



### School level

- Recommended for 11<sup>th</sup>/12<sup>th</sup> grade

### Reference to subjects

- English, computer science/multimedia/EDP, communication/project work/social learning, mathematics, political education, economics, religion/ethics

### Teaching phase

- Elaboration

### Level of complexity

- Medium

### Concern

- Contact and interview people from other countries
- Get to know living situations and cost of living from/in other countries
- Compare and reflect on costs from different countries

### Knowledge and skills

- The students can interview people from other countries and describe and interpret the results.

### Duration

- 20 to 30 min. for introduction
- Homework
- 30 to 40 min. for bringing the results together

### Resources

- *International budget analysis – Worksheet [1–2]*
- *Tables with reference values – Material [1–5]*
- Recommended: *Tables with reference values – Vocabulary list [1]*
- Projector, computer

### Preparation

- Copy the worksheet *International budget analysis [1]* and the material *Tables with reference values [1–5]* for each student. You might also want to use the additional vocabulary list.

### Procedure

- Each student receives the worksheets *International budget analysis [1]* and *Tables with reference values [1–5]*. The teacher explains the task.
- First, the students search together for reference budgets from other European countries (e.g., Great Britain, Ireland, Belgium, the Netherlands, Sweden, Switzerland). These are printed out and copied for later individual and group work.
- The following links may be helpful:
  - ⇒ <https://ec.europa.eu/eurostat/de/web/main/data>  
There is a lot of data available here from Europe/the EU on income, Purchasing Power Parities (PPP), living conditions, etc.
  - ⇒ [www.numbeo.com/cost-of-living](http://www.numbeo.com/cost-of-living)
  - ⇒ [www.expatistan.com/cost-of-living/country/ranking](http://www.expatistan.com/cost-of-living/country/ranking)  
You can click on each country individually. Change the currency for the costs of living to euros.
- Students then go into small groups (3–4 people). Each group chooses a country. A country can also be assigned. It is important that the groups work on different countries.
- Each student in each group writes down the assigned country on the worksheet.
- Homework: The students in each group try to find out as much information as possible about the living and working conditions in that country using suitable sources (e.g., family or friends on location, contacts via social media, various websites ...).



- It is essential that the students try to identify comparable costs. If this is not possible (e.g., if the costs of a household insurance are unknown), this should be noted next to it (e.g., without insurance).
- In the group, the results for each country are summarized and compared with the Austrian values listed in the material *Tables with reference values* [1–5].
  - ⇒ Statutory holiday entitlement for a 5-day week: 25 days ([www.oesterreich.gv.at/de/lexicon/U/Seite.991623](http://www.oesterreich.gv.at/de/lexicon/U/Seite.991623))
  - ⇒ Current figures on average annual income in Austria are available from Statistics Austria ([www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht](http://www.statistik.at/statistiken/bevoelkerung-und-soziales/einkommen-und-soziale-lage/allgemeiner-einkommensbericht)).
  - ⇒ The Austrian healthcare system is financed by solidarity (solidarity principle) and is based on the compulsory insurance model ([www.gesundheit.gv.at/gesundheitsleistungen/gesundheitswesen/gesundheitsystem.html](http://www.gesundheit.gv.at/gesundheitsleistungen/gesundheitswesen/gesundheitsystem.html)).
  - ⇒ The social security contribution includes, among others, the following contributions: health and accident insurance, and pension and unemployment insurance ([www.gesundheitskasse.at/cdscontent/?contentid=10007.870462&portal=oegk-portal](http://www.gesundheitskasse.at/cdscontent/?contentid=10007.870462&portal=oegk-portal)). For the self-employed, the contribution for unemployment insurance is waived, but they can voluntarily pay into unemployment insurance ([www.svs.at/cdscontent/?contentid=10007.816653&portal=svsportal](http://www.svs.at/cdscontent/?contentid=10007.816653&portal=svsportal)).
- In the plenum, the costs of living of the individual countries are combined and discussed.
- The results from the other groups (worksheets) can be made available to the other groups/students in a suitable form.

### Ideas for further work

- The students can ask other people from other countries around the world about the cost of living and living conditions.
- The following statistics provide insight into the different price levels for consumer goods and services in Europe:  
<https://de.statista.com/statistik/daten/studie/234012/umfrage/preisniveauindex-in-den-eu-laendern>
- The young people could exchange ideas about the following:
  - ⇒ How do you live (country/city)? How much space do you have for yourself?
  - ⇒ Which room do you use the most (e.g., kitchen, living room)?
  - ⇒ Are there rather large families living together or do you live more individually?
  - ⇒ How far away is the nearest supermarket?
  - ⇒ Is a lot of cooking done at home in households, are more convenience/semi-prepared products consumed, or do people often eat out?
  - ⇒ How much does a full tank of fuel cost for a car? What alternative to a car do you have?
  - ⇒ What insurance policies are usually taken out?
  - ⇒ How long can parents take parental leave after the birth of their child? What financial support is available for families?
  - ⇒ ...

### Notes

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