



EUROPEAN COMMON VALUES

MODULE 4

FOR PRACTITIONERS WORKING WITH PEOPLE WITH FLIGHT EXPERIENCE

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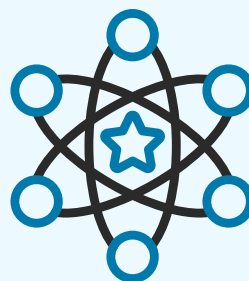


In practice, European professionals are often expected to introduce and work with European values in their interactions with people with refugee experience. This can involve explaining values such as equality, democracy and freedom, and supporting people in navigating them.

However, this task involves a number of dilemmas. It can assume that people with refugee experience do not already share these values, and that the values are understood and practiced uniformly across Europe. At the same time, people are often expected to adapt to these values without necessarily having full access to the rights and protections they represent.

It can also be difficult to distinguish between values and norms in practice, as norms are often implicit and taken for granted. In addition, practitioners may encounter viewpoints that differ significantly from their own and may be uncertain about how to respond.

This module explores these tensions and their relevance in everyday professional practice.



THE 6 CORE VALUES OF THE EU

The European Union is built on a set of shared values defined in Article 2 of the Treaty on European Union. These values form the foundation for cooperation between EU countries and are often presented as common across Europe.



1 HUMAN DIGNITY

Every person has inherent worth and must be treated with respect. It forms the basis of fundamental rights.

2 FREEDOM

Includes freedom of movement, expression, belief and personal autonomy.

3 DEMOCRACY

Based on representation and participation. Citizens have the right to vote and influence political decisions.

4 EQUALITY

All people are equal before the law and should not be discriminated against.

5 RULE OF LAW

Laws apply equally to everyone and are upheld by independent institutions.

6 HUMAN RIGHTS

Universal rights that protect individuals from discrimination and ensure safety, dignity and access to justice.

These values are often described as universal and protective - both of rights and of the European Union geographical domain. They are openly used as a distinguishing measurement tool to define the 'us' within the EU and the 'them', which is visible in the application process for interested candidate countries. The demand to agree to and execute the European values and rights via stable institutions is non-negotiable for fulfilling the membership criterias (the Copenhagen criterias). At the same time, the values are increasingly debated and challenged in European societies, and their application is not always consistent.

In relation to people with refugee experience, these values function both as protection and as expectation.

They form the basis for rights such as protection, safety and non-discrimination. At the same time, access to these rights is not always equal in practice.

People may face limitations related to legal status, participation and access to systems, while still being expected to understand, share and adapt to the values.

This creates a tension between the values as defined principles and how they are experienced in everyday life.

VALUES AND NORMS IN PRACTICE

In everyday work, it is important to distinguish between values and norms.

Values are general principles, such as equality and freedom. Norms are the everyday expectations that shape behaviour—how to communicate, how to act in institutions and what is considered appropriate.

Norms are often implicit and taken for granted. This means that they can be difficult to recognise, especially for those who are familiar with them.

Norms are also not uniform across Europe. Expectations related to communication, authority, gender roles and institutional behaviour vary between countries and contexts. This means that while values may be presented as shared, norms differ significantly.

In practice, norms are sometimes presented as values. Statements such as “this is how we do things here” can be interpreted as expressions of values, even when they reflect local or majority norms.

This creates challenges in professional work. Practitioners need to navigate situations where expectations are not always explicit, where values and norms overlap, and where responsibility for adaptation is not evenly distributed.



AWARENESS OF NORMS

Here there are two levels of understanding and reflection:

1. Awareness of the well-known norms of the society or smaller group that the practitioner is a part of and therefore takes for granted.
2. Awareness of the implicit expectations and norms that foreigners meet when interacting with the local society that the new-comer has to learn and adapt to. This process can be extra exhausting since there is no 'text-book' and no explicit guidance from society. It is a try and error process which calls for curiosity and a safe space to ask questions - which might not be within reach for some individuals.

NAVIGATING FOR IMMIGRANTS

To sum up; in everyday life the European values function as a foundation, a framework and an official ideal where practical life is also influenced by other/challenging opinions in societies in the European countries, the inequality in rights for citizens vs. refugees/immigrants on other residencies, and the actual behaviour, norms and nuances in individual values. This is the setting that people with refugee experience live in that of course have an impact on the individual's well-being and ability to settle down.

CASE: A teacher allows a group of students (1) to hang a LGBT+ flag on the wall of the class room. Other students (2) complain about the flag. The teacher argues that it is freedom of expression. Students (2) argue that they can hang a nazi-flag on the wall due to freedom of expression. The teacher does not know what to answer.

The teacher does not allow them to hang a nazi flag but also feels frustrated due to lack of arguments and reasoning.

- Can you argue why the LGBT+ flag is okay but not the nazi flag in relation to the EU values?
- What do you think the students (2) are thinking after this argument?
- What do you think the LGBT+ student in the class felt like?

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EUROBAROMETER

Answer the same questions
as 27.000 Europeans did



THE SURVEY: VALUES AND IDENTITIES OF EU CITIZENS

<https://europa.eu/eurobarometer/surveys/detail/2230>

A survey, the Eurobarometer, was conducted in year 2000 initiated by the European Commission to investigate **the values and identities among European citizens** based on the **official values of the EU**. The respondents were identified by factors like nationality, gender, income, educational level, rural/urban, and more to be able to isolate and investigate in different crossing aspects and make conclusions about which different life circumstances affects the replies. All 27 member states were represented and 27.000 persons replied.

YOUR VALUES AND IDENTITY - AS A EUROPEAN PERSON

As a practitioner working and living in a European country this questionnaire can enlighten your own perception, your priorities and values - and compare them to the conclusions of the survey and to the official European values.

The next pages contain the questionnaire that can be printed or showed on a big screen. Whether you answer directly on the printout or on an external paper just keep track of your answers in order to identify them for later comparison.

EUROBAROMETER - QUESTIONS

These statements might or might not resonate with you.

Rate 1-6 where

"1" means 'not like you at all' and **"6" means 'very much like you'.**

PART 1 - PERSONAL VALUES

- A.** Is is important to him to make his own decisions about his life
- B.** It is important to him to take care of people he is close to
- C.** It is important to him to form his views independently
- D.** It is important to him to be personally safe and secure
- E.** It is important to him to care for nature
- F.** It is important to him to have equal opportunities in life
- G.** It is important to him for his country to protect itself against all threats
- H.** It is important to him to listen and understand people who are different from him
- I.** It is important to him to never violate rules or regulations
- J.** It is important to him to maintain traditional values and ways of thinking
- K.** It is important to him to have all sorts of new experiences
- L.** It is important to him to be the one who tells others what to do
- M.** It is important to him to own expensive things that show his wealth

State ment	Your reply
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	



EUROBAROMETER - QUESTIONS

PART 2 - IDENTITY

In general, how much do you identify yourself with each of the following?

“0” means ‘not at all’ and **“10” means ‘a lot’**.

- | | | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---|---|---|---|---|----|
| • Your family | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your nationality | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your gender | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your age and state of life | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your local area or region | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your level of education | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your sexual orientation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your occupation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your ethnic or racial background | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Being European | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your political orientation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| • Your religion or beliefs | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

bla bla bla

YOUR VALUES AND IDENTITY - AS A EUROPEAN PERSON

EUROBAROMETER - QUESTIONS

PART 3 - EUROPEAN VALUES

This is a list of principles that may be important in our society.

Using scale from 0 to 10 where

“0” means you ‘totally disagree’ and **“10” means you ‘totally agree’**

A. Judges should be independent and be not under the influence of others

B. The law should treat everyone equally and everyone should have the right to a fair trial in an independent court

C. Everyone should have the freedom of thought, expression and religion

D. Everyone's choice of personal lifestyle and family life should be respected

E. Equality between women and men should be actively assured in all areas

F. There should be no discrimination on any grounds, including sex, age, ethnicity, religion, political or other opinion, membership of a minority, wealth, disability or sexual orientation

G. The most vulnerable citizens should be supported by their national government in order to lead a decent life

H. European citizens should have the right to move and work freely across national borders within the EU

I. Everyone with a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion should have the right to asylum

J. No one should be condemned to the death penalty

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	



EUROBAROMETER

HOW DO EUROPEANS SEE THEMSELVES?

PART 1 investigated in the **personal values** where two opposite tendencies were outlined via the questions;

conservation values vs. openness to change

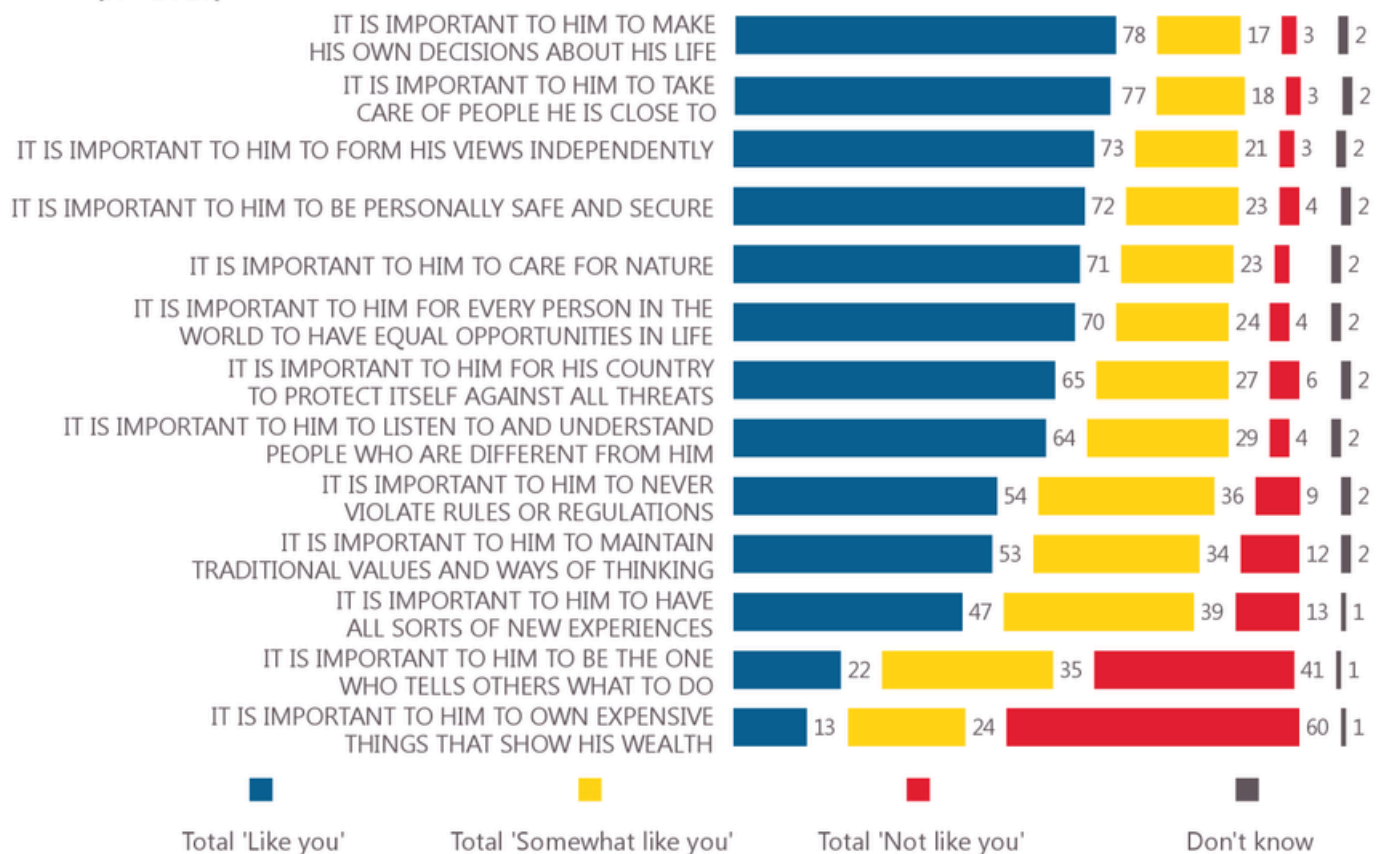
self-transcendence (community-focussed) vs. self-enhancement (ego-focused)

Overall, respondents were more likely to identify with self-transcendence values followed closely with openness to change and conservation values.

In general self-enhancement values are less important to Europeans.

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".

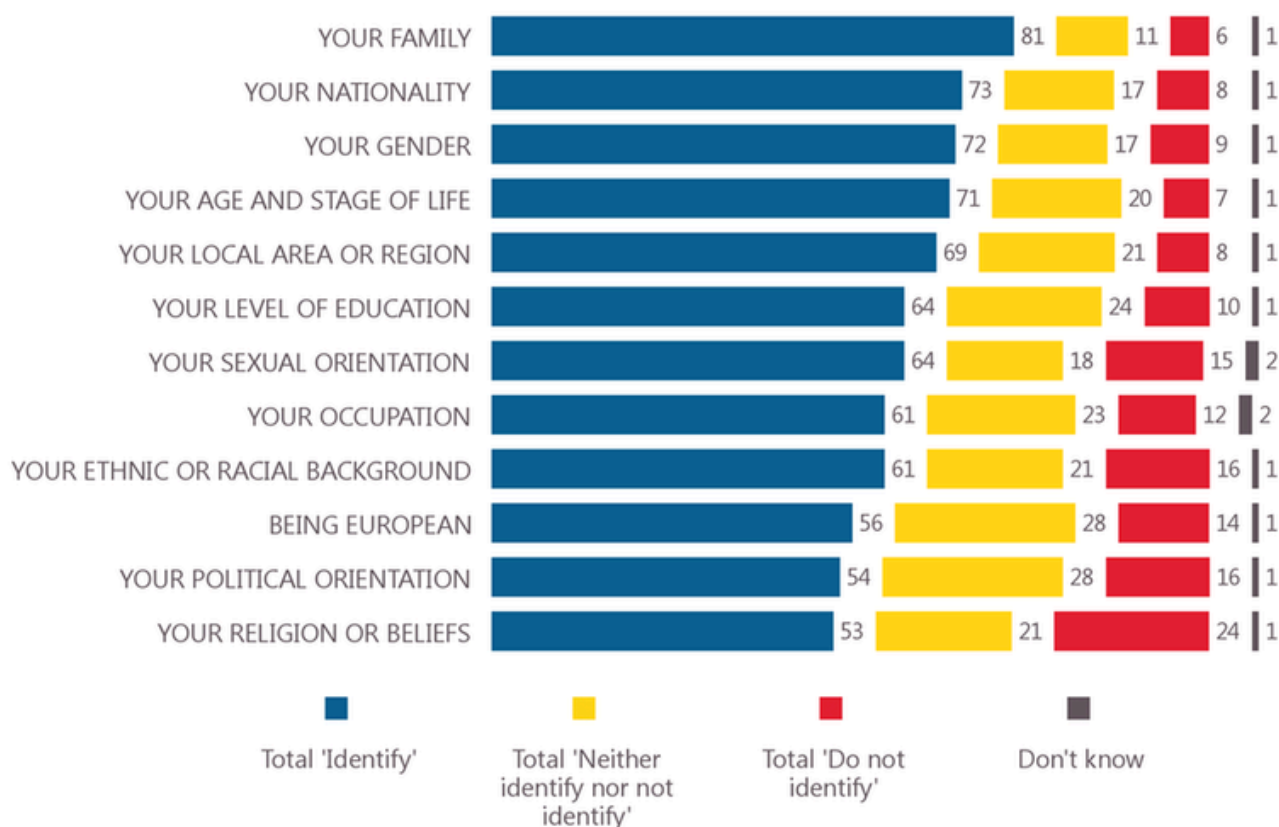
(% - EU27)



EUROBAROMETER

HOW DO EUROPEANS SEE THEMSELVES?

QC4 In general, how much do you identify yourself with each of the following? Please answer using a scale from "0" to "10", where "0" means "not at all" and "10" means "a lot".
(% - EU27)



PART 2 looked into the question of **Identity**, concluding that the respondents **identified with all mentioned items**.

Most identified with **family (81%)**, followed by **nationality (73%)**.

Fewest Europeans identified with **being European (56%)**, **political orientation (54%)**, and **religion or beliefs (53%)**.

Most Europeans **(56%) do not feel like their identity is under threat**, only about a fifth **agree that their identity is under threat (21%)**, while another fifth **(22%) neither agrees nor disagrees**.



EUROBAROMETER

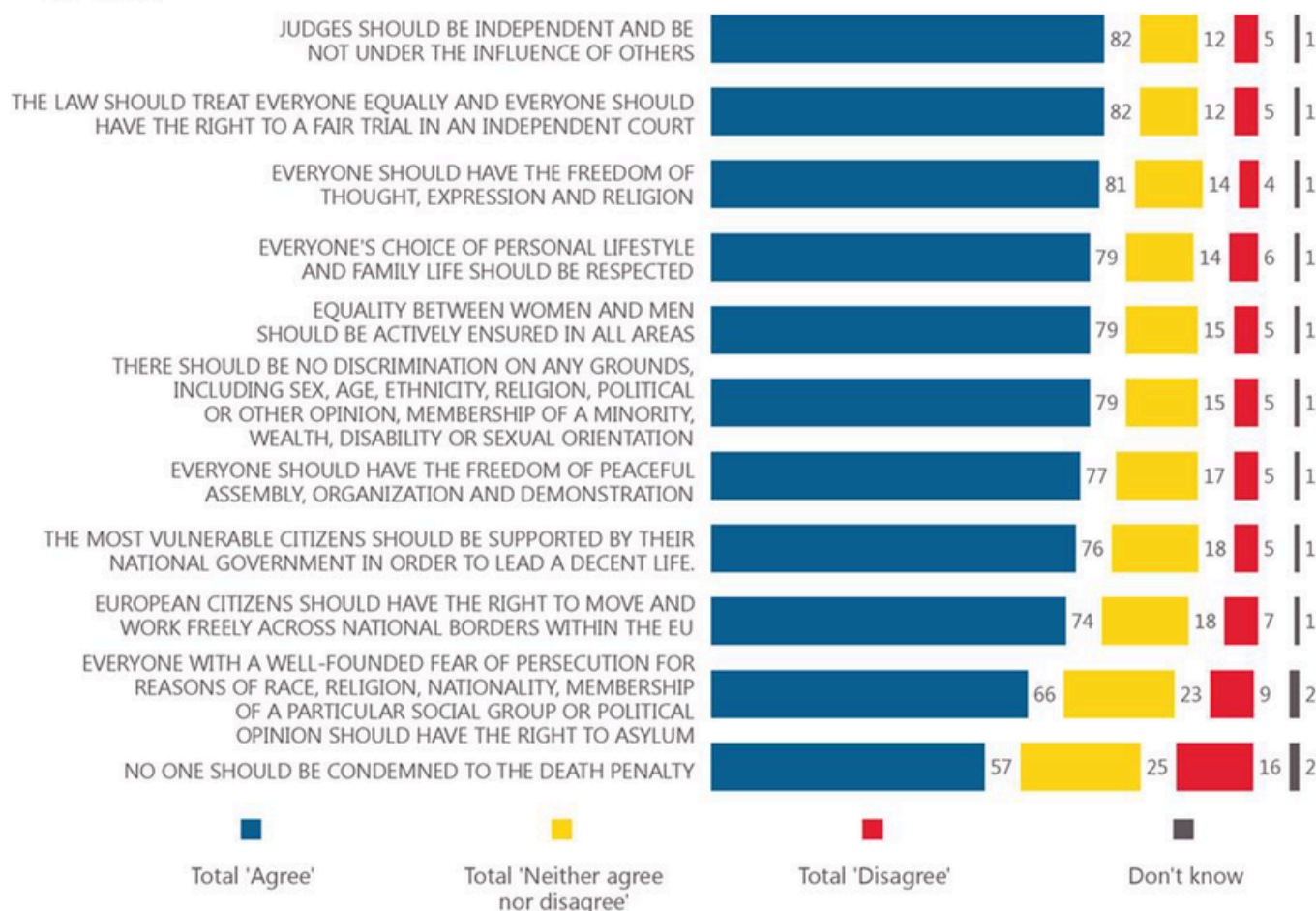
HOW DO EUROPEANS SEE THEMSELVES?

PART 3 showed the view on **European values**, the most supported values are about A: **Independent judges (82%)**, B: **Equal legal treatment (82%)**, and C: **Freedom of expression (81%)**.

Least supported (with huge differences between the countries) is the value of J: **No death penalty (57%)**.

The general attitudes to **EU values are positive with 86%** of the respondents who show a high or medium high agreement.

QC3 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" (% - EU27)



In this context the support of **I: Right to asylum (66%)** is only supported by two in three and worth noticing. This position is a part of the European society in which the people with refugee experience are living and it shapes politics and laws.

EUROBAROMETER - QUESTIONS

EXTRA - ON YOUR OWN PROFILING

Here you can explore further in your own answers if you wish.

Are you leaning towards the conservation values or are you more open to change? Are your values focussed on the self-transcendence (community-focussed) aspects of life or more on the self-enhancement (ego-focused) aspects?

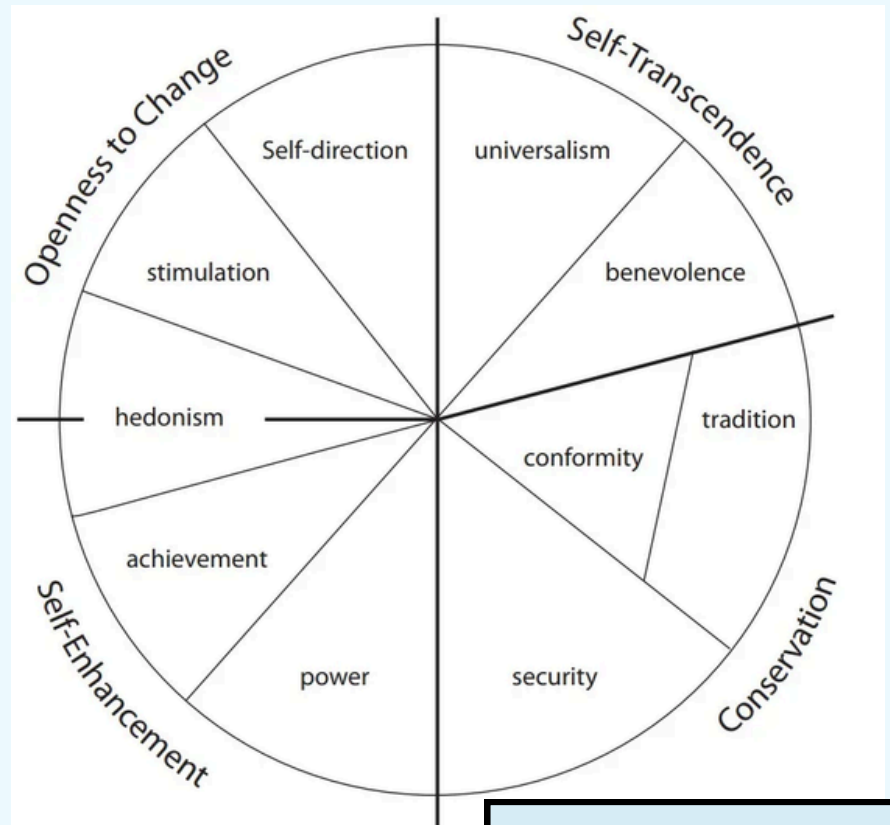
Schwartz's understanding of values shows us these aspects where we all move across the four areas in different ways.

Conservation values - one's support for respecting rules and regulations, one's likelihood of espousing traditional values and norms, the importance of respondents' country protecting itself against all threats and of feeling safe and secure.

Openness to change - making their own decisions about their lives, developing their own opinions and their openness to new experiences.

Self-enhancement values - to what extent one tends to want to tell others what to do, and outward signs of wealth.

Self-transcendence values - listening to others, caring for others, the importance of caring for nature, of providing equal opportunities for every person in the world and taking care of close ones.



Source:

<https://i2insights.org/2022/05/10/schwartz-theory-of-basic-values/>

Hedonism: Pleasure

Benevolence: Act of kindness/doing good

Conformity:

Aligning/adjustment

Universalism: Fundamental truth/universal human rights/moral laws for everyone



EUROBAROMETER

HOW ARE YOU POSITIONED AS A EUROPEAN?

After completing the questionnaire you can use the graphs on the previous pages to compare your markers and what you find most important to how the general European answers. The graphs shows the general replies from 27.000 people across 27 countries so of course there are nuances and differences between the different groups depending on which aspect is in focus. The full report is available for deeper investigation:

THE SURVEY:

VALUES AND IDENTITIES OF EU CITIZENS

<https://europa.eu/eurobarometer/surveys/detail/2230>

COMPARE ANSWERS



After considering all statements and rating them, and now after looking into the graphs of the Europeans' answers, please reflect upon:

When you answered;

- Did you notice the connection to the European Values?
- Did something surprise you?
- Did you reflect on something new?

When you saw the general answers from the survey;

- Did something surprise you?
- Can you see a connection between the tendencies and the political climate in Europe (bear in mind the survey was conducted in 2000)?
- Other reflections on the survey?

When you compared your answers with the general answers from the survey;

- Where is your position?
- What did you learn?
- Other reflections?

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Road to Resilience

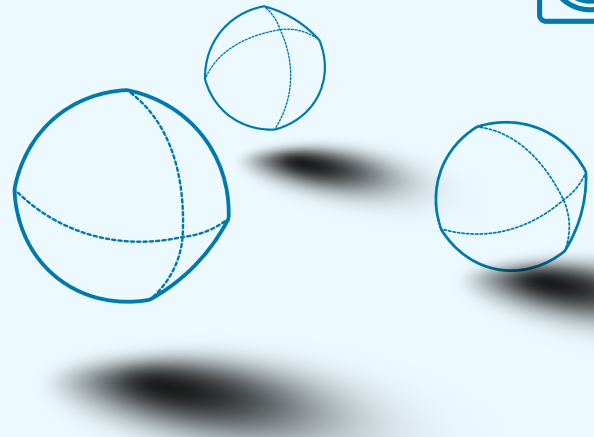
ACTIVITY 'THE BALL GAME'



PURPOSE

01.

The Ball Game let participants experience being part of a group with self defined social rules executed on different terms. Introducing topics of cultural norms, exclusiveness, and inclusion. Create a space that promotes teamwork.



MATERIALS:

- At least 2 soft bean ball
- Music from a phone or loudspeaker
- Scarf or blindfold etc.

BACKGROUND INFORMATION

02.



In this activity, the pattern established for passing a ball becomes a metaphor for culture. It represents shared rules and expectations reinforced through repetition. The game challenges participants to consider: will the dominant group (the "abled" and the "knowing") adapt to include those who are different, or will the culture continue unchanged, leaving some excluded?

DEBRIEF

04.

- The facilitator leads a short break.
- Participants reflect and discuss how the passing pattern was created and followed.

ESTABLISHING CULTURES

03.

- Participants stand in a circle. Silence is required while music plays. Music signals the beginning of the game.
- One ball is given to a participant. It is passed silently and randomly until everyone has received it once. The last person passes it back to the first, completing the pattern. This pattern is then repeated continuously.
- More balls can be added, following the same pattern.
- When the music stops, the game ends.

ACTIVITY

‘THE BALL GAME’

INTRODUCING ELEMENTS OF DIVERSITY

05.



- One person is asked to leave the room for one minute. In the mean time the facilitator adds another rule: *everyone must now shape a circle while holding the ball*. The circle can be small and almost unnoticable or a bit larger. It can be a movement or an o-shape with fingers. The person outside the door knows something is going on but not what and the rest of the group will continue the game as if nothing has happened, only adding the new unspoken and subtle rule.
- Participants return to the circle and repeat the game with the same passing order.
- While the game is ongoing, the facilitator introduces challenges to simulate diversity and disruption, such as:
 - Tying one participant's arm behind their back
 - Blindfolding a participant
 - Making a participant sit on the ground
 - Turning a participant to face away from the circle
- These changes create difficulties, especially for those affected.
- The facilitator stops the music to end the game.



ADDRESSING DIVERSITY AND INCLUSION WITHIN A CULTURE

06.



The facilitator leads a debrief to explore the impact of the introduced challenges.

Key reflection questions include:

- How did it feel to have fewer opportunities than others?
- Did others try to include the challenged participant, or were they excluded?
- What non-verbal strategies supported inclusion?
- How did non-challenged participants perceive those with challenges — with concern, amusement, indifference?
- Were there attempts to adapt the rules or change the routine to be more inclusive?

CURRICULUM



Links, references and further investigation

European values/EU survey:

<https://europa.eu/eurobarometer/surveys/detail/2230>

EU enlargement:

https://european-union.europa.eu/principles-countries-history/eu-enlargement_en

EU values:

https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en

The background and history of EU values:

https://link.springer.com/chapter/10.1007/978-3-031-31364-6_3

About European and their view on refugees:

<https://www.cambridge.org/core/journals/european-journal-of-political-research/article/european-identities-and-immigration-attitudes/4E9101A70768E508FBA32FAC1A928F7E>





RESILIENCE FOR REFUGEES

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<https://r2r4r.eu>
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