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Global Campus
of Human Rights

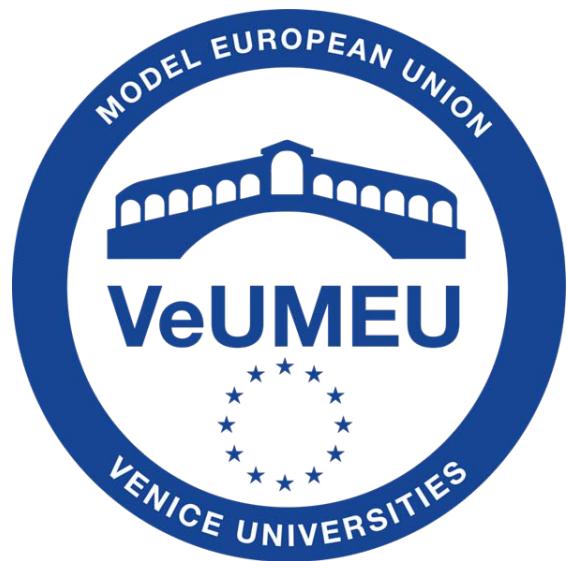


EIUC

European Inter-University
Centre for Human Rights
and Democratisation



VeUMEU
Venice Universities' Model European Union
Second Edition
11-13 May 2018
Venice International University
San Servolo, Venice



CITTÀ DI
VENEZIA



san servolo
servizi metropolitani
di venezia

VeUMEU – Venice Universities' Model European Union | Second Edition

11-13 May 2018

Venice International University, San Servolo, Venice

Organized in collaboration with:



Università
Ca'Foscari
Venezia

Ca' Foscari University of Venice was born as the first **business school in Italy** and the **second in Europe**. Today it provides several courses in various departments, such as **Languages, Management, Environmental studies, Philosophy, Science, Humanities, International Relations** and more. Just like the city that hosts it, it is a crossroad of cultures, fields of research, ideas and creativity; a modern university that keeps abreast of things by realizing, within its **eight departments**, advanced research projects and innovative study programs that guarantee an excellent educational experience. Through its **five interdepartmental schools**, Ca' Foscari works with cross-cutting and integrated educational approaches. Whoever studies in Venice can this way acquire a wider range of and more articulate skills: economy interfaces with cultural heritage, languages intersect with economics, restoration meets science just to cite a few examples.

For further information: <http://www.unive.it/>



Venice International University (VIU) is something unique in the international academic environment: a **group of 17 Universities** from all over the world sharing a common Campus on the **beautiful Island of San Servolo**, in the Venice lagoon. These Universities collegially devise study programs to prepare their students to face today's global challenges:

Sustainable Development, Ageing and Welfare, Global Ethics, and Cultural Heritage are central topics of VIU programs. Students who choose to spend a term studying at VIU are taught to move across disciplines and through cultures with a flexible approach, an open mind and creative thinking. VIU offers its support for research programs involving the various Universities that form its network, and develops specific programs for advanced training.

For further information: <http://www.univiu.org/>





Global Campus
of Human Rights



EIUC

European Inter-University
Centre for Human Rights
and Democratisation

The Centre was founded in 2002 – thanks to EU funding – with the aim to

develop educational activities, research, and interdisciplinary training on the issues of human rights protection. The EIUC has its roots in Europe but a global vision. It is now the hub for a network of over 100 universities (Global Campus of Mater's Programmes and Diplomas in Human Rights and Democratisation) representing the EU member states and university networks in Asia, Africa, Latin America, the Caucasus Region and South East Europe: institutions and partners that make the EIUC/GC a unique institution. The Institution aims to contribute broadly to the dissemination of a shared global knowledge of human rights and democracy. It is located at the Monastery of San Nicolò on the Venice Lido, sharing with the town its ambition to become a European Capital of Human Rights.

For further information: www.eiuc.org



The **Venice Diplomatic Society (VDS)** is a **non-profit organisation** founded in 2015 by students of Ca' Foscari University of Venice, Italy. Its main aims are rising awareness and giving students and citizens the chance of acknowledging the complex functioning of the greatest international organizations, introducing them to their inner dynamics, organising workshops to train them to speak in a foreign language in front of an international audience, debating on pressing issues of the planet's agenda – from current geopolitical crises to environmental issues but also the theme of refugees, the allocation of foreign investments and violations of international law, gender equality, on-going conflicts and wars, and human rights issues. Also, it puts students in contact with the reality of Model United Nations and Model European Union, which are extracurricular activities. Students play the role of Delegates of the United Nations and simulate the inner proceedings of UN committees, or they represent Ministers of the European Union and Members of the European Parliament and simulate the inner proceedings of the Council and the Parliament of the European Union. After the VeUMUN 2016 and VeUMEU 2017 with the collaboration **BETA Italia**, and VeUMUN 2017, the Venice Diplomatic Society is glad to announce the second edition of the Venice Universities' Model European Union.

For further information: <https://www.vdsviews.com/>

https://www.facebook.com/Venice-Diplomatic-Society-290760707714434/?notif_t=page_fan



CITTA' DI VENEZIA



Europe Direct is a **European Commission information network** designed to inform citizens about the activities and opportunities offered by the European Union. Europe Direct aims to **reinforce citizens' sense of attachment to the European Union** by involving them in the process of building Europe. The region of Veneto has a Europe Direct information relay, set up by the City of Venice - as

leading figure - and 18 institutional partners: the Veneto Region, the Prefettura di Venezia, the Provinces of Venice, Belluno, Padua, Rovigo and Treviso, the Venice Chamber of Commerce, the Eurosportello of Unioncamere Veneto, the Cities of Bassano del Grappa, Chioggia, Jesolo, Padova, Thiene and Valdagno, Università Iuav di Venezia (Architecture and Design), ESU of Venezia (Students' Erasmus Union) and USR (the Veneto Regional Schools). 32 centers in the region support citizens in accessing information relative to the areas of activity of the European Union. Since 2008 the information relay has also hosted **Eurodesk**, providing young people and youth workers with information on the sector-opportunities offered by the European Union and the European Council.

For further information: <http://europa.eu/contact/>

www.comune.venezia.it/europedirect

Email: infoeuropa@comune.venezia.it



BETA Italia - Bringing Europeans Together Association was created by young Italians with a specific purpose: to **contribute to the achievement of a European citizenship**. Young people represents the core value that will permit the success of the integration project of the European Union. Nowadays Europe is undergoing a Post-Truth period, so the diffusion of a **correct and truthful information** on the issue of **EU functioning** and **on the rights and the duties** its citizens can enjoy has to be considered a fundamental goal. For these reasons, starting from 2016 BETA-Italia saw the light as a part of a widest network created by BETA Europe and it is starting to collaborate with other associations which shares the same core values.

For further information: <https://betaitalia.wordpress.com/>

<https://www.facebook.com/betaitaly/>

Email: infobetaitalia@gmail.com



And with support of:



Metropolitan City of Venice owns the Island of San Servolo in Venice and Villa Widmann Rezzonico Foscari in Mira (VE), as well as the real estate and cultural assets present there of historic, artistic and landscape interest. In order to **protect these assets** and allow physical and economic

access to them through continued use, the Metropolitan City of Venice has created **Società San Servolo – Servizi Metropolitani di Venezia srl** which is 100% owned by the Metropolitan City of Venice. The company performs services of general interest promoting the development and social cohesiveness of the metropolitan area through tasks assigned by the Metropolitan City of Venice which has control over the company

For further information: <http://sanservolo.servizimetropolitani.ve.it>

Contact Information for the Venice Model European Union 2018:

For information about the **preparatory workshop and VeUMEU contents** write to:
veumeu@vdsviews.com

For information about **organization and logistics** write to: student-services@univiu.org



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In Dedication



This years' VeUMEU is being held in honor of Professor Hiroshi Nishihara.

Hiroshi Nishihara taught "Social Exclusion and Human Rights" and "Comparing East and West" at VIU in Fall 2017. He was due to return to Venice in February, to teach in the Spring 2018 semester, when he tragically passed away in a car accident in Tokyo. He was highly esteemed by colleagues, students, and staff.

Nishihara was Professor of Constitutional Law at Waseda University, where he has also been Dean of the Graduate School of Social Sciences and Director of the Institute of Social Sciences. He was National Bar Examiner for the Ministry of Justice of Japan. He was internationally renowned and author of a number of authoritative academic books and articles in Japanese, German and English, and of a book, explaining the Japanese Constitution to primary and middle school students. His main fields were Constitutionalism, Fundamental Theories on Human Rights, Constitution of the Welfare State, and Sex Equality.

Nishihara was a champion of "constitutional values", historically understood in the framework of Human Rights and Democracy. He thought, that in today's plural societies, which are challenged by multiculturalism and feminism, "the significance of constitutional values lies not in maximizing the contribution to national culture at the expense of the rights and interests of minorities, but in making peaceful coexistence possible". In our cosmopolitan world, he believed, constitutional values had to be established at a global level.



Social Media Management

Nowadays, we are overwhelmed by several kinds of social media, which have been continuously acquiring such a meaningful power in the promotion of each event. This is the reason why we all as a committee came up with the following # to extensively and effectively spread the word.

#VeUMEU2018
#MEU
#SanServolo
#EUNow
#EU
#EUsimulation
#LearnHowtoMaketheDifference
#VIUopportunity
#Diplomacy
#Training
#Ourfuture
#Education
#Environment

Also, it is very important to tag all the institutions/organisations who collaborated in the event management:

Venice International University

Facebook: @VIU-VeniceInternationalUniversity

Instagram: @univiu

Twitter: @univiu

Ca' Foscari University of Venice

Facebook: @cafoscari

Instagram: @cafoscariuniversity

Twitter: @ CaFoscari

Venice Diplomatic Society

Facebook: @venicediplomaticsociety

Instagram: @univiu

Twitter: @VeDiplSociety



EIUC - European Inter-University Centre for Human Rights and Democratisation

Facebook: @eiuc.venice

Twitter: @EIUC

Europe Direct Venezia

Facebook: @ComunediVenezia

Instagram: @comunevenezia

Twitter: @EuropeDirectVe

EUNow!

Facebook: @EUnoweditors

Instagram: @eunoweditors

Thank you for your help, we really appreciate it!



Welcome Letter

Director General & Deputy Director General

Ministers, Deputies, Journalists... Welcome to the **VeUMEU 2018!**

Here we are, we have arrived already at the second edition of the Venice Universities' Model European Union (VeUMEU), and we can be only extremely pleased to see how the event finally looks after a quick but effective hard six-month organisational process.

First of all, a **thank you to all our collaborators** is fairly necessary: Venice Diplomatic Society (VDS), Venice International University (VIU), Ca' Foscari University of Venice, Europe Direct Venezia, European Inter-University Center for Human Rights and Democratisation (EIUC), and, the last but not the least, Beta Italia. Without your precious commitment, all we have done might not have been carried out so well. Looking back to the previous simulations, we tried to fix all their possible defects, to implement details, and to improve the organisation on the whole, in order to provide a better and memorable experience. Therefore, we undoubtedly hope you appreciate all our efforts because we truly did our best, not only for you all but also for the next staff and participants. This year again, the VeUMEU and the respective workshop will be held at the **Campus of the VIU on the Island of San Servolo**, and, as we always remember, this frame perfectly fits the clime every Model needs: international atmosphere, formative milieu, multicultural exchange.

Secondly, it is necessary to focus on the themes of this year simulation. As you have already surely read, you will be asked to debate about education and the environment: in particular, the proposals **2016/801/EU** of the European Parliament and of the Council of 11 May 2016 on the *conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing* and **2013/30/EU** of the European Parliament and of the Council of 12 June 2013 on *safety of offshore oil and gas operations*. **Education** and the **Environment** were selected as the most preferred themes to deal with during the three-day simulation because we would very much like you to face currently debated documents in order to facilitate your work and give your personal contributions to up to date subjects. We believe it is essential to remember your necessary commitment to carefully study the **ROP**, i.e. the rules of procedure, because the simulation works effectively from them. Also, do not underestimate **your personal inquiries and research** at all because the deeper you study the topics, the stronger your standpoint is very likely to be, and the easier you will actively take part in the sessions. Should you have any questions, doubts, or need some explanations/clarifications after the workshop, please, do not hesitate to email to the Chamber you belong to, or even to the Facebook group if your concern might interest any colleagues of yours.

Finally, we want to leave you wishing a **wonderful and unforgettable experience**, an occasion of growth, both personal and academic, where gaining updated knowledge intertwines with extra skills and new acquaintances as well. Thus, MEPs, Ministers, and Journalists: do not hesitate to test yourselves, play hard and, never forget, enjoy a lot!

We really look forward to meeting you all!

Best,
Your Directors

Filippo and Thomas

A large, handwritten signature in black ink, appearing to read "Chang Wang · Filippo Schena", is positioned over a vertical line on the right side of the page.

Director General Profile



Hello everybody!

I am Filippo, and it's truly with a great pleasure that I will be acting as your Director General at the VeUMEU 2018. I feel deeply at heart with this model because the VeUMEU 2017 was my first event ever as organiser, and, most importantly, the channel that put me in touch with the Venice Diplomatic Society, of which I'm the current President.

Before introducing what we will deal with, a couple of words about me. Born and bred in Belluno but in Venice since the very beginning of my higher education, I am a Masters candidate in Comparative International Relations at the Ca'Foscari University of Venice. My concentration is Europe-Eastern Asia relations, and I am writing my thesis about Political Philosophy, in particular the impact of recently developed military technologies on human experience. I work as a specialist tutor at the

Settore Orientamento, Tutorato e Disabilità and I am one of the two L'Oréal Campus Ambassadors for the Ca' Foscari University of Venice. I can hardly believe that this is the 5th simulation I have taken part in the last year: 3 as organiser (*VeUMEU 2017 – European Commissioner for the proposal on Equal Treatment; VeUMUN 2017 - Deputy Secretary General; VeUMEU 2018 - Director General*) and 2 as delegate (*Harvard National Model United Nations (HNMUN) 2017 - Disarmament and International Security Committee representing Singapore; HNMUN 2018 - Historical General Assembly representing Sweden*).

That being said, it's time to truly pay careful attention to the themes of VeUMEU 2018. **Education and Environment** are the topics you will be asked to dynamically debate about. As far as education is concerned, as all of us being students, and many of us tirelessly seeking an internationally-developed career, the work within the rooms is truly a relevant chance to acquire appropriate knowledge and awareness of the general framework we are inscribed in, considering our rights, the potential limitations, and related opportunities on the whole. Relating to environment, with no doubts it has been one of the hottest potatoes recently, not only concerning the European level but across the entire world entirely. In this very occasion, you will talk about marine environment and coastal economies, pollution and natural resources, and exploitation without overlooking preservation. What I have just mentioned above is merely to take a little picture and introduce you to the model's thematic context; then, the development and the evolution of the discussions utterly relies upon you!

Drawing my conclusions, not only do I honestly trust MUN and MEU a lot because they educate people and raise awareness of pressing international issues, but also since they teach speaking skills, communication skills, team work, and creative thinking. Thus, their value definitely overcomes the mere study to tackle specific issues: it is a highly formative and extensively entertaining activity for real. Undoubtedly, every Model left me something I frankly could never forget, be it new knowledge, new abilities, or new friends because, altogether, they forged the student, the person, the human being I am now. Basically, these are my reasons why I heartily recommend you all to take the best from this wonderful chance, and enjoy as much as possible every good or bad moment. Nevertheless, they will be a meaningful pillar of your character, a fairly essential component of the person you are going to be.

I can only say that I can't wait to work with you all and look forward to seeing you soon!

Filippo Schena



Deputy Director General Profile

My name is Thomas Triangeli and I am deeply honoured to serve as your Deputy Director General for the second edition of the Venice Universities' Model European Union (VeUMEU). I am currently studying "Philosophy, International Studies and Economics" at Ca' Foscari University of Venice and this is my last year of Bachelor's Degree.

My first experience at a Model United Nations was in May 2016, where I was a delegate representing Angola in the SOCHUM Committee here on San Servolo island. This very first experience with international relations helped me a lot in understanding what my study path would be. After that, I joined the Venice Diplomatic Society and I am now the Vice-President.

Together with this fantastic association, I was in the organizing team of the first edition of the VeUMEU 2017, and I served as Secretary General during the VeUMUN 2017. After that, I took part in *CombinAzioni*, in Montebelluna, in collaboration with Levi Alumni, where my colleagues and I had the opportunity to talk with students about the European Union.



Sincerely, I deeply believe in such events and the chance you have to learn about the European Union is unique. Take this chance to the fullest and I am sure you will do a great job!

I do not want to bother you anymore but let me finish by saying that, even if it is your first experience in a MEU, take your chance at the fullest. Do not be afraid of making mistakes, breath, try to do your best, and I am sure you will make this experience remarkable both for you, but also for your fellow delegates.

I am really looking forward to seeing you all in San Servolo.

A handwritten signature in black ink, appearing to read 'Thomas Triangeli'.



Legal Advisor/Event Coordinator Profile



Hello everyone!

I would like to greet each and every one of you whole-heartedly and welcome you all to the second edition of the Venice Universities' Model European Union. I can't wait for you all to embark on this wonderful and challenging experience! My name is Sara Dal Monico, and this is my third time as organiser of a Model UN/EU and I'll be serving as both Event Coordinator and Legal Advisor.

I graduated in Foreign Languages from Ca' Foscari University of Venice with a dissertation on the violations of human rights in Hungarian refugee camps and the rights of the refugees.

Currently, I am attending a Master's Degree in Comparative International Relations, and I am Counsellor and a member of the Venice Diplomatic Society.

Before engaging in the organising team of the Venice Diplomatic Society, I participated at the first Venice Universities' Model United Nations representing the United States of America at the UNHCR, while just recently I participated at the Harvard National Model United Nations as a representative of the Kingdom of Sweden at the WHO.

This year's directives are extremely interesting and will demand your greatest efforts, and I hope you will all do the best you can to fulfil the tasks and represent the country or party you are assigned at the fullest, so as to live this experience thoroughly. The opportunities and rewards provided by a Model EU are, believe me, extremely valuable and worthwhile, and I know for sure that you will learn more than you can imagine.

I am looking forward to meeting you all!

My bests,

A handwritten signature in black ink that reads "Sara Dal Monico".



The Venice Universities' Model European Union 2018

The **Venice Universities' Model European Union 2018** focuses on **Education and Environment**.

During the Model EU the delegates will be asked to **discuss** the following **Commission's proposals**:

- Proposal for a Council Directive on conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects, and au pairing, amending 2016/801/EU
→ **DIRECTIVE 1**

- Proposal for a Directive of the European Parliament and of the Council amending the Directive 2013/30/EU of 12 June 2013 of offshore oil and gas operations, amending Directive 2004/35/EC
→ **DIRECTIVE 2**



Workshop Schedule

Saturday, 21 April, 2018

	Parliament	Council & Press
09:00 – 09:30	Registration	Registration
09:30 – 10:00	Welcome	Welcome
10:00 – 11:30	EU legislative institution, Definition of directive Ordinary Legislative Process	EU legislative institution, Definition of directive Ordinary Legislative Process
11:30 – 12:00	Directive 2	Directive 1 and Q&A
12:00– 12:30	Directive 1 and Q&A	Directive 2
12:30 – 14:00	BREAK	BREAK
14:00 – 16:00	Parliament Workshop	Council and Press workshop (Press will meet in another room)



Conference Schedule

Friday, 11 May 2018

	Parliament	Council
09:00 – 09:30	Registration	Registration
09:30 – 11:30	Opening Ceremony	Opening Ceremony
11:30 – 12:00	Roll Call & Commissioner's speech On Directive 2	Roll Call & Commissioner's speech On Directive 1
12:00 – 12:45	Opening speeches	Opening speeches
12:45 – 14:15	Lunch	Lunch
14:15 – 16:00	General debate and Amendments' Drafting	General debate and Amendments' Drafting
16:00 – 16:15	Coffee Break	Coffee Break
16:15 – 17:10	Amendments' debate	Amendments' debate
17:20 – 17:50	Press Conference	Press Conference

Saturday, 12 May 2018

	Parliament	Council
09:30 – 10:30	Roll Call & Amendments' vote	Roll Call & Amendments' vote
10:30 – 11:00	Commissioner & Council Speech on Directive 1	Commissioner & Parliament speech on Directive 2
11:00 – 11:15	Faction Meetings	Opening speeches
11:15 – 11:30	Coffee Break	Coffee Break
11:30 – 12:00	Opening speeches	General Debate
12:00 – 12:45	General Debate	General Debate
12:45 – 14:15	Lunch	Lunch
14:15 – 15:45	General Debate	General Debate
15:45 – 16:00	Coffee Break	Coffee Break
16:00 – 17:10	Amendments' Debate	Amendments' Debate
17:20 – 17:50	Press Conference	Press Conference



Sunday, 13 May 2018

	Parliament	Council
09:30 – 10:15	Amendments' vote	Amendments' vote
10:15 – 11:30	Commissioner and Council Defense	Commissioner and Parliament Defense
11:30 – 11:45	Coffee Break	Coffee Break
11:45 – 12:30	General Debate	General Debate
12:30 – 13:00	Final Vote	Final Vote
13:00 – 14:30	Lunch	Lunch
14:30 – 15:15	Press Conference	Press Conference
15:15 – 16:00	Shooting	Shooting
16:00 – 17:30	Closing Ceremony	Closing Ceremony



Location



The **Venice Universities' Model European Union 2018** will be held on the campus of Venice International University, on the island of San Servolo, Venice.

How to reach San Servolo island:

The **n°20 vaporetto** (public transport) connects the island with the city center in a 10-minute journey. It departs from **San Zaccaria**, the waterfront adjacent to Piazza San Marco. The landing dock for the n°20 vaporetto is “B”/ “San Zaccaria Monumento” in front of the Londra Palace Hotel. Remember to arrive a few minutes before departure time.

Link to **Line n°20 timetable**: <http://www.univiu.org/line-20-boat-timetable>

From Piazzale Roma or the Train Station to San Servol:

ACTV Public water bus no. **1, 5.1, 4.1** (only from Piazzale Roma) or **2** direction "Lido", getting off at San Zaccaria. From here make your way to the S. Zaccaria – M.V.E. stop, **line 20** for San Servolo (see above).

Link to ACTV waterbus timetable: <http://actv.avmspa.it/content/orari-servizio-di-navigazione-0>

From Lido to San Servolo:

From Lido take **boat n°1, n°2, n°5.2 or n°14** to San Zaccaria boat. Change to line n°20 which leaves from “B.” **You can also take the line 20 directly at 8:10 from Lido at “F”.**



Arriving by train:

Venice has rail connections with every major city in Italy and the rest of Europe.

The main train station, Venezia Santa Lucia, is on the Grand Canal in the northwest of the city.

Public Transport: ACTV tickets & prices

LAND SERVICES

€ 1,50 - ORDINARY TICKET FOR *LAND SERVICES*, 75 MIN

€ 14,00 - ORDINARY TICKETS BOOKLET (10 tickets) FOR *LAND SERVICES*, 75 MIN TRIPS

Allows using the land services of Lido island and the mainland city of Mestre (to Piazzale Roma), Tram and People Mover for 75 minutes from stamping, with transport means change allowed.

NAVIGATION SERVICE FARES for “VENEZIA UNICA” CARD HOLDERS

€ 1.50 – 75 MINUTE “VENEZIA UNICA” TICKET and € 2.00 – 100 MINUTE “VENEZIA UNICA” TICKET or € 3,00 – 75 MINUTE ON-BOARD TICKET FOR “VENEZIA UNICA”

VENEZIA UNICA TICKET BOOKLET (10 tickets) – € 14,00 FOR 75 MIN TRIPS and € 19.00 FOR 100 MIN TRIPS

Allows 75 or 100 min. travel from the moment of validation on urban network (Navigation services, Lido, Mestre, Tram and People Mover). The validation process must be repeated at each change of travel means.

The ticket does not include ACTV navigation routes 16, 19, Alilaguna services, and buses travelling to and from the Marco Polo airport.

Monthly Rete/Venezia Unica (Lagoon services, Lido, Mestre with Aerobus, Lido, Tram, People Mover)

Ordinary € 37,00, Students € 25,00

Car Park + Rete Unica € 51,00

“VENEZIA UNICA”– IMOB CARD can be requested by people resident in Venice (additional cost: €10), in the Veneto Region (additional cost: 20€) or outside Veneto region (additional cost: €50) at any ACTV main ticket office, and is valid for 5 years.

NAVIGATION SERVICE FARES without “VENEZIA UNICA”– IMOB CARD

- € 7.50 – 75 MINUTE TICKET and ON-BOARD TICKET

Allows 75 min. travel from the moment of validation on urban network (Navigation services).

The price includes a luggage not exceeding 150 cm (three sides total sum).

- € 5.00 one way, or € 10.00 Return ticket CROSS Service

valid only for short journeys, between San Marco (San Zaccaria) – San Servolo stop.

For more information: <http://actv.avmspa.it/en/content/prices>



The European Commission



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Role of the Commissioner

At European level, the European Commission holds a central role within the decision-making process, since it is responsible for proposing legislations.

The Venice Universities' Model European Union (VeUMEU) has the purpose of simulating such processes. Therefore, participants will be already provided with two proposals for a Directive: one regarding the education; the other one regarding the environment.

The role of the VeUMEU Commissioners will be: proposing the directives to the participants at the beginning of each day by underscoring what matters to the EU as a whole and proposing amendments and influencing the course of the discussions in accordance with the objectives and principles of the European Union, specifically of the European Commission. On the second day, in fact, Commissioners will present the already amended directives, and they may explain what modifications are still needed.

During the simulation, participants can ask for the help of the Commissioners by proposing a motion to call the Commissioner, and, in that occasion, they can ask for clarifications, or they can ask them to state the position of the Commission on that particular matter. However, Commissioners are not obliged to help or guide participants as the Chair does because they play an active role within the simulation.

Also, Commissioners will be involved in the Trilogue meetings, which are meetings with exponents of the Council and Parliament where they will be updated on the proceedings and informed on the development of the discussions.

Commissioners will also be present at the Press Conference (at the end of every day) to comment the work in progress.

Commissioners will have the last word on the directives and amendments, declaring whether they have been accepted by the Commission or not before the final voting on the last day of discussion.



Commissioner Profile

Directive 1



Dear participants,

My name is Isabella Bartoli, and I will be your **European Commissioner for Directive 1**. I'm currently attending the second year of my Bachelor Degree in Philosophy, International Studies, and Economics here at Ca' Foscari University of Venice. Furthermore, I'm enrolled in the Venice International University Spring Term 2018, and I'm taking a Minor in Epistemology and Philosophy of Language at Ca' Foscari University of Venice.

My interest for international politics and international affairs brought me to participate in the VeUMEU 2017, where I represented Bulgaria

in the Council of the European Union. This experience made me realize the importance of taking part to simulations and models, as they give the participants the opportunity to reinforce what they study in class and make them aware of the global issues we face today. For this reason, I decided to join Venice Diplomatic Society, and I'm now responsible for its Instagram and Twitter accounts.

After the experience at the VeUMEU 2017, I took part in the organisation of *CombinAzioni*, in Montebelluna, in collaboration with Levi Alumni, and I participated in the VeUMUN 2017 where I represented the Arab Republic of Egypt in the United Nations Security Council.

I'm honored and excited to be your European Commissioner for the First Directive (Education) during this edition of the Venice International Universities' Model European Union and to participate in the organisation of such a stimulating experience. I'm sure this simulation will give you a better understanding of our institutions as well as other cultures, and the opportunity to find concrete solutions to the real problems we face today. I hope you will make the most of it because, together, we can actually make a difference.

I'm looking forward to meeting you all in San Servolo!

Isabella Bartoli



Introduction to Directive 1

2016/801/EC

Introduction to the Directive of the European Parliament and the Council on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes, or educational projects and au pairing.

Proposal overview

The proposal of the European Commission for the recast of the Council Directives 2004/114/EC and 2005/71/EC attempts to offer a coherent legal framework for different categories of third-country nationals coming to the Union for the purpose of research, studies, training, exchange schemes, or voluntary service in the European Voluntary Service, and, where Member States so decide, exchanges schemes or voluntary service other than the European Voluntary Service or au pairing. The legal framework includes the conditions of entry, residence, and the rights of the third-national citizens coming to the Union, and it extends to their family members.

The conditions of admission are twofold. The general conditions include, for instance, a requirement to have health insurance or parental authorization (in case of a minor), while the specific conditions cover, for instance, the need to prove the availability of sufficient resources to cover subsistence or sufficient knowledge of the language.

It is believed that migration for the purposes set out in this Directive promotes the generation and acquisition of knowledge and skills, representing a form of mutual enrichment for the migrants concerned, their country of origin, and the Member State concerned, while strengthening cultural links and enhancing cultural diversity. For these reasons, it is appropriate to facilitate and to speed-up the admission procedures. Third-country nationals applying for the purpose of research activity should no longer require a work permit in addition to an authorisation, and the host research organisations should be given a key role in the admission procedures, while preserving Member States' prerogatives with respect to immigration policies. In addition, Member States should have the possibility to provide for an approval procedure for public or private organisations wishing to host third-country national pupils, trainees, or volunteers and students, as this should speed up their entry.

The present Directive also refers to the conditions of third-national au-pairs, who could be exposed to risks of abuse but are not covered by Directives 2004/114/EC and 2005/71/EC, by granting them better protection, as being an au pair promotes cultural links between third-country nationals and the Member States.



Moreover, the European Commission aims at facilitating intra-EU mobility for researchers and students by setting up a specific intra-EU mobility scheme with a set of autonomous rules regarding entry and stay of a third-country national for the purpose of research or studies in Member States other than the one issued by the initial authorisation.

It is to note that although the Directive does not aim at regulating the admission and residence of third-country nationals for the purpose of employment, it does set up the conditions under which third-country students can access to the labour market of the Member State where the studies are undertaken, in order to allow students to gain practical experience and cover part of the cost of their studies. Students should be allowed to work a certain minimum number of hours as specified in this Directive for that purpose. Furthermore, students who graduate in the Union and researchers who have completed their research activity should be issued, if requested, a residence permit with the intention to identify work opportunities or to exercise self-employed activity, in order to foster the creation of a well-qualified workforce.

In conclusion, the present Directive promotes the Union as an attractive location for innovation and research, advancing it in the global competition for talent , and, therefore, leading to an increase in the Union's competitiveness. It is important to bear in mind that opening the Union up to third-country nationals for the purpose of research is part of the Innovation Union flagship initiative, as immigration from outside the Union represents a source of skilled people who also play a fundamental role in forming Union's human capital. Moreover, creating an open labour market for Union researchers and for researchers from third countries was affirmed as a key aim of the European Research Area. The Directive constitutes also an important contribution to the Global Approach to Migration and Mobility and to the Stockholm Programme's aim of approximating national legislation on the conditions for entry and residence of third-country nationals, and it contributes to the achievement of the objectives of the Europe 2020 Strategy.

Useful Definitions

In order to utterly understand the contents of the present Directive, the Commission evaluates as particularly significant the following words or phrases of Article 3 of the aforementioned Directive:

- **Art. 3(1):** "*third-country national*" means a person who is not a citizen of the Union within the meaning of Article 20(1) TFEU;
- **Art 3(2):** "*researcher*" means a third-country national who holds a doctoral degree or an appropriate higher education qualification which gives that third-country national access to doctoral programmes and who is selected by a research organisation and admitted to the territory of a Member State for carrying out a research activity for which such qualification is normally required;
- **Art 3(3):** "*student*" means a third-country national who has been accepted by a higher education institution and is admitted to the territory of a Member State to pursue as a main activity a full-time course of study leading to a higher education qualification



recognised by that Member State, including diplomas, certificates, or doctoral degrees in a higher education institution, which may cover a preparatory course prior to such education, in accordance with national law, or compulsory training;

- **Art 3(8):** “*au pair*” means a third-country national who is admitted to the territory of a Member State to be temporarily received by a family in order to improve his or her linguistic skills and knowledge of the Member State concerned in exchange for light housework and taking care of children;
- **Art 3(16):** “*employment*” means the exercise of activities covering any form of labour or work regulated under national law or applicable collective agreements or in accordance with established practice for or under the direction or supervision of an employer;
- **Art 3(21):** “*authorisation*” means a residence permit or, if provided for in national law, a long-stay visa issued for the purposes of this Directive;
- **Art 3(22):** “*residence permit*” means an authorisation issued using the format laid down in Regulation (EC) No 1030/2002 entitling its holder to stay legally on the territory of a Member State;
- **Art 3(23):** “*long-stay visa*” means an authorisation issued by a Member State as provided for in Article 18 of the Schengen Convention (1) or issued in accordance with the national law of Member States not applying the Schengen *acquis* in full.

Previous Legislation

One of the main objectives of the Union in terms of education is to stand out as a world centre of excellence for studies and bringing more non-EU nationals into the Union for studies is, as a matter of fact, a key factor for this scope. Migration in this context is to be seen as a form of mutual enrichment which helps to promote familiarity with other cultures.

For a number of years, the Union aimed at attracting highly-skilled non-EU migrants to its territory. However, the existing legislation on the issue – the *Council Directive 2004/114/EC on the conditions of admission of third-country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service* and the *Council Directive 2005/71/EC on specific procedure for admitting third-country nationals for the purposes of scientific research* – have only had a modest impact on attracting more students and researchers to the EU and pointed out certain insufficiencies.

This Directive simplifies and unifies the existing provisions in a single instrument - as the categories covered by the Directive share a number of characteristics which makes it possible to address them through a common legal framework at Union level. The new rules facilitate the admission of students and researchers to the EU and guarantees protection to *au pairs* (who were not covered by Directives 2004/114/EC and 2005/71/EC). With the new rules, it will also be easier to retain students and researchers in the EU. Students who graduated and researchers



who finished their research activity will be able to stay for 9 months to look for a job or set up a business.

Legal Basis

- i. **The Treaty on the Functioning of the European Union (TFEU)**, which provides for measures to be adopted in the fields of asylum, immigration, and the protection of the rights of third-country nationals;
- ii. **Art. 79(5) of the TFEU**, according to which Member States have the right to determine volumes of admission of third-country nationals coming from third countries to their territory in order to seek work, whether employed or self-employed;
- iii. **Schengen Borders Code**, which sets out the rules on the border control of persons crossing EU external borders and on temporary reintroduction of border control at internal borders. It applies to any person crossing the external borders of all EU countries, except those of the United Kingdom and Ireland, and the internal borders of the Schengen Area (a border-free area comprising 22 EU countries, along with Iceland, Liechtenstein, Norway, and Switzerland);
- iv. **Principle of Proportionality**, laid down in Article 5 of the Treaty on European Union (TEU). The principle of proportionality regulates the exercise of powers by the EU. Under this rule, the action of the EU must be limited to what is necessary to achieve the objectives of the Treaties;
- v. **Directive 2011/98/EU of the European Parliament and of the Council on a single application procedure for a single permit for third-country nationals to reside and work in the territory of a Member State and on a common set of rights for third-country workers legally residing in a Member State**, which provides a legal framework of rights for third-country workers legally residing in the Union.

Limits of the Directive

Employment (Art.6, Art.20, Art.24)

The admission and residence of third-country nationals for the purpose of employment is not included in the scope of the Directive. It is possible, nevertheless, that in some Member States specific categories of third-country nationals covered by this Directive are considered to be in an employment relationship on the basis of national law. In the case in which a Member State considers third-country nationals as researchers, volunteers, trainees, or au pairs in an employment relationship, the State has the right to reject their application for authorisation, in accordance with Article 79(5) TFEU. Moreover, where a third-country national researcher, volunteer, trainee, or au pair applies to be admitted to enter into an employment relationship in a Member State, it should be possible for that Member State to apply a



test demonstrating that the post cannot be filled from within the domestic labour market.

Students have access to the labour market of the Member States where the studies are undertaken in order to gain practical experience and cover part of their studies. However, volumes of admission should not apply to them since their main activity in the Member State is a full-time course of study which could encompass compulsory training.

Role of research organisations (Art.8, Art.10)

While Member States control immigrant conditions (travel documents, security, health), research organisations ensure that third-country nationals coming to the Union for the purpose of research are in possession of the adequate skills to carry out the research project, and that the necessary funds are available. A hosting agreement is signed between a research organisation and the third-country researcher, and it is central to entire legal framework of admission procedures as it contains information on essential issues such as the purpose of the research activity as well as the legal relationship between the researcher and the research organisation.

Grounds for rejection (Art.7, Art. 20)

The conditions under which a Member State shall reject an application are twofold. Two of them seem to be particularly relevant. The Member State has the right to reject an application where there is evidence to establish that the third-country national would reside for purposes other than those for which he or she applies to be admitted. Yet, the necessary "evidence" is yet to be defined. Third-country nationals who are considered to pose a threat to public policy, public security, or public health shall not be admitted. However, the Directive does not include any criteria in order to establish the conditions under which an individual can be considered as a threat to public policy, public security, or public health.

Limits of the scope (Art.2)

The present Directive does not apply to third-country nationals a) who seek international protection or who are beneficiaries of international protection, b) whose expulsion has been suspended for reasons of fact or of law, c) who are family members of Union citizens who have exercised their right to free movement within the Union, d) who enjoy long-term resident status in a Member State, e) who enjoy rights of free movement equivalent to those of citizens of the Union under agreements either between the Union and its Member States and third countries or between the Union and third countries, f) who come to the Union as trainee employees in the context of an intra-corporate transfer, or g) who are admitted as highly qualified workers.



Commission Notes

Admission (Art.6, Art. 7, Art. 8, Art.10, Art.11, Art. 12, Art.13, Art.14, Art.16, Art.20)

The present Directive aims at facilitating and speeding up the admission procedure. In order to get the permission to come to the Union, applicants must fulfil both general and category-specific conditions. The general conditions include a valid travel document for the duration of the intended stay, evidence of sufficient resources to cover subsistence and return travel costs, and health insurance. Specific conditions are applied to every category of third-country nationals covered by the Directive. Examples of specific conditions are *hosting agreements* or contracts for researchers or an acceptance by a higher education institution for students.

It is important to bear in mind the grounds of rejection of authorisations. In relation to this topic, a point of discussion could concern the possibility of Member States to reject an application where the Member State has evidence that the third-national would reside for purposes other than those for which he or she applied, as the nature of this “evidence” has not been defined or addressed in the Directive. Member States can also reject third-country nationals who are considered to pose a threat to public policy, public security, or public health. It is to be taken into consideration that any decision to reject an application should respect the principle of proportionality.

Moreover, where a third-country national applies to be admitted to enter into an employment relationship in a Member State, that Member State may verify whether

the post in question could be filled by nationals of that Member State (this shall apply without prejudice to the principle of preference for Union citizens as expressed in the relevant provisions of the relevant Acts of Accession).

Rights (Art. 22, Art. 24, Art. 25)

The present Directive takes into consideration the right to be treated the same as citizens of the Union, in accordance with the Directive 2011/98/EU. This means that third country nationals coming to the Union must have the same chances as EU citizens. Moreover, two important rights addressed in the Directive are the right of students to enter the labor market and the right for students and researchers to stay for a defined period in the Union after finishing their research or studies for the purpose of job-searching or entrepreneurship.

Mobility (Art. 27)

As the present Directive aims to facilitate intra-EU mobility for researchers and students, those who are covered by programmes that promote the movement of non-EU nationals within the EU can carry out part of their studies or research in another EU country. The procedure depends on the length of time they are to spend abroad. In order to enable researchers to move easily from one research organisation to another for the purpose of research, their short-term mobility should cover stays in second Member States for a period of up to 180 days in any 360-day period per Member State. Long-term mobility for researchers should cover stays in one or several second Member States for a period of more than 180 days per Member State.



Regarding students who are covered by Union or an agreement between other higher education institutions, the Directive provides for mobility in one or several Member States for a period of up to 360 days per Member State. While the specific mobility scheme established by this Directive should set up autonomous rules regarding entry and stay for the purpose of research or studies in Member States other than the one that issued the initial authorisation, all the other rules governing the movement of persons across borders as laid down in the relevant provisions of the Schengen *acquis* should continue to apply.

Family members (Art. 26, 30)

The present Directive allows family members of third-country researchers to accompany them and benefit from intra-EU mobility provisions, as the European Commission believes this will make the Union more attractive for third country nationals wishing to carry out a research activity in the Union. Those family members should have access to the labour market in the first Member State



Commissioner Profile

Directive 2

Hello everybody!

My name is Serena Carassale. I am 20 years old, and I am currently attending the first year of my Bachelor's Degree in Philosophy, International Studies, and Economics at Ca' Foscari University of Venice.

Last autumn I was part of the organization of the VeUMUN 2017 as Secretary for the UN Women Committee. After that amazing experience, I could not miss the chance to be part of the second edition of the VeUMEU, and I am extremely delighted to be your **European Commissioner for the Second Directive - Safety of offshore oil and gas operations.**



My interests are mainly focused in the area of International Relations, in particular what concerns Human Rights and Humanitarian issues in a context of migrations and integration: the current situation the European Union is facing falls perfectly under my interests.

I strongly believe in the massive opportunities of a multicultural society: the dialogue between people of different cultures; if carried out with respect and open minds is extremely stimulating. That was what led me to spend one year in England when I was in High School and to decide to spend my second year of University abroad, in France in particular.

I am a passionate supporter of the importance of the knowledge of what surrounds us, which is why I believe that projects such as the VeUMEU have the possibility to empower our generation with a better understanding of the issues of our days and, why not, maybe contributing in finding a solution.

I really hope you (and I, actually!) will learn as much as possible from this experience and I am looking forward to meeting you all in San Servolo! Good Luck everyone!

Serena Carassale



Introduction to Directive 2

Introduction to the proposal for a Directive of the European Parliament and of the Council amending the Directive 2013/30/EU of 12 June 2013 of offshore oil and gas operations, amending Directive 2004/35/EC.

Proposal overview

The purpose of the Directive, with a retroactive effect, is to decrease the presence of major accidents relating to offshore oil and gas operations likely to have irreversible effects significant for the Union's energy supply. For that reason, the Commission aims to circumscribe their consequences, henceforth, improving the safety of the marine environment to maintain or achieve good environmental status by 2020 (according to *Directive 2008/56/EC*) and preserving coastal economies with respect to pollution, while implementing minimum safety conditions for offshore oil and gas operations and their exploitations. The aim of this Directive is also to provide a new assurance for the risk minimisation and the deployment in a suitable time of the most effective response in case of accident. The Commission will work jointly with its international partners to promote the implementation of the best practices on safety norms. Significantly, failure to implement the present Directive requirements will enact infringements penalties.

Moreover, the Commission aims at a clear definition of the responsible party which will have to be able and liable to pay for all the caused damages: the financial capability indeed represents a criterion for the requesting entity to receive the necessary authorisation. The aforementioned authorisation will be delivered by the licensing authority, which is required to consider both the technical and financial capability, such as the ability of the entity to ensure safe operations under every foreseeable condition, when delivering the license. It is defined that holders of authorisations are also liable operators with the not derogable responsibility to prevent and remedy environmental damages.

Operators and owners are required to include their offshore oil and gas operations conducted outside the Union in their corporate major accident prevention policy documents and shall take, in conjunction with the licensees, the primary responsibility for controlling the risks of the operations carried out by themselves and by contractors acting on their behalf. In order to start its operations, the operators have to submit to the competent authority a report in which it will be outlined the industry's policy of prevention of major accidents in all its installations in the seas and the necessary measures accorded to prevent and respond to them. It will also be the operators' duty to predispose emergency response plans starting from the installations' risk assessments and to outline the measures which will be adopted in order to coordinate the Internal and External emergency response plans, subject to the Member States' assessment.

Public participation in the decision-making process is outlined in Article 15 in which indeed is being encouraged with regard to the offshore oil and gas operations that may



possibly affect the European Union's environment, also for the outcomes of non-production installations.

It is of particular concern that the consultations mechanisms to be established by the Member States on a tripartite basis are to be conducted with the competent authority: the operator and the workers of the installations on the topic of preserving their conditions on the matter of health and safety during the time of the operations. Furthermore, these consultations will be compulsory at the relevant stages of the major hazards report drafting, accepted previous the competent authority's assessment.

According to the Commission, the competent authority responsible for the enforcement actions shall be independent, objective, and competent. To secure these criteria in states with high level of offshore oil and gas operation, a separation between the regulatory functions regarding the economic development and those regarding regulations will occur. Member States shall establish provisions in accordance with the *UN/EC Convention on Environmental Impact Assessment in a Transboundary Context (1991)* as offshore oil and gas operations in one Member State may significantly affect the environment of another. It is undoubtedly desirable the application of the corporate major accident prevention policy, for operators and owners registered in the territory of one Member State, even when carrying out operation outside the waters of the Union. Member States not allowing operations under their jurisdiction should still cooperate with other Member States and relevant third countries through contacts point to be prepared in case of accidents affecting their shores with consequent response and investigations. Reports on major accidents occurring outside the Union involving those registered companies should be demanded by the Member State and consequently shared at Union level, while periodic reports on activities and incidents should be provided to the Commission.

According to the Commission, cooperation should be promoted by the Union with third counties having jurisdiction over the Baltic Sea, the North East Atlantic Ocean, the Black Sea, and the Mediterranean. In regard to the Mediterranean, in conjunction with the present Directive, the Union accedes to the Offshore Protocol and the Barcelona Convention. Finally, the neighbouring marine environment of the Arctic waters should be highly considered for the important role played in climate change. Members States part of the Arctic Council should therefore promote the highest standards for environmental safety through the creation of international instruments on prevention, preparedness, and response to Arctic Marine Pollution. The value of collaboration between offshore authorities has been established across the Union by the European Union Offshore Oil and Gas Authorities Group, a promoter of efficient collaboration between National Representatives and the Commission.

Useful Definitions

In order to utterly understand the contents of the present Directive, the Commission evaluates as particularly significant the following commas of Article 2 (included in the introductory provisions) of the aforementioned Directive:



- Art 2 (3): '*Offshore oil and gas operations*' means all activities associated with an installation or connected infrastructure, including design, planning, construction,

operation, and decommissioning thereof, relating to exploration and production of oil or gas but excluding conveyance of oil and gas from one coast to another;

- **Art 2 (13):** “*licensing authority*” means the public authority which is responsible for granting authorisations or monitoring the use of authorisations as provided for in Directive 94/22/EC;
- **Art 2 (14):** “*competent authority*” means the public authority, appointed pursuant to this Directive, and responsible for the duties assigned to it in this Directive. The competent authority may be comprised of more or more public bodies;
- **Art 2 (17):** “*non-production installations*” means an installation other than an installation used for production of oil and gas;
- **Art 2 (18):** “*the public*” means one or more entities [Art 2 (7)] and, in accordance with national legislation or practice, their associations, organisations or groups;
- **Art 2 (34):** “*tripartite consultation*” means a formal agreement to enable dialogue and cooperation between the competent authority [Art 2 (14)], operators [Art 2 (5)] and owners, and workers’ representatives;
- **Art 2 (37):** “*major environmental incident*” means an incident which results, or is likely to result, in significant adverse effects on the environment in accordance with Directive 2001/35/EC.

Previous legislations

- **Directive 94/22/EC** of 30 May 1994 on the conditions for granting and using authorisations for the prospection, exploration, and production of hydrocarbons.
- **Directive 2003/35/EC** of the European Parliament and of the Council of 26 May 2003 providing for public participation in respect of the drawing up of certain plans and programmes relating to the environment and amending with regard to public participation and access to justice Council Directives 85/337/EEC and 96/61/EC.
- **Directive 2004/35/EC** of the European Parliament and of the Council of 21 April 2004 on “Environmental liability” with regard to the prevention and remedying of environmental damage.
- **Directive 2008/56/EC “Marine Strategy Framework”** of the European Parliament and of the Council of 17 June 2008 establishing a framework for community action in the field of marine environmental policy and represent the pillar of the Integrated Maritime Policy, relevant to the offshore oil and gas operations as it demand the linking of specific concerns from every economic sector aiming at ensuring understanding of the sea to develop coherent approach cohesive of all the social, environmental and economic aspect.
- **Directive 2011/92/EU** of the European Parliament and of the Council of 13 December 2011 on the assessment of the effects of certain public and private projects on the environment.



Legal Basis

- i. **Art 192 (1) of the Treaty on the Functioning of the European Union (TFEU)** according to which in the context of the establishment and functioning of the internal market and with regard for the need to preserve and improve the environment, Union policy on energy shall aim, in a spirit of solidarity between Member States, to ensure the functioning of the energy market; ensure security of energy supply in the Union; promote energy efficiency and energy saving and the development of new and renewable forms of energy; and promote the interconnection of energy networks.
- ii. **The precautionary principle (Art 191 of the TFEU)** is a method used to deal with the possibility of risks in situations where an incomplete scientific understanding is being faced. In the face of a morally unacceptable harm to humans or the environment, proportional actions hence interventions, shall be taken as a result of a participatory process, for the purpose to avoid or diminish that harm, which despite being scientifically plausible is uncertain. Ongoing scientific analysis shall define plausibility while uncertainty may apply to the possible harm.
- iii. **Aarhus Convention** provides for the access to environmental information (Art 4,5), participation of the public in environmental decision-making process (Art 6, 7, 8)
- iv. **The Offshore Protocol (From the “Barcelona Convention for the Protection of the Marine Environment and the Coastal Region of the Mediterranean”)** is a protocol for the protection of the Mediterranean Sea against pollution resulting from exploration and exploitation of the continental shelf and the seabed and its subsoil

Context of the Directive

In the Green Paper of the European Commission of 2006, it was said that the world was facing the new 21st century energetic scenario. It was outlined the issue of petrol consumption and the concern about its 20% demand increase since 1994, estimating that its global demand would increase of 1.6% per year. Moreover, the Commission highlighted the increased prices of petrol, doubled since 2004. During the day of the 20th of April 2011, the BP oil drilling rig Deepwater Horizon, operating a mile below the surface of the Gulf of Mexico in the Macondo Prospect, exploded leaking 185 million gallons (around 700 million litres) of oil into the waters: the largest spill of oil the history of marine oil drilling operations counts. A period of 87 days was required to cap the damaged area with substantial damages to nearby coastal areas, marine fauna, birds, vegetation, and to the fisherman of the areas.

The impact of the disaster led to a debate in the European Parliament which resulted in the resolution of 13 September 2011 on facing the challenges of the safety of offshore oil and gas activities. As a consequence, in 2013 the European Commission adopted a scheme of regulation proposal of the European Parliament and the Council on the safety of offshore activities in order

to set higher and shared security standards with the purpose to limit the possible consequences in case of accident, hence increasing the environmental protection, which resulted in the present Directive 2013/30/EU.

In Europe, offshore hydrocarbons' production is active since the late 1960s; nowadays, around the 90% of crude oil and more than 60% of the gas produced by the European Union (including the Kingdom of Norway, Lydhveldidh Island, and the Principality of Liechtenstein) come from offshore activities, with more than 1000 installations.

Limits of the Directive

The need to encourage public participation, Art 5

According to Art 5.1 (c) relevant information about the planned offshore oil and gas operations are going to be made available to the affected public through unspecified "appropriate means" (Art 5.1(a)). The Article lacks mention of any educational program on the topic of the aforementioned operations which could allow a wide public participation on an egalitarian basis and thus avoiding the topic to become instead an elitist priority. Further worries of this Commission concern the not retroactivity of the whole Article 5, meaning it does not apply to areas covered by authorisations (licensed) before 18/07/2013, thus excluding the public to have a voice on the majority of the installations.

Liability for environmental damages, Art 7

Under Article 7, it will be required for Member States to ensure that the licensee, hence the holder of the petroleum licence, is financially liable for the prevention and remediation of environmental damages. The issue in regard with that is that the provision does not appear to be utterly consistent with the *North Sea Joint Operating agreements'* contractual allocation of liability. To comply with the Directive, the standard liability apportionment in the North Sea Joint Operating agreements has to be addressed. Furthermore, it is in the belief of this Commission that the Member States' National Government will be required to consider whether the assumption of liability for pollution damages from the operators, distinct from the licensees under the Offshore Pollution Liability Association regime, is to be considered compliant with Article 7 of the present Directive.

The competent authority, Art 8, Annex III

It is in the belief of this Commission that the appointment of the competent authority should be subject to consultations between the Commission and the relevant Member State in order to ensure the competency and neutrality of the designed authority. Furthermore, additional specifications are required on the number of bodies composing each Member States' competent authority, being it proportionate to the involvement of the State offshore and gas operations. In addition, according to this Commission, it will be advisable to separate the safety and environmental issues, delegating each of them to separate bodies in order to be sure that both the topics are treated not only in an equitable manner (Annex III, 1(a)) but continuously in spite of the circumstances affecting one or the other, which may indeed induce the authority (if single and in charge of both the issue) to let one of the two issues prevail.

Offshore oil and gas operations conducted outside the Union, Art 20

All the Companies registered in the Member States' territory and conducting, themselves or through subsidiaries, operations outside the Union in the quality of licensees or operators are required to report, at the National Government request, the



existing circumstances of their involvement in any major accident of their concern occurring outside the territory of the European Union. It is a concern of ours the discretion allocated to the Member States to specify what information are required in relation to the aforementioned accident. That freedom may induce companies to deal with substantial information requests or on the contrary to a superficial analysis from the State of the accident. According to the preambulatory clauses of the present Directive, the requirement to submit this report shall not interfere in the accident legal proceeding, but, in spite of that, it is in the Companies' awareness the notion of the liability implications due to the divulge of such information which may indeed result in an only partial sharing of the facts.

Commission notes on Offshore Oil and Gas Operations

- **The power of the Competent Authority, Art 18**

The authorities arranged by each Member State in charge of releasing licenses have the duty to grant the authorisation to start activities of hydrocarbons production in Unional waters will only be granted to the operators in possession of sufficient technical and financial capabilities. Those capabilities are required by this Directive in order to ensure the assessment of the safety of the offshore oil and gas operations and the environmental protection. It has also been conferred to the Member States' authorities, legal faculty, and all the necessary resources, to enact executive effective measures: it will also be prerogative of the arranged national authorities to decide whether to proceed with the cessation of the operations if they fail to pursuit the parameters of the present Directive.

- **Liability of the operators pursuant Art 7 of the present Directive**

The operators of the hydrocarbons sector will be utterly responsible for the environmental damages also concerning those affecting protected marine species and natural habitat according to Directive 2004/35/EC. In a case in which damages to water would occur, the geographical area will be extended to cover all Unional Waters, including the Member States' Exclusive Economic Zone and the continental platform subject to the coastal member states' jurisdiction. As the European Union is party to the United Nations Convention on the Law of the Sea, in the current Unional normative assessment, the environmental responsibility for the damages to waters in circumscribed to the territorial waters, hence extending to 12 marine miles from the coast.

- **Investigations, Art 21,22**

The competent independent national authorities responsible for the security of the installations will verify the dispositions and the safeguard of the health and the environment. Moreover, it will also be duty of the competent mentioned authorities to verify to capacity of the drilling rigs and of the oil platform to respond to emergency situations. In regard to the drilling rigs and oil platforms, investigations conducted by the competent authority will be carried out to control the activities taking place in there. Investigations will be carried out also following individual concerns, whose



anonymity will be granted by the present Directive. Following the investigations, the collected data will allow the competent authority to assess the operators and take decision on the future of the operations.



The European Parliament



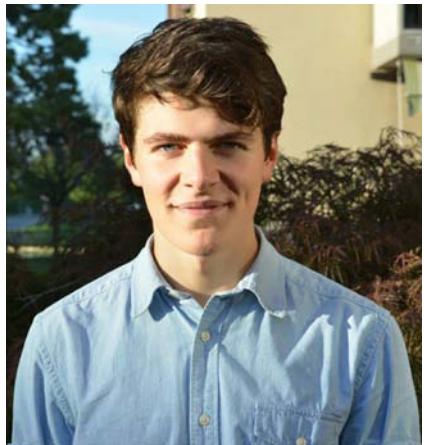
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The European Parliament

Staff Profiles



Hello everyone,

I'm Simone Foresti, and I'll be working with you at San Servolo as **President of the European Parliament!** I'm currently attending the second year of my Bachelor's Degree course "Philosophy, International Studies, and Economics" at Ca' Foscari University of Venice and this is my fifth political simulation - the second one as member of the organization - so far. Last year I was a member of the European Parliament in occasion of the first edition of the VeUMEU, and this makes the 2018 experience even more special to me.

In my opinion, participating in the VeUMEU 2018 means first of all to seize a unique opportunity of getting in touch with the world of European institutions in a breathtaking scenario like Venice. Every occasion to deepen and learn about the historical causes and the political thoughts at the core of nowadays international phenomena and then discussing about that with other students has always meant to me an opportunity to meet up with incredibly smart people and a source of memories that I will always carry with myself.

I'm sure that this experience will prove unforgettable for all of you delegates too, and that you will be able to put yourselves at stake to the best of your abilities, learning how to relate - in the most aware and constructive way - to this precious common house of us that is a united Europe.

See you all very soon!

A handwritten signature in black ink that reads "Simone Foresti".

Hello! I am Stella Brambilla and I will be the **Vice-President of the European Parliament** for the second edition of the VeUMEU.

I am at the 3rd year of my Bachelor's Degree in Philosophy, International Studies, and Economics here at Ca' Foscari University of Venice. I have chosen this course of studies because I believe that having a multidisciplinary education is fundamental to have a better understanding of the phenomena, and

last November I took part at the VeUMUN where I represented Iraq at the UN Women Commission and I won the "Best Delegate" Award.

I enjoyed the experience so much that after it, I decided to become a member of the Venice Diplomatic Society so



that I could give my contribution to the projects and activities we organise, such as this second edition of the VeUMUN.

I am strongly convinced that the MEU experience will be of a strong importance for you all, since it is a great opportunity to better understand the dynamics and the works of the European Union. At the same time, I think it could be an opportunity to enhance your horizons. I am sure that all together we can make a fantastic job and make this experience amazing.

Stefka Bozankova



Hello everyone and welcome to the 2nd edition of VeUMEU 2018.

My name is Antonia Vignolo, and I will have the honor of being your **Secretary in the European Parliament**. I am a 3rd year Philosophy, International, and Economic Studies student, and I fell in love with MUN after participating to the University of Birmingham MUN in 2017. Following this experience, I have attended the first edition of VeUMEU in May 2017, where I was awarded an honorable mention, and to the Harvard National MUN in February 2018. All these experiences have been gratifying from both an academic and a humanitarian perspective. I had the chance to not only learn about new

gripping topics which I otherwise would have not the possibility to, but I had the luck to meet highly motivated and interesting students coming from all over the world. Discussing with very passionate people coming from different countries that have different cultures is a unique experience that can broaden your cultural horizons and render your thinking even more flexible. For this reason, I highly encourage you not to be afraid of taking the word and being active during the debate. Be positive and do not miss the chance to experience to the fullest such a precious event which will very likely open the doors for further exciting experiences and probably help you understand the next steps for your future career path.

I am looking forward to meeting you all in May and please do not hesitate to contact any of the VeUMEU staff with your questions.

Best of luck to you all with your preparation for VeUMEU 2018!

Antonia Vignolo





Hello everyone!

My name is Gabriele, and I am your **Page for the European Parliament**. I am 23, and I live in Venice where I was born and grew up. I am currently studying “Scienze del testo letterario e della comunicazione” at Ca’ Foscari University of Venice, and I’m in the 3rd year of my Bachelor’s: almost at the end of my cycle of study. I am very likely to write down my thesis about dance, in particular how literature, since XVIII c., has dealt with it.

I’ve never heard about Venice Diplomatic Society before meeting Filippo and Thomas, but from the very beginning I undoubtedly appreciated the principles VDS relies upon. My first experience in VDS has been ASL, ie Alteranza Scuola Lavoro, at the Berto high school in Mogliano Veneto. My colleagues (Serena and Filippo) and I had the opportunity to talk with students about the United Nations, since that project bases on the organisation of a mini Model UN for high school students. The VeUMEU 2018 is the first simulation in which I will partake, and I am really glad to be your European Parliament’s Page.

Currently, I left my job to complete my degree. I have been working for the past three years at Frulà. Initially I was a bartender, then a salesman, and, at the end, one of the marketing managers. I honestly believe that my duties there let me grow and improve my team building, communication, and relational skills. Also, I’m a dance instructor. I started with Caribbean dance in 2012, and this year I received a diploma in it. In 2014 I won the National competition for the youth category, and now I compete in the adult master classes. What I aim for next is finding somehow to blend both my passions for dance and literature.

Looking forward to meeting you all!

A handwritten signature in black ink, appearing to read "Gabriele".



Role of the European Parliament

The European Parliament: Overview.

The European Parliament was established in 1952 as a Common Assembly of the European Coal and Steel Community. Later, in 1962, it was appointed as the European Parliament where the first direct elections were held back in 1979. It is located in Strasbourg (France) and Brussels (Belgium). It is composed of 751 MEPs (Members of the European Parliament), and the current president is Antonio Tajani. There are three main roles of the European Parliament:

1. Legislative: it passes EU acts based on the EU Commission's proposals, it has the main voice on international agreements according to the TFEU, and it reviews the Commission's work program.
2. Supervisory: it monitors the democratic scrutiny of all EU institutions, it examines citizens' petitions and sets up inquiries, and it discusses monetary policy with the European Central Bank (ECB).
3. Budgetary: it approves the EU budget.

How does it work?

The work of the European Parliament entails two stages:

1. Committees: they prepare legislations. The Parliament relies upon 20 committees which examine the proposal for legislations, and the MEPs may amend or reject these proposals.
2. Plenary sessions: their aim is to pass legislations. This important passage occurs when all the MEPs vote for the proposed legislations to be passed.

The number of Members of the European Parliament is 751 and they are grouped by political affiliation.

The European Parliament at VeUMEU 2018

During VeMEU 2018 there will be the same political groups as in the real Parliament. The only difference is that, due to the reduced number of participants, the MEPs will not be 751 but between 50-60. Each of the MEPs will belong to a specific party, thus everyone is representing the idea of the party and the faction he or she belongs to. In our model, we will have group leaders, which are expected to represent the faction in the conferences and during the sessions.

Moreover, the main work of all the MEPs will be taking place during the plenary sessions and the faction meeting, a crucial moment for our model. During this important debate, MEPs are expected to come up with amendments which will be discussed during the plenary session. So, each party or group (say, all the GREENS from the different countries) will



be expected to gather and write amendments they believe crucial during their faction meeting.

The Plenary Session of the European Parliament

The plenary session of the VeUMEU EP will be chaired by the President and the Vice-President: they will be in charge of guiding the meeting through smooth and effective debates. Both the President and the Vice-President will be MEPs, as in reality, BUT they will not take part in debates nor vote during the session.

The importance of the plenary session is to create an effective and working environment for the amendments to be passed or rejected. Under the plenary session, each group will have to present its own line of argument: it will be used to reach consensus (or majority) in the Chamber. The work of the MEPs is to shape the Parliament's general position on the topics we will be discussing. During the plenary session, the talks will go through debates in which the position of each group will focus on the "topic of the day". No other topics will be discussed during the session due to the lack of time (be prepared not to waste time during the meetings by talking about completely other things! Remember that inappropriate speeches will be cut off by the President of the EP).

The Faction Meetings at VeUMEU

The main purpose of the faction meeting is to give MEPs time to debate and form their position within their groups. There will be no other part sharing that moment, as it is a "private time" for the groups' MEP. The faction will be chaired by the group leader. The main goal of the private meeting is to agree on the line of the faction's argument: this is to say that during the faction meeting all the MEP are free to propose their opinion (of the party they are modeling). This is why it is crucial to know what is the point of view of the party you are presenting (your personal opinion is not important now!).

The faction meetings will be taking place during the Parliament conference as a way to define which is the group's argument's line. Yet, group leaders shall be very effective in paving the path for the success of his or her own group. Here, the role is to be aware that some MEP might disagree on something and the standpoint of the faction might not be reached immediately. If so, the leader might use a voting system inside the faction to define the viewpoint.

Negotiations with other factions should be reached ONLY AFTER the group has fixed its own ideas.



Position of Factios for Directive 1

Dear Participants,

Here you will find a brief description of the Factios' positions in the Parliament regarding the topics of discussion. Please, keep in mind, however, that the following statements are to be considered as general remarks about the policies or political trends of the States: they can guide you in understanding how to better represent your country and develop ideas and positions accordingly. If you happen to have any doubt, do not hesitate to ask the Commission.

Best of luck to all of you,

The Parliament Team.

GUE/NGL

This group believes that education is a common good, and that ensuring access to quality education must be a priority for the European Union. It states that education must be provided by public services for everyone, starting from children, minors, adults, migrants, and immigrants.

It challenges the marketisation and the profit-orientation in planning and delivering the education system. It states that students are not consumers. It encourages a collective reflection regarding policies and initiatives to ensure education as a common good.

S&D

The S&D faction considers education as a fundamental right and not only this, it states that education plays a fundamental role in avoiding conflicts. Therefore, the EU should invest and focus on the access to education. It safeguards the Erasmus+ programme, since it has enhanced the skills, both professional and personal, of the participants. Moreover, it thinks that the European education and training system needs to upgrade and to adapt to the continuously changing social and economic context.

GREENS

It fights for a protection of fundamental rights in the EU. More precisely, it believes that the EU should improve the report's section on asylum, migration, economic and social rights, and non-discrimination. It proposes an open society.



ALDE

According to the liberal tradition, the ALDE group proposes a renewal of the European democracy, a new Euro-zone reform, and, especially, it is strongly engaged in proposing rights and freedom. It thinks that education is a pillar in a liberal society. Moreover, it states that the European Union should ensure to its researches and innovators an access to knowledge also produced outside.

EPP

The EPP group sustains the expansion in relation for the European Union. They are in favour of creating special relationship with third-countries. Therefore, it sustains an enhancement of the European Neighbourhood Policy. It promotes the dissemination of culture and, at the same time, the protection of cultural and linguistic diversity. Moreover, it recognises the need of a modernisation of education in the European Union.

ECR

The group supports mobility and exchange programmes. It believes that they positively contribute to an enrichment in skills, and they help students to become competitive in a global environment.

EFDD

The EFDD focuses on a co-operation among sovereign European countries while rejecting the creation of a single centralise European super-state while fostering the concept of direct democracy.

ENF

It is strongly Eurocentric and aims at defending the rights of sovereignty and independence of European nation-states.



Position of Factios for Directive 2

Dear Participants,

Here you will find a brief description of the Factios' positions in the Parliament regarding the topics of discussion. Please keep in mind, however, that the following statements are to be considered as general remarks about the policies or political trends of the States: they can guide you in understanding how to better represent your country and develop ideas and positions accordingly. If you happen to have any doubt, do not hesitate to ask the Commission.

Best of luck to all of you,

The Parliament Team.

GUE/NGL

The GUE/NGL group argues that Europe urgently needs a medium-long term plan aiming at protecting the environment and investing in the sustainable energy sector. The parliamentary group is particularly sensitive to the negative impact of fossil fuel extraction operations on the environment, resulting sometimes in unrepairable environmental damage and possible reduction of food self-sufficiency for Europe, due to pollution.

They push for supporting and enforcing both health and working rights of local inhabitants, and they are in favor of abolishing subsidies to the fossil fuel industry, considering that energy *of a past generation*.

S&D

The S&D group has always worked to achieve growth and consequent job creation, as well as social justice and sustainable development. Opting for a greener future is for them a synonym of transition to a carbon-free energy system. This involves the renewal of European industries, combining the will to create new growth and new jobs more ambitious and binding as Europe targets for the reduction in greenhouse gases, sea pollution, and the risk of environmental damage. Research, development, and education must be key points in the creation of environmental technologies and in the improvement of energy efficiency. In particular, social democratic values would lead to support small and medium-sized enterprises, especially if innovative, rather than the multinational energy giants.

In order to implement their objectives on the environment, they think that increasingly stringent regulation in the field of fossil fuels extraction should be flanked by policies on recycling and incentives for energy efficiency, so that an effective transition to a circular economy and to the use of renewable sources of energy can be possible.



GREENS/EFA

The Greens are, as the name suggests, among the protagonists and major supporters of Green Innovation policies such as the rethinking of the use and production of energy. They are convinced that in order to avoid conflicts of interest, inefficiency, and corruption, States should ensure a clear distinction between the regulatory functions relating to the environment and health, and the regulatory roles in the field of economic development. They support more incisive measures in favor of transparency and information-sharing between public and private sectors and between Member States.

The group is convinced that Europe must take on the role of a global leader in environmentalism in order to be a source of inspiration for other international actors and taking up a vision of the future starting from the protection of biodiversity and the promotion of sustainable human lifestyles.

ALDE

The ALDE group aims to make Europe a world leader in the field of environmental protection according to the logic of eco-liberalism that they see as possible, effective, and necessary to find a synthesis between market rules and the need for reforms in various fields of human living such as the environment, energy, and security. For decades, liberals have supported policies on sustainability, energy production, and common European green policy sure that the balance between investment projects and environmental legislation is reached when the natural will of the entrepreneur of making a profit meets the common need of the Europeans to invest in particularly safe technologies with zero environmental impact. ALDE MPs are convinced that these global challenges can create opportunities and represent a potential for the development for the European states involved, but only if they choose not to put their individual interests before the shared ones.

EPP

The EPP group believes in the potential for sustainable growth in a market economy based on the principle of environmental sustainability. Since environmental protection cannot be achieved by individual states alone, the European Union must fight against environmental degradation in general, especially with the loss of biodiversity, while contributing to the conservation and regeneration of natural resources (air, water, and soil). At the same time, it is necessary to focus more and more attention on renewable energy sources and gradually reduce the production of unsustainable energy. This parliamentary group considers of fundamental importance that the Union adopts common energy policies aiming at reducing European dependence on energy imports as well as policies that can reform lifestyles to the demand for intelligent green growth, which would create opportunities for companies to improve their competitiveness by developing new sustainable technologies, to create new jobs, and to reduce accidents both at the labor and the environmental levels.



ECR

The ECR group looks favourably at the concepts of sustainability and clean energy but also puts much interest in energy provision security. The sovereign integrity of the nation state, as well as the support for free enterprise, competitive trade, minimum regulation, and tax relief as an incentive for companies, are their pivotal points, and they are quite critical of over-stringent or ambitious targets such as European restrictions on private or national freedom of action, which would result in their view in a reduction in competitiveness for European energy industries.

EFDD

The priority for the EFDD group is to make European countries globally competitive in the sector of energy production and they consider environmental restrictions too binding and of dubious legitimacy as imposed by a political power perceived as far from citizens. According to the EFDD, Europe's problems cannot be solved by an increase in the number of policies, greater political integration, and more bureaucratic complications. Due to differences within the group regarding environmental issues, however, some of the parties could consider on some occasions to vote differently with respect to the group.

ENF

The ENF group is opposed to any form of increase in European integration between member states and rejects the idea of creating global regulations in order to protect the environment as actions from a single supranational community that is independent and far from the will of individual sovereign states. They are not opposed to environmentalism itself, but they are convinced that ecologist movements should have a patriotic imprint in opposition to those international negotiations binding signatory states without considering the specialty and peculiarities of each of them.



The Council of European Union



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The Council of European Union

Staff Profiles

WELCOMING MESSAGE FROM YOUR PRESIDENT, VICE-PRESIDENT, AND SECRETARY:

The board of the Council of the European Union is extremely pleased welcome you all to the second edition of the Venice Universities' Model European Union. We are looking forward to working with you on these incredibly challenging issues.

Before getting started, let us introduce ourselves.



Hello everyone!

I am very honoured to welcome you to the second edition of the Venice Universities' Model European Union as the **President of the Council of the European Union**. My name is Alessandra Biscaro, and I am a 22-year-old student of a Master's degree in International Comparative Relations (Cross Cultural Curriculum) at Ca' Foscari University of Venice. I am deeply interested in European law and human rights. My final dissertation dealt with the jurisprudence of the ECHR and the IACtHR regarding women's rights, and in the future I would like to work in this field.

During my Bachelor's degree in Languages, Culture, and the Science of Language, I had my first experience in the Rome MUN 2017 representing the delegation of Turkey in the General Assembly. This experience was one of the most inspirational ones I have ever had so far as I had the opportunity to test myself and improve my skills. As a result, I have joined the Venice Diplomatic Society and I took part in the organisation of the first edition of the VeUMEU 2017, serving as Secretary of the European Parliament. I was also part of the last edition of the VeUMUN 2017 in the role of co-chair of the UN Women committee. Last March I had the chance to participate for the second time in the Rome MUN 2018 representing the delegation of Luxembourg in the historical committee of NATO, in which I won the award for the Best Position Paper. We simulated the 9/11 attacks to the United States, and this experience was very inspiring because it taught me that, even if we are young students, we can contribute to create a better world and make things change.

For this second edition of the Venice Universities' Model European Union I am honoured to be the President of the Council of the European Union. This year's directives on the *Conditions of entry and residence of third-country nationals for the purposes of education* and on *Safety of offshore oil and gas operations* are extremely difficult, but I am sure you will be able to tackle these important issues.



I am pleased to be part of the VeUMEU 2018 team and I am looking forward to working with you!
Hello everyone!

Alessandro Bisocovo

My name is Lorenzo Di Chiara, and I am 19. I am from Lecco, but I currently live in Venice, where I am attending the first year of my Bachelor's Degree in Foreign Languages – Political-International Curriculum at Ca' Foscari University of Venice. I study German and Russian.

I am extremely honoured to be your **Vice-President of the Council of the European Union** on this second edition of the Venice Universities' Model European Union. I joined Venice Diplomatic Society in October 2017, and I took part in the organisation of the VeUMUN 2017 as Secretary for the Security Council. It was an amazing and enriching experience! I was also involved in the organisation of a small-sized MUN in a high school (for the project of Alternanza Scuola Lavoro) where I chaired a session of the UNEP Committee.



These experiences further increased my already present interest in the field of International Relations and Human Rights, and they really gave me a chance to understand how international organisations work. I strongly believe that even through small actions and by becoming more aware of the dynamics of the world surrounding us, we can contribute to change our world for the better and reach the goal for a more egalitarian society.

An amazing opportunity lies in your hands, and I hope you are all going to make the most out of it! I cannot wait to meet you all in San Servolo!

Lorenzo Di Chiara





Dear Ministers, Deputies...Hello!

My name is Laura Bassan. I am 23 years old and I'm currently enrolled in the 2nd year of the Master's Degree in Comparative International Relations at Ca' Foscari University of Venice with a specialization in Cross Cultural Relations. I am really pleased to be the **Secretary of the Council of the European Union** during this second edition of the Venice Universities' Model European Union. I am a former member of AIESEC and currently a member of Venice Diplomatic Society.

Since I have started the Master's Degree, I have been given the chance to participate in a great many extracurricular activities which enriched my knowledge in the field of international relations. As a matter of fact, last year I took part in the first edition of VeUMEU acting as a Member of the Parliament in the EPP group representing Latvia. It was the first time on a Model European Union simulation, and I could immediately feel the spirit of collaboration, cooperation, and mediation amongst the delegates that made the VeUMEU a unique experience.

This VeUMEU made me think on a potential future professional career in the field of international relations that on July 2017, along with other students, I applied for the scholarship to participate in the Harvard National Model United Nations to challenge myself even more in a different environment, that of the United Nations. I was really excited and honoured to be selected for such remarkable and important event which every year gathers thousands of students from all around the world! I understood the power that collaboration and cooperation have in dealing with current international issues and on a broader perspective in reaching compromises and joint solutions.

You will be asked to do the same during the VeUMEU 2018: to act like real Ministers in order to obtain a deeper understanding on the functioning of the Council, to be proactive, and to be ready to promote your country position on the topics of *Education* and *Environment*.

I look forward to meeting you and working with you all!

A handwritten signature in black ink that reads "Laura Bassan".



Dear participants,

I am Enrico Rossetti, and I am at my last year of the Bachelor's degree in Psychological Science at the University of Padova. Moreover, in the current semester I am attending the Globalization Program at the Venice International University where I found the occasion to combine my current area of study with topics which I really care about such as urban studies and the relationship between local entities in a global network through the practice of policy making.

Consequently, to studying experiences in the Netherlands and Denmark, I understood the importance of the European Institution and international affairs, and indeed this awareness has carried me to the participation at this year VeUMEU with the role of **Page for the Council of European Union**.



I am looking forward to meet all of you in the Island!

A handwritten signature in black ink, appearing to read "Enrico Rossetti".



Role of the Council

The Council of the European Union

The Council of the European Union was established in 1958 and is located in Brussels, Belgium. Together with the European Parliament, the Council is the main decision-making body.

The Council is formed by the government ministers of each EU country. Each time the Council meets, being formed by ministers in charge of a specific matter, it assumes different configurations depending on the issue.

The Ministers' duties include: negotiating and adopting EU laws together with the European Parliament based on proposals from the European Commission, coordinating EU countries' policies, developing the EU's foreign & security policy, concluding agreements between the EU and other countries or international organisations, and adopting the annual budget for the EU together with the European Parliament.

Moreover, the Council defines and implements EU foreign and security policy on the basis of the guidelines set by the European Council. Together with the High Representative of the Union for the Foreign Affairs and Security Policy, it ensures the unity, consistency, and effectiveness of the EU's external action.

The presidency of the Council rotates among the EU member states every six months for a 18 months period. Member states holding the presidency work together closely in groups of three, called "trois," in order to set long-term goals and prepare a common agenda determining the topics and major issues that will be addressed by the Council. This is wiith the exception of the Foreign Affairs Council, which is always chaired by the elected EU High Representative for Foreign Affairs and Security Policy (currently Federica Mogherini).

Discussions and decisions are public. Depending on the issue under discussion, the Council of the EU takes its decision by simple majority (15 member states vote in favour), qualified majority (55% of member states, representing 65% of the population of the Union), or unanimous vote. In order to pass, decisions require a qualified majority (55%, namely 16 countries out of 28); a simple majority, instead, is required for procedural votes.

(<http://www.consilium.europa.eu/en/council-eu/>)



Position of Ministers for Directive 1

Dear Participants,

Here you will find a brief description of the Member States' positions in the Council of the European Union regarding the topics of discussion. Please, keep in mind, however, that the following statements are to be considered as general remarks about the policies or political trends of the States: they can guide you in understanding how to better represent your country and develop ideas and positions accordingly. If you happen to have any doubt, do not hesitate to ask the Commission.

Best of luck to all of you,

The Council Team.

Austria

The OeAD GmbH (Österreichischer Austauschdienst) is the central service centre for European and international mobility and cooperation programmes in the fields of education, science, and research. The OeAD GmbH advises, promotes and provides support to strategic development and provides guidance to implementation measures. It analyses international development and uses this information to form recommendations and measures. The core business is the exchange of people across the age and educational spectrum. In doing this they support institutional cooperation in Europe and worldwide, manage international cooperation programmes, and coordinate and support their implementation. Mobility projects in Erasmus+ support study and training periods abroad in general education and vocational education and training. The aim is to achieve positive and sustainable effects for the participants and the participating organisations. The projects support the mobility of learners, teachers, and staff at educational institutions. OeAD supports for pupils, teachers, and the school system: cooperation of actors in education (higher education institutions, schools, authorities, NGOs, companies, etc.) to learn from each other or try something new.

- partnerships between schools and kindergartens from different countries
- learning periods of youngsters (14 years or older) at partner schools abroad (this is only possible within the framework of school partnerships)

Sparkling Science and **Young Science** support cooperation between science and schools by means of:

- research projects in which scientists and pupils carry out research together
- the research contest Citizen Science Award, in which school classes send data, pictures, or evaluations to research teams

Belgium

Under the Belgian constitution (Art. 127-133) the relevant areas of responsibility of the communities – and these also include intercommunity and international relations – are the exclusive competences of these communities. For them, opening the community to



the outside is necessary not only from practical considerations but also in addition a central element of their autonomy defined in the constitution and their identity. The national Agency responsible for the education and training section of Erasmus + is AEF-Europe.

Bulgaria

Bulgaria is actively participating in the building-up of the European Area of Education, taking part in different European initiatives, programmes, and projects, launched either under the umbrella of the EU or by international organisations active in the areas of education, training, and youth (such as the Council of Europe, UNESCO, OSCE, BSEC, ERI SEE, UN education targeted activities) enabling the country not only to gain a better understanding of common educational policies but also to gather and exchange experience in the respective areas, benefiting from the established European cooperation. Bulgaria has also been very engaged in encouraging exchange of information and best practices, studies and research, and teacher training (educational projects of regional importance in particular) at a regional level. Bulgaria participates in the Euroguidance and Europass initiatives of the European Commission aiming to further promote and facilitate mobility (Europass coordinator - Mrs. Elena Mircheva and Euroguidance coordinator - Mr. Lachezar Afrikanov).

Croatia

Croatia strives for international cooperation at all levels of education from pre-school to higher education, including adult education. National priorities are in line with Education and Training 2020, the Bologna Process, and the Copenhagen process. Internationalisation of education, especially higher education, is an integral part of all strategic documents at national and institutional level. Through programmes and funds, both national and EU, funds are secured to implement initiatives and measures to increase the internationalisation of education, learning mobility, and working mobility.

In accordance with the “Youth on the Move” initiative of the Europe 2020 Strategy, the young people’s opportunities for learning mobility have been recognised as an important instrument and factor for accomplishing better employability of young people. Internationalisation and mobility are also among the strategic goals chosen by public higher education institutions when negotiating with the Ministry of Science, Education, and Sports on signing pilot-programme contracts by which new outcome-based funding models are initiated. Croatia fully utilises these community programmes supporting learning mobility.

During the long pre-accession period, Croatia has participated in the Tempus programme for 9 years. The Agency for Mobility and EU programmes, established in October 2007 as the National Agency (NA) for the management of the Community programmes pursues activities of some other European programmes in the area of education and training, including Erasmus Mundus, TEMPUS, as well as the Europass and Euroguidance initiatives. The agency also offers administrative support to the National Bologna Expert Group and to the National ECVET Experts. Within the activities of the European Research Area (ERA) the Agency also acts as a bridgehead organisation of the EURAXESS National Centre.



Cyprus

Cyprus has a tradition of internationalisation since its Independence in 1960. Following Independence, Cyprus maintained close co-operation with international organisations, like UNESCO, the United Nations Development Programme (UNDP), and the International Labour Organisation (ILO). Most of the public non-university level institutions of higher education were established as joint projects between the Cyprus government and these international organisations.

Of much great importance for the island's education system was the accession of Cyprus to the European Union in 2004, which brought in focus the European and international dimension in education. Cyprus has not enacted any special legislative regulations regarding the introduction of the European and international dimension in education. However, both before and after accession the European dimension became a major strand of the government's educational policy with important developments in this area, such as the adoption of the Eurydice project in 1980, joining the Socrates Programme in 1997 and its substitute, the Lifelong Learning Programme 2007-2013, and the signing of the Bologna Process in 2001. By signing the Bologna Process, Cyprus has signaled its support of the main objectives of the initiative, namely the increase in mobility and employability of European higher education graduates.

Czech Republic/Czechia

The Youth Strategy 2014-2020 clearly defines youth mobility as one of the priorities as the Strategic goal number 5. The main focus should be to support an increase in cross-border mobility of youth, namely through the following measures: to contribute to the improvement of the language skill as a tool for increasing young people's self-confidence for mobility; to motivate youth to international mobility through seminars and other activities; to support individual as well as group forms of mobility; to support projects with international participation, cross-border networking, and partnership; to strengthen awareness of youth about the possibilities of mobilities through schools, school facilities, and non-governmental organisations; to adapt content and forms of information service for youth to the target group and present situation; to raise awareness of stakeholders about recognition of competences and knowledge acquired during the mobility; and to support motivation of stakeholders to recognise competences and knowledge acquired during the mobility. (https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-11_en)

Denmark

Danish schools and educational institutions have a long tradition of different forms of international co-operation, i.e. exchange of students and teachers. The Lisbon Convention and the Bologna Process have brought more focus on different aspects of internationalisation of education among Danish political parties, and up until now, it has been the aim of internationalisation of education to ensure that:

- Danish education programmes measure up to the best in the world,
- Danish research programmes can meet the highest international standards, and
 - Danish programmes are up-to-date and attractive.



The Danish Ministry of Children and Education and the Danish Ministry of Science, Innovation, and Higher Education ensure that the globalisation strategy on internationalisation of education is implemented. The administration of and information on Denmark's participation in international education programmes and the assessment of foreign qualifications have been further enhanced since January 2005 by gathering all problem-solving activities into the Danish Agency for Universities and Internationalisation, which is an agency within the Danish Ministry of Science, Innovation and Higher Education.

The Danish Agency for Universities and Internationalisation supports mobility and study abroad, the international dimension in education, recognition of foreign qualifications, international cooperation, and the marketing and promotion of Denmark as a study and work place.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-18_en)

Estonia

The more important directions and choices in Estonian education have been set out in the Estonian Lifelong Learning Strategy 2020, which emphasises, *inter alia*, the importance of openness, tolerance, and international cooperation in the development of the lifelong learning system. Additionally, the strategy highlights the relevance of internationalisation in the preparation of employees in the areas of economic growth. Estonia has most opportunities for international mobility at the higher education level with respect to both incoming and outgoing students. While in the European higher education the target for those with mobility experience among graduates is 20% in 2020, the objective of the Estonian higher education policy is not only enabling an experience of mobility to Estonian students but also increasing considerably the share of foreign students in Estonia.

The Archimedes Foundation, under the Ministry of Education and Research, implements national, international, and European Union education programmes, coordinates the award of different grants and scholarships, and engages in marketing of higher education abroad. The activities relating to marketing of higher education abroad are carried out under the brand name of Study in Estonia. In 2015, Study in Estonia organised, in addition to marketing activities, also the fair Work in Estonia, bringing together foreign students and employers.

With a view to increasing mobility, several scholarship programmes have been developed. The greatest of the scholarship programmes promoting the internationalisation of higher education is the Dora Plus 2015-2023 funded from the European Regional Development Fund. The programme aims at increasing the popularity and attractiveness of Estonia as a place for study and research and the international competitiveness of the education provided by the institutions of higher education.

France

In the context of the Bologna Process, France took part in the drafting of reference criteria for learning mobility. Regarded as a vector of academic success, mobility is promoted by France's public authorities through programmes and schemes with a wide range of aims, including the shaping of world citizens, facilitating continuation of studies in another country, and giving students access to a wider (international) labour market. The



various mobility schemes in Europe and across the world provide concrete experience in linguistic and cultural learning. They are intended for a wide public (schoolchildren, apprentices, and stakeholders in the education system), are essentially carried out for the purpose of learning, and are components of educational projects. At national level, a variety of authorities are involved in development of European cooperation in education, and in opening up the education system to the international scene. They include the Directorate for European and International Relations and Cooperation (DREIC – Direction des relations européennes et internationales et de la coopération), which coordinates the Department of Education's European, international, and cooperation policies; the Europe-Education-Formation France Agency (A2E2F), which contributes to implementation of the action programme in the field of lifelong education and training and which is overseen by the Departments of Education, of Higher Education and Research, and of Labour, Employment and Health; and the International Centre for Pedagogical Studies (CIEP – Centre international d'études pédagogique), a body under the supervision of the Departments of Education and of Higher Education and Research, which, among its other activities, is responsible for the promotion and financial and administrative monitoring of teacher mobility programmes. At bilateral level, major partnerships have been formed with many countries in Europe and beyond.
[\(\[https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-23_en\]\(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-23_en\)\)](https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-23_en)

Finland

The Finnish National Agency for Education is the main agency for implementing policies in the field of international co-operation in education, training, youth, sports and culture. It was formed by the merge between the Finnish National Board of Education and CIMO Centre for International Mobility at the beginning of 2017. The major aim of the agency is to develop education and lifelong learning as well as promoting international mobility and cross-border operations. According to the Council recommendation of 30 November 2008, Finland aims to achieve this goal by funding and supporting civil society organisations, which promote international volunteering opportunities.

[\(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/26-cross-border-mobility-programmes-finland>\)](https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/26-cross-border-mobility-programmes-finland)

Germany

The Federal Government strategy on internationalising education, science, and research (*Strategie der Bundesregierung zur Internationalisierung von Bildung, Wissenschaft und Forschung*) is the major document relevant to learning mobility. The strategy was first adopted in 2008. On February 1st of 2008, the Cabinet adopted a new Federal Government strategy for this field (*Strategie der Bundesregierung zur Internationalisierung von Bildung, Wissenschaft und Forschung*) aimed at making the education and training system in Germany more international. In order to support the strategy, the Federal Ministry of Education has adopted an action plan for international cooperation (*Aktionsplan Internationale Kooperation*). The activities of the state in the field of continuing education are, for the most part, restricted to laying down principles and to issuing regulations relating to organisation and financing. Such principles and regulations are enshrined in the legislation of the Federal Government and the Länder. State



regulations are aimed at establishing general conditions for the optimum development of the contribution of continuing education to lifelong learning.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-25_en)

Greece

Greece promotes, designs, and implements initiatives, actions, and national measures pertaining to the European and international landscape in education. By way of building international collaborations in the field of education, this policy aims to improve education quality, meet the economic and social needs of the Greeks, and promote awareness of cultural diversity and the European and global heritage.

The European and international dimension of education is promoted through:

- the participation of the country in the development and implementation of European Union educational programmes and policies,
- participation in European and international organisations and their corresponding programmes,
- development of national initiatives for the conclusion of bilateral and multilateral educational agreements,
- promotion of the European and international dimension in curricula of all education levels, and
- promotion of Greek language education and enhancement of Greek studies abroad.

As a member of the international community, Greece is promoting in the field of education bilateral and multilateral international collaborations enhancing the participation in worldwide educational programmes. Educational actions and programmes are implemented in collaboration with international institutions whilst making efforts to diffuse international policies in the Greek educational system. The focus is on matters concerning human rights, children's rights, participation in education, and education for sustainable development.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-27_en)

Hungary

From the beginning of the 1990's until 2004, the development and modernisation of Hungarian education were mainly shaped by the OECD, accession in 1996, as well as the Phare-Programme (*Poland-Hungary Assistance for the Reconstruction of Economy*). Nowadays, one of the most significant mobility programs of Tempus Public Foundation is Erasmus+. In Hungary, until September 2016 the education and training part of the Erasmus+ programme was coordinated by Tempus Public Foundation, while the National Institute for Family, Youth, and Population Policy was in charge of the implementation of the youth part. The two agencies merged on 1 September 2016 creating a single national agency for the whole programme. The major aim is to increase the quality of education in institutions involved in the program by supporting the professional development of students and teachers. The three key actions of the programme are mobility of individuals, cooperation for innovation, and the exchange of good practices



and support for policy reforms. Over the last year, in response to the challenges of globalisation, the government has made intensive efforts to promote mobility, establish cross-border cooperation for educational purposes, and strengthen relationships partly within the frames of bilateral agreements and partly in international cooperations. In order to implement a wider European and international dimension, the government intends to encourage and develop the relationships with the South-East-European, Asian and South-American countries.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-29_en)

Ireland

The Ministry of Education drew the Action Plan for Education 2016-2019 with the objective of promoting Ireland as the best education and training system in Europe over the coming decade. According to the words of the Minister for Education and Skills, Ireland requires a network of outward facing institutions that are ready and empowered to respond to a varied set of challenges while building on their international reputation of strength and excellence. Moreover, Ireland participates in OECD and UNESCO fora on education. In addition there are a range of initiatives on volunteering which encourage cooperation with underdeveloped countries. However, there are other areas where there is significant ground to make up. These include the achievement levels in science, the take-up of gateway subjects, and the availability of apprenticeships and traineeships in emerging areas of skills.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-31_en)

Italy

The Ministerial directive of 21 June 2007 “More school in Europe, more Europe at School (*Più scuola in Europa, più Europa nella scuola*)” gives new inputs to the action by providing for a new strategy which strengthens the collaboration with the Italian representation of the European Commission and of the European Parliament, as well as with the local authorities. It encourages integrated territorial interventions at the regional level to carry out in service training initiatives for all the school staff and to develop subject and cross-curricular pathways with a European approach, to increase the value of the plans of the education which offer a European or international dimension. In 2009, the Ministry of Education, the Ministry of Foreign Affairs, and the Conference of Rectors of Italian Universities (CRUI) created a platform in order to keep record of the cooperation and participation in the worldwide programmes.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-33_en)

Latvia

In 1991, Latvia adopted the Education Law thanks to which several and radical reforms in all levels of education took place. This law served as a basis for the Law on Institutions of Higher Education in force since 1995, and linked Latvian education system with European higher education systems.

The Law on Institutions of Higher Education in its original edition states that higher education institutions and the government of the Republic of Latvia facilitate international cooperation of higher education institutions, exchange programmes of



academic staff, and of higher education institutions as well as cooperation programmes between higher education institutions in the field of research. Latvia invests effort in steering education development according to the common objectives in education and training. Regional cooperation in the field of education among the Baltic and Nordic countries is also strengthened through financial arrangements, harmonization of education systems, and a variety of educational cooperation between partners in the area of lifelong learning.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-34_en)

Lithuania

In Lithuania, the Law on Education states that parties of the education system have the right to participate in the international dimension of education, international programmes, or otherwise collaborate with the counterparts of education systems of foreign countries. Lithuanian major institutions engaged in the coordination of student, teacher, and academic staff mobility, with the cooperation of education and research institutions and creation of partnerships and networks are the Education Exchanges Support Foundation. Many of the programmes realized by Lithuania are the promotion of the EU and the Nordic countries mobility programmes. The Ministry of Education and Science is engaged in bilateral and multilateral cooperation ensuring effective involvement in education programmes and projects of international organisations.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-38_en)

Luxembourg

In Luxembourg, cross-border learning mobility is regulated by the Ministry of Education, Children, and Youth; the Ministry of Higher Education and Research; and its affiliated administrations. The mobility programmes encompass mainly higher education or vocational educational training and also programmes in the context of non-formal learning. International relations, in particular those with the neighbouring countries, have traditionally characterised education and training in the Grand-Duchy of Luxembourg. Mobility and international relations are organised in the framework of bilateral and cultural agreements, research, and innovation, Luxembourg's integration into international institutions and European institutions with respect to education programmes. As for the majority of the European countries, the Erasmus+ remains the main cross-border mobility programme for students in formal education. Additionally, the Ministry of Education takes part in drafting a great many bilateral and multilateral projects with the neighbouring regions, international organizations, and European and non-European countries with the scope of enhancing cross-border mobility.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/bilateral-agreements-and-worldwide-cooperation-40_en)

Malta



The European Union Programmes Agency (EUPA), is a legal autonomous agency established with the aim of supporting Maltese individuals and entities in availing

themselves of funding under the various cross-border learning mobility programmes provided by the European Commission. Not only does this body act as a link between the European Union and national or local project promoters, but it also manages EU projects regarding education. In addition, it provides a web portal (<http://eupa.org.mt>) that gives information to both students, teachers, and organisations regarding European programmes for education, training, youth, and sport. In Malta, Erasmus+ is administered by EUPA and the higher education institutions that participate in the programme. Being the hosting country of the project "Let's talk about life", Malta is strongly engaged in promoting mobility in the context of non-formal learning and youth work.

(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-malta>)

The Netherlands

The Netherlands strongly believes in the importance of the international mobility. The international dimension is reflected in the curriculum of both primary and secondary schools in the Netherlands. The Dutch government promotes various organisations active in the field of international cooperation in education serving different sectors of education: including the European Platform for Internationalisation in Education serving primary and secondary education, the CINOP (Centre for Innovation in Training) serving adult and vocational education, and the Nuffic (Netherlands Organisation for International Cooperation in Higher Education) serving higher education. There are also several forms of mobility in secondary vocational education and adult education. The government also encourages mobility programmes in higher education, promoting opportunities for both students and teachers to gain experience abroad with the aim to boost the quality of education and improve competencies of teachers and students. Besides, it encourages educational institutions to engage in international partnerships and international exchanges and promotes the creation of multilateral agreements.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-47_en)

Poland

Poland is strongly engaged in European initiatives for education, including the Education and Training 2020 supporting the implementation of the comprehensive EU development strategy Europe 2020, and the Bologna and Copenhagen Processes, focusing on higher education and vocational education and training, respectively. Poland does not have a separate strategy for mobility or internationalisation at early childhood and school education or the higher education level, and there are no separate national benchmarks for mobility. However, mobility and internationalisation featured strongly in strategic documents concerning higher education adopted by the previous Government between 2013 and 2015. Currently, internationalisation of higher education and research is incorporated in development goals of the Strategy for Responsible Development (2016) adopted by the current Government.

(https://eacea.ec.europa.eu/national-policies/eurydice/content/mobility-and-internationalisation-50_en)



Portugal

In Portugal, the different mobility initiatives and programmes have been developed in the framework of the Strategic Development Plan for the Portuguese Education System. Furthermore, the National Erasmus+ Education and Training National Agency is responsible for the coordination of mobility programmes in the fields of School Education, Professional Education and Training, and Adult Education and Higher Education (2014-2020). The mobility and internalisation of education and training is based on three distinct priority areas including the European Union, international cooperation, and cooperation with the Portuguese Public Administration. Moreover, the Portuguese Government has recently developed the platform “Study and Research in Portugal” for the valorisation and internationalisation of higher education, science and technology dedicated not only to students

but also to researchers, companies, and foreign institutions. Regarding the non-higher education system, Portugal still participates in various international evaluation exercises.

(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-portugal>)

Romania

In Romania, the Agency for Credits and Scholarship manages the learning mobility activities for students while the learning mobility activities for individuals opportunities offered through Erasmus+ are managed by the National Agency for Community Programmes in the Field of Education and Vocational Training (The National Agency). The Agency for Credits and Scholarships provides access to a great number of scholarship programmes offered by the Ministry of Education, as well as the management of the student credit system. In addition, most of the Romanian Universities had been establishing partnerships aiming to support student learning mobility activities within Erasmus+ Programme. As far as youth work is concerned, the only available programmes in Romania are the ones offered through Erasmus+.

(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-romania>)

Slovakia

Slovakia strongly supports the mobility of students, university staff and workers throughout its borders and abroad. As stated in the Strategy of the Slovak Republic for Youth 2014 – 2020, the government promotes and recognises the benefits of youth mobility and mobility of youth workers. Furthermore, it develops international cooperation to promote the transfer of know-how from other countries, increases the quality of youth work, and raises the awareness of the link between local action and its global impact. The most important tool to promote learning mobility in Slovakia is the Erasmus+ and Erasmus+ Youth and Sport programmes, locally administered by the Slovak Academic Association for International Cooperation and by IUVENTA - Slovak Youth Institute.

(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-slovakia>)



Slovenia

The Government of the Republic of Slovenia promotes the international mobility of young people through the National Programme for Youth 2013-2022 (Resolucija o Nacionalnem programu za mladino 2013-2022), and the implementation of the project "Mobility of students from socially weaker environments" by the Ministry of Education, Science, and Sport. This programme co-finances additional monthly allowances for students from socially-disadvantaged backgrounds through the funds from the European Social Fund and through the Erasmus programme. In addition, Slovenia is a founding member of the CEEPUS programme – Central European Exchange Programme for University Studies. The programme enables equal partnerships between members and their university networks and scholarships contribute to the EU's objective of increasing mobility.

(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-slovenia>)

Spain

In Spain, the mobility of young people during their training represents a priority for the MECD Ministerio de Educación, Cultura y Deporte (MECD) and is present from the very conception of the Spanish educational system. For this reason, the Organic Law of Education (Ley Orgánica de Educación) includes in its preamble the need to increase mobility and exchanges in order to open the Spanish educational system abroad. In the concrete field of higher university education, the Organic Law of Universities (Ley Orgánica de Universidades) establishes the student mobility as one of the objectives to pursue in the University, being through the LOMLOU (Ley Orgánica de Modificación de la Ley de Universidades) when students right to mobility is established as one of the principles of university policy, as well as the right to recognition of knowledge and skills acquired abroad. With regard to Vocational Training, in addition to the MECD, the Ministry of Employment and Security Social (Ministerio de Empleo y Seguridad Social) promotes mobility in learning with specific programmes for young people.

(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-spain>)

Sweden

The Swedish government strongly believes in the importance of the international learning. The Swedish Council for Higher Education (Universitets- och högskolerådet) is an agency assigned to coordinate and make information and guidance available about all mobility programmes, as well as to provide organisations and individuals in Sweden with the opportunity to participate in international exchanges and partnerships. The agency is responsible for a number of different programmes including programs for staff and students on exchanges to other countries. The Agency provides a web portal, utbyten.se, that gives information to both students and organisations. The Swedish Council for Higher Education also manages the Athena programme, an exchange programme for teachers and students in vocational upper secondary education, upper secondary education for students with learning disabilities, and vocational adult education. In addition, the Swedish Council for Higher Education (Universitet- och högskolerådet) has the overall responsibility for exchange programmes for students in higher



education in Sweden and several international student exchange programmes are available.
(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-sweden>)

United Kingdom

The English government promotes the UK Strategy for Outward Mobility, with the aim to increase the proportion of UK-domiciled higher education students accessing international experiences as part of their degrees and widen participation in short-term study and work abroad programmes among underrepresented demographic groups. The strategy established the Go International Programme to work with higher education institutions, government, and sector organisations to help increase the proportion of UK domiciled students with some international experience. Moreover, main cross-border mobility programmes in the United Kingdom include: schools' programmes, Erasmus+ programmes, and bilateral programmes.

The Erasmus+ UK National Agency is in charge of monitoring and reviewing activities performed as part of its work plan and reports to the UK Government, as well as the European Commission.
(<https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/65-cross-border-learning-mobility-united-kingdom-england>)

USEFUL LINKS

EU IMMIGRATION PORTAL: <http://ec.europa.eu/immigration>

EU COUNTRIES: <https://eacea.ec.europa.eu/national-policies/en/youthwiki/countries>

INTRA EU MOBILITY OF THIRD-COUNTRY NATIONALS, European Commission report:

https://ec.europa.eu/home-affairs/sites/homeaffairs/files/doc_centre/immigration/docs/studies/emn-synthesis_report_intra_eu_mobility_final_july_2013.pdf

GAMM:

http://eeas.europa.eu/archives/delegations/gambia/documents/press_corner/news/global_approach_to_migration_and_mobility_en.pdf



Position of Ministers for Directive 2

Dear Participants,

Here you will find a brief description of the Member States' positions in the Council of the European Union regarding the topics of discussion. Please, keep in mind, however, that the following statements are to be considered as general remarks about the policies or political trends of the States: they can guide you in understanding how to better represent your country and develop ideas and positions accordingly. If you happen to have any doubt, do not hesitate to ask the Commission.

Best of luck to all of you,

The Council Team.

Austria

Austrian production peaked in 1955, primarily from its largest field, Matzen in the Vienna basin. New discoveries are occasionally made, but these, along with intensive enhanced oil recovery technologies, are only sufficient to slow output decline. Austria's old fields deliver associated gas and some non-associated gas is also produced. However, as for oil, these fields are nearing the end of their life. New discoveries and better technologies occasionally reverse decline for a period but overall output has been steadily falling. Austria has no offshore waters. Gas consumption fell from 2005 but should grow slowly after 2009 with imports steadily increasing as the country moves to use more gas, replacing oil wherever it can.

(<http://www.energyfiles.com/eurfsu/austria.html>)

Belgium

Oil and natural gas provide two-thirds of Belgium's primary energy supply. While total energy use in Belgium is expected to decline slightly in the coming decades, natural gas demand will increase as new power generation to replace ageing power facilities by 2020 will be mainly gas-fired. With no domestic oil or natural gas production, Belgium is fully dependent on imports. Yet, due to its geographical location and infrastructure, Belgium plays an important role in Europe's oil and gas supply chain. In the case of natural gas, Belgium is a major hub of gas flows in the region, with some 80 billion cubic metres (bcm) transiting the country each year, compared to domestic consumption of just over 17 bcm per year. Belgium's large domestic oil refining sector results in the country being a net-exporter of refined products. Nearly one-quarter of oil demand in Belgium is for fuel oil deliveries to international sea-going ships. Excluding these amounts, oil demand in Belgium is dominated by middle distillates, which represent 60% of the oil products consumed in the country.

(https://www.iea.org/publications/freepublications/publication/belgium_2010.pdf)



Bulgaria

Bulgaria has few prospects and only minor onshore oil production from a few complex fields and small amounts of offshore NGLs. The country peaked in 1969 and, despite some short term growth, decline is expected to continue. Onshore associated gas is also very minor in volume although new infrastructure has helped increase output. However, the offshore Galata gas field in the Black Sea came onstream in 2004, and other small developments are planned, and exploration for new offshore gas fields continues. Oil consumption has picked up as the country has slowly developed, but growth has now been stalled by higher oil prices and the recession as nearly all oil is imported. Gas consumption has been rising since 2002 and, after imports declined from 1996 through to 2005, they are likely to steadily increase despite new output from the Bulgarian Black Sea.

(<http://www.energyfiles.com/eurfsu/bulgaria.html>)

Croatia

Independence from Yugoslavia has had little effect on declining onshore oil production, which peaked back in 1981. Declines are expected to continue. Conversely, gas production is on the increase as Croatia's offshore potential is exploited near to the border with Italy in the Adriatic Sea, and new local onshore markets are also developed. Steady growth in Croatia's gas production is forecasted. Oil consumption increased up to 200,7 but growing imports, accompanied by recessionary effects, have quelled demand growth and consumption should remain flat for a decade. Gas consumption is also increasing. However, with indigenous production rising, the country may be able to avoid importing gas for a few years.

(<http://www.energyfiles.com/eurfsu/croatia.html>)

Cyprus

The development of the oil & gas sector in Cyprus continues. The recent discoveries of hydrocarbons within Cyprus EEZ and the massive discovery of the Zohr gas field in the Egyptian waters, which is very close to the Cypriot acreages, has attracted a lot of attention internationally and has created locally a lot of optimism about the future. The government is continuing its discussions and negotiations concerning the infrastructure required for landing the gas in Cyprus and for liquefaction for export, while exploring all the alternatives for Cyprus gas exports through collaboration with other countries in the Eastern Mediterranean region. The hydrocarbon exploration and exploitation activities in the Republic of Cyprus are governed by the Hydrocarbon (Prospection, Exploration, and Exploitation) Law of 2007 (No.4(I)/2007) and the Hydrocarbon (Prospection, Exploration, and Exploitation) Regulations of 2007 and 2009 (No.51/2007 and No.113/2009).

(https://www2.deloitte.com/content/dam/Deloitte/cy/Documents/energy-resources/oil-and-gas/CY_EnergyAndResources_OilAndGas_Noexp.pdf)

Czech Republic/Czechia

An extension of the Vienna basin of Austria is the site of all of Czechia's oil and gas production.

Output is generally in long term decline after years of modest production since 1919.

The economy of the Czechia has expanded before and after its entry into the European



Union in 2004, and oil and gas consumption grew sharply up to 2005. However, after dipping in 2007, output is now

expected to remain flat until it begins to fall after 2016, when higher prices quell demand. Whilst consumption increases and production declines, imports of both oil and gas have risen. Oil imports have now peaked but gas demand and imports from the Former Soviet Union are likely to begin rising again.

(<http://www.energyfiles.com/eurfsu/czech.html>)

Denmark

Production of both oil and gas in Denmark, all of which is located in the North Sea, peaked in 2004 and 2006 respectively. A steady decline is forecasted with new field developments unable to offset depletion in older fields. Oil consumption in Denmark, after declining from 1996 to 2004 as fuel substitution and conservation proceeded, jumped in 2005 but is now likely to remain flat or decline slightly over the next decade, used only to satisfy transport needs. Gas consumption declined in 2007 but is likely to remain flat over the next decade as new means to generate electricity as sought. Denmark became a net oil exporter in 1998, but exports of both oil and gas will now progressively reduce as the North Sea fields deplete. Denmark will likely need to begin importing oil by 2015 and gas by 2020.

(<http://www.energyfiles.com/eurfsu/denmark.html>)

Estonia

Estonia has relatively large supplies of fossil energy in the form of oil shale and peat. Nonetheless, all of the country's gas needs and all of the oil products consumed are imported and originate refineries in neighbouring countries. Oil shale dominates the fuel mix, contributing to about two thirds of the country's total primary energy supply (TPES) and covering about 85% of the energy used to generate electricity. Estonia is the only country in the world in which oil shale is the primary source of energy. Natural gas accounted for around 10% of TPES in 2012, and is mainly used for heat generation in power plants and boiler houses. In 2012, the Estonian Parliament approved legislation to separate the ownership of natural gas sales and transmission operation by 2015. Natural gas is supplied under long-term contracts, which are due to expire in 2015. Since July 2007, the Estonian gas market has been fully opened to competition. However, the current infrastructure does not allow gas purchases from elsewhere and the country is therefore entirely dependent on the natural gas supplied by Gazprom, both directly from Russia and indirectly through Latvia. The oil market in Estonia is also fully open to competition. The wholesale market for liquid fuels is, however, concentrated in the hands of ORLEN Lietuva, the leading fuel importer and wholesaler.

(ftp://ftp.oecd.org/FFS2015/EST_country%20overview.pdf)

France

France produces oil and gas from regions overlying the Aquitaine basin in the southwest and the Paris basin in the northeast. The country has seen two oil peaks, the first in 1965, and the second in 1988 during which total French oil production was dominated by the



Aquitaine, then the Paris basin. Both are now in decline and it is forecasted that overall declines will continue. French oil

consumption is flat. It imports piped gas from the North Sea and Russia, and as LNG from Algeria and Nigeria. Gas production peaked in the late 1970s, mostly from the Aquitaine basin and this is also in slow decline. France has no offshore potential. France imports most of its oil and gas and has numerous strategies in place to diversify its energy use. It has the highest contribution of nuclear power for electricity generation in the world.

(<http://www.energyfiles.com/eurfsu/france.html>)

Finland

Finland does not have domestic sources of oil, the majority of imported oil is refined into gasoline and diesel and Russia is Finland's major oil distributor. The Finnish oil market is not specifically regulated. However, the government does heavily tax the use of oil. Neste Oyj is the sole oil refiner in Finland, and the State of Finland owns the majority of the shares in the company. Neste Oyj, which also imports crude oil into Finland, operates two refineries. The Chinese-owned Sunshine Kaidi (Finland) New Energy Company Oy is planning to build a new biomass plant in the city of Kemi to be completed by 2019. The plant will produce 200,000 metric tonnes of biofuel a year of which 75% will be biodiesel and 25% biogasoline. The total investment for the plant is estimated to be up to 1 billions euro. Finland lacks domestic sources of natural gas and imports the natural gas required. Virtually all of the imported gas is methane, sourced from Russia, and its major usage is for domestic energy needs. The construction of Finland's first liquefied natural gas (LNG) import terminal (located in the city of Pori) was completed in 2016 and is currently operational. Local gas providers who connect their distribution network to Gasum Oy transmission grid (a Finnish state-owned company) provide natural gas to final consumers within their area of operation.

Germany

Germany produces oil and gas from 3 regions – the northwest bordering the North Sea, the Alpine foreland, and modest amounts from the upper Rhine Graben. Production of oil peaked in 1968 and, despite intensive efforts to recover greater amounts of oil from its aging fields and to develop its offshore region which saw some growth owing to output from the Mittelplate field in the last decade, overall decline has generally continued. As far as gas production is concerned, it peaked in the 1970s. In terms of consumptions, Germany is one of the biggest consumers of oil in the world. Most of its oil is imported and the consumption is unlikely to increase significantly after the dip that commenced in 2007. High prices and the recession have quelled demand growth and the country is looking to reduce its dependence on oil. Germany also imports significant volumes of gas from Western Europe and Russia. Gas consumption is expected to increase slowly, primarily directed at fuel substitution and the need for cleaner burn strategies in producing electricity.

(<http://www.energyfiles.com/eurfsu/germany.html>)



Greece

Oil production from Greece peaked in 1981. A great deal of oil has been recovered from just one field and its satellite, the Prinos field in the North Aegean Sea which is now abandoned. Only very small discoveries have since been found in the region despite considerable exploration effort. Furthermore, with its poor reservoirs there is little chance for significant new output in the country. Greece imports nearly all of its oil and consumption has grown since 1996 as Greece's economy has grown at above average rates. Greece currently produces very little gas although it did produce larger quantities of associated offshore gas in the past and its consumption is limited to small volumes.

Russia and Algeria are Greece major gas distributors.

(<http://www.energyfiles.com/eurfsu/greece.html>)

Hungary

Hungarian oil production peaked in 1984. Its fields are mostly depleted, and just a few satellite discoveries occasionally come onstream to slow decline. The Hungarian economy grew rapidly after its admission to the European Union in 2004, and, consequently, oil consumption also grew. However, the country has been harshly hit by the 2008/2009 recession and a steady fall is now forecast. Hungary was once a significant non-associated gas producer, but gas output also peaked in the mid 1980s and decline has continued ever since. Gas consumption is expected to grow after dipping from 2006.

(<http://www.energyfiles.com/eurfsu/hungary.html>)

Ireland

Ireland has no oil production and no production at all onshore. Although small sub-commercial oil accumulations have been found in the Celtic Sea, no oil output is forecasted apart from very small volumes of NGLs from the Corrib field due onstream in 2009. Offshore gas production commenced in 1978 from the Kinsale Head field in the Celtic Sea. This field is now in decline; however, Irish output will recover as new gas is produced from the Corrib gas field in the Slyne Trough offshore northwest Ireland. Other small discoveries in the Celtic Sea can also provide modest amounts of gas but no major new developments are forecasted. Exceptional growth in the Irish economy through the late 1990s led to rapidly increasing oil consumption and commencement of imports of gas from the UK. After 2007, oil consumption fell back due to the recession. Gas consumption was also growing with the economy, although the recession has now had a similar effect on gas demand. Nevertheless, growth is expected to resume soon as new indigenous gas comes onstream whilst imports drop a little.

(<http://www.energyfiles.com/eurfsu/ireland.html>)

Italy

Italian oil production first peaked in 1997 although output has briefly recovered as new onshore fields have been developed and as offshore production went onstream in the Adriatic Sea. Decline is now forecast from onshore regions, but offshore should see modest growth in the longer term as deeper waters are exploited. Italian gas production is relatively substantial for southern Europe but has been declining since the mid 1990s,



especially from the onshore Po Valley. However, output is expected to increase a little despite depletion of older fields, as new deeper water fields are brought onstream in the Adriatic and Ionian Seas and in the Sicily Channel. Italian consumption of oil has been declining for many years whilst gas consumption has grown with the economy. Imports of oil have now stabilised, but gas imports are slowly increasing since indigenous production is insufficient to offset new demand.

After a flat period up to 2009 Italy will import increasing amounts of piped gas from Algeria and Russia as well as LNG from Algeria and Nigeria.

(<http://www.energyfiles.com/eurfsu/italy.html>)

Latvia

Oil prospects in Latvia are associated with the Baltic syneclyse. The Latvian onshore area is 64,300 sq km, and the offshore covers about 27,000 sq km. Latvia is interested in cooperation with foreign companies as regards oil exploration and production. In 2017, the Latvian gas market has been opened to competition enabling consumers to choose between several suppliers. This is part of a wider effort to develop diversified and secure gas markets in the Baltic countries integrated with the gas infrastructure and markets of other EU countries and with reduced dependence on energy sources from Russia. For instance, Latvia was exclusively dependent on Russia for its gas imports: the Klaipeda LNG terminal in Lithuania, which opened in 2015, now provides an alternative source of gas for Latvian consumers. Currently, Latvia is part of the Baltic Energy Market Interconnection Plan (BEMIP) which aims at achieving an open and integrated regional electricity and gas market between EU countries in the Baltic Sea region ending energy isolation.

(<https://ec.europa.eu/energy>)

Lithuania

In Lithuania, oil production from the coastal basin has increased since oil came onstream in 1991. Lithuania has no gas production and none is forecasted. The Lithuanian economy grew very rapidly before and after it joined the European Union in 2004; however, the Baltic states have been severely hit by the 2008/2009 recession. Oil consumption is expected to remain flat or decline over the next decade whilst gas consumption for both residential and industrial use will rise and imports of gas from Russia will steadily increase.

(<http://www.energyfiles.com/eurfsu/lithuania.html>)

Luxembourg

Oil consumption in transport is rising because of growing road fuel sales, largely the result of tax differences to neighbouring countries. This increases Luxembourg's emissions and its oil stockholding needs. Because the country imports all of its energy needs, energy security is a priority. Luxembourg has sought to address this through greater regional integration such as merging its gas market with Belgium and increasing its electricity interconnection with France and Belgium, yet the benefits of regional integration of wholesale energy markets have not yet translated to retail markets. Moreover, as regional electricity trade grows and neighbouring countries introduce ambitious decarbonisation policies and capacity

markets, Luxembourg will need to define its priorities for an energy strategy through 2030.
(<https://webstore.iea.org/energy-policies-of-iea-countries-luxembourg-2014-review>)

Malta

Malta's central location in the Mediterranean and its proximity to proven hydrocarbon systems with producing oil and gas fields in offshore Sicily, Libya, and Tunisia makes Malta's offshore acreage attractive for petroleum exploration. Hydrocarbons have been produced for several decades in areas adjacent to offshore Malta. In fact, Malta has prospective petroleum geology with geological formations which are analogous to those found in these producing fields. Malta enjoys economic, political, and social stability and offers excellent quality of life and a safe environment making exploration opportunities in Malta competitive and attractive. The Petroleum (Production) Act (Cap. 156), the Continental Shelf Act (Cap. 535), and subsidiary legislation issued under these acts provide the legislative framework under which the Government of Malta issues and regulates exploration and production licences (under Exploration Study Agreements or Production Sharing Contracts) to oil companies having the necessary technical and financial capabilities.

(<https://continentalshelf.gov.mt/en/Pages/Oil-and-Gas-Exploration.aspx>)

Poland

In Poland, oil production began in 1874 and peaked in 1909 from an area now part of Ukraine, whereas Polish gas production is more substantial and is forecast to increase from a low in 1999 as more foreign investment has been directed at the country. After remaining at very low levels for many years, the country has seen increasing production from fields in western Poland, as well as new offshore output from the Baltic Sea. Upstream sector operations are regulated by several legislative acts, including the Geological and Mining Law, the Environmental Protection Law, and the Ordinances by the Council of Ministers and Minister of the Environment. Moreover, several government institutions ensure compliance with legislative acts and obligations under concession, such as the Polish Geological Institute; the National Research Institute acting as National Geological Survey, which collects and reports geological data from all over Poland; the Higher Mining Office, in charge of supervision and control over exploration companies and hydrocarbon exploration operations; and the Environment Protection Inspection ensuring compliance of oil and gas exploration companies with environmental regulations.

(<http://infolupki.pgi.gov.pl/en/economy/upstream-sector-poland-past-present-and-future>)

Portugal

In Portugal, oil accounts for almost half of the country's energy needs. However, Portugal does not produce any of its own oil as all the oil is imported, mainly from Angola, Saudi Arabia, and Algeria. Some oil exploration was undertaken in Portugal before 2000, but it was mostly after 2007 when 12 new concession contracts were concluded by the government and exploration activities increased. Since 2010, some 3D seismic surveys have been done in the Peniche, Alentejo, and Algarve basins (offshore) and on the onshore Lusitânia basin. However, no offshore drilling work has been carried out within these concession contracts. It is yet to be found whether there are oil reserves in Portugal sufficiently large to allow commercially viable production.

(<http://www.asmaa-algarve.org/en/>)



Romania

Gas is mainly produced in central Romania from the Pannonian basin, and this too has peaked with no chance that continued decline will be prevented. Petroleum activity is mainly regulated and supervised by the Ministry of Energy and by two specialised central agencies, namely NAMR and the National Regulatory Authority for Energy (NRAE). According to the Romanian Constitution, the subsoil hydrocarbon resources located within the territory of Romania are the public property of the Romanian State. The state manages these resources through a specialised central agency, the National Agency for Mineral Resources of Romania (NAMR), who can grant petroleum concessions to Romanian or foreign entities that confer exclusive rights to explore and exploit oil and gas.

(<http://www.volciucionescu.com/oil/>)

Slovakia

Slovakia produces oil and gas from fields lying in an extension of the Vienna basin. They are largely depleted and no recovery from their very low production rates is expected. Entry into the European Union in 2004 has helped Slovakia's economy to grow. Some expansion of oil and especially gas consumption has thus occurred but demand is now flat. Gas imports will increase from Russia.

(<http://www.energyfiles.com/eurfsu/slovakia.html>)

Slovenia

Neither of the Alpine Foreland Basins reaches into Slovenia, but small oil and gas deposits have been discovered in the Slovenian part of molasse-like Pannonian Basin. From 1942 until today around 670,000 tonnes of crude oil and 440m m³ of natural gas were produced. These discoveries are now almost depleted, thus shifting the focus of exploration towards unconventional targets.

(http://www.world-petroleum.org/docs/docs/pdf/oil_industry_slovenia_3.pdf)

Spain

Spain has very little domestic oil and gas production and relies heavily on imports, the sources of which are well distributed amongst Africa, the Middle East, countries of the former Soviet Union, and OECD countries. The oil industry dominated by offshore projects, namely the Boquerón, Casablanca, Chipirón, Lubina, Montanazo D5, and Rodaballo fields lie offshore in the Gulf of Valencia. Spanish oil and gas consumption rose through to 2005 as its economy exhibited above average growth. However, the plan to drill near the Canary Islands sparked angry protests from locals and environmentalists, bogging down drilling proposals for years. The local government fiercely opposed any drilling over fears that it would spoil the islands' tourism industry.

(https://www.iea.org/publications/freepublications/publication/spain_2011.pdf)



Sweden

Sweden has invested heavily in the search for alternative energy sources ever since the oil crisis of the early 1970s. In 1970, oil accounted for more than 75 percent of Swedish energy supplies; today, the figure is around 20%, chiefly due to the declining use of oil for residential heating. In 2005 the Swedish government promoted the creation a programme to reduce Sweden's dependence on petroleum, natural gas, and other fossil raw materials by 2020. In September, 2015, the Swedish government announced its plan to drastically cut its reliance on fossil fuels by 2020. This plan also includes the goal of having the capital, Stockholm, 100% powered by renewable resources by 2050. Though the goal is to have the entire country run on renewable resources, there is no temporal goal yet.

(<https://sweden.se/society/energy-use-in-sweden/>)

The Netherlands

The Netherlands is the largest producer of natural gas in the European Union and the second-largest producer of natural gas in the EU. The Netherlands is bordered by the North Sea to the north, where much of the country's offshore energy sector is concentrated. Located in the northern Netherlands and estimated to produce for another 50 years, Groningen, Europe's largest natural gas field, has already exceeded 100 Tcf and was discovered in May 1959 by a 50-50 joint venture between Shell and ExxonMobil. The Groningen field is amongst the 10 largest gas fields in the world and there are hundreds of small gas fields in the Netherlands subsurface. Oil reserves, however, are limited despite the 48 discovered fields. As at 1 January 2013, there are 48 proven natural oil accumulations in the Netherlands. At present, 12 of these accumulations are producing.

(<http://www.nlog.nl/en/oil-and-gas-fields-overview>)

United Kingdom

Oil production is largely focused on the United Kingdom Continental Shelf in the North Sea region. In recent years, the UK's offshore oil and gas production has risen with 49 new fields coming onstream since the start of 2012. At the same time, as various large projects move into the development and production phase, the number of unsanctioned but potentially commercial discoveries has decreased. Moreover, oil and gas provided approximately 75 percent of the energy consumed in the UK during 2016 and is anticipated to provide the majority of the UK's energy well in to the future.

(<https://www.offshore-mag.com/articles/print/volume-77/issue-8/european-update/uk-oil-and-gas-outlook-can-exploration-drilling-deliver-tomorrow-s-production.html>)

USEFUL LINKS

<https://ec.europa.eu/energy/en/topics/oil-gas-and-coal/offshore-oil-and-gas-safety-data-analysis>

<http://www.energyfiles.com/global/EURFSUHOME.html>



The Press “EU NOW” Journal



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The Press: “EUnow” Journal and Editor Profiles



Hello, I am Timothy Norris, and I will be your **Editor in Chief** in this second edition of the VeUMEU. I am a student of International Politics at Trento University, and I am specialised in European Union Law. I also work as a freelance journalist in the field of medical science. I have collaborated with international specialised periodicals such as Retina Today, Eye World, and Ocular Surgery News. Right now I am a copy and medical writer and scientific, web and multimedia supervisor for the medcom agency Etcetera Communication, which is working for medicare enterprises such as Bayer and Sifi.

In the past I collaborated with the independent online blog Daily Revolution, where I wrote several articles about international and national politics together with other authors. I joined Venice Diplomatic Society as a collaborator two years ago.

I am a native English speaker, and I have both British and Italian citizenship. Amongst my passions, are music (I am a singer) and national and international politics. My deep interest in the European Union led me to join for the second time the VeUMEU team and use my skills to organise the press team, again. Yes, indeed! With Laura Gaspari I am amongst the founders of EUnow, and this will be the second edition that will see me as Editor in Chief.

As the first edition was under development, I was very keen on creating a project that was not only a reporting newspaper with the mere purpose of giving to the participants a recap of the previous days, but, instead, becoming an opinion leader deeply involved into the political dynamics was my ultimate goal for an ambitious project. Thanks to the very professional contribution of my legendary first edition editors (and my inseparable Vice Editor in Chief Laura), my concept came to life. With commitment, hard work, and some sacrifice, we've been able to realise a brand new concept for the press game, involving ministers and deputies, and becoming a stakeholder for the whole three days of the simulation.

It was this specific idea and its fulfillment that lead EUnow to win the Honourable Mention by the European Parliament experts. This year I am confident that we can do even better! It will be great to work with you, and we will be an even greater editorial staff. Brace yourself, it will be maybe stressful or demanding, but I, Laura, Nicla, Irene, and Natasha will be there to help you. Join in; it will be a great experience for everyone! See you at the VeUMEU and bring your best expertise!



A handwritten signature in black ink, appearing to read "Timothy Norris".

Hello everybody,

I am Laura Gaspari. I am 26 years old and I was born in Verona, but I have lived here in Venice for five years. I am one of the very first members of Venice Diplomatic Society, and, after being Secretary of the Board and then Vice President, I am now a passionate associate (consider it as a sort of retirement). My role in VDS now is to manage the group that deals with schools, both secondary schools and high schools. I love teaching and I hope to be a university teacher someday. I also deal with the Debate Society. My experience in VDS began in 2015 after my participation to the Rome MUN. I represented Bulgaria in the UNICEF Committee. This experience marked a real turning point in my life and in my career. I chaired twice the VeUMUN, in 2016 in the SOCHUM General Assembly Committee and in 2017 in the Security Council Committee. I am proudly one of the few women having chaired a Security Council Committee in a MUN. This year I went to Rome together with the Ca' Foscari University of Venice delegation as the Faculty Advisor. It was great!



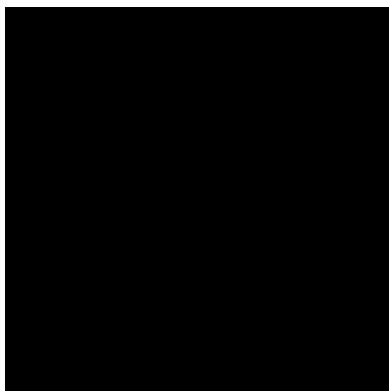
I graduated last July in the International Relations Master's Degree programme with a final dissertation about the protection and assistance to women victims of human trafficking. I am also interested in migration issues, gender issues, international politics, and human rights, especially in the West Balkans and West Africa. I had my Bachelors in Languages and International Relations, where I studied English and French. I am a passionate lover of all that is British. However, I lived in Brussels for some time in 2016, as I worked there as a trainee in a NGO, so I fell in love with Belgium as well, the wonderful centre of the European life!

At the first edition of the VeUMEU, I was Vice Editor in Chief of the wonderful newspaper EUnow! For this edition of the VeUMEU, I will be again your **Vice Editor in Chief**. Journalism and writing is one of my greatest passions. In my real life, I wrote articles on an online Italian blog called Daily Revolution, of which I was Editor in Chief. I love writing articles about my interests, and I am a passionate (and amateur) photographer. Sometimes, I define myself as a EU lover and for this reason I decided to take part in the organisation team of the VeUMEU... again!

I cannot wait to work with you, we will be a great team! Last year EUnow won an Honourable Mention directly from the EU Parliament Experts. Cool! It was a great experience and I know that this year it will be even better! I am sure about it! Do not be afraid to interview MEPs and Ministers, take notes, run all over San Servolo, write the best articles you have ever written. Share your opinion and become an opinion leader! You are the real main actors of the simulation. The information material of the VeUMEU is up to us!

See you in San Servolo, mighty Journalists!





Hello everyone! I am Natasha Colombo, and I will be your **Nightshift Editor**. I am 23 years old. I am enrolled in the first year of the MA in Comparative International Relations at Ca' Foscari University of Venice. My original university plans changed as my interest in the field of international relations grew, becoming especially interested in environmental rights and human rights. Simulations like the Model European Union give us a new perspective on different topics and are, in my opinion, very inspiring, because they remind us of the role and the power that we have as students and that we will have as adults. This is also the reason why I decided to join the Venice Diplomatic Society and to promote further awareness on certain world issues, and to promote and organize events like the MEU and MUN.

This is my first experience with the MEU, but I have already had many experiences with MUN during my high school years. I had the chance to attend many conferences, some of those abroad. I worked both as a delegate and as chair in those conferences, and, during this simulation, I will be working in the press team as night-shift editor. I am incredibly happy about this opportunity, as it will be a new experience for me and I hope to learn a lot from the other members of the staff and also from all those who will be participating in the simulation. EUnow! is an amazing project and, this year, I hope to give my contribution in making the newspaper as great as last year, and hopefully even better.

I am pleased to be able to take part in this event and I look forward to the meeting everyone in San Servolo!



Hello everybody,

I am Nicla Folla. I am 23 years old, and I was born and raised near Parma. I've studied foreign languages for almost my whole life, and I really enjoy communicating with people all over the world. This is why I first studied Chinese in my Bachelors degree, and why I'm currently studying International Relations here in Venice. I hope to be able to work in an international environment in the future and I know that this simulation can bring me closer to my goal.

I took part as a journalist in the 2017 edition of the VeUMEU, and I was in charge of the press as Editor in Chief during the 2017 VeUMUN. This year, I'm proud to be part of the press team of this edition of the VeUMEU as **Coordinator of the Parliament**.



Taking part at one of this event for the third time, I have to say that it has helped me improve my knowledge of how real life diplomacy works and how important freedom of speech is. Words give us the power to shape the world and I wish for our future journalists, and for all the other participants, to also have this epiphany during the weekend we'll have together.

I hope that this simulation will be a step towards yours, and ours, future and that together we will be able to improve our country, our Europe and our world.



Hello Amazing Journalists and Fellow Deputies/Ministers.
I am Irene Melinu, Masters student of Language, Economy, and Institutions to Japan and student of Ca' Foscari International College. I have studied in Venice for four years since I was a Bachelor student here at Ca' Foscari University of Venice, but, starting from September 2017, I am living in the amazing island of San Servolo where we will meet during our special VeUMEU simulation.

I am a collaborator in VDS since 2016, when I took part in the Rome MUN as a delegate of UNHCR representing France. This was the very first time I got in contact with such simulations, finding the world of MUN so stimulating, interesting, and, nevertheless a great opportunity to put to test my abilities of speaking in public and debating nowadays global issues.

Last year I decided to enter this world in a different perspective, helping the journalists with their work at the VeUMUN 2017. I was the Journalists' Assistant in the Press Team, and during the three days of simulations, we really had a lot of fun. Working closely with the delegates and trying to catch as many news as possible during the debates was not only amusing and incredibly fascinating, but it let the journalists understand the real struggle of reworking all the discussions in the committees from a critical point of view.

This year I will be your **Press Coordinator of the Council**, and I am sincerely looking forward to see what will come up this year. Being part of the Press is a challenging role, but I am sure you, amazing journalists, will live up to this job. Can't wait to see you all in San Servolo!



THE ROLE OF THE JOURNALISTS:



The role of journalists is that of collecting information over the course of the day with the end goal of making daily an interesting and informative article for the newspaper "EUnow." Professionalism and omnipresence are the keywords for the journalists that will be selected.

Journalists will have the chance to do interviews with MEPs, Presidents, Ministers, and Commissioners, and they have to be present at the social events. However, it is also crucial that journalists remain in their role even during the coffee breaks as they will be able to gather the best, perhaps more elusive, information from other participants. The journalists are the eyes and ears of the conference, and they do not have to miss anything. Indeed, they are expected to keep all participants informed of any advancement in the debates, be it breakthroughs or fallbacks.

Ten journalists are selected; four of them will be assigned to the Council and five or six to the European Parliament. Every morning they will have a meeting with their respective Coordinators. There will be two coordinators: one in the Council and one in the Parliament. This way journalists can always count on their coordinator's support if they have any doubts.

Each article that they write will be collected during the day in the Journalists' Drive (see explanation below), and it will be examined by the Editor in Chief and/or the Vice Editor in Chief or during the evening by the Night Shift Coordinator. For this reason, Journalists will be constantly challenged to write the best articles they can. When writing an article, a Journalist can either write a political one or, sometimes, they can be light-hearted informative pieces on the dynamics between all the participants.

When working on political articles, Journalists can feel free to express their political preferences but in that case they have to be coherent throughout the whole experience.

Moreover, journalists can ask for interviews in order to gather information from individuals or factions and will try and throw participants off during the daily afternoon press conferences challenging the MEPs and Ministers. During the press conferences, Journalists have to make sure everyone is prepared and are in charge of adding some realistic pressure. For this reason, a good Journalist is the one that will be able to scrutinise and quote both the good and the bad in every single participant, making them feel the urge to give 100% at all time.

An incredibly fun aspect of being a Journalist is gathering questions and information for the press conference at the end of each day at VeUMEU. This is the moment when you can put all the information you have gathered and use it at your own will; you will be given the opportunity to question members of the Parliament and Council, and they, in turn, to retort. You will have the opportunity to take pictures or record short videos. For this reason, your own equipment to write articles and research information is required, namely laptops, cameras, recording devices, pens, notebooks, and so on.

Are you ready?

FIRST ARTICLE FOR JOURNALISTS

In order to get familiar with the Journalist job, you will be required to prepare a small article before the VeUMEU 2018 of **one page maximum** about the case study illustrated in this study guide. This short article will be useful for the staff to evaluate your skills, and to help you focus on some aspects of the case study in order to be prepared for the first press conference. Further indications will be given during the workshop on the 21st April 2018. The deadline for the submission of this first article is **on the 4th May 2018**.

PRESS CONFERENCE

A press conference is a meeting in which a person or organisation makes a public statement and reporters can ask questions.

We will have three thirty minutes-long ordinary press conferences at the end of each day. During these press conferences, you will have the opportunity to ask MEPs and Ministers about their statements or daily facts. You should take notes and be ready to ask whatever you consider appropriate, even if it is unpleasant for MEPs and Ministers. You should arrive at the press conferences with clear ideas about all that happened during the day, both in Council and in Parliament. Listen carefully, ask questions, and record statements and answers because after the press conferences you should produce articles that will be issued in our newspaper EU NOW.

EUnow

EUnow is the official newspaper of the VeUMEU 2018, and it will be prepared entirely by you. More or less, it will be a newspaper of 4 pages in length, and it will be filled with the articles approved by the Editor in Chief for that day. During the debates, you have to catch all the significant moments or events that happen and send an abstract to the Editor in Chief in the press headquarters. Each edition of EUnow will have at least one article per Journalist, so be sure to produce more than one abstract per day and make all your best work! Make interviews (also during lunch breaks or coffee breaks) to MEPs, Ministers, and Chairs in order to collect as much material as possible: photos, videos, audio recordings, quotes, etc.



EUnow will be divided into 4 sections: the first page will have a special around 1200 words, and it will be possibly done on the most remarkable event of the day (e.g. opening ceremony, big scoop of the day, award ceremony, a MEP that goes crazy, etc.), and it will have a short editorial of about 350 - 400 words by the Editor in Chief or the Vice Editor in Chief. The second and the third pages will be dedicated to articles about the Parliament and the Council of 600 - 800 words. Not only articles will be issued but also Tweets, quotes, and photos. The last page will be dedicated to the press conference and your eventual short opinion articles.

DEADLINE FOR EUnow

If during the debates you send an abstract to the Editor in Chief, he approves it, and tells you to do an article about that issue, you should be ready to work on the article and send it before the press conference.

The press conferences will last 30 minutes: the first and the second day will be from 18:00 to 18:30, and the last day will be from 16:00 to 16:30. All the material collected during the press conferences should be re-elaborated after in the Press Room in half an hour - one hour at maximum. The articles will be edited and published on EUnow before 10 pm. A pdf version will be issued on Facebook pages, groups, mailing list, etc. A paper version will be ready the day after.

ELECTRONIC DEVICES: GOOGLE DRIVE

The editorial staff will work exclusively on Google Drive and Google Docs. Once you will have access to Google Drive folder “VeUMEU Press,” you will find three folders: ARTICLES, PICTURES, and EDITORS.

ARTICLES: This will be the folder for your articles, and it will contain two folders inside: one for the Parliament and one for the Council. You will upload the abstract of your article as soon as possible in the right folder, renaming it with your surname and keyword of the article (e.g. NORRIS_crazyMEP). After the uploading, you will send through the Whatsapp group a message to the Editor in Chief and staff, and they will evaluate your abstract and contact you if it is worthy of an article. After the approval, you will write down your article and communicate to the staff when it is finished through Whatsapp. Then the article will be proofread and uploaded in the folder “EDITORS.” These articles will be published on EU NOW.

PICTURES folder will contain two more folders called “Council” and “Parliament.” Every photograph you will take will be uploaded inside these folders.

TELEGRAM and FACEBOOK GROUPS

At the workshop the staff will ask you to give them your phone number in order to create a Telegram group the day before the starting of the VeUMEU 2018. The group will be used ONLY for communications among you and the staff, not for spam or other not useful stuff. The same is for the Facebook group.

FACEBOOK PAGE AND INSTAGRAM

A special Facebook page and an Instagram account for EUnow will be created. An intense activity of live posting will be done by the Journalists and the staff: every statement, quote, last minute scoop, etc. For example, if a MEP wears the mask of Angela Merkel and dances



inside the Parliament room, it will be appreciated to know it as soon as possible. We will manage it together closely with the marketing staff.

FINAL ADVICE BY THE STAFF

To be a Journalist is not an easy issue. You have to interview a lot of people, pay attention to everything, catch every scoop or interesting piece of news, etc. This is a game and we have to play together. We are here to have fun together and learn how journalism in the EU works. You are very important for the simulation because you have the responsibility of the information of the whole event. Be curious and do not be afraid to be pushy, punctilious, to ask questions, to talk personally with MEP, to become their friends, and/or to disturb them while they eat. Do your best. We are here to help you in all the steps of this wonderful experience. Here some final tips by the staff:

- Read carefully the **WHOLE** study guide. You need to know the two Directives chosen. Obviously, you have to know what they are talking about. You have to know the rules. If a MEP breaks the rules, you can write about it.
- Listen to tips and pieces of advice of the Editor in Chief and the staff. They are here to support and help you, not to judge you. Try to build with them an encouraging and respectful environment, and everything will be all right.
- If you have some problems, of any concern, talk with the Editor in Chief and the staff.
- It will be stressful and demanding sometimes, but we are a team! We can do it!
- Last but not least... it is a role-playing game and you are a Journalist! HAVE FUN!



THE MODERN LEVIATHAN CASE STUDY

How social media and the internet became the anarchic regulator of politics and influence in the post-truth era in Europe.

One of the most interesting and debated issues regarding politics and elections in the last few years is clearly the influence of social media in our political choices. Mostly Facebook has become a social and political arena, where people share their opinions in a constant warlike and aggressive environment. The political debate around elections nowadays consists into three main actors: candidates, active electorate, and the Internet.

The powerful tool that connects anyone of us – the web – has become crucial in our decision-making process. Academics and scholars are beginning to study this complex phenomenon, especially in Europe, more specifically after the UK Brexit referendum. For instance, universities such as Oxford are trying to figure out what is going on by setting new research teams funded by the European Union itself, trying to interpret what it is called the “computational propaganda.” With this term, we mean the ability of bots (n.d.a. automated scripts) to influence opinions on social media. According to Oxford researchers, political bots were used by some political actors in order to influence the conversations or take the oppositions out of action.

This is just one of the tools used by some social media managers or political parties in order to reach the more voters they can. Political ads that we can find in our Facebook or Twitter main pages when we connect with the whole world are intrinsically based on our tastes, behaviours, habits, or some keywords we put on our posts online. Basically, it is a psychological game, and social media CEO of some political parties accepted the challenge.

However, this involves a lot of considerations we should make in analysing this kind of evolution of our lifestyle and way of receiving information and choose whoever deserves to represent us in Parliaments or at the top of our democratic institutions. We are assisting in a complete change of the way we make a choice, some of us acting like puppets and trusting everything we see advertised and sponsored when we open an app, without doing a proper fact-checking or confronting every opinion through a newspaper or reading the different electoral proposals of every party.

This is the tendency worldwide, but we can observe it in more detail in our European Union: the Brexit referendum, French elections, German elections, and last but not least, Italian elections. The raise of some kind of parties that behave themselves very well with digital communication and marketing, mostly alt-right and populist parties, can be considered a pattern: short videos of the candidate commenting on news – or creating fake news -, photos with captions that are easily understandable by anyone and that everyone mostly agrees with without reflecting deeply about them, short and simple posts about every single issue that happens internationally and nationally.

Reflecting about this phenomenon means to dig and investigate inside all the issues you will find inside this case study. This issue is more complex and taken more for granted that it seems at a first glance.



The role of fake news, the new issue of Cambridge Analytica, the alt-right and populist parties' emergence, or the interesting role of Russian propaganda are all mixed in a society that changes, while we try to figure out how these concerns can undermine or put some difficulties to our European institutions and our process of integration.

Populism

The alternative right (called "alt right") and populism can be considered as the rings of conjunctions of what we can define as "hot issues" nowadays. Social networks and European elections, Russian propaganda, fake news are only some of the topics influenced by the birth and growth of populism all over the world.

First of all, referring to the Dictionary of the English Language, populism is defined as a *political philosophy supporting the rights and power of the people in their struggle against a privileged elite* even if in our contemporary political sphere by saying populists we refer to alternative right wing politicians that try to empathise with the public through unrealistic proposals and a wide use of rhetoric.

The effect of populist rhetoric can be seen in the Trump election in America as well as in a surge of right-wing movements in Europe, starting with France, Germany, Italy, the United Kingdom, and nonetheless Poland, Hungary, the Czech Republic/Czechia, and Slovakia. European populism is not easy to define: the reasons of its success are obviously different, and its adherents are not part of a single ideology even if all populists are criticising uncontrolled migration especially of Muslims. Traditional politics and coalition governments are fragmented by their success as in the case of Germany and Italy.

Jiří Pehe, a Czech political analyst and writer, said that what ties populists together is the fact that they "*ride the wave of anxiety — about globalisation, migration and new phenomena — and appeal to those looking for some protection*". The fear of the foreigner, that is in the majority of cases a stranger too, leads to a sense of protection of the national identity and a conservation of what identifies as unique a country. A significant segment of the European population feels that they have been robbed of something and misled; all these feelings have been widely wound up by fake news, in particular founded on social networks where the spread of this surge has been unstoppable.

The rise of populism in America was guided by Donald Trump, now formally President of the United States of America. Trump convinced a large part of American citizens (and a great part of citizens of other countries too) that the previous elites jeered them by putting the interests of illegal immigrants above the common voters. By the slogan of "Make America Great Again," Trump rode the wave of European populism to create his own campaign, based on white-supremacy and the protection of what defines America as it is.



Fake News

Brexit and the Trump elections are just two of the many examples we have of how “fake news” could be used in this era of post-truth to influence the population’s important decisions. The power of the media has always been a crucial point in deciding whether to vote one candidate or the other, but, now more than ever, news is a weapon that politicians tend to exploit.

In a post-truth era, we are faced with the battle of fact versus fiction, in a world where, according to Associate Professor of journalism at Illinois State University Huxford, “truth is no longer seen as important.” False information always had a place in the online realm, whether through chain letters or message boards. Now, however, they are almost more available than actual news because of Facebook posts and dubious news outlet being brought to the front page of the Google News section.

This huge information crisis has its root in technology mainly and in the wrong usage of social media such as Facebook and Twitter. But, this does not explain fully how a substantial part of the population ended up believing everything mainstream media outlets have to say, nor why people did not even look up online if what was said was actually true. All these factual fallacies do not show that people dislike the truth, but that most of them prefer liars that can promise a change in the status quo. It could be described as merely another symptom of the recent populism.

As the head of the Digital Forensic Research Lab in Washington, Maksymilian Czuperski stated that before news were in the hands of static outlets, such as the radio or the tv; it was a one way mean of communication. Today, we live in the age of live news feed and intercommunication.

And it is this intercommunication that can be our own salvation as well as our own mean of demise. We both have the power of unlimited knowledge and the power of posting alternative facts made believable thanks to the wide reach that our own social medias allow us.

Cambridge Analytica

“If you want to change politics, you first have to change the culture, because politics flows from culture.”, Christopher Wyle about the “Breitbart doctrine”

Social networking, the compulsive need to share and form social interconnections that is part of the very human nature, was born way before the internet. It is a very specific concept in social studies rather than a service available in the world wide web and a construct upon which every different nuance of society is build on in its own complexity.

In the first years of the new millennia, the merging between the concept of social networking and the world wide web gave birth to the so-called Internet 2.0 with the creation of the first social networks, seeing Facebook as the most important amongst them. This marked a new paradigm in a modern era society as the fabric of social interactions are still today tightened more than ever in mankind’s history, easing the sharing of thoughts, data,

contacts and even empowering pre-existent realities such as marketing, e-commerce, communication strategies, and politics. Remember the latter.

In 2017 Facebook reached the astonishing 2.2 billion users worldwide. One third of the global population now has a Facebook account, liking, sharing, communicating, expressing ideas, or personal tastes. Amongst the other giants of social networks such as Twitter, Facebook already had the power to change politics and society, acting as a channel for values of freedom and democracy in non-democratic states as the Arab Spring clearly demonstrated. Even in democratic states, new values of equity have been successfully instilled as many pressure groups managed to use social networks as a very effective loudhailer (e.g. #metoo). This was thanks to one of the internet's most important feature almost unprecedented for the previous mass media: the transnationality as the ability to easily permeate borders.

But “with great power comes great responsibility,” and as we’ve already discussed in the previous paragraphs there is always a bleak side in the wrinkles of the web. Social media experts and journalists were already trying to decipher the ominous signs when the Cambridge Analytica scandal broke out. In March 2018 the whistleblower Christopher Wylie released a deposition with clearer information on how the political consulting firm Cambridge Analytica managed to influence the electoral results in many countries including the US and European States.

Cambridge Analytica is a British company combining data mining and data analysis for the purpose of formulating political strategies and communication. It was founded in 2013 as part of the SCL group by Robert Mercer and former Senior Counsellor of President Trump as well as chair of alt-right journal Breitbart News Steve Bannon.

According to the company’s CEO Alexander Nix, Cambridge Analytica was involved in 44 US political races for the Republicans, Donald Trump’s presidential campaign, and the Leave EU campaign in the British EU Referendum. Christopher Wylie also stated that CA worked for an Italian political party. With an operation of reverse-engineering and a downloadable app, the company managed to gain 87 million Facebook users without their knowledge and consent. Data that was then processed with a complex algorithm categorised users via psychometric indexes to know their political affiliation. This was preparatory to a second phase of precise targeting with focused advertisements on the users’ account in order to manipulate or strengthen their electoral behaviour before the vote.

The data was taken from users in all 28 countries of the European Union, raising the concern of the European Commission who already summoned Facebook founder and CEO Mark Zuckerberg to testify and accelerated the process of enforcing the General Data Protection Regulation to defend European citizens from further illegal data mining.

The number of violated accounts are growing everyday and, while the investigations proceed, new data and information keep popping up: in time we will be able really to determine the level of impact of data mining on the electoral behaviour and the democratic stability on a global scale. Cambridge Analytica really could be just the tip of the iceberg, and for sure it’s not the only firm using psychometrics indexes for political purposes.

Perhaps if we look eastward....



Russian Propaganda

Since the 2014 annexation of Crimea by the Russian Federation, there has been an evolution in the country's propaganda. Russia has taken advantage of modern technologies, the internet, social media, and the evolving world of online journalism, leading to the so-called "weaponization of social media." This propaganda model has, in many ways, adapted Russian propaganda strategies of the Cold War era to modern times, as Russia's 2014 military doctrine shows.

In this document, the danger of unknown actors using information warfare and political subversion to destabilize and overthrow regimes was introduced, alongside the "old" discussion on Western weapons systems and on its nuclear arsenal. The high volume and repetitiveness with which propaganda news comes out of Russia is a key element of its evolution, which owes part of its circulation outside of the country to Western dissenting political parties and groups; however, foreign propaganda is as important as domestic propaganda. Much of Russia's propaganda is related to the image of Vladimir Putin himself.

The cult of Putin as a leader and a father figure for the entire Russian population has not seen significant decline since he was first elected in 2000. The contributing factor to this lasting appeal is the lack of freedom of the Russian press, the lack of real opposition, and the idea that Putin's strength is Russia's strength.

During Putin's years in power, both officially and behind the scenes, Russian GDP has seen a steady growth with the exception 2009 and 2014's plummeting economy. The World Bank showed a 1.5% growth in Russia's GDP in 2017. In order for Russia to hold its position of power in the world order and avenge the humiliations faced at the hands of foreign countries, Putin was and is believed to be the ideal candidate. He portrays the outside world as full of hostile forces, conspiring against Russia and its allies; however, for the most part, people attend pro-Putin rallies and buy Putin portraits because they see some profit in it for themselves or because they want to, not because such actions represent a prerequisite for college enrolment or avoiding punitive assignments at women, as it might have in the past.

The impact and scale of Russian propaganda has increasingly gained international attention, in particular after the allegations of Russian collusion in the victory of Donald Trump in the 2017 US presidential elections. Reddit, among other websites and social platforms, has admitted to hosting Russian propaganda on its site during the 2016 presidential campaign. In this case, a few hundred accounts of reportedly Russian origins were sharing "indirect propaganda", harder to spot and to stop. The constant and repetitive flow of often partly-false information makes up most of Russian propaganda, and even news outlets like Russia Today and Sputnik News participate in this scheme, as they are mostly state-controlled.

The Saint-Petersburg-based Internet Research Agency was among those who were indicted by the US Supreme Court in February of 2018 for interfering with the U.S. presidential elections. Following these events, a possible interference of Russian agents in the campaign for the Brexit referendum and in the French and Italian national elections' campaign has been a topic of discussion.



Conclusions

What about the European Union then? Are we ready to face the modern Leviathan or Internet 2.0, changing our society from its very guts? The European Union has actually one of the strictest legislations concerning personal data in the whole world. Next 25th of May the General Data Protection Regulation (GDPR) will enter into force within our national legislations, in order to protect European citizens' personal data, both from EU companies and extra EU companies. The Regulation imposes stricter rules and covers the legislative loophole that EU had since 1995.

The European Union is going to raise the defenses against the use of personal data for one reason actually: if they are used to influence people to vote for one particular side of the game, it means that democracy is at stake. It is not a sort of "gag law" against Facebook or social media in general. Instead, it is a form of safeguard for European citizens, European members and the European Union as a whole. The European Union is made of rules, but it is also made of values. If someone from the outside tries to undermine them, it is fair that our institutions react avoiding that the European integration falls in a "self-eating" process from the inside, starting within every single national border and spreading like a disease. A process that could easily destroy what we hold dearest out here: democracy and rule of law.



Additional Staff Profiles



My name is Aurora Martina Granata, and I am a Ca' Foscari University of Venice graduate of a Master's Degree in International Relations. In 2017 I was awarded as a Professional in International Relations by the Italian Chamber of Deputies. Additionally, I am one of the Founders of VDS and currently its **Marketing Manager**. Moreover, I am in charge of Communication and Events for a small Italian Reputation Company. MUNs and MEUs are great opportunities for the students to improve their skills and once they achieved them, they could definitely make the difference in the labour market.

Hello, I'm Sara, and I'm the **Junior Marketing Manager** of the VeUMEU 2018. I have developed some marketing skills thanks to my previous experience as a Customer Service for the SK Communication Srl, and I have also dealt with some of Televenzia's sponsors thanks to my role as an external partner. This helped me to earn the consciousness that is required to work in the marketing field.

I'm a very dynamic, multitasking, goal oriented person, and I can easily work under stress turning the anxiety in energy! One of the things that I more appreciate is the team work, and I'm sure that thanks to the cooperation of a team of motivated and ambitious students, the VeUMEU 2018 is going to be a fantastic experience! I'm available for any questions you may have.



Sara Beja)



My name is Sarah Toubman, and I am the **Position Paper Reviewer**. I'm twenty years old and in the third year of my Bachelor's degree. I am originally from Boston, Massachusetts but attend the University of Michigan where I am majoring in Creative Writing and Literature and minoring in history and sociocultural anthropology. I'm currently studying at VIU for the semester.



I've never participated in a MEU or MUN, but have always felt it to be of the utmost importance to educate oneself on international affairs. I've also previously spent time studying in Spain and Argentina. I believe that participating in open debate ideally leads to an understanding of people, which is necessary for a comprehensive approach to politics. I'm excited to learn from the diverse group of individuals who will gather for VeUMEU. I also hope to assist in my own way, as I have extensive experience in editorials and research.

Sarah B. Toubman



My name is Julia Runte, and I have been your **Study Guide Designer**. I am currently working on a Master's Degree of Human Rights and Democratisation at EIUC and writing a thesis focusing on stigmas connected with the rehabilitation of children used in war. My current life; however, is a career change. I first graduated with a Bachelors in Anthropology from the George Washington University in Washington, DC where afterwards I worked for different non-profits dealing with older orphans and foster children. After, I received a teaching certification and my first Masters in Education. Then I taught primary school for 8 years in both Washington, DC and Shanghai, China. Also, throughout this time, I have worked as a freelance editor for individuals and organizations for the last 10 years, and also was a co-author and researcher for 4 articles/chapters for the American Counseling Association and Journal of Counseling and Development. My quite varied background has brought me to the world of human rights, EIUC, and Venice. After I finish school, I hope to work in the field of children's rights and education. I am happy to work with the VDS on the organizing end of this simulation. I participated in the fall as a delegate for the MUN, where I also won Best Delegate for the UNESCO committee. I hope you enjoy your time as it is wonderful experience.

Julia Runte



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