

SYLLABUS Fit4EU

This syllabus includes 6 modules and covers a study-period of 20 hours; time does not include testing time (time for administering tests), an additional 3 hours.

The following is a suggestion for allotment of study-hours to the 6 modules. Flexibility applies, and a different distribution of hours to modules is possible, e.g. when taking into consideration specifics of the situation at hand, allowing for in-depth-studies and application of general concepts to local needs and initiatives. However, each of the 6 modules has to be studied for a minimum of 2 hours in order to achieve a mental image of the EU and its different aspects, and in order to complete the test.

1 EU programs for young people	4 hours
2 EU territory	3
3 Historical Development	3
4 EU institutions and procedures	3
5 Challenges	4
6 Debating EU	3

20 hours

Definition of terms

Each module includes several categories. The number of categories varies for each module, the curriculum contains 17 altogether. The sum of a module's categories form that module's content. In this syllabus, categories in turn are unfolded in terms of objectives. Each category corresponds to a number of at least 2 objectives. The curriculum contains 43 objectives, altogether. Objectives are statements about skills, knowledge, competences that students learn and are able to demonstrate as a result of the lesson (or, possibly, as a result of some other learning experience that they use in this context).

Objectives are articulations of expected learning-outcomes. They correspond with test-items. In order to achieve maximum transparency for all stakeholders involved, objectives are stated in terms of performance, i.e. in terms of behaviour that is observable. Consequently, terms such as "understand" and "know" are avoided and transformed into performance related verbs such as "explain", "demonstrate", or "identify". In some cases, a statement about the circumstance of the performance needs to be added in order to be as clear as possible:

Presented with an organization chart of EU institutions, identify the ones in charge for each of the EU "three pillars".

Sequence of modules: a menu of options, arranged by degree of complexity

The 6 modules are arranged, roughly, by complexity of content; the first one (1) is easier to master in terms of competency and skills than the last one (6) that is more complex, requiring command of a wide range of data and concepts and the skill to apply this knowledge in a formally arranged dispute.

As a result of its ascending complexity, the sequence of modules may be used for assessment purposes, not unlike the self assessment grid of the EU language portfolio. The question *How fit4EU are you?* is then translated into *What competence level have you reached?*

Six gateways to EU fitness

At the same time, the order of the sequence of modules is not binding. To deal with the contents of module 4, one does not first have to meet requirements of modules 1 - 3, the ascending order of complexity notwithstanding. This facilitates optional use by learners. A person is invited to begin with any one topic of his or her choice; whichever catches the interest or is seen as suited best to circumstances is a legitimate first step. Optional use applies also to classroom situations where the teacher might wish to begin not with one and the same module for the whole group, but leave the choice to individual students; the test at the end will include the same collection of items for all, anyway.

Certification

A certificate that certifies "*Fitness4 EU*" should be based on results of a test that measures competence in all categories of all modules for all items described in the objectives. According to curriculum theory, 80% of these should be answered correctly in order for a certificate to be granted. (Extending the same ratio, the curriculum was successfully taught if 80% of students are capable of answering 80% of the test questions correctly.)

Module 1 - *EU Programs for Young People (4 hours)*

Module Goals

Module 1 *EU programs for young people* represents one of the EU's aspects of arguably most interest to young people: An invitation to exchange, cooperate and compete with young people in other countries of the EU, including the prospect to travel and study abroad. A wide range of programs is available, most of them accessible through the EU Youth Portal, electronically. These are offered to the majority of youth in the EU's 27 member states. However, more programs are available, such as bilateral exchange schemes, or particular programs offered to a specific selection of countries. Moreover, programs are subject to change. In order to retrieve as much information on suitability and availability of programs as possible, learners use different sources, including oral reports from students who have previously participated in a program. The EU Youth Portal remains the main source for all. It provides the information base on correspondence (e-Twinning) and exchange schemes (Comenius), a variety of grants, scholarships available, and about some of the contests held annually.

Students collect all relevant information available to them, and chose programs that are suitable for themselves. They use the different application procedures, either for the whole class (e.g., e-Twinning), or for individual deals (e.g., summer-internships). They communicate about their choices, application procedures, responses, and they exchange information and experiences.

One of the tools developed by the EU to facilitate movement among member states is the language passport which allows young people the self assessment of competence in a language other than their native tongue. At its core is the self-assessment grid that helps young people who live in a European country with a language other than their own to identify their achievement level and areas for improvement. This tool's use is easily transferable to assessment of a person's foreign language skills, even in his/her home country. It is this "vicarious" use of the EU language passport that is included in the first module to emphasize language competence.

CATEGORIES

1.1 Information retrieval

- Correspondence
- Exchange schemes
- Grants
- Contests
- Traineeships
- Summercamps

OBJECTIVES

- 1.1.1 Name at least two programs, describe their content, and share sources of information
- 1.1.2 Given a list of programs for options, identify at least one that suits you and provide a reason for the choice
- 1.1.3 Contribute to a group decision about participation in a program for the whole class, give

reason for vote (yes/no) and choice (which one?)

1.2 Application procedures

1.2.1 Explain the application procedure for your program of choice, apply for it, and send off the application

1.3 Language skills self assessment

1.3.1 Given the self-assessment grid of the European Language Portfolio, select a European language other than your mother tongue, assess your language skills for each of the 5 areas "understanding", "reading", "speaking" ("spoken Interaction" and "spoken production"), "writing" on the scale A1 - C2

1.3.2 Check a partner's self-assessment by testing his/her language skills, explain your assessment of his/her skills

1.3.3 Have a partner check your self-assessment, and identify areas for improvement of your language-skills

Module 2 - *EU Territory* (3 hours)

Module Goals

Categories of *module 2 EU Territory* include the **EU map** issued on paper (brochure "EU Panorama") which serves as tangible representation of a sometimes elusive phenomenon. To point out European countries that have chosen not to become EU members is prerequisite to the case studies of module 4; to point out the fact that the EU encompasses territories outside Europe is of interest for the discussion of concepts for future enlargement policies.

Statistical projections of **demographic development** for the EU point to an overall net loss of population, an increase of the portion of elderly, and a decrease of the portion of young people and people of working age. These trends show an uneven geographic distribution with the population in some areas still growing, while other areas are depleted. These facts and figures should be of interest to young people, in both encouraging and challenging ways.

In order to participate intelligently in the discussion of **the EURO's value** and future, students should be familiar with the currency's development.

Identity maps are tools that help assess one's personal relationship towards a complex entity, such as an abstract movement of thought (socialism, going green) or a quite tangible and immediate constellation (family). The assignment's vagueness encourages a wide range of responses which in turn need to be explained. In the course of various presentations, an inner map of Europe emerges that shows hopes and expectations. The exercise helps connect the abstract concept to people's concrete needs. It is included in this module as an optional activity that is recommended for groups with potentials in the arts.

CATEGORIES

OBJECTIVES

2.1 EU Map

- 2.1.1 On a EU map, point out European countries that are not EU members, name countries outside Europe that are EU members
- 2.1.2 Given an account of the EU's enlargement stages, show each stage on the EU map

2.2 EU - Demographics

- 2.2.1 Compare statistical projections of demographic developments for the EU, and for your home country
- 2.2.2 Give an interpretation for differences and deduce consequences for your own prospects of employment

2.3 The EURO

- 2.3.1 Compare coins in your pocket with pictures of all national faces on the website, and reason, which ones are likely the most common ones and

which ones likely the rarest in your own country

2.3.2 Given a documentation of the EURO's value against the USD over the years from 2001, attempt a reasonable explanation for the EURO's ascendancy and a reasonable speculation of the currency's future development

2.4 An identity map (optional)

2.4.1 Using materials of your own choice, make a map that expresses your relation with the EU, and explain its features in a presentation for others

Module 3 - *The EU's Historical Development* (3 hours)

Module Goals

Module 3 - The EU's Historical Development is informed by the understanding that EU history cannot be divorced from the history of each of the countries that form the union, with their different languages and cultural varieties. Throughout history, there were both alliances and conflicts among most of these nations. It is wise to use an **EU historical overview** to focus on the motifs behind the union and on its successful beginning. A few key facts and data are to be interpreted by these lights.

Putting **enumerations of successes** (the EU portal and brochures give several) in a sequence of priorities is an exercise that helps study the details and meanings of terms such as "emission trading scheme", "police cooperation", "equality of pay for men and women". The exercise's results facilitate an exchange about different priorities.

Within the success-category, **fundamental rights** hold special meaning for an emerging EU identity. The Charter of Fundamental Rights identifies and describes "dignity", "freedoms", "equality", "solidarity", "citizen's rights", "justice". These are applications of a shared commitment to humanitarian principles. One of the consequences is the abolition of capital punishment in all countries of the EU. An attempt to list the rights in order of priorities reinforces the study of consequences.

CATEGORIES

OBJECTIVES

3.1 Historical overview

3.1.1 On a timeline from 1945 through 2010, mark at least 3 dates that are of special importance for EU historical development, and explain their meaning

3.1.2 Name at least three of the politicians who worked in the 1950s towards establishment of the unity of European nations; quote motifs and reasons they gave

3.1.3 Give an interpretation of the symbolic meanings of the EU flag and the EU motto

3.2 The EU - a success story

3.2.1 Put the EU's successes that are enumerated in brochures into a priority-order from most to least important, and explain the sequence by way of reasoning

- 3.2.2 Select a case-study demonstrating an EU success-story and make a presentation of it
(one example is the Antitrust Commission Decision of 27 Feb. 2008, on Microsoft)
- 3.2.3 Name the rights that EU citizens enjoy according to the Charter of Fundamental Rights, establish a priority of rights from most to least important, and explain the sequence by way of reasoning

Module 4 - *Institutions, Tools, Functions* (4 hours)

Module Goals

EU institutions are results of an ongoing process of negotiations and treaties, resembling a collection of instruments that were developed "on the job". Fortunately, the EU issues a number of publications, including organigraphs and charts to enlighten its citizens in this regard. Studying these materials provides an idea of the organization's complexity.

The complexity of the EU's institutional structure is related to a kind of balance-seeking operational mode of functions. To a large extent, there are no clear hierarchical structures, instead, there are instruments that facilitate a search for agreement. While, historically, circumstances necessitated the implementation of these "soft" structures, they are compatible with modern management techniques and applicable in different areas of social life.

Enlargement policy follows three principles that may seem within reach of many countries at first glance while the case of Turkey shows that enlargement is not granted if criteria are not fulfilled to the satisfaction of EU representatives. Countries that chose not to become members and countries that have been candidates for long years both make interesting case-studies. Facts (easily accessible in the internet) may be interpreted differently, and indeed, there are exchanges between proponents and opponents in each of these countries, and in the EU parliament. Processes of discussion make excellent tools for learning through vicarious involvement.

CATEGORIES

OBJECTIVES

4.1 EU Institutions

- 4.1.1 Explain the differences between *The Council of Europe*, *The European Council* and *The Council of the EU*
- 4.1.2 Given an organigram of EU institutions, design a chart that shows their relations with each other

4.2 EU functions

- 4.2.1 Describe the political areas for each of the "three pillars" of the EU
- 4.2.2 Presented with an organization chart of EU institutions, identify the ones in charge for each of the EU "three pillars".
- 4.2.2 Explain what is meant by the terms "acquis communautaire" and "Open method of coordination"

4.3 EU enlargement procedures

- 4.3.1 Identify the three accession criteria ("Copenhagen criteria") and

illustrate their meaning by
example

- 4.3.2 Select Norway or Switzerland for a case-study, and quote at least 2 arguments used by representatives of either country for not joining EU
- 4.3.3 Put Norway (Switzerland) on a scale from A (not associated at all) to E (fully associated), and make use of facts and data for the explanation of that position
- 4.3.4 Quote at least 2 reasons given by EU representatives for denial of accession to Turkey, and give at least one reason for the accession of Turkey.

Module 5 - *Challenges* (3 hours)

Module Goals

Categories include **challenges from inside the EU** - the widespread Euroscepticism that has been described in terms of political studies as “democratic deficit”, is gauged through the instrument of the “Eurobarometer” - the latest available report on “Austria’s Mood regarding EU Membership” makes an excellent illustration of the disregard the EU as an emerging power still faces among its own constituency. One typical complaint - the proliferation of bureaucratic measures that appear to be obsolete (e.g. the often ridiculed standardization of agricultural produce) - is one facet of the sceptical attitude that makes a formidable challenge, especially under the auspices of democratic procedures.

One source of dispute is the EUs policy of **support for agriculture**, the common agricultural policy which happens to be one of the areas of highest financial expenditures. The challenge is linked to global development perspectives. The study of interactions of agricultural production, systems of support, and food prices opens an horizon beyond the EU, promoting an awareness that solutions on a continental scale are not good enough in a global economy.

The **challenge related to enlargement** is the challenge to develop societies in accord with the rule of law and standards for transactions that are informed by the public interest. In order to be specific, the oft-cited example of corruption is helpful. In this context, the political instruments introduced by the EU are enlightening: Annual progress reports identify areas for improvement, and accordingly, the government of an aligned country responds through action plans that are fine tuned by special agencies and then sanctioned by the EU.

In the Kosovo, EULEX is a European instrument that connects the EU closely with the UN and worldwide political action. That situation provides for a case study illuminating the EU’s emerging foreign policy.

CATEGORIES

5.1 “Democratic Deficit”

OBJECTIVES

- 5.1.1 Give a definition of and an illustration (example) for the “democratic deficit” in the EU
- 5.1.2 Given EUROBAROMETER reports for the past three years (the ones that are available), put the “mood regarding EU-Membership” on a five point scale from 1 “total identification” to 5 “total alienation”, and explain that position
- 5.1.3 Name at least two measures that were suggested by politicians to overcome the “democratic deficit”

- 5.1.4 Give a definition of and an illustration (example) for "bureaucracy" in the EU
- 5.1.5 Give a reason to defend each of the following contradictory statements:
 - A "Bureaucratic measures are necessary"
 - B "Bureaucratic measures are obsolete"

5.2 Common Agricultural Policy

- 5.3.1 Write a brief account (one paragraph) of the CAP's historical development, and an explanation (one paragraph) of at least 2 political problems that the CAP faces at this time
- 5.3.2 Describe the relation between the EU CAP and agricultural policies on a global scale with regards to food prices

5.4 Challenges of Enlargement

- 5.4.1 Quote and explain the reasoning by EU decision for withdrawal of funds for the new member state Bulgaria in July 2008
- 5.4.2 Identify different categories of corruption, and explain at least two of these in a short paragraph each
- 5.4.3 Explain the political mechanism of annual EU progress reports for future applicants (e.g. Kosovo) and the action plan developed by the government of that country
- 5.4.4 Compare the UNMIK and EULEX missions in Kosova and give a reason for both of the following, contradictory statements:
 - A. EULEX is the continuation of UNMIK
 - B. EULEX is not a continuation of UNMIK

Module 6 - *Debating the EU (3 hours)*

Module Goals

Categories include simulated session in Brussels, debate on topic KS

Topic for debate:

It is more important to follow the steps of the reform process than to join the EU as soon as possible

CATEGORIES

OBJECTIVES

6.1 Debating European Affairs

6.1.1 Select a topic suitable for debate with proponents and opponents, study topic and collect arguments for or against proposition

6.1.2 arrange a formal debate in accord with the rules of debating societies, and have the audience vote "against" or "in favour of" the Proposition

6.2 Take part in a simulated EU session

6.2.1 Find out about possibilities to participate in a simulated or a model session of the European Council or the European Parliament, and send an application