value systems? And finally, is there a European identity?

Conducted in October-November 2020 during the Covid-19 pandemic and published in November 2021, the Special Eurobarometer 508 "Values and Identity of EU Citizens" sought to answer these questions, exploring for the first time the values, identities, attitudes, and opinions of European citizens, also comparing them with the so-called "European values" enshrined in Article 2 of the Treaty on European Union. The survey was commissioned by the European Commission as part of a broader research project led by the Joint Research Centre (JRC). The survey, unique so far in its kind, did not use historical data for comparison.

The survey used the traditional classification found in literature, distinguishing four main value categories (see figure below):

- **Conservation values** include support for rules and regulations, the likelihood of adopting traditional values and norms, the importance attributed to protecting one's country against all threats, and feeling safe and secure.

- **Openness to change values** reflect the importance EU citizens place on being able to make decisions about their own lives, developing their potential, and being open to new experiences. Openness to change values are often considered conceptually opposite to conservation values.

- **Self-enhancement values** are related to concepts of power and wealth. In particular, they indicate how much a person tends to want to tell others what to do and express the importance placed on outward signs of wealth. These values are usually opposed to the following self-transcendence values.

- Finally, **self-transcendence values** involve listening to others, caring for others, the importance of caring for nature, ensuring equal opportunities for everyone in the world, and looking after loved ones.
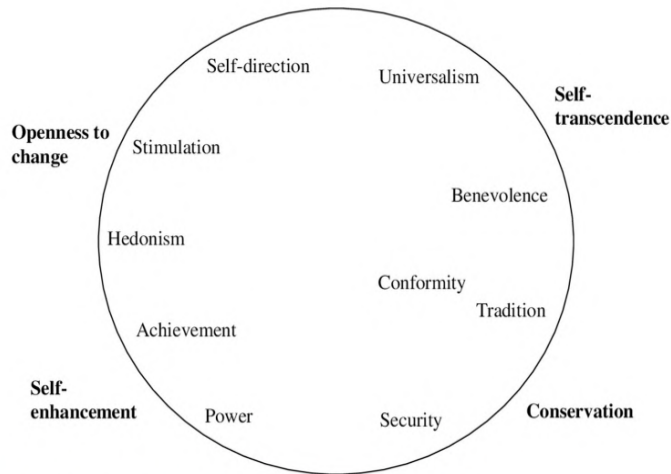
Fig 1. Theoretical model of relations among ten basic values (Schwartz, 1992).

https://doi.org/10.1371/journal.pone.0274111.g001

taken from file:///C:/Users/Utente/Downloads/journal.pone.0274111.pdf

As a first activity, the teacher can suggest that the students engage with the four value categories of "conservation," "openness to change," "self-enhancement," and "self-transcendence." To start the activity, the teacher might begin by explaining the four value categories. Using Google Forms, the teacher asks the students to rank the categories according to how important each one is in their lives. The results will then be discussed in a plenary session. The students will have to justify their choices by providing concrete examples of the various categories, referring to their personal experiences.

At this point, the teacher can show the QC2 slide from Eurobarometer 508 and open a debate with the students, encouraging a critical reading of the data. Below are some suggested guiding questions:

- Which value category is the most relevant for European Union citizens?
- Why do you think that category scored so high?
- What concrete examples from your experience can you provide to illustrate that data?
- What observations can be made about the other categories and the percentages they received?
- Which category seems least characteristic of a hypothetical "European" value system?
- What other considerations would you like to add?

QC2   Personal values

		Conservation	Self-enhancement	Openness	Self-transcendence
EU27		76	45	78	80
BE		68	38	75	76
BG		85	53	81	84
CZ		73	40	73	74
DK		76	40	82	81
DE		74	40	82	84
EE		69	39	77	76
IE		72	40	79	82
EL		86	48	83	87
ES		83	50	81	87
FR		75	36	80	84
HR		80	49	79	83
IT		78	57	78	80
CY		85	40	83	87
LV		80	44	79	81
LT		70	41	71	72
LU		66	41	73	74
HU		84	53	82	82
MT		81	45	79	83
NL		69	33	81	80
AT		71	45	74	76
PL		78	56	77	78
PT		81	46	78	83
RO		76	63	74	76
SI		75	39	80	82
SK		81	55	77	80
FI		69	41	73	74
SE		71	37	80	81

taken from
file:///C:/Users/Utente/Downloads/JRC126943_01%20.pdf
Special Eurobarometer 508 Report

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In general, from the critical analysis of the data presented by the Eurobarometer in the summary slide QC.2, it emerges that, **despite the lack of a common history, language, or religion, there seem to be shared values that define us as Europeans.** These values are particularly solidarity and helping others, as well as overcoming self-interest. This could explain the development in Europe of a universal public healthcare system and a welfare state that is not found in other parts of the world, as well as an education system that, although different from country to country, remains a free right for every citizen.

It is important to point out that conservation values closely follow those of self-transcendence, meaning that conservation values are also deeply felt by European citizens.
Finally, only 45% of Europeans expressed a positive opinion on self-enhancement values.

The QC.2 slide actually summarizes the responses to 13 questions, grouping them into the four categories mentioned above. Another interesting activity is to examine the responses to some of these questions. Below are a few of them. For a complete reading, refer to the Eurobarometer webpage.

https://publications.jrc.ec.europa.eu/repository/handle/JRC126943

QC2ab Now we will briefly describe some different people. Using a scale from 1 to 6, please tell me how much these people are or are not like you. '1' means a person is "not like you at all" and "6" means this person is "very much like you".
(% - EU27)

	Total 'Like you'	Total 'Somewhat like you'	Total 'Not like you'	Don't know
IT IS IMPORTANT TO HIM/HER TO TAKE CARE OF PEOPLE HE/SHE IS CLOSE TO	77	18	3	2
IT IS IMPORTANT TO HIM/HER TO CARE FOR NATURE	71	23	3	2
IT IS IMPORTANT TO HIM/HER FOR EVERY PERSON IN THE WORLD TO HAVE EQUAL OPPORTUNITIES IN LIFE	70	24	4	2
IT IS IMPORTANT TO HIM/HER TO LISTEN TO AND UNDERSTAND PEOPLE WHO ARE DIFFERENT FROM HIM/HER	64	29	4	2

QC2ab.5

Now we will briefly describe some different people. Using a scale from 1 to 6, please tell me how much these people are or are not like you. '1' means a person is "not like you at all" and "6" means this person is "very much like you".

It is important to him/her to care for nature (%)

	EL	ES	DE	SI	HU	CY	FR	SE	BG	DK	EU27	HR	LV	IT	MT	SK	PL	IE	AT	BE	EE	RO	NL	CZ	LU	FI	LT
Don't know	0	1	3	0	1	2	1	0	0	2	12	2	2	0	1	0	0	1	1	0	0	0	0				
Total 'Not like you'	2	1	3	1	4	4	3	3	3	4		3	8	4	14	5	4	8	5	8	9	5	9				
Total 'Somewhat like you'	15	16	14	22	23	21	22	24	26	23	25	27	29	20	30	23	31	22	34	35	31	36	36	37	42	42	
Total 'Like you'	83	82	79	75	75	73	73	73	72	71	71	70	68	67	66	66	66	65	63	61	61	60	57	56	54	53	49

■ Total 'Like you' ■ Total 'Somewhat like you' ■ Total 'Not like you' ■ Don't know
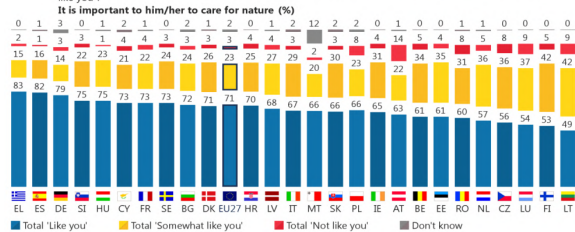
QC2ab.6

Now we will briefly describe some different people. Using a scale from 1 to 6, please tell me how much these people are or are not like you. '1' means a person is "not like you at all" and "6" means this person is "very much like you".

It is important to him/her to take care of people he/she is close to (%)

	EL	ES	BG	CY	SE	DK	IE	PT	SI	FR	LV	DE	EE	HR	EU27	NL	HU	CZ	SK	IT	MT	FI	LU	PL	LT	AT	BE	RO
Don't know	1	3	2	3	1	1	0	4	0	2	1	3	0	2	2	2	1	0	2	13	0	3	0	1	0	2		
Total 'Not like you'	2	1	2	1	2	3	3	3	2	1	3	3	1	4	6	2	2		2	6	6	12	4	4				
Total 'Somewhat like you'	8	10	10	9	15	12	14	12	14	14	14	13	20	16	18	21	21	21	23	24	13	29	25	20	25	18	27	30
Total 'Like you'	89	87	86	85	84	84	83	83	82	82	81	79	78	77	75	74	73	72	72	69	69	69	69	68	68	68	61

■ Total 'Like you' ■ Total 'Somewhat like you' ■ Total 'Not like you' ■ Don't know
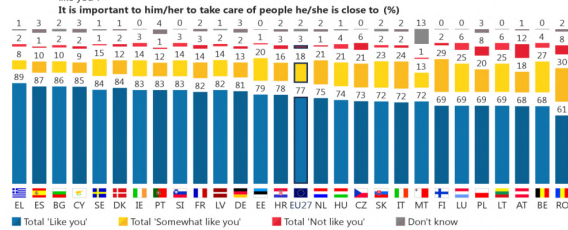
QC2ab.13

Now we will briefly describe some different people. Using a scale from 1 to 6, please tell me how much these people are or are not like you. '1' means a person is "not like you at all" and "6" means this person is "very much like you".

It is important to him/her for every person in the world to have equal opportunities in life (%)

	EL	PT	CY	ES	BG	HR	SI	FR	DE	IE	EU27	HU	IT	SK	NL	SE	PL	AT	MT	LV	RO	BE	DK	CZ	LU	FI	EE	LT
Don't know	0	3	4	2	2	1	0	2	4	0	2	1	3	2	1	1	3	11	1	2	0	1	0	0	0	0		
Total 'Not like you'	2	1	1	3	3	4	4	3	5	4	4	2	3	5	7	7	12	4	7	9	9	9	12	15	13			
Total 'Somewhat like you'	10	10	8	15	16	20	22	22	19	24	24	25	27	27	27	23	22	31	31	36	33	37	41	43	43	45		
Total 'Like you'	88	85	85	82	79	76	74	73	73	71	70	70	68	67	67	66	65	64	63	63	60	56	56	52	49	46	42	42

■ Total 'Like you' ■ Total 'Somewhat like you' ■ Total 'Not like you' ■ Don't know

QC3.3

The following is a list of principles that may be important in our society. Using a scale from 0 to 10, to what extent do you agree or disagree with the following statements? '0' means that you "totally disagree" and '10' means that you "totally agree"

Everyone should have the freedom of thought, expression and religion (%)

	ES	DK	NL	CY	EL	FR	DE	HU	EE	HR	LV	AT	IE	EU27	SE	MT	SK	PT	FI	BG	BE	SI	LT	PL	LU	CZ	IT	RO
Don't know	1	1	2	1	1	0	0	0	1	2	2	0	1	1	4	0	2	0	2	2	1	1	2	6	4	2	4	4
Totally Disagree	0	1	2	2	0	2	1	3	4	2	3	4	3	3	2	1	3	3	5	4	7	6	7	6	7	4	10
Tend to disagree	7	6	6	8	11	11	13	11	12	12	14	14	15	14	16	19	16	16	17	18	18	14	18	20	23	20
Neither agree nor disagree	26	17	25	13	19	21	17	24	19	14	12	17	14	20	18	14	27	18	15	12	22	15	15	21	15	15	26	18
Strongly / Tend to Agree (blue bars)	66	75	66	77	70	67	69	62	67	70	71	65	68	61	63	66	53	61	64	66	55	62	58	52	57	56	42	47

Legend: ■ Total 'Strongly Agree' ■ Total 'Tend to Agree' ■ Total 'Neither agree nor disagree' ■ Total 'Tend to disagree' ■ Total 'Totally Disagree' ■ Don't know

QC3.9

The following is a list of principles that may be important in our society. Using a scale from 0 to 10, to what extent do you agree or disagree with the following statements? '0' means that you "totally disagree" and '10' means that you "totally agree"

Equality between women and men should be actively ensured in all areas (%)

	ES	FR	PT	CY	NL	EL	AT	HU	HR	DE	SE	MT	EU27	DK	BE	IE	BG	LV	SI	SK	LU	FI	PL	IT	CZ	LT	EE	RO
Don't know	1	1	2	2	1	0	1	0	0	1	0	5	1	0	0	2	1	0	1	0	1	0	0	2				2
Totally Disagree	0	0	3	1	1	2	0	1	2	0	2	1	1	2	2	2	3	5	6	4	4	5	5	5
Tend to disagree	1	1	0	1	3	3	1	4	3	3	3	5	2	3	2	6	3	2	6	3	7	5	5	8	7	5	7
Neither agree nor disagree	9	9	10	7	10	9	11	16	12	13	12	15	16	16	16	15	18	16	18	19	20	23	21	25	24	25
Tend to Agree	21	17	13	13	19	19	19	28	13	17	15	10	19	23	15	11	11	14	13	25	13	19	21	26	17	15	19	18
Strongly Agree	68	72	75	75	68	68	68	55	70	65	66	70	60	56	63	67	67	63	63	51	61	50	47	41	50	48	43	43

Legend: ■ Total 'Strongly Agree' ■ Total 'Tend to Agree' ■ Total 'Neither agree nor disagree' ■ Total 'Tend to disagree' ■ Total 'Totally Disagree' ■ Don't know
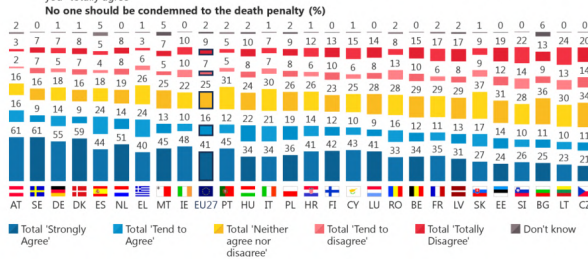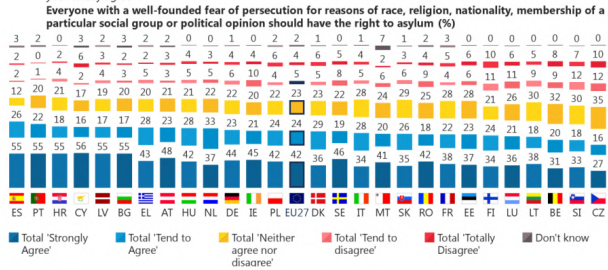
QC3.1

The following is a list of principles that may be important in our society. Using a scale from 0 to 10, to what extent do you agree or disagree with the following statements? '0' means that you "totally disagree" and '10' means that you "totally agree"

No one should be condemned to the death penalty (%)

	AT	SE	DE	DK	ES	NL	EL	MT	IE	EU27	PT	HU	IT	PL	HR	FI	CY	LU	RO	BE	FR	LV	SK	EE	SI	BG	LT	CZ
Don't know	2	0	1	1	5	0	1	5	0	2	2	1	0	2	2	1	0	1	0	2	2	1	0	6	0	0
Totally Disagree	3	7	7	8	8	3	7	10	9	5	10	7	9	12	13	15	14	8	15	17	17	9	19	22	13	24	20
Tend to disagree	2	7	5	7	4	8	6	5	10	7	5	8	7	8	10	6	8	13	10	12	14	9	13	14
Neither agree nor disagree	16	16	18	16	19	26	25	22	25	31	24	30	26	23	25	28	29	29	37	31	28	36	30	34
Tend to Agree	16	9	14	9	24	14	24	13	10	16	12	22	21	19	14	7	16	12	11	13	17	14	13	11	14	10	11	10	11
Strongly Agree	61	61	55	59	44	51	40	45	48	41	45	34	34	36	41	42	43	41	33	34	35	31	27	24	26	25	23	21

Legend: ■ Total 'Strongly Agree' ■ Total 'Tend to Agree' ■ Total 'Neither agree nor disagree' ■ Total 'Tend to disagree' ■ Total 'Totally Disagree' ■ Don't know

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

on the fourth cover:
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