

citizenship news +

learning
and skills
development
agency

NOVEMBER 2004 SUPPLEMENT

inside:

European Year of Citizenship

Video-making competition

Europinions – showcase your ideas

Teaching activities on Europe

European resources

European Supplement



Video-making competition

Do you have ideas and views about Britain's involvement with Europe – including some of the issues referred to in this supplement?

Could you make a short video which investigates and presents views about one European citizenship issue?

If the answer to these questions is 'yes', then enter this competition.

What you have to do first:

1. Develop your proposal for a video by discussing the issue you would like to focus on with others in your organization.
2. In writing (on form available from Rob Pope or Helen Lim) describe the video you would like to make. Include :
 - the title of your video proposal
 - the key points your video would cover
 - where you would like to shoot your video
 - some ideas about the footage you would include to cover your key points.
3. Send your completed application form to Rob Pope or Helen Lim at the LSDA by 25th November 2004.

Following the closing date, a panel of judges will choose the three best entries to go through to the next stage of the competition. This will involve spending a day with a professional video company in London (6th December), finding out about their work and getting support with the development of the European video proposals.

Finally, before Christmas, one of the short-listed projects will be chosen as an overall winner. This group of young people will make their video with the help of the video company and have it shown at the Young People's Conference on 15 March 2005.

Europinions

Are your young people brimming with great ideas about citizenship and Europe? Give them a chance to share their work with other young people from the programme in an innovative and inspiring way at our young people's conference *EU... RU?* on 15 March 2005. Representatives from nine post-16 citizenship projects have formed a planning group to plan and deliver *EU... RU?* and are calling for contributions from other young people in the programme. This is a great opportunity to showcase citizenship work on the theme of Europe. So whether your young people want to sing, dance, role play or present their work in any other way about European citizenship issues that are important to them, our planning group wants to hear from them. Just fill the form below and send to us by 15 November 2004, or e-mail your details to Rob Pope at rpope@LSDA.org.uk



EU... RU?

Young People's Contributions – Expression of Interest

Project Manager: _____

Telephone: _____

Organisation: _____

European citizenship issue theme: _____

How theme will be presented on stage: _____

Citizenship: the European dimension

2005 has been designated as the 'European Year of Citizenship' by the Council of Europe. Through the year the Council aims to draw attention to the importance of education in the development of citizenship in democratic societies and, across Europe, to raise young peoples' awareness of the need to get involved in matters that concern and affect them.

In response we have included a European dimension in plans for the year:

- We have asked as many projects as possible to include learning objectives and activities on Citizenship and Europe in their action plans.
- Our national conference on 15 March 2005, organised by young people from the projects, will be on the theme of Citizenship and Europe. If you plan to do work in your project which could be developed into a contribution to this event – especially if it is creative and attention grabbing – please let us know as soon as possible.
- Also on this theme and linked with the conference, we are planning a video making competition, the details of which are given on the page opposite.

Young people and interest in Europe

In all age groups in the UK there are indications of a lack of understanding and knowledge of European issues and young people are no exception. Not many, it seems, identify in a positive way with Europe.

Several years ago a survey of attitudes towards national identities revealed that only one percent of 16–24 year olds saw themselves first and foremost as European. Views and interpretations of this statistic will vary. However, there can be no doubt that combating disinterest and ignorance of European issues is a formidable and important task for citizenship education – both pre- and post-16.

The 'Y Vote' mock elections for the European Parliament elections in June 2004 offered one sign that young people can be more involved and interested in debating European issues when encouraged by the right opportunities.

About 100,000 students from 400 schools and colleges took part in these elections by running as candidates, creating manifestos and campaign posters, canvassing support, building ballot boxes and casting their votes



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on the day. The results of the mock poll showed some major points of difference from the official election. Young voters were much more likely to support single issue parties than the electorate proper, with the Green Party doing particularly well – achieving 12 European Parliament seats in the mock poll as against two in the official election.

Citizenship learning opportunities

Many citizenship questions arise in relation to the development of the EU, the UK's membership and the role of Europe in the wider world. Among them are:

- What citizenship rights and responsibilities are entailed in EU membership?
- Should we think of ourselves as being citizens of Europe?
- How do the powers of the EU affect our daily lives?
- What are the benefits and drawbacks of EU membership for the UK?
- How do citizenship rights vary across different European countries?
- Citizens of the 25 EU States have the right to live and work in any member country. What are the advantages and disadvantages of these migration rights?
- Should the process of enlarging the EU continue further?
- How democratic is the EU? Should it be more open and democratic?
- Is there fair representation of the EU and individual European countries in the British media?
- Overall Europe is a rich continent. What does the EU do – and what should it do – about problems in other parts of the world?



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Work on these questions could be developed using the suggested teaching and learning materials on pages 9–13 of this Supplement which help to meet learning objectives identified in the QCA Post-16 Citizenship Guidance (QCA, 2004).



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These activities would build on Unit 11 (Europe – who decides?) of the QCA suggested scheme of work for Citizenship at key stage 4 (QCA, 2002). The unit focuses partly on the Euro versus the Pound as an example issue for the European Union.

On pages 6–8 we have summarised some main points of the history and purpose of various European institutions as background for staff working with young people. This is followed by guidance on using the learning activities themselves.

YOUR VOICE YOUR VIEW



Peace Poroku and Aaron Boasman played a leading part in last February's young people's citizenship conference. Here they give their thoughts on next year's conference which has the theme of Europe and citizenship.

Peace Poroku

I became involved in post 16 citizenship as a student at Richmond upon Thames College and through this I also gained the opportunity to participate in the planning committee for the young peoples' conference – *Your Voice Your View*.

This year it is a privilege to have been offered the role of co-chairing the planning group for this year's young peoples conference. The chosen theme of Europe and Citizenship prompts really interesting issues which concern me a lot. Should I consider myself a European Citizen? How does the European constitution and law affect our lives? Why is it that the immigration issue receives such unwarranted and excessive coverage in the media? It's a great way to mark the European year of citizenship to have a conference organized by young people that allows us to investigate, debate and raise the profile of these and other questions about Europe.



Aaron Boasman

What is citizenship and what has it to do with Europe? Citizenship is about gaining knowledge of what goes on and how decisions are made, allowing us to form our own opinions and develop skills which will enable us to bring about change. Europe is relevant here because the decisions which are made in the European Union affect all of us and the way we live our lives – including young people. The conference relies on you coming forward, offering ideas and skills. Without them the planned event on 15th March would not be possible.

I was involved in planning last years conference, *Your Voice Your View*. It was a wonderful thing to be involved with and I got a lot from it, such as learning how to work as part of a team and how to express my views more easily. And it gave me the confidence to speak out, as I had the opportunity to act as a compère for some of the event. It also left me with a great feeling of satisfaction to be involved with the project from the start, and it was wonderful to see the end result.



Background to European institutions



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After the Second World War, in 1949, 10 European countries came together to form the **Council of Europe**. They wanted to prevent a European war ever happening again. They also wanted to make sure that the horrors of concentration camps, genocide and forced labour could be prevented in the future, and so they set up a code of rights that all European countries would respect. They called this code the **European Convention for the Protection of Human Rights (ECHR)**. It was based on the **Universal Declaration of Human Rights**, agreed in 1948 by the

fledgling United Nations. The Council of Europe set up the **European Court of Human Rights** in Strasbourg, where individual people could go above the heads of their own government to bring a case. It was later decided that these rights should also become law in each member country, although this has not yet happened in all 46 members. (see www.coe.int/T/e/com/about_coe/member_states/default.asp)

The **European Economic Community** is different from the Council of Europe because it started as a trading block, and trade is still central to its purpose. It was first proposed on 9 May 1950 (now called 'Europe Day') and formally established later, in 1957, by just six countries – Belgium, France, Germany, Italy, Luxembourg and the Netherlands – when they signed the **Treaty of Rome**. The member states set about removing trade barriers between them and forming a “common market”. In the early days the focus was on a common commercial policy for coal and steel and a common agricultural policy. Other policies were added as time went by and as the need arose.

Originally, the members of the **European Parliament** were chosen by the national parliaments, but in 1979 the first direct elections were held, allowing the citizens of the member states to vote for the candidates of their choice. Since then, direct elections have been held every five years.

The Treaty of Maastricht (1992) introduced new forms of co-operation between the governments of member states –

for example on defence, and in the area of justice and home affairs. By adding this inter-governmental co-operation to the existing economic community, the Maastricht Treaty created the European Union (EU).

The number of members of the EU has gradually increased since 1957. The UK joined in 1973, and at the beginning of 2004 there were 15 members: Austria, Belgium, Denmark, France, Finland, Germany, Greece,



The Treaty of Rome 1957
© European Community, 2004

Italy, Luxembourg, Netherlands, Portugal, Republic of Ireland, Spain, Sweden, and the United Kingdom. In 2004, 'enlargement' allowed in ten new member countries: Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. (Bulgaria, Romania, Turkey and Croatia have applied but have not yet been allowed to join.) (see www.eurunion.org/legislat/agd2000/agd2000.htm)

Economic and political integration between the current 25 member states of the European Union means that these countries have to take joint decisions on many matters. So they have developed common policies across a very wide range of fields – from agriculture to culture, from consumer affairs to competition, from the environment and energy to transport and trade.

This is what the EU says about itself:
(see http://europa.eu.int/abc/index_en.htm)

“The European Union (EU) is a family of democratic European countries, committed to working together for peace and prosperity.”

It is not a State intended to replace existing states, but it is more than any other international organisation. The EU is, in fact, unique. Its member states have set up common institutions to which they delegate some of their sovereignty so that decisions on specific matters of joint interest can be made democratically at European level. This pooling of sovereignty is also called “European integration”.

Institutions of the European Union

The Commission

The European Commission carries out much of the day-to-day work of the European Union. It drafts proposals for new European laws, which it presents to the European Parliament and the Council of Ministers. The Commission makes sure that EU decisions are properly carried out and supervises the way EU funds are spent. It also plays an important role in ensuring that everyone abides by the European treaties and European law.

The European Commission consists of 20 women and men (more later in 2004), assisted by about 24,000 civil servants. The President is chosen by the governments of the EU Member States and must be approved by the European Parliament. The other members are nominated by the member governments in consultation with the incoming president and must also be accepted by Parliament. The Commission is appointed for a five-year term, but it can be dismissed by Parliament.

The Commission acts independently of the governments of the Member States. Many, but not all, of its staff work in Brussels, Belgium. From November 2004, José Barroso is President of the Commission.

The Court of Justice of the European Communities

Its job is to ensure that EU legislation (technically known as “Community law”) is interpreted and applied in the same way in each member state. The Court has the power to settle legal disputes between member states, EU institutions, businesses and individuals.

The Court is composed of one judge per member state, so that all the EU’s national legal systems are represented. The Court is assisted by eight “advocates-general”. Their role is to present reasoned opinions



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The European Commission
© European Community, 2004



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on the cases brought before the Court. They must do so publicly and impartially. The judges and advocates-general are either former members of the highest national courts or highly competent lawyers who can be relied on to show impartiality. They are appointed by joint agreement of the governments of the member states. Each is appointed for a term of six years, after which they may be re-appointed for one or two further periods of three years.

The Council of Ministers

The Council is the main decision-making body of the European Union. The ministers of the member states meet within the Council of the European Union. Depending on the issue on the agenda, each country will be represented by the minister responsible for that subject (foreign affairs, finance, social affairs, transport, agriculture, etc.).

The Presidency of the Council is held for six months by each member state on a rotational basis. The UK has the Presidency for the second half of 2005.

The European Parliament

Since 1979, Members of the European Parliament (MEPs) have been directly elected by the citizens they represent. Parliamentary elections are held every five years, and every EU citizen who is registered as a voter is entitled to vote. There are currently 732 members but, following enlargement of the EU, this number will rise.

The European Parliament works in France, Belgium and Luxembourg. The monthly plenary sessions, which all MEPs attend, are held in Strasbourg – the Parliament’s “seat”. Parliamentary committee meetings and any additional plenary sessions are held in Brussels, whilst Luxembourg is home to the administrative offices (the “General Secretariat”). The MEPs do not sit in national blocks but in Europe-wide political groups that bring together all the main political parties operating in the EU member states. The Parliament has three main roles:

- It shares with the Council of Ministers the power to legislate; that means it can draw up and vote on new laws for the EU.
- It shares with the Council of Ministers authority over the EU budget.
- It has democratic supervision over all EU institutions, particularly the Commission. This means it keeps an eye on how these institutions are working, and can sack the whole Commission if there are any concerns.

Teaching and learning activities on Europe

These materials (pages 10–13) can be used to introduce learners to issues related to the EU. The activities are most appropriate for young people studying at level 2 or 3. However, they could be adapted for use with other groups.

Methods

1. In order to illustrate to young people that attitudes towards the EU are sometimes ill-informed and negative, carry out a 'board storm' by asking young people to call out any words they associate with the European Union. Analyse the results by categorising the words offered into different lists:
 - objective versus subjective
 - positive versus negative
 - accurate versus inaccurate.
2. Many people in this country lack knowledge of the history, institutions and role of the European Union. To build some basic knowledge, use the quiz '*So you think you know about Europe...*' and try to make it fun. The quiz could serve as a baseline exercise against which additional learning about Europe could be assessed at the end of this unit of work. You could put learners into groups and run it as a 'pub-quiz' style competition, with a prize for the winners. Or you could use it in a 'Who Wants to be a Millionaire?' format, including, if possible, asking the audience and phoning a friend. You could ask learners to design their own quiz for use by others in the group or for younger learners. The fact sheet giving basic information about the EU can help you when you discuss the quiz.

So you think you know about Europe... Quiz Answers:

1 (b) 2 (d) 3 (c) 4 (a) 5 (c) 6 (b) 7 (a) 8 (b) 9 (b) 10 (b)*
11 (d) 12 (c) 13 (a) 14 (c) 15 (d)

* *there is an exception: Citizens of the Republic of Ireland resident in the UK can vote in UK elections*

3. There are many arguments for and against the UK's membership of the EU. Of course, the arguments become more complex when people disagree over the extent of our involvement and the level of influence of European institutions over our way of life. Some of the arguments for and against are provided in '*The EU – What's the fuss about...?*'. Use them as follows:
 - Photocopy the arguments onto card and cut them up as sets. Give a shuffled set to each pair of learners.
 - Ask pairs to sort them into three piles: those statements arguing FOR the EU; those arguing AGAINST the EU; and statements they are not NOT SURE about.
 - Allow about 20 minutes for this activity, and then ask pairs to join up with another pair to compare their conclusions.
 - Ask each group of four to select four statements that they all agree with. Use these statements as the basis of a short speech that they prepare and practice. They should choose one of their number to make the speech to the whole group. The speech should not be longer than three minutes. Ask another learner to time them to make sure they do not exceed the limit, and use a whistle or bell when their time is up.
 - This activity can form the basis of preparation for a formal debate on the UK membership of the EU.
 - As part of the de-brief, encourage learners to form their own opinions on some of the wider issues relating to the UK membership of the EU. Some of the issues arising out of the statements are:
 - *How democratic is the European Union?*
 - *What advantages does membership give to the EU countries?*
 - *Do all countries benefit equally from these advantages?*
 - *Is the standardisation of rights, regulations and working conditions good for citizens of EU countries or not?*
 - *What should the role of the EU be in the wider world? Has it been successful in playing this role?*
 - *How does membership of the EU affect the UK's relationships with countries outside of the Union?*
 - For a fun, follow-up activity, photocopy and cut up the statements and give one statement to each learner. Tell them to use the statement as the basis of a comment to be made to a 'phone-in' radio programme. One student can take on the role of the radio programme presenter, and each of the others has just 30 seconds (about 90 words) to make one point about the UK's membership of the EU.
4. These knowledge and debate-building sessions could prompt a variety of follow-up activities organised by, or with, young people – including meetings with MEPs, visits to the European Parliament or a mock referendum on a major European issue.

So you think you know about Europe...

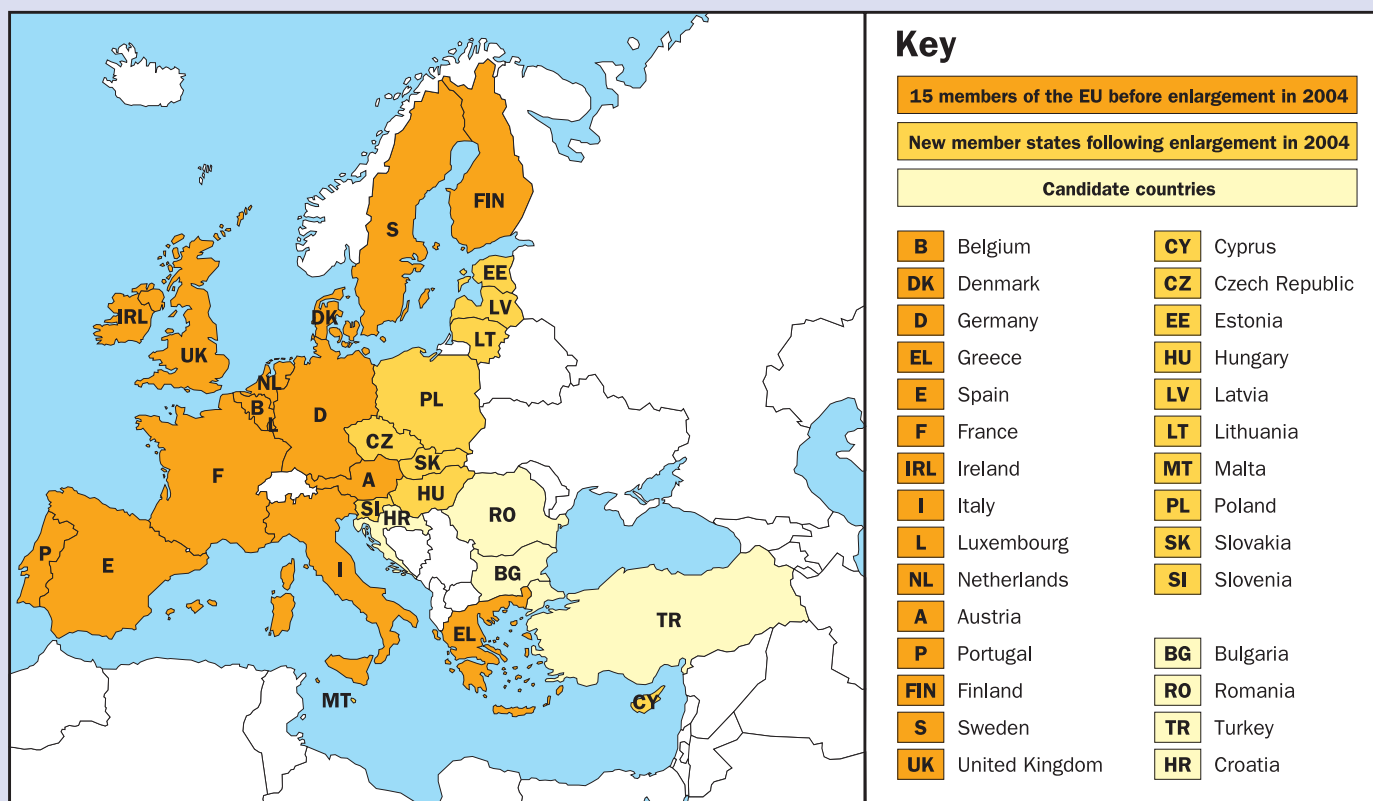
- 1. What does EU stand for?**
(a) Europe United (b) European Union
(c) Euro Understanding (d) Education Unit
- 2. Which of the following countries is NOT a member of the EU?**
(a) France (b) UK
(c) Germany (d) USA
- 3. Which of the following is NOT an aim of the EU?**
(a) To prevent future European wars (b) To enable the free flow of people and goods within the EU
(c) To make it easier to have holidays in the sun (d) To make trade within Europe easier by removing barriers
- 4. The European Union was originally called:**
(a) The European Economic Community (b) The Eurovision Song Contest
(c) The Common Agricultural Policy (d) The Cross-Europe Parliament
- 5. How many countries are members of the European Union at present (November 2004)?**
(a) 15 (b) 5
(c) 25 (d) 103
- 6. Twelve countries of the EU have adopted the Euro as their currency. Which one of the following countries is among the 12 that have adopted the Euro?**
(a) Denmark (b) Italy
(c) UK (d) Sweden
- 7. The Euro was introduced in 12 countries of the EU in which year?**
(a) 2002 (b) 1957
(c) 1973 (d) 1945
- 8. The name of the treaty that was signed in 1957 by just 6 countries at the start of the European Economic Community was:**
(a) Treaty of Versailles (b) Treaty of Rome
(c) Treaty of Stockton-on Tees (d) Treaty of Yalta
- 9. There are four main institutions of the European Union. Which of them is elected by people from all across Europe in a single election?**
(a) The Commission (b) The European Parliament
(c) The Council of Ministers (d) The European Court of Justice
- 10. Which of the following is NOT a right of any citizen of a European Union country?**
(a) the right to work in another country of the EU (b) the right to vote in national elections of another country of the EU
(c) the right to live in another country of the EU (d) the right to trade in another country of the EU
- 11. The UK joined the EEC in:**
(a) 1957 (b) 1989
(c) 1963 (d) 1973
- 12. Who has recently been appointed as an EU Commissioner for the UK?**
(a) Gordon Brown (b) Prince Charles
(c) Peter Mandelson (d) Eddie Izzard
- 13. Which of the following countries has applied to join the EU but has not yet been allowed in?**
(a) Turkey (b) Portugal
(c) Malta (d) Estonia
- 14. Which of the following areas of life does NOT come within European regulation?**
(a) workers' conditions (b) weights and measures
(c) education system (d) human rights
- 15. From 1 November 2004, Jose Barroso will be President of the 30 EU Commissioners. Which country is he from?**
(a) Spain (b) Latvia
(c) Italy (d) Portugal



European Union – the facts

- The EU started as the European Economic Community, when six countries signed the Treaty of Rome in 1957. They were Belgium, France, Germany, Italy, Luxembourg and the Netherlands. The aim was to remove trade barriers and agree policies for a 'common market' across the EU member countries.
- It is different from the Council of Europe, which has 46 members, and was set up to protect human rights following the Second World War.
- The European Union today has 25 members, including 10 new members that joined in 2004 under 'enlargement'.
- The UK joined in 1973, but has not yet joined the 'Eurozone'. This consists of 12 countries that use the euro (€) as their common currency. The 12 countries are: Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal and Spain.
- Membership of the EU gives citizens of member countries the right to live, work and trade in any other country of the EU.
- The European Commission consists of 20 people (probably set to rise to 27 with enlargement), assisted by many thousands of civil servants. The Commission carries out the day-to-day work of the European Union, drafting proposals for new laws and overseeing the way the work of the EU is carried out.
- The EU has a Parliament, made up of 732 seats, which are voted in by citizens of every member country on the same day, every five years. The Parliament can make legislation, decide how the budget is spent and keep an eye on the Commission, as long as the Council of Ministers approves their actions.
- The Council of Ministers is the main decision-making body of the EU. It is made up of the relevant ministers of each country's national government, depending on the issue being discussed. For example, if the issue is housing, then all housing ministers will attend.
- The Court of Justice of the European Union makes sure that EU laws are carried out properly in each member country. It also settles disagreements between countries.
- The EU has standard regulations and laws on many aspects of life and work in the member countries. These regulations can lead to much disagreement.

Europe and the European Union



The EU – What’s all the fuss about...?

STATEMENTS FOR

The EU provides **security** for its members. After the two devastating world wars of the 20th Century, the EU has ensured that no European countries will fight each other again. The Union also gives greater security from outside attack.

The EU provides a **huge market** for companies within the area to trade in. There are no barriers to trade, no taxes or restrictions, and people have greater choice. Goods coming into the EU from outside the area are taxed and that makes them more expensive for consumers to buy.

The EU aims to protect the **environment**. There are rules and regulations controlling pollution, waste disposal, CO² emissions, water cleanliness, etc. Countries wishing to join the EU have to have plans in place to clean up the environment.

EU regulations are being **standardised** all across the area so that people in different member countries get the same rights at work, the same standard of benefits, and the same human rights.

All citizens of countries within the EU have the right to **live and work** in any of the other member countries. This gives people much more freedom to improve their quality of life and find work that they enjoy.

The EU **helps poorer countries and regions** in Europe by providing the money for regeneration and job creation. This can include road-building, parks’ redevelopment, funding of community facilities, etc.

The huge trading area of the EU and the funding for poorer areas means that **many jobs** depend on the UK membership of the EU. Some countries, such as Japan, build factories here so that they have a way into the European market.

The EU promotes **democracy and human rights**. New member countries have to agree to abide by democratic principles in their governments, and they have to protect human rights in the way that all people, including criminals and opposition groups, are treated.

The EU can be **a force for good in the rest of the world** and has more power than the separate countries operating alone. This is especially important now that the USA is the only super-power left in the world following the collapse of the Soviet Union.

EU regulations make sure that goods and services produced in the member countries have to **meet certain standards of quality and safety**. This is good for the consumer and also for the people who make the products.

The EU – What’s all the fuss about...?

STATEMENTS AGAINST

The close relationship between members of the EU can **undermine relationships** with other countries. Britain has always had strong relationships with Commonwealth countries, but trade has been affected by our membership of the EU.

Some EU **policies favour particular groups of workers** and industries at the expense of others. The agricultural policy, for example, allows for huge sums of money to subsidise farmers, sometimes for not using their land at all.

The EU regulations create a mountain of **‘red tape’** for businesses and other organisations, and some of them are not sensible, like the rule stating that British chocolate cannot be called ‘chocolate’ because it does not use enough cocoa solids.

EU organisations have **too much power** and have taken away the right of individual countries to make their own decisions about matters that directly affect them – for example, about hours people can work and how much holiday they should have.

The free movement of people around Europe means that anyone from the EU can come to our country and get work, housing and benefits. The government has **no way of controlling how many people come**, where they live in the UK or what jobs they get.

Although the EU is very good for poorer countries, especially for the new members from Eastern Europe which get a lot of financial help to improve their environment and facilities, **the richer countries, like the UK, France and Germany, have to pay a great deal towards this.**

Some countries in the EU **have more power than others within the Union**. The bigger countries have more seats in the Parliament, and their governments seem to have more say over what happens.

The EU is **undemocratic** in that decisions are made a long way away from individual people. Many people do not understand how European institutions work and do not even know who their local Member of the European Parliament is. They cannot protest about the decisions they do not agree with.

The aim of some countries in the EU is for much **closer political and economic union** – almost a ‘Unites States of Europe’. This would affect each country’s sovereignty.

The regulations on acceptable quality of goods to be sold within the EU has meant that some of our previous trading partners in the third world are unable to sell to us, and have **trade barriers** operating against them.

Some examples of resources on Europe:

Speak Out! On European Citizenship: Teachers' Guide

Institute of Citizenship. FREE download from:

www.citizen.org.uk/education/resources.html

A teachers' guide to support the Speak out! Website, a pan-European project aimed at 15–19 year olds that hosts discussion forums on European subject areas (www.citizen.org.uk/speakout). The guide includes: an introduction to Speak Out!, European citizenship and institutions; activities, discussions and debates on social and cultural issues (e.g. human rights, diversity, sport) and institutional issues (e.g. convention on the future of Europe, electing the European Parliament, working towards a Single European Currency).



European Youth Portal

European Commission

Aims to give young people, aged 15–25 access to relevant youth-related information on Europe and to contribute to their active citizenship. Although in development, it contains details of opportunities for learning and work in Europe, news, information on citizens' economic, social, political and human rights, with links to other relevant websites.

www.europa.eu.int/youth

TV-LINK EUROPE

Managed by Mostra-Brussels on behalf of the European Commission

Designed for audio-visual journalists as a source of information and copyright-free video material, the website has a news section and themes on 'European Education and Culture' and the 'Environment', including calendars of European events, newsletters, articles, up-to-date facts and figures.

www.tvlink.org

BBC website

This website offers a range of information and activities relating to Europe, including:

BBC News – Europe – news, features, video and audio clips

<http://news.bbc.co.uk/1/hi/world/europe/default.stm>

Inside Europe – a guide to the changing face of the European Union, with top news stories, photojournals, country profiles, EU money matters, quizzes, etc.

http://news.bbc.co.uk/1/hi/in_depth/europe/2003/inside_europe/default.stm

CitizenX – schools' site offering pupils pages on being an international citizen, including a quick quiz on the EU, UN and Commonwealth, projects/activities, message board; also teacher notes.

<http://www.bbc.co.uk/schools/citizenx/internat/index.shtml>



www.bbc.co.uk

Young Citizen's Passport: 9th edition

(2004) Citizenship Foundation. Published by Hodder Headline **www.hodderheadline.co.uk** (£3.99 each, discounts for bulk orders)

www.citizenshipfoundation.org.uk

This A6-size ninth edition, covering rights and responsibilities in relation to all aspects of life, has a specific chapter on Europe (published in 2003 as a supplement).



We are From... Video 4

Channel 4, £19.00.

Six 15-minute programmes showing children from six countries (Estonia, Latvia, Lithuania, Malta, Cyprus and Hungary) introducing themselves and their countries to children from other parts of Europe. Although aimed at pupils aged 11–14, it could be of interest to some post-16 learners, and/or used as a resource by them with younger people. There are other videos in the series.

www.4learningshop.co.uk

EUROPA – Gateway to the European Union

Publications include:

Key Facts and Figures

February 2004. FREE download in pdf format or to order.

This 79 page booklet sets out basic facts about the European Union and includes a series of graphs and illustrations.

http://europa.eu.int/comm/publications/booklets/eu_glance/44/index_en.htm

Large Wall Map March 2004. 87 x 101 cm, scale 1:4 740 000, 20 EUR.

http://europa.eu.int/comm/publications/maps/index_en.htm

Hello Europe – A Youth Guide to Europe and the EU (CD-ROM) 2000

Multi-media CD-ROM for young people to support teaching in schools and early university years. Illustrated with pictures, videos, sound, hyperlinks. The CD includes factual information about the history of the EU, geography and ways of life of member countries, including the 11 countries applying for membership at that time. Some information needs up-dating.

<http://www.stat.gov.pl/english/stale/unia/>

Europe Direct

This service aims to help people find an answer to their questions about the European Union.

Call **Freefone 00 800 67 89 10 11** or put your question via the web <http://europa.eu.int/europedirect/>

www.europa.eu.int



EuroNews – website

EuroNews is part of the Council of Europe's multi-media website. It offers short summaries of current items in the news relating to European matters, including photographs and video clips. The material can also be accessed in other languages, including French, German, Spanish and Italian for language work.

The Council of Europe www.coe.int

www.euronews.net

European Schoolnet

This website represents an international partnership of 26 Ministries of Education developing learning for schools, teachers and pupils across Europe and beyond. It also offers an insight into the use of ICT in Europe. See also myEUROPE website aimed at bringing young people together through web-based learning: <http://myeurope.eun.org>

www.eun.org

MEPs in Schools

FREE Published by the Hansard Society and funded by the European Parliament.

The MEPs in Schools pack brings together MEPs, teachers and students to explore and debate European issues. Students learn about the European Parliament and the role of an MEP as an elected representative. To order, contact:

citizenship@hansard.lse.ac.uk

The AVCE European Resource Pack

2003. £45.00.

Available from Careers Europe,
Telephone 01274 829600.

The pack is presented in a ring-binder with information linked to the AVCE modules, including the history of the EU, treaties and institutions, plus discussions on the impact on business, country profiles and ideas for further research. Photocopiable.

European Resource Centres for schools and colleges

The British Council website provides information on regional centres still operating in the UK, plus other sources of information and resources. Contact your regional resource centre for on-loan materials and resources to buy.

www.britishcouncil.org/education/resource/europe/index.htm

Sources of information and resources – some examples:

Britain in Europe

www.britainineurope.org.uk

Brings together people in the UK who believe that Britain is better off in Europe. It argues the case in terms of benefits for British jobs, consumer protection, the rights and responsibilities of citizens and workers, and the environment. The website offers short briefings, party political conference up-dates and an opportunity to 'have your say'. It could be used alongside other material presenting different points of view.

Council of Europe

www.coe.int

The website offers: information on topics such as human rights, media and democracy, legal cooperation, culture and heritage, education, conventions; landmark speeches; a photo gallery, including key personalities; and a multi-media section, with TV broadcast and video/audio archive material, plus EuroNews.

Democracy Movement

www.democracymovement.org.uk

This non-party campaign aims to 'defend liberal democracy in Britain and across Europe which it believes is undermined by the single currency and the creation of an EU Constitution'. Its vision is a Europe of self-governing democracies that trade together, enjoy cultural exchanges and co-operate voluntarily. The website offers news and articles from major newspapers.

European Council on Refugees & Exiles (ECRE)

www.ecre.org

Promotes and supports co-operation between European non-governmental organisations working towards fair and humane policies for the treatment of asylum seekers and refugees. The site offers a very useful 'quick facts' page and FAQs on asylum and refugee issues, text on the debate on UK asylum issues and statistical information sheets.

European Information Network in the UK

www.europe.org.uk

Offers a gateway to European information for the UK regions, highlights current events and news, lists EU proposals that may affect the UK and/or regions, and offers facilities to be up-dated on what's happening in the EU and contact with members of the European Parliament (MEPs).

European Youth Parliament

www.eyp.org

The EYP seeks to promote the European dimension in education and give 16–22 year olds the opportunity to participate in 'a practical, positive learning experience', express opinions and take an interest in current affairs and the democratic process. Activities include three international 9-day sessions, national committees, European Studies programmes and a Young European of the Year Award.

UK contact: Patricia Gould coordinator@eypuk.com

Foreign & Commonwealth Office

www.fco.gov.uk

The FCO website has pages on 'Britain and the EU' with information on 'Britain's role in Europe', downloads relating to the White paper on 'the Treaty Establishing a Constitution for Europe', and a video in which the UK's Minister for Europe talks to young people about the benefits of EU membership and the future of Europe.

The British Council

www.britishcouncil.org

The British Council provides a service to connect UK vocational education and training organisations with similar organisations across Europe to share expertise and build partnerships. It has downloadable monthly briefings on 'Vocational Partnerships'. The Education and Training group's National Conference 'World Champions' is on using sport and international awareness to develop 14–19 year olds (18 November 2004).

The European Commission

www.cec.org.uk

The UK offices of the Commission report on political, social, economic and social developments in the UK and publish booklets, guides and newsletters, some for downloading.

The European Parliament

www.europarl.org.uk

The website www.europarl.eu.int offers an overview of the Parliament, including an audiovisual guide, contacts and link to the citizens' portal. The UK office arranges briefings/seminars, participates in exhibitions, facilitates contacts with MEPs, provides speakers, and information on Parliament visits, and produces a range of publications, stickers, pens and maps.