

## **EUC Teachers' Workshop "EdUcating for Peace and Cooperation"**

On 29 July 2009, EU Centre in Singapore organised the "EdUcating for Peace and Cooperation" workshop which was targeted at teachers who are interested in learning more about the EU and its policies, EU's relations with Singapore and the region, how it cooperates in areas of economic competitiveness, environment, foreign and security policy, and what lessons Singapore and ASEAN can learn in regional cooperation.

The workshop was attended by 34 teachers from primary and secondary schools to junior and private colleges teaching various levels and subjects, including English, Geography, History, General Paper and Economics. The event started with an opening address delivered by His Excellency Holger Standertskjöld, Ambassador, Head of Delegation of the European Commission to Singapore who presented an overview of the EU and how it has got to where it is today. He went on to discuss how the EU is coping with the global financial crisis and then turned to EU's growing partnership with Singapore despite the crisis.

This was followed by a lecture by EU policy expert, Mr Jørgen Ørstrøm Møller, Adjunct Professor at Singapore Management University and Visiting Senior Fellow at Institute of Southeast Asian Studies. In speaking about the Principles & Policies of the European Union, he explained why the European Union (EU) is the only example where countries voluntarily agreed to pool their sovereignty to exercise it in common. Many people wonder why the European nation-states, some of them historical arch enemies (for example, German and France) were willing to come together and integrate into the Union. The answer lies in the fact that integration is not an end in itself but an instrument to help nation-states solve their problems and deliver a better quality of life for their citizens.

After the talks, the teachers were divided into four groups which they had chosen before the workshop as per their interest. They were then briefed by Dr Yeo Lay Hwee, Director of EU Centre in Singapore on their roles for the workshop, which was ultimately to develop lesson plans based on the Singapore education curriculum on the four topics which can be discussed and applied across a range of disciplines and subjects such as General Paper, History, Geography, Economics and Social Studies.

The four topics for discussion were:

1. EU's external relations
2. How the EU confronts Climate Change and Environmental challenges
3. How the EU copes with globalisation and its impact on growth, jobs and employment
4. Single Market and Single Currency

The teachers were given reading materials and a set of questions for discussions in relation to their group topics and were broken up into four groups to develop the lesson plans. At the end of the day, the teachers shared with the whole group the respective lesson plans developed during the breakout sessions.

EU Centre in Singapore would like to thank the teachers who had attended the workshop and contributed to the development of the lesson plans.

1. Mr Alan Au Yong, Whitley Secondary School
2. Ms Cai Shu Juan, Anderson Junior College
3. Ms Alison Chee, East Asia Institute of Management
4. Miss Cheong Seok Hui Nicola, Bukit View Secondary School
5. Mr Edwin Chew, Teachers' Network
6. Mr Gabriel Chin, St Andrews Junior College
7. Mr Andrew Chong, National Junior College
8. Ms Chow Pei Sze, Singapore Chinese Girls' School
9. Mrs Vidya Devan, Orchid Park Secondary School
10. Ms Claudine Jean Fernandez, Tampines Junior College
11. Mr Clarence Ho, Retired MOE Teacher
12. Ms Azlina Ibrahim, Balestier Hill Secondary School
13. Mr Shamsuri Juhari, Anglo-Chinese School Independent
14. Ms Meena Kaur, National Junior College
15. Ms Angeline Koh, National Junior College
16. Ms Elaine Lee, Anglo-Chinese School Independent
17. Ms Emily Lim, Nanyang Junior College
18. Ms Charis Lo, St Andrews Junior College
19. Miss Emily Low, St. Margaret's Secondary School
20. Ms Josephine Mary, Orchid Park Secondary School
21. Mdm Rozainah Mohd Salleh, First Toa Payoh Secondary School
22. Mrs Salama Noordin, Temasek Junior College
23. Mrs Rachel Ong, Xingnan Primary School
24. Mrs Evelyn Ooi, Ping Yi Secondary School
25. Mr Pang Kong Eng, East Asia Institute of Management
26. Ms Lynette Poh, Nanyang Junior College
27. Ms Jasmine Seah Hui Yi, National Junior College
28. Mr Wayne Sequeira, Nanyang Junior College
29. Ms Sylvia Soh Hui Qing, National Junior College
30. Mr Tan Kay Song, River Valley High School
31. Mrs Tan Lay Hong, Bukit View Secondary School
32. Mr Steven Teo, Bedok View Secondary School
33. Mdm Claudia Ting, Crescent Girls School
34. Ms Yeow Phey Ying, St Andrews Junior College

**Attachments:-**

- 1. Topics for Discussion**
- 2. Lesson Plans**
- 3. Publications used for the workshop**

## Topics for Discussion

The following are the topics and questions which the teachers used during their discussion for developing the lesson plans:

### Group 1 – EU’s external relations

The EU in the world – foreign policy of the European Union

- Concepts of soft power – Can Singapore, a small city state develop soft power? How?
- What should be the priorities of Singapore’s foreign policy – promoting free trade? Should Singapore do more in the area of humanitarian assistance?

EU-ASEAN relations

- Is US / China a more important partner for ASEAN?
- Why are EU-ASEAN relations, despite increasing trade and investment ties, relatively “low key”?
- Will EU-ASEAN relations increase in significance or would it be overshadowed by ASEAN ties with its Asian neighbours?

EU-Singapore relations

- Is the EU an important partner for Singapore?
- Does Singapore emphasize more bilateral relations (e.g. Singapore-UK / Singapore-France / Singapore-Germany) than multilateral ties?
- What areas do the EU and Singapore have in common, and what maybe some of the key policy differences?

### Booklets for this working group:

1. The EU in the world - The foreign policy of the European Union
2. EU & ASEAN: 30 years and beyond
3. EU-Singapore: Trade and Investment 08

### Group 2 – How the EU confronts Climate Change and Environmental challenges

- What success has ASEAN had in dealing with common energy challenges?
- What technological innovations are there in the region to help extend or ensure the sustainable use of limited resources?
- Is there anything that Singapore can learn from EU’s efforts to combat climate change?
- What kind of clean energy / renewable energy mix is suitable for Singapore?
- Are Singaporeans individually and within our own organizations doing enough to reduce our carbon footprints?
- What is the most serious environmental challenge for Singapore – rising tides? Air pollution from forest fires? Energy dependence? Loss of biodiversity?
- How will climate change affect jobs?

### Booklets for this working group

1. Combating climate change – The EU leads the way
2. EEA Signals 2009 – Key environmental issues facing Europe
3. Water resources across Europe - confronting water scarcity and drought

### **Group 3 – How the EU copes with globalisation and its impact on growth, jobs and employment**

- What are the differences in strategies in the way the EU and region deal with globalisation and its impact on growth, jobs and employment?
- Can Singapore continue to enjoy “high growth”? If not, what adjustments must Singapore and what can Singapore learn from EU in coping with a “slow growth”, “low growth” reality?
- How can Singapore restructure its economy to avoid problems of high structural unemployment?
- What kind of “investments” must Singapore make to remain competitive?
- SMEs (Small and Medium enterprises) play very important roles in providing employment, creating jobs and promoting growth in many European economies. Are SMEs in Singapore as important, and should the government do more to help the SMEs?
- What lessons can Asian countries learn when it comes to providing social safety nets for its citizens?

#### **Booklets for this working group:**

1. Jobs and growth in the EU – A roadmap to a sustainable tomorrow
2. Restructuring and employment: The impact of globalisation in the EU
3. European employment and social policy – a policy for people

### **Group 4 – Single Market and Single Currency**

- Will we have a sort of single market in Southeast Asia (ASEAN Economic Community)? How far can Southeast Asia (ASEAN) go in its economic integration / cooperation?
- What are some of the key challenges that our region may face in creating a single market?
- How would a structural fund help the region to level up?
- In what way would a strong competition policy protect consumers?
- What are the benefits of a single currency? Would SEA or East Asia adopt a single currency?
- If Asia is to move towards an adoption of a single currency in the future, which would be the “anchor” currency - Japanese Yen or the Chinese Yuan?

#### **Booklets for this working group:**

1. It’s a better life – How the EU’s single market benefits you
2. Going for growth – The economy of the EU
3. How the euro benefits us all
4. EUC Policy Brief (Issue No. 1) – 10 Years of the Euro: Achievements, Challenges & Lessons for Asia

**Topic 1 - EU's external relations**

<b>Subject:</b> <b>Social Studies - Diplomacy</b>	<b>Standard:</b> <b>Secondary 4</b>	<b>Timeframe:</b> <b>4 lessons (1hour each)</b>
1	<b>Goals and Objectives:</b> <ol style="list-style-type: none"> <li>1. Understanding of complex issues in diplomacy</li> <li>2. Understanding interconnectedness of issues</li> <li>3. Pooling of national sovereignty “group”</li> <li>4. Issues happening in ASEAN affecting relations with the EU</li> </ol>	
2	<b>Anticipatory Set:</b> Online reading task on EU / ASEAN: <a href="http://europa.eu/index_en.htm">http://europa.eu/index_en.htm</a>  European Integration – Sharing of Experiences by Adjunct Professor Møller  Background information: EU ideals	
3	<b>Direct Instruction:</b>  Group presentation by students on: <ul style="list-style-type: none"> <li>• Is this the BEST solution?</li> <li>• SUSPEND TIES WITH ASEAN TO PRESSURE THEM TO DEAL WITH FOLLOWING ISSUES</li> </ul> Environmental issues – Indonesia forest fires Security issue 1: Transnational terrorism (JI) Security issue 2: Nuclear threat (North Korea-Myanmar)  What are the different options of dealing with issues raised  Method: <ul style="list-style-type: none"> <li>• 27 member countries</li> <li>• Others as observers – passing suggestions / directives / debrief</li> </ul>	
4	<b>Guided Practice:</b> Model EU – Council Debates	
5	<b>Closure:</b> <u>Group Debrief on Desired outcomes:</u> Suspending relations with ASEAN certainly not the first option – debrief on EU's values and approach toward external relations and what are the various options for EU to engage and “nudge” ASEAN to address various transnational issues.	
6	<b>Independent Practice:</b> Reflections of the Activity	
7	<b>Required Materials and Equipment:</b> <ul style="list-style-type: none"> <li>• Rostrum (elevated platform)</li> <li>• Placards with country names</li> <li>• Round table setting</li> <li>• Props / costumes representing different countries / Accented (role play)</li> <li>• Visualizer (agenda / issues at hand)</li> </ul>	

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8	<b>Assessment and Follow-Up:</b> Reflection
9	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• Diplomacy / Deterrence</li> <li>• Democracy</li> <li>• Capitalist economy</li> <li>• Soft power</li> <li>• Coaching versus force</li> <li>• Protocol</li> </ul>
10	<b>Possible cross-disciplinary connections:</b> <ul style="list-style-type: none"> <li>• GP</li> <li>• History</li> <li>• Social Studies</li> <li>• Language</li> <li>• Political Science</li> </ul>

## Topic 2 - How the EU confronts Climate Change and Environmental challenges

<b>Subject:</b> General Paper	<b>Standard:</b> Junior College	<b>Timeframe:</b> 1.5 hours
1	<b>Overview and Purpose:</b> How actively are Singaporeans trying to reduce our carbon footprints?	
2	<b>Objectives:</b> At the end of the lesson, students should know two initiatives the EU has taken to reduce carbon footprints e.g. renewable energy, and waste management	
3	<b>Guided Practice:</b> Students research on Singaporean initiatives to reduce carbon footprints – renewable energy and waste management. Context of possible conference <ul style="list-style-type: none"> <li>• preservation of certain area e.g. Chek Jawa, or building of nuclear plant near borders of other countries, land reclamation activities affecting waters of other countries.</li> </ul> Instructions <ul style="list-style-type: none"> <li>• research and role-play a certain ASEAN country as environment minister</li> <li>• representative from Greenpeace vs Government</li> <li>• MNC representative e.g. Shell or ExxonMobil</li> </ul>	
4	<b>Independent Practice:</b> Research process <ul style="list-style-type: none"> <li>• Pick from one of the following areas:</li> <li>• Business e.g. MNC investments in Green technology, government policies, civil society groups e.g. Singapore Environment Council</li> <li>• Summarise key initiatives and evaluate SWOT</li> <li>• Present in table/factsheet/mindmap/diagrams</li> </ul>	
5	<b>Required Materials:</b> “Combating climate change: The EU leads the way”: <ul style="list-style-type: none"> <li>• Reducing your carbon footprint – pp 22 – 23</li> </ul> “EEA Signals 2009: Key environmental issues facing Europe”: <ul style="list-style-type: none"> <li>• If bioenergy goes boom – pp 30 – 33</li> <li>• Not in my backyard – pp 34 – 38</li> </ul>	
6	<b>Assessment:</b> Options <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Portfolio</li> <li>• Debate</li> <li>• Proposal to governments/societies</li> <li>• Mindmaps</li> <li>• Round-table discussions / Mock ASEAN conference</li> </ul> Essay questions <ol style="list-style-type: none"> <li>1. Economic concerns take precedence over environmental concerns. Discuss.</li> <li>2. You are the head of your school environmental committee. Write a proposal to the Principal on how to make reduce the power consumption in the school.</li> </ol> <p style="text-align: right;"><i>Continued next page</i></p>	

7	<p><b>Other resources:</b></p> <p>Further reading</p> <ul style="list-style-type: none"><li>• Climate action: Energy for a changing world: <a href="http://ec.europa.eu/climateaction/index_en.htm">http://ec.europa.eu/climateaction/index_en.htm</a></li><li>• Climate change: <a href="http://ec.europa.eu/environment/climat/home_en.htm">http://ec.europa.eu/environment/climat/home_en.htm</a></li><li>• 'EU action against climate change: Leading global action to 2020 and beyond' (brochure): <a href="http://ec.europa.eu/environment/climat/pdf/bali/post_2012.pdf">http://ec.europa.eu/environment/climat/pdf/bali/post_2012.pdf</a></li><li>• The 'Sustainable energy Europe' campaign: <a href="http://www.sustenergy.org">www.sustenergy.org</a></li><li>• The 'ManagEnergy' initiative: <a href="http://www.managenergy.net">www.managenergy.net</a></li><li>• More details about climate change from the European Environment Agency (data and reports): <a href="http://eea.europa.eu/themes/climate">http://eea.europa.eu/themes/climate</a></li></ul> <p>Optional</p> <ul style="list-style-type: none"><li>• Field trip to Pulau Semakau and/or NeWater Plant.</li><li>• Earth Day - assembly talk</li></ul>
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### Topic 3 - How the EU copes with globalisation and its impact on growth, jobs and employment

<b>Subject:</b> <b>Economics, Social Studies, History, Geography</b>	<b>Standard:</b> <b>Junior College Secondary</b>	<b>Time-frame:</b> <b>1 hour</b> It should be noted that this topic is not confined to a single lesson but should be stretched over several lessons over weeks or even 1 term.
1	<b>Concept / Topic to Teach:</b> <ul style="list-style-type: none"> <li>• What is globalization? Explanation and examples</li> <li>• The impact of globalization on the EU and how it responds to the challenges posed by globalization</li> <li>• The impact of globalization on Singapore and its surrounding countries and how they can respond</li> <li>• To use UbD—giving students the information from the start and getting them to “learn backwards”? (especially for the weaker and less-read students)</li> </ul>	
2	<b>General Goal:</b> Students should understand the concept of globalization and be familiar with its impacts on countries (Multi-disciplinary)	
3	<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>• The economic impact of globalization—e.g. jobs, economic growth, financial institutions, Foreign Direct Investments (EC)</li> <li>• The geographical workings of globalization—how it crosses borders and affects countries within the same region and beyond (GE)</li> <li>• Social impact of globalization—cross-cultural references and globally recognized brands (SS, HY?)</li> <li>• A historical perspective of globalization – European history and development (HY?)</li> </ul>	
4	<b>Anticipatory Set (Lead-In):</b> Showing students a video (Europe in the world, and possible vides from Europa’s website Video Catalogue) Show students brands and figures associated with Europe—e.g. Zara, MNG, celebrities, football teams, car brands. We could also get students to try guessing the origins of these brands or celebrities.	
5	<b>Step-By-Step Procedures:</b> <b>DEFINING THE CONCEPT</b> <ul style="list-style-type: none"> <li>• Demonstrate to students the impact of globalization by asking them how they are familiar with all these brands despite them being European-based, before explaining to them the definition of globalization.</li> <li>• After explaining the concept of globalization to students, we could move from contemporary and popular cultural references to asking them if they are familiar with any historical/financial/political global institutions—e.g. IMF, WB, UN...</li> <li>• Giving students some historical background—e.g. Cold War times, fall of the Berlin Wall, the beginnings of global institutions, developments in transport, the rise of the Internet. Parallel the rise of Singapore with the rise of other globalized cities—e.g. Venice?</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Essential to emphasize globalization as a process, not a product? That there is no specific “date” as to when globalization began and when it can/will end</li> <li>• Also that globalization is <u>facilitated</u> by factors</li> </ul> <p><b>ASSESSING THE IMPACT (WORLD→SINGAPORE)</b></p> <ul style="list-style-type: none"> <li>• Comparison exercises on globalization:</li> <li>• “Then-and-Now”—pre and post globalization lifestyles</li> <li>• Individualized nations vs. a connected world—what benefits do countries reap from being global or joining a regional body like the EU/ASEAN?</li> <li>• Case study: The European Union</li> <li>• Could get perspectives from foreign students in the school on their experience studying in a foreign country, their reasons for wanting to do so, differences between Singapore and their native countries</li> <li>• Positive and negative impacts should be covered</li> <li>• Contemporary example: The spread of H1N1 from Mexico to the rest of the world</li> </ul> <p><b>THE LOCAL SCENE (SINGAPORE→WORLD)</b></p> <ul style="list-style-type: none"> <li>• Possible learning journeys for students—to factories or companies, allow students to get a better idea of how they function within a globalized world</li> <li>• Case studies on local companies who have become successful overseas—e.g. Charles and Keith, OSIM, Creative, Sakae Sushi, Breadtalk</li> <li>• Presenting statistics/newspaper articles and interviews on the number of Singaporeans who are working overseas (e.g. Sunday Times features people who have lived or worked overseas for extended periods of time), governmental attitudes towards Singaporeans going overseas to work</li> </ul>
6	<p><b>Plan For Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Break students up to do group-work—independent research during school hours</li> <li>• Setting an extension activity—e.g. students could be assigned particular topics or countries to research, to collect images or videos of globalization around them and explain how these are examples of the impact of globalization.</li> <li>• Resources collected could be used in a project later on or in presentations, video-casting, podcasting... for the benefit of a larger audience (e.g. for school assemblies, English fairs, the remaining levels)</li> </ul> <p>→ This could take the form of a long-term interdisciplinary project that spans a few weeks to even one term.</p> <ul style="list-style-type: none"> <li>• Getting concrete objects—e.g. food items, clothes, toys, etc. Students are asked: Where do these come from? Are all the different parts from different countries?</li> <li>• “Then-and-Now”—as part of this exercise, students could interview their relatives, getting them to compare the differences in their lives pre and post globalization</li> </ul> <p style="text-align: right;"><i>Continued next page</i></p>

	<ul style="list-style-type: none"> <li>Envisioning exercises—How would lives be without the Internet, without modern communication technology? Could even get students to “practice” living like that—but enforceable?</li> </ul>
7	<p><b>Closure (Reflect Anticipatory Set):</b>            Values Education—“Responsible Globalization” (E.g. good and bad manufacturing practices—McDonald’s, Starbucks, Nike, Hersheys...). Reading book excerpts or showing documentaries            Self-reflection opportunities for students—e.g. setting up a blog/class exhibition.            Possible topics: How globalization affects me.</p>
8	<p><b>Assessment Based On Objectives:</b></p> <ul style="list-style-type: none"> <li>Setting essay/application questions on globalization in the exams</li> <li>Possible to turn the self-reflection activities into assessments—e.g. writing of blog or class exhibition could be a CA component for students.</li> </ul>
9	<p><b>Adaptations (For Remedial Program):</b>            Scaffolding is necessary for weaker students for each activity or lesson            Providing a list of possible resources for students to use            Setting up a portal for students to upload information, pose questions and have discussions (aim to make it as student-centered and student-initiated as possible)</p>
10	<p><b>Extensions (For Accelerated Program):</b>            To plan a learning journey to visit the key EU institutions and understand how the EU deals with transnational issues in a globalised world.</p>
11	<p><b>Possible Connections To Other Subjects:</b>            General Paper, Social Studies, Geography, History, Economics</p>
12	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Globalization</li> <li>Inter-connectedness</li> <li>Interdependency</li> </ul>
13	<p><b>Required Materials:</b></p> <ul style="list-style-type: none"> <li>Video on the EU in the World (from EU Video Catalogue)</li> <li>Reading materials (Key facts and figures, Europe in 12 Lessons)</li> <li>Pictures, props</li> </ul>

#### Topic 4 - Single Market and Single Currency

<b>Subject:</b> <b>Social Studies Class</b> <b>Project Work (PW / IPW)</b>	<b>Standard:</b> <b>Upper Secondary</b> <b>Junior College Year</b> <b>1</b>	<b>Timeframe:</b> <b>3 – 5 lessons (55mins</b> <b>period)</b>
1	<b>Goals and Objectives:</b> <ul style="list-style-type: none"> <li>• By the end of the lesson, students should be able to:</li> <li>• Have a basic understanding of EU and the (€) Euro (case studies)</li> <li>• Have a working understanding of the idea of a single market / currency</li> <li>• Analyse and compare the benefits and possible concerns / problems / worries</li> <li>• Examine the possibility for ASEAN to set up a common market / currency (Should ASEAN have a single market / currency?)</li> </ul>	
2	<b>Anticipatory Set / Pre-requisites:</b> <ul style="list-style-type: none"> <li>• Understanding of international relations</li> <li>• Introduced to regional/international bodies e.g. ASEAN, EU, NATO, UN</li> </ul>	
3	<b>Direct Instruction (optional):</b> Lecture on the history of the EU / (€) Euro / single market / currency <i>*Teaching of content can be incorporated into the activities below.</i>	
4	<b>Guided Practice / Activities:</b> <ul style="list-style-type: none"> <li>• Research on the examples of other single markets / free trade area</li> <li>• Groupwork – discussions</li> <li>• Roleplay / Debates</li> <li>• Teacher as facilitator</li> </ul>	
5	<b>Independent Practice / Homework:</b> <ul style="list-style-type: none"> <li>• Research on what they think about the merits and costs of a single market and possibility of a single currency in the ASEAN context</li> <li>• Use of ICT (e.gs WIKIs, forums for discussion, library)</li> </ul>	
6	<b>Closure:</b> <ul style="list-style-type: none"> <li>• Lessons to be learnt from the EU case study and adapted to ASEAN context</li> <li>• Examine contents in the ASEAN Economic Community Blueprint</li> <li>• Students should reflect on the feasibility of a single currency for ASEAN</li> </ul>	
7	<b>Required Materials and Equipment:</b> <ul style="list-style-type: none"> <li>• Articles for discussion – provided by teacher</li> <li>• Recommended websites</li> </ul>	
8	<b>Assessment and Follow-Up:</b> <ul style="list-style-type: none"> <li>• SBQ / Essay based on topic (Alternative assessment) Letter of proposal / Feedback to Secretary-General of ASEAN</li> </ul>	
9	<b>Key Vocabulary / Concepts:</b> <ul style="list-style-type: none"> <li>• Common Market</li> <li>• Interdependency</li> <li>• Multilateral (as opposed to Bilateral) Relations</li> <li>• Supranational Organisations</li> <li>• Globalisation</li> </ul>	

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10	<b>Possible cross-disciplinary connections:</b> <ul style="list-style-type: none"><li data-bbox="268 322 954 360">• International Friendship Day / UN or EU Day</li><li data-bbox="268 360 954 396">• Collaboration with EL Dept / PW</li></ul>
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## **Publications used for the workshop**

### **Group 1 - EU's External Relations**

[The EU in the world: The foreign policy of the European Union](#)

EU & ASEAN: 30 years and beyond (see note below)

EU-Singapore: Trade and Investment 09 (see note below)

### **Group 2 - How the EU confronts Climate Change and Environmental challenges**

[Combating climate change – The EU leads the way](#)

[EEA Signals 2009 – Key environmental issues facing Europe](#)

[Water resources across Europe - confronting water scarcity and drought](#)

### **Group 3 - How the EU copes with globalisation and its impact on growth, jobs and employment**

[Jobs and growth in the EU – A roadmap to a sustainable tomorrow](#)

[Restructuring and employment: The impact of globalisation in the EU](#)

[European employment and social policy – a policy for people](#)

### **Group 4 - Single Market and Single Currency**

[It's a better life – How the EU's single market benefits you](#)

[Going for growth – The economy of the EU](#)

[How the euro benefits us all](#)

[EUC Policy Brief \(Issue No. 1\) – 10 Years of the Euro: Achievements, Challenges & Lessons for Asia](#)

The files above will be hosted on EU Centre's website till 15 August 2009 (with the exception of EUC Policy Brief). Thereafter, if you wish to download the files, you will have to search for the titles at the Europa website:

[http://bookshop.europa.eu/eubookshop/index.action?request\\_locale=EN](http://bookshop.europa.eu/eubookshop/index.action?request_locale=EN)

[http://ec.europa.eu/publications/booklets/index\\_en.htm](http://ec.europa.eu/publications/booklets/index_en.htm)

**Note:**

The following titles are unavailable in soft copy from the Europa bookstore as they are published by the Delegation of the European Commission in Singapore.

EU-Singapore: Trade & Investment 2009

EU & ASEAN - 30 years and beyond (EU-ASEAN Summit 2007)

You may wish to contact the Delegation in Singapore for information on the local publications.

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**Useful links**

[Inspiring teaching material about the European Union](#)

[EU in the World - video catalogue](#)